



Council of Europe  
Conseil de l'Europe

# Ambassadors for Change: Training Course on Gender Equality and Gender Mainstreaming for CoE Gender Equality Rapporteurs

Professor Anne Laure Humbert  
2-3 December 2021  
Strasbourg

Council of Europe  
Conseil de l'Europe





**Welcome by Roberto Olla  
Head of Council of Europe Human Dignity  
and Gender Equality Department**



Welcome from the facilitating team



## Background

Gender equality is one of the priorities of the Council of Europe, and essential in fulfilling its mission. The Council of Europe Gender Equality Strategy 2018-2023 underlines the importance of achieving gender mainstreaming in all areas of the CoE's policies and activities.

Gender Equality Rapporteurs (GERs) are appointed among the members of the steering committees and other intergovernmental structures of the Council of Europe (CoE) and play a key role in promoting gender mainstreaming in all policies and measures.

The role of GERs is to provide impetus to the effective integration of a gender equality perspective in the work of their respective steering committee or monitoring body, thereby ensuring that gender mainstreaming progressively becomes an integral part of their work.



## Objective

To enhance the analytical and operational capacity of Council of Europe GERS to mainstream gender equality, intersectionality and women's rights in their overall work.



## Expected outcomes

At the end of the 1.5-day training, as participants you will have:

- Acquired a clear and deeper overview of gender mainstreaming, gender equality and intersectionality-related concepts and policies.
- Acquired a set of gender mainstreaming tools and entry points to use in your different areas of work.
- Enhanced your understanding of the key role you play as Gender Equality Rapporteurs and developed compelling arguments to more effectively tackle resistance to gender equality.



## Quick overview of the programme

### TODAY:

- 14:00 – 14:30: Welcome and introduction
- 14:30 – 15:00: Icebreaker: Why gender equality matters
- 15:00 – 15:40: MODULE ONE: Building common ground as GERs: Clarifying and enhancing knowledge of key gender equality concepts.
  
- 15:40 – 16:00: Break
  
- 16:00 – 16:30: Quiz on facts and figures relevant to gender equality
- 16:30 – 17:20: MODULE TWO: Leading by Example: using gender-sensitive communication (language, images, events)
- 17:20 – 17:30: Wrap up



## Quick overview of the programme

### **TOMORROW MORNING:**

- 09:30 – 09:40: Welcome, recap from previous day and programme for the morning
- 09:40 – 10:10: MODULE THREE: “Ambassadors for Change”: the key role of GERS, and what the CoE recommends with concrete actions, examples and good to know entry points
- 10:10 – 11:40: MODULE FOUR: Walking the Talk: CoE Policy/Strategies to advocate for gender equality and women’s rights into your work, dealing with resistances
  
- 11:40 – 12:00: Break
  
- 12:00 – 13:00: MODULE FIVE: sharing good practices/lessons learnt in mainstreaming gender equality in your work
  
- 13:00 – 14:30 : Lunch





## Quick overview of the programme

### **TOMORROW AFTERNOON:**

- 14:30 – 14:40: Energiser exercise
- 14:40 – 15:40: MODULE SIX: how to do a gender/intersectional scan of our documents
  
- 15:40 – 16:00: Break
  
- 16:00 – 17:00: MODULE SEVEN: Design your “Gender Mainstreaming Roadmap” to put your Committee/team in action
  
- 17:00 – 17:15: Oral Collective Evaluation session and closure



## Tour de table

My name is... and I am here today because...



## Why gender equality?

Reflect in your group for 10 minutes on arguments to be presented on:

*“Why is gender mainstreaming important for the Council of Europe?”*

Guidelines:

- **Break out groups** : 3 groups discuss for 10 minutes and agree on key arguments to present in plenary
- **One person per group Reports back in plenary** (3 minutes per group)
- Please remember that **you will be in the same group for the two days and kindly choose different Rapporteurs each time**



## Why gender equality?

- international political mandate and crucial goal in itself
- a fundamental human right
- a question of social justice
- prerequisite for poverty reduction
- precondition for democratic development
- an effective conflict preventing strategy
- smart economics; key for economic growth; the business case for GE (profits, return on investments, motivation, sick leave, etc)
- a question of good governance (acting human- rights based and inclusive, addressing GBV and gender discrimination)
- key to achieve Sustainable Development Goals
- key for effectiveness of human-rights based international cooperation
- increased happiness and well-being for all!?



## KEY TO REMEMBER AT ALL TIMES

Gender equality is “a principle of human rights” and women’s human rights as “an inalienable, integral and indivisible part of universal human rights.”

cf. the [Council of Europe Committee of Ministers Recommendation \(2007\)17](#) on gender equality standards and mechanisms; [CoE Gender Equality Glossary](#).



## Thinking intersectionally

Equality and non-discrimination are fundamental pillars of democratic societies and the *condition sine qua non* for the effective enforcement of human rights for ALL citizens, regardless of their gender, sex, race, ethnicity or any other marker of social differentiation.

Cf. adapted from [“Intercultural integration strategies: managing diversity as an opportunity”](#) Working Group on Intercultural (GT-ADI-INT)

# MODULE ONE

**Building common ground as GERs: Clarifying and enhancing knowledge of key gender equality concepts**





## **GENDER / SEX**

What do these two concepts mean?

Who has had to explain it in an event or a meeting?

Or maybe include them in a written document?





## Sex and gender

### Sex

Biologically determined

Relies on physical, biological differences

Differences are fixed, universal and immutable

### Gender

Social and cultural construction of differences on the basis of femininities and masculinities

Refers to expectations as to the roles, attributes and behaviours attributed to women and men

Evolves across time and space, e.g. variations across cultures

Influenced by external factors such as education or socio-economic background



## Difference in time

From women fighting for the right to vote...



... to some of today's most prominent women leaders





## Difference in place



**India - Rural road construction:  
'typical' women's work**



**Germany - Rural road construction:  
'typical' men's work**



# **Gender norms, gender roles and gender stereotypes**

What are these?

Why are they so important to consider in gender equality  
analysis/discussions of key documents?



## Sex $\neq$ Gender



Think 96%



## Think 96%

9 months pregnancy + 6 months breastfeeding = 15 months of sexo-specific reproductive activities per child potentially

Average number of births per woman: 2,5 globally, from 1.2 in Korea to 7.6 in Niger (World Bank, 2014)

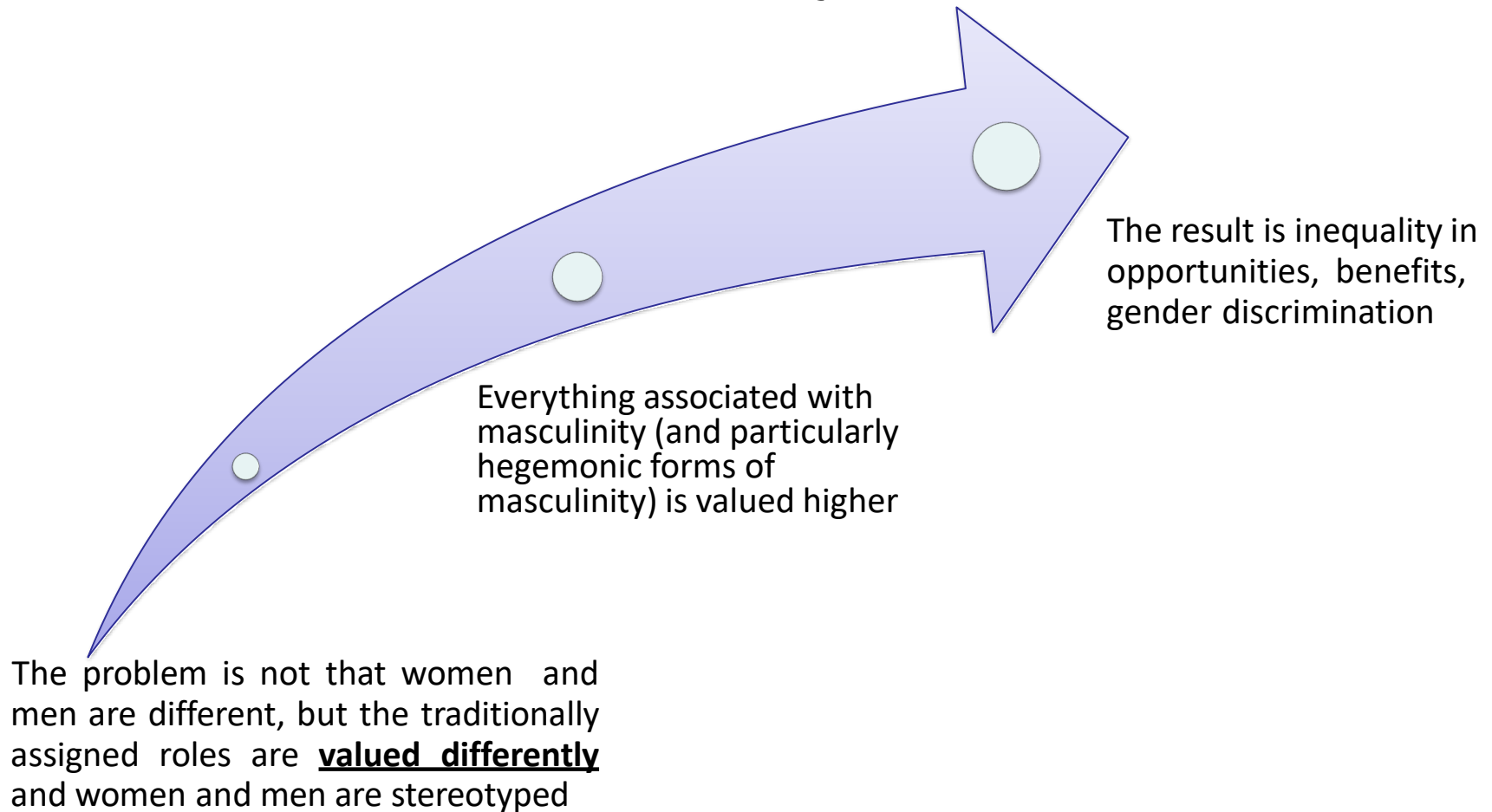
So women then, on average, are engaged in sexo-specific reproductive activities for 37.5 months in their lives

Knowing that women's life expectancy is 74 years (World Bank, 2014), this represents 4% of women's lives...

... We can conclude that 96% of women's lives, on average, is not linked to sexo-specific reproductive roles!



## Gender roles: socially constructed





## Gender relations

Beyond the individual level... how do gender relations operate in society?

Relationships between women and men are guided by social conventions (e.g. **stereotypes**) and which induces an imbalance in favour of one group over the other/others (e.g. **power**)





## How does the baby feel?

**Debbie**



**“Afraid”**

**Danny**



**“Angry”**

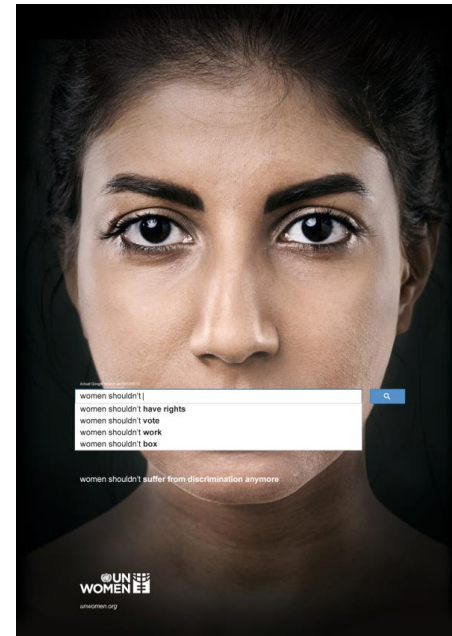
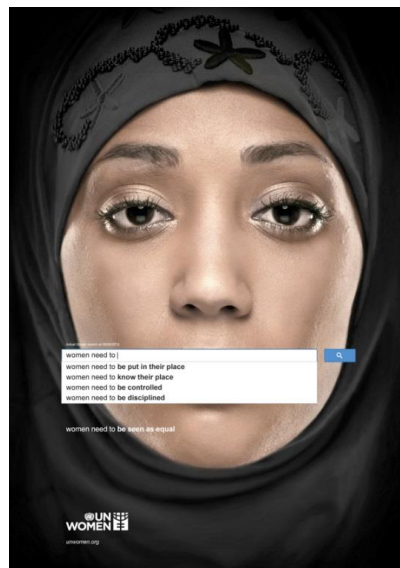


# From descriptive to prescriptive and proscriptive stereotypes



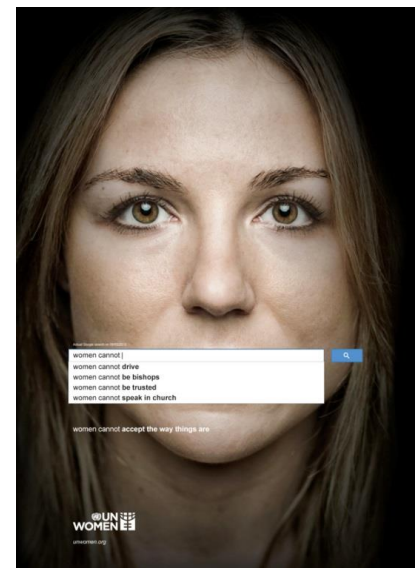
Women should...

Women need to...



Women shouldn't...

Women cannot...





## **Gender norms/stereotypes can disempower women and men in very different ways**

- Historically, unequal power relations between women and men have led to discrimination against women and men, and to the prevention of their full advancement.
- Key: women and men are victims of stereotypes restricting their full capabilities.

Source: CoE Gender Equality Strategy, p. 6.



# Intersectionality

In your work you engage with people from different social, economic and cultural backgrounds....

How do gender stereotypes affect them?

Do you encounter other types of discriminatory stereotyping?



## Key questions in thinking intersectionally

- Are women and men identical within their (binary) groups?
- What demographic, social, economic or functional characteristics might make them different?
- Are these differences additive? Or are they multiplicative?



## What is intersectional discrimination?

**CoE Definition:** Certain groups of women, due to the combination of their sex with other factors, such as their race, colour, language, religion, political or other opinion, national or social origin, affiliation to a national minority, property, or other status.... **are often subjected simultaneously to one or several other types of discrimination”.**

Sources: CoE Glossary p. 14; CoE, Gender Equality Strategy, p.11, fn. 9.

**Practical example:** In France, an experiment showed that women with a French-sounding name had a 22.6 % of being called for an interview when applying for a job, compared with women with a Senegalese sounding name (8.4 % chance) and men with a Senegalese sounding name (13.9 %)  
UNHRC 2017, ***“Impact of multiple and intersecting forms of discrimination and violence”***



## Added value of intersectionality: makes other grounds of inequalities visible



**FACT: By 2020, 20% of the EU population is expected to have some form of disability.**

**The CoE is committed to improving social and economic situation of persons with disabilities, building on the Charter of Fundamental Rights of the EU.**

**CoE Disability Strategy 2017-2023**



# **“Equal opportunities”**

Your definition or explanation?

Why the quotation marks?





## Equal Treatment - Example

- **ALBANIA:** The law No 9970 On gender equality in society (dated 24.07.2008) “regulates fundamental issues of gender equality in public life, **the protection and equal treatment of women and men with regards to equal chances and opportunities for the exercise of their rights**, as well as their participation and contribution in the advancement of all social spheres. [Gender Analysis Albania, p.6./Gender Impact Assessment of Economic Crime in Albania p.10.](#)

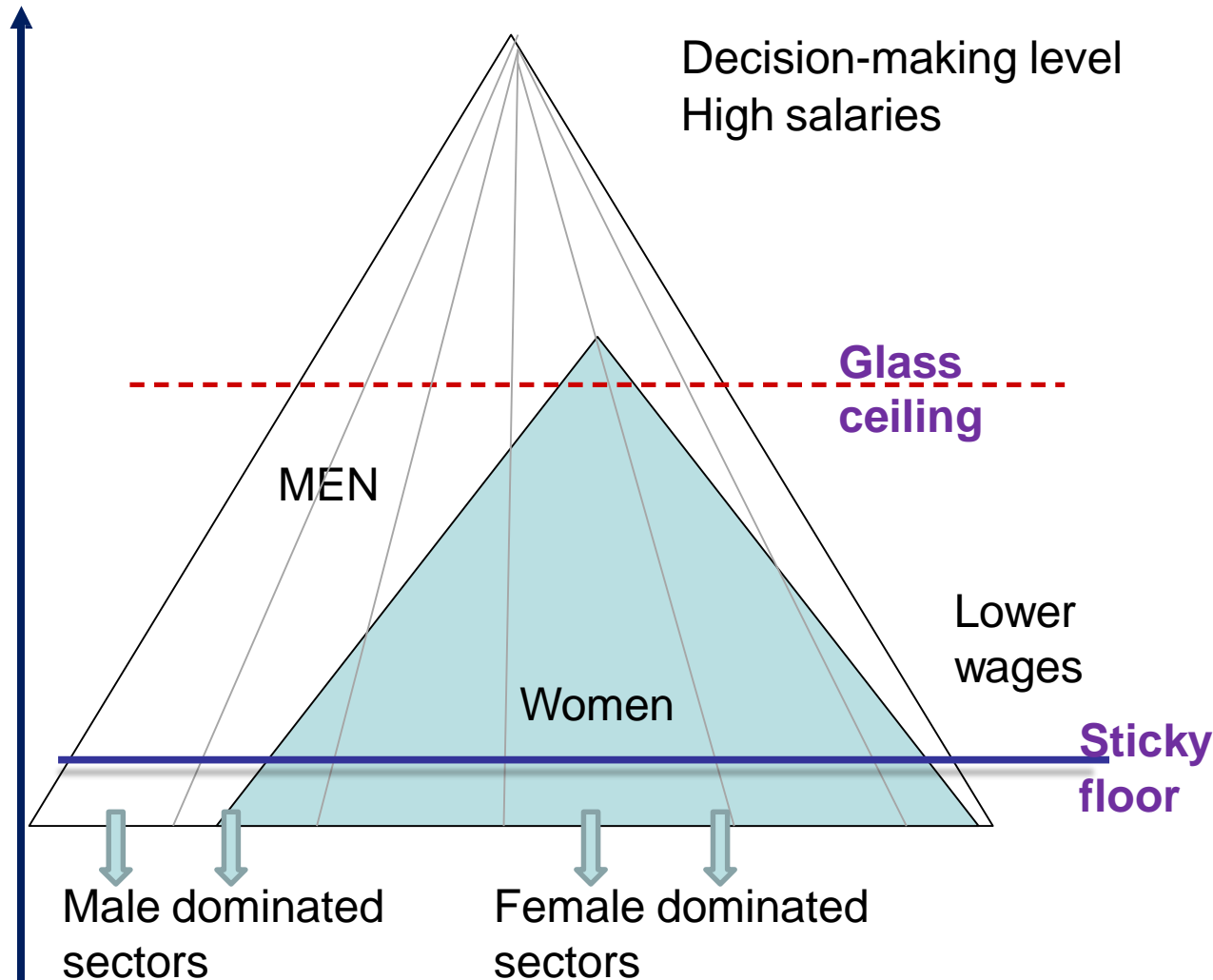
**Equal Treatment: *DE JURE* exists, enshrined in legal frameworks**



## DE FACTO? Impact of gender norms in the labour market

### Prevalence of unequal treatment:

- Salaries higher in male dominated sectors (horizontal segregation).
- Men over-represented in decision making jobs (vertical segregation)
- Women facing multiple barriers (executive women = glass-ceiling migrant women = sticky floor).





## Different approaches to gender equality



Source: Agents of Good <https://agentsofgood.org/2017/05/08/>



Equality before the  
law



Specific or positive  
actions



Gender  
mainstreaming



# Gender mainstreaming

What does this mean?

How do you explain gender mainstreaming in your work as GER?



## **What is Gender Mainstreaming?**

Gender Mainstreaming refers to 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. (Council of Europe, 1998)

The process of promoting a gender equality perspective in all policies, programmes and projects, at all levels and at all stages. The ultimate goal of this mainstreaming process is to achieve gender equality. (UN ECOSOC 1997)



# Gender Mainstreaming

Easiest definition:

**Process focussed on achieving  
gender equality**

Requires a gender analysis to know opportunities and obstacles for women and men in all their diversity in order to promote gender equality at all levels.



## **Gender Mainstreaming in Practice: some recommendations from the CoE**

### **Concrete actions:**

- 1. Collect sex and intersectional disaggregated data whenever possible to inform about the real situation**
- 2. Identify/consult gender expertise (CoE, national, local level) and share relevant data/good practices with them (for example gender experts from existing organisations, academia, NGOs, think tanks).**
- 3. Remind colleagues and Committee members of official commitments towards gender equality and gender mainstreaming (accountability and leading by example)**



## **Gender Mainstreaming in Practice: some recommendations from the CoE**

### **Concrete actions:**

- 4. Collect examples of successful gender mainstreaming exercises in other Committees (including those dealing with challenging areas such as economic crime, fraud, anti-doping, digital technologies, trafficking, forced displacement, migration).**
- 5. Organise a hearing/event on the topic in your Committee.**
- 6. Get advice from other GER or the Gender Equality Division.**
- 7. Any other practical idea from your side?**





## How to Mainstream Gender Equality

- The starting point: gender analysis
- No ready-made model for gender mainstreaming; each context has different obstacles and opportunities for promoting gender equality
- All phases, all levels. (Risk: gender evaporation)
- Gender mainstreaming requires mostly a combination of strategies



## Principles of Gender Mainstreaming

1. Never assume that development is gender-neutral
2. Reorganise your institution/organisation (equal treatment and opportunities, equal participation at all levels, etc.)
3. Start any development with a gender analysis
4. Ensure political will at highest level and resources
5. Be aware that mainstreaming does not replace the need for targeted (women or men) specific actions
6. Promote and monitor the process (gender units, GFPs)
7. Establish accountability mechanisms (sex-disaggregated data, gender indicators, gender budgeting)



## What is gender mainstreaming?

What?

Why?

How?



<https://www.coe.int/en/web/genderequality/what-is-gender-mainstreaming>

**Followed by Break until 16:00**



## Main reference document

### GM Toolkit for Co-operation



Gender mainstreaming toolkit: <https://www.coe.int/en/group/project-management-methodology/gender-mainstreaming-toolkit>



## **What gender mainstreaming is not!**

“Add women and stir”

50/50 representation

Add-on



## After the Break

- 16:00 – 16:30: Quiz on facts and figures relevant to gender equality
- 16:30 – 17:20: MODULE TWO: Leading by Example: using gender-sensitive communication (language, images, events)
- 17:20 – 17:30: Wrap up

# MODULE ONE

**Building common ground as GERs: Clarifying and enhancing knowledge of key gender equality concepts**



# QUIZ

## Facts and figures relevant to gender equality







How equal is the society we live in...  
(in 15 questions)?



Q1: In December 2020, women represented what percentage of parliamentarians in Council of Europe's Member States?

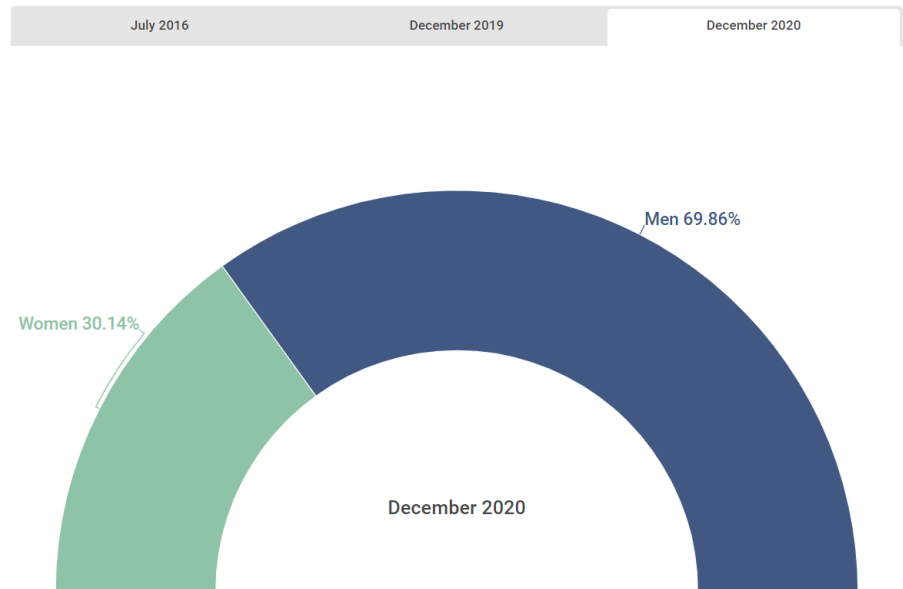
- 26.6%
- 29.5%
- 30.1%
- 50.0%



Q1: In December 2020, women represented what percentage of parliamentarians in Council of Europe's Member States?

- 26.6%
- 29.5%
- 30.1%**
- 50.0%

### Parliamentarians in Council of Europe's Member States



Data from ElecData (Compendium of Electoral Data) (February 2021)

Share

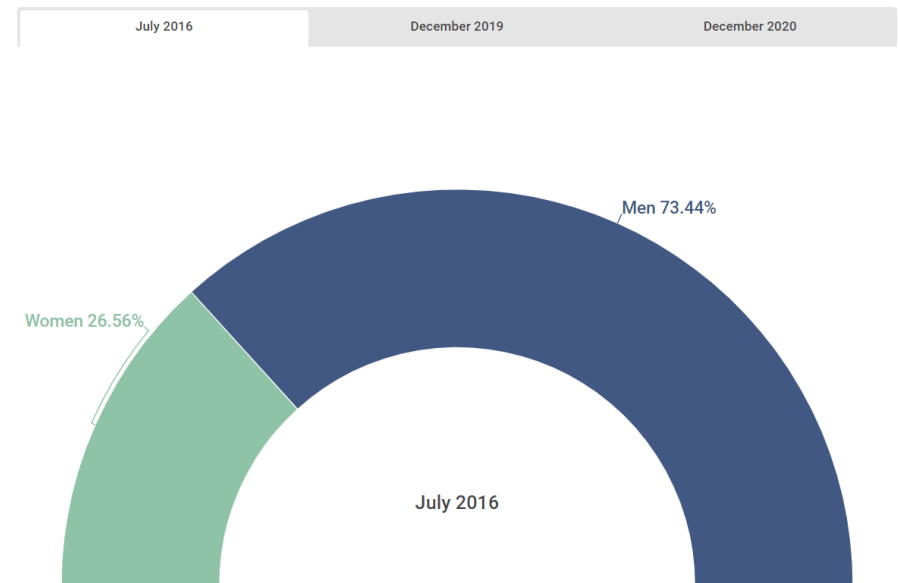
<https://www.coe.int/en/web/electoral-assistance/gender-equality-in-parliaments>



Q1: In December 2020, women represented what percentage of parliamentarians in Council of Europe's Member States?

- 26.6% in 2016
- 29.5% in 2019
- 30.1% in 2020
- 50.0%

### Parliamentarians in Council of Europe's Member States



Data from **ElecData** (Compendium of Electoral Data) (February 2021)

Share

<https://www.coe.int/en/web/electoral-assistance/gender-equality-in-parliaments>



Q2: Among OECD countries, what percentage of women sat on the boards of the largest publicly listed companies in 2020?

- 4.9%
- 21.2%
- 26.7%
- 45.1%



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- 21.2% in 2016
- 26.7% in 2020
- 45.1%



Q2: Among OECD countries, what percentage of women sat on the boards of the largest publicly listed companies in 2020?

- 4.9% Korea in 2020 (lowest)
- 21.2%
- 26.7% in 2020
- 45.1% France in 2020 (highest)





Q3: In 2017 in the EU-28, what proportion of women were managers?

- 19%
- 34%
- 46%
- 50%



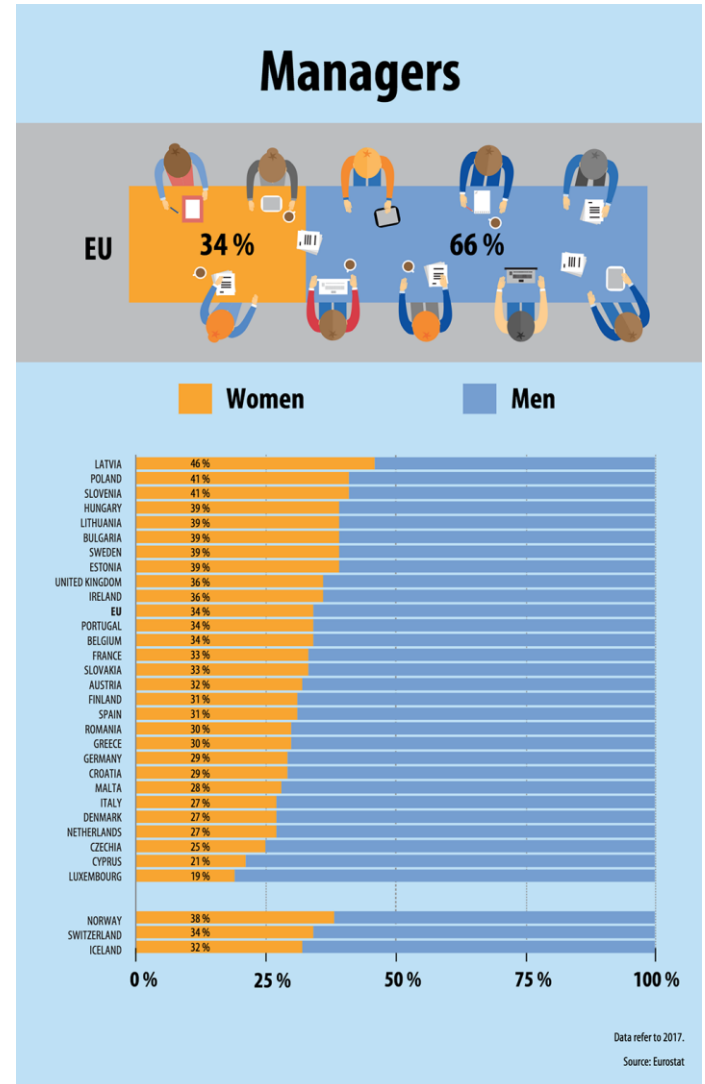
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- 34%**
- 46%
- 50%



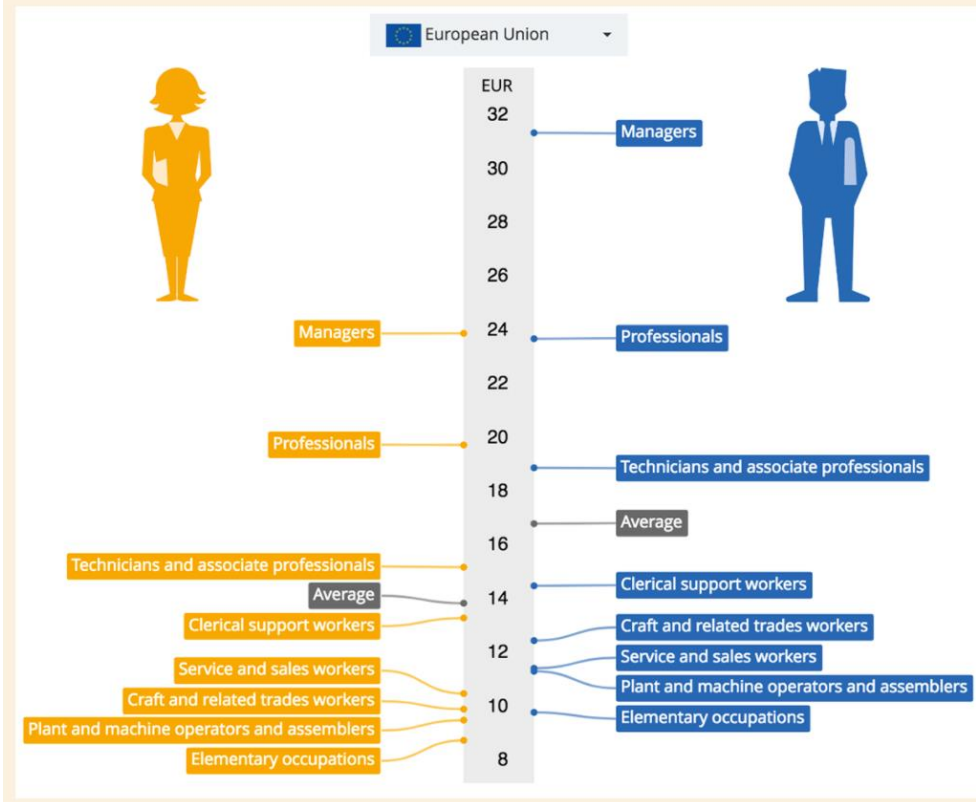
Q3: In 2017 in the EU-28, what proportion of women were managers?

- 19% Luxembourg (lowest)
- 34%
- 46% Latvia (highest)
- 50%





## Mean hourly wages by profession, 2014





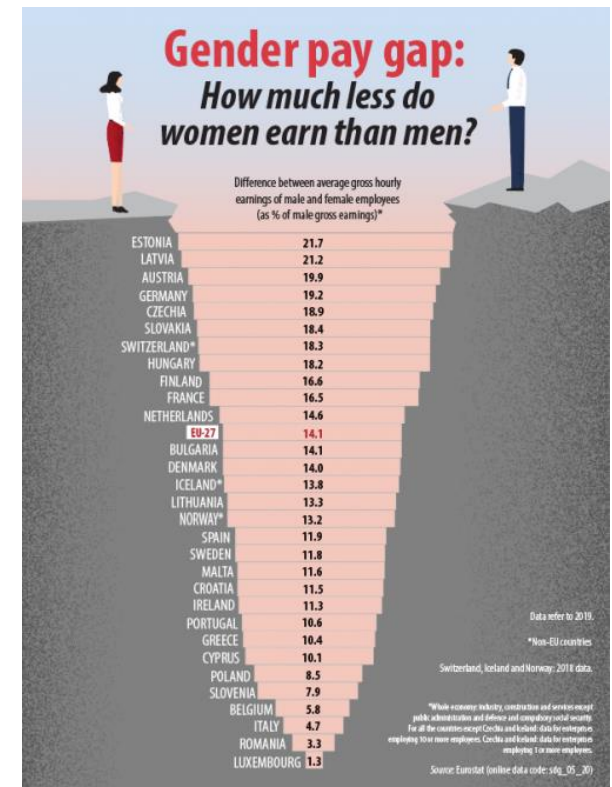
Q4: In 2019, how much less did women earn compared to men in the EU-27?

- 1.3%
- 14.1%
- 21.7%
- 29%



Q4: In 2019, how much less did women earn compared to men in the EU-27?

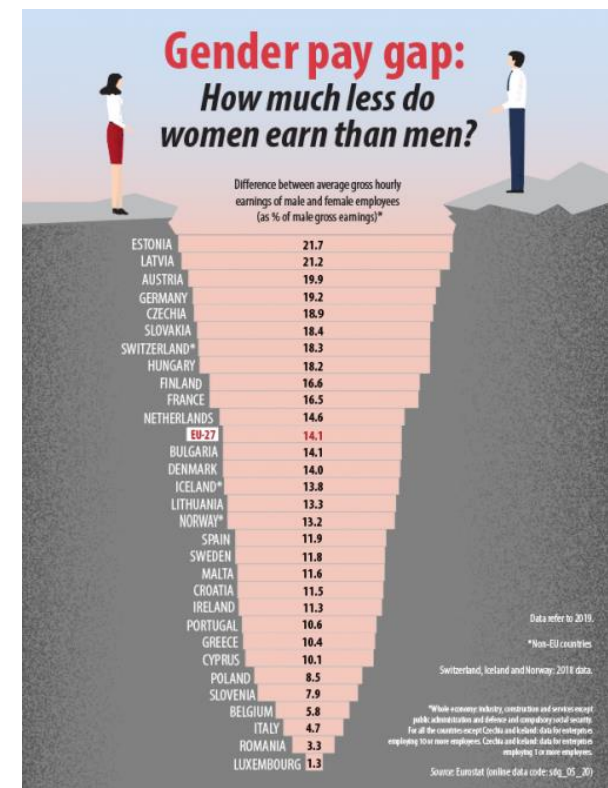
- 1.3%
- 14.1%**
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Q4: In 2019, how much less did women earn compared to men in the EU-27?

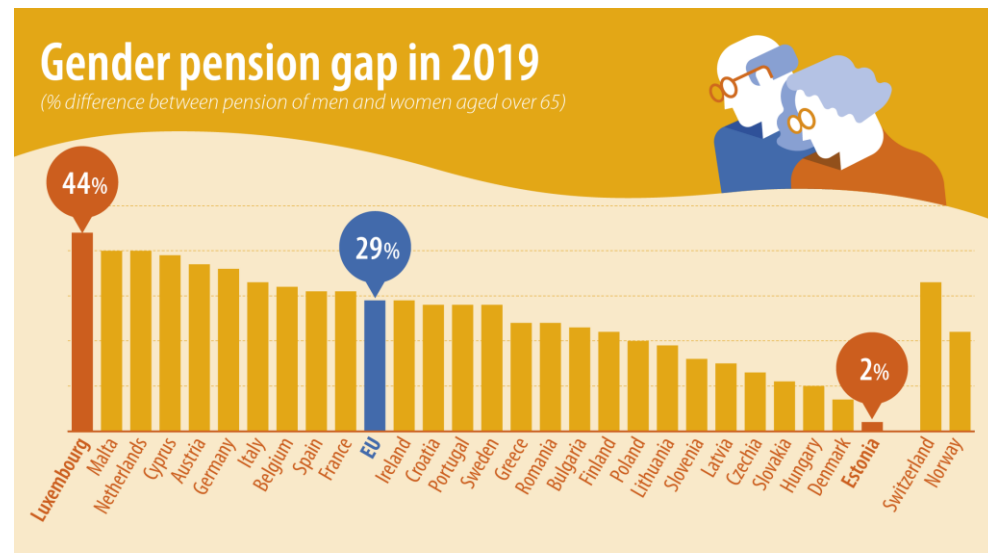
- 1.3% Luxembourg (lowest)
- 14.1% EU-27
- 21.7% Estonia (highest)
- 29%





Q4: In 2019, how much less did women earn compared to men in the EU-27?

- 1.3%
- 14.1% EU-27 gender *pay* gap
- 21.7%
- 29% EU-27 gender *pension* gap

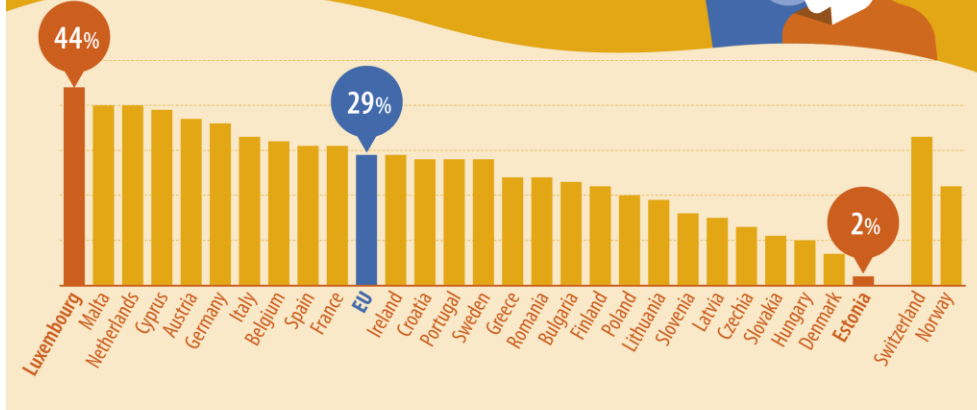






## Gender pension gap in 2019

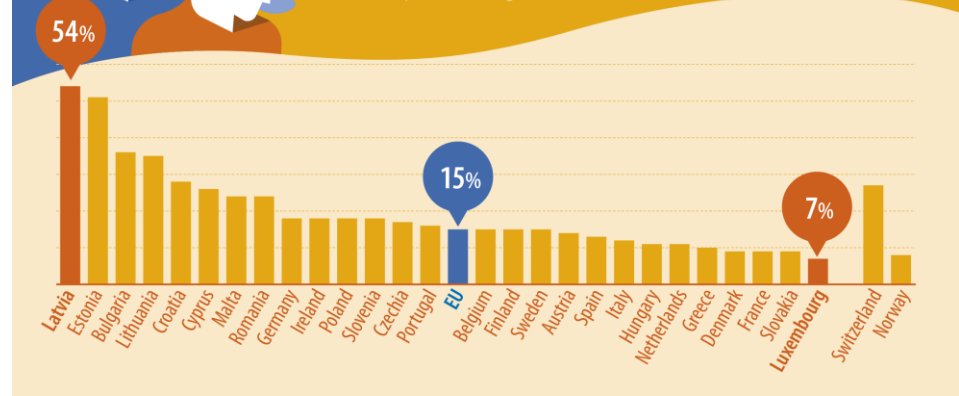
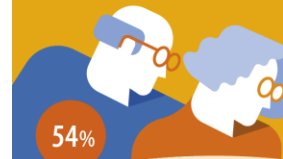
(% difference between pension of men and women aged over 65)



[ec.europa.eu/eurostat](https://ec.europa.eu/eurostat)

## At-risk-of-poverty rate for pensioners

(2019, % of pensioners aged over 65)



[ec.europa.eu/eurostat](https://ec.europa.eu/eurostat)



Q5: In 2020 in the EU-27, what was women's employment rate (15-64)?

- 45.7%
- 66.7%
- 69.7%
- 78.0%



Q5: In 2020 in the EU-27, what was women's employment rate (15-64)?

- 45.7%
- 66.7%**
- 69.7%
- 78.0%



Q5: In 2020 in the EU-27, what was women's employment rate (15-64)?

- 45.7%
- 66.7% all women
- 69.7%
- 78.0% all men

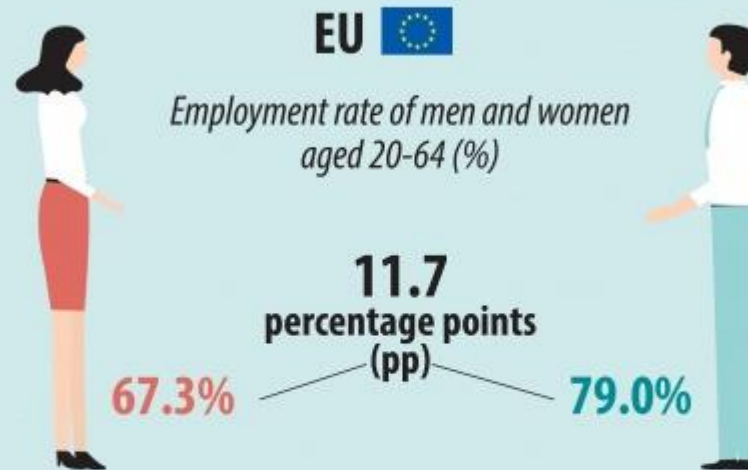


Q5: In 2020 in the EU-27, what was women's employment rate (15-64)?

- 45.7% women citizens of a country outside EU
- 66.7% all women
- 69.7% men citizens of a country outside EU
- 78.0% all men



## Gender employment gap 2019



<b>+</b>		<b>MALTA</b>	<b>65.8%</b>	<b>20.7 pp</b>	<b>86.5%</b>
<b>-</b>		<b>LITHUANIA</b>	<b>77.4%</b>	<b>1.6 pp</b>	<b>79.0%</b>



Q6: In 2017, what was the employment rate for women (15-64) with no children?

- 56.9%
- 66.2%
- 73.8%
- 84.6%



Q6: In 2017, what was the employment rate for women (15-64) with no children?

- 56.9%
- 66.2%**
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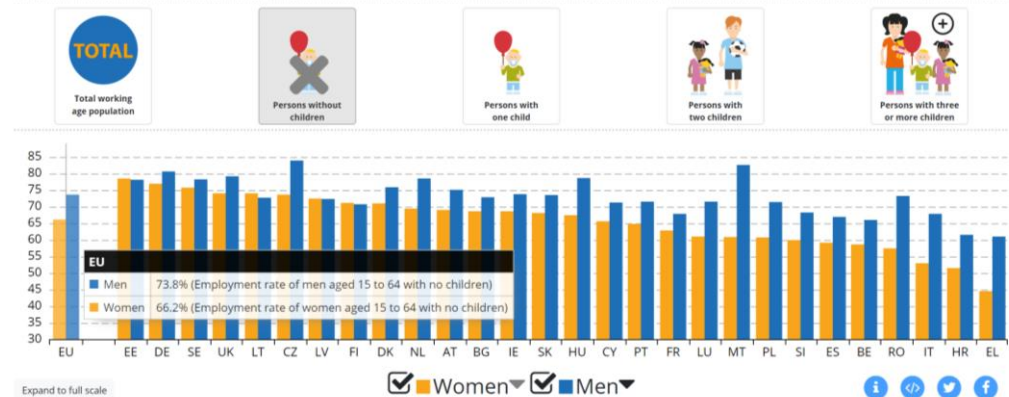


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- 56.9%
- 66.2% women with no children
- 73.8% men with no children
- 84.6%

Employment rate for working age population, 2017

(Employment rate of women/men aged 15 to 64 with no children)



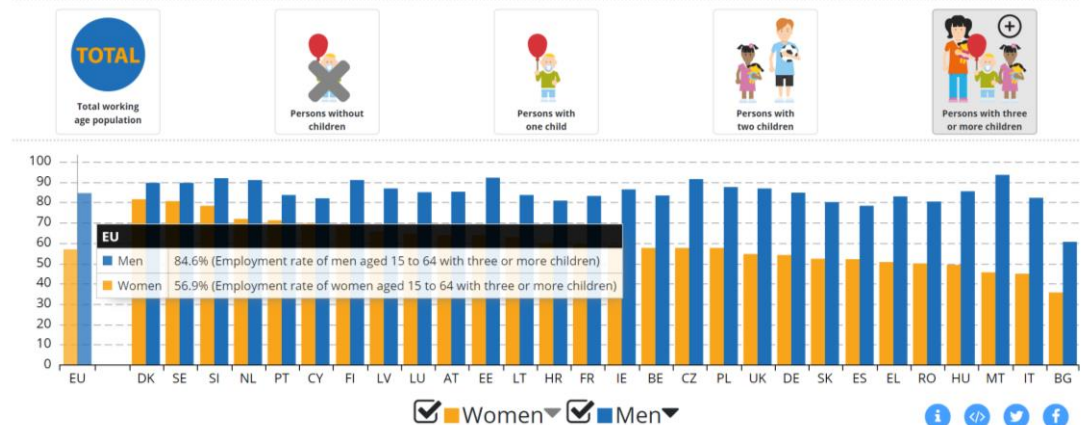


Q6: In 2017, what was the employment rate for women (15-64) with no children?

- 56.9% women with 3+ children
- 66.2%
- 73.8%
- 84.6% men with 3+ children

Employment rate for working age population, 2017

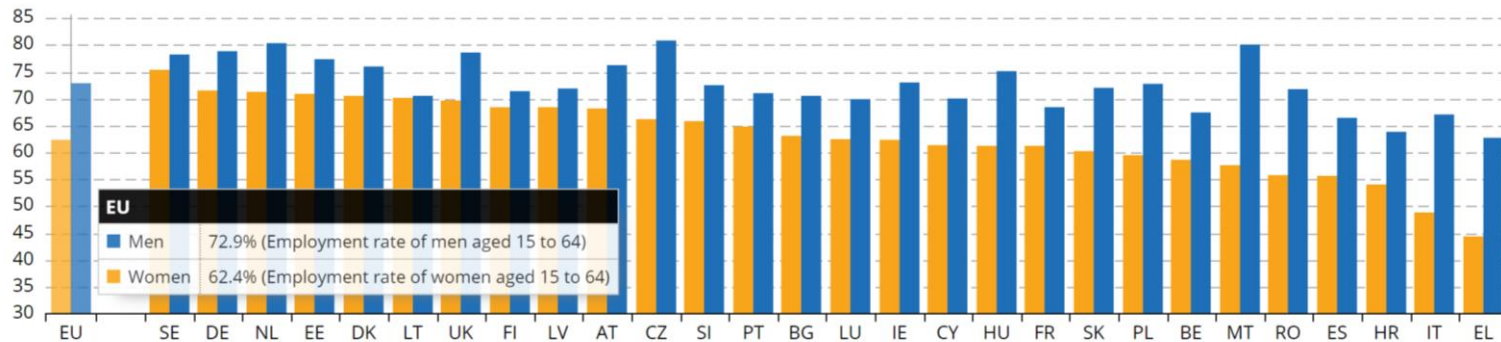
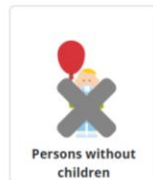
(Employment rate of women/men aged 15 to 64 with three children or more)





## Employment rate for working age population, 2017

(Employment rate of women/men aged 15 to 64, total)



Expand to full scale

Women  Men





Q7: In 2016 in the EU-28, what percentage of women (25-49) took care or educated their children everyday?

- 34%
- 68%
- 79%
- 92%



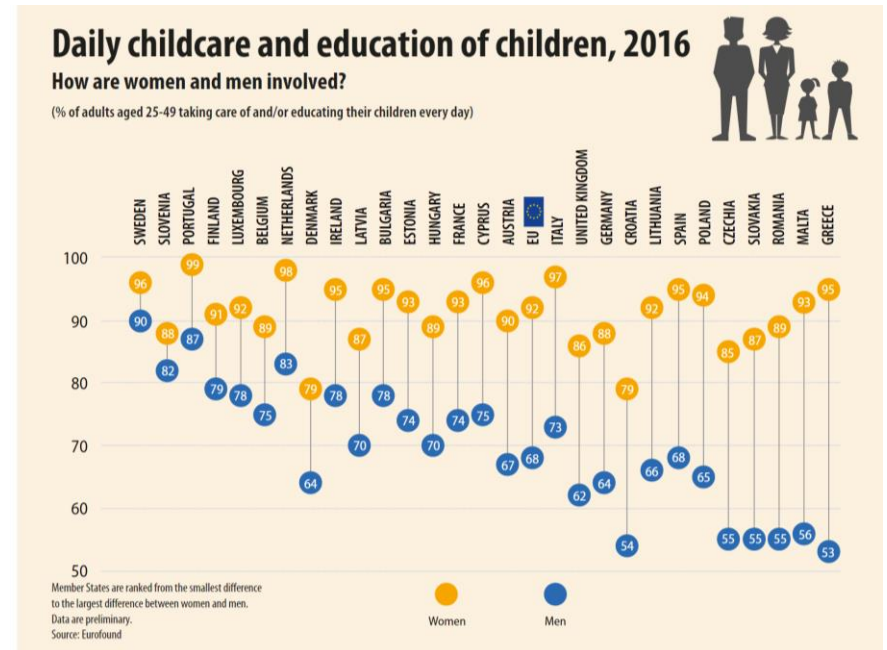
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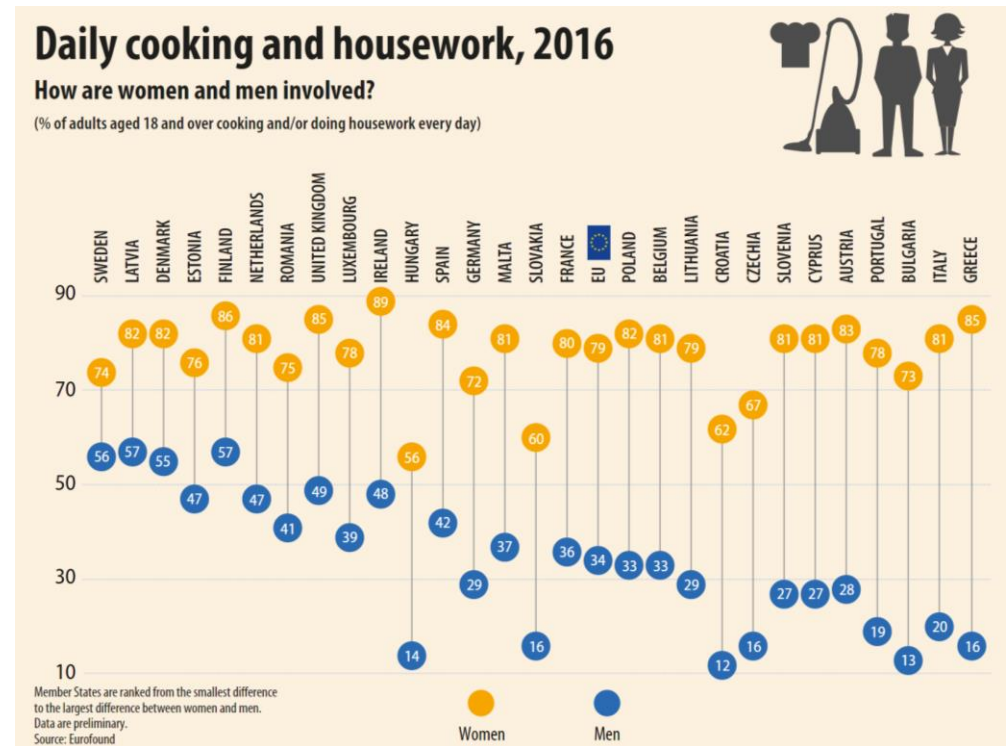
- 34%
- 68% men
- 79%
- 92% women





Q7: In 2016 in the EU-28, what percentage of women (25-49) took care or educated their children everyday?

- 34% men cooking/hw
- 68%
- 79% women cooking/hw
- 92%





Q8: In 2019, in the EU-27 what percentage of women aged 30-34 completed tertiary education?

- 21%
- 24%
- 35%
- 46%





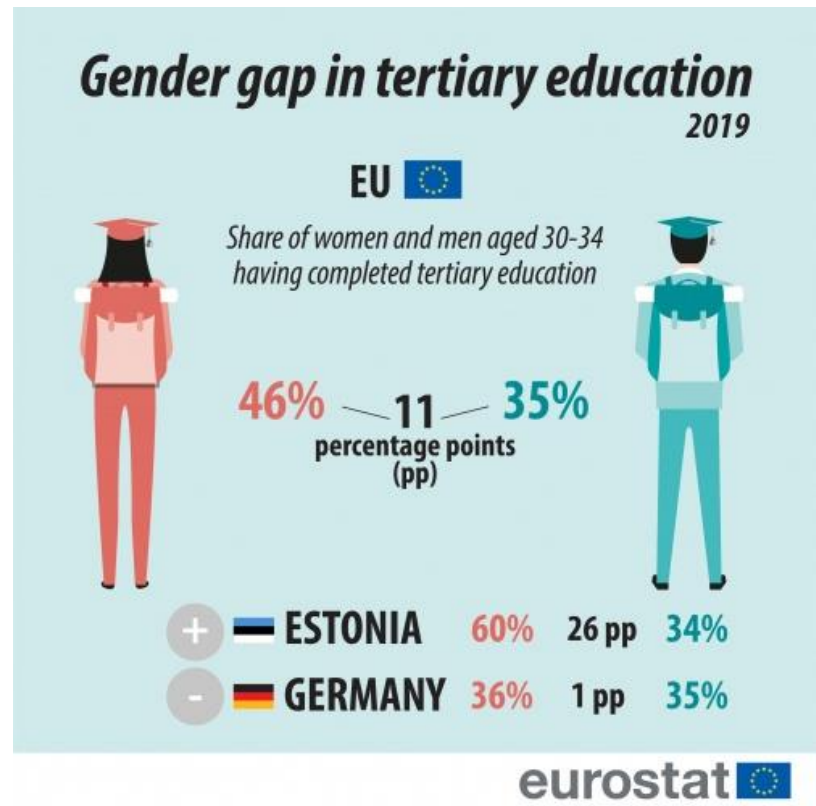
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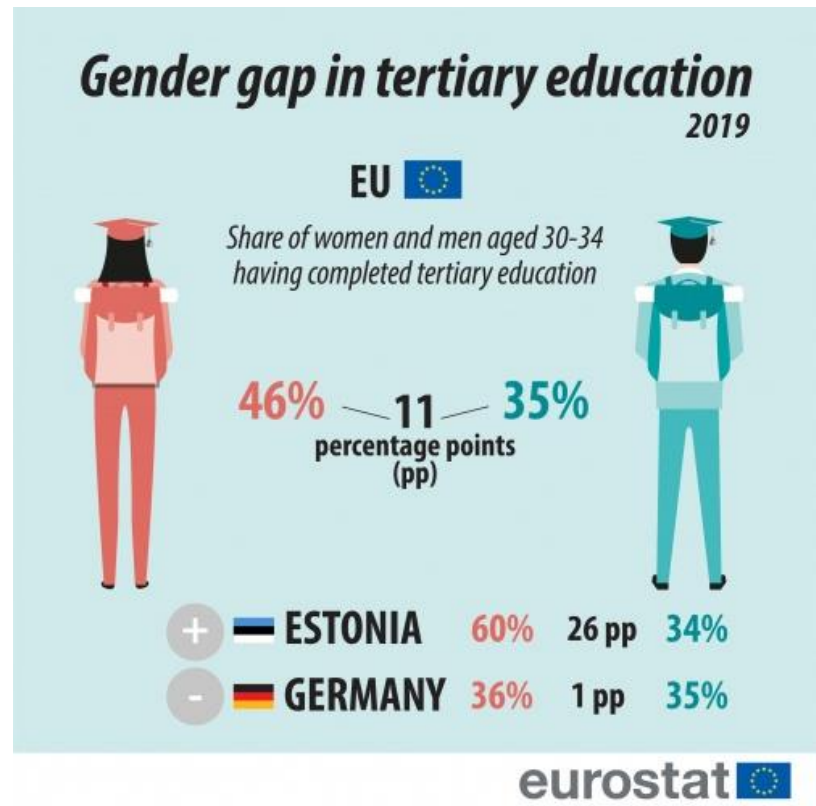
[Population by educational attainment level, sex and age \(%\) - main indicators](#)  
[EDAT LFSE 03 custom 1627726]



Q8: In 2019, in the EU-27 what percentage of women aged 30-34 completed tertiary education?

- 21% men 2002
- 24% women 2002
- 35% men 2019
- 46% women 2019

[Population by educational attainment level, sex and age \(%\) - main indicators](#)  
[EDAT LFSE 03 custom 1627792]





Q9: In 2015 in the EU-28, what was the percentage of women 15+ who had read at least 5 books in the past 12 months?

- 13.4%
- 20.6%
- 31.0%
- 42.0%



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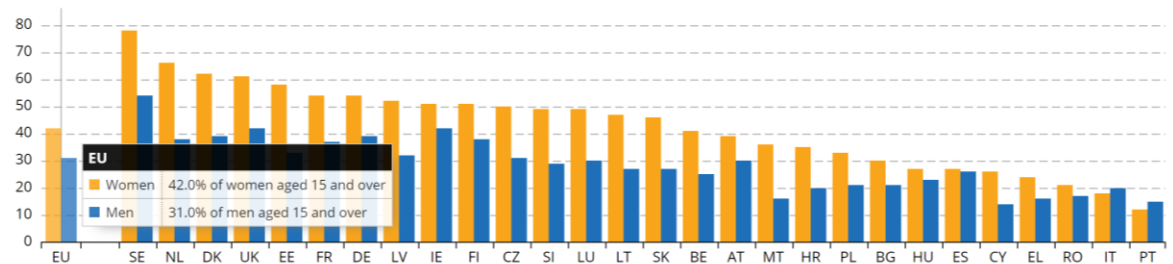


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- 42.0% women

Cultural habits and social relations, 2015

(% of women/men aged 15 and over who have read at least 5 books in the last 12 months)



Data for reading a book: Source Eurobarometer, 2013 data and EU excludes data for Croatia.

Women  Men





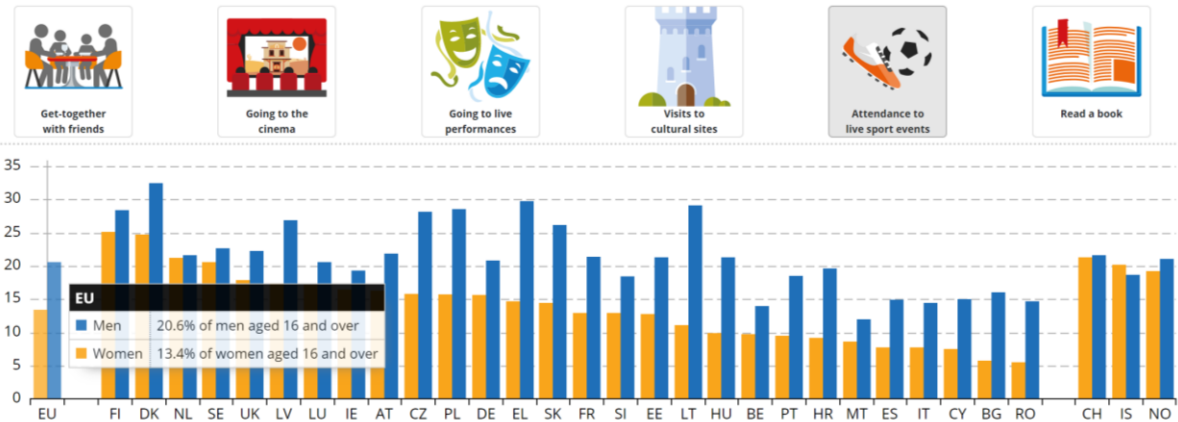
Q9: In 2015 in the EU-28, what was the percentage of women 15+ who had read at least 5 books in the past 12 months?

- 13.4% women sports
- 20.6% men sports
- 31.0%
- 42.0%

Cultural habits and social relations, 2015

eurostat 

(% of women/men aged 16 and over attending live sport events up to 3 times in the last 12 months)



Women  Men





Q10: In 2017 in the EU-28, what percentage of women (16-74) used the internet for social networks?

- 63%
- 67%
- 70%
- 75%





Q10: In 2017 in the EU-28, what percentage of women (16-74) used the internet for social networks?

- 63%
- 67%**
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- 75%



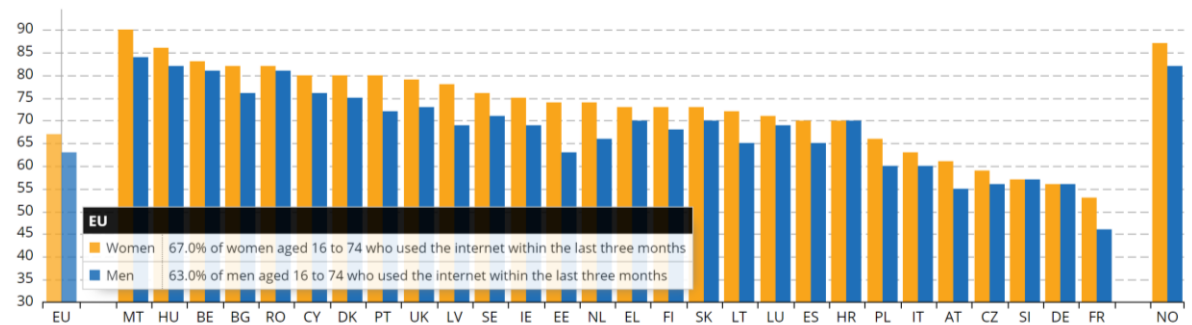
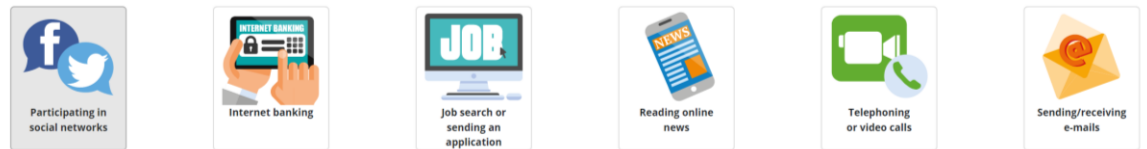
Q10: In 2017 in the EU-28, what percentage of women (16-74) used the internet for social networks?

- 63% men
- 67% women
- 70%
- 75%

**Internet activities, 2017**

eurostat 

(Share of women/men aged 16 to 74 who used the internet for participating in social networks, in % of all women/men the same age who used the internet within the last three months)



Expand to full scale

Women  Men





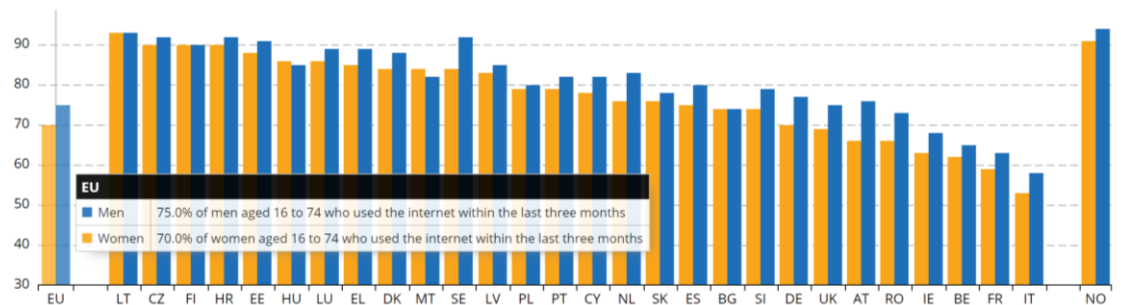
Q10: In 2017 in the EU-28, what percentage of women (16-74) used the internet for social networks?

- 63%
- 67%
- 70% women news
- 75% men news

### Internet activities, 2017

eurostat 

(Share of women/men aged 16 to 74 who used the internet for reading online news, in % of all women/men the same age who used the internet within the last three months)



Expand to full scale

Women  Men





Q11: In 2019 in the EU-27, what was women's life expectancy?

- 68.4 years
- 78.3 years
- 78.5 years
- 84.0 years



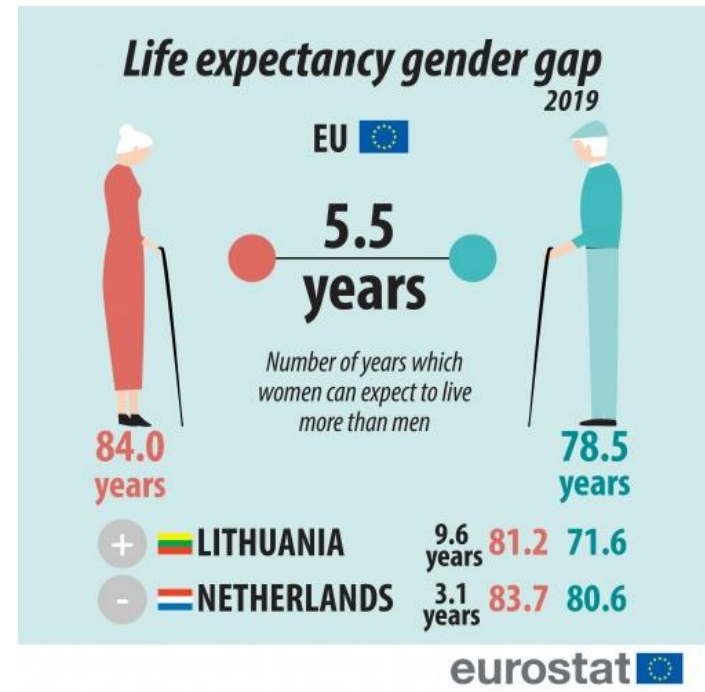
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- 84.0 years**



Q11: In 2019 in the EU-27, what was women's life expectancy?

- 68.4 years
- 78.3 years
- 78.5 years men EU-27
- 84.0 years women EU-27





Q11: In 2019 in the EU-27, what was women's life expectancy?

- 68.4 years men Ukraine (lowest in the region)
- 78.3 years women Ukraine (lowest in the region)
- 78.5 years
- 84.0 years



Q12: In 2016 in the EU-28, how many women (65+) perceived their health to be either good or very good?

- 35.9%
- 41.8%
- 85.2%
- 87.3%





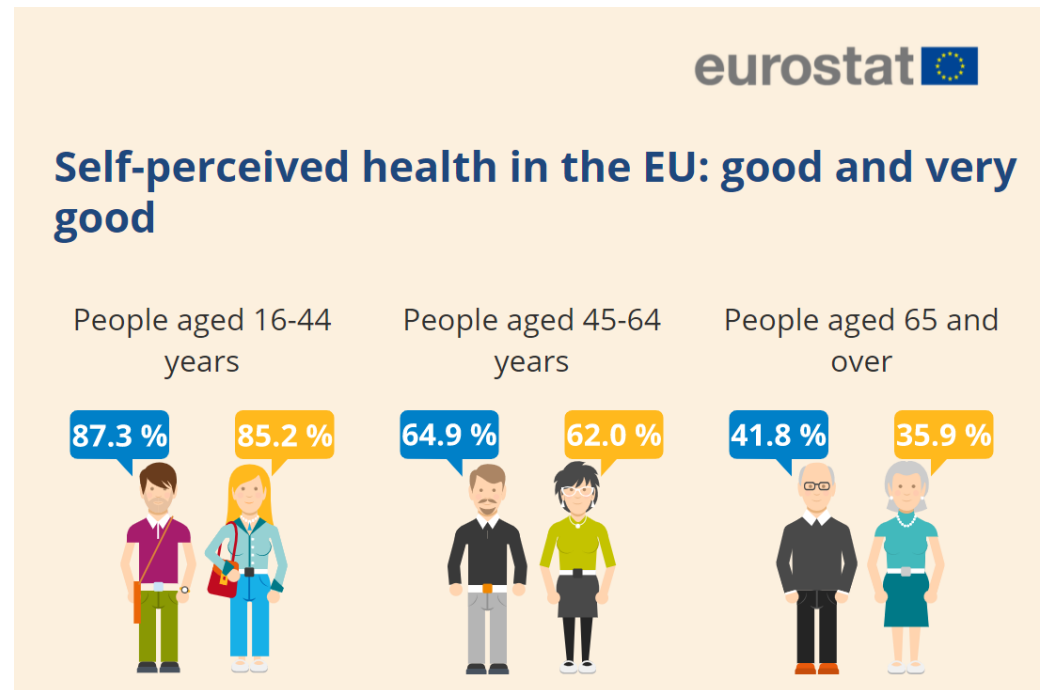
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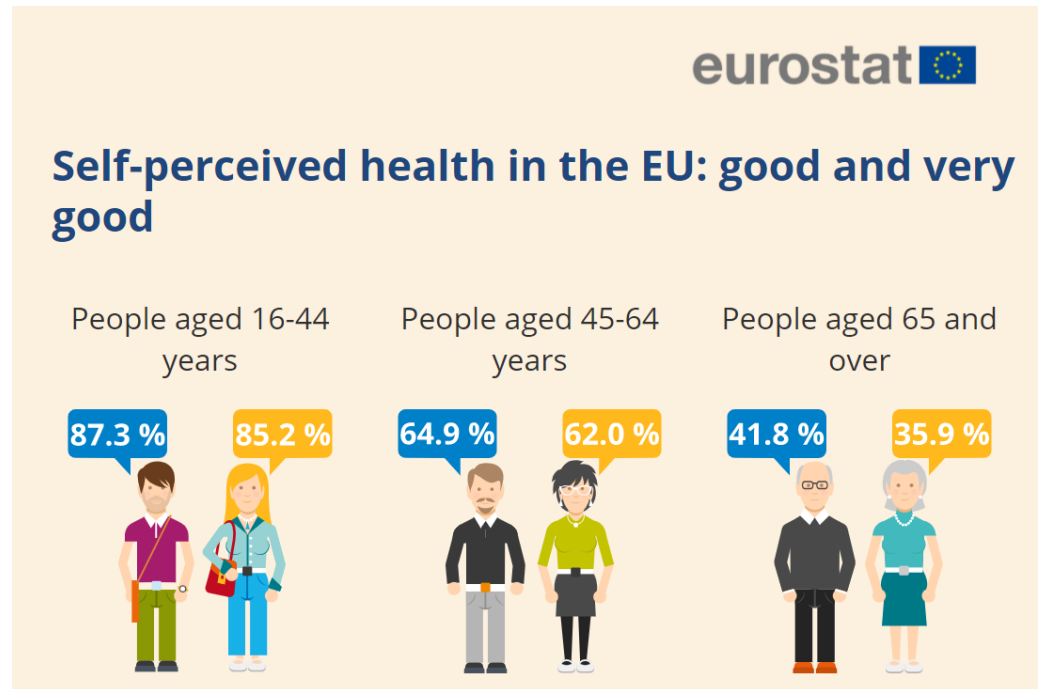
- 35.9% women 65+
- 41.8% men 65+
- 85.2%
- 87.3%





Q12: In 2016 in the EU-28, how many women (65+) perceived their health to be either good or very good?

- 35.9%
- 41.8%
- 85.2% women 16-44
- 87.3% men 16-44





Q13: In 2012 in the EU-28, how many women have experienced physical or sexual violence within the past 12 months?

- 4%
- 8%
- 12%
- 33%



Q13: In 2012 in the EU-28, how many women have experienced physical or sexual violence within the past 12 months?

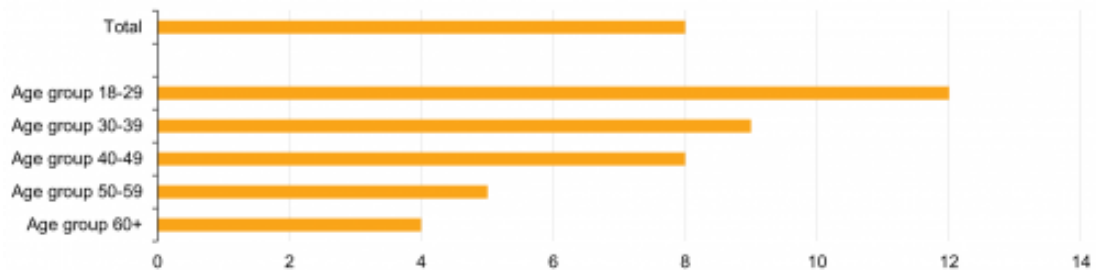
- 4%
- 8%
- 12%
- 33%



Q13: In 2012 in the EU-28, how many women have experienced physical or sexual violence within the past 12 months?

- 4%      60+
- 8%
- 12%      18-29
- 33%

Physical and sexual violence to women experienced within 12 months prior to the interview, EU, 2012  
(% of women)



Source: European Union Agency for Fundamental Rights (FRA) (Eurostat online data code: sdg\_05\_10)



Q13: In 2012 in the EU-28, how many women have experienced physical or sexual violence within the past 12 months?

- 4%
- 8%
- 12%
- 33%

One in three women (33 %) has experienced physical and/or sexual violence since she was 15 years old.





Q14: Which of the Ps below are included as pillars of the Istanbul Convention?

- Partnerships
- Policies
- Prevalence
- Prevention
- Prosecution
- Protection
- Provision of services





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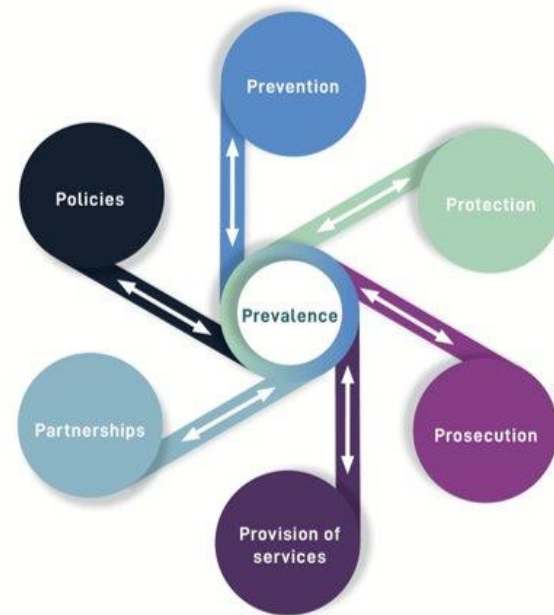
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- Policies**
- Prevalence
- Prevention**
- Prosecution**
- Protection**
- Provision of services



<https://unisafe-gbv.eu/>



Q15: In 2018, in CoE MS what was the average percentage of women professional judges?

- 14%
- 50%
- 58%
- 81%



Q15: In 2018, in CoE MS what was the average percentage of women professional judges?

- 14%
- 50%
- 58%**
- 81%



Q15: In 2018, in CoE MS what was the average percentage of women professional judges?

- 14% Azerbaijan
- 50%
- 58%
- 81% Latvia





## **Additional questions to consider...**



Mainstreaming a gender equality perspective entails new duties and practices

- Correct
- Mostly correct
- Mostly incorrect
- Incorrect



Mainstreaming a gender equality perspective entails new duties and practices

- Correct
- Mostly correct
- Mostly incorrect**
- Incorrect



Data and statistics on people should be broken down by sex only if sex-disaggregated information is readily available.

- Correct
- Mostly correct
- Mostly incorrect
- Incorrect



Data and statistics on people should be broken down by sex only if sex-disaggregated information is readily available.

- Correct
- Mostly correct
- Mostly incorrect**
- Incorrect

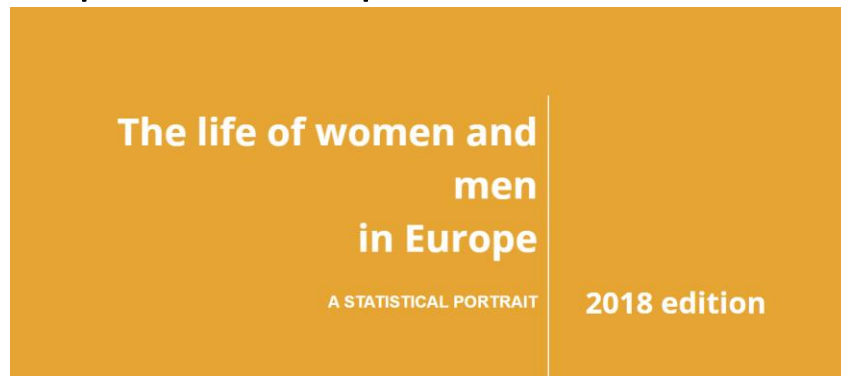


## We live in an unequal society

- More women than men have higher education.
- Men have higher salaries and pensions than women.
- Men engage in more paid but less unpaid work than women.
- More men than women hold leading positions in the private and public sectors.
- More men than women hold elected positions.
- More men than women are victims – and perpetrators – of violence.
- More women than men are victims of domestic violence.
- More men than women are found guilty of crime.
- Women are more likely than men to be sick.
- Men have shorter life expectancy than women.

## Further resources

[https://ec.europa.eu/eurostat/cache/infographs/womenmen\\_2018/](https://ec.europa.eu/eurostat/cache/infographs/womenmen_2018/)



eurostat 

### At home, at work, at school...

... there are large differences between the lives of women and men in Europe, but there are also similarities. This digital publication **The life of women and men in Europe - a statistical portrait** aims at comparing women and men in their daily lives. It also shows how similar or different the everyday life of women and men is in European countries.

The publication includes three chapters:

- **Living, growing, ageing...** : This chapter focuses on demography and health, including for example data on life expectancy, single mothers and fathers and how we perceive our health. This chapter also shows that, despite our differences, both women and men in Europe are similarly satisfied with their lives.
- **Learning, working, earning...** : This chapter includes data on education levels, reconciliation of work and family life, full-time and part-time work, the gender pay gap, female and male managers, etc. It highlights not only structural differences but also inequalities between women and men.
- **Eating, shopping, surfing, socialising...** : This part focuses on nutrition and social habits, leisure activities and online practices, including for example data on smoking and alcohol consumption, body mass index, cinema attendance, use of social networks and online shopping. A final part is dedicated to childcare, housework and cooking.

This digital publication containing short texts, interactive visualisation tools, infographics, photos, etc. has been developed by Eurostat in collaboration with the National Statistical Institutes of the EU Member States and the EFTA countries and is available in most of their official languages.

[Go to publication](#)

[Test your knowledge](#)

# QUIZ

## Facts and figures relevant to gender equality





## MODULE TWO

**Leading by Example: using gender-sensitive communication  
(language, images, events)**





## **Principles of gender-sensitive communication**

Is it a must-have skill for all persons working on communication and on gender mainstreaming

Be aware of the ways in which language, images and events can either reinforce or challenge gender inequalities

More than the equal representation of women and men = eliminating all gender-based discrimination and gender stereotypes in all areas



# **What are possible consequences of sexist communication and language?**

- Making women invisible



## The invisible women





## **What are possible consequences of sexist communication and language?**

- Making women invisible
- Not giving women and men equal voice



# Not having a seat at the table = not having a voice





## **What are possible consequences of sexist communication and language?**

- Making women invisible
- Not giving women and men equal voice
- Not giving women the floor



## “Manels”



Experts panel, Łódź VIII European Economic Forum, October 2015





## Not giving women the floor

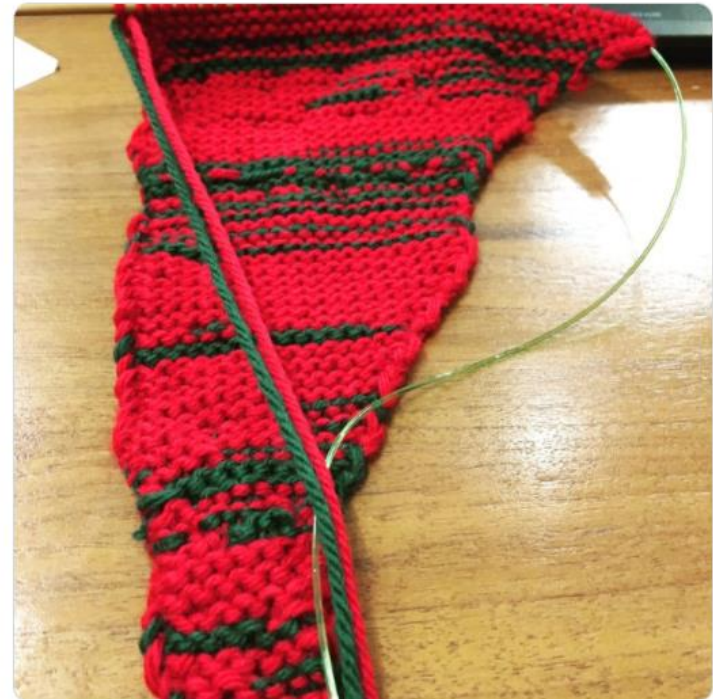
<https://www.journaldemontreal.com/2019/05/14/un-tricot-pour-denoncer-la-disparite-hommes-femmes-1?fbclid=IwAR1QFfa0uD14rjmE6A9G9O3PdIhYGN9Ziu5VvC7n2XbnuEhDhLn-l09nezY>



Sue Montgomery  
@MontgomerySue



Je tricote dans le@conseil municipal parce que cela m'aide à me concentrer. J'ai lancé un projet dans lequel je tricote en rouge quand les hommes parlent et en vert quand les femmes parlent. Jour #1 #reclaimingmytime #femmes #itaintpretty #ecouter #pouvoir



2:24 AM · 14 mai 2019





## **What are possible consequences of sexist communication and language?**

- Making women invisible
- Not giving women and men equal voice
- Not giving women the floor
- Reproducing and confirming gender based stereotypes



# You cannot be what you cannot see



Recruitment  
poster, 1966



# Reproducing and confirming gender-based stereotypes

Campaign, “Science: it’s a girl thing”,  
European Commission, 2012





## **What are possible consequences of sexist communication and language?**

- Making women invisible
- Not giving women and men equal voice
- Not giving women the floor
- Reproducing and confirming gender based stereotypes
- Downplaying women's agency



## Downplaying women's agency



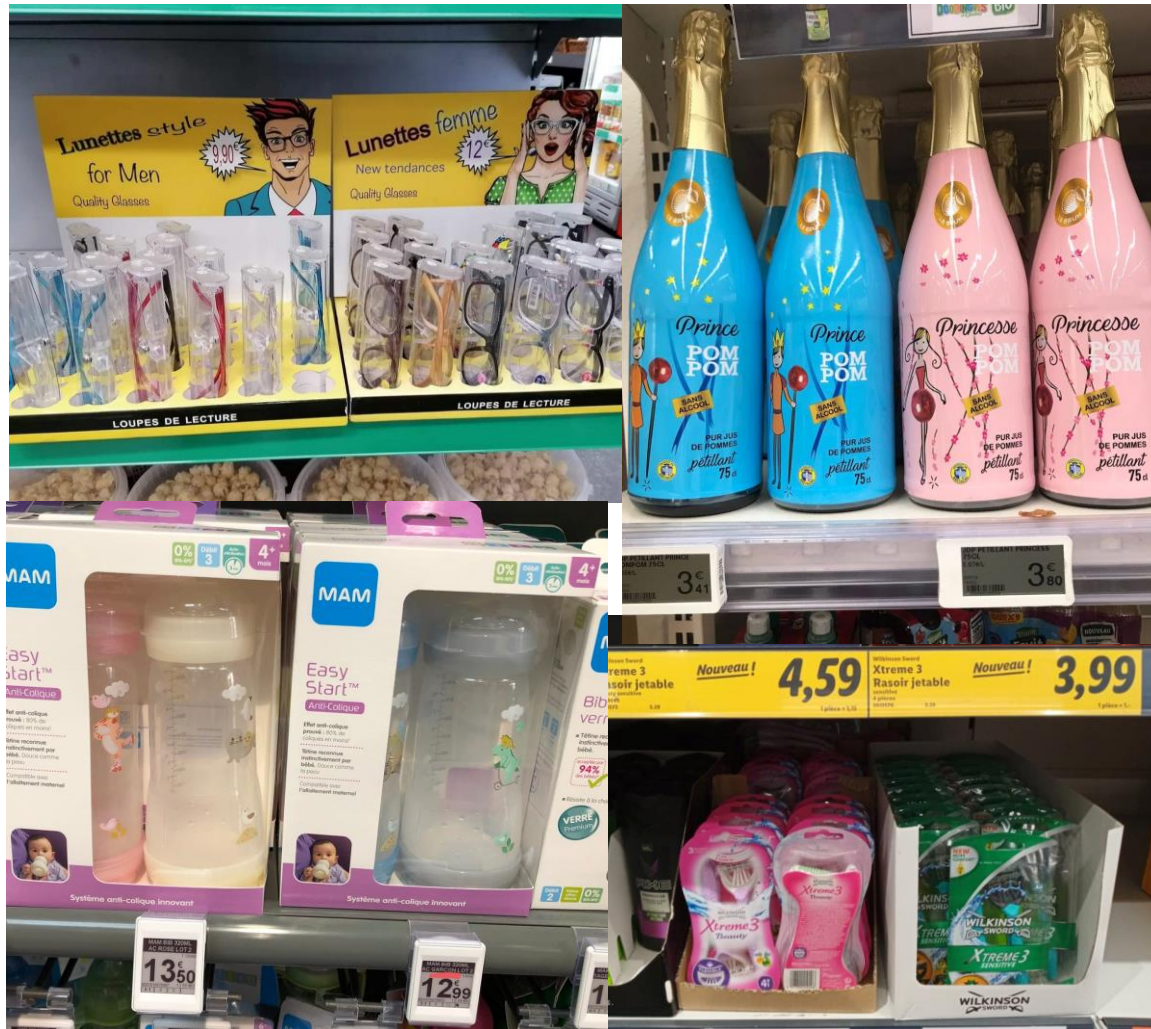


## **What are possible consequences of sexist communication and language?**

- Making women invisible
- Not giving women and men equal voice
- Not giving women the floor
- Reproducing and confirming gender based stereotypes
- Downplaying women's agency
- Exploiting sexism



# Beyond mere symbolic consequences: 'Pink it and tax it'!







## **What are possible consequences of sexist communication and language?**

- Making women invisible
- Not giving women and men equal voice
- Not giving women the floor
- Reproducing and confirming gender based stereotypes
- Downplaying women's agency
- Exploiting sexism
- Sexualisation and objectification: (re)producing gender-based violence against women and girls



# Sexualisation and objectification: (re)producing violence



Agrotek

2j • 🌐



Et vous, avez-vous pensé à l'occasion pour votre éclairage horticole? 😊

<https://www.agrotek.fr/store/fr/8-reconditionnes-certifies>



AGROTEK.FR

**LED Horticole Reconditionnée  
Certifiée Agrotek - Agrotek**

ACHETER



# Sexualisation and objectification: (re)producing violence

Used cars

You know you're not the first.

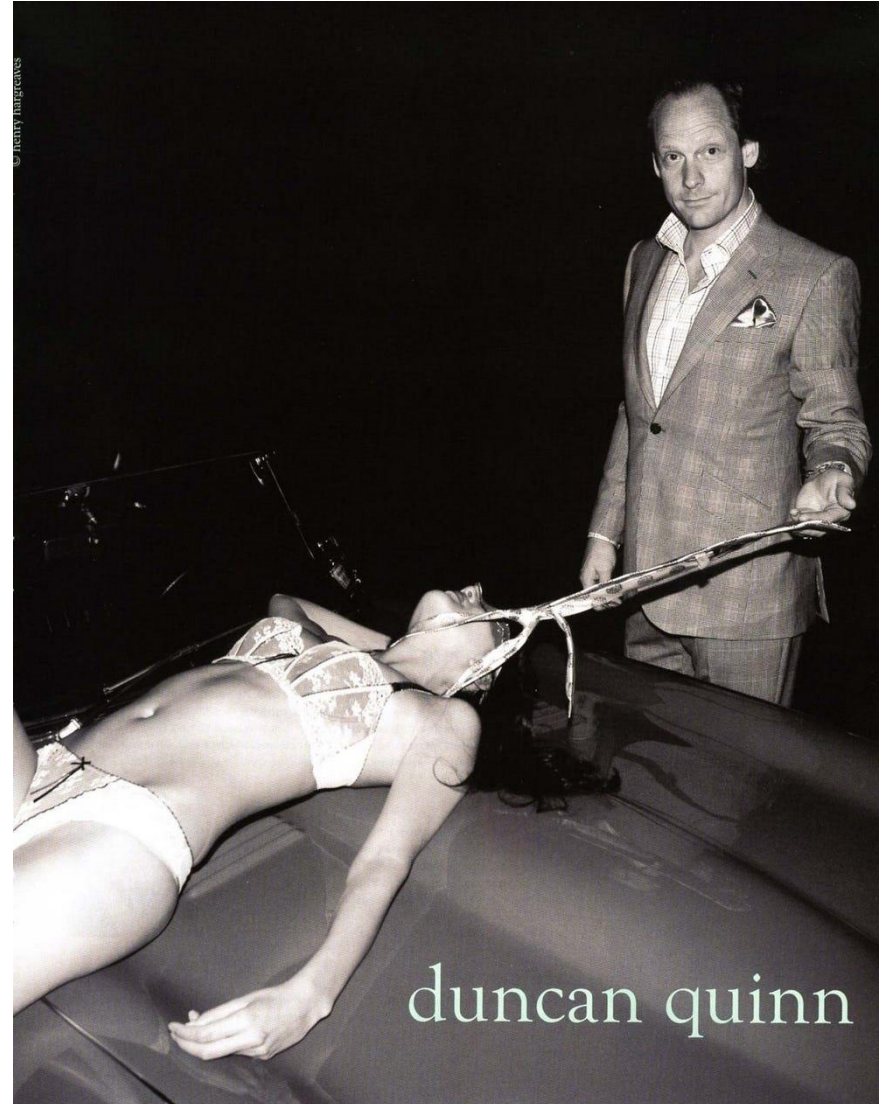
But do you really care?



<https://www.businessinsider.com/sex-violence-against-women-ads-2013-5?IR=T>



<https://www.businessinsider.com/sex-violence-against-women-ads-2013-5?IR=T>



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<https://www.businessinsider.com/sex-violence-against-women-ads-2013-5?IR=T>



The text on this Egyptian ad blames the victim. It reads: "You can't stop them, but you can protect yourself." The lollipop wrapper (representing conservative clothing) and swarming flies make light of sexual abuse.







## **What are possible consequences of sexist communication and language?**

- Making women invisible
- Not giving women and men equal voice
- Not giving women the floor
- Reproducing and confirming gender based stereotypes
- Downplaying women's agency
- Exploiting sexism
- Sexualisation and objectification: (re)producing gender-based violence against women and girls
- Not challenging toxic masculinities



## Not challenging toxic masculinities

Casa.ia France  
Sponsorisé

NE PASSEZ PAS À CÔTÉ DE L'OCCASION

**|| DERNIÈRE CHANCE ||** pour bénéficier du financement de l'état pour installer une **POMPE À CHALEUR** toute neuve ⚡

- ✓ Bénéficiez des aides de l'Etat
- ✓ Jusqu'à 10 500€ remboursés ...plus



## Is it really that big a deal...?

« Astucieuse, cette couette bi-température dispose d'un côté plus épais pour la *femme frileuse*. »

In English, a challenging translation:

This smart, dual-temperature duvet has a thicker side for the *cold-blooded/chilly woman*.





## Subtle sexism





# Not just words, but a construction of reality

This is not new, and well established in linguistic theory (see Émile Benveniste 1966, Problèmes de linguistique Générale)

## BINGO PÉPITE SEXISTE

C'est de l'humour / du second degré / Vous n'avez pas d'humour	Vous voyez le mal / du sexisme partout	On vous entend moins pour...	Ca va trop loin le féminisme
Y a des choses plus graves / polémique inutile	Vous criez/hurlez au sexisme pour rien	Je suis une femme et ça ne me choque pas / ça ne choque pas ma femme	C'est du marketing / la loi de l'offre et de la demande
Faut se détendre / rigoler	Vous desservez votre cause	Référence à AdopteUnMec ou aux tarifs de boîtes de nuit	C'est pas sexiste
Bien pensance !	Frustrées / Fragiles / Cucks	Vous n'avez que ça à faire ?	On peut plus rien dire



## Discussion

To what extent have you encountered these issues in your work?

What strategies have you employed to increase the use of gender-sensitive communication?



## Strategies

- Avoid 'gendered' words:  
mankind >> humankind  
forefathers >> ancestors  
mother >> parent  
chairman >> chair/chairperson  
droits de l'homme >> droits humains
- Use the feminine forms of professions, grades etc.
- Use both the feminine and masculine when addressing people, if at all necessary, and avoid some expressions – Ex Mrs, miss, mademoiselle
- Present women and men's full names



[Photo by Kevin Dietsch/UPI](#)



## Strategies

### Avoid reinforcing stereotypes

- Make an effort to represent women in roles traditionally occupied by men and vice versa
- A common gender stereotype = to value more activities associated with men
- Visuals: avoid colours or images that are stereotypical (ex blue/red or pastels/dark colours)
- Pay attention to the positioning and expression of characters used in pictures





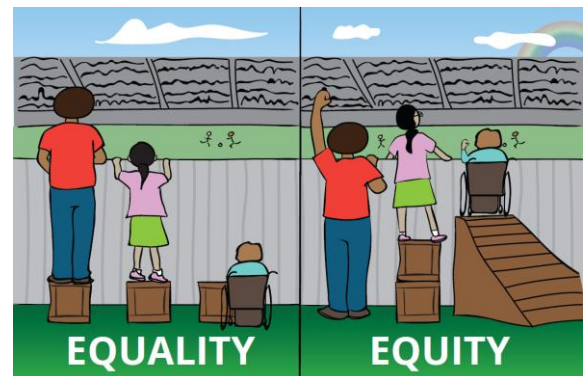
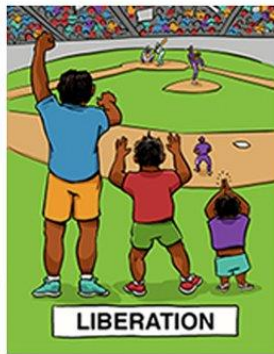
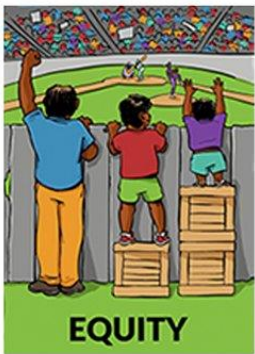
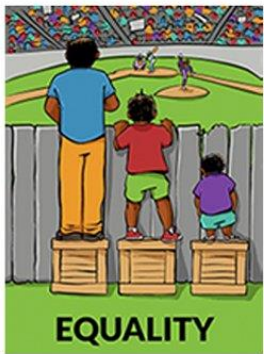


## Strategies

Remember to portray the diversity of women and men

- Not all women suffer from the same forms of discrimination, not all men enjoy the same privileges
- Gender interacts with other structuring factors for individuals (age, (dis)ability, ethnic origin, sexual orientation, gender identity, class, etc.)
- Achieving gender equality necessitates understanding and including the different needs and experiences of women and men belonging to different groups
- Always remember that all forms of exclusion and discrimination have a gender dimension







## Strategies

Take care not to victimise or patronise

- Women often tend to be portrayed as powerless in the face of adversity
- Show women and men as active participants
- Avoid patronising statements about women's shortcomings or accomplishments but keep in mind structural inequalities  
ex: she became president despite her gender >> she became president despite facing gender inequalities and stereotypes



## Hillary Clinton Comforts Supporter on a Hike After Tough Election Loss



[https://www.etonline.com/news/202537\\_hillary\\_clinton\\_comforts\\_supporter\\_on\\_a\\_hike](https://www.etonline.com/news/202537_hillary_clinton_comforts_supporter_on_a_hike)



## Strategies

Focus on facts, not judgements

- Gender shapes everybody's lives so most people have strong opinions about gender equality issues
- Be careful not to make assumption in your work based only on personal experience or on anecdotes
- Gender equality is an area of research and policy, focus on facts and data and consult with experts, as lack of knowledge, context and personal experience impact the way in which people approach gender equality issues
- Convey nuance rather than categorical answers, but keep in mind that standards on GE must be respected



## 10 Golden Rules for Gender-sensitive communication

1. Remove all sexist phrases (mankind, motherly care, ...)
2. Use the feminine forms of professions, grades etc.
3. Use both the feminine and the masculine when addressing people
4. Use the alphabetical order during an enumeration (“men and women” (EN) / “femmes et hommes” (FR) )
5. Present women and men’s full names
6. Don’t ask only women about the work-family balance or personal life
7. “Women” rather than “THE woman”, “Men” rather than “THE man”, “Women’s Rights Day” rather than “Women’s Day” ...
8. Portray diversity among men and women
9. Balance the number of men and women (in images, videos, testimonies, panels in events, hearings, speaking time, name of streets, squares, buildings, rooms, etc.)
10. Train your team workers and spread out those recommendations



## Further reading



<http://www.eurasia.undp.org/content/dam/rbec/docs/10%20principles%20of%20gender-responsive%20communications.pdf>



[https://www.haut-conseil-egalite.gouv.fr/IMG/pdf/guide\\_pour\\_une\\_communication\\_publicque\\_sans\\_stereotype\\_de\\_sexe\\_vf\\_2016\\_11\\_02.compressed.pdf](https://www.haut-conseil-egalite.gouv.fr/IMG/pdf/guide_pour_une_communication_publicque_sans_stereotype_de_sexe_vf_2016_11_02.compressed.pdf)



## To reflect further on sexism:

<https://www.coe.int/en/web/human-rights-channel/stop-sexism-quiz>

The screenshot shows the Human Rights Channel website interface. At the top, there is a navigation bar with the Council of Europe logo and the text "HUMAN RIGHTS CHANNEL LA CHAÎNE DES DROITS HUMAINS". Below this is a language selection menu with buttons for various languages: SHQIP, ARMENIAN, БЪЛГАРСКИ, NEDERLANDS, ENGLISH (selected), FRANÇAIS, GEORGIAN, DEUTSCH, ΕΛΛΗΝΙΚΑ, MAGYAR, ITALIANO, NORSK, PORTUGUÊS, ROMÂNĂ, СРПСКИ, SLOVENČINA, ESPAÑOL, TÜRKÇE, and УКРАЇНСЬКА. The main content area has a dark blue background with a red banner at the top that says "1/10 Sexist? Take the quiz and find out!". Below the banner is the question "What is the idea behind sexism?" and three multiple-choice options: A Men should not flirt with women, B Some people are considered inferior because of their sex, and C Some people are sexist than others. To the right of the options is an illustration of a group of diverse people standing around a large blue document titled "SEXISM".

COUNCIL OF EUROPE  
HUMAN RIGHTS CHANNEL  
LA CHAÎNE DES DROITS HUMAINS  
English

CHOOSE LANGUAGE: SHQIP ARMENIAN БЪЛГАРСКИ NEDERLANDS ENGLISH FRANÇAIS GEORGIAN DEUTSCH ΕΛΛΗΝΙΚΑ  
MAGYAR ITALIANO NORSK PORTUGUÊS ROMÂNĂ СРПСКИ SLOVENČINA ESPAÑOL TÜRKÇE УКРАЇНСЬКА

1/10 Sexist? Take the quiz and find out!

**What is the idea behind sexism?**

- A Men should not flirt with women
- B Some people are considered inferior because of their sex
- C Some people are sexist than others

SEXISM





## To reflect further on gender and the language

Gender and the French language (in FRENCH, with English automatic translation via YouTube as an option)



<https://youtu.be/zkmxLn2KKlw>



## Wrap up Day ONE

One word checkout:

In **one** word, how do you feel at the end of this first day?



## Quick overview of the programme

### **TOMORROW MORNING:**

- 09:30 – 09:40: Welcome, recap from previous day and programme for the morning
- 09:40 – 10:10: MODULE THREE: “Ambassadors for Change”: the key role of GERS, and what the CoE recommends with concrete actions, examples and good to know entry points
- 10:10 – 11:40: MODULE FOUR: Walking the Talk: CoE Policy/Strategies to advocate for gender equality and women’s rights into your work, dealing with resistances
  
- 11:40 – 12:00: Break
  
- 12:00 – 13:00: MODULE FIVE: sharing good practices/lessons learnt in mainstreaming gender equality in your work
  
- 13:00 – 14:30 : Lunch



## Quick overview of the programme

### **TOMORROW AFTERNOON:**

- 14:30 – 14:40: Energiser exercise
- 14:40 – 15:40: MODULE SIX: how to do a gender/intersectional scan of our documents
  
- 15:40 – 16:00: Break
  
- 16:00 – 17:00: MODULE SEVEN: Design your “Gender Mainstreaming Roadmap” to put your Committee/team in action
  
- 17:00 – 17:15: Oral Collective Evaluation session and closure

## MODULE TWO

**Leading by Example: using gender-sensitive communication  
(language, images, events)**





Council of Europe  
Conseil de l'Europe

# Ambassadors for Change: Training Course on Gender Equality and Gender Mainstreaming for CoE Gender Equality Rapporteurs

Professor Anne Laure Humbert  
2-3 December 2021  
Strasbourg

Council of Europe  
Conseil de l'Europe





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- 14:40 – 15:40: MODULE SIX: how to do a gender/intersectional scan of our documents
  
- 15:40 – 16:00: Break
  
- 16:00 – 17:00: MODULE SEVEN: Design your “Gender Mainstreaming Roadmap” to put your Committee/team in action
  
- 17:00 – 17:15: Oral Collective Evaluation session and closure



## MODULE THREE

**“Ambassadors for Change”: the key role of GERS, and what the CoE recommends with concrete examples and good to know entry points**





## **GERs as “Ambassadors for change”**

1. The CoE’s key principles related to gender equality
2. The key role of Gender Equality Rapporteurs
3. Concrete examples



## Selected international legal & policy commitments

- Convention on the Elimination of all forms of Discrimination Against Women (CEDAW - 1979)
- Beijing Declaration and Platform for Action (BPfA- 1995)
- Sustainable Development Goals (2015-2030)
- ILO-Conventions: 100 (equal remuneration); 111 (no discrimination in employment and occupation); 156 (on workers with family responsibilities); 183 (maternal protection); 190 (violence and harassment at work)



## CoE Commitments to Gender Equality

- European Convention on Human Rights. The principle of non-discrimination (incl. based on sex): Art. 14 and Protocol 12
- European Social Charter: equal economic & social rights for all
- CoE Convention on Preventing and Combating Violence against Women and Domestic Violence (Istanbul Convention)
- CoE Convention Against Trafficking in Human Beings
- CoE Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse (Lanzarote Convention)
- The EU's Charter of Fundamental Rights prohibits discrimination on the grounds of race, colour, ethnic origin and religion or belief



## Main focus of the CoE activities in relation to gender equality

*Intersectionality is a transversal issue*

### **Six strategic areas:**

- 1) Prevent and combat gender stereotypes and sexism.
- 2) Prevent and combat VAW and domestic violence.
- 3) Ensure equal access of women to justice.
- 4) Achieve a balanced participation of women and men in political and public decision-making.
- 5) Protect the rights of migrant, refugee and asylum-seeking women and girls.
- 6) Gender mainstreaming in all policies and measures. (**key task for MS and GER**).

COUNCIL OF EUROPE  
GENDER EQUALITY  
STRATEGY  
2018-2023





## EU Commitments to promote Gender Equality

GE is a principle, a common value and a goal in itself for the EU since the founding treaty of Rome (1957) and enshrined in the Treaty of Lisbon on European Union (2009).

### “Gender Equality Strategy 2020-2025”

builds on previous commitments, pursues a dual approach of gender mainstreaming and targeted actions, adopts intersectionality as a horizontal principle and has the following objectives:

1. ending gender-based violence;
2. challenging gender stereotypes;
3. closing gender gaps in the labour market;
4. achieving equal participation across different sectors of the economy;
5. addressing the gender pay and pension gaps;
6. closing the gender care gap and achieving gender balance in decision-making and in politics.



## **EU Promoting GEWE beyond the EU (External actions)**

- Communication on promoting GE and WE in Development Cooperation (08-03-2007)
- Comprehensive Approach on UNSCR 1325 and 1820 on Women, Peace & Security (2008)
- EU Guidelines to end Violence and Discrimination against Women and Girls (2008)
- EU Gender Action Plan (2010-2015)
- EU Gender Action Plan – GAP-II (2016-2020)
- EU Gender Action Plan – GAP-III (2021-2025)



## **GAP-III (2021-2025)**

Objectives and action in six key thematic policy areas

1. Ensuring freedom from all forms of gender-based violence
2. Promoting sexual and reproductive health and rights
3. Strengthening economic and social rights and empowering girls and women
4. Advancing equal participation and leadership
5. Integrating the women, peace and security agenda
6. Addressing the challenges and harnessing the opportunities offered by the green transition and the digital transformation





## **The CoE's key principles related to gender equality**

Key policy goal to the CoE, inline with UN 1995 (see BPfA)

Gender mainstreaming: a strategy of the Council of Europe dating from 1998

The ultimate goal is equality between women and men



## Institutional setting reinforced in 2012 & 2018: (with the CoE Gender Mainstreaming Strategy)

What happened then?

- Setting up of an enabling institutional environment
- AIM: to facilitate the integration of a gender mainstreaming perspective throughout the Organisation.
- ACTION: Launching of a Transversal Programme on Gender Equality framework for the implementation of gender equality standards in MS, including gender mainstreaming.



## Who are the GERs?

Gender Equality Rapporteurs (GERs) were first introduced in the Council of Europe through the launching of the Transversal Programme on Gender Equality (2012).

GERs are important actors for the implementation of gender mainstreaming, which is one of the objectives of the Council of Europe Gender Equality Strategy 2018-2023 (and of the previous strategy for 2014-2017).

As of October 2021, 50+ GERs have been appointed. This has led to sustained efforts to introduce a gender equality perspective in a growing number of policies of the Council of Europe.



## The key role of Gender Equality Rapporteurs: what the CoE recommends

*GERs play the role of ambassadors of gender equality and gender mainstreaming in their respective institutional setting.*

[“Handbook for Gender Equality Rapporteurs: gender Equality and Gender Mainstreaming in Practice,”](#) Oct. 2018

### What does this mean in practice?



## The three roles of Gender Equality Rapporteurs

**1. Wear your  
gender (and  
intersectional  
glasses)**

**2. Multiply knowledge  
and inspire others**

**3. Be well  
connected and  
use networking**



## How to do it: Concrete examples of mainstreaming and good to know entry points

### Promoting gender equality in the audiovisual sector





## How to do it: Share data/good practices/experiences in promoting gender equality across CoE programmes – ENTER! Programme

### *Entry points and questions:*

- CoE Project [ENTER!](#) : AIM: identify and support youth work and youth policy responses to violence, exclusion and discrimination affecting young people in Europe, especially in disadvantaged neighbourhoods. What about specific GBV against young girls, boys, trans youth?
- In 2015, the Committee of Ministers of the Council of Europe adopted [Recommendation CMRec\(2015\)3 \(the Enter! Recommendation\)](#) on access of young people from disadvantaged neighbourhoods to social rights: Is access assessed according to gender, sex, age, race/ethnicity, disability?
- The project activities are centred around training courses for youth workers, their local level project and publications. How will equal participation in the project be ensured?





## How to do it:

➤ **raise awareness on gender/racial/age bias and stereotyping in anti-doping practices by using real life cases: Example Serena Williams**

➤ **Identify relevant measures in existing CoE Anti-Doping Convention through these questions:**

➤ **What sustains these discriminatory practices?**

➤ **Which actions are needed to tackle gender discrimination in anti-doping practices?**



<https://rm.coe.int/for-a-clean-and-healthy-sport-the-anti-doping-convention/16807314b5>



## MODULE THREE

**“Ambassadors for Change”: the key role of GERS, and what the CoE recommends with concrete examples and good to know entry points**





## **Concrete action points: what the CoE recommends**

- **Remind colleagues of CoE policy on gender parity (40%) and of official documents on gender equality and gender mainstreaming (there are many at the CoE)**
- **Identify/consult gender experts (CoE, nat. and local level: academia, NGO, think tanks, reps. of minorities, etc).**
- **Co-organise small events (round tables, hearings) on Area and include gender equality issues in the agenda.**
- **Collect reliable gender/intersectional data and use it to support your mainstreaming: it makes it real!**



## Concrete action points

### a) Use the programming process of the committee as an outline

- ✓ **Keep in mind the terms of reference of your committee** in relation to the gender mainstreaming obligation, as well as other commitments in this respect (Council of Europe Gender Equality Strategy, Committee of Ministers' recommendations, etc.).
- ✓ **Look at the long term planning of the committee** to identify priorities and make a plan of what you want to achieve. Prepare activity proposals with the help of supportive colleagues before discussing them among a larger group/within the committee.
- ✓ When there are elections in the committee, raise the issue of the **need to achieve a balanced representation of women and men** (a minimum of 40% of each sex according to Council of Europe standards; while parity 50/50 would be ideal).
- ✓ We all hold assumptions and stereotypes based on gender that can impact our work; the first step is to acknowledge them in order to combat them. **Check your own gender stereotypes and assumptions on the issues dealt with by your committee.**



## Concrete action points

### b) Prepare the meetings of the committee

- ✓ Before each meeting of the committee, look at the agenda and **ask yourself on which topics and activities might it be relevant to raise issues related to gender equality.**
- ✓ **Look for allies and involve other members of the committee,** find colleagues interested in the issue and who could provide suggestions. Encourage questions; formulating a good question is the beginning of finding a good solution.
- ✓ **Look for an evidence-based approach in the work of the committee:** research and disseminate data and information on the gender equality perspective in relation to the topic at stake. Be aware of the potential existence of good-quality research that you could build on.



## Concrete action points

### c) Invest in terminology and common language

- ✓ Help colleagues in the committee know what they are talking about and uses the **same terminology** (for example, the difference between “sex” and “gender”). The Council of Europe Gender Equality Glossary can be of help in this regard.
- ✓ Be aware of possible **linguistic challenges** with regard to the term gender and its translation in different languages. Be aware of the fact that a translation can contain sexist language that was not present in the original text.



## Concrete action points

### d) Compile information, good examples and best practices

- ✓ **Check the gender equality website** ([www.coe.int/equality](http://www.coe.int/equality)) of the Council of Europe to get acquainted with existing standards, publications and links.
- ✓ **Check the resource section of the GER Handbook.**
- ✓ **Check previous gender mainstreaming activities of your committee.**
- ✓ **Get specialised information from committees working on similar issues**, such as those with a strong legal content who might want to join forces in gathering and obtaining specialised background training and /or information.



## Concrete action points

### e) Organise a training session, conference or other event

- ✓ **Propose the inclusion of a session on gender equality or gender mainstreaming during a future committee meeting.**
- ✓ **Ask the Secretariat and/or Gender Equality Division to recommend **potential experts or other relevant** international organisations who could help to improve knowledge, support and ownership within the committee.**
- ✓ **Ask other committee members to present good examples from their country.**



## Concrete action points

### f) Your committee, gender equality, visibility and the media

- ✓ Do not underestimate the possible interest of other stakeholders in the committee's activities with regard to gender mainstreaming. If you are working in an area where gender mainstreaming is new, **you may attract interest and build new links with other organisations**, such as United Nations agencies or universities.
- ✓ Some committees also attract media attention thanks to their work on gender mainstreaming. Keep this in mind when planning your activities, including an adequate communication plan. Be aware of the political and societal trends around your topic and gender equality. **Use potential external and media interest to the advantage of the committee.**
- ✓ **Activities of your committee** related to gender equality can also feature as **news on the gender equality website**, which will increase the visibility and recognition of your committee to a different public.



## MODULE FOUR

**Walking the Talk: CoE Policy/Strategies to advocate for gender equality and women's rights into your work, dealing with resistances**



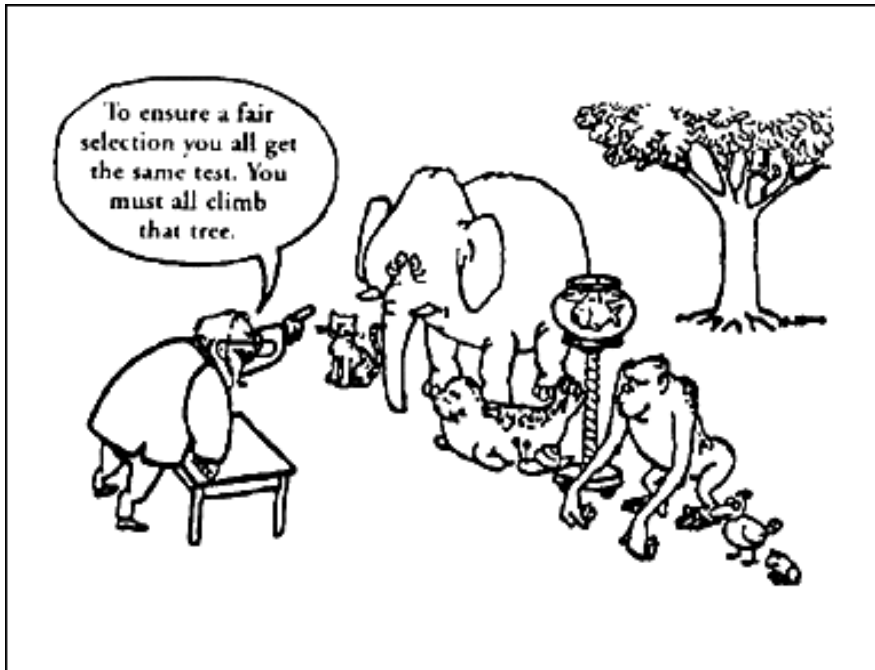


## Strategies to promote Gender Equality

1. Equal Opportunities /Equal Treatment
2. Capacity building
3. Women's Agencies Gender Equality Units
4. Temporary Special Measures/ Specific Actions to enhance gender equality
5. Gender Mainstreaming
  - 5.a. Gender budgeting



# 1. Equal opportunities at the Council of Europe



**Formal legal provision guaranteeing that no discrimination on the basis of sex or other factors (ethnicity, religion, disability, sexual orientation, etc.) will prevent the enjoyment of civil or human rights.**

(cf. recommendation from CoE Gender Equality Strategy- 2018-2023 pp. 12, 13, 49)

Credit picture: CoE Gender Equality Unit

<https://www.coe.int/en/web/jobs/equal-opportunities>



## 1.a. Equal Treatment

### Why it matters - contributes to:

- \* reduces gender wage gaps
- \* ensures access to decent work conditions

### Relevant policy frameworks supported by the CoE:

#### Decent work:

<https://www.coe.int/en/web/compass/work>

Recomm. on youth work: CM/Rec(2017)4

Adopted by: Committee of Ministers

Other ILO Conventions: 156 on workers with family responsibility); 183 (maternal protection); 111 discrimination in employment & occupation).





## 2. Capacity building on gender equality and social inclusion

**The issue:** “to continue to address the harmful impact of gender stereotyping on judicial decision-making, in accordance with the Council of Europe Action Plan on Judicial Independence and Impartiality for 2016-2021” (Action 2.4).

**Possible actions:** “ research, monitoring, training, education, capacity building and the promotion of good practices at the national level, in line with the instruments of the CoE and international law, and in co-operation with other regional and international organisations.”

**Added value? Improved effectiveness of institutions/organisations, for implementing actions that promote gender equality and women’s rights and for achieving social and equitable results (outcomes)**

Source: CoE Gender Mainstreaming Toolkit p. 25



### **3. Women's agencies/Gender equality units**

Examples: national authorities to promote and coordinate policies for the advancement of women and/or mainstreaming of gender equality ----- can be a Ministry, a Secretariat, a Department, an Institution, a Gender Equality Committee, a Task Force within a Ministry, etc.:

#### Key objectives:

- 1) Integrate gender equality perspectives in legislation, public policies, programmes and projects
- 2) Generate and disseminate sex/gender/intersectionally disaggregated data and information.
- 3) Get support to monitor trends/spaces for gender equality and women's rights



## 4. TEMPORARY SPECIAL MEASURES

- A strategy designed to accelerate the realisation of *de facto* equality between men and women in those areas where inequalities exist.
- Purpose: to accelerate the process of correcting current and past gender disparities and inequalities.
- Ultimate goal: ensure *de jure* and *de facto* equality, in line with the principle of non-discrimination by the ECoHR

Cf. Convention on the Elimination of All Forms of Discrimination against Women (CEDAW-1979) art. 4 provides an international legal base for temporal corrective measures.

Two of these measures are :

- Affirmative/Positive Action
- Quota systems



## **4.a. Specific Actions to enhance gender equality**

They are tailored to each specific situation of inequality/discrimination and can include a combination of the other strategies (capacity- building, advocacy, awareness campaigns, policy dialogues, technical expertise, etc.)





## 5. Gender Mainstreaming

Source: CoE Gender Glossary p, 22:

➤ “assessing the implications for women and men of any planned action, including legislation, policies or programmes..... It is a way to make women’s as well as men’s concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies/ programmes in all political, economic and societal spheres so that inequality is not perpetuated. The ultimate goal is to achieve gender equality (UN Women).



## 5.a. Gender-responsive budgeting

- Whose wishes, needs and priorities will be addressed?
- Who will benefit?
- Who will lose out?

**1. Budget formulation**  
(drafting budgets)

**2. Budget review**  
(review, amend, and enact budget)

- Who contributes to budget revenues?
- Who benefits from budget allocations?

**4. Budget assessment**  
(accountability, assessing if the budget **IS INCLUSIVE**)

**3. Budget implementation**  
(executing activities and policies related to the budget)

- What has been the effect in the lives of men and women in their rich diversity?
- To what extent have their lives improved (access to justice, services, decent

- Which activities are implemented?
- Which services delivered; are these services responding to needs and priorities of ALL



## Practical exercise

### Task sheet #2: How to choose the best strategies to promote gender equality from an intersectional perspective

#### Guidelines :

- Work with your respective group.
- Look at the table and read the eight gender and intersectional problems presented. Each of them describes an unequal situation requiring some action (strategy).
- Please choose one problem/issue and answer the following questions:
  1. Which strategy would be the most appropriate to address this problem/issue? You can choose one or two strategies max.
  2. To whom would this strategy be addressed? Choose two key target group(s) that you could reach out for a response/approach to the problem.
  3. What would be your expected result?

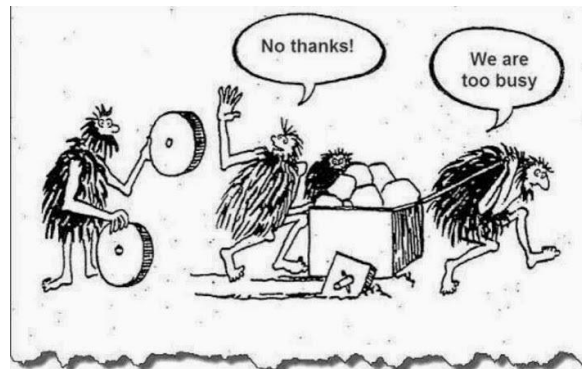
Time allocated to this exercise: 30 minutes for discussion in break out groups + 15 minutes for plenary (5 minutes per Rapporteur).



## Building arguments to neutralise/deconstruct resistance

First they will ignore you,  
then they will ridicule you,  
then they will resist you,  
then you will win...  
(Mahatma Gandhi)

⇒so, welcome resistance,  
it means you have almost succeeded





## Resistance can take different forms

Compliance with informal norms;  
Unconscious biases

Not enough resources for action plan

Individual implicit

Institutional implicit

Individual explicit

Institutional explicit

Proclaimed resistance to feminist ideology

We will not install quotas to raise women's participation



## **Building arguments to neutralise/deconstruct resistance**

- We will walk through a series of statements/arguments commonly used to resist gender equality.
- You will express agreement or disagreement and substantiate your argument.
- Some of you can play the devil's advocate, so be ready to think of counter arguments based on your own experience!



**1. Women have achieved equal rights. GER are not needed any more**

**Agree  
or Disagree?**

**WHY YES ?  
WHY NOT?**

**What is your (counter) argument ?**



**1. Women have achieved equal rights. GER are not needed any more**

**Counter argument: *de jure* perhaps, *de facto* by no means**

**How to sustain your argument?  
Use reliable data, provide facts/ figures that contradict this statement**

**Refer your interlocutors to CoE' recommendations and standards on G.E. EU Legislation UN Resolutions**





**2. Women are too emotional  
to be good leaders. Men are  
better decision-makers.**

**Agree  
or Disagree?**

**WHY YES ?  
WHY NOT?**

**What is your (counter) argument ?**



**2. Women are too emotional to be good leaders. Men are better decision-makers.**

**Counter argument: Are you sure? Have you seen how women leaders have managed the COVID crisis?**

**How to sustain your argument?  
Show results of research on unconscious biases  
<https://implicit.harvard.edu/implicit/takeatest.html>**

**Refer to CoE's [recommendations on balanced participation of women and men in political and public decision-making](#)**



## What Do Countries With The Best Coronavirus Responses Have In Common?

Refer your interlocutors to CoE' recommendations on balanced participation of women and men in political and public decision-making: a condition for justice and democracy. Council of Europe standards provide clear guidance on how to achieve this essential goal. More at: <https://www.coe.int/en/web/genderequality/balanced-participation>.





**3. Our policies, laws, project are gender neutral. They benefit all people in the same way**

**Agree  
or Disagree?**

**WHY YES ?  
WHY NOT?**

**What is your (counter) argument ?**



**3. Our policies, laws, project are gender neutral. They benefit all people in the same way**

**Counter argument:**

**Gender neutral policies/Laws are a myth. They can sometimes be negative to women and men, as they are often the result of socially constructed gender norms/roles that subordinate/discriminate women in real life.**

**How to sustain your argument?**

**Example: find Case Laws from the ECHR  
Example: the Carvalho vs. Portugal case**

**Additional argument: justice providers can be (un)consciously biased: example Judicial stereotyping is a common and pernicious barrier to justice, particularly for women victims and survivors of violence ([www. https://rm.coe.int/1680597b20](https://rm.coe.int/1680597b20))**



**4. Combatting gender inequality does not *per se* mean combatting the forms of inequality/discrimination affecting minorities or vulnerable groups.**

**Agree  
or Disagree?**

**WHY YES ?  
WHY NOT?**

**What is your (counter) argument ?**



**4. Combatting gender inequality does not *per se* mean combatting the forms of inequality/discrimination affecting minorities or vulnerable groups.**

**Counter argument: To a good extent it does, as within those groups there are women and girls, men and boys and Trans persons who will be discriminated or privileged by virtue of their gender, sex, ethnicity and class, among other forms of intersecting discrimination.**

**How to sustain your argument? find testimonies/proposals from NGOs, CSOs and representatives of marginalised groups in your country, topic, bring their voices, proposals to the table or include them as empirical evidence in your discussions .**

**You can also find solid arguments at the UN website on intersecting forms of discrimination where MS report on progress vis a vis national legislation.....**



**5. There are no gender differences in attitudes towards corruption, accepting bribes or offering bribes. Corruption has no gender.**

**Agree  
or Disagree?**

**WHY YES ?  
WHY NOT?**

**What is your (counter) argument ?**





**5. There are no gender differences in attitudes towards corruption, accepting bribes or offering bribes. Corruption has no gender.**

**Counter argument:**

**That holds true to a certain extent, as there is no robust evidence of the causal relation between gender and lower levels of corruption. However, evidence from the World Bank shows that when there are more women in Parliament, corruption levels tend to be lower**

**How to sustain your argument?  
Evidence from financial institutions.**

## MODULE FOUR

**Walking the Talk: CoE Policy/Strategies to advocate for gender equality and women's rights into your work, dealing with resistances**



## MODULE FIVE

**Sharing good practices/lessons learnt in mainstreaming  
gender equality in your work**





## Sharing good practices/lessons learnt in mainstreaming gender equality

Three 3 short presentations (10 mins each) GER presenters

Presentations and plenary discussions will be structured around the following questions:

- a) what has worked?
- b) what has not?
- c) where are the obstacles?
- d) where are the opportunities for contributing to gender equality as GERs?

## MODULE FIVE

**Sharing good practices/lessons learnt in mainstreaming  
gender equality in your work**



## MODULE SIX

**Sharing good practices/lessons learnt in mainstreaming  
gender equality in your work**





## Practical exercise

TASKSHEET #3: How to integrate gender equality and intersectional perspectives in your work

Instructions:

- Work in groups, and work on the document that was selected for your group.
- Choose a Rapporteur to present results in Plenary.
- Go through the document(s) to get familiar with its contents (10 minutes)
- As a group, select some of the sections of the document/website/tool/video and answer 4 of the 13 questions below, or more if you have time. Discuss your explanations with your group and agree on what you will report (30 minutes).
- Choose Rapporteur who will share results in plenary (20 minutes)

## MODULE SIX

**Sharing good practices/lessons learnt in mainstreaming  
gender equality in your work**





# MODULE SEVEN

**Sharing good practices/lessons learnt in mainstreaming  
gender equality in your work**





## Remember? The three roles of Gender Equality Rapporteurs

**1. Wear your gender (and intersectional glasses)**

**2. Multiply knowledge and inspire others.**

**3. Be well connected and use networking**

- 1. key gender mainstreaming action/activity that you intend to take forward and why?**
- 2. expected outcome/result (gender and intersectionally sensitive?)**
- 3. who would be your targets or allies?**
- 4. which tool would you use? (for example: an outreach initiative; a quiz/short video/ questionnaire.; a preliminary draft for a public event, a commentary on a Policy,...)**



# Practical exercise

## **TASKSHEET #4: Practical exercise on concrete actions in the work of GERs**

**Duration of this exercise: 20 mins + 10 mins review**

### **Instructions:**

- Go around the room to have a look at the concrete actions set out in the CoE handbook for GERs
- Select THREE concrete actions have you used most effectively in your roles as GER
- Select THREE concrete actions you would you like to use more
- Review the selections made by other GERs



## Practical exercise

### **TASKSHEET #5: Design your “Gender Equality Mainstreaming Roadmap” to put your Committee/team in action**

**Duration of this exercise: 15 mins individual work, 15 mins sharing reflections in plenary**

#### **Instructions:**

Starting from the identification of the main gender mainstreaming needs of the members of your Committee/team, explain:

- which key gender mainstreaming action do you intend to take forward and why?
- what would be the expected outcome (gender and intersectionally sensitive result?)
- who would be your targets or allies?
- which tool would you use? for example: an outreach initiative; a quiz/short video/questionnaire.; a preliminary draft for a public event, a commentary on a policy, etc.

# MODULE SEVEN

**Sharing good practices/lessons learnt in mainstreaming  
gender equality in your work**





## **Closing session**

**Oral collective evaluation, thanks and closure by Cécile Gréboval**



Council of Europe  
Conseil de l'Europe

# Ambassadors for Change: Training Course on Gender Equality and Gender Mainstreaming for CoE Gender Equality Rapporteurs

Professor Anne Laure Humbert  
2-3 December 2021  
Strasbourg

Council of Europe  
Conseil de l'Europe

