

**HUMAN RIGHTS,
DEMOCRACY
AND THE RULE OF LAW**

COUNCIL OF EUROPE

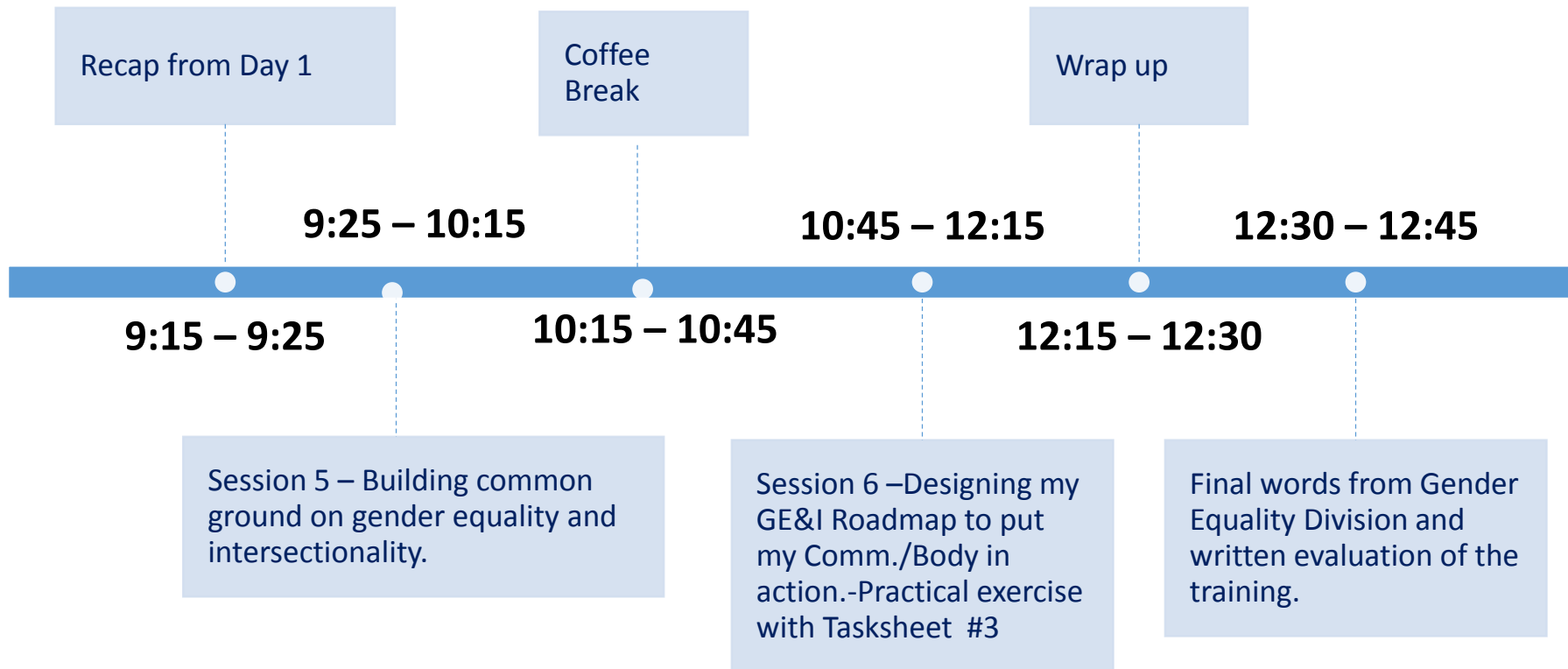


CONSEIL DE L'EUROPE

**DROITS DE L'HOMME,
DÉMOCRATIE
ET ÉTAT DE DROIT**

**Training workshop on Gender equality and
intersectionality mainstreaming
for Council of Europe Gender Equality Rapporteurs (GERs)
Strasbourg 5-6 November 2024
Trainer: Patricia Munoz Cabrera
pmunozcabrera@cs.com**

Programme Day 2 – 6 November 2024



9:15 - 9:25



RECAP 1

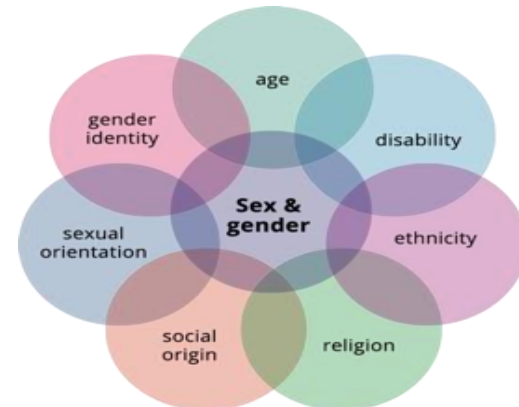
- **Important to keep the balance between mainstreaming gender equality and intersectional perspectives.**
- **Thinking outside the binary box of 2 genders/sexes. Transformative change means** including women, men, trans & non binary persons ... in their **complex** diversity.
- Example: if we focus on VAW or GBV we may need to include women who are not heterosexual

Recap on Intersectionality:

Certain groups of women (men and non-binary persons), due to the combination of their sex/gender with other factors, such as their race, colour, language, religion, political or other opinions, national or social origin, association with a national minority, property, birth, sexual orientation, gender identity, age, status, refugee or migrant status or other status*, are often subjected simultaneously to one or several other types of discrimination.

* Want to know more? : see Grounds of discrimination included in article 4§3 of the Istanbul Convention

Key to remember: focus is not only on identity but also on power systems that create multiple forms of inequality or disadvantage which have an impact on our daily lives.



Patriarchy, racism, heteronormativity



Kimberle Crenshaw, one of the creators of the intersectionality theory

2. Recap ctd.

We need change in policies and also in behaviour

Why?

Persistent inequalities, including gender and heterosexist stereotyping --- short term and longer term social transformation is needed.

See OECD 2024: "What is transformative change for gender equality and how do we achieve it?" <https://oecd-development-matters.org/2022/05/30/what-is-transformative-change-for-gender-equality-and-how-do-we-achieve-it/>

RECAP 3.

TO AVOID: homogenising language & terminology
and non-dignifying images (for example, women's
objectification by consumerist capitalism)...

RECAP 4. Challenging thematic areas : more work needs to be done (data and mindset shifting)

Thematic area: organ transplantation.

Key question : how to mainstream physiological dimensions of gender while keeping an eye on gender equality and intersectional diversity of patients: how to mainstream

Thematic area:

Money laundering (corruption, financial crimes, etc)

Possible entry points: drawing linkages between financial crimes and weakening capacity of the State for distributive policies ensuring equitable access to public services (access to justice, to SRHR, education, decent work, sustainable livelihoods).

Challenge

Minority groups: how to find the right, just, contextually appropriate way of approaching the issue of women's representation and substantial participation?

9:25-10:15 Session 5 – Building common ground on gender equality and intersectionality

- Council of Europe support tools on gender equality and gender mainstreaming, including online HELP course, Cécile Gréboval
- Exchanges in Plenary
- Practical applications of key concepts in some of the GERs key thematic areas. (PPT by Trainer Patricia Munoz Cabrera)
- Exchanges in Plenary



Council of Europe tools on gender equality and gender mainstreaming

Workshop for Gender Equality Rapporteurs 5-6.11.2024

Cécile Gréboval, Programme Manager – Gender mainstreaming, Senior Gender Equality Advisor

HANDBOOK FOR GENDER EQUALITY RAPPORTEURS

Gender equality and
gender mainstreaming
in practice

Toolkit on gender mainstreaming in Council of Europe monitoring mechanisms

Gender mainstreaming
in practice

Guidelines for the use of language as a driver of inclusivity

Welcome to the course

Gender equality and Gender mainstreaming

START MODULE



Online course on gender Equality and gender mainstreaming

- ✓ Launched on **International Women's Day 2024**
- ✓ Available for **free to everyone** on the CoE HELP Platform
- ✓ Takes about **2,5 hours - EN**
- ✓ **Target audience:** CoE staff and experts but also anyone interested in learning about gender equality and gender mainstreaming
- ✓ An **introduction and 3 modules**

Online course on gender Equality and gender mainstreaming

- ✓ **Introduction: using selected facts and figures** to introduce a gender analysis (including notions of power, unpaid work, diversity of situations/intersectionality and impact of violence)



How equal is the society we live in?

Select the theme to explore more.

- 1** Gender-balance in decision-making
- 2** Gender pay gap
- 3** Economic independence of migrant women
- 4** Unpaid work
- 5** Violence against women

Online course on gender Equality and gender mainstreaming

- ✓ **Module 1: gender equality-related concepts** = sex and gender, intersectionality, SOGIESC concepts, gender equality, gender mainstreaming, positive actions

← 2 Gender equality →

14/31

Use of legal framework to prevent **discrimination**, e.g. article 14 of European Convention on Human Rights.



Equality before the law

Adoption of **positive actions** to redress existing (gender) inequalities, e.g. promoting women in decision-making, employment, sport or culture.



Positive actions/specific measures

Implementing a **gender mainstreaming** strategy to review policies and structures to ensure gender equality.



Gender mainstreaming

Online course on gender Equality and gender mainstreaming

- ✓ **Module 2: European and international standards** related to gender equality: CoE, UN, EU relevant standards



1

Council of Europe standards and policy framework

6/23



1950



1961



2005



2007



2011

Council of Europe conventions relating to gender equality

Click on the circles on the timeline to reveal information about each date.



Online course on gender Equality and gender mainstreaming

- ✓ **Module 3: how to do gender mainstreaming:**
conducive factors to GM, step by step gender analysis
and examples in the Council of Europe



1

Conducive factors for gender mainstreaming

5/27

Conducive factors for gender mainstreaming

In order to ensure the **effective implementation of gender mainstreaming**, the Council of Europe has identified **elements of a conducive environment**:



Political support

Sex-disaggregated data

Acquiring gender equality knowledge

Resources

Knowledge of administrative procedures

Equal participation of women and men

Click on the buttons to continue.

← 2 Conducting a gender analysis →

7/27

How to do a gender analysis?

A gender analysis can focus on **four aspects**:

Click on each number to reveal more.

Let's look in greater detail at how these four aspects can be analysed.

The **political and legal framework** for gender equality and women's rights in an area.

Access to and control over resources: e.g. women and men in decision-making, their access to employment, property including land, financial resources, use of time, etc.

Access to services and institutions: e.g. access to justice, appropriateness of services (health, education, transport, sport, cultural...) to women's and men's needs, protection of rights or against violence.

Women's and men's roles, relations and gender norms in an area: e.g. impact of paid/unpaid work, social expectations regarding jobs, attitudes, vulnerability to sexism and violence etc.



Takeaways

- Sex refers to biological differences and *gender* refers to socially constructed norms, roles and relationships of women and men, masculinity and femininity at a given time and in a particular context.
- Both concepts are useful to understand differences and gender inequalities at societal level. Gender is also a power system with unequal power relations between women and men.

1

2

3

4

5

6



QUESTION 2 OF 5

Gender is (please select all the options that are true):

- ☐ A power system with unequal power relations between women and men.
- ☐ Constant across cultures and over time; it is a rather static concept.
- ☐ A social, ideological and cultural construction.
- ☐ Learned and internalised by both women and men through socialisation.



SUBMIT

- ✓ [Presentation video](#)
- ✓ [Login page](#)
- ✓ [Course](#)

Module 2

International and European standards and policy framework on gender equality

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START MODULE



The illustration depicts a large, diverse group of people of various ages, ethnicities, and abilities standing together. It includes men, women, and children of different ages, as well as individuals with disabilities, such as a person in a wheelchair and a person using a cane. The group is rendered in a flat, stylized illustration style with a warm color palette.

Gender-sensitive communication



Principles of gender-sensitive communication

- ✓ Gender-sensitive communications = a **must-have skill** for all persons working on policy-making & projects
- ✓ Necessity to be aware of the ways in which language and images can either **reinforce or challenge gender inequalities**
- ✓ Gender equality means **more than the equal representation of women and men** = eliminating all gender-based discrimination and gender stereotypes in all areas

**Address the invisibility
of Women**



ÉGALITÉ



ÉQUITÉ

USE GENDER-SENSITIVE LANGUAGE

- ✓ Gender-sensitive communication means using **inclusive language**
- ✓ Some **tips**:
 - Use the feminine forms of professions, grades etc.
 - Use both the feminine & the masculine when addressing people
 - Use forms of address that respect the gender of known individuals
 - Avoid stereotyped / sexist expressions: “man” words (policeman, chairman etc.) or Mrs, miss /mademoiselle, “ladies and gentlemen”, droits de l’homme in FR

**Avoid gender
stereotypes & portray
diversity**

DO NOT REINFORCE GENDER STEREOTYPES

- ✓ Make an effort **to represent women in roles traditionally occupied by men and vice versa**
- ✓ A common socially constructed 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

Laura a trouvé le poste de ses rêves.

C'est l'avenir qu'elle a toujours envisagé. Et l'avenir, pour elle, c'est de faire vivre et partager sa passion, transmettre des savoirs et des valeurs, se consacrer à la réussite de chacun de ses élèves. C'est pour cela qu'elle a décidé de devenir enseignante.



Julien a trouvé un poste à la hauteur de ses ambitions.

C'est la concrétisation de son projet professionnel. Et ce projet, pour lui, c'est de faire vivre et partager sa passion, transmettre des savoirs et des valeurs, se consacrer à la réussite de chacun de ses élèves. C'est pour cela qu'il a décidé de devenir enseignant.



L'ÉDUCATION NATIONALE RECRUTE 17 000 PERSONNES

Pourquoi pas vous ? 17 000 postes d'enseignants, d'infirmier(he)s et de médecins scolaires sont à pourvoir en 2011.

RENSEIGNEMENTS ET INSCRIPTIONS DU 31 MAI AU 12 JUILLET 2011

SUR WWW.LEDUCATIONRECRUTE.FR



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PORTRAY DIVERSITY AMONG WOMEN AND MEN

- ✓ Not all women suffer from the same forms of discrimination and 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**

DO NOT VICTIMISE OR PATRONISE

- ✓ Women often tend to be **portrayed as powerless** in the face of adversity
- ✓ People are sometimes in vulnerable situations but are **not vulnerable per se**
- ✓ Focus on **people's agency and ability** to find solutions to improve their lives
- ✓ Show women and men as **active participants**
- ✓ **Avoid patronising statements** about women's shortcomings or accomplishments but keep in mind structural inequalities ex: don't say *she became president despite of her gender*, but *she became president despite facing gender inequalities and stereotypes*

PRESENT 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 & policy**
- ✓ Focus **on facts and data** and consult with experts
- ✓ Convey **nuance** rather than categorical answers, but keep in mind that **standards on GE must be respected**

cecile.greboval@coe.int

[Gender mainstreaming at the Council of Europe \(coe.int\)](https://www.coe.int/gender-mainstreaming-at-the-council-of-europe)

www.coe.int/equality



Practical applications of key concepts in some of the GERs key thematic areas.

Patricia Munoz Cabrera

Example 1: applying gender equality and intersectional analysis in AI – **documenting cases and building empirical data.**

Area: Access to financial services (banking and insurance):

- **Germany.** A **female customer** was refused credit while purchasing goods online. When investigating the reasons for the rejection with the credit institution, the customer learned that a **combination of her age and sex** seemed to have motivated the automated rejection, **based on harmful intersectional stereotypes that women around 40 are often divorced and have therefore less economic power.**
- **In the insurance sector,** a study showed that factors such as **birthplace and citizenship** influence the price of car insurance policies paid by customers. For ex. indicating Ghana as an applicant's birthplace could lead to a price increase of 1000 EUR compared to an applicant indicating Italy as their birthplace.

Study on the impact of artificial intelligence systems, their potential for promoting equality, including gender equality, and the risks they may cause in relation to non-discrimination



GENDER EQUALITY COMMISSION (GEC)
AND THE STEERING COMMITTEE
ON ANTI-DISCRIMINATION,
DIVERSITY AND INCLUSION (CDADI)

Source: CoE 2023 “Study on the impact of artificial intelligence systems and their potential for promoting equality ; and also <https://algorithmwatch.org>

- **Example 2: Documenting intersectional discrimination** in crime prevention, policing and the justice system: Amnesty International, The “Sensing Project”
- The Netherlands have deployed several predictive systems for crime prevention purposes, which have been harshly criticised for creating **discrimination based on race, ethnicity and nationality.**
- A 2020 investigation by Amnesty International revealed that the “Sensing Project”, that aimed to prevent shoplifting and pickpocketing locally, resulted in discriminatory ethnic profiling of individuals (**women, men, trans and non binary persons**) of **Eastern European origin**, and in particular members of the Roma community, **including children and youth.**
- When surveilling car traffic in and around the area of deployment, the system used the Eastern European **origin** of passengers as a predictive risk factor for crime. Other crime anticipation systems, for instance in Amsterdam, have been reported to use factors such as “number of **one parent households**”, “number of social benefits recipients” and “number of **non-Western immigrants**” to identify crime “hot spots” throughout the country.

Example 3: combatting sexism in the media through **gender equality law**

Provisions aimed at preventing sexist advertising

Several national legislations **address sexist advertising**, either through **gender equality law**, media services acts or legislation on advertising. Other countries directly address measures against **gender-based violence** in a specific law. The Spanish legislation against gender-based violence specifically looks into media that show advertising portraying women in a degrading or discriminatory manner or violate the dignity of a person. The law also empowers a certain number of bodies to apply to a court regarding the withdrawal of “advertising material deemed illegal for using the **image of women** in a degrading manner”

Suggestion: As discussed yesterday, intersectional inclusion would require an additional sentence to reflect how sexist advertising affects other social groups (for ex. minors, trans & non binary persons).... Next page

Recommendation CM/Rec (2013)1 calls on member States to “ensure through appropriate means that **media regulators respect gender equality principles** in their decision making and practice

4. Case study: Spain

Discriminatory advertising on other grounds than sex/gender

- Art. 3 of the General Advertising Law defines illegal all advertising that “presents **women** in a vexatious or discriminatory way, either by using their body or parts of their body as mere objects unrelated to the product that is intended to be promoted, or if their image is associated with **stereotypical behaviours** that violates the foundations of the legal system by helping to generate violence”. The same article prohibits advertising which generates violence or **discriminates against minors or promotes stereotypes of a sexist, racist, aesthetic, homophobic, transphobic or disability nature**.
- Another normative act which regulates non-discriminatory advertising is the General Audiovisual Communication Law Article 4 stipulates that “audiovisual communication shall never incite to **hate or discrimination based on gender or any personal or social circumstance and must be respectful towards human dignity and constitutional values**, with a special attention to eradicating conducts that favour women’s inequality”.

5. Gender equality mainstreaming in culture, heritage and nature conservation at the Council of Europe

- In the UK in 2016, 64% of the artists whose work was shown in the [Tate Modern were men](#). In [France, in the 2015-2016 season](#), no national theatre was headed by a woman and only 26% of performances were directed by women. Given the role of **arts and culture as shapers of attitudes and of gender roles**, it is crucial that policies in these areas actively promote a gender equality perspective to address both access to and the visibility of women's contribution to European history, culture and the arts.
 - In the same way, **gender stereotypes and sexism** in the representation of women in arts, as well as in cultural symbols, should be addressed to. In relation to nature conservation, taking [gender equality issues](#) into account involves identifying the influence of gender roles and relations on the use, management and conservation of nature and biodiversity.
 - To develop efficient policies regarding nature conservation, it is important to understand and expose **gender-differentiated practices, gendered knowledge acquisition and usage, as well as gender inequalities in access to and control over resources.**
- |
- See CoE Fact sheet in next slide

in less than 1000 words...

Why gender equality?

Equality between women and men is now considered as a natural goal for all policies at all levels. However, while most people don't see the links between gender equality and cultural heritage, it is a fact that women and men have different interactions with cultural heritage because of the lack of equality between them, historically and still today. This is why gender equality needs to be integrated in the work around cultural heritage if we want to ensure that both women and men take equally part to preserving, experiencing, producing, accessing to and feeling represented by cultural heritage.

When implementing the Council of Europe "European Cultural Heritage Strategy for the 21st Century", Member States should aim at promoting gender equality, that is equal rights, responsibilities and opportunities for women and men, boys and girls, in the field of heritage and creativity.

"Gender equality in cultural life recognises that no members of society should be privileged or disadvantaged in rights, choices, opportunities, benefits and freedom because they are born, or identify, as male or female" (UNESCO).



Les Femmes d'Alger, Ousmane Sembène, 1968. Copyright: Fotostake / Luzphoto

How gender stereotypes affect cultural heritage

The recommendations of the Strategy seek to reconnect communities to their heritage values. Cultural heritage and art tell us stories about people and societies, in the past and in the present. But cultural heritage can be highly subjective.

Across centuries, the production and preservation of cultural heritage has been influenced by the power imbalance between men and women.

The stories and cultural heritage we inherit today were created, then identified, preserved and transmitted, according to the criteria defined by people in power over the centuries: overwhelming men. Women are invisible in history books or portrayed according to gender stereotypical roles. Created in 1648, the French Art Academy opened its doors to women only in 1897. The Vienna Philharmonic Orchestra welcomes female musicians only since 1997. In 2018, only 82 films directed by women had been selected to compete at Cannes during the festival's seven-decade history, compared to 1866 films directed by men.

Collective beliefs about "typical male" and "typical female" roles have contributed to the creation of stereotypes that have limited or enabled opportunities for women and men to act within their cultural context.

While progress has been made, sexism in society still impacts on the cultural sector: limited participation of women in decision-making positions, unequal pay (highly visible those days in the Hollywood sector), segregation into certain activities (public relations and marketing roles are most often performed by women, while creative or technical jobs tend to be occupied by men), unpaid care work relying mostly on women and which impacts on their activity, restricted opportunities for networking and funding for women, fewer women getting awards and being chosen for exhibitions of festivals, etc.

See CoE Factsheet 2021 at
<https://rm.coe.int/strategy-21-factsheet-gender-equality-what-does-cultural-heritage-got-to-do-with-it/168093c03a>

6. Mainstreaming gender equality and intersectional perspectives in organised crime

GOOD PRACTICE

The Ibero-American Association of Public Prosecutors (AIAMP) includes public prosecutor's offices from 22 countries in Latin America, the Caribbean and Europe (Andorra, Portugal and Spain). The Association aims to strengthen ties of cooperation and professional development among members of public prosecutor's offices and develop common strategies that allow them to improve their institutional capacities, which is an essential requirement to provide rights protection.

AIAMP also has a network of specialized gender networks (to strengthen coordination among Ibero-American public prosecutor's offices in matters relating to the investigation, protection and criminal prosecution of gender-based violence and femicide, including in relation to and in the context of organized crime. The main objective of the network is to strengthen the capacities of the public prosecutor's offices for the improvement of **gender equality and equity**, as well as the investigation, protection and prosecution of cases related to gender-based violence and femicide. Their work is focused on, among others, the following areas:

- (a) Local adaptation process of the Latin American Model Protocol for the Investigation of Gender-related Killings of Women;
- (b) Femicides in the context of organized crime;
- (c) Recording data on femicides;
- (d) Sexual violence;
- (e) Gender mainstreaming within the public prosecutors offices.

https://sherloc.unodc.org/cld/uploads/pdf/Issue_Paper_Organized_Crime_and_Gender_1.pdf

- **7. Mainstreaming gender equality and intersectional perspectives in engagement with Civil Society: including women's networks in policy processes**

1. As regards the contribution of civil society to standard-setting activities, the **European Network of Migrant Women (ENoMW)** actively participated in the Drafting Committee on Migrant Women, which led to the adoption of the **Recommendation CM/Rec(2022)17** of the Committee of Ministers to member States on protecting the rights of migrant, refugee and asylum-seeking women and girls. **ENoMW** also regularly participates in the plenary meetings of the Gender Equality Commission and **contributed to the drafting of the draft new Gender Equality Strategy 2024-2029 in 2023.**]
2. **The European Women's Lobby (EWL)** and **Women against Violence Europe (WAVE)** were part of the Working Group on the place of men and boys in gender equality policies and in policies to combat violence against women, which prepared the relevant **Guidelines in 2022.**

- Source: CoE 2023, "Secretary General's Roadmap on the Council of Europe's Engagement with Civil Society" at <https://search.coe.int/cm?i=0900001680ac8ded>

10:15 - 10:45
Coffee Break



30 minutes



10: 45-12:15: Session 6

Designing my GE&I
Mainstreaming Roadmap
to put my committee/ body
in action.

Three Subgroups organised by Type of Body

Group 1: Intergovernmental Committee Co-facilitator: Cécile Gréboval	Group 2: Monitoring body Co-Facilitator: Yanna Parnin	Group 3: Intergovernmental committee Co-facilitator: Patricia Munoz Cabrera
Viktoria SEBHELYI	Michael VASECKA	Anna STEINER
Stefania CHIRU	Maja CVETKOVSKI	Mabera KAMBERI
Jennifer ADAMS	Laura ALBU	Milena ČALIĆ-JELIĆ
Panagiota MARGARONI	Mahulena HOFMANN	Edwin LEFEBRE
Käthlin SANDER	Flurina FREI	Valerie POPPE
Evrydiki TSELIOU	Roza CSEBY	Martina BRIX-ZULEGER

10.45 - 12.15: Session 6 – Designing my “Gender Equality & Intersectional Mainstreaming Roadmap” to put my Committee/Body in action - Practical Exercise with Tasksheet #3

- **Description:** in this session, GERs will design their own roadmap to integrate gender equality in the work of their committees/bodies.
- Three subgroups exchange based on the following questions:
 - What could be the entry points (in terms of timing, issues or processes) to initiate gender and/or intersectional mainstreaming activities in my committee/body?
 - Which activities would we need to implement after this training, and Why (what would be our desired change)?
 - Who could be relevant stakeholders and targets?
 - Sharing in Plenary

Presenting my / our Roadmaps - Sharing in plenary



12.15-12.30 Wrap up by

Patricia Munoz Cabrera and Cécile Gréboval

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12:30-12:45.

Final words from the CoE Gender Equality Division
and written evaluation of the training

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