

HUMAN RIGHTS,  
DEMOCRACY  
AND THE RULE OF LAW

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

DROITS DE L'HOMME,  
DÉMOCRATIE  
ET ÉTAT DE DROIT

# CoE Gender Equality Rapporteurs Training course on Gender mainstreaming and Gender equality

28-29 September 2023  
Trainer: Nathalie Wuiame

# Welcome



**Introduction to this training**



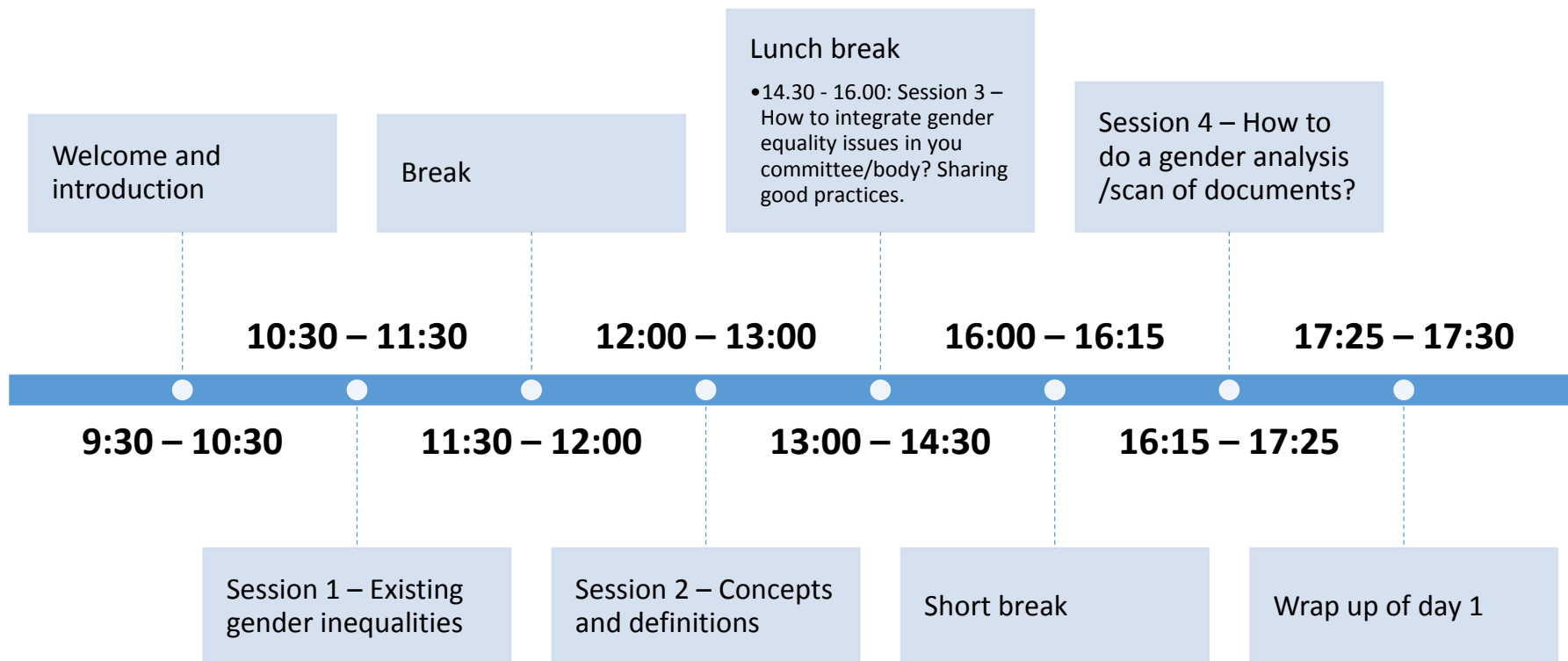
**Programme and objectives**



**Presentation of participants**

# Introduction

## Day 1 – 28 September 2023



## Day 2 – 29 September 2023

Session 5 – Gender-sensitive communication: why is it important and how to do it?

Session 6 – Gender Equality Rapporteurs as ambassadors of change

**10:00 – 10:30**

**12:30 – 12:45**

**9:00 – 10:00**

**10:30 – 12:30**

Coffee break

Closing



## Objectives of the training

To build and 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

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

- Get a **common understanding** of basic concepts: sex/gender, intersectionality, different approaches for gender equality.
- Have acquired a set of gender mainstreaming **tools and entry points** to use in your different areas of work.
- Have enhanced your **understanding of the key role you play** as Gender Equality Rapporteurs and developed ideas of actions to implement to enhance gender equality.

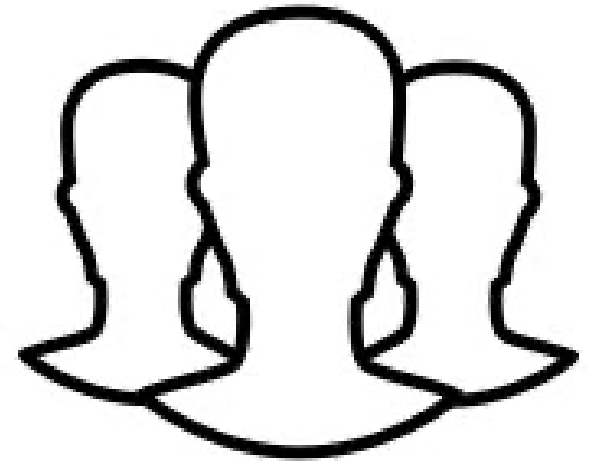
# Methodology

The **training methodology** is based on (short) theoretical presentations, practical exercises and exchanges of practices.

The training aims at providing a **safe space** for discussions, express ideas, doubts and difficulties and sharing our experiences.



# Presentation of participants



## Instructions

- Participants are divided into groups of two people who will **introduce themselves to each other answering 3 questions** (15 min):
  - Name – Country – Role in the Council of Europe.
  - A positive example about what they did or learn as a good example of gender equality/mainstreaming in their work at the Council of Europe. E.g, an eye opener speech during a conference; an action they could impulse, etc.
  - A difficulty they face regarding integration of gender equality.
- In plenary, all participants **introduce their conversation partner** – as well as their answers to the above questions – to the rest of the participants. (around 30 min)

# SESSION 1 – Existing gender inequalities

FACTS  
FACTS  
FIGURES  
FIGURES

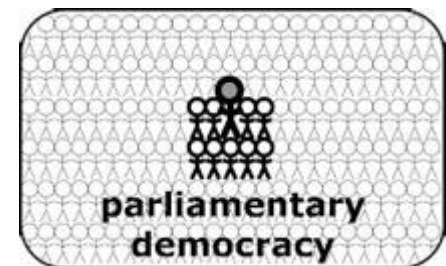
Q1. In December 2022, what is the percentage of women parliamentarians in Council of Europe's Member States?

**26.6%**

**29.5%**

**32.0%**

**50.0%**





# Q1. In December 2022, women represented what percentage of parliamentarians in Council of Europe's Member States?

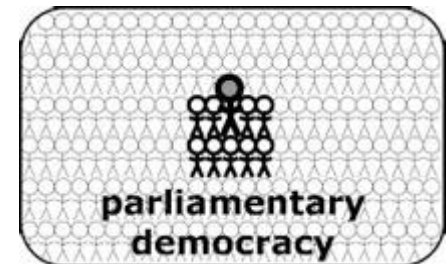
The Council of Europe standards require a 40% minimum representation of women and men in political and public decision-making

26.6%

29.5%

32.0%

50.0%



Q2. What was the average % of women professional judges for all instances in CoE countries in 2020?

14%

50%

57%

81%



Q2. What was the average % of women professional judges in CoE countries in 2020?

14% Azerbaijan

50%

57%

81% Latvia

But only 35% for Courts ' presidents.



## Q3. What is the unadjusted gender pay gap in Europe (EU27, 2021)

9%

13%

44%



Q3. What is the unadjusted gender pay gap in Europe (EU27, 2021)?

9%

13%

44%

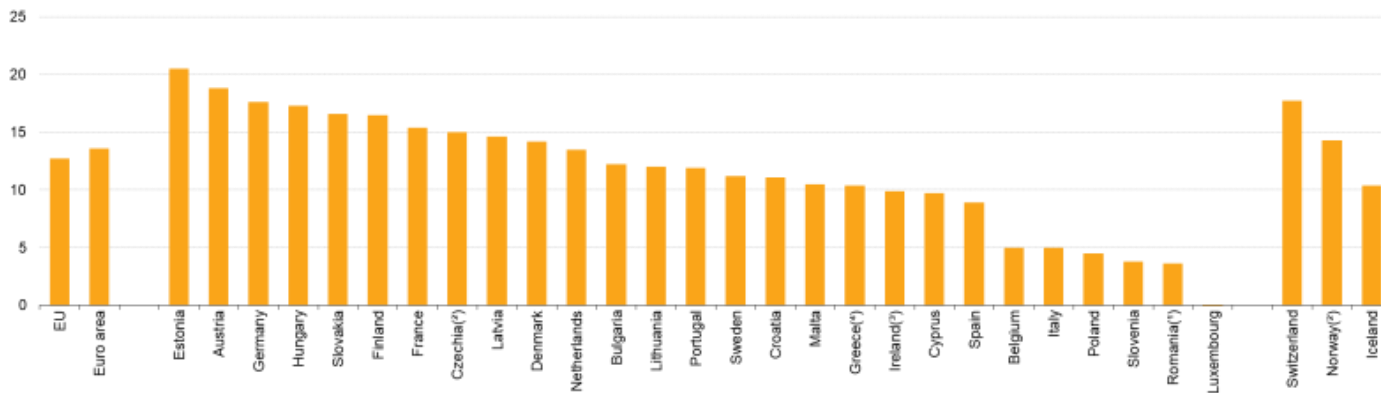




# Unadjusted gender pay gap, 2021 (difference between average gross hourly earnings of male and female employees as % of male gross earnings)

## The unadjusted gender pay gap, 2021

(difference between average gross hourly earnings of male and female employees as % of male gross earnings)



Note: For all the countries except Czechia and Iceland: data for enterprises employing 10 or more employees, NACE Rev. 2 B to S (-O); Czechia: data for enterprises employing 1 or more employees, NACE Rev. 2 B to S; Iceland: NACE Rev. 2 sections C to H, J, K, P, Q. Gender pay gap data for 2021 are provisional until benchmark figures, taken from the Structure of Earnings survey, become available in December 2024

(\*) Estimated data

(\*\*) Definition differs (see metadata)

(\*) 2020 data

(\*) 2018 data

Source: Eurostat (online data code: sdg\_05\_20)

# The pension gap and risk of poverty

## At-risk-of-poverty rate for pensioners by sex in the EU

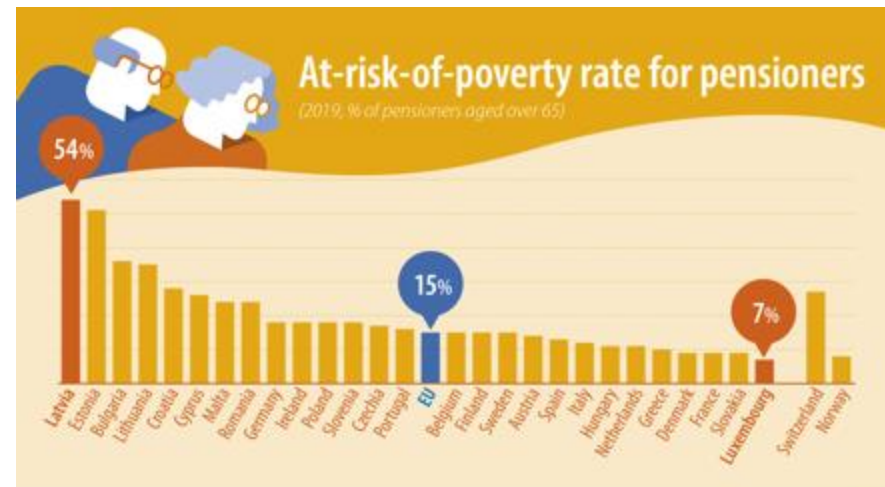
(2010-2019, % of pensioners aged over 65)



ec.europa.eu/eurostat

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

(2019, % of pensioners aged over 65)



ec.europa.eu/eurostat

Q4. What is women's employment rate in Europe (2020)?

48%

54%

68%



## Q4. What is women's employment rate (15-64) in Europe (2020)?

48%

54%

68%

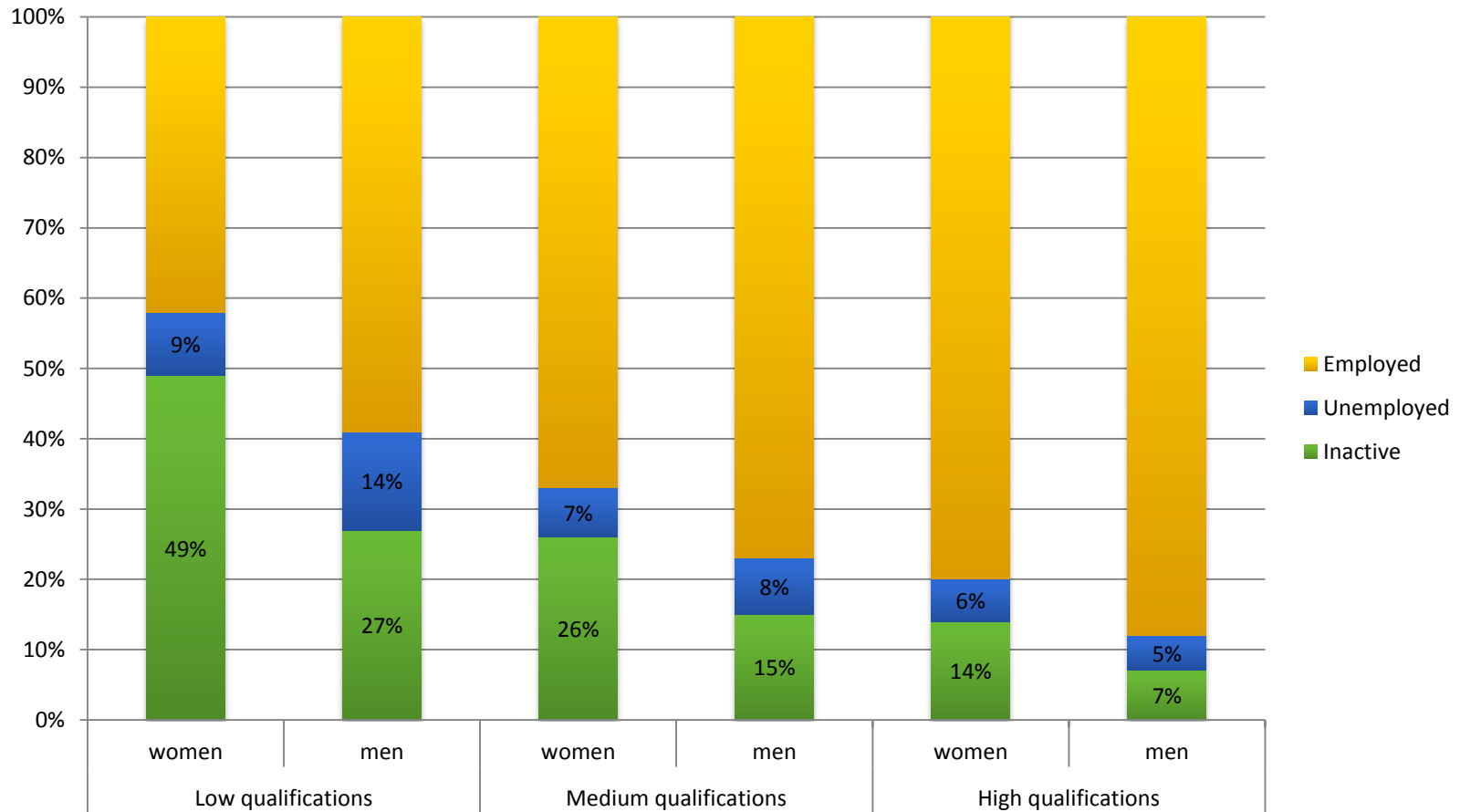
67.8 for women with an EU citizenship but only 45.5% for women with a non-EU citizenship.

For men with an EU citizenship 78.5% and 69.6 for men with a non EU citizenship.





## Difference between employment rate, unemployment and inactivity



Source: European Institute for Gender Equality, Gender, skills and precarious work in the EU. Research note, 2017



Q5. How much time do women spend compared to men in unpaid house care work in Europe?

**The same time**

**2 times more**

**4 times more**



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**The same time**

**2 times more**

**4 times more**

	Paid work	Unpaid work	Total
Women	217 min	<b>263 min</b>	<b>481 min (8h)</b>
Men	<b>317 min</b>	136 min	454 min (7h30)

Time spent by women and men in paid and unpaid work (2023 minutes per day)?

Q6. What was the % of women heard, read about or seen in the news in Europe (2020)?

**33%**

**45%**

**60%**



Q6. What was the % of women heard, read about or seen in the news in Europe (2020)?

**33%**

**45%**

**60%**



## Q7. What is the % of women victims of sexual violence during their life (2020)?

10%

20%

30%





Q7. What is the % of women victims of sexual violence during their life (2020)?

10%

20%

30%



Q8. What was the % of adolescent girls (aged 15-19) who have experienced physical and/or sexual violence from an intimate partner?

6%  
12%  
24%



Q8. What was the % of adolescent girls (aged 15-19) who have experienced physical and/or sexual violence from an intimate partner?

6%

12%

24%



**Why integrating gender  
equality in all Council of  
Europe activities and  
domains?**

## Exchanges in plenary

In view of existing inequalities **what are the arguments** to support the integration of gender equality in all Council of Europe activities and domains ?



# Why gender equality?

- A fundamental human right and an area where structural inequalities persist.
- A question of social justice
- A prerequisite for poverty reduction
- A precondition for democratic development
- A key for the implementation of Human Rights based multilateralism.
- A key to achieve the UN Sustainable Development goals.
- An area where legal commitments have been made: legal and policy framework for gender equality and gender mainstreaming

## 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.

# Break

30 minutes!



30 minutes

# SESSION 2 – Concepts and definitions

# Sex and gender



# Sex and Gender

## Sex

A person's biological state

Rather static.

## Gender

Socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for women and men .

Variations in time and place. Dynamic.

## So, gender is :

- A social and cultural **construction**;
- **Learned and internalised** by both women and men through socialisation;
- **Not constant**: it varies within and across cultures and over time;
- **A power system** with an unequal power structure between women and men in the distribution of resources, wealth, paid and unpaid work, time, decision-making, political power, enjoyment of rights and entitlements within the family and in all aspects of social, professional and public life.



## Variations in time: historical example

from fighting for the right to vote.....

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



CH

### THE MOST POWERFUL FEMALE POLITICIANS



November 4, 2022 By [Cade Hildreth](#)



## Variations in Place: constructed roles and activities



**India: Rural road construction:  
'typical' female work**



**Germany: Rural road  
construction: 'typical' male work.**

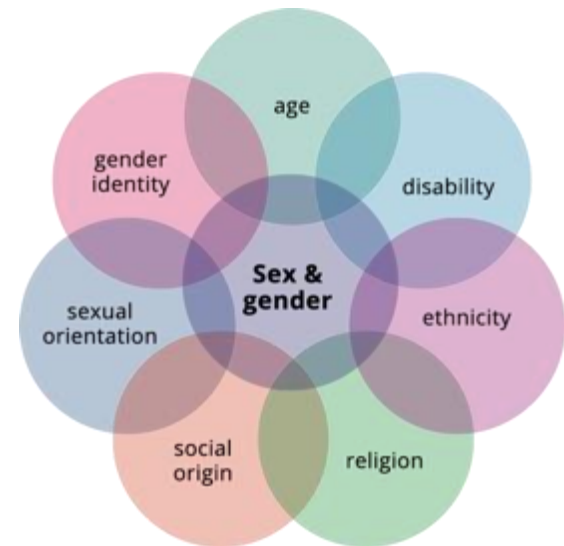
# Intersectionality

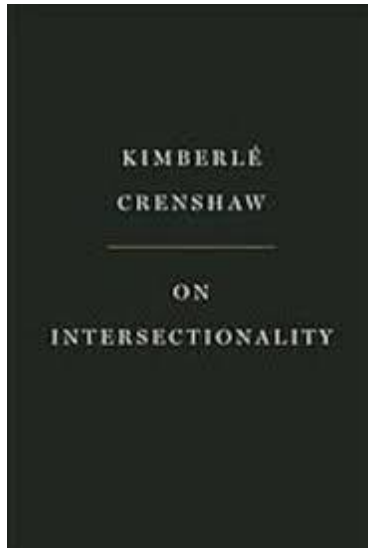


## Intersectionality

Certain groups of women (and men), 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.

\* Grounds of discrimination included in article 4§3 of the Istanbul Convention





The theory of intersectionality was first developed by Kimberlé Crenshaw, leading American scholar of civil rights and professor of law, who published a paper in 1989 entitled *Demarginalizing the Intersection of Race and Sex*.

She was inspired in particular by the legal case *DeGraffenreid v. General Motors* (US District Court for the Eastern District of Missouri, May 4, 1976) that involved racial and sex discrimination against five black women who were refused jobs in a factory. The court ruled that there was no instance of discrimination, as the factory hired both black people and women. However, the court failed to see that the factory did hire black men and white women but discriminated specifically against black women.

The term intersectionality was coined by Crenshaw to capture this unique combination of discrimination.

## Examples of intersectional discrimination



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”*

## Examples of intersectional discrimination

Some image-recognition software have difficulties in recognising and analysing non-white faces. Buolamwini and Gebru found in a 2018 experience that "darker-skinned females are the most misclassified group". In this experience involving different systems, the maximum error rate for lighter-skinned males was 0.8% (FACE system). The largest gap was 34.4% between darker females and lighter males, when using the IBM system.



Gender Classifier	Darker Male	Darker Female	Lighter Male	Lighter Female	Largest Gap
 Microsoft	94.0%	79.2%	100%	98.3%	20.8%
 FACE**	99.3%	65.5%	99.2%	94.0%	33.8%
<b>IBM</b>	88.0%	65.3%	99.7%	92.9%	34.4%

# Gender equality



# Gender equality

Entails **equal rights** for women and men, girls and boys, as well as the same **visibility, empowerment, responsibility and participation**, in all spheres of public and private life. It also implies equal access to, and distribution of, resources between women and men.

Source: Council of Europe Gender equality strategy

# Prohibition of sex-based discrimination and promotion of women's rights

1950

## Prohibition of sex-based discrimination

Article 14 of the Convention for the Protection of Human Rights and Fundamental Freedoms prohibits discrimination on different grounds, including sex.

1980s

## Specific conventions and actions on women's rights

In 1979 the UN adopted the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). This Convention complements the Universal Declaration of Human Rights adopted in 1947.

1990s

## Women's human rights including sexual and reproductive rights

The 1994 Cairo Programme of Action of the UN International Conference on Population and Development called for women's reproductive health and rights to be prioritised in national and global development efforts.

1995

## Gender mainstreaming

The 1995 United Nations World Conference on Women in Beijing marked a turning point in the global gender equality agenda by introducing gender mainstreaming as a new tool to ensure that gender equality is integrated into all policy areas.

2011

## Combatting violence against women

The Council of Europe Convention on preventing and combatting violence against women and domestic violence (Istanbul Convention) sets comprehensive standards to prevent and combat violence against women and domestic violence

## Different approaches to reaching gender equality



Equality  
before the law



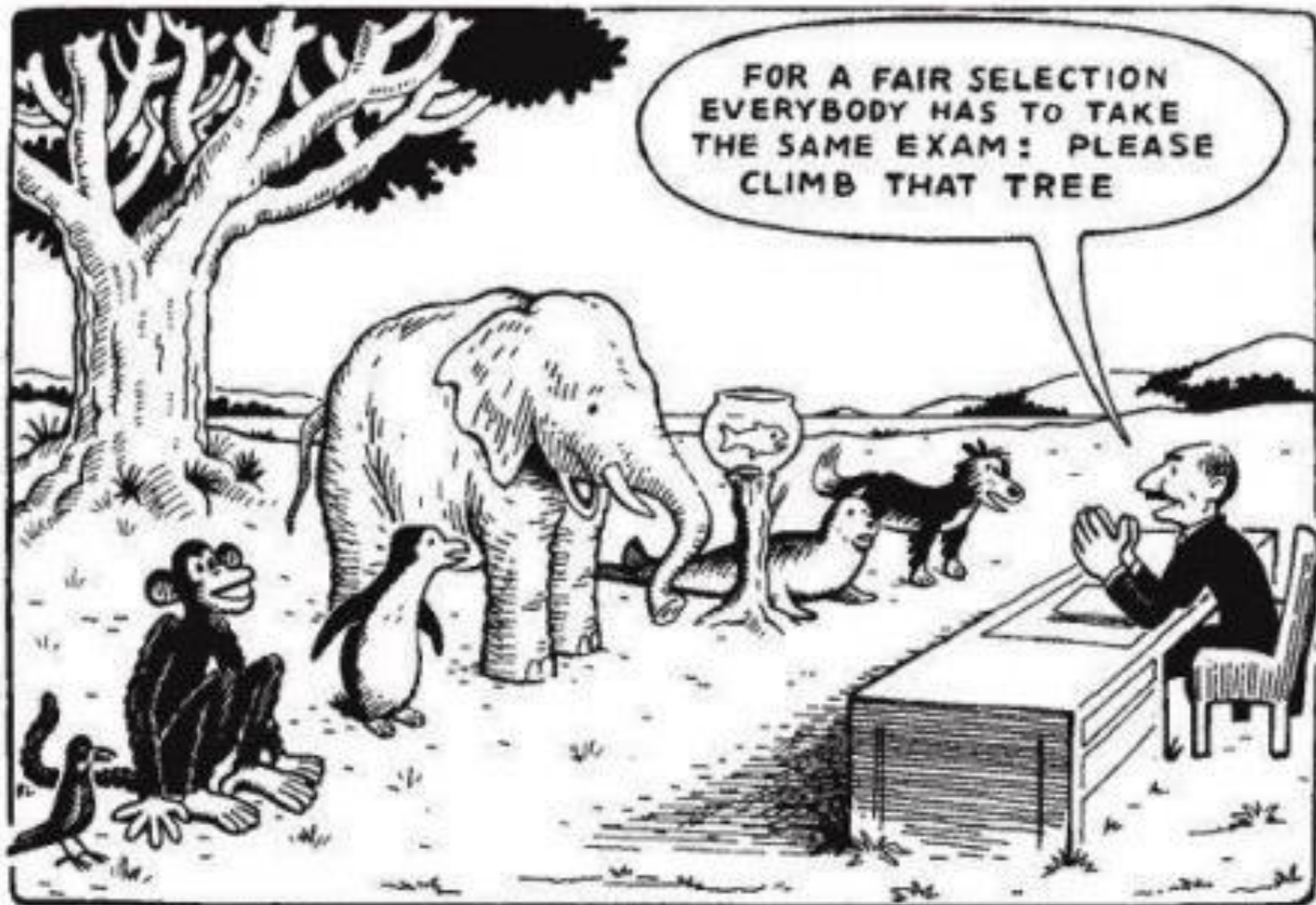
Positive actions/  
specific measures



Gender  
mainstreaming



**Equality  $\neq$  Treating everyone the same way**



## Gender equality requires a dual approach

There is wide consensus amongst European and international organisations and national governments about the need for a dual approach towards gender equality, combining **gender mainstreaming and specific measures and policies** for the advancement of women, to ensure better policy-making and better use of resources. This is also the approach taken by the Council of Europe.

**Gender mainstreaming is a transformative approach** with a great potential for social change. It is a long-term strategy that requires some time until it is fully and automatically integrated into policy-making. Every step counts towards this change of approach.



## Example: promoting gender equality in sport

Women were only allowed to play hockey at Olympic level in 1988, while men had been playing since 1908.

Despite this formal *de jure* equality after 1988, fewer women and girls play hockey than men and boys (*de facto* equality).

**Positive actions** are being implemented to address this situation. For example, special hockey summer camps for girls to introduce more girls to the sport, specific communication campaigns on women in sport, financial assistance to girls who face barriers to practicing sport.

Examples of **gender mainstreaming** in this area include ensuring the availability of infrastructure for both women and girls and men and boys (e.g., locker rooms), ensuring equal funding for women's and men's clubs, equalising prize money, and taking measures to promote the visibility of women's sports in the media.

## **Example: promoting gender equality regarding deprivation of liberty**

While women usually make up a very small minority of the prison population, they have specific needs and face vulnerable situations in prison, which differ from those of men.

**Positive actions** to address women's specific needs, for example in relation to their sexual and reproductive rights or adequate hygiene and (mental) health. Positive action might also be needed for men who do not fit into traditional gender norms or roles or in the form of special programmes around harmful masculinities and violence.

Implementing a **gender mainstreaming perspective**: Prison staff should be trained. For example, training opportunities and social reintegration measures should not reinforce occupational gender segregation and stereotypes.

# Gender stereotypes

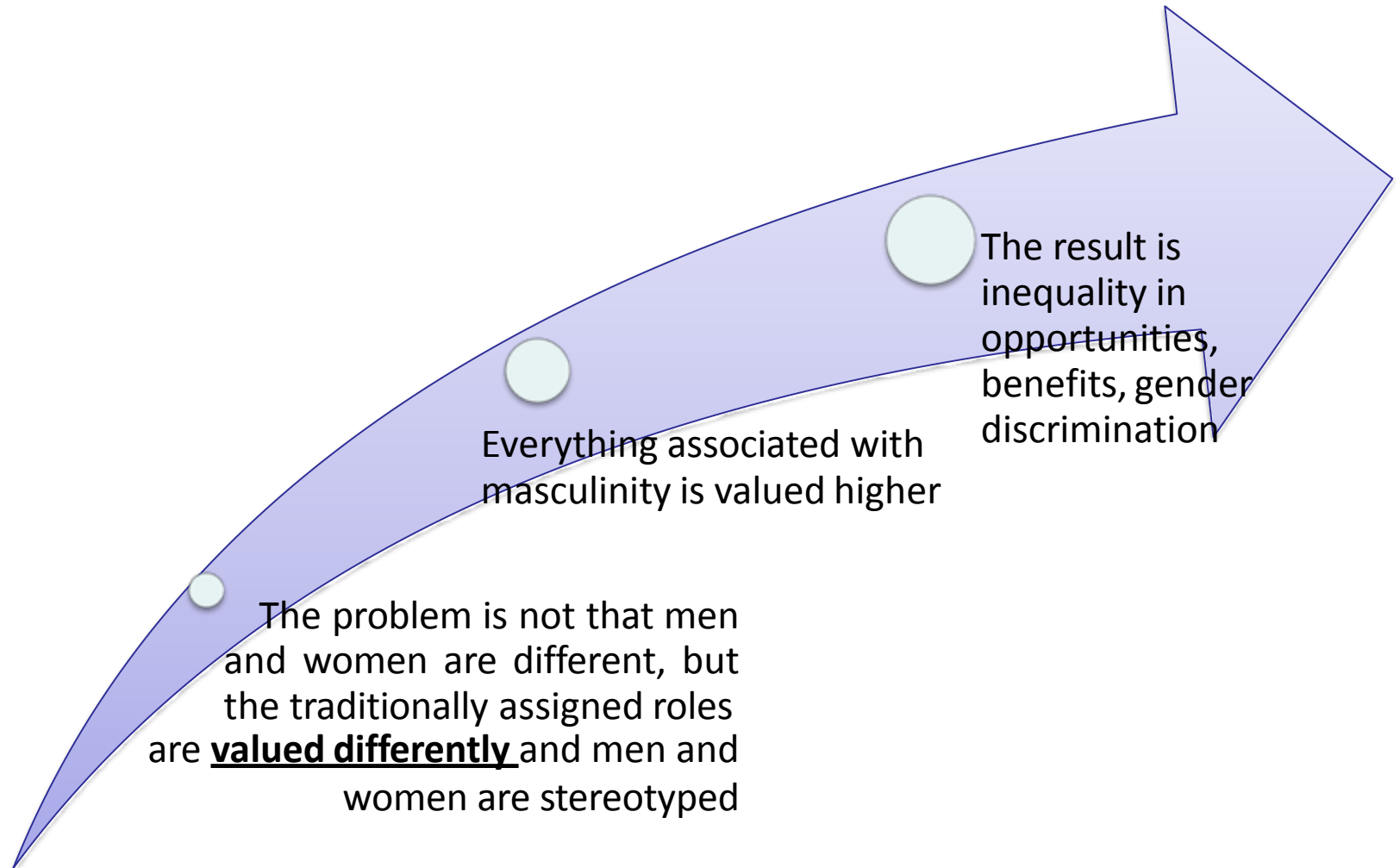
## Gender stereotypes

- ✓ are preconceived ideas whereby men and women are **arbitrarily assigned characteristics and roles** determined and limited by their sex;
- ✓ can **limit the development** of the talents and abilities of boys and girls, women and men, their educational and professional experiences as well as life opportunities in general;
- ✓ have a **normative effect** in the sense that people sometimes change their behavior, thoughts, or values to conform to them;
- ✓ are **used to justify and maintain the historical relations of power of men** over women as well as sexist attitudes which are holding back the advancement of women.

### *Traditional Gender Stereotypes.*

<u><i>Feminine.</i></u>	<u><i>Masculine.</i></u>
<i>Not aggressive.</i>	<i>Aggressive.</i>
<i>Dependent.</i>	<i>Independent.</i>
<i>Easily influenced.</i>	<i>Not easily influenced.</i>
<i>Submissive.</i>	<i>Dominant.</i>
<i>Passive.</i>	<i>Active.</i>
<i>Home-oriented.</i>	<i>Worldly.</i>
<i>Easily hurt emotionally.</i>	<i>Not easily hurt emotionally.</i>
<i>Indecisive.</i>	<i>Decisive.</i>
<i>Talkative.</i>	<i>Not at all talkative.</i>
<i>Gentle.</i>	<i>Tough.</i>
<i>Sensitive to other's feelings.</i>	<i>Less sensitive to other's feelings.</i>
<i>Very desirous of security.</i>	<i>Not very desirous of security.</i>
<i>Cries a lot.</i>	<i>Rarely cries.</i>
<i>Emotional.</i>	<i>Logical.</i>
<i>Verbal.</i>	<i>Analytical.</i>
<i>Kind.</i>	<i>Cruel.</i>
<i>Tactful.</i>	<i>Blunt.</i>
<i>Nurturing.</i>	<i>Not nurturing.</i>

# Gender Roles: socially constructed





## Challenging stereotypes : Redraw the balance

[https://youtu.be/kJP1zPOfq\\_0?feature=shared](https://youtu.be/kJP1zPOfq_0?feature=shared)

# Sexism and gender-based violence and gender equality

## Sexism and violence against women

Sexism is at the root of violence against women.

In a [Committee of Ministers Recommendation](#) adopted in 2019, the Council of Europe provided the first international definition of sexism, referring to any expression, act, word, image or gesture based the idea that some persons, most often women, are inferior because of their sex.

Sexist behaviour takes place in all areas of life, and disproportionately affects women and girls. The harmful impact of sexism can be worse for some women and men due to their **ethnicity, age, disability, social origin, religion, gender identity, sexual orientation** or other factors.

## The continuum of violence against women



## Definitions

According to the Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence (Istanbul Convention, 2011):

- ✓ **“Violence against women”** a violation of human rights and a form of discrimination against women and shall mean all acts of gender-based violence that result in, or are likely to result in, **physical, sexual, psychological or economic harm or suffering to women**, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in **public or in private life**.
- ✓ **“Domestic violence”** all acts of physical, sexual, psychological or economic violence that occur **within the family or domestic unit or between former or current spouses or partners**, whether or not the perpetrator shares or has shared the same residence with the victim.
- ✓ **“Gender-based violence against women”** violence that is directed against a woman because she is a woman or that affects women disproportionately.



## The link between gender equality and violence against women

- ✓ It is important to recognise that violence against women is not an individual phenomena, it has a **structural nature**, and it is one of the crucial social mechanisms by which women are forced into a subordinate position compared with men.
- ✓ Given its impact at individual and social level, the issue of violence against women is **relevant to public policies** in many areas and should therefore be considered as part of gender mainstreaming.
- ✓ This is valid for example concerning **access to justice** but also in **health** and **education**, when implementing projects and when **organising events**.

# Gender mainstreaming

## 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)

## Gender Mainstreaming

Approach based on the recognition that **women and men have different needs and situations**, including unequal access to, and control over, power and decision-making, physical integrity, economic activity, money and other resources, human rights and justice.

Looking at the impact of any activity and identifying potential inequalities and differences between women and men as well as among women and among men.



designing policies and programmes that are more likely to benefit both girls and boys, women and men.

## Gender Mainstreaming is not about:

- Adding women and stirring”.
- Including an introductory paragraph in a document stating that a gender equality perspective will be integrated or simply mentioning “women and men” in the text.
- “The woman” or “the man“ do not exist: it is necessary to take into account women’s and men’s multiple identities, for example in terms of age, ethnicity, sexual orientation/identity, social status or (dis)ability.

**GM is not an end in itself, but an instrument towards the achievement of gender equality.**



## Gender Mainstreaming is contributing to better policy making

- ✓ Grounding policies on the concrete situation and needs of people.
- ✓ Better informed policy-making because seeing the population as men and women, girls and boys in their diversity.
- ✓ Fairer allocation of resources and greater transparency.

## Gender Mainstreaming related concepts

**Gender blind:** Ignoring/failing to address the gender dimension (as opposed to gender sensitive).

**Gender neutral:** Having no differential positive or negative impact for gender relations or equality between women and men. There is a risk, however, that policies which are gender neutral are actually gender blind.

**Gender sensitive:** Addressing and taking into account the gender dimension.

**Gender positive / transformative:** Challenging gender inequalities, stereotypes and harmful gender norms.

## Gender budgeting

Gender budgeting is an application of **gender mainstreaming in the budgetary process**.

Public budgets are the expression of public policies in monetary terms and they express **political priorities**.

Gender budgeting implies a gender assessment of budgets so that they contribute to the promotion of gender equality..

- At all levels of the budgetary process
- Revenues and expenditures
- Any budget

Gender budgeting  $\neq$  a separate budget for women.

Not to be limited to budgetary allocations targeting gender equality policies or promoting women.



# **SESSION 3 – How to integrate gender equality issues in your committee/body? is the role of a GER?**



# What is the role of CoE Gender Equality Rapporteurs ?

Cécile Gréboval

## Sharing good practices: examples from GERs

Mme Castro, la Convention-cadre pour la  
protection des minorités nationales

Mme Teres Erich, le Comité européen de  
coopération juridique (CDCJ)

## Is gender equality relevant to my field?

Reflect individually on two gender issues in your field as GER.

Sharing ideas in Plenary.

15 minutes

Pause  
Break

# **SESSION 4 – Gender analysis and scanning documents**



## Main steps to integrate gender equality in a policy domain

1. Is gender **relevant** in this domain?
2. What are existing **differences and inequalities** between women and men, girls and boys in my domain = gender analysis?
3. How can I **take these aspects into account** to avoid to perpetuate gender inequalities and reinforce gender equality?

## 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.**

## What is a Gender Analysis?

A study of the real situation in a country/sector on:

- Political and legal frameworks on gender equality;
- Different roles of women and men at different levels and from different ages and backgrounds;
- Their access to and control over the material and non-material benefits of society;
- Their access to decision-making processes;
- Access to justice, and human rights of women and men and intersecting forms of exclusion and discrimination.

## What is the aim of a Gender Analysis?

- To inform policies, programmes and projects, on how to design an inclusive human rights based approach;
- Not taking gender-differences for granted, but investigating how they hamper women and men of different ages and in all their diversity, to live in dignity and to fully enjoy their human rights;
- To produce sex-disaggregated data and base-lines for key gender issues at stake in the country;
- To identify key stakeholders for promoting GE;
- Is starting point for gender mainstreaming.



## Exercise: gender scan

### **Group 1 : children's rights, violence against women, EPAS/sport**

- Recommendation CM/Rec(2021)5 of the Committee of Ministers to member States on the Revised European Sports Charter
- <https://rm.coe.int/recommendation-cm-rec-2021-5-on-the-revision-of-the-european-sport-cha/1680a43914>

### **Group 2: counterfeit medical products, prevention of torture, crime problems, bioethics**

- Recommendation CM/REC(2022)16 of the Committee of Ministers to member States on combating hate speech
- <https://rm.coe.int/prems-083822-gbr-2018-recommendation-on-combating-hate-speech-memorand/1680a710c9>

### **Group 3 : legal cooperation, constitutional matters, national minorities**

- The efficiency and the effectiveness of legal aid schemes in the areas of civil and administrative law: Guidelines and explanatory memorandum
- <https://rm.coe.int/guidelines-of-the-committee-of-ministers-of-the-council-of-europe-on-t/1680a39918>





Exercise: gender  
scan

**FEEDBACK IN PLENARY**

# Closing of the day



HUMAN RIGHTS,  
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AND THE RULE OF LAW

COUNCIL OF EUROPE



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DROITS DE L'HOMME,  
DÉMOCRATIE  
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# CoE Gender Equality Rapporteurs Training course on Gender mainstreaming and Gender equality

28-29 September 2023  
Trainer: Nathalie Wuiame

## Day 2 – 29 September 2023

9.00-10.00: Session 5 – Gender-sensitive communication: why is it important and how to do it?

10.00 – 10.30: Coffee break

10.30- 12.30: Session 6 – Gender Equality Rapporteurs as ambassadors of change

12.30-12.45 Closing





# **SESSION 5 – Gender sensitive communication**

BRAIN STUDY: IF YOU CAN READ THIS YOU HAVE A STRONG MIND.

**7H15 M3554G3  
53RV35 70 PR0V3  
HOW OUR M1ND5 C4N  
D0 4M4Z1NG 7H1NG5!  
1MPR3551V3 7H1NG3!  
1N 7H3 B3G1NN1NG  
17 WA5 H4RD BU7  
YOUR M1ND 1S  
R34D1NG 17  
4U70M471C4LLY  
W17H 0U7 3V3N  
7H1NK1NG 4B0U7 17,  
B3 PROUD! ONLY  
C3R741N P39PL3 C4N  
R3AD 7H15.  
PL3453 FORW4RD 1F  
U C4N R34D 7H15.**

Please list the colors of these words out loud.

- **RED**
- **GREEN**
- **ORANJE**
- **YELLOW**
- **PURPLE**

## Unconscious or implicit biases

- *“Unconscious bias is when we make judgments or decisions on the basis of our prior experience, our own personal deep-seated thought patterns, assumptions or interpretations, and we are not aware that we are doing it.”* (Professor Uta Frith in a Royal Society briefing note)
- Everyone might hold biases they are not conscious of.
- However, unconscious or implicit biases can be particularly problematic when assessing and evaluating people because they impede an objective and fair judgement.



## **Gender sensitive communication:**

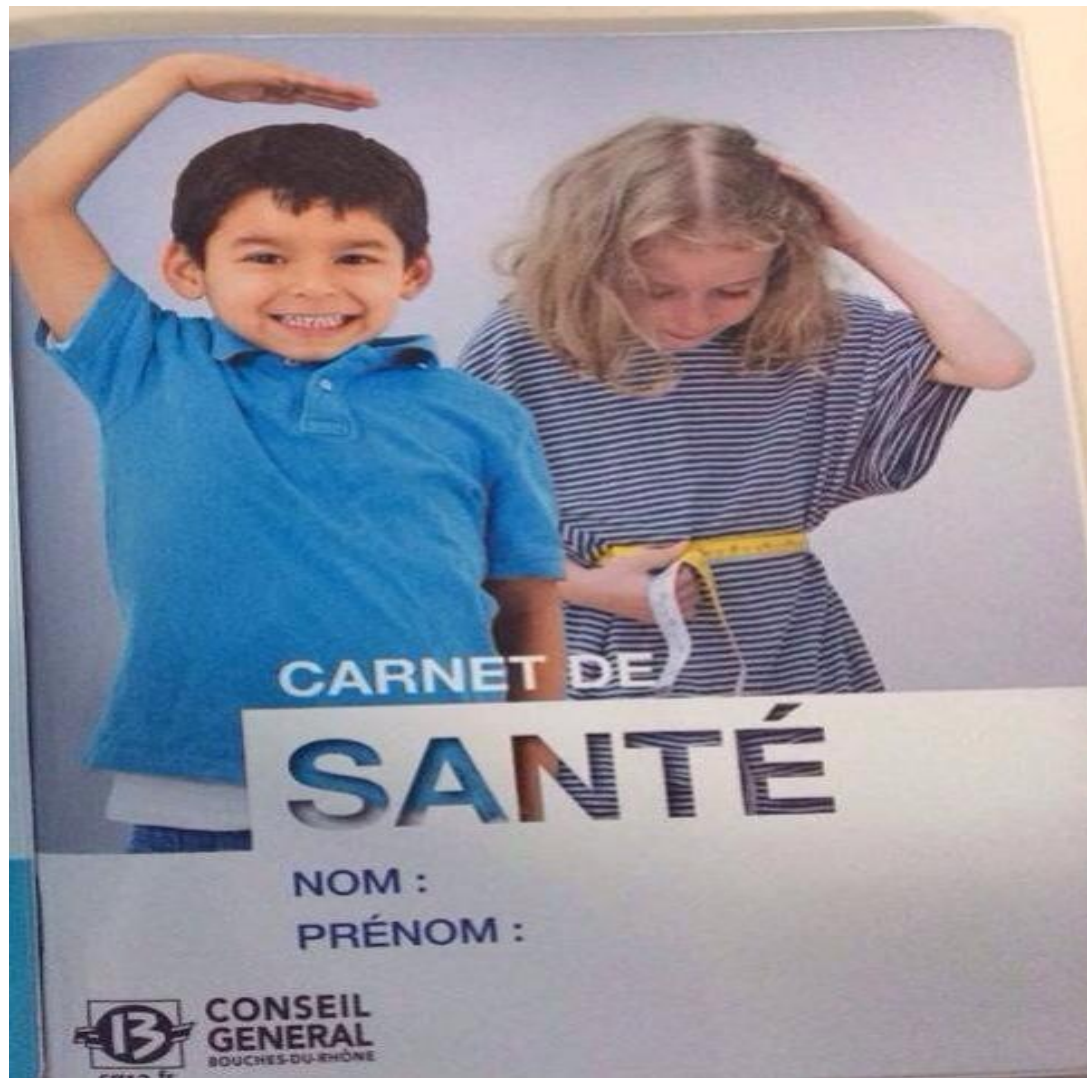
- words**
- images**
- participation**
- knowledge**



## Principles of gender-sensitive communication, as proposed by the CoE

- ✓ It is a **must-have skill** for all persons working on policy-making. Communicating results and impact should reflect gender equality aspects.
- ✓ It means being critically aware of the ways in which language, images and events can either **reinforce or challenge gender stereotypes and inequalities**;
- ✓ Gender equality means **more than the equal representation of women and men** = eliminating all gender-based discrimination and gender stereotypes in all areas

Autorités locales Bouches-du-Rhône, France, 2015





**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.

**L'ÉDUCATION NATIONALE RECRUTE 17 000 PERSONNES**

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

RENSEIGNEMENTS ET INSCRIPTIONS DU 31 MAI AU 12 JUILLET 2011  
SUR [WWW.LEDUCATIONRECRUTE.FR](http://WWW.LEDUCATIONRECRUTE.FR)

MINISTÈRE  
ÉDUCATION  
NATIONALE  
RECRUTEMENT  
EN 2011



**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.

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## USE GENDER-SENSITIVE LANGUAGE

- ✓ Gender-sensitive communication means using **inclusive language**
- ✓ Some **tips**:
  - Use the plural form
  - Avoid “man” words
  - Use the feminine forms of professions, grades etc.
  - Use both the feminine & the masculine when addressing people
  - Present women and men’s full names
  - Avoid some expressions – Ex Mrs, miss, chairmanship in EN, mademoiselle, droits de l’homme, droits de la femme in FR

## **Principles of gender-sensitive communication, as proposed by the CoE**

1. GO BEYOND the “WOMEN ONLY” FOCUS
2. DO NOT REINFORCE GENDER STEREOTYPES
3. PORTRAY DIVERSITY AMONG WOMEN AND MEN
4. USE GENDER-SENSITIVE LANGUAGE
5. DO NOT VICTIMISE OR PATRONISE
6. PRESENT FACTS, NOT JUDGEMENTS



## Good practice example: wording used in adverts for posts in a tech company

**By changing gendered content in their job ads, the company was able to increase the percentage of women applicants by 32%.**



In the ad for the position of Front-End Developer, the word “**competent**” was changed to “**knowledgeable**” and “**driven**” to “**focused**.” In multiple ads, the word “**independent**” was replaced with either “**a self-starter**” or “**self-directed**.”

Source: <https://www.tietoevry.com/en/newsroom/all-news-and-releases/press-releases/2021/06/words-stand-in-the-way-of-women-in-tech-a-simple-change-in-recruitment-ads-significantly-increased-women-applicants/>

## Conclusions

- ✓ **Words and images matter** as they carry values and political messages that shape our mindsets (ideas beliefs) on our gender roles, status and social value
- ✓ Gender-sensitive communication requires some vigilance but **no additional work**
- ✓ It allows for **more inclusiveness in our messages** (“leaving no one out,” “portraying with dignity” )
- ✓ Potentially it has **more impact** on a diverse group of recipients, public
- ✓ A must for a **human-rights based organisation**

# Pause

30 minutes!



# **SESSION 6 - Gender Equality Rapporteurs as ambassador of change**

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

### Concrete actions:

- Collect sex and intersectional disaggregated data whenever possible to inform about the real situation.
- 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).
- Remind colleagues and Committee members of official commitments towards gender equality and gender mainstreaming (accountability and leading by example).
- 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).
- Organise a hearing/event on the topic in your Committee.
- Get advice from other GER or the Gender Equality Division.
- Any other practical idea from your side?



## 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.

## 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.

## 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.

## **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.

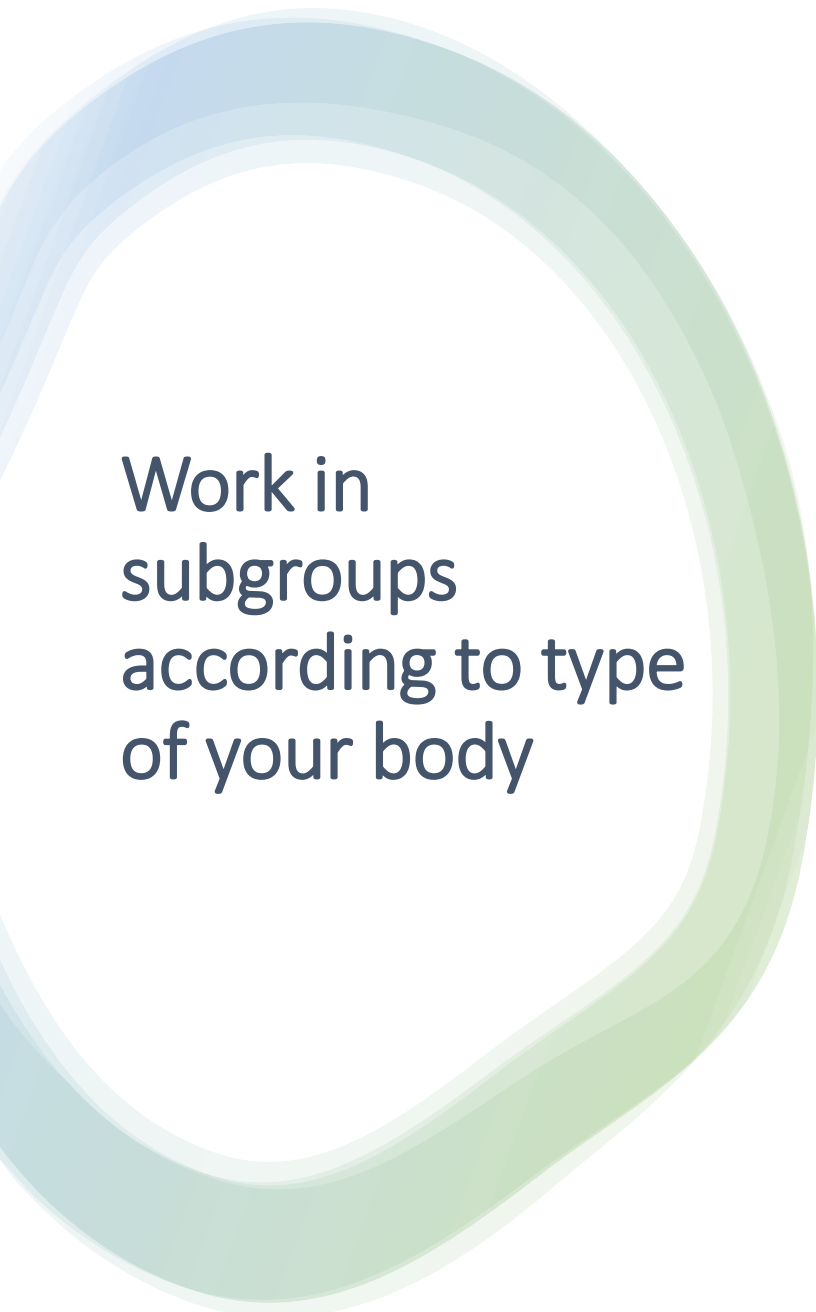
## **E) Organise a training session, conference or other event**

- ✓ 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.



## 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.



Work in  
subgroups  
according to type  
of your body

### **Instructions:**

- Read the document with ideas of concrete actions (handout).
- Select **THREE** concrete actions you have 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 in your subgroups.

## Design your roadmap to put your committee/body in action

*Reflects on the terms of reference / work programme of your committee/body to identify relevant entry points/windows of opportunities for gender equality . Use also previous sessions as inspiration.*

- Each participant identifies two entry points/ actions for the near future (one year).
- Identify for each action: what is the objective/expected outcomes, who is the target, what are the necessary steps, who will be your allies to put this in motion? Do you identify any challenges, resistance?
- If time allows, the GER identifies a longer-term objective/action.



## Sharing in plenary

- Share windows of opportunities
- Share expected resistance / difficulties.

## **Evaluation of the training**

## **Final words from Cécile Greboval**





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