



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

29-30 November 2022
Trainer: Nathalie Wuiame

Welcome



Presentation of trainer and participants



Programme



Objectives and methodology of the training

Tour de table

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

Day 1

9.30 – 10.00	Welcome and introduction to the training
10.00 – 11.00	<p>Session 1- Why does gender equality matter?</p> <ul style="list-style-type: none"> - Arguments - Facts and figures - Presentation of key standards
11.00 – 11.30	Break
11.30 – 12.00	<p>Session 2 – What is gender equality?</p> <ul style="list-style-type: none"> - Main concepts and approaches
12.00 – 13.00	<p>Session 3 – What is gender mainstreaming and what is my role as a GER?</p> <ul style="list-style-type: none"> - Key principles of gender mainstreaming - Main steps to integrate gender equality in a policy domain - Gender analysis: a key tool - What is the role of gender equality rapporteurs? - What are the current tools and resources?
13.00 – 14.30	Lunch break
14.30 – 16.00	<p>Session 4 – How to integrate gender equality in your committee/body</p> <ul style="list-style-type: none"> - How to do a gender/intersectional analysis of policy/legal documents – practical exercise in subgroups and reporting in plenary - How are gender equality issues currently integrated in your committee/body? Exchange on current practices: 3 practices presented
16.00 – 16.20	Break
16.20 – 17.20	<p>Session 4 – How to integrate gender equality in your committee/body (continued)</p> <ul style="list-style-type: none"> - Concrete actions and examples of entry points to be ambassadors of change - Working in subgroups: explore the different types of actions and reflect on what has already been done and can be done
17.20 – 17.30	Wrap-up and closing of the day

Day 2

Time	Programme
9.30 – 10.30	Session 5 – Gender-sensitive communication: why it is important and how to do it <ul style="list-style-type: none">- Main principles- Examples- How to do it concretely
10.30 – 11.00	Session 6 – Dealing with resistance <ul style="list-style-type: none">- Recognising different types of resistance- Tips: main arguments to overcome resistance
11.00 – 11.20	Break
11.20 – 12.50	Session 7 – Strategies for the future and plan of action <ul style="list-style-type: none">- Concrete actions and examples of entry points to be ambassadors of change- How can we support/network each other?- What is needed from the Gender Equality division?
12.50 – 13.00	Closing of the training

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

At 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.
- 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.

Methodology

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

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

SESSION 1 – Why gender equality matters?



**Introductory
exercise: a key
argument in favour
of gender equality
in the CoE work!**

- ✓ Discuss two by two.
- ✓ Note down on a fiche your key word.
- ✓ When everyone has finished, place it on the board.

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
- Increase well-being of both men and women, girls and boys
- smart economics; key for economic growth;
- a question of good governance
- key to achieve the Sustainable Development Goals
- key for effectiveness, creating a more sustainable society

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.

Facts and figures in 7 questions

Q1. What is women's employment rate in Europe (2018)?

48%

54%

67%



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48%

54%

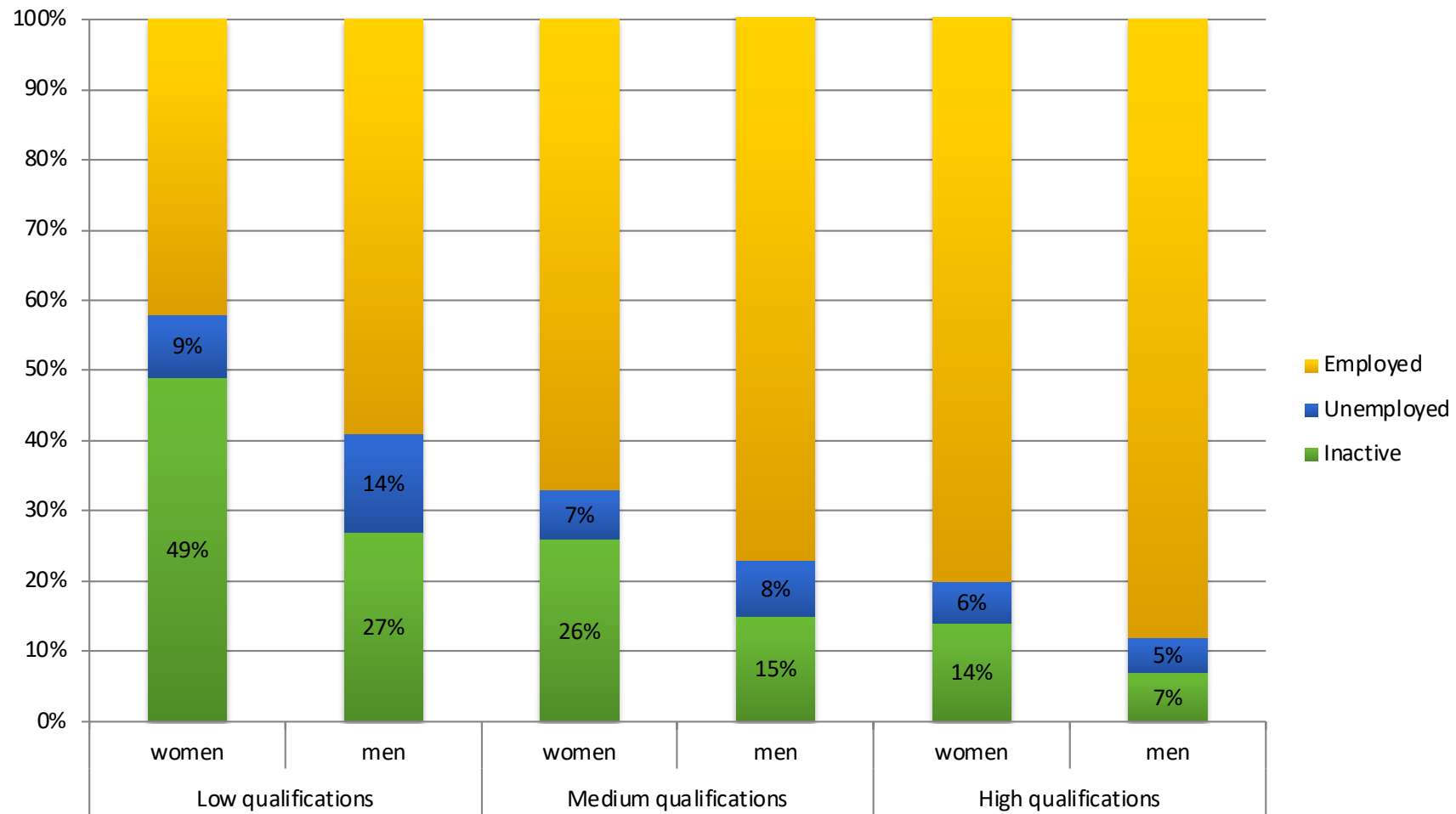
67%



Employment rate of women and men in the EU

(as % of the population aged 20 to 64, 2018 data)





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

Q2. What is the gender pay gap in Europe (EU27, 2019)?

9%

14%

44%

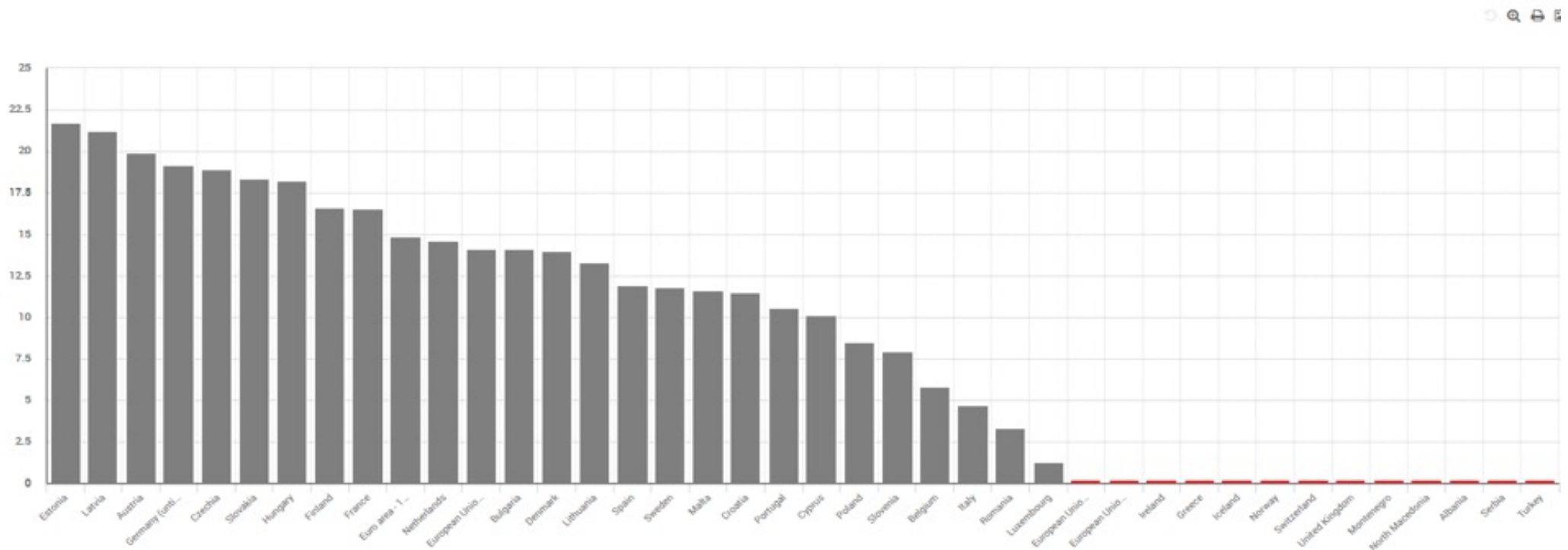
Q2. What is the gender pay gap in Europe (EU27, 2019)?

9%

14%

44%

Unadjusted gender pay gap, 2019 (difference between average gross hourly earnings of male and female employees as % of male gross earnings)



2019

Q3. How much time do women spend compared to men in household and care work in the world?

The same time

2,5 times more

4 times more

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The same time

2,5 times more

4 times more

Care activities



People caring for and educating their children or grandchildren, elderly or people with disabilities, every day (%) ⓘ

EU-28-W	37.5
EU-28-M	24.7

Source: Eurofound, EQLS, 2016. EIGE's calculation with microdata.

People doing cooking and/or housework, every day (%) ⓘ

EU-28-W	78.7
EU-28-M	33.7

Source: Eurofound, EQLS, 2016. EIGE's calculation with microdata.

Social activities



Workers doing sporting, cultural or leisure activities outside of their home, at least daily or several times a week (%) ⓘ

EU-28-W	27.5
EU-28-M	31.9

Q4. In December 2020, women represented what percentage of parliamentarians in Council of Europe's Member States?

26.6%

29.5%

30.1%

50.0%

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26.6%

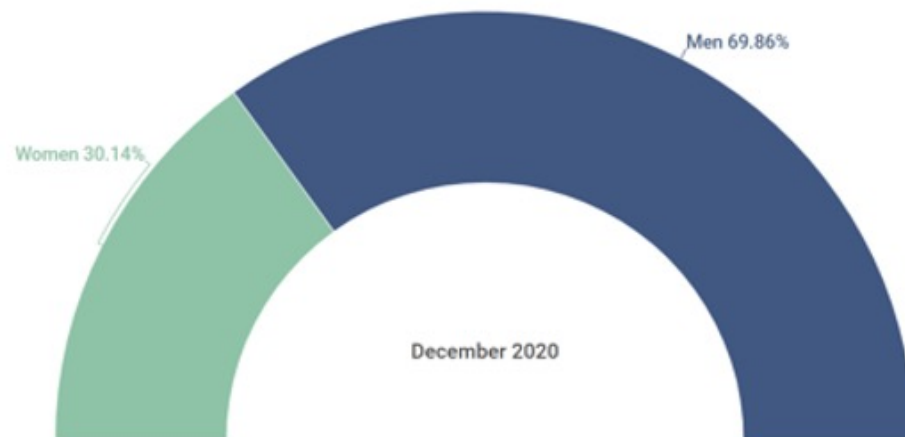
29.5%

30.1%

50.0%

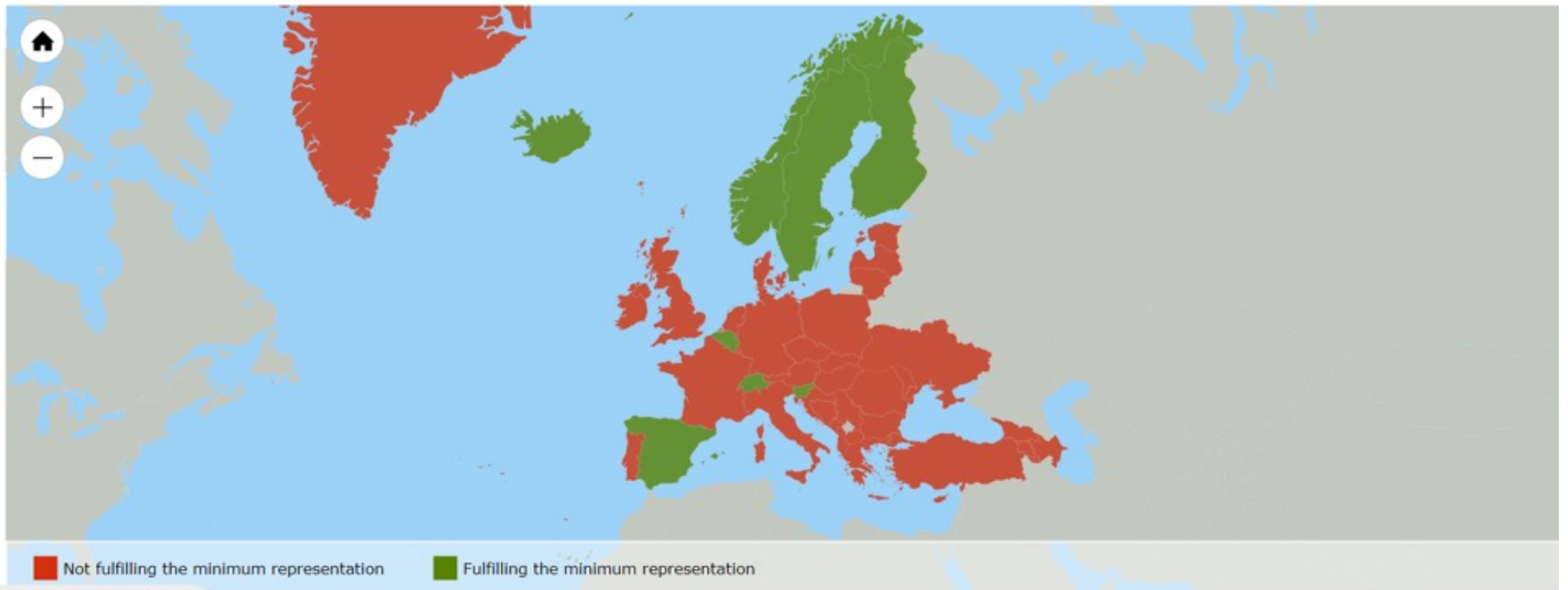
Parliamentarians in Council of Europe's Member States

July 2016 December 2019 December 2020



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

Gender Equality in parliaments (minimum 40% representation of each sex)*



Q5. What was the % of women heard, read about or seen in the news in Europe (2020)?

28%

33%

47%

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28%

33%

47%

Q6. What was the average % of women professional judges in CoE countries in 2018?

14%
50%
58%
81%

Q6. What was the average % of women professional judges in CoE countries in 2018?

14%

Azerbaijan

50%

58%

81%

Latvia

Q7. For respondents, is it important to promote gender equality in society? (Eurobarometer 2017)?

56% agree

84% agree

87% agree

91% agree

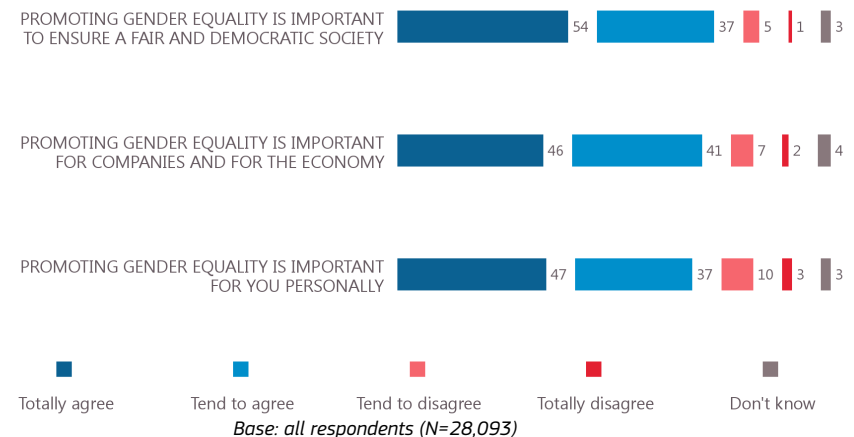
Q7. For respondents, it is important to promote gender equality in society, the economy and for them personally (Eurobarometer 2017)?

84% agree (personally)

87% agree (economy)

91% agree (society)

QC3 Please tell me whether you agree or disagree with each of the following statements.
(% - EU)



Q8. % of respondents agreeing with the following statements? (2017)?

Women are more likely than men to take decision on their emotion - % agree

The most important role for women is to take care of her home and family? % agree

The more important role for men is to earn money? % agree

Q8. % of respondents agreeing with the following statements? (2017)?

Women are more likely than men to take decision on their emotion - **69% agree**

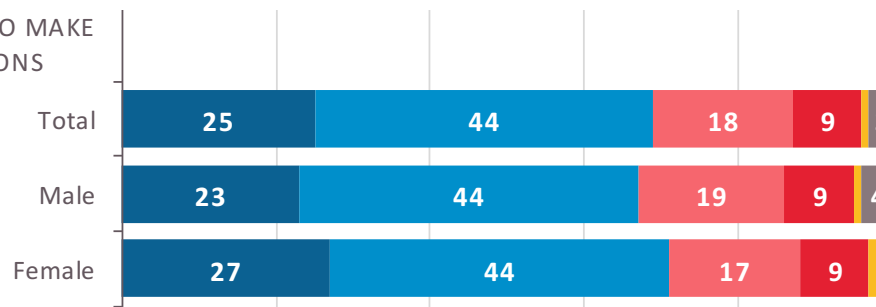
The most important role for women is to take care of her home and family? **44% agree**

The more important role for men is to earn money? **43% agree**

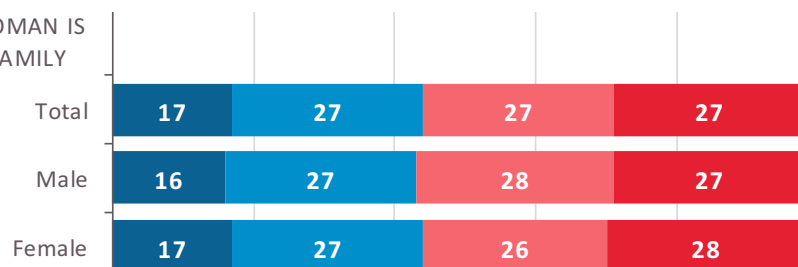
Q8. % of respondents agreeing with the following statements? (2017)?

■ Totally agree ■ Tend to agree ■ Tend to disagree ■ Totally disagree ■ It depends (SPONTANEOUS) ■ Don't know

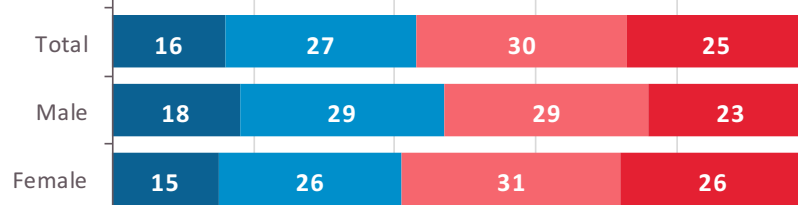
WOMEN ARE MORE LIKELY THAN MEN TO MAKE DECISIONS BASED ON THEIR EMOTIONS



THE MOST IMPORTANT ROLE OF A WOMAN IS TO TAKE CARE OF HER HOME AND FAMILY



THE MOST IMPORTANT ROLE OF A MAN IS TO EARN MONEY



Base: all respondents (N=28,093)

Key standards

CoE Commitments to Gender Equality

Council of Europe Conventions

- European Convention on Human Rights (1950). The principle of non-discrimination (incl. based on sex) in article 14 and Protocol 12.
- European Social Charter (1961): equal economic & social rights for all
- CoE Convention Against Trafficking in Human Beings (2005)
- CoE Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse (Lanzarote Convention, 2007).
- CoE Convention on Preventing and Combating Violence against Women and Domestic Violence (Istanbul Convention, 2011)

CoE Commitments to Gender Equality

Committee of Ministers Recommendations to Member States

- Recommendation on on protecting the rights of migrant, refugee and asylum-seeking women and girls, Rec (2022)17
- Recommendation on preventing and combating sexism Rec (2019)1
- Recommendation on gender mainstreaming, R(98)14.

+ education, media, sexist language, sport, education, political participation, audio-visual policy, health.

CoE - Gender Equality Strategy (2018-2023)

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.

United Nations main international legal & policy commitments

- Convention on the Elimination of all forms of Discrimination Against Women (CEDAW - 1979).
- Vienna Declaration and Programme of Action on Human Rights (1993).
- Cairo Programme of Action of the UN International Conference on Population & Development (1994, extended in 2010).
- Beijing Declaration and Platform for Action (PfA- 1995)
- Sustainable Development Goals (2015-2030)
-

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).

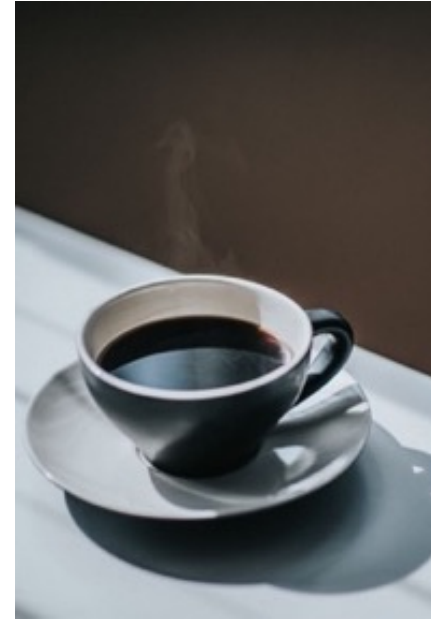
The EU's Charter of Fundamental Rights (2000) prohibits discrimination on the grounds of race, colour, ethnic origin and religion or belief.

“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.

Pause

30 minutes!



SESSION 2 – What is gender equality?

BASIC CONCEPTS

Sex and Gender

Sex

**Biological differences
(man/women)**

**Chromosomal and physiological
characteristics of men and
women do not vary much
among different cultures**

**No much difference in time and
place**

rather static

Gender

**Socially constructed differences
(masculinity/femininity)**

**Social, political, and economic
roles may vary much among
different cultures**

Huge changes in time and place

dynamic

Difference in time: Historical example

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

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



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

Difference in Place: wide cultural variations



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



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

Natural or constructed competences?



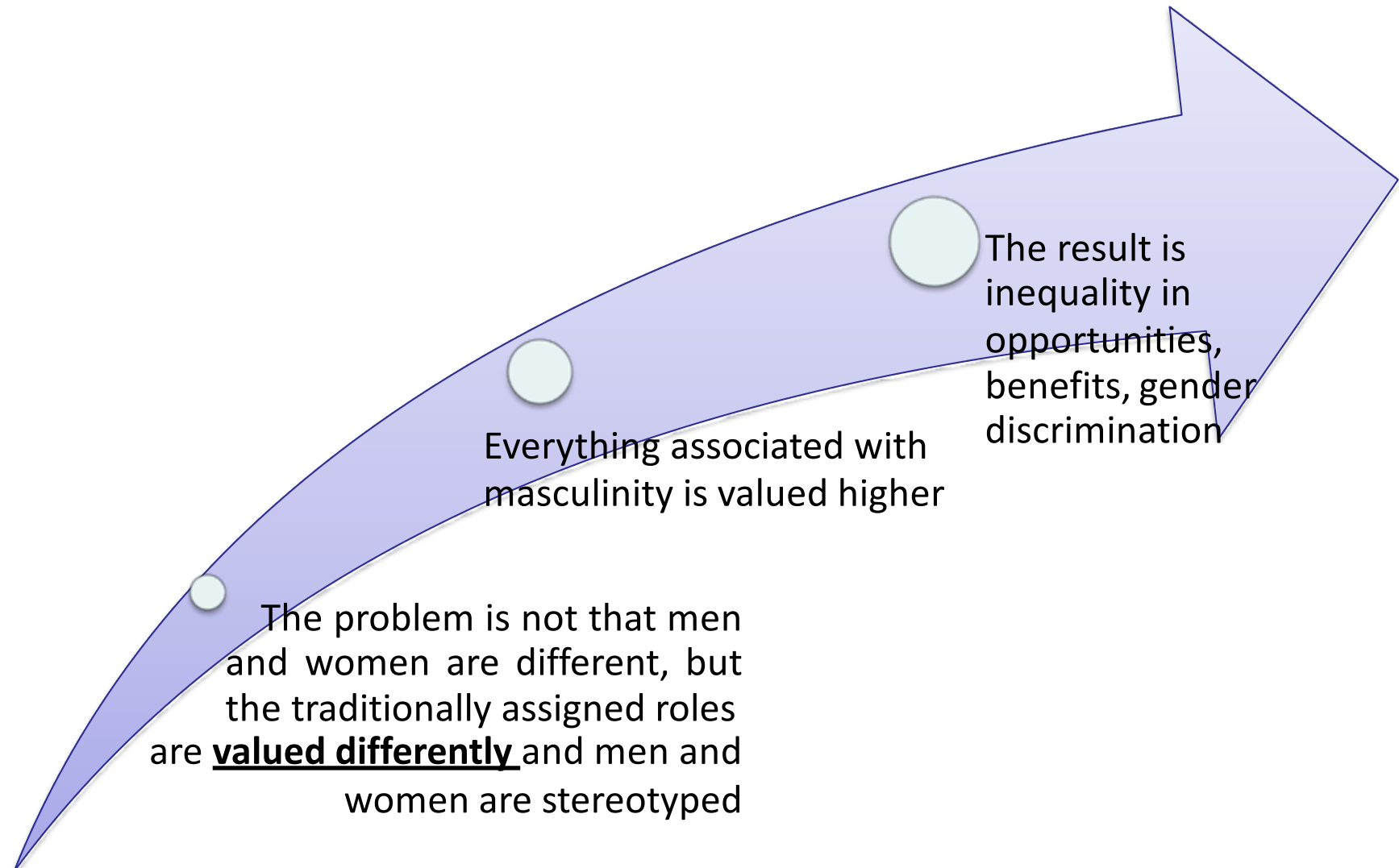


Throughout history (HIS-story), gender inequality has been legitimised as being biologically determined. These false facts lead to unequal treatment of women in many area's of life.

A baby is born with only 15% of its neural connections made in the brain. The other 85% is made while growing up.

Differences and inequalities between men and women cannot be explained biologically. However, a number of gender differences are based on biological one's.

Gender Roles: socially constructed



Importance of intersectionality

Every person is a mosaic of identities: woman/man, old/young, rich/poor, married/single, etc.



<https://www.youtube.com/watch?v=O1isIM0ytkE>

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”*

The concept of gender is an analytical tool to:

- To break with any essentialist vision of the difference between women and men.
- To show and analyse that femininity - masculinity are constructed by opposition, and in relation with one and another.
- This relationship between man-woman, masculine-feminine is based on a hierarchical relationship.
- Gender is at the intersection of other power relations (class, race, age...). It is therefore a question of trying to analyse its interweaving with other power relations.

DIFFERENT APPROACHES TOWARDS GENDER EQUALITY

Gender equality

- A situation in which women and men enjoy equal rights and opportunities not only in terms of equal rights but also in real life.
- It requires that the behaviours, aspirations, wishes and needs of women and men are equally valued and favoured.
- It means also equal access to and distribution of resources between women and men.

Source, Council of Europe, Handbook for Gender Equality Rapporteurs. Gender equality and gender mainstreaming in practice. October 2018.

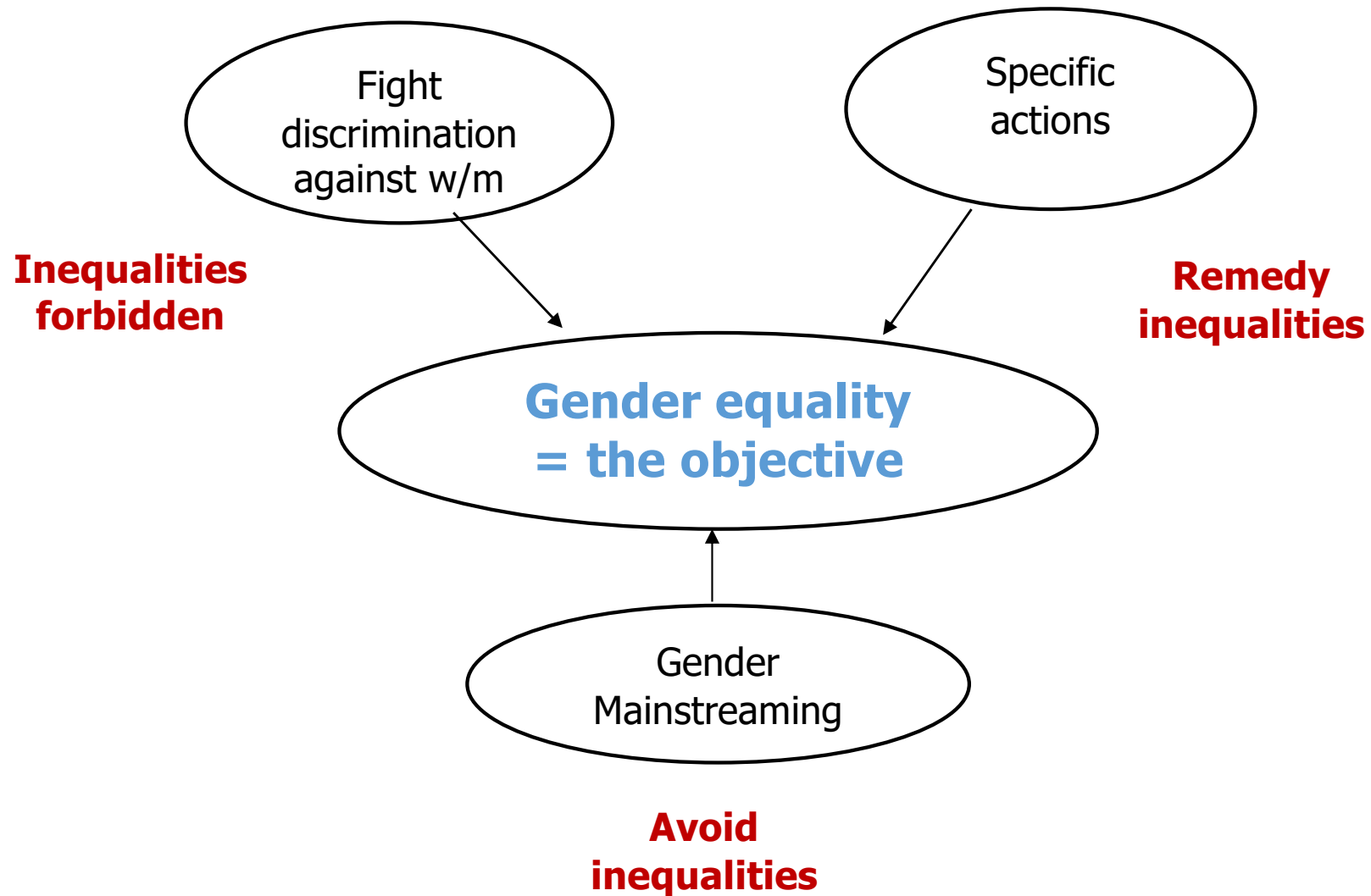


Illustration of different approaches



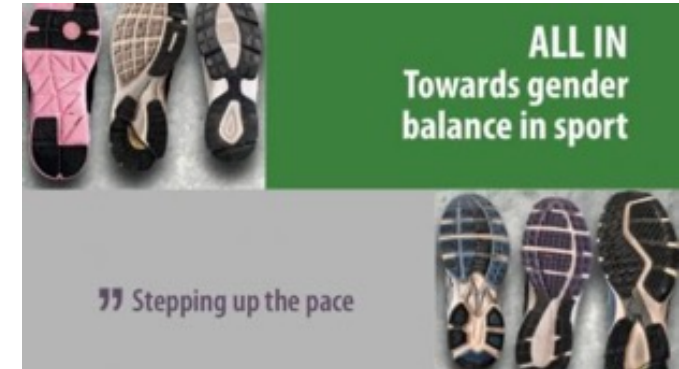
↑
Equality before
the law



↑
Specific or
positive actions



↑
Gender
mainstreaming



Complementary approaches

What we want to solve:	Fight against discrimination	Positive actions	Gender mainstreaming
Fewer women play hockey than man	Allowing women to play hockey (at an Olympic level) was allowed much later than men (1988 v. 1908)	Organising a special hockey summer camp to introduce more girls to the sport.	Equalizing price money, funding for clubs, etc.

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)

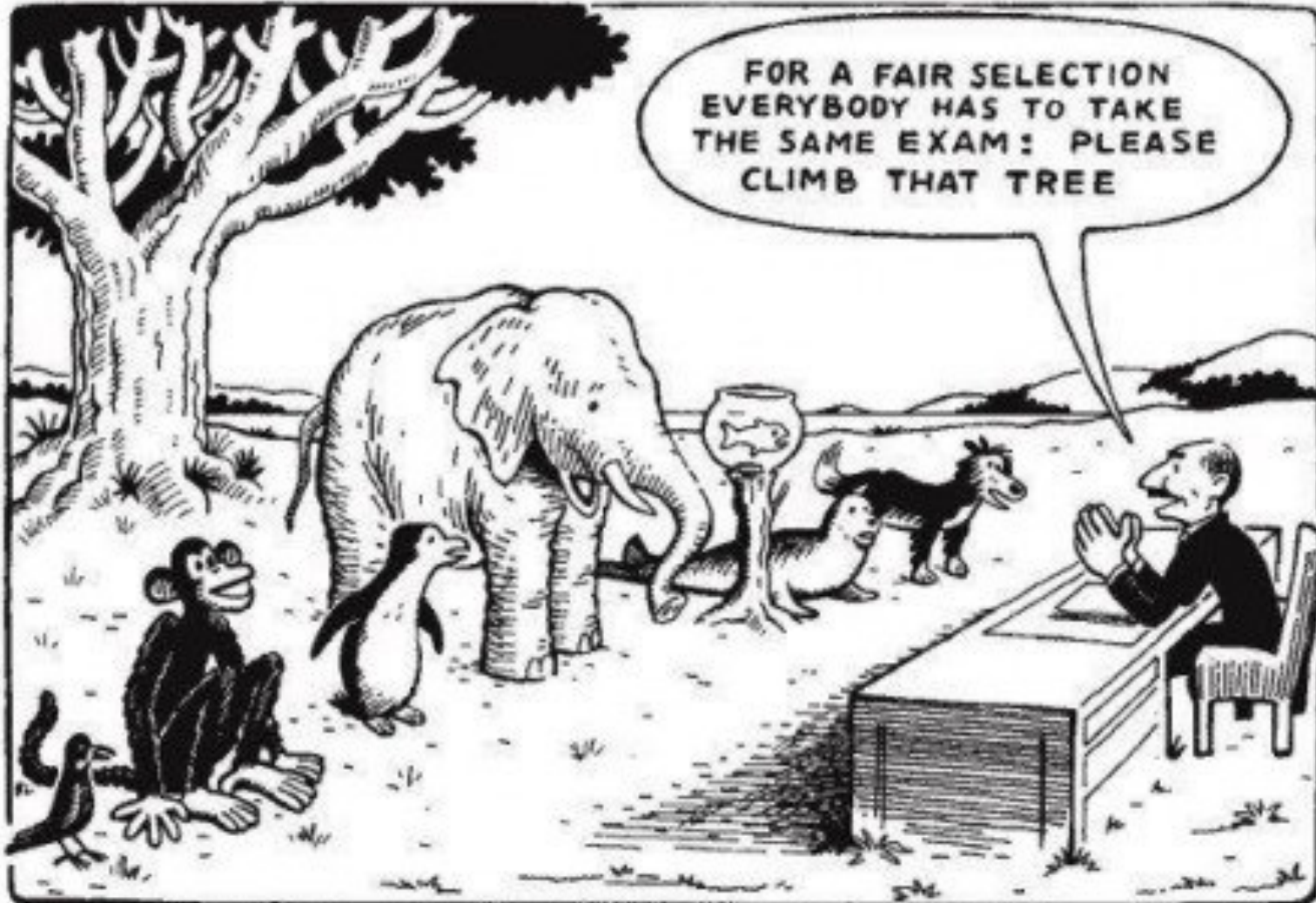
Gender Mainstreaming is not about:

- 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.

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.

Equality \neq Treating everyone the same way



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.



**Questions/
remarks?**

SESSION 3 – What is gender mainstreaming and what is the role of a GER?

Principles of Gender Mainstreaming

1. Never assume that development is gender-neutral
2. Reorganize 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, gender focal points)
7. Establish accountability mechanisms (sex-disaggregated data, gender indicators, gender budgeting)

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.

See also: Gender Mainstreaming Toolkit pp. 21-23

What is the aim of a GA?

- 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.

▪ **See also: Gender Mainstreaming Toolkit pp. 21-23**

How to do a gender analysis?

- Two steps
 - Information gathering
 - Analysis
- Aspects
 - Political and legal framework regarding gender equality and gender rights
 - Access to and control over resources, decision-making, equipment, finance/income, land, etc
 - Access to services and institutions: access to schools, to information, courts, etc
 - Women's and men's roles and gender norms

Attention to gender stereotypes, norms and interactions (expected behaviours).

Framework for gender analysis

<p>Information/data on gender equality in your sector/country</p> <p>e.g.: access to resources such as education, justice, media, work, etc</p>	<p>What this information tells you about the situation of women and men? Most striking inequalities</p>	<p>What additional information would you need to collect?</p>
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Legal and policy framework	Access to and control over resources
Access to services and institutions	Roles and norms

SOME GENDER ASPECTS OF EFFECTIVE LEGAL REMEDIES FOR HR VIOLATION

- Access to justice in general for men and women.
- Access to justice for discrimination and gender-based violence.
- Identify legal needs and barriers
- Awareness of women of rights, remedies, institutions and legal literacy
- Justice outcomes
- Geographic/economic accessibility
- Access to legal counselling, representation and legal aid
- Gender training for professionals
- Female legal professionals: legal restrictions or barriers? Implicit gender norms?

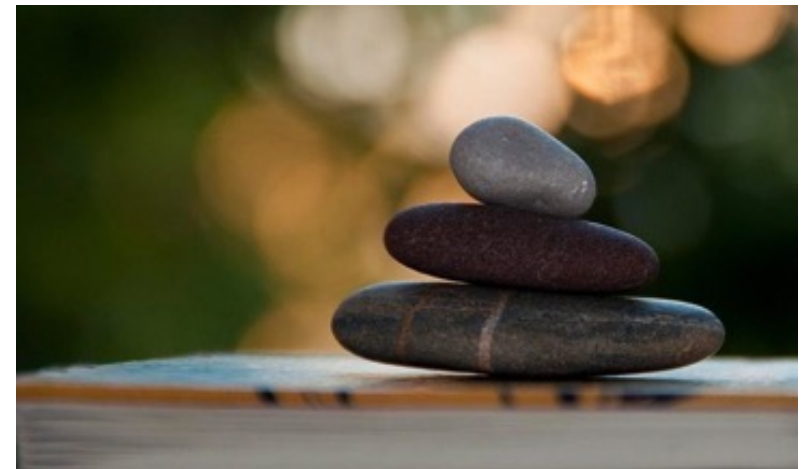
Source: UN Women, Guidance note: framework for measuring access to justice including specific challenges facing women, 2016.

See HELP tools.

What is the role of gender equality rapporteurs?

Lunch Break

- 90 minutes!



SESSION 4 – How to integrate gender equality in your committee/body?

Instructions for work in sub-groups: see task sheet #1

Read the document and highlight any reference to gender aspects.
See who are the target groups? E.g. children, teachers, coaches, parents...

Scan the document considering aspects of a gender analysis.

- Group 1 : Tackling today's challenges together: teaching controversial issues.
- Group 2: Roma youth action plan.
- Group 3: Protecting victims: responding to concerns or allegations about sexual violence.

Reminder : start with a gender analysis

Legal and policy framework	Access to and control over
Access to services and institutions	Roles and norms

Political and legal framework

What is currently mentioned with regards to gender equality legal and policy framework?

Is there any international commitment (ILO, UN, CoE instruments...) that could be considered as important for framing this issue?

Framework for gender analysis

Legal and policy framework	Access to and control over
Access to services and institutions	Roles and norms

Access to and control over resources

Is there any differences identified between women and men/girls and boys from diverse groups in terms of access to and control over resources (material and immaterial), such as decision-making, information, knowledge/research, financial, time, etc?

What information would be useful to better understand gender differences in access to and control over resources?

Framework for gender analysis

Legal and policy framework	Access to and control over
Access to services and institutions	Roles and norms

Access to services and institutions

Is there any differences identified between women and men/girls and boys from diverse groups in terms of access to services and institutions, e.g. schools, sport clubs, health services, psychological help, legal aid, justice, police, etc?

What additional information would be useful to better understand gender differences in access to services and institutions?

Framework for gender analysis

Legal and policy framework	Access to and control over
Access to services and institutions	Roles and norms

Gender norms and roles

What are the traditional roles of women/men, boys/girls from diverse groups in this domain?

Can you see specific obstacles for men/women, boys and girls from diverse groups?

What additional information would be useful to better understand gender differences and ensure that such type of project/actions are contributing to gender equality?

Sharing good practices/lessons learnt in mainstreaming gender equality

- Philippe Wéry, GER steering committee on human rights - CDDH
- Elisabetta Simeoni, GER Co-operation Group to Combat Drug Abuse and Illicit Trafficking in Drugs - online
- Maxime Huot, CoE staff member, Advisory Committee on the Framework Convention on National Minorities and Committee of Experts of the European Charter for Regional or Minority Languages

Sharing good practices/lessons learnt in mainstreaming gender equality

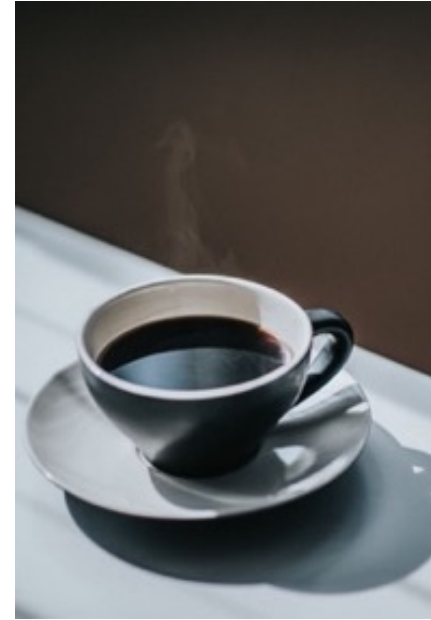
Three 3 short presentations (10 mins each).

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?

Pause

30 minutes!



SESSION 4 – How to integrate gender equality in your committee/body? (continues)

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 (continues)

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?

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) 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.

Remember? The three roles of Gender Equality Rapporteurs



- 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,...**

Closing of the day





CoE Staff

Training course on Gender mainstreaming and
Gender equality

20-21 October 2022

Trainer: Nathalie Wuiame



Day 2

Time	Programme
9.30 – 10.30	Session 5 – Gender-sensitive communication: why it is important and how to do it <ul style="list-style-type: none">- Main principles- Examples- How to do it concretely
10.30 – 11.00	Session 6 – Dealing with resistance <ul style="list-style-type: none">- Recognising different types of resistance- Tips: main arguments to overcome resistance
11.00 – 11.20	Break
11.20 – 12.50	Session 7 – Strategies for the future and plan of action <ul style="list-style-type: none">- Concrete actions and examples of entry points to be ambassadors of change- How can we support/network each other?- What is needed from the Gender Equality division?
12.50 – 13.00	Closing of the training

SESSION 5 – Gender sensitive communication

What is the first word that comes to your mind when the facilitator says “men”? Exchange words two by two.

Repeat for “women”.

What strikes you?

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

**7H15 M3554G3
53RV35 7O PR0V3
H0W 0UR 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.



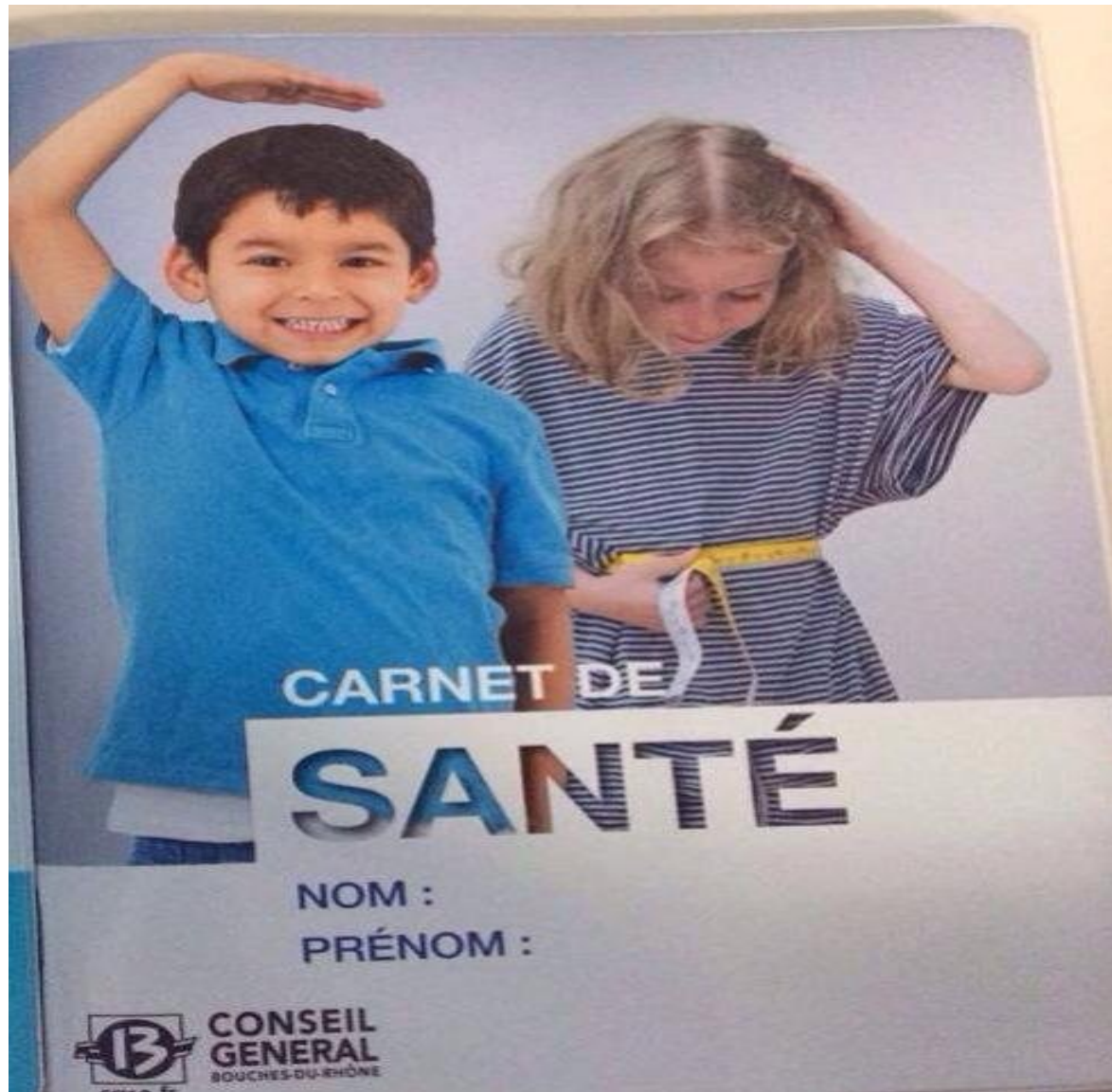
Gender sensitive communication:

- 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(ets) et de médecins scolaires sont à pourvoir en 2011.

RENSEIGNEMENTS ET INSCRIPTIONS DU 31 MAI AU 12 JUILLET 2011
SUR WWW.LEDUCATIONRECRUTE.FR




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(ets) et de médecins scolaires sont à pourvoir en 2011.

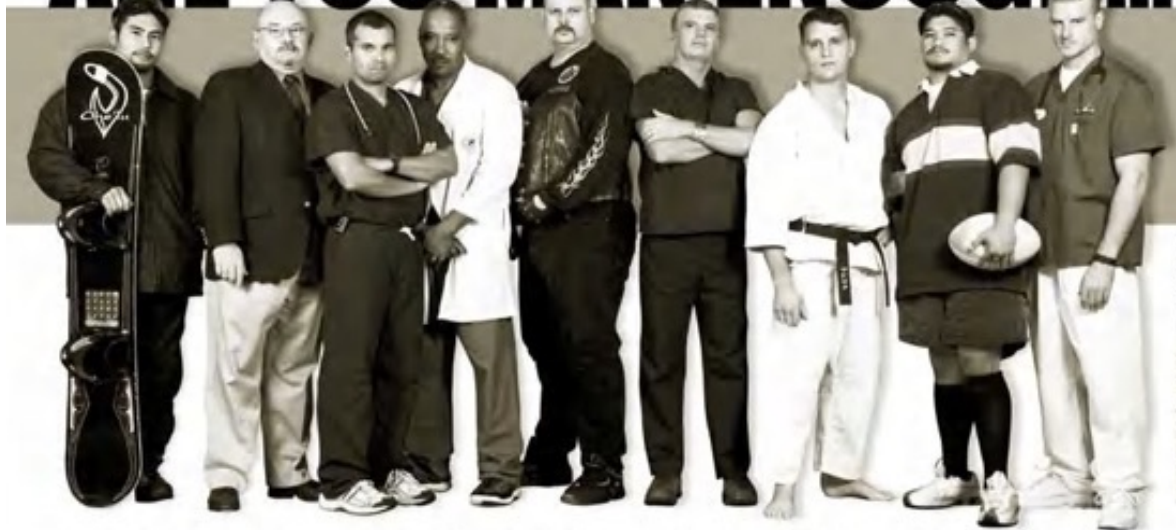
RENSEIGNEMENTS ET INSCRIPTIONS DU 31 MAI AU 12 JUILLET 2011
SUR WWW.LEDUCATIONRECRUTE.FR



Challenging stereotypes : Redraw the balance

https://www.youtube.com/watch?v=kJP1zPOfq_0&feature=emb_logo

ARE YOU MAN ENOUGH...



Sung Kim RN
 Cardiac Technology
 Nurse
 Snowboarder

Terry Wimmer BA, PhD
 Dean, School
 of Nursing
 Retired LTC
 U.S. Army

Yuri Chavez BA, CSRN
 Nurse Anesthetist
 2:34 LA Paratrooper

Robert Hernandez RN
 Post Anesthesia
 Recovery Nurse
 Decorated Vietnam
 Combat Medic &
 Retired Major,
 U.S. Army

Don Mancigrosso RN
 Poison Specialist
 Nurse
 Harley Rider

Walter Moore, Jr RN
 Intensive Care
 Unit Nurse
 U.S. Navy Seal
 Team One

Bill Madalena RN
 Student Nurse
 Jiu Jitsu Black
 Belt Kempo

L. Ray Armita RN
 Cardiology Nurse
 Rugby Right Prop

Jason Scott Czerwik RN
 Student Nurse
 Basketball Power
 Forward

...TO BE A NURSE?

If you want a **career** that demands **intelligence, courage, and skill**, and offers **unlimited opportunity**, consider **nursing**.

For information about careers in nursing, and educational and financial resources in Oregon, go to www.oregoncenterfornursing.org



USE GENDER-SENSITIVE LANGUAGE

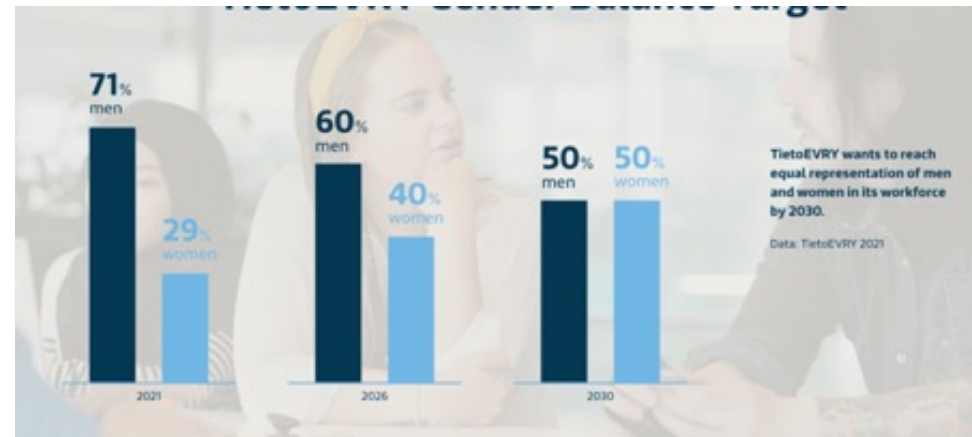
- ✓ Gender-sensitive communication means using **inclusive language**
- ✓ Some **tips**:
 - Use the plural form
 - Avoid “man” words
 - Use the feminine forms of professions, grades etc.
 - Use both the feminine & the masculine when addressing people
 - Present women and men’s full names
 - Avoid some 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/>

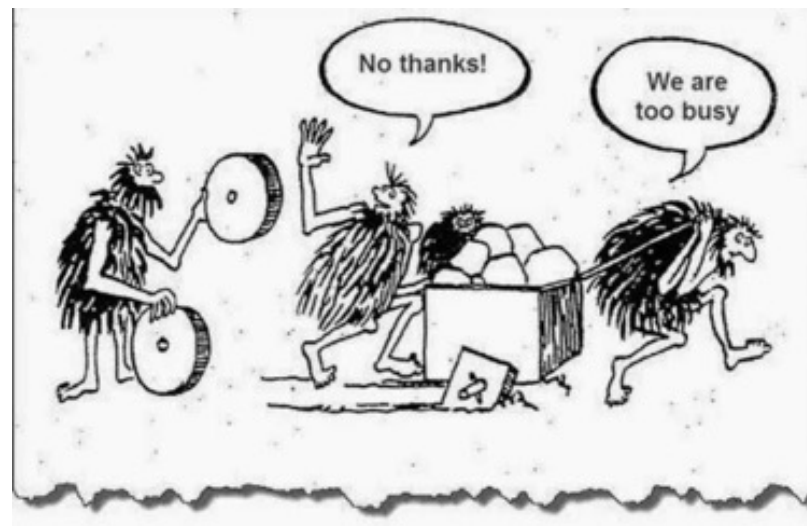
Conclusions

- ✓ **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**

SESSION 6 – Dealing with 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 female participation

Types of resistance

4 levels of resistance – 4 levels of responses

1. Facts



Present facts and figures

2. Problem



Build consensus

3. Scope for change



Good practices

4. Own capacity



Plan actions

Example of resistances

We have a woman director so there is no problem with gender equality.

Our projects benefit all people the same way.

Oh, other matters are much more urgent to deal with than advancing women!

We really don't have time and resources.

Women are welcome, they just don't show up. That's not our problem, is it?

It's always been like that. Those things never change.

Resistances

... can occur on different levels

Let's try to recognise them to see how to respond.

What are typical examples of resistance you encounter?



**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 ?

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

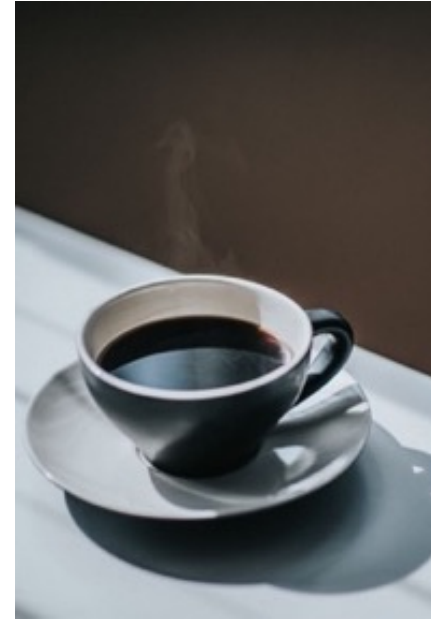
Counter argument:
Gender neutral policies/Laws are a myth. They can sometimes be negative to women and men, as they are often the result of socially constructed gender norms/roles that subordinate/discriminate women in real life.

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))

Pause

20 minutes!



SESSION 7 – Strategies for the future and action plan

Practical exercise

TASKSHEET #2: Practical exercise on concrete actions in the work of GERs

Duration of this exercise in sub-groups: 30 min.

Instructions:

- Look at the document with ideas of concrete actions set out in the CoE handbook for GERs
- 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 sub-groups.

Feedback in plenary: 30 minutes

Reflect individually

- What are the two aspects/learnings you will try to apply in the future?

—————▶ Write on a card and place under TAKE UP

- What are the windows of opportunities you see in the coming six months? Reflect on concrete actions identified yesterday.

—————▶ Write on a card and place under WINDOW OF OPPORTUNITY

Sharing in plenary

- Collecting the identified windows of opportunities
- How can you support/network each other's
- Identified needs and/or support from the GE Division?

Closing and Evaluation of the training

- Any aspects that you really liked?
- Any aspects to improve?

- Final words from Cécile Greboval



Nathalie.Wuiame@gmail.com