

Checklist for mainstreaming gender in the law curricula

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Acknowledgements



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Gender mainstreaming in higher education:

Checklist for law schools

This checklist outlines key ideas to consider when higher education institutions, specifically law schools, wish to gender mainstream their curriculum.

START



Gender mainstreaming in law schools

According to the Council of Europe, gender mainstreaming means taking into account both women's and men's concerns, needs, living conditions and circumstances in the design of policies, programmes or projects.



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In the context of **law schools**, this can be taken to mean **ensuring that all aspects of curriculum design incorporate a gender equality perspective.**



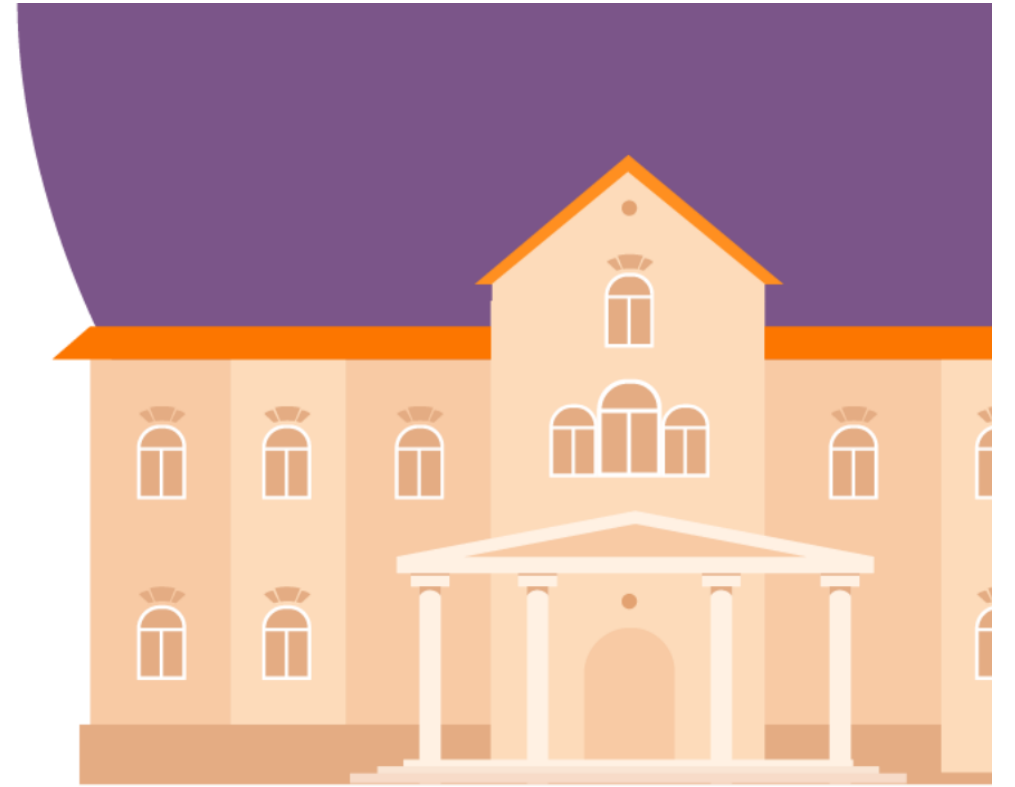
What is the purpose of the checklist?

It can allow key staff in law schools (e.g. university management, deans, professors, etc) to reflect upon and assess the extent to which gender is mainstreamed in law curricula, and guide them where further actions are needed.



What is its purpose?

This checklist is not a prescriptive tool, but a starting point for further reflection and action.



Areas of intervention

Gender mainstreaming in higher education involves addressing four main questions:



WHAT?

Gender-sensitive **content** means ensuring that subject specific content **includes a gender equality perspective**.

This can mean engaging explicitly with unequal power relations between women and men, but also taking an intersectional perspective by including other grounds of diversity (such as age, disability, ethnicity, etc) that may intersect with sex and gender.

What – gender-sensitive content



- Basic key concepts related to sex and gender present in the law curriculum
- More advanced key concepts related to sex and gender in the law curriculum
- Concept of intersectionality in the law curriculum
- Concepts of sex and gender in the law curriculum from a structural standpoint
- Concepts of human, fundamental rights and equality legislation in the curriculum
- Teaching materials regularly reviewed to ensure the absence of stereotypes
- Alternative views and approaches besides the ‘orthodox’ approaches

Areas of intervention

Gender mainstreaming in higher education involves addressing four main questions:



HOW?

Gender sensitive **pedagogy** entails thinking about **how to embed gender in different modalities of teaching and learning.**

Gender-sensitive pedagogy as involving participatory learning, validating personal experience, encouraging social action and accountability, developing critical thinking and reflection, understanding and considering the role of social institutions.

Pedagogical concerns related to gender equality **need to address gender biases both in the knowledge and attitudes of educators, and in their teaching practice.**

How – gender-sensitive pedagogy



- Gender a stand-alone element of the law curriculum
- Gender a compulsory element of the law curriculum
- Standpoint approaches and methodologies considered in the law curriculum
- Opportunities created for students to work collaboratively in diverse groups

Areas of intervention

Gender mainstreaming in higher education involves addressing four main questions:



WHO?

Gender-sensitive structures need to be put into place. This involves paying attention to the **gender composition of staff**, including teaching teams within programmes or modules.

Members of the teaching team should also be adequately trained on the relevance of the sex and gender perspective in relation to their subject area and engage in continuous professional development in that area.

Who – gender-sensitive structures



- Gender balance in the programme delivery team
- Training available to ensuring teaching staff are aware of gender-related pedagogical issues
- Commitment to promoting gender in the law curriculum among decision-makers in the senior management team

Areas of intervention

Gender mainstreaming in higher education involves addressing four main questions:



IN WHAT CONTEXT?

Higher education institutions need to put into place **gender-sensitive ecosystems**, with an **institutional commitment at all levels** – including senior staff – to gender mainstreaming the curriculum and research.

This **needs to be supported by regular assessment, monitoring and evaluation, but also appropriate resources**, as well as giving visibility and legitimacy of the importance of gender.

Institutions need to ensure that sexism, sexual harassment and gender-based violence are prevented within/between staff and student groups.

In what context – gender-sensitive ecosystems



- Assessment mechanism to report on inclusion of gender in module descriptors
- Data regularly collected on gender in the curriculum for monitoring and reporting
- Data regularly collected on gender in the student body for monitoring and reporting
- Case made as to why mainstreaming gender in the law curriculum is important
- Community actions that multiply gender knowledge in the wider society
- Measures to ensure the physical, sexual and psychological integrity of both women and men

**Do you know the extent
to which your institution
gender mainstreams its
law curriculum?**



The checklist

In the next screens you will see some questions related to gender mainstreaming in higher education.

You should reflect about them and classify them in a scale from 1 to 5, where 1 means "Not at all" and 5 means "Completely".



Next



The checklist

Before you submit your answer, click on the “?” button to access additional content. You will not be able to submit your answer before check it.



While you're browsing, click on the different icons and find out what's hidden.



Next



1

Are basic key concepts related to sex and gender present in the law curriculum?

1 2 3 4 5

Not all _____ Yes

Submit



Click for additional content

What

How

Who

Context



Basic key concepts related to sex and gender present in the law curriculum



The basis to ensure that gender is mainstreamed in the curriculum is, first, to **include key concepts related to sex and gender**. *Click on the icons and know more about it.*



Click on the buttons

Basic key concepts related to sex and gender present in the law curriculum



The basis to ensure that gender is mainstreamed in the curriculum is, first, to **include key concepts related to sex and gender**. *Click on the icons and know more about it.*

Sex can be understood as a **biological marker**.



Gender, according to the Istanbul Convention, is the social construction of “*roles, behaviours, activities and attributes that a given society considers appropriate for women and men*”.

Gender is typically (but not necessarily) anchored to the concept of sex.



Click on the buttons

2

Are more advanced key concepts related to sex and gender present in the law curriculum?

1 2 3 4 5

Not all _____ Yes

Submit



Click for additional content

What

How

Who

Context



More advanced key concepts related to sex and gender in the law curriculum



Besides sex and gender, **more advanced concepts should be included and considered** in the law curriculum.



These include the **extent to which gender identity, sexuality or heteronormativity are included**, and whether discriminatory practices may exist in law.

The curriculum in law school should consider **how identity and sexuality are addressed within different legal systems**, raising questions such as whether same sex marriage is legal, and if so whether this confers equal parenting rights.

This can mean including case studies of the relevance of gender identity debates, implications of the introduction of same-sex marriage in many countries in the world, or the implications of heteronormativity for the emergence of ever-more varied and visible family models.



More advanced key concepts related to sex and gender in the law curriculum



Legislative frameworks increasingly need to **consider issues related to alternative family models**, such as cases where children are born and/or adopted within same-sex partnerships.

Socio-legal perspectives on law can be particularly valuable here to examine **how social constructions of gender interact with the law**, e.g. in the case of family law and how legislation around divorce is organised and constructed, in order to ensure more inclusive approaches to law scholarship.



1

What How Who Context

Is gender equality a stand-alone element of the curriculum?

1 2 3 4 5

Not all _____ Yes

Submit



Click for additional content



1

Is there gender balance in the programme's delivery team?

1 2 3 4 5

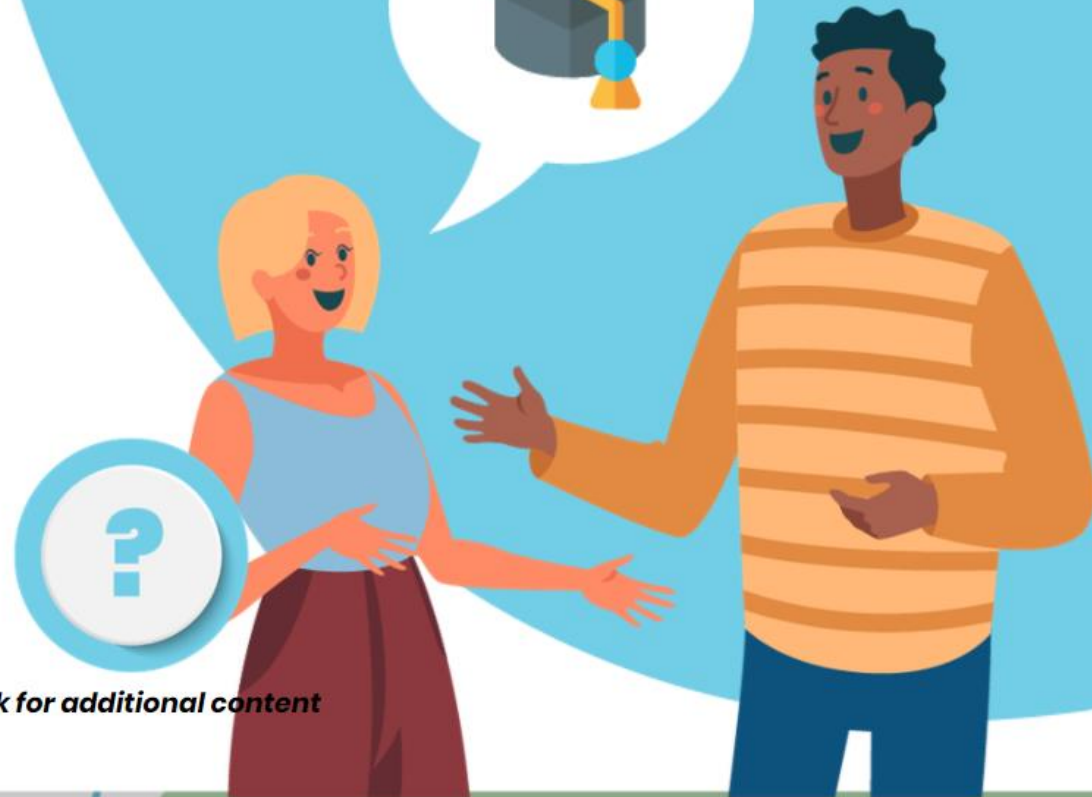
Not all _____ Yes

Submit

What How Who Context



Click for additional content



1

What How Who Context

Is there an assessment mechanism to report whether gender equality is included as a horizontal issue in module descriptors?

1 2 3 4 5

Not all Yes

Submit



Click for additional content



Through completing this checklist, the key staff in law schools (e.g. university management, deans, professors, etc) will **reflect upon and assess the extent to which gender is mainstreamed in law curricula**, and **what actions could be taken and prioritised**.



Click on the buttons



Your Score

Now, take a time to see your results and identify the ways to ensure that all aspects of curriculum design incorporate a gender equality perspective.

If you got under 40%

No worries! It seems some work needs to be done in this category.

[Click here to check a few things you could do.](#)

If you got between 40% and 75%

Well done! It seems the Law School took active steps towards Gender Mainstreaming the curricula.

[Click here to check a few things you can continue doing](#)

If you got between 75% and 100%

Congratulations! It seems you are doing well in this category.

[Click here if you want to strengthen this area.](#)

What

Your score: 100%

How

Your score: 20%

Who

Your score: 60%

Context

Your score: 100%

Congratulations

You finished

Gender mainstreaming higher education: Checklist for law schools

Click on the next button to exit.



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