

# GENDER MAINSTREAMING HIGHER EDUCATION: CHECKLIST FOR LAW SCHOOLS



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# GENDER MAINSTREAMING HIGHER EDUCATION: CHECKLIST FOR LAW SCHOOLS

**Dr Anne Laure Humbert** <sup>1 2</sup>

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## **What is the content of this checklist?**

This checklist outlines key ideas to consider when higher education institutions, specifically law schools, wish to gender mainstream their curriculum. According to the Council of Europe<sup>3</sup>, 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. 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 its purpose?**

The purpose of this checklist is to 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 to guide them where further actions are needed.

## **How can this checklist be used?**

This checklist is not a prescriptive tool, but a starting point for further reflection and action. It should also be adapted to the context, notably the specificities of the national context for higher education institutions and that of law as a discipline.

<sup>1</sup> Based on Humbert, Clayton-Hathway and Tzanakou (2020), <https://gearingroles.eu/wp-content/uploads/2020/05/2002-Gender-mainstreaming-in-education.pdf>

<sup>2</sup> Thanks to Dr Maria Lopez Belloso (University of Deusto, Spain) and Dr Chara Bakalis (Oxford Brookes University, UK) for their valuable comments and contributions to this checklist

<sup>3</sup> <https://www.coe.int/en/web/genderequality/what-is-gender-mainstreaming>

## What are the different areas of intervention?

Gender mainstreaming in higher education involves addressing four main questions:

- 1. 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.
- 2. How?** Gender sensitive **pedagogy** entails thinking about how to embed gender in different modalities of teaching and learning. Ferguson<sup>4</sup> identifies 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.
- 3. 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.
- 4. 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.

4 [https://trainingcentre.unwomen.org/RESOURCES\\_LIBRARY/Resources\\_Centre/00%20Introduction%20Working%20Papers.pdf](https://trainingcentre.unwomen.org/RESOURCES_LIBRARY/Resources_Centre/00%20Introduction%20Working%20Papers.pdf)

# WHAT

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## 1. Are basic key concepts related to sex and gender present in the law curriculum

NOT AT ALL   1   2   3   4   5   YES

The basis to ensure that gender is mainstreamed in the curriculum is, first, to include key concepts related to sex and gender. Sex can be understood as a biological marker, while gender, according to the Istanbul Convention<sup>5</sup>, 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. Gender needs to be understood as a fundamental organising principle of society, and laden with historically unequal power relations between women and men which also underpin the construction of educational systems as well as national and international legislative frameworks, their interpretation and implementation. This means that the law curriculum tends to reflect the inequalities embedded in existing legislative frameworks, and may reinforce gender norms, gender roles, gender biases and/or gender stereotypes if they fail to incorporate a gender perspective. When analysing key concepts related to sex and gender in the law curriculum we need to consider as well the subject matter of the law (e.g. family law, commercial law, or constitutional law) and how the law protects different rights on the basis of sex and gender, such as within family law on marriage or labour law on pregnancy/parental leave. For example, questions of interest are whether sex and gender, as concepts, are included in the curriculum, including deconstructing judicial stereotyping. It could also mean examining how different types of law give relevance to gender equality, as in the case of custody rights where violence against women is involved.

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

NOT AT ALL   1   2   3   4   5   YES

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

5 <https://www.coe.int/fr/web/conventions/full-list/-/conventions/rms/090000168008482e>

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. 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.

### 3. Is the concept of intersectionality and multiple discrimination present in the law curriculum?

NOT AT ALL

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YES

The curriculum needs to introduce an intersectional approach, which recognises the inherent diversity within groups, and the unbalances of power experienced by different groups. Intersectionality captures the advantages and disadvantages faced by different groups of women and men, for example at different ages in relation to their life course, or if they have a disability. In law, intersectional is relevant to anti-discrimination law, but points to the limitation of focusing on a single axis. Discrimination that may arise from the combination of different identities could be important, such as being both a woman and being from a minority ethnic background. Intersectionality is about ensuring that power structures are identified, challenged and dismantled for all groups and not only for the majority group. Finally, intersectionality can be included as an epistemological framework, recognising different ways of knowing, whereby the construction and interpretation of the law can be analysed within various standpoints. The need to apply an intersectional approach is particularly salient in the case of human rights, given the requirement for ensuring that the rights of different groups are protected. In the context of family law, this might also mean understanding different meanings and practices within different religious and/or ethnic groups.

### 4. Are the concepts of sex and gender in the law curriculum presented not only inequalities at the individual level but also shaped by structural factors in the environment?

NOT AT ALL

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YES

Gender inequalities play out at different levels: individual (micro), organisational (meso), and societal (macro). Gender mainstreaming in the law curriculum means not only understanding how inequalities are manifested at the individual level, but also how they are shaped and respond

to structural factors in the environment. For example, sexual harassment is legislated at the level of individuals, but this might be shaped by policies on gender-based violence in the workplace and framed by a wider legislation at the inter/national level. It is also possible to argue that the law, by construction, is sexist since – de facto – women are disproportionately affected, e.g. in family law. The law curriculum should thus introduce a reflection as to whether there is in fact neutrality, and how to negotiate the trade-offs between recognising differences and yet legislating against discrimination. This involves understanding whether legislation addresses equal opportunities and outcomes (assumption that women and men should be treated equally, e.g. in employment law) even if that does not lead to equal outcomes, whether in some instances certain groups need to be treated differently (assumption that specificities need to be considered, e.g. legislation on maternity protection or quota legislation to compensate existing historical inequalities between women and men), or if addition, the structures need to be examined (assumption that current structures are inherently gender-biased, and that the law can contribute to challenge norms and existing power relations). It might also mean looking at the extent to which men’s greater propensity for violence, in the context of criminology and criminal law, is related to expectations and expressions of masculinity (including toxic forms of masculinity).

## 5. Are key concepts related to human rights, fundamental rights, (gender) equality and violence against women legislation present in the law curriculum?

NOT AT ALL    1    2    3    4    5    YES

Human rights need to frame the gender mainstreaming of any education curriculum, and this is all the more relevant to law schools. In addition, human rights should also be looked at from a gender equality perspective, since women’s rights are human rights. Students should be provided with learning content that addresses the legal, policy and regulatory frameworks that inform sex and gender equality. These should address key concepts related to sex and gender in relation to human rights, fundamental rights and equality legislation. These should be examined at different levels considering how these operate at organisational, national, EU or international level. For example, introducing students to Olympe de Gouge’s legacy can begin discussing women’s rights as human rights. In addition, the curriculum can include understandings of the advantages and disadvantages associated with gender being mainstreamed in more general conventions such as ECHR, ICCPR, or alternatively in specific texts such as the Istanbul Convention and CEDAW. Finally, students can be introduced to different gender-related themes within major conventions such as: (1) ECHR article 2 and ICCPR article 6 related to right to life or violence against women; (2) ECHR article 8 on right to respect for private and family life, ECHR article 9 and ICCPR article 18 on right to freedom of religion; or (3) ECHR article 11 and ICCPR article 25 on the right to assembly and association and political participation. This can include discussions on the extent to which sex and gender are or ought to be included as a protected characteristic under hate crime and hate speech laws. It can also mean incorporating actions to combat and prevent sexism and discriminatory stereotypes, which affect women’s education and participation in the economy and in public life such as the Committee of Ministers’ Recommendation CM/Rec (2019).

## 6. Are teaching materials regularly reviewed to ensure the absence of gender stereotypes?

NOT AT ALL   1   2   3   4   5   YES

A regular review of teaching materials should be conducted so that teaching content is not only representative of the lives of both women and men, in all their diversity but also that it promotes a non-discriminatory and gender equal view of women and men both quantitatively and qualitatively. This means reviewing regularly the content of reading lists, and in law education, the topics and cases analysed as part of the course. This might include discussing landmark cases for gender equality in the national context, but also discussing possible biases in sentencing or how to mitigate this by training judges on gender-based violence, and more specifically on sexual violence and rape. In the case of parenthood, the impacts of gender stereotypes should be considered for potential effects on judicial decisions on custody for dependent children, not least in situations where there is intimate-partner violence. Current teaching materials need to be assessed as they might support a patriarchal view of the family, based on gender stereotypes and stereotypical social gender roles. They need to be assessed on and how these materials provide a critical feminist analysis of gender-related topics such as rape, sex-trafficking, or prostitution. The use of language can also be examined from a critical perspective, such as in the case of the 'reasonable man' test historically used by juries in some countries that might lead to judgements imbued by biases and expectations. Another example is to examine the historical development of legal defence strategies based on stereotypes and social norms. In the case of sexual violence, some strategies have been criticised such as when relying on the idea that sexual violence might be justified by loss of self-control of the perpetrator and/or provocation of the victim. Finally, within tort law, compensation for harm can be gendered, in cases where lower consideration is given to psychological harm created by domestic violence compared to cases of reputation or economic damage.

## 7. Does the curriculum provide alternative views and approaches besides traditional approaches?

NOT AT ALL   1   2   3   4   5   YES

Subject areas typically rely on canonical readings, that is texts by key authors seen as being central to the historical development of the discipline. To gender mainstream the curriculum, it is important to provide students with alternative perspectives, and discuss how a plurality of approaches can deepen knowledge and understandings. Gender-sensitive and/or feminist accounts of human rights can be included in the curriculum. Traditionally, law schools have focused on teaching how to think like a lawyer, and training students in legal reasoning. However, the default legal reasoning is in itself gendered, and the law curriculum should examine how it is shaped by principles and values that are not gender neutral. For example, re-examining judgement from a feminist perspective have shown that very different conclusions can be reached.

# HOW

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

NOT AT ALL   1   2   3   4   5   YES

Gender equality issues need to be included as a stand-alone element in the curriculum to give them visibility, legitimacy and weight. Ideally, this could be in the form of an entire module within a larger programme of study. For example, an undergraduate programme in law could include a module on gender issues within the wider remit of human rights such as Gender and Law, or Gender and EU Law. This can provide an analysis of the extent to which representation and interpretation of law-making and law implementation is gender sensitive, in its language, content or effects.

## 9. Is gender equality a compulsory element of the law curriculum?

NOT AT ALL   1   2   3   4   5   YES

A gender equality perspective needs to be included as a compulsory part of the law curriculum in all modules (e.g. family law, commercial law, or constitutional law). This is crucial to ensure that it does not become side-lined as a special-interest topic within the law curriculum. Making gender compulsory makes it clear that it is not only about looking at women's issues as a minority issue, but instead to instil the idea that gender is about thinking about, and challenging, power relations in society for the benefit of everyone (women and men). For example, when the integration of a gender equality perspective is made compulsory, it allows for a space to understand the gendered nature of law, and how it was constructed. This is visible through language, such as in older judgements where common-law partnership would now be described as a 'cohabiting couple' would have been – problematically – described as 'a man and his mistress'. Not engaging with gender issues within the law curriculum allow for such occurrences to persist, and remain unchallenged.

## 10. Are gender-sensitive approaches and methodologies considered in the law curriculum?

NOT AT ALL   1   2   3   4   5   YES

Ways of knowing (epistemologies) can be considered from various standpoints. From a gender lens, gender-sensitive and feminist epistemology has challenged that much of the knowledge created and taught is based on the experiences of men. Adopting different standpoints can provide a richer perspective for students and allow them to be introduced to a wider perspective on the world. In the law curriculum, this might mean debating fundamental principles such as consent, as used (or not used) in rape convictions. It could also mean looking at the concept of autonomy in medical law, such as for example how women are treated as patients during maternity. This also encompasses the idea of relational autonomy, whereby individuals do not make decisions in a vacuum but also consider the effects on other people, and which according to social norms is likely to be different for women and men. Generally, the curriculum should consider the adversarial nature of law, and how (stereotypically) this can be understood as a masculine construction at odds with more cooperative and caring approaches.

## 11. Are opportunities created within teaching for students to work collaboratively in diverse groups?

NOT AT ALL   1   2   3   4   5   YES

The way in which students work together during their learning, and how this is affected by gender relations needs to be examined. This is to ensure that the diverse experiences of students are used to add value to the learning experience for everyone. It is also to ensure that everybody has an equal opportunity to contribute, that there is gender diversity in student groups/teams, and that isolation is avoided. For example, teaching staff should ensure that a student team does not comprise one woman and the rest men (and vice versa). Collaborative working in law can be achieved through legal clinics for gender equality and fighting discrimination, by providing students with the opportunity to witness gender-related cases and bridge their theoretical knowledge with personal insights and practical legal experience.

# WHO

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

NOT AT ALL   1   2   3   4   5   YES

It is important to promote a gender diverse teaching delivery team within programmes, and where possible within modules. This also means ensuring gender balance throughout the programme delivery, and avoiding cases where students are instructed only by women (or by men) during the first half of their programme. Equal gender representation in the programme delivery team plays an important symbolic role, ensuring that law students consider this practice to be gender inclusive, not only in terms of the people involved, but also in the content of law itself.

## 13. Is training available to ensure that teaching staff are aware of gender equality-related pedagogical issues?

NOT AT ALL   1   2   3   4   5   YES

Making a case for why a gender equality perspective is important in each subject area is important, as is ensuring that teaching staff have the appropriate knowledge and skills to deliver gender mainstreamed and gender equality-related content in their areas of expertise. Training to build up knowledge and skills, ideally on a continuous basis, can allow teaching staff to better identify examples and illustrations of where a gender lens is needed. It is important not to take gender equality expertise and knowledge for granted: sufficient provision and resources for training and development in this area should be provided regularly. This needs to extend to, as per Committee of Ministers' Recommendation CM/Rec(2019), training on gender stereotypes, how to recognise and address sexism, prejudices and biases, but also how to challenge these. Higher education institutions can develop and make available online resources to compile gender-sensitive learning and teaching materials, as well as good practices in gender-sensitive pedagogy to inform the continuous professional development of teaching staff.

## 14. Is there a commitment to promoting gender equality in the law curriculum among decision-makers in the senior management team?

NOT AT ALL

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YES

Institutional efforts to mainstream gender equality in the curriculum need to be supported and promoted at the highest level of the organisation. This ensures that appropriate mechanisms are put into place, adequate resources provided, and gives legitimacy and importance to the efforts. Generally, a significant part of the law curriculum is based on subjects and topics required for accreditation by national law societies, and which are not necessarily neither(?) gender-sensitive nor gender-specific. However, there is a clear role to be played by senior management in law schools in ensuring that a gender equality element and gender mainstreaming throughout the curriculum are integral parts of the accreditation process.

# IN WHAT CONTEXT

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

NOT AT ALL   1   2   3   4   5   YES

Module descriptors need to reflect the possible gender equality-related perspectives of the content of learning. It is important to ensure that this learning content is not gender neutral (i.e. assumes that the perspective presented is universal, which often results in an androcentric bias, such as areas of law where women's accounts have been neglected) or gender blind (i.e. does not see gender as a category of relevance). The law curriculum needs to be regularly reviewed to ensure that gender equality issues are included, with formal mechanisms available to senior leadership, to monitor the extent to which this is implemented across all programmes.

## 16. Is gender-sensitive language and communication considered?

NOT AT ALL   1   2   3   4   5   YES

Language can be regarded as both reflecting, but also constructing a reality. As such, when sexist language is used, it might reinforce existing gender inequalities rather than challenge them. This is particularly the case in languages that use masculine terms as a universal referent. For this reason, it is crucial to ensure that efforts are directed towards using gender-sensitive language and other forms of communication such as images. The Committee of Ministers' Recommendation CM/Rec(2019) calls for countering sexism in language and other forms of communication, which it sees as key aspects that shape gender-related attitudes, behaviours and identities. It also recommends critical discussions on the construction of femininities and masculinities, for example through media discussions or awareness-raising campaigns.

## 17. Is the issue of sex/gender-based discrimination in higher education considered and challenged?

NOT AT ALL

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YES

Inequalities on the basis of sex and gender remain widespread in higher education. This is visible through differences in careers, with women less likely to be able to secure a permanent (tenured) posts, more likely to work on a part-time basis or contractual manner, and less likely to access more senior positions including decision-making positions such as full professors. Inequalities are also visible in activities, as women generally publish less and have less access to funding and grants. The extent to which this applies to law schools, and specific higher education institutions needs to be assessed, with a view to redress any existing forms of sex/gender-based discrimination in the institution. In doing so, law schools should regularly exchange and consult with other institutions to learn from each other.

## 18. Are data regularly collected on gender equality in the curriculum for monitoring and reporting purposes?

NOT AT ALL

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YES

Data on relevant aspects of mainstreaming gender in the curriculum are important to ensure that institutions are able to assess their baseline, and subsequently monitor and report on the progress made in ensuring that gender is included in the curriculum. This involves the identification of appropriate indicators and putting into place systems to support these efforts and feed into wider institutional quality monitoring. Indicators might include the sex composition of teaching staff, the extent to which modules or programmes consider a gender equality perspective, the presence of standalone gender-sensitive modules, etc.

## 19. Are data regularly collected on gender equality in the student and staff body for monitoring and reporting purposes?

NOT AT ALL

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YES

Data collection and monitoring of the student body can show where there are gaps in provision and outcomes from a gender equality perspective. This can include sex-disaggregated monitoring of students' enrolment, attainment and subject choices. This ensures that gender gaps are identified and where possible, remedial action taken. This exercise can provide key information

of the reasons, be them individual or structural, that enable or prevent equal representation in all sectors and levels of education. Indicators might include the sex composition of students, enrolment in gender-specific modules, etc.

## 20. Is the case being made as to why mainstreaming gender equality in the law curriculum is important?

NOT AT ALL   1   2   3   4   5   YES

In a context where not all teaching staff are familiar with gender equality as a subject area or perspective within law, it is important to ensure that they understand its importance and the necessity to embed a gender equality perspective in all aspects of the law curriculum. This includes working on different potential benefits from adopting a gender equality perspective that relies on both a human rights, social justice and business case approaches. It also means illustrating the importance of adopting a gender lens using a range of visual and/or interactive materials, videos or training materials.

## 21. Are there community actions that multiply gender equality knowledge in the wider society?

NOT AT ALL   1   2   3   4   5   YES

The promotion of gender equality in the law curriculum can be enhanced by engaging with the wider community and particularly the student body. This can take the form of organising events and workshops that focus on gender equality-related topics, participating in open days and student fairs to showcase gender research activities, or running campaigns to increase the gender awareness of staff and students.

## 22. Are measures in place to ensure gender equality, the elimination of sexism and the physical, sexual and psychological integrity of both women and men in the institution?

NOT AT ALL   1   2   3   4   5   YES

Gender-based violence against women and girls, including harassment, continues to be an issue of concern throughout education. Institutions should be aware of the issues, take appropriate

steps to prevent any forms of violence, and ensure appropriate responses, support to victims and sanctions to perpetrators. This also involves making standards of conduct explicit, i.e. the way that students and staff are expected to behave. Where relevant, these initiatives can be discussed within the remit of the law, and how it frames and regulates responses to gender-based violence in law schools, and more generally in society. Law schools could follow the Committee of Ministers' Recommendation CM/Rec(2019) which calls for implementing and/or supporting campaigns to eradicate all forms of gender stereotyping and bullying, cyberbullying, sexist insults and gender-based violence. Institutions need to ensure that they not only direct efforts into prevention, but also protection and prosecution where necessary.

**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.

Your assessment in this checklist along the four different axes: (1) what – gender-sensitive content; (2) how – gender-sensitive pedagogy; (3) who – gender-sensitive structures; and (4) in what context – gender-sensitive ecosystems facilitate the creation of an overview of the extent to which gender is mainstreamed in the curriculum of law schools, and identify priority areas. This tool allows for a visual representation of possible areas of action in each of the four different axes for gender mainstreaming the law curriculum outlined above.

<b>WHAT – GENDER-SENSITIVE CONTENT</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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 rights, fundamental rights and equality legislation in the curriculum					
Teaching materials regularly reviewed to ensure the absence of stereotypes					
Curriculum provides alternative views and approaches besides the 'orthodox' approaches					
<b>HOW – GENDER-SENSITIVE PEDAGOGY</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Gender a stand-alone element of the law curriculum					
Gender a compulsory element of the law curriculum					
Standpoint and/or feminist approaches and methodologies considered in the law curriculum					
Opportunities created within teaching for students to work collaboratively in diverse groups					
<b>WHO – GENDER-SENSITIVE STRUCTURES</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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					
<b>IN WHAT CONTEXT – GENDER-SENSITIVE ECOSYSTEMS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Assessment mechanism to report on whether gender is included as a horizontal issue in module descriptors					
Data regularly collected on gender in the curriculum for monitoring and reporting purposes					
Data regularly collected on gender in the student body for monitoring and reporting purposes					
Case being made as to why mainstreaming gender in the law curriculum is important					
Community actions that multiply gender knowledge in the wider society					
Measures in place to ensure the physical, sexual and psychological integrity of both women and men in the institution					

# FURTHER READING

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**Hunter R., McGlynn C. & Rackley E.** (2010), *Feminist Judgments, from Theory to Practice*. Hart Publishing.

**Mackinnon, C.** (1989) *Toward a Feminist Theory of the State*, Harvard University Press.

**Olsen, F.** (1990), Feminism and Critical Legal Theory: An American Perspective, in *International Journal of the Sociology of Law*, 18(2), pp.199-215.

**Council of Europe's Recommendation CM/Rec** (2007)13<sup>6</sup> of the Committee of Ministers to member states on gender mainstreaming in education.

**European Commission's Framework Programme 7** (FP7) and Horizon 2020- Gender Equality Plans. These projects have created a vast amount of background materials and tools which can be of great use to law schools interested in mainstreaming gender equality in their operations and curriculum<sup>7</sup>.

**European Commission's GEAR-tool**<sup>8</sup>.

**She Figures report**<sup>9</sup> from the European Commission.

6 [https://search.coe.int/cm/Pages/result\\_details.aspx?ObjectID=09000016805d5287](https://search.coe.int/cm/Pages/result_details.aspx?ObjectID=09000016805d5287)

7 For an overview, see Tornasi and Delaney, 2020 [https://ec.europa.eu/info/sites/info/files/research\\_and\\_innovation/research\\_by\\_area/documents/ec\\_rtd\\_swafs\\_report-gender\\_equality.pdf](https://ec.europa.eu/info/sites/info/files/research_and_innovation/research_by_area/documents/ec_rtd_swafs_report-gender_equality.pdf)

8 <https://eige.europa.eu/gender-mainstreaming/toolkits/gear>

9 [https://ec.europa.eu/info/publications/she-figures-2018\\_en](https://ec.europa.eu/info/publications/she-figures-2018_en)

The Council of Europe is the continent's leading human rights organisation. It comprises 47 member states, including all members of the European Union. All Council of Europe member states have signed up to the European convention on Human rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.

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