



Council of Europe tools on gender equality and gender mainstreaming

Workshop for Gender Equality Rapporteurs 5-6.11.2024

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HANDBOOK FOR GENDER EQUALITY RAPPORTEURS

Gender equality and
gender mainstreaming
in practice

Toolkit on gender mainstreaming in Council of Europe monitoring mechanisms

Gender mainstreaming
in practice

Guidelines for the use of language as a driver of inclusivity

Welcome to the course

Gender equality and Gender mainstreaming

START MODULE



Online course on gender Equality and gender mainstreaming

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

Online course on gender Equality and gender mainstreaming

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



How equal is the society we live in?

Select the theme to explore more.

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

Online course on gender Equality and gender mainstreaming

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

← 2 Gender equality

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



Equality before the law

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



Positive actions/specific measures

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



Gender mainstreaming

Online course on gender Equality and gender mainstreaming

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



1

Council of Europe standards and policy framework

6/23



1950



1961



2005



2007



2011

Council of Europe conventions relating to gender equality

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



Online course on gender Equality and gender mainstreaming

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



1

Conducive factors for gender mainstreaming

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Conducive factors for gender mainstreaming

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



Political support

Sex-disaggregated data

Acquiring gender equality knowledge

Resources

Knowledge of administrative procedures

Equal participation of women and men

Click on the buttons to continue.

← 2 Conducting a gender analysis →

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How to do a gender analysis?

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

Click on each number to reveal more.

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

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

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

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

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



Takeaways

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

1

2

3

4

5

6



QUESTION 2 OF 5

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

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



SUBMIT

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

Module 2

International and European standards and policy framework on gender equality

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

START MODULE



The illustration shows a diverse group of people of various ages and ethnicities standing together, representing gender equality. The group includes men, women, and children of different ages and ethnicities. One woman is in a wheelchair, and a young child is crawling on the ground. The group is standing on a light yellow oval shape.

Gender-sensitive communication



Principles of gender-sensitive communication

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

**Address the invisibility
of Women**



ÉGALITÉ



ÉQUITÉ

USE GENDER-SENSITIVE LANGUAGE

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

**Avoid gender
stereotypes & portray
diversity**

DO NOT REINFORCE GENDER STEREOTYPES

- ✓ Make an effort **to represent women in roles traditionally occupied by men and vice versa**
- ✓ A common socially constructed gender stereotype = to **value more activities associated with men**
- ✓ **Visuals**: avoid colours or images that are stereotypical (ex blue/red or pastels/dark colours)
- ✓ Pay attention to the **positioning and expression** of characters used in pictures

Laura a trouvé le poste de ses rêves.

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



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

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



L'ÉDUCATION NATIONALE RECRUTE 17 000 PERSONNES

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

RENSEIGNEMENTS ET INSCRIPTIONS DU 31 MAI AU 12 JUILLET 2011

SUR WWW.LEDUCATIONRECRUTE.FR



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PORTRAY DIVERSITY AMONG WOMEN AND MEN

- ✓ Not all women suffer from the same forms of discrimination and not all men enjoy the same privileges
- ✓ Gender **interacts** with other **structuring factors** for individuals (age, (dis)ability, ethnic origin, sexual orientation, gender identity, class, etc.)
- ✓ Achieving gender equality necessitates understanding and including the different needs and experiences of **women and men belonging to different groups**
- ✓ Always remember that all forms of exclusion and discrimination have a **gender dimension**

DO NOT VICTIMISE OR PATRONISE

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

PRESENT FACTS, NOT JUDGEMENTS

- ✓ Gender shapes everybody's lives so most people have **strong opinions about gender equality issues**
- ✓ Be careful **not to make assumption in your work based only on personal experience** or on anecdotes
- ✓ Gender equality is an **area of research & policy**
- ✓ Focus **on facts and data** and consult with experts
- ✓ Convey **nuance** rather than categorical answers, but keep in mind that **standards on GE must be respected**

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

www.coe.int/equality

