

MODULE OVERVIEW

TIME: 1h, 30min

OBJECTIVES:

- ♦ To understand gender, gender concepts and definitions.
- ♦ To reflect on gender and gender differences and their implications for societies.
- ♦ To become familiar with the national and international legal frameworks for gender equality.

MODULE OVERVIEW:

SESSION	
1. Understanding key gender terms	40 min
2. Gender gap and patterns of gender inequality	20 min
3. Other gender concepts and terminologies	20 min
4. Legal and political frameworks for gender equality	10 min

MATERIALS NEEDED:

- ♦ Flip charts, markers
- ♦ Paper for participants
- ♦ Power Points PP1.0 – PP1.18
- ♦ Small reward (e.g. chocolate) for all participants
- ♦ Youtube video on Gender GAP Report
- ♦ Gender Gap Country Profile (Annex 1.1)
- ♦ Simplified version of the international gender equality documents (Annexes 1.2, 1.3)
- ♦ Quizz Cards (Annex 1.4)

Module 1

GENDER, GENDER CONCEPTS AND DEFINITIONS

UNDERSTANDING KEY GENDER TERMS

AIM: Participants understand differences between gender/sex, gender equality/equity, and gender equality/women's rights.

TIME: 40 min

MATERIALS NEEDED: paper for participants, flip chart, markers, Power Points PP1.0 - 1.5

STEP BY STEP GUIDE

- Step 1 Arrange participants in four groups.
- Step 2 Ask group 1 to discuss and define terms "gender and sex" and explain the difference between them. Ask group 2 to do the same for terms "transgender and transsexual", group 3 for terms "gender equality and gender equity" and group 4 for terms "gender equality and women's rights". **PP.1.1**
- Step 3 Ask participants to be as concrete as possible and use examples when possible.
- Step 4 Inform them that they will have to report their findings in the plenary in 5 minutes time.
- Step 5 After 5 minutes, ask groups 1 to 4 to share their definitions. Note down their answers on a flip chart.
- Step 6 Present the participants with the definitions, using PP1.3.-PP1.6, discussing the differences between the terms. **PP1.3 - PP1.6**
- VARIATION: GENDER vs. SEX EXERCISE 1**
- Step 7 When discussing the difference between gender and sex, additionally strengthen participants' understanding of the terms with short exercise using different statements on women and men (below).
- Step 8 Ask participants to write numbers 1 to 10 on a paper.
- Step 9 Read out the numbered list of statements about men and women enclosed below and ask participants to write G against those they think refer to gender, and S to those they think refer to sex. **PP1.2**
- Step 10 Discuss the answers in the group. You can ask participants, if: Any statement surprised them? Did the statements indicate that gender is inborn or learned?
- GENDER EQUALITY vs. EQUITY**
- Step 11 After presenting the definition of gender equity ask participants to identify gender-equitable actions that men can take to help create gender equality in the community/household.

FACILITATOR'S NOTE

SEX vs. GENDER

SEX	GENDER
Biological characteristics (including genetics, anatomy and physiology) that generally define humans as female or male. <i>Note that these biological characteristics are not mutually exclusive; however, there are individuals who possess both male and female characteristics.</i>	Socially constructed set of roles and responsibilities associated with being girl and boy or women and men, and in some cultures a third or other gender.
Born with.	Not born with.
Natural.	Learned.
Universal, A-historical No variation from culture to culture or time to time.	Gender roles vary greatly in different societies, cultures and historical periods as well as they depend also on socio-economic factors, age, education, ethnicity and religion.
Cannot be changed, except with the medical treatment.	Although deeply rooted, gender roles can be changed over time, since social values and norms are not static.
Example: Only women can give birth. Only women can breastfeed.	Example: The expectation of men to be economic providers of the family and for women to be caregivers is a gender norm in many cultural contexts. However, women prove able to do traditionally male jobs as well as men (e.g. men and women can do housework; men and women can be leaders and managers).
PRACTICAL POINT: At birth, the difference between boys and girls is their sex; as they grow up society gives them different roles, attributes, opportunities, privileges and rights that in the end create the social differences between men and women.	

EXERCISE SEX vs. GENDER: Statements about men and women

1. Women give birth to babies, men don't. (S)
2. Girls are gentle, boys are rough. (G)
3. In one case, when a child brought up as a girl learned that he was actually a boy, his school marks improved dramatically. (G)
4. Amongst Indian agriculture workers, women are paid 40-60 per cent of the male wage. (G)
5. In Europe, most long-distance truck drivers are men. (G)
6. Women can breastfeed babies, men can bottle-feed babies. (S)
7. Most building-site workers in Britain are men. (G)
8. In ancient Egypt men stayed at home and did weaving. Women handled family business. Women inherited property and men did not. (G)
9. Men's voices break at puberty; women's do not. (S)
10. In one study of 224 cultures, there were 5 in which men did all the cooking, and 36 in which women did all the housebuilding. (G)
11. According to UN statistics, women do 67 per cent of the world's work, yet their earnings for it amount to only 10 per cent of the world's income. (G)
12. There are more women than men in the caring professions such as nursing. (G)
13. Men are susceptible to prostate cancer, women are not. (S)

Adopted from: International Federation of Red Cross and Red Crescent Societies, 2003

FACILITATOR'S NOTE

GENDER EQUALITY vs. GENDER EQUITY

GENDER EQUALITY	GENDER EQUITY
<p>The state or condition that affords women and men equal enjoyment of human rights, socially valued goods, opportunities and resources, allowing both sexes the same opportunities and potential to contribute to, and benefit from, all spheres of society (economic, political, social, and cultural).</p>	<p>Justice and fairness in the treatment of women and men in order to eventually achieve gender equality, often requesting differential treatment of women and men (or specific measures) in order to compensate for the historical and social disadvantages that prevent women and men from sharing a level playing field.</p>
<p>Example: A family has limited funds, and both daughter and son need new pair of shoes for the new school year, but only one can get new shoes this year. If the family decides (and who in the family decides?) which child will get the new shoes based on the child's NEED, and not on the child's sex, this is an example of gender equality.</p>	<p>Example: Provision of leadership training for women or establishing quotas for women in decision-making positions in order to achieve the state of gender equality.</p>
<p>IMPORTANT POINT! Equity leads to equality! Equity means that there is a need to continue taking differential actions to address historical inequality among men and women and achieve gender equality!</p>	

GENDER EQUALITY vs. WOMEN'S RIGHTS

Women's rights:

- entitlements that women have on the basis that they are human.
- normatively based in several international human rights documents (e.g. The Convention on the Elimination of Discrimination Against Women (CEDAW)).
- Arranged around the concept of **duty bearer & rights holder**

Gender equality and non-discrimination on the basis of sex are fundamental human rights!

Gender equality implies equal enjoyment of rights by man and women.

TRANSGENDER vs. TRANSSEXUAL

Transgender: refers to those trans people who live permanently in their preferred gender, without necessarily needing to undergo any medical intervention/s.

Transsexual: refers to people who identifies entirely with the gender role opposite to the sex assigned to at birth and seeks to live permanently in the preferred gender role. Transsexual people might intend to undergo, are undergoing or have undergone gender reassignment treatment (which may or may not involve hormone therapy or surgery).

(Source: ILGA-Europe)

GENDER GAP and PATTERNS OF GENDER INEQUALITY

AIM: To discuss indices of gender inequality in participant's society. To understand the term Gender GAP.

TIME: 20 min

MATERIALS NEEDED: Paper for participants, flip chart, markers, Youtube video on Gender GAP Report 2014, Gender Gap Country Profile (example Annex 1.1), Power Points PP1.6-1.7

STEP BY STEP GUIDE

- Step 1 Ask the participants to share whether gender inequality exists in their community/country.
- Step 2 Write down any statements that explain why women do not share equal status with men in all spheres of society.
- Step 3 Ask them what consequences this inequalities have for the development of their nations/on the global level.

INTRODUCING GENDER GAP

- Step 4 Ask participants what term is used to explain the difference between men and women in any sphere. **PP1.7**
- Step 5 Answer is **gender gap** - present the participants with the basic of the gender gap report and say a little bit about its background. **PP1.8**
Show them the short movie on Gender GAP report 2014, available on the website of Global Economic Forum: <https://agenda.weforum.org/topic/global-issues/gender-parity/>
- Step 6 Distribute to the participants copy of the Gender GAP country profile (example Annex 1.1).
- Step 7 Explain them what different sections of the profile mean.
- Step 8 Jointly go with them through the most relevant sections of the report, gaining an overview of the difference in specific country.

SOLUTIONS TO ACHIEVE GENDER EQUALITY – TIME DEPENDING

- Step 9 Chose two manifestations of the inequality and ask participants to define what would need to change to achieve gender equality.
- Step 10 Note down their observations.

FACILITATOR'S TIP

- ♦ Print the Gender GAP report from the Global Economic Forum website (<http://reports.weforum.org/global-gender-gap-report-2014/>) for the country/ies which are most relevant for your training.
- ♦ Focus on the sections of the report where gender gap is the widest.
- ♦ **IMPORTANT NOTE!** Gender Gap focuses on the differences between men and women at the national level, seeing both groups as a homogenous one. However, gender differences are significantly linked to factors such as age, race, ethnicity, etc. Make sure that participants understand that gender inequality is not one homogeneous phenomenon, but differs and is linked to several other variables. Go beyond data included in the Gender GAP and try to find example of gender differences link with another factor (e.g. ethnicity, geographical differences).

FACILITATORS NOTE

The gender gap is the difference in any area between women and men in terms of their levels of participation, access to resources, rights, power and influence, remuneration and benefits. Of particular relevance related to women's work is the "gender pay gap", describing the difference between the average earnings of men and women (ILO, 2007).

The Global Gender Gap Report 2014 benchmarks national gender gaps of 142 countries on economic, political, education- and health-based criteria. 2014 was a 9th edition of the Index.

Patterns of inequalities

Inequalities in political power and representation: Women are often underrepresented in formal decision-making structures, including governments, community councils, and policy-making institutions.

Inequalities in economic participation and opportunities: In most countries, women and men are distributed differently across sectors. Women are receiving lower wages for similar work, are more likely to be in low-paid jobs and unsecured work (part-time, temporary, home-based) and are likely to have less access than men to productive assets such as education, skills, property and credit.

Educational attainment: In most countries women have lower literacy rate, lower level of enrolment in primary, secondary and tertiary education.

Sexual and domestic violence: Women tend to be more often victims in a form a domestic violence by woman's intimate partner, sexual exploitation through trafficking and sex trade, in wars by an enemy army as a weapon of attempted 'ethnic cleansing' etc.

Differences in legal status and entitlements: There are many instances in which equal rights to personal status, security, land, inheritance and employment opportunities are denied to women by law or practice.

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IMPORTANT NOTE! Achieving greater equality between women and men will require changes at many levels, including changes in attitudes and relationships, changes in institutions and legal frameworks, changes in economic institutions, and changes in political decision-making structures.

QUIZZ: OTHER GENDER CONCEPTS AND TERMINOLOGIES

AIM: To introduce some useful gender-related terminology and generate discussion around different terms and definitions.

TIME: 20 min

MATERIALS NEEDED: cards with key terms, flipchart, markers, a present for the winner, Power Points PP1.8-1.16

STEP BY STEP GUIDE

Step 1	Inform participants that <i>Now is quuuuizz time!</i>	
Step 2	Arrange them into four groups, hand each group a set of cards with key terms (enclosed below).	
Step 3	Ask them to shuffle the cards before every new question.	PP1.9
Step 4	Inform participants with the rules of the game: "You will read the definition of the term out loud and they have to quickly find the corresponding terms in their cards. The group that first raises the card and shouts out the correct term will receive a point".	
Step 5	Start reading sentences out loud, noting down the scores on the flipchart.	PP1.10
Step 6	After every correct answer, ask the participants to give example of practical application of each term. Assist them with this, showing the PP1.10-PP.18.	- PP1.18
Step 7	At the end, calculate the score and announce the winner.	
Step 8	Present the winner award and share it among all participants.*	PP1.19

FACILITATOR'S TIP

If there is an observer present in the room, ask her/him to assist you with the exercise – particularly to carefully observe and help you define, which group has raised the cards first, shouting the correct answer.

*Make sure you have a small reward for the winning group (e.g. chocolate), which you share equally among the participants regardless of their quiz result.

FACILITATOR'S NOTE

TERMS FOR THE QUIZ TIME

TERM	DEFINITION
Disaggregated Data	Data broken down by sex, age or other variables to reflect the different needs, priorities and interests of women and men, and their access to and control over resources, services and activities.
Gender Blind	Ignoring or failing to address the gender dimension.
Gender Analysis	The study of differences in the conditions, needs, participation rates, access to resources and development, control of assets, decision-making powers, etc., between women and men in their assigned gender roles.
Gender Awareness	The recognition of the fact that life experience, expectations, and needs of women and men are different, that they often involve inequality and are subject to change.

TERM	DEFINITION
Gender Balance	Having the same (or a sufficient) number of women and men at all levels within the organization to ensure equal representation and participation in all areas of activity and interest.
Gender Focal Point	A person within the organization (field or headquarters) who is identified as being a reference point for issues concerning gender.
Gender Roles	The sets of behaviour, roles and responsibilities attributed to women and men respectively by society which are reinforced at the various levels of the society through its political and educational institutions and systems, employment patterns, norms and values, and through the family.
Gender Mainstreaming	The systematic integration of the respective needs, interests and priorities of men and women in all the organization's policies and activities. This rejects the idea that gender is a separate issue and something to be tacked on as an afterthought.
Feminism	A collection of movements and ideologies that share a common goal: to define, establish, and achieve equal political, economic, cultural, personal, and social rights for women. There are several outdated and false stereotypes on feminism (e.g. feminism meant wanting women to defeat or overtake men into submission).

Inspired by International Federation of Red Cross and Red Crescent Societies, 2003

INSTITUTIONAL/SYSTEM INFLUENCES ON GENDER STEREOTYPES

AIM: To better understand how systems are reinforcing gender roles, stereotypes and gender expectations.

TIME: 30 min

MATERIALS NEEDED: flipchart, markers

STEP BY STEP GUIDE

- Step 1 Ask participants to brainstorm a list of the institutions and systems that create and maintain gender stereotypes.
- Step 2 Divide participants into four small groups. Assign each group one of the institutions listed in Step 1.
- Step 3 Ask each group to discuss:
- How do the institution and/or system create and maintain gender stereotypes?
Give examples of stereotypical behaviors, practices, and policies in the institution.
 - Have you observed any changes in the institution or system that reflect progress towards a gender-equitable society?
- Step 4 Allow each group to present its findings.

FACILITATOR'S NOTES

Possible responses: family, universities, media, religion, government, law, educational system.

LEGAL AND POLITICAL FRAMEWORKS FOR GENDER EQUALITY

AIM: To get the overview and familiar with the national and international legal frameworks that promotes gender equality and women's human rights.

TIME: 10 min

MATERIALS NEEDED: flipchart, markers, simplified version of the international gender equality documents (Annex 1.2; Annex 1.3), Power Points PP1.7-1.18

STEP BY STEP GUIDE:

LECTURE AND DISCUSSION ON LEGAL AND POLITICAL FRAMEWORKS

- | | | |
|--------|---|---------------|
| Step 1 | Ask the participants what they think are the most important international legal frameworks, which promote gender equality. | |
| Step 2 | Using the PP1.20, give an overview of the documents and their key points. | PP1.20 |
| Step 3 | Start the discussion with the participants, asking them the following questions: <ul style="list-style-type: none"> ♦ Who is responsible to uphold such documents and how/why these documents? ♦ Why are these documents important for the national level? ♦ How are they integrated and included at the national level (e.g. participants should specify different legal frameworks, mechanism, policies, programmes, projects and other initiatives they are aware of focusing on that, etc...)? | |

ALTERNATIVE EXERCISE

- | | |
|--------|---|
| Step 4 | Arrange participants into groups and give each group a copy of the simplified version of the document focusing on gender equality (Annex 1.2; Annex 1.3). |
| Step 5 | Ask them to read the document and then discuss the above mentioned questions in groups for 15 minutes. |
| Step 6 | Ask them to report their findings in the plenary. |

FACILITATOR'S NOTES

Key documents:

- ♦ **The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW):** The convention commits state parties that are signatories to take all appropriate measures, including legislation and temporary special measures, so that women can enjoy all their human rights and fundamental freedoms. Countries that have ratified or acceded to the Convention are legally bound to put their provisions into practice.
- ♦ **The Beijing Declaration and Platform for Action:** The outcome document of the Fourth World Conference on Women in September 1995, considered as blueprint for improving position of women and advancing women's rights.

Annex 1.1: SAMPLE OF GENDER GAP REPORT

Montenegro

Gender Gap Index 2014

Rank **74**
(out of 142 countries)

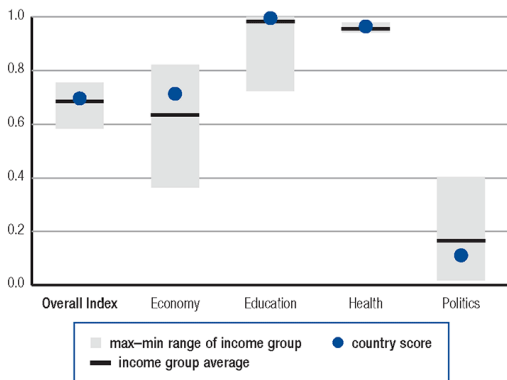
Score **0.693**
(0.00 = inequality, 1.00 = equality)

Key Demographic and Economic Indicators

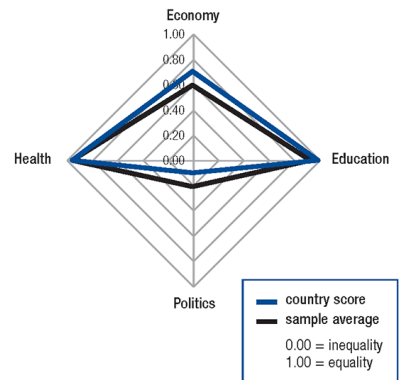
GDP (US\$ billions).....	2.92
GDP (PPP) per capita (constant 2011, international \$).....	13,767
Total population (millions).....	0.62
Population growth (%).....	0.05
Overall population sex ratio (male/female).....	0.96

	Rank	Score	Sample average	Female	Male	Female-to-male ratio	
Country Score Card							
ECONOMIC PARTICIPATION AND OPPORTUNITY.....	49	0.711	0.596				
Labour force participation.....	73	0.79	0.67	52	66	0.79	
Wage equality for similar work (survey).....	35	0.71	0.61	—	—	0.71	
Estimated earned income (PPP US\$).....	—	—	0.53	—	—	—	
Legislators, senior officials and managers.....	77	0.37	0.27	27	73	0.37	
Professional and technical workers.....	1	1.00	0.65	51	49	1.04	
EDUCATIONAL ATTAINMENT.....	55	0.995	0.935				
Literacy rate.....	77	0.98	0.87	98	99	0.98	
Enrolment in primary education.....	1	1.00	0.94	99	98	1.01	
Enrolment in secondary education.....	—	—	0.62	—	—	—	
Enrolment in tertiary education.....	1	1.00	0.88	62	49	1.27	
HEALTH AND SURVIVAL.....	129	0.964	0.960				
Sex ratio at birth (female/male).....	122	0.93	0.92	—	—	0.93	
Healthy life expectancy.....	101	1.03	1.04	67	65	1.03	
POLITICAL EMPOWERMENT.....	104	0.103	0.214				
Women in parliament.....	97	0.17	0.25	15	85	0.17	
Women in ministerial positions.....	66	0.20	0.20	17	83	0.20	
Years with female head of state (last 50).....	64	0.00	0.20	0	50	0.00	

Country score within income group

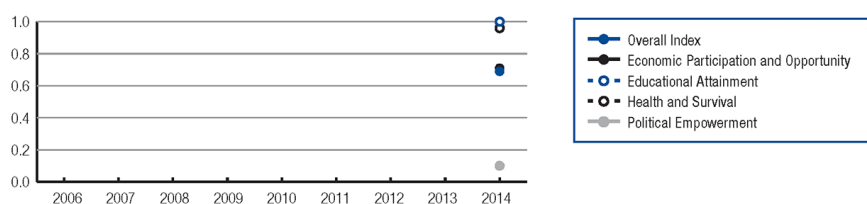


Country score vs sample average



	OVERALL		ECONOMIC PARTICIPATION		EDUCATIONAL ATTAINMENT		HEALTH AND SURVIVAL		POLITICAL EMPOWERMENT	
	Rank	Score	Rank	Score	Rank	Score	Rank	Score	Rank	Score
Gender Gap Index 2014 (out of 142 countries)	74	0.693	49	0.711	55	0.995	129	0.964	104	0.103
Gender Gap Index 2013 (out of 136 countries)	—	—	—	—	—	—	—	—	—	—
Gender Gap Index 2012 (out of 135 countries)	—	—	—	—	—	—	—	—	—	—
Gender Gap Index 2011 (out of 135 countries)	—	—	—	—	—	—	—	—	—	—
Gender Gap Index 2010 (out of 134 countries)	—	—	—	—	—	—	—	—	—	—
Gender Gap Index 2009 (out of 134 countries)	—	—	—	—	—	—	—	—	—	—
Gender Gap Index 2008 (out of 130 countries)	—	—	—	—	—	—	—	—	—	—
Gender Gap Index 2007 (out of 128 countries)	—	—	—	—	—	—	—	—	—	—
Gender Gap Index 2006 (out of 115 countries)	—	—	—	—	—	—	—	—	—	—

Trend 2006–2014



Selected contextual data

EMPLOYMENT AND LEADERSHIP

Female, male adult unemployment rate (as % of female, male labour force).....	20.4, 18.9
Female, male part-time employment (as % of total female, male employment).....	4.2, 4.1
Female, male workers in informal employment (as % of non-agricultural employment).....	—, —
Share of women employed in the non-agricultural sector (% of total non-agricultural employment).....	46
Average minutes spent per day on unpaid work (female, male).....	—, —
Percentage of women, men with an account at a formal financial institution.....	49, 52
Ability of women to rise to positions of enterprise leadership ¹	4.8
Firms with female top managers (% of firms).....	19
Share of women on boards of listed companies (%).....	—
Firms with female participation in ownership (% of firms).....	24

SCIENCE, TECHNOLOGY AND RESEARCH

Percentage of Internet users (female, male).....	33, 39
Women, men who used a mobile phone in the last 12 months (%).....	—, —
Percentage of tertiary-level STEM students (female, male).....	—, —
Percentage of tertiary-level STEM graduates (female, male).....	—, —
Percentage of PhD graduates (female, male).....	—, —
Percentage of total R&D personnel (FTE) (female, male).....	52, 48

HEALTH

Cardiovascular disease age-standardized deaths per 100,000 (female, male).....	329.7, 405.8
Cancer age-standardized deaths per 100,000 (female, male), excl. non-melanoma skin cancer.....	117.2, 190.7
Diabetes age-standardized deaths per 100,000 (female, male).....	12.1, 11.6
Respiratory diseases age-standardized deaths per 100,000 (female, male).....	1.9, 5.7
HIV age-standardized deaths per 100,000 (female, male).....	0.0, 0.0
Malaria age-standardized deaths per 100,000 (female, male).....	0.0, 0.0
Tuberculosis age-standardized deaths per 100,000 (female, male).....	0.1, 0.2
Malnutrition prev., weight for age (female, male) (% of children <5).....	1.6, 2.8

MARRIAGE AND CHILDBEARING

Singulate mean age at marriage (years) (female, male).....	26, 31
Early marriage (% of women aged 15-19).....	—
Maternal mortality ratio (per 100,000 live births) ²	7 [4-12]
Total fertility rate (children per women).....	1.7
Adolescent fertility rate (births per 1,000 girls aged 15-19).....	15.2
Mean age of women at the birth of the first child.....	—
Antenatal care coverage, at least one visit (%).....	97
Births attended by skilled health personnel (%).....	100
Contraceptive prevalence (% of married women or in-union).....	39
Legislation permitting abortion to preserve a woman's physical health.....	Yes

CHILDCARE ECOSYSTEM

Length of maternity leave (calendar days).....	45
Maternity leave benefits (% of wages paid in covered period).....	100
Provider of maternity benefits.....	Government 100%
Length of paternity leave (calendar days).....	—
Paternity leave benefits (% of wages paid in covered period).....	—
Provider of paternity benefits.....	—

RIGHTS AND NORMS

Parental authority in marriage ³	—
Parental authority after divorce ³	—
Female genital mutilation (% of women aged 15-49).....	—
Existence of legislation punishing acts of violence against women in case of domestic violence ³	—
Existence of legislation prohibiting gender-based discrimination.....	—
Inheritance rights of daughters ³	—
Women's access to land ownership ³	—
Women's access to credit ³	—
Women's access to property other than land ³	—
Year women received right to vote.....	1946
Quota type (single/lower house).....	Legislated Candidate Quotas
Voluntary political party quotas.....	No

¹ Survey data, responses on a 1-to-7 scale (1 = worst score, 7 = best score)

² Bracketed numbers show the range between the uncertainties, estimated to contain the true maternal mortality ratio with a 95% probability

³ Data on a 0-to-1 scale (1 = worst score, 0 = best score)

Annex 1.2: SUMMARY OF BEIJING PLATFORM OF ACTION: SOME STRATEGIC OBJECTIVES

Women and poverty

- ♦ Revise laws and administrative practices to ensure women's equal rights and access to economic resources.
- ♦ Provide women with access to savings and credit mechanisms and institutions.

Women and the economy

- ♦ Promote women's economic rights and independence, including access to employment and appropriate working conditions and control over economic resources.
- ♦ Facilitate women's equal access to resources, employment, markets and trade.
- ♦ Provide business services, training and access to markets, information and technology, particularly to low-income women.
- ♦ Strengthen women's economic capacity and commercial networks, and eliminate all forms of employment discrimination.
- ♦ Promote harmonisation of work and family responsibilities for women and men.

'Gender mainstreaming' was a key element of the 1995 Beijing Platform for Action adopted at the Fourth World Conference on Women!!

Women in power and decision-making

- ♦ Take measures to ensure women's equal access to and full participation in power structures and decision-making.
- ♦ Increase women's capacity to participate in decision-making and leadership.
- ♦ Institutionalise mechanisms for the advancement of women.
- ♦ Create or strengthen national machineries and other government bodies.
- ♦ Integrate gender perspectives in legislation, public policies, programmes and projects.
- ♦ Generate and disseminate gender-disaggregated data and information for planning and evaluation.

Source: UNDP, 2014.

Annex 1.3: SUMMARY OF CEDAW

CEDAW: A SUMMARY

ARTICLE 1 DEFINES DISCRIMINATION:

'...any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field'.

ARTICLE 2: DUTY OF THE STATE – The state must ensure the elimination of discrimination in laws, policies and practices nationally.

ARTICLE 3: EQUALITY – The state must take measures to uphold women's equality in all fields.

ARTICLE 4: TEMPORARY MEASURES – States are allowed to implement temporary measures, if this means the acceleration of women's equality.

ARTICLE 5: CULTURE – States must abolish discriminatory cultural practices or traditions.

ARTICLE 6: TRAFFICKING – States must take the appropriate steps to suppress the exploitation involved in prostitution and in the trafficking of women.

ARTICLE 7: POLITICAL AND PUBLIC LIFE – Women must have equal rights to vote, hold public office, and participate in civil society.

ARTICLE 8: GOVERNMENTAL REPRESENTATION – Women must be allowed to work and represent their governments internationally.

ARTICLE 9: NATIONALITY – Women have the right to acquire, retain or even change their nationality as well as that of their children.

ARTICLE 10: EDUCATION – Women have equal rights with men with regard to education.

ARTICLE 11: EMPLOYMENT – Women have equal rights with men in employment (equal pay, healthy working conditions etc.)

ARTICLE 12: HEALTH – Women have equal rights to health care with an emphasis on reproductive health services.

ARTICLE 13: ECONOMIC AND SOCIAL LIFE – Women have equal rights to family benefits, financial credit and equality in recreational activities.

ARTICLE 14: RURAL WOMEN – Rural women must have the right to adequate living conditions, participation in development planning and access to healthcare and education.

ARTICLE 15: EQUALITY BEFORE THE LAW – Women and men must be seen as equals before the law, have the legal right to own property and choose their place of residence.

ARTICLE 16: MARRIAGE AND FAMILY – Women have equal rights with men within marriage, including family planning.

ARTICLE 17-24: refer to the functioning and role of the Committee of CEDAW and reporting procedures.

ARTICLE 25-30: refer to the administration of the Convention.

CEDAW was adopted by the UN General Assembly on the 18th of December 1979, was signed by 64 countries in 1980 and came into force on the 3rd of September 1981.

- 186 countries have ratified the Convention and 99 have ratified the Optional Protocol which recognises and describes the role of the Committee on the Elimination of Discrimination against Women (the committee that monitors States compliance with the Convention) to receive and consider complaints from individuals or groups.
- The 8 countries to have not yet ratified CEDAW are the United States of America, Sudan, Iran, Nauru, Palau, Qatar, Tonga and Somalia.
- States which are party to the Convention must report every 4 years

Source: www.developmenteducation.ie

Annex 1.4: QUIZZ CARDS

disaggregated
data

gender
blind

gender
analysis

gender
awareness

gender
balance

gender
focal point

gender
roles

gender
mainstreaming