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BUILDING A GENDER FRIENDLY SCHOOL ENVIRONMENT

A TOOLKIT FOR EDUCATORS AND THEIR UNIONS

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Education International

Education Development Center, Inc.

BUILDING A GENDER FRIENDLY SCHOOL ENVIRONMENT: A TOOLKIT FOR EDUCATORS AND THEIR UNIONS

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FOREWORD

In most countries, children and adolescents spend some 1000 hours in school annually. The school is a place of learning, reading, writing and arithmetic. But the school is also a learning institution with much broader duties, which go beyond the sphere of traditional learning. The school is an environment in which young people learn about social relationships, about norms, values and the 'do's' and 'don'ts''. In other words, the school is the environment in which professionals work with young people in a responsible manner focusing on the transfer of knowledge, skills and behaviour.

The school is also the environment in which students learn about their gender identity, the relationships between girls and boys, boys and boys and girls and girls. It is a process of learning 'who am I in relation to the others', and the school plays an important role in this process.

The issue of gender identity is closely connected to gender equality and safety in schools and learning institutions. These matters are in turn related to the teaching profession and the quality of educators. It is obvious that teachers' unions and their members around the world are confronted with these questions on a day-to-day basis.

It therefore requires that the unions involve their membership in discussions and develop policies on the issue of gender identity, equality and safety in learning institutions.

Education International (EI), its affiliates and its partners in the EFAIDS programme (Education Development Centre, Inc. - EDC and the World Health Organisation - WHO) acknowledge the need to meet the needs of teachers' unions to address these issues in a responsible manner. To that end we have developed a toolkit and tested. The kit's materials provide a forum for discussion about how gender roles can influence health and livelihood. It offers a vision for unions and schools.

The main focus of the kit is a set of tools to help educators and unions to conduct activities which promote gender safety, equity and equality and provide background information on actions already taken.

Like other initiatives taken by EI, its affiliates and partners, this toolkit is based upon the comprehensive approach including the five working areas: research, policy development, advocacy, training and publicity.

By putting this toolkit to use, EI and affiliates will contribute to crucial discussions on gender, identity, equity and safety and thus help to build an overall gender-friendly school environment.

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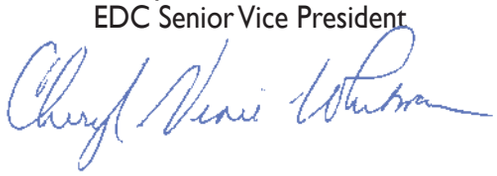
Fred van Leeuwen
EI General Secretary

Cheryl Vince Whitman
EDC Senior Vice President



EXECUTIVE SUMMARY

Building a Gender Friendly School Environment: A Toolkit for Educators and Their Unions

Education International, Education Development Center, and the World Health Organization have developed a toolkit to help educators' unions create a healthy, safe environment in learning institutions for learners of all ages. The goal is to challenge and change negative gender stereotyping and gender inequalities in all aspects of learning institutions and to promote equal opportunities for female and male learners to develop a healthy gender identity and complete a quality basic education. The kit will be used by union leaders and educators in the EFAIDS programme in 35 countries around the world.

The toolkit starts by discussing how prevailing gender roles can negatively influence health and livelihood. It goes on to offer a vision for a learning institution that promotes gender safety, equity, and equality, and it provides background information on action already taken on these issues. The main focus of the kit is the tools to help educators and unions conduct activities in the five educator union priority working areas listed below:

- ***Union Policy Development:*** Focuses on developing a code of conduct for educators, which is a crucial part of maintaining a safe learning institution environment. This and other policy changes demonstrate the union's leadership and broad-based commitment to affect all educators and learners.
- ***Research:*** Enables educators and staff to study all aspects of the learning environment to determine where improvements need to be made to eliminate gender stereotypes and promote gender equality. Steps are suggested for using the results to create change in the learning institution through advocacy, policy development, training, and publicity.
- ***Advocacy:*** Provides information on engaging the government and learning institutions to affect change in policies and the learning institutions.
- ***Training:*** Provides activities for learners and educators to increase their awareness of gender issues and the role of bystanders in unsafe interpersonal situations so that they can become more involved in creating healthy and safe learning institution environments. Also focuses on developing skills so that educators create change and affect learners.
- ***Publicity:*** Helps create a strategy to reach all union members and the larger community with key messages focused on gender issues and the union's work to promote gender safety and equality in learning institutions.

It is the integration of the five working areas as a coherent package that makes them most effective. The tools will enable unions and educators to create change that leads to equal opportunities for female and male learners so that they can receive an education that allows them to reach their full potential.

KEY INFORMATION

KEY INFORMATION

Introduction

Children and adolescents learn their culture's roles for men and women and develop their gender identity primarily in learning institutions and at home. These 'gender roles' profoundly affect how men and women act and how they relate to one another. In most cultures, inequalities in power based on prevailing gender roles contribute to and exacerbate inequalities in learning institutions and at work. These inequalities allow men to be dominant over women and limit women's choices and ability to stand up for themselves. This can result in increased violence against women and increased risk of women contracting HIV.

'Gender' refers to the roles, relationships, attitudes, values, behaviours, power, and influence that society ascribes to males and females. In contrast, 'sex' refers to the biological characteristics that differentiate between males and females. There are many possible ways to play out gender roles and relationships, even though the predominant male and female roles in a given culture are often limited in scope. Because 'gender' is socially constructed and an identity that is learned, it varies within and across cultures and can be changed in both the culture and the individual. Gender roles can change according to circumstances and over time and can be affected by age, race, ethnic background, religion, class, education, and the geographic, economic, and political environment.

'Gender identity' involves what it means to be a man or a woman in a particular context, and one's sense of oneself as a male or a female. The process of developing a gender identity begins as early as age 2. It includes learning the roles, behaviours, and activities that are appropriate for men and women, understanding the social and economic value given to what men and women do, and choosing which roles the individual wants to take as his or her own. The roles that people take affect how they think, feel, act, and see themselves and their abilities, as well as the opportunities available to them. Having a healthy gender identity means the individual feels confident in his or her choices regarding roles, behaviours, and activities related to gender. This increases the individual's ability to reach his or her full potential.

The ways that gender roles are played out and their impact are so embedded in many cultures that they may not be recognised and often are not questioned. But even when they are questioned, they may be seen by most people as the 'traditional' way and therefore not possible or even desirable to change. Yet, these traditional roles do need to be challenged so that everyone can have a larger range of options, which will then allow them more possibilities to reach their full potential. This perspective fits with the part of unionism that supports struggle for change and questioning the seemingly unchangeable.

Learning institutions play an important part in teaching, modelling, and reinforcing gender roles. The environment within a learning institution is an important factor in the development, sanctioning, and reinforcement of gender roles and identities. The opportunities given to learners, the ways learners treat one another, and how educators treat learners and their colleagues are all elements of the learning environment, all of which are influenced by the prevailing gender roles in the society.

Reinforcement of unequal gender roles and disrespect for girls and women experienced constantly over time in learning institutions can lead to dominance of males over females. This can lead to men taking advantage of the power differences between men and women and result in gender-based physical, sexual, and verbal violence. Ultimately, both female and male learners are harmed by this and experience a decrease in their educational achievement.

On the other hand, learning institutions can also be places where prevailing gender roles are challenged and reframed so that learners can have more freedom to shape their own identities and determine how they want to play out their own gender roles. As a result, teachers' unions are also in a strong position to challenge the prevailing roles and promote healthy gender roles and identities.

Establishing a code of conduct or ethics[1] is a standard way of starting to address gender issues in learning institutions, since violence and sexual harassment are among the most striking manifestations of gender inequalities, and women are most often the victims due to the prevailing subordinate status of women in most cultures. These codes are very important, but it is also essential to address the root causes of gender-based violence and other gender inequalities. The tools in this kit deal with teachers' union codes of conduct, but they also go further by addressing a variety of gender issues that play out at the learning institution level, where young people learn roles and behaviour.

This kit offers a set of tools to help unions create an environment in learning institutions that provides equal opportunities for both female and male learners to develop a healthy gender identity and complete a quality basic education. The goal is to challenge and change negative gender stereotyping and gender inequalities in all aspects of the learning institution and to promote equal opportunities for female and male learners and healthy relations between them.

This section of the toolkit provides key information relevant to gender issues in learning institutions. It discusses how prevailing gender roles can negatively influence health and livelihood, offers a vision for a learning institution that promotes gender equity and equality, and provides background information on action taken to address these issues. The following sections, which contain the tools in the kit, discuss ways to create gender equity and equality in learning institutions through the five union priority working areas: Union Policy Development, Research, Advocacy, Training, and Publicity.

Negative Impact of Prevailing Gender Roles

Gender roles have a significant impact on how men and women relate to one another and the power dynamics between them. Inequalities in power lead to economic inequality and dependence, lack of communication, inequality in decision making, and violence. All of these factors affect one's vulnerability to contracting HIV. Inequalities in gender roles can also lead to unrealised human potential through both unequal access to education and the psychological damage of believing that one does not have the potential to achieve. The result of all these inequalities is that some people, most often females, either do not go to learning institutions at all, or do not do well when they are in learning institutions and may not complete a basic education.

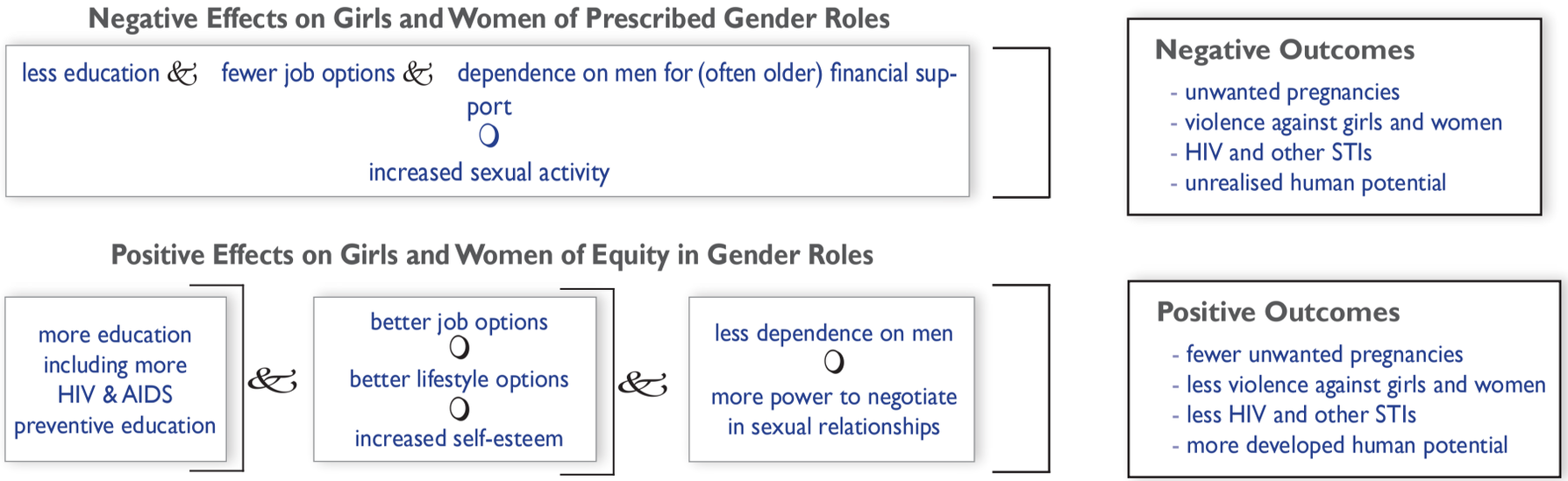
Negative Effects on Females Who Follow Prescribed Gender Roles

The prevailing gender roles, in which men are dominant, and the resulting inequalities have left women disadvantaged in terms of education, access to information and resources, income, rights, and decision-making power. For example, when females have less access to education, they are likely to have fewer options in terms of supporting themselves financially. This can lead to dependence on men for financial support (for example, their husbands or 'sugar daddies', or turning to sex work) and a lack of ability to negotiate for safer sex options. The men they depend on tend to be older and more likely to be infected with HIV. All of these factors (economic dependence, increased unsafe sexual activity, and age differences) make young females more vulnerable to unwanted pregnancies, violence from men, and contracting HIV and other STIs.

On the other hand, when females have more access to education, they have more access to HIV prevention education and have more and better employment options, which can build their self-esteem and their ability to act on HIV prevention messages, and give them more lifestyle options, independence from men, and power in sexual relationships. So, enrolment, retention, and completion in a learning institution are important factors in increasing gender equality and reducing females' vulnerability to unwanted pregnancy, violence, and HIV. However, with the background of prevailing gender stereotypes, as females are beginning to achieve more in learning institutions, in some cultures males are seeing education as not masculine and are turning more toward physical dominance to prove their gender identity, which leads to increased bullying, harassment, and violence.

[1] A code of conduct is sometimes called a 'code of ethics'. In this toolkit, the term 'code of conduct' is used to refer to code of ethics too.

Figure 1: Girls, Women, and Gender Roles



Culturally sanctioned male and female roles, such as male dominance and aggressiveness and female submissiveness, make it difficult for females to assert and protect themselves. Strong pressure to maintain their virginity before marriage, and to stay ignorant and passive, keeps girls and young women from learning about sexual matters, which makes them more vulnerable to riskier sexual practises, such as intercourse without a condom. Young men, on the other hand, are encouraged to have sexual experiences with multiple partners and may regard condom use as undermining their virility and manliness.

With such unequal power between men and women, young women are especially vulnerable to unwanted, forced sex. Cultural beliefs about appropriate behaviour for males normalises men's violence against women. Females learn that sex is something done to them and not something they have control over or that they can negotiate about. Their capacity to influence with whom, when, where, and how they have sex is hindered, because if they refuse sex, they may experience abuse.

The threat and actual occurrence of gender-based violence also makes girls and young women more vulnerable to contracting HIV by taking away their control over what happens during sex, including practising safer sex. Women may have little control over decisions about using condoms or employing other safer sex methods. In addition, violent sex may cause damage to female genitals, which increases the likelihood of HIV transmission. Girls are especially vulnerable since their reproductive systems may not be completely developed.

The HIV epidemic itself has exacerbated some gender inequalities, which place girls and young women at greater risk. For example, older men seek younger partners who may be less likely to have HIV, and older men are more likely to have HIV than younger men. In addition, families affected by HIV and AIDS may marry their daughters prematurely to older men in order to gain economic security. This practise not only puts girls and young women at increased risk of HIV infection but also cuts short their education.

Sexual Orientation and Its Relationship to Gender Identity

Note: **This section discusses issues of sexual orientation, such as homosexuality and bisexuality. Although homosexuality and bisexuality are illegal in some countries, they are vital to a discussion of gender identity and safety. Discussing homosexuality and bisexuality has the political support of Education International (EI), which considers discrimination based on sexual orientation and sexual identity as unacceptable. EI passed a resolution on the rights of lesbian and gay education personnel in 1998 and set up a forum in 2003 that promotes the rights of people who are gay, lesbian, bisexual, and transgender.**

Sexual orientation is an issue that can affect gender identity and how males and females play out gender roles. Sexual orientation refers to a person's sexual attraction to men, women, both, or neither. The majority of people are heterosexual, i.e., males are attracted to females, and females are attracted to males. In many cultures, this is considered the only acceptable sexual orientation. However, there are a significant number of people in most cultures who identify as homosexual, either males who are attracted to males (gay men) or females who are attracted to females (lesbians). In addition, some males and females are bisexual, i.e., they are attracted to both males and females. It is important to be aware that although homosexuality and bisexuality are illegal in some countries, research on human sexuality has shown that they are healthy choices for sexual orientation.

These options for sexual orientation must be distinguished from sexual disorders, which are unhealthy choices for sexuality because they harm other people as well as the individual. Examples include paedophiles (adults who take advantage of children sexually) and people who are obsessed with sex and let it control their lives, which may lead to harming others.

In a society with rigid stereotypes, where forms of sexual orientation other than heterosexuality are not accepted, it can be difficult for people who are gay, lesbian, or bisexual to accept and express who they are, including their gender identity and preferred gender roles. When they are stifled in this way, they are less likely to reach their full potential. Therefore, in discussing gender issues in relation to learning institutions, it is important to consider all gender and sexual identities in order to foster the development of all learners. EI's promotion of the rights of all people regardless of gender or sexual orientation supports this position.

Discrimination Against Males and Females When Deviating from Prevailing Gender Roles and Sexual Orientation

There are many possible ways to experience one's gender identity, even though most cultures delineate limited roles that are acceptable for men and women. Although men and women can choose to adopt any of the roles, relationships, attitudes, values, and behaviours for either gender that they want, if they take on ones that are different from those accepted by their culture for their sex, they may be subject to discrimination and violence.

For example, in cultures where men are expected to show their dominance by having sexual experiences with multiple female partners, those who do not may be bullied by other men. In many cultures, men are harassed and ridiculed if they appear effeminate, dress like females (transvestites), are attracted to other men, form all-male support groups to develop alternative roles for men, or behave in any other way that is not considered acceptable within the prevailing male gender roles. Among boys and young men, peer groups monitor and police behaviour to make sure that it conforms to the predominant masculine standards.

Driven by homophobia (fear of and prejudice against people who are homosexual or bisexual), men who feel threatened by men they perceive to be effeminate may act more stereotypically male to ensure that no one thinks they themselves are homosexual. Men who are suspected of being effeminate or gay may also engage in hypermasculine behaviour (behaviour that is extremely stereotypically male) in order to disprove people's suspicions. This behaviour

may include exerting even more power and control over females and sometimes over males, and may lead to an increase in violent behaviour.

Women may be harassed if they act in ways that are sanctioned only for men, for example, being tough and independent and attaining leadership roles. Women may also experience discrimination or violence if they are attracted to other women or form women's groups to develop alternative roles for women.

People who identify as transgender, i.e., people whose sense of themselves as male or female (gender identity) is different from the traditional norms for their sex, are especially vulnerable to discrimination and violence. Many people who are transgender live part-time or full-time as the other gender, and some even have medical or surgical treatment to try to reconcile the conflict they experience.

Vision for a Learning Institution That Promotes Gender Equity and Equality

Learning institutions need to develop policies and curricula that support safety from harassment and violence. However, they also need to actively challenge and work to change negative gender stereotyping and gender inequalities and foster gender equality and healthy gender identity. Males as well as females must be engaged in this effort.

'Gender equality' allows both men and women to develop their abilities and make choices without having to follow set stereotypes or rigid gender roles. Women and men have the same rights and responsibilities and equal opportunities to reach the same goals. For example, gender equality exists when the enrolment and completion rates, as well as literacy and numeracy rates, in a learning institution are the same for female and male learners.

However, since the needs of female and male learners may sometimes differ, due to the disadvantages they have experienced as females or males, they should be treated differently in some situations in order to achieve equality. 'Gender equity' exists to help achieve gender equality, to ensure that males and females are treated fairly and equitably according to their different needs. The intent is not to make men and women the same, but to give both of them equal and comparable opportunities to achieve. For example, extra resources may be spent for outreach to female or male learners and their families and for scholarships in order to increase the number of females enrolled in learning institutions.

Learning institutions that foster gender equality and healthy gender identity would do the following:

- Promote positive, well-rounded role models among both men and women that counter the prevailing rigid and narrow role models
- Promote gender roles that support equality and healthy relations between females and males
- Encourage everyone to honour a wide range of possibilities for 'masculine' and 'feminine' values, roles, and qualities and any combination of them within individuals regardless of their biological sex
- Help individuals build their own gender identity that they are comfortable and confident with and that allows them to engage in healthy relationships (relationships that do not involve behaviour that is harmful to oneself or others)
- Help individuals be respectful of others' choices regarding gender identity
- Promote healthy attitudes, values, behaviours, interactions, and life skills in relation to gender issues, and create a capacity-building environment so that all learners—female and male—can benefit equally and reach their full potential
- Promote psychosocial and interpersonal skills that can help all learners make informed decisions and communicate them clearly
- Encourage female and male learners to treat one another with mutual respect, work in partnership, and support one another to assert their rights, including engaging males as allies for females in the face of discrimination against females
- Encourage all learners to choose from the same wide range of opportunities in courses, extracurricular activities, and career paths

Because gender issues are embedded throughout all aspects of a learning institution, in order to attain full gender equality it is essential to consider and examine all aspects of the learning institution environment, including:

- All the things embedded in learning institutions every day that reinforce stereotypes that are negative or harmful in terms of gender
- Ways to make changes so that gender equality is attained throughout every learners' experience of the learning institution

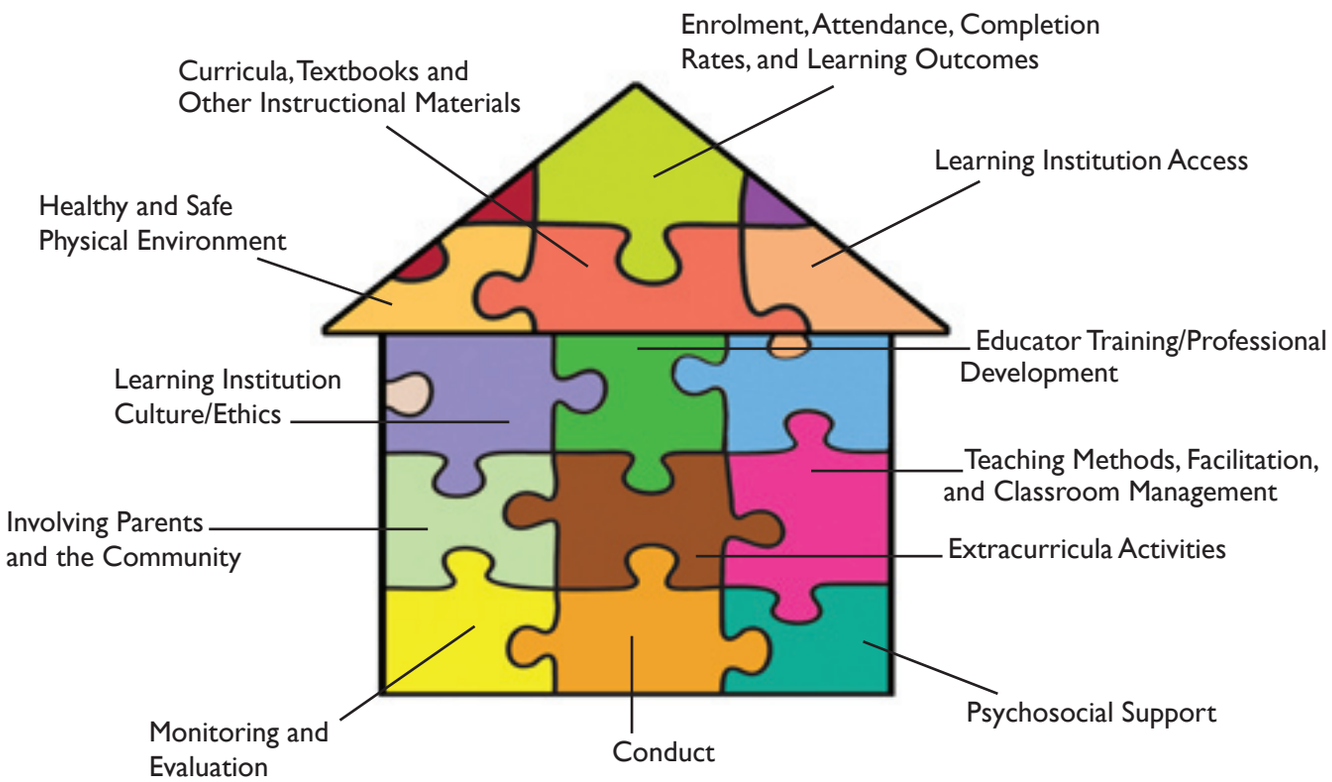
The following aspects of a learning institution should be examined:

- Access to the learning institution
- Physical environment
- Culture of the institution
- Curriculum
- Resource materials
- Instructional and assessment practises
- Counselling and support services
- Policies and rules
- Connections with parents and the community
- Procedures for monitoring its progress toward gender equality

The Research Working Area of this toolkit provides a Learning Institution Audit tool that has a structure through which to investigate these areas and more, with multiple items listed under each area.

It is also important to examine the union environment regarding some of these issues, such as access to and involvement in the union; union culture; counselling and support services; policies and rules; connections with the school, parents, and the community; and procedures for monitoring its progress toward gender equality.

Figure 2[2]: Components of a Learning Institution that Promotes Gender Equity and Equality



[2]Adapted from The Collaborative for Academic, Social, and Emotional Learning (CASEL). (2003). *Safe and Sound: An Educational Leader's Guide to Evidence-based Social and Emotional Learning (SEL) Programs.* Available at www.CASEL.org.

Action on the Issues

Significant work has been done toward creating gender equality and equity in many countries. There is a history of recognition at the international level of discrimination against women. Here are some key global instruments that provide a common understanding of gender equality and reinforce the commitment to ensuring it:

- **Millennium Development Goals:** Goals developed in 1990 to be achieved by 2015. Goal 3 is "Promote gender equality and empower women."
- **Convention on the Elimination of All Forms of Discrimination Against Women:** Adopted in 1979 by the United Nations General Assembly.
- **Dakar Framework for Action for Education for All:** Adopted in 2000 to address gender-related inequalities in the education sector. Key goals are to eliminate gender disparities in primary and secondary education by 2005 and achieve gender equality by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
- **UNGASS Declaration on HIV/AIDS:** Adopted in 2001. One area it addresses is the vulnerability of girls and women to HIV and AIDS.
- **International Labour Organization Code of Practice on HIV/AIDS and the World of Work:** Adopted in 2001. Principle 3 states, "More equal gender relations and the empowerment of women are vital to successfully prevent the spread of HIV infection and enable women to cope with HIV/AIDS."
- **Convention on the Rights of the Child:** Adopted by the UN General Assembly in 1989. Addresses gender issues in the context of all children's rights, including education.

In its **Declaration on Professional Ethics**, EI supports the Convention on the Rights of the Child as those rights apply to education. EI's **EFAIDS Programme** (Education for All and HIV/AIDS Prevention in Schools) supports this by working to prevent new HIV infections among educators and learners through policy development, advocacy, learning institution-based sensitisation interventions, and codes of conduct that establish gender-safe learning institutions.

These instruments have paved the way for the development of a wide variety of initiatives by governments, the United Nations, and NGOs. Some of the areas covered are gender-based violence prevention programmes, maternal health programmes, girls' education initiatives, legal frameworks, and economic empowerment initiatives.

At the learning institution level, one of the most striking manifestations of gender inequality is gender-based violence, which may include verbal, physical, emotional, or sexual abuse or harassment by educators, other learning institution staff, or learners. School-age girls appear to be particularly at risk. According to the World Health Organisation, in some countries, up to one-third of adolescent girls say that their first sexual experience is forced. Some of those experiences are occurring in schools. In addition, violence causes as much of a burden worldwide in terms of poor health and death among women ages 15 to 44 as cancer, and more than malaria and motor vehicle accidents combined. Consequently, many of the targeted programme efforts to address gender issues in learning institutions have focused on gender-based violence and gender-safe institutions.

Because of the predominance of violence against females, until recently programmes addressing gender inequality have mainly focused on female's needs. However, since males are vulnerable too, their needs must also be considered. A gender-safe school has been defined as a school in which "both boys and girls have equal opportunity to learn and be psychologically, socially, and physically safe from threats, harassment, sexual coercion, or harm in all parts of the school"[3]. This definition can be applied to all levels of learning institutions.

This toolkit contributes to preventing gender-based violence and making learning institutions safe. It also goes further by helping educators and their unions carry out activities to create a learning institution environment that promotes healthy gender identity, equality of opportunities, and a wider range of options for all female and male learners so that they can reach their full potential.

[3]In Nan Stein, Deborah L. Tolman, Michelle V. Porche, and Renee Spencer. (2002), 'Gender Safety: A New Concept for Safer and More Equitable Schools'. *Journal of School Violence,* 1(2): 35–50.

Conducting Activities in the Priority Working Areas

This toolkit provides information to help educators and unions conduct activities in the five union priority working areas (union policy development, Research, advocacy, training, and publicity) to create a healthy, safe learning institution environment in which female and male learners have an equal opportunity to learn and to achieve their full potential, and in which female and male educators have an equal opportunity to teach to the best of their ability. Work in these five areas (which are discussed in more detail below) can lead to significant change in learning institutions regarding gender issues.

Developing union policies is important so that unions have solid, detailed principles, in writing, that they are committed to implementing, rather than just general statements or slogans. In this toolkit, union policy development focuses on developing a code of conduct for educators, which is a crucial part of maintaining a safe learning institution environment. Policies on other learning institution issues can be developed from needs indicated in the Learning Institution Audit, the main tool in the Research Working Area.

The **Research** in this toolkit is mainly focused on the Learning Institution Audit. This tool enables a learning institution to study all aspects of a learning institution environment to determine where improvements need to be made in order to eliminate gender stereotypes and promote gender equality. The results can be used to create change in the learning institution, for example, through advocacy, policy development, and training. Also included in the Research Working Area are suggestions for a few other types of information to gather and a list of steps to start taking action, using the results of the audit.

Advocacy efforts enable unions to become strong players in engaging with the learning institution and the government to make changes that contribute to the development of a healthy, safe learning institution environment for both female and male learners and educators. The results of the Learning Institution Audit will help you determine which issues are priorities for your advocacy efforts. The Advocacy Working Area contains information on how to reach your target audience with clear, strong messages that lead to action, including programme and policy development.

Training is an important means of increasing educators' and learners' awareness of gender issues, including gender equality and healthy gender identity. It can also be used to help learners and educators learn the roles they can play in creating a healthy, safe learning institution environment, from stepping in as a bystander in an unsafe interpersonal situation to becoming involved in the union's policy development and advocacy efforts.

Publicity is key in raising awareness about gender issues in learning institutions and informing the union's membership and the public about the union's work in this area. When people are informed about the issues, they provide a stronger base of support for advocacy efforts, policy development, and any other changes in the learning institutions. The Publicity Working Area provides information on publicising the union's work to create healthy, safe learning institutions.

A valuable first step in addressing gender issues in learning institutions is to develop codes of conduct or ethics for educators and learners so that a policy that sets a baseline level of safety is in place. Carrying out the Learning Institution Audit is suggested as a second step so that learning institutions can determine further action that is needed in their learning institution to promote gender equality and safety. From the Learning Institution Audit results, institutions can prioritise which issues and working areas they want to focus on next. Further policy development or advocacy may be a next step in order to create change. However, training could instead come next so that more learning institution staff and union members are encouraged to become involved in working for change. On the other hand, publicity could also be done early to inform union members about the results of the Learning Institution Audit. Research should also be done at later stages, especially for monitoring and evaluation of the work in the other four areas.

Gender issues have such a significant impact on learning that they need to be made part of the union's regular agenda and activities. Regardless of the order in which the working areas are addressed, they need to be thought of as a coherent package working toward the overall goal of creating a healthy, safe learning institution environment. For example, a campaign could be developed focusing on specific gender-related issues that emerged in the Learning Institution Audit, including policy issues. The campaign would be a single, coordinated effort comprising a number of different activities, including advocacy and publicity. Training union members about the focal issues of the campaign could be used not only to educate them about the issues but also to engage them in the campaign efforts. Integrating the five working areas as a coherent package enables unions to use all of the areas to build on each other, which strengthens the union's ability to create change.

UNION POLICY DEVELOPMENT

UNION POLICY DEVELOPMENT WORKING AREA

Key Issues in Union Policy Development

Policy is an institutional position that addresses a particular demand or issue. Each union has its own procedure for putting policy in place, which usually includes a democratic process of stakeholder input and voting, from the local to the national level. EI uses input from affiliate members to develop confederation policies. At the same time, the confederation can inform members' policies.

Written policies are ineffective if they are not implemented. Once a policy has been developed and approved, it needs to be publicised, supported, and enforced to the union membership. (See the Publicity Working Area for more information.) Planning and resource allocation are also important to ensure implementation.

Many different types of policies that address gender issues can be developed for learning institutions. Policies may be developed at the national, union, or learning institution level. There can be multiple policies on the same issue that apply to the same learning institution. A union can develop its own policy that is more comprehensive and progressive than one developed at the national or institution level. The policy can address all of the union's members, regardless of whether they are educators. Developing such a policy is a way for the union to show leadership.

This section focuses on developing a code of conduct for educators because developing such a code is a critical part of maintaining a safe learning institution environment and should be an early step in addressing gender issues. However, other policies can be developed at the learning institution and union level, especially from needs indicated in the Learning Institution Audit, the main tool in the Research Working Area. These policies might address, for example, a safe and sanitary physical environment, the learning institution's culture or ethos, teaching methods and classroom management, or counselling and psychosocial support services. Policy on curriculum and instructional materials might more likely need to be dealt with at the government level and therefore be addressed through advocacy.

Developing an Educator Code of Conduct or Ethics[4]

In 2004, at the fourth EI World Congress, EI's **Declaration on Professional Ethics** was approved. This resolution lays out general principles of professional conduct for educators and other education personnel, and touches on the issues of discrimination and abuse. This toolkit builds on EI's foundation by suggesting ways of placing more specific and explicit emphasis on gender issues, including equality, violence, and abuse, in a code of conduct for educators. It also addresses the moral obligation of the bystander in situations involving violence and abuse.

An effective code of conduct for the education sector does the following:

- Clarifies the ethics of the profession
- Provides guidelines for norms of professional conduct
- Helps create an environment where ethical behaviour is the norm
- Prevents unethical behaviour
- Helps educators appraise and reflect on their decisions

Codes of conduct in the education sector vary greatly from one country to another. In some cases, they address all personnel at learning institutions; in others, they just apply to educators. As with other union policies, codes of conduct may be developed by the government, teachers' unions, and/or learning institutions. Here again, a union can develop its own code of conduct that is more comprehensive and progressive than one developed at the national or institution level.

In developing or revising and implementing a code of conduct, it is important to involve union leadership, learning institution administrators, educators, parents, and community leaders, who can all provide valuable ideas. You can also get buy-in from them at the same time, which will help ensure their compliance with the code when it is implemented.

Many codes have separate sections focused on how educators relate to each of the following groups:

- Learners
- Colleagues
- Learning institution authorities/administration
- Teaching professionals
- Parents
- Community members

[4]A code of conduct is sometimes called a 'code of ethics'. In this toolkit, the term 'code of conduct' is used to refer to code of ethics too.

Key issues related to gender equality, violence, and abuse should be included mainly in the sections on relating to learners and to colleagues.

Below are two lists of issues to consider including in your code. If your union has a code of conduct, look at it in light of these issues, then make any changes needed to improve your code. If your union does not have a code of conduct, you can use the items below to help develop statements related to gender equality, violence, and abuse. Be sure to tailor your code to the specific issues and needs of the educators in your union and learning institutions.

Issues to consider including in your code:

- Conduct of educators in relation to both learners and colleagues (as well as other learning institution staff and parents):
  - Do not discriminate on the basis of race, national or ethnic origin, culture, religion, gender, sexual orientation, gender identity, physical characteristics, disability, marital or family status, age, or socioeconomic status.
  - Challenge stereotypes, prejudice, and discrimination, and promote equal opportunities for everyone.
  - Treat all learners and colleagues with respect and dignity, and protect their rights.
  - Do not commit any act of violence, abuse, bullying, harassment, or teasing, whether verbal, emotional, physical, or sexual.
  - Use non-violent methods to resolve conflict.
  - Address and report inappropriate, discriminatory, or abusive behaviour regardless of whether you are directly involved.

Address an unsafe and violent situation while it is occurring so that you can stop it before it escalates. In addition, it is important to report cases of inappropriate, discriminatory, or abusive behaviour regardless of whether an individual is directly involved. Although most people are bystanders in the case of violent incidents, rather than aggressors or victims, they do have a role to play. If someone knows that an incident might happen, is happening, or has happened, and that person does not try to stop the incident or report it, then that person is also guilty. The aggressor may interpret the bystander's silence as approval and support, and as a result, start or continue to carry out the aggressive behaviour. In addition, since bystanders are not engaged in the conflict, they may be able to see a wider range of options for dealing with it. Educators, in particular, have a moral obligation to help create gender-safe learning institutions.[6]

- Conduct of educators in relation to learners:
  - Help each learner develop self-esteem and reach his or her full potential.
  - Make every effort to promote the well-being of learners and protect them from anything that is harmful to their learning, health, or safety.
  - Do not intentionally expose learners to humiliation or shaming.
  - Do not use corporal punishment.
  - Do not use coercion or favours in relation to giving grades.
  - Do not solicit, encourage, or engage in any type of sexual relationship with learners.
  - Do not exploit learners or use them for private advantage. This prohibits such activities as having learners cook, clean, or do heavy labour for educators.

The code of conduct should state the procedures for reporting violations, protection for those who report violations, and penalties for each violation that complies with national policy and legislation.

After a union code of conduct is written, the following steps are crucial to ensuring that it is successfully implemented:

- Disseminate the code to all learning institutions where union members are employed.
- Publicise the code to parents and the community (see the Publicity Working Area for more information).
- Train educators about the code (see the Training Working Area for more information) and provide opportunities for discussing it.
- Enforce the code by reporting and investigating all violations, punishing the offenders, and supporting the victims.

It may also enhance a union's code of conduct to advocate to the government to develop and enforce a national code of conduct for educators or the education sector as a whole.

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[5]In Ronald G. Slaby, Renée Wilson-Brewer, and Kimberly Dash. (1994). *Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence*. Newton, MA: Education Development Center, Inc.

RESEARCH

RESEARCH WORKING AREA

Learning Institution Audit for Promoting Gender Equality

Gender issues are embedded in every part of a learning institution environment. Curricula, textbooks, and other instructional materials depict males and females in different roles and interacting in different ways. Gender bias can influence how educators are trained and how they teach and manage their classrooms. If a learning institution does not have both males and females in different roles, some learners will not have role models of their gender. Factors affecting access to a learning institution and its courses and extracurricular activities may create inequalities between female and male learners. All of these issues contribute to the atmosphere created in the learning institution, which then affects learners' self-esteem and behaviour, as well as, ultimately, their safety.

To enable all learners to reach their full potential, it is essential to examine all aspects of a learning institution environment, and determine where improvements need to be made to eliminate gender stereotypes and promote gender equality. This tool provides a comprehensive audit to examine the learning institution environment. The goal of this tool is to go beyond what formal reports indicate is supposed to be occurring and to determine the reality of what is actually happening in learning institutions on a day-to-day basis.

The questions in the boxes prompt for objective information about the learning institution environment. The analysis questions are designed to help educators and unions think about the impact of the objective findings, the barriers to creating change, and ways in which educators and unions can take action to create improvements. It may be helpful to include parents in conducting the audit, analysing the results, and developing action steps. Since gender issues are also embedded in the workings of a union, this type of audit can also be adapted for use within the union itself.

This audit needs to be tailored to each level of the learning institution for which it is used. Note that within a single level, as determined by the learning institution building, such as 'primary school', the audit may need to be tailored for differences between additional levels, such as 'lower primary school' and 'upper primary school', in specific areas, like curriculum and teaching methods.

If it seems more useful and realistic in your setting, rather than doing the whole audit at once, you can complete just the most relevant sections, start taking action on those, and do the other sections at a more opportune time.

Enrolment, Attendance, Completion Rates, and Learning Outcomes

Find out the following at each grade level:	Females	Males
• What are the enrolment rates of male and female learners?		
• What are the attendance rates of male and female learners?		
• What are the completion rates of male and female learners?		
• Where applicable, how many female and male learners choose each subject/learning area?		
• How many female and male learners complete each subject/learning area?		
• What are the pass-fail rates of male and female learners in all subjects/ learning areas?		

Analysis questions:

- What is the difference between the rates for male and female learners for each item?
- What could account for the difference?
- What can we do to decrease or eliminate the difference?

Learning Institution Access

Note: Among some institutions and researchers, 'flexible scheduling' is suggested as an option to increase girls' access to education. Flexible scheduling, in theory, allows girls to choose between work and domestic responsibilities on the one hand and education on the other. It is a non-traditional approach that promotes non-formal education, which leads to education that is secondary in quality to formal education. This audit is designed to strengthen the formal public education system to ensure a quality education for all, so flexible scheduling is not included as an option.

Find out the following:	Yes	No
• Are there methods to allow young mothers to return to a learning institution, including child care programmes?		
• Are there any programmes or scholarships specifically to encourage female learners to go to learning institutions and to make it easier for parents to send their daughters to learning institutions?		
• Are there any mechanisms or programmes that include orphans and vulnerable children?		

Analysis questions:

- Are these efforts successful in increasing equality of access to learning institutions?
- If not, what are the barriers, and what can we do to make these efforts successful?
- If there are not any methods/programmes, what are the barriers to developing methods/programmes, and what can we do to develop them?

Healthy and Safe Physical Environment

The physical environment considered part of the learning institution environment encompasses all areas of the learning institution's buildings and grounds, including empty classrooms, educators' rooms and houses, dormitory facilities, lavatories, and playgrounds. It also includes routes to and from the learning institution, bus stops and taxi stands, and woods or bushes near the learning institution. Policies regarding weapons, drugs, and gender-based violence are also included in this section of the audit.

Find out the following:	Yes	No
• Are the buildings and grounds well-maintained?		
• Are there any unsafe areas?		
• If there are areas that are not safe or well-maintained, is a plan in place to improve them?		
• Are there separate lavatories for female and male learners?		
o If yes, are they clean and free of graffiti?		
o If no, is there a plan in place to build separate lavatories and ensure that they stay clean?		
• Is there money budgeted to sustain a safe and healthy environment in the learning institution over the long term?		
• Are there any support systems in place to make learning institutions safe and healthy?		
o If yes, who provides them? Circle the all of the answers below that apply. - Government - Parents - Learners - Local authorities		
• Are there policies regarding gender-based violence?		
• Are there policies regarding drugs?		
• Are there policies regarding weapons?		

Analysis questions:

- If there are problems and no plans for improvement, what are the barriers to making changes?
- What can we do to overcome the barriers and implement changes?

Learning Institution Culture/Ethos

This area also covers the 'unwritten rules' of how to deal with other people. A challenge for all learning institutions is to make these unwritten rules explicit.

Find out the following:	Yes	Some	No
• Is a culture/ethos of respect and dignity fostered in which female and male learners are treated equally?			
• Are there policies and training programmes to help promote this culture?			
• Are both females and males included in a variety of roles in the learning institution, e.g., both women and men are teaching at all grade levels, included in decision-making, and employed as support staff?			
• Are learners grouped for activities by criteria other than gender?			
• Are the visual displays throughout the learning institution free of gender bias?			
• Are there visual displays that portray positive role models?			
• Do educators have the skills to change the culture?			

Analysis questions:

- In what ways are educators and other learning institution personnel reinforcing negative stereotypes?
- In what ways are educators and other learning institution personnel serving as positive role models?
- Are efforts to promote a culture of respect and dignity successful?
  - If not, why not?
  - What can be done to make them successful?
- If there are no ways to promote a culture of respect and dignity, what are the barriers and what can we do to overcome them?

Curricula, Textbooks, and Other Instructional Materials

Note: To answer the first four items below, examine a representative sample of materials that are used frequently in the learning institution.

Find out the following:	Yes	Some	No
• Are the curricula and materials free of gender stereotypes?			
• Do the curricula and materials promote positive roles for both female and male learners?			
• Are inclusive language and images/graphics used? (For example, do they include females and males in equal numbers and give females and males equal status?)			
• Is information included on contributions to society made by both females and males?			
• Are there any mechanisms to challenge gender biases in the curricula and materials used in learning institutions?			
• Are educators correcting gender biases in curricula and materials when they do not have the resources to buy new books?			
• Are there a curriculum and materials on gender bias and equality?			
• Are there a curriculum and materials on learning life skills that promote gender equality, including communication and relationship skills, assertiveness, cooperative and non-violent behaviour, and conflict resolution?			
• Do female and male learners have equal access to all subjects?			
• Is there career education that models and encourages equal opportunities for female and male learners?			
• Is there equitable distribution of materials to female and male learners?			

Analysis questions:

- For the items to which you have answered 'no', what might be the barriers to making changes?
- What can we do to overcome the barriers and implement changes?

Educator Training and Professional Development

Are the following topics covered?	Yes	No
• Gender-based bias		
• Gender-based discrimination		
• Gender-based forms of violence		
• How to challenge gender-based bias, discrimination, and violence		
• Role of bystanders (people who are at the scene of an unsafe interpersonal interaction but are neither the aggressor nor the victim)		
• Teaching and facilitation methods that are free from gender stereotypes and that enable educators to create gender equality in the classroom		
• Ways to teach learners about gender bias, equality, and related life skills		
• Policies and procedures that promote gender equality and how to enforce them		

Analysis questions:

- For the topics that are not covered, what might be the barriers to including them?
  - In pre-service settings?
  - In in-service settings?
- What can we do to overcome the barriers and have these topics included?
- How sensitive and open to gender issues is the environment in which educator trainings are being conducted?

Teaching Methods, Facilitation, and Classroom Management

Find out the following:	Yes	Some	No
• Is gender equality promoted by educators in the following areas?			
o Opportunities for both female and male learners to participate in activities and speak in class			
o Structuring of groups and classroom seating			
o Giving out of assignments, including academic work and classroom maintenance tasks			
o Expectations of achievement, attitudes, participation, and behaviour			
o Amount and type of attention given			
o Positive feedback given			
o Negative feedback and discipline given			
o Reinforcement of learner equality			
o Encouragement for the pursuit of further learning opportunities, e.g., courses and career education			
o Criteria for assessing learners' progress			
• Is extra attention and help given to female learners to make up for inequalities they have experienced?			
• Is extra encouragement given to female learners to pursue subjects and careers not traditionally done by females?			
• Is extra attention given to females to help them develop positive self-esteem, self-image, and self-confidence?			

Analysis questions:

- For the areas where gender equality is not being promoted, what might be the barriers?
- If female learners are not being given extra encouragement and/or attention, what might be the barriers to providing this?
- What can we do to overcome these barriers and have educators treat female and male learners equally and provide extra encouragement and attention to learners as needed?

Extracurricular Activities

Find out the following:	Yes	No
• Are there equal opportunities, resources, and recognition in all types of extracurricular activities, including:		
o Sports		
o Arts		
o Institution government		
o Cultural activities		
o Games, including indigenous games		
o Clubs		
• Are there any special programmes to encourage females to get involved in activities that have been considered mainly for males?		

Analysis questions:

- For the areas where gender equality is not being promoted, what might be the barriers?
- If there aren't any special programmes to help female learners, what might be the barriers to providing them?
- What can we do to overcome the barriers and have learning institutions implement equal opportunities for female and male learners and also special programmes for female learners as needed?

Psychosocial Support, Including Guidance and Counselling Services

Find out the following:	Yes	No
• Are counselling and psychosocial support services provided for all members of the learning institution community?		
• Are referrals to medical and legal aid services provided for victims of harassment and violence and their families?		
• Are orphans, vulnerable learners, and learners with special needs supported?		
• Do educators have the basic skills regarding how, when, and where to make referrals?		
• Does the learning institution have links or working relationships with government departments that provide community social services, such as social welfare?		

Analysis questions:

- For the services that are not being provided, what might be the barriers to implementing them?
- What can we do to overcome the barriers and have learning institutions provide these services?

Conduct

Find out the following:	Yes	No
• Are there codes of conduct for educators?		
• Are there training programmes for educators on the codes of conduct?		
• Are there codes of conduct for learners?		
• Is there training on the codes of conduct for learners?		
• Are the codes of conduct for learners and educators widely publicised?		
• Are there policies and procedures on:		
o Handling grievances		
o Involving stakeholders		
o Investigating incidents, such as teasing, bullying, harassment, and violence		
o The role of the bystander in unsafe interpersonal situations		
o Protection for people who have allegations being levelled against them		
o Protection for people who report cases		
o Resolving cases, including appropriate disciplinary action for aggressors (not physical punishment)		

(**Conduct** continued)

Analysis questions:

- If codes of conduct and related policies exist, are they enforced and effective?
- If not, what can we do to make them more effective?
- If there are no codes of conduct or related policies, what might be the barriers to developing them?
- What can we do to overcome the barriers and have learning institutions develop them?

Incidence of Violence

Find out the following:	Number
• What is the incidence of reported violence experienced by female learners?	
• What is the incidence of reported violence experienced by male learners?	

Analysis questions:

- What is the difference between how many males and females are victims?
- What could account for the difference?
- What can we do to eliminate the difference?
- What can we do to eliminate teasing, bullying, harassment, violence, and sexual abuse overall?

Involving Parents and the Community

Find out the following:	Yes	Some	No
• Is the language in all communication to parents and the community free of gender stereotypes and bias?			
• Is information provided to parents and the community on the learning institution's gender equality initiatives?			
• Are both female and male community members involved in learning institution programmes and activities in similar numbers?			
• Are parents and the community involved in the planning, promotion, and implementation of the learning institution's gender equality initiatives?			

Analysis questions:

- For the areas where communication and involvement are lacking, what might be the barriers?
- What can we do to overcome the barriers and have learning institutions make these changes?

Monitoring and Evaluation of Gender Equality in the Learning Institution

Find out the following:	Yes	No
• Is there a system for monitoring whether methods of ensuring gender equality are being carried out?		
• Is there a system through which educators and learners can confide emerging sensitive and complex issues without repercussions so that changes can be made?		
• Is gender equality incorporated into the programme evaluation process?		
• Is there a system for evaluating the extent to which gender equality has been achieved in the learning institution?		
• Are educator trade unions involved in monitoring and evaluation?		

Analysis questions:

- If these systems exist, are they effective?
- If not, what can we do to make them more effective?
- For the systems that do not exist, what might be the barriers to implementing them?
- What can we do to overcome the barriers and have learning institutions implement these systems?

Additional Areas to Explore

The following are further areas to include in your Research:

- ***Find existing materials about gender-related issues in learning institutions*** to help in policy development, advocacy, training, and publicity. Consider starting with the materials in the Resource Materials section at the end of this toolkit.
- ***Find out about ongoing and one-time initiatives, activities, and events*** related to gender issues in learning institutions that are taking place in your local area, region, and country. This information can be useful to your union members who want to attend events and for the union to connect with events to promote its publicity and advocacy efforts.
- ***Look for funding sources*** to help you provide support for union and learning institution programmes that address gender issues.
- ***Do monitoring and evaluation*** to ensure that your efforts to address gender issues in the union and learning institutions are actually being carried out as intended and are having an impact. For areas to monitor and evaluate in learning institutions, refer to the Learning Institution Audit.

Taking Action to Implement Audit Results

Once you have gathered the information for the audit, review the results with other educators and perhaps parents. Discuss the analysis questions and interpret the results to determine any connections between the different issues.

Next, discuss the following:

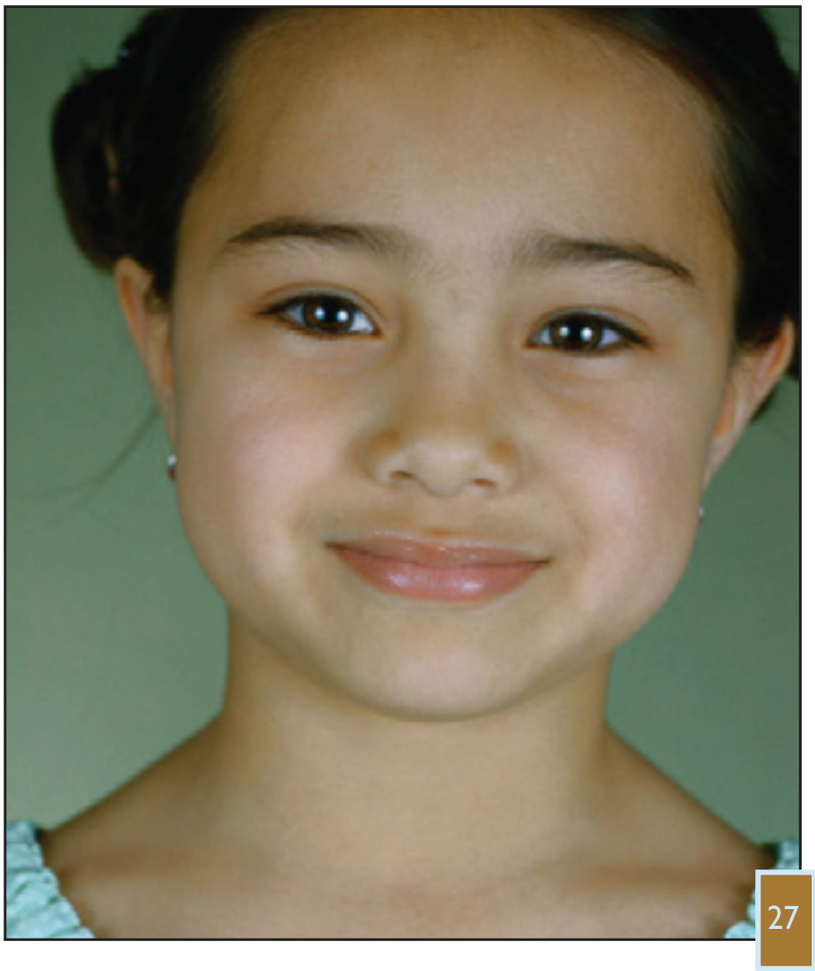
- What can you and a few educators do on your own to address some of the issues identified in the audit?
- What can be done to create change at the learning institution level, e.g., advocating to learning institution administrators?
- What can be done at the local and national government levels?

Your next step is to prioritise the issues that you want to address:

- Which ones are the most important to take action on?
- How can they be addressed? (For example, do you want to improve the curricula and instructional materials by removing all negative gender stereotypes and adding positive language and images? Do you want to develop codes of conduct for educators and learners?)
- What issues can you realistically address at the same time?
- How can you organise educators in your learning institution to start taking action right away?

If you plan to develop any policies or codes of conduct or to conduct advocacy, training, or publicity efforts, see the working areas of the toolkit on these strategies for more information.

ADVOCACY



ADVOCACY WORKING AREA

The Importance of Advocacy

Through advocacy, union members can get actively involved in creating change related to equality and safety in learning institutions. Advocating for government policy change (sometimes referred to as 'lobbying') is when the union engages with the government. Advocacy can also take the form of conveying messages to learning institutions and the general public, thus linking this type of advocacy with publicity. Advocacy is a continual process in which you use feedback from your target audiences to build your advocacy efforts.

It is most useful for teachers' unions to develop their advocacy efforts based on the highest priority issues uncovered in the Learning Institution Audit (located in the Research Working Area of this toolkit). The Learning Institution Audit addresses such issues as learning institution access, learning outcomes, learning institution physical environment, learning institution culture, curricula and instructional materials, educator training, teaching methods and classroom management, extracurricular activities, counselling and psychosocial support services, conduct, and involvement of parents and the community.

Audiences and Partners

Once you have determined the issues uncovered in the audit that you want to take action on and what changes you want to make, you need to figure out whom to engage to make these changes. For advocacy on gender-related issues in learning institutions, the target audiences are most likely to be administrators of learning institutions, local and national governments, and other organisations working on gender-related issues. Your next step is to become familiar with the specific interests, needs, motivations, beliefs, and attitudes of each of your target audiences. For example, governments are interested in what will work best for their constituents while keeping themselves in the best political light. Unions are interested in the needs of their members. Learning institutions are focused on the needs of their learners and educators.

You also need to consider who you will work with in advocating to these different audiences. In addition to organising educators in your learning institution, it is important to work within the teachers' union, get the support of its leadership, and form coalitions with other union departments. Your advocacy can also be more effective if you engage in partnerships and coalition building with other groups and organisations that are working on gender issues, especially in the education sector. The more groups and organisations you can get to support your issues, the more resources you will have and the more powerful your position will be. However, be sure to maintain your own agenda when working with other organisations.

Creating a Clear Message

To successfully reach your audience, you need to create a clear message that targets their concerns, needs, interests, beliefs, values, and motivations. Your message will be effective if you can answer two key questions:

- What difference does your issue make to the person or people you are addressing?
- Why should they care?

Below are some tips for making your message accessible and meaningful to your audience:

- Clarify the issue. Convey the problem you are addressing in the context of gender inequalities and the need for a healthy learning institution environment, the change you want, why the change is important, and who will benefit from it.
- Stay focused on key points. If your message is too complex, your audience will get confused and tune it out.
- Make your message immediate and persuasive. Convey a level of urgency that the audience can identify with. Support your case with facts as well as the consequences of not taking action. For example, provide the number of cases of gender-based violence in your learning institution and the harm this violence causes to learners.
- Be compelling. Balance facts with stories that show the human side of the issue. Use specific examples from the experiences of learners and educators in your learning institution.

- Use vivid language and images your audience will be able to picture easily.
- Avoid jargon and complex data. Break down necessary data into terms that are easier for your audience to grasp.
- Focus on the audience's interests that relate to your issue. Begin with what your audience knows and believes, and then build on these points and show how a change can create a win-win situation for everyone.
- Be prepared to address negative gender stereotypes your audience may believe and why they are harmful.
- Include at least two or three clear statements that begin with, 'I need you to . . .' These statements will give the audience clear direction on how they can act on behalf of your cause.

Message Triangle[6]

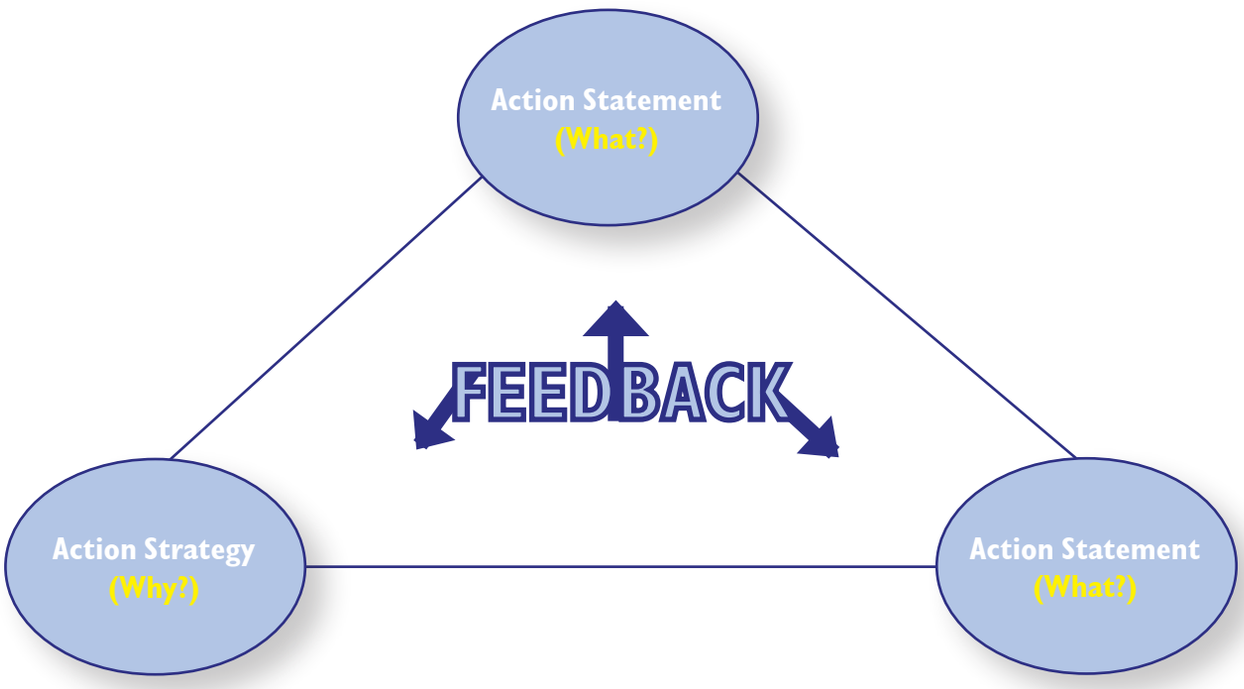
Advocacy messages are most effective if they contain no more than three points. These points should address the what, why, and how of your message. They can be visualised as a 'message triangle':

- **Action Statement:** What action do you want to take to increase gender equality and safety in the learning institution? The action statement should be specific and focused and deal with just one action at a time. Use a separate triangle for each issue.
- **Action Strategy:** Why are you suggesting that this action be taken? List the compelling reasons in a way that the audience can easily understand.
- **Call to Action:** How can your audience solve the problem you have outlined? What steps do you want your audience to take to address it? Provide very focused and realistic steps.

Write concise yet specific answers for each of these questions as they relate to the issue you are advocating for.

Below are two examples of messages that were created using the message triangle to address gender equality and safety in learning institutions.

Figure 3



Example 1: Advocating at the Learning Institution Level for Enforcement of Educator and Learner Codes of Conduct

Codes of conduct are developed by educators, administrators, learners, and local or national governments. However, in order for codes of conduct to have impact, they have to be enforced at the learning institution level. Therefore, advocacy efforts should be directed toward learning institution administrators and maybe local government.

[6]Adapted from Cheryl Vince Whitman, Advocating for School Health: Presenting an Effective Case to Decision-Makers, a workshop presented at the Mega Country Meeting: School Health Component, at IUHPE, Paris, France, 15 July, 2001.

Action Statement (What?)

We need to enforce the educator and learner codes of conduct.

Action Strategy (Why?)

- Educator and learner codes of conduct need to be enforced in order for them to be effective.
- Effective enforcement helps to maintain a safe environment in the learning institution.
- If the institution's environment is not safe, some learners will not attend classes, and the learning and interaction of the learners who do attend will be hindered.

Call to Action (How?)

- Provide publicity and training to educators and learners on the codes of conduct, including emphasising the benefits of following the codes of conduct, the consequences (disciplinary action) of not following them, and the role of bystanders.
- Develop a policy to protect those who report cases of code violations.
- When educators and learners do not comply with the codes of conduct, investigate the cases thoroughly and carry out the appropriate disciplinary action.

Example 2: Advocating to the Government for Changes in Curricula and Instructional Materials

In many countries, changes in curricula and instructional materials are made by the national government and, in some cases, the local government.

Action Statement (What?)

We need to change the learning institution curricula and instructional materials so that they are free of gender stereotypes and provide positive role models for both female and male learners.

Action Strategy (Why?)

- Learning institutions are one of the main places where children learn gender roles and stereotypes.
- Current curricula and instructional materials portray gender stereotypes that limit learners' views of who they can become, and do not provide positive role models.
- To reach their full potential, learners need positive role models and to be given the freedom to fill roles that work for them as individuals.

Call to Action (How?)

- Examine the currently used curricula and instructional materials for gender stereotypes and positive role models.
- Review other curricula and materials that are free of gender stereotypes and include positive role models.
- Make changes in the existing curricula and materials and/or develop new ones.
- Provide training to educators on how to use the revised or new curricula and materials.

TRAINING

TRAINING WORKING AREA

Key Training Information

Training is an important means of increasing educators' awareness about gender issues. It can also be used to help them learn the roles they can play in creating a healthy, safe, gender-sensitive school environment. It is most useful to conduct the Learning Institution Audit (see the Research Working Area) before conducting trainings so that you can best determine what the training needs are for your situation.

This section contains two training activities that are relevant for all education personnel, including educators, learning institution administrators, and support staff: Awareness of Gender Issues, and The Role of Bystanders in Unsafe Interpersonal Situations. The activities can be done independently or as part of a day-long training.

Training on Awareness of Gender Issues

Trainers: Union leaders and educators

Learning Objectives:

- To increase awareness of gender issues and roles, including gender equality and healthy gender identity, and help individuals clarify their own views
- To get individuals thinking critically and assessing social influences, attitudes, and beliefs about gender roles and how these affect them and their relationships with males and females, and to help them see that gender roles and stereotypes are socially constructed and therefore can be changed
- To help individuals see ways that they can take action from what they have learned and make a difference in:
  - How they treat other individuals
  - Creating a healthy, safe learning institution environment, including becoming involved in the union's policy development and advocacy efforts
  - Enhancing human rights and values within the education environment

Methods: Brainstorming, discussion, small group work

Materials:

- Two flipcharts
- Markers
- Learning Institution Audit

Time: 1½ hours

Welcome, Introductions, and Definitions (10 minutes)

Tell participants: "In this training we are going to explore gender stereotypes and the effects they have on us and our relationships with others. We will also think about what we can do in our learning institutions to create change so that learners are not limited by gender stereotypes and can reach their full potential."

Define a few concepts that are key for this topic:

- **Gender** refers to the roles, relationships, attitudes, values, behaviours, power, and influence that society assigns to males and females. This is different from the term 'sex', which refers to the biological characteristics that distinguish between males and females. As children and adolescents develop, they learn the roles that are appropriate for men and women in their culture. These **gender roles** profoundly affect how males and females act and relate to one another. Learning institutions play an important part in teaching, modelling, and reinforcing gender roles.

- **Gender identity** involves what it means to be a man or a woman in a particular context. The process of developing a gender identity begins as early as age 2. This process includes learning the roles, behaviours, and activities that are appropriate for men and women, understanding the social and economic value given to what men and women do, and choosing which roles the individual wants to take as his or her own. The roles that people take affect how they think, feel, act, and see themselves and their abilities. These gender roles also determine the opportunities available to them.
- A **stereotype** is a rigid generalisation about a group of people or type of event that leads to judgements that may or may not be accurate or appropriate. **Gender stereotypes** are generalisations about how males and females should act, think, feel, and interact with one another.
- **Patriarchy** is a type of society that is governed by men and in which males are dominant over females. Patriarchal societies tend to have rigid gender roles that can lead to harmful consequences for females.
- **Division of labour** in most societies tends to be based on stereotyped roles. For example, in many learning institutions, men hold the highest positions, and women are more likely to be support staff. This type of division does not provide role models that encourage females to seek higher-level positions.
- **Religion and culture** have clear views on the roles and responsibilities of men and women and significantly affect people's way of life. Different religions and cultures have different views on a number of areas that affect relationships between men and women, including power and dominance, sexuality, morality, and homophobia.

Activity: Exposing Gender Stereotypes (10 minutes)

At the top of one flip chart, write 'Act Like a Man' and draw a simple picture of a man. At the top of another flip chart, write 'Act Like a Lady' and draw a simple picture of a woman.
Ask participants: "What does it mean to act like a man? What words or expectations do you think of?" Write their responses on the flipchart below the figure of the man.

Next, ask: "What does it mean to act like a lady? What words or expectations do you think of?" Write the responses on the flipchart below the figure of the woman.

Note: Alternative wording for the questions could be: "What characteristics and behaviours does society expect from men? What characteristics and behaviours does society expect from women?"

Discussion (20 minutes)

Explain that what the participants have listed are the characteristics, behaviours, and roles that males and females are expected to learn and follow as they grow up in our culture.

Ask participants the following questions:

- Where did we learn these gender roles?
- Who teaches us these stereotypes (e.g., parents, educators, siblings, friends)?
- Which types of sports, entertainment (e.g., TV, movies, magazines), and advertising teach us these stereotypes?

Discuss their responses.

Next, ask these questions:

- How do these stereotyped gender roles contribute to unequal treatment of women and men?
- What happens if we do not fit in or act according to our expected gender role?
- What names or put-downs are males and females called if they do not fit the stereotypes?
- How does not fitting in and being called these names affect how we feel about ourselves? How does it influence how we act?

Discuss their responses. If participants do not say this themselves, mention that people who do not fit in usually feel bad about themselves and try to conform more to the stereotypes. Some individuals may overreact, which can lead to harmful behaviour. For example, males may act more dominant and hurt females who are trying to act more submissive.

Explanation (10 minutes)

Tell participants the following:

- There are many possibilities for how individuals can live as males and females, even though the predominant male and female gender roles in a culture are often limited. Because gender roles are constructed by society and learned as children grow, they can be changed. They can change according to circumstances and over time and can be affected by age, race, ethnic background, religion, class, education, and the geographic, economic, and political environment.
- Stereotyped roles are destructive because they contribute to the unequal treatment of women and men and take away our personal choices to determine our own interests, what we want to do, and how we want to live our lives. As a result, we cannot reach our full potential. In addition, in most cultures inequalities in power based on prevailing gender roles contribute to and exacerbate inequalities in education and income, which leads to increased violence and risk of contracting HIV.
- Keep in mind, however, that there is nothing wrong with males acting in the more typically male ways and females acting in more typically female ways, as long as they can make their own decisions about how they act, do not have to fit rigid roles, and do not hurt others by how they act.

Discussion: How Gender Issues Affect the Learning Institution Environment (10 minutes)

Tell participants that they will now look closely at the learning institution environment and explore what makes a healthy learning institution environment, how gender issues affect the learning institution environment, and the impact that educators can have. Emphasise that educators and the community have the power to make changes in their learning institutions.

Ask participants:

- What do you think is a healthy learning institution environment in relation to gender issues?
- Why do you think it is important to create such an environment?
- How can educators help to create such an environment?

Discuss their responses.

Activity: Learning Institution Audit (30 minutes)

Conduct this activity based on whether the Learning Institution Audit has been carried out in the participants' learning institutions.

If the Learning Institution Audit Has Not Been Carried Out

- Divide participants into small groups of about 4–5 people each.
- Give each group one section of the audit. Ask them to discuss the questions in their section for 10 minutes. Ask: "How would you collect the information in the boxes, and what do you think the results might be?" Ask them to also discuss the analysis questions.
- Reconvene the large group, and have the small groups share key points from their discussions.

If the Learning Institution Audit Has Been Completed

- Divide participants into small groups of about 4–5 people each.
- Give each group the results from two sections of the audit to discuss for 10 minutes. Have them think about how they (and other learning institution staff) could get involved in helping to make changes based on these results.
- Reconvene the large group, and have the small groups share key points from their discussions.

Conclusion (5 minutes)

How you conclude the training will depend on where the learning institution is in regard to the Learning Institution Audit:

- If the learning institution has not carried out the audit but will soon, conclude by getting the participants excited about the audit and engaging them in cooperating or helping with the audit in any way possible.
- If the learning institution has not carried out the audit and has no plans to, engage the participants in discussing how they can advocate to their learning institution administrators and local government to carry out the audit.
- If the learning institution has completed the audit, engage the participants in how they can help advocate for and make the changes suggested by the audit.

Overall, emphasise that educators have a role to play in how their learning institution deals with gender-related issues and in helping to create a healthy and safe learning institution environment where all learners can reach their full potential.

Training on the Role of Bystanders in Unsafe Interpersonal Situations

Trainers: Union leaders and educators

Learning Objectives:

- To increase understanding of the different types of interpersonal violence, the relationship of this violence to gender issues, and the role that bystanders can play in unsafe interpersonal situations
- To give participants a chance to think about and discuss how they might react as a bystander in unsafe interpersonal situations
- To practise stepping in as a bystander in an unsafe interpersonal situation

Methods: Brainstorming, small group discussion, role play

Materials:

- Flipchart
- Marker
- Four different situations and responses on separate sheets of paper

Time: 1½–2 hours

Welcome, Introductions, and Definitions (10 minutes)

Tell participants: "In this training, we are going to explore the kinds of roles that all of us play in situations where safety is at risk due to interactions between other individuals. We all have a role in the escalation or de-escalation of these situations."

Define a few concepts that are key for this topic:

- **Gender** refers to the roles, relationships, attitudes, values, behaviours, power, and influence that society ascribes to males and females. This is different from the term 'sex', which refers to the biological characteristics that differentiate between males and females. Gender exists on a continuum with many possibilities, even though the predominant male and female gender roles in a culture are often limited in scope. Because 'gender' is socially constructed and an identity that is learned, it varies within and across cultures and can be changed in the culture and in the individual. Gender roles can change according to circumstances and over time and can be affected by age, race, ethnic background, religion, class, education, and the geographic, economic, and political environment.

- **Gender-based violence** is violence that involves males and females, but most often women are the victims due to the prevailing subordinate status of women in most cultures. This violence includes but is not limited to verbal, emotional, physical, and sexual violence. It often evolves from the unequal gender roles and distribution of power between males and females.
- An **aggressor** is a person doing harm to someone else.
- A **victim** is a person being hurt.
- **Bystanders** are the people who are at the scene of an unsafe interpersonal interaction but are neither the aggressor nor the victim. Nevertheless, they have a role to play in the situation.

Brainstorm (5 minutes)

In the large group, have participants brainstorm all the types of unsafe situations that involve interactions between two or more people and the types of people they can occur between. Write their responses on a flipchart so that everyone can see them.

Make sure that participants mention the following types of behaviours: verbal, emotional, and physical harassment; teasing; bullying; violence; and sexual abuse. Make sure that they also include unsafe interactions between the following people: learners, educators, and other learning institution staff; boyfriends; and girlfriends; and family members.

Situations and Questions for Discussion (25 minutes)

Divide participants into four small groups. Tell them that each group will discuss a different unsafe interpersonal situation and a response to it from a bystander. Give each group a situation and response on a sheet of paper. Allow 10 minutes for the discussion.

Group 1

Statement: If I found out that a colleague was having sexual relations with a student, I would say:

Response: *"That kind of thing happens, and there is nothing I can do."*

Discussion questions:

1. What does this statement mean to you?
2. If you believe this as a bystander, how might your belief affect the behaviour of the *abusing colleague*?
3. If you believe this as a bystander, how might your belief affect the behaviour of the *abused learner*?

Group 2

Statement: If I saw a male colleague making unwanted advances to a female colleague, I would say:

Response: *"That is not right, but it is not my business to interfere."*

Discussion questions:

1. What does this statement mean to you?
2. If you believe this as a bystander, how might your belief affect the behaviour of the *harassing colleague*?
3. If you believe this as a bystander, how might your belief affect the behaviour of the *harassed colleague*?

Group 3

Statement: If I saw a female colleague harassing a male colleague because he is still a virgin, I would say:

Response: *"That is not right, and I am going to do something about it."*

Discussion questions:

1. What does this statement mean to you?
2. If you believe this as a bystander, how might your belief affect the behaviour of the *harassing colleague*?
3. If you believe this as a bystander, how might your belief affect the behaviour of the *harassed colleague*?
4. What are some things you could do?

Group 4

Statement: If I saw someone hitting his or her boyfriend or girlfriend, I would say:

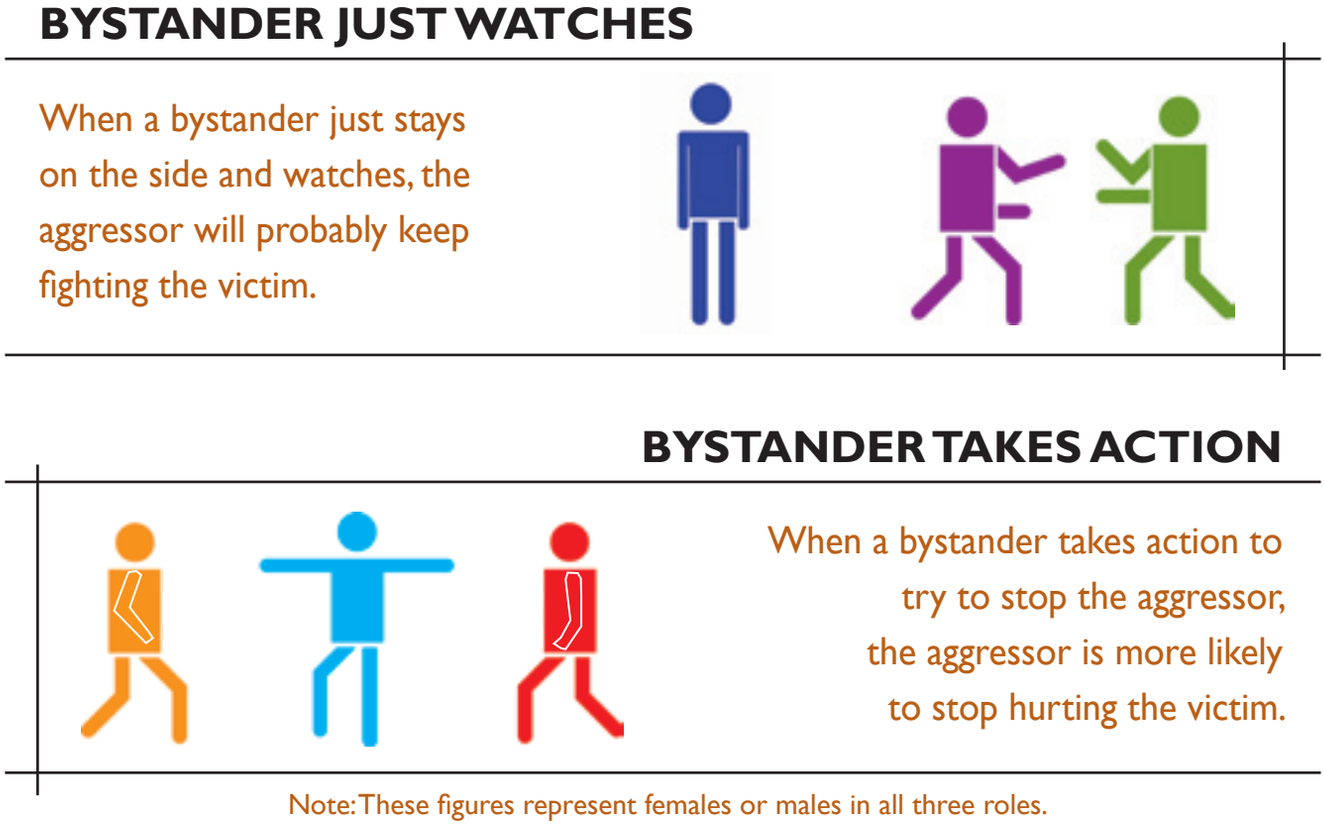
Response: *"That is not right, and I am going to do something about it."*

Discussion questions:

1. What does this statement mean to you?
2. If you believe this as a bystander, how might your belief affect the behaviour of the *assaulting colleague*?
3. If you believe this as a bystander, how might your belief affect the behaviour of the *assaulted colleague*?
4. What are some things you could do?

Reconvene the large group and debrief the small group discussions for about 10 minutes. Remind participants that each group discussed a different situation but that in each case they addressed it from the point of view of the bystander. Bystanders frequently outnumber aggressors and victims, and they do not have to be passive. When bystanders do nothing, they may contribute to the problem, since the aggressors may interpret lack of action as approval. Environmental change can occur by empowering bystanders to take action.

Figure 4:



Note: These figures represent females or males in all three roles.

Suggestions for Intervening as a Bystander[7] (5 minutes)

Tell participants: "When bystanders intervene, they need to consider two important things: (1) their own safety and (2) how to help diffuse the violence rather than contribute to escalating it. If there are more bystanders than aggressors, the bystanders can use the power of the presence of the others to intervene without violence."

[7] In Ronald G. Slaby, Renée Wilson-Brewer, and Kimberly Dash. (1994). *Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence*. Newton, MA: Education Development Center, Inc.

Read the following **steps in intervening:**

- Stay calm.
- State your position clearly and calmly.
- Listen to and understand the points of view of the victim and the aggressor.
- Define the problem in a way that will prevent or stop a fight and diffuse the tension.
- Communicate positive messages.
- Consider using humour to reduce the tension.
- Identify the problems and possible solutions with the victim and the aggressor.
- Propose alternatives and work out a compromise.

Tell participants: "When intervening, pay attention to everyone's body gestures, facial expressions, tone of voice, and the words they use, including your own, in order to reduce the tension."

Role Play (45–50 minutes)

Have participants stay in their small groups, and ask each group to **prepare a 5-minute role play** that depicts the situation they just discussed, using the same statement and bystander response. In each role play, there should be at least one aggressor, one victim, and two bystanders. Give the groups about 10 minutes to prepare their role plays.

Ask each group to **perform its role play**, starting with Group 1 and concluding with Group 4. (Allow 20–25 minutes total for the role plays.)

For the remaining 15 minutes, have a **large group discussion** in which participants compare the four types of situations and the different types of responses. For the situations where the bystanders intervened, consider the following questions:

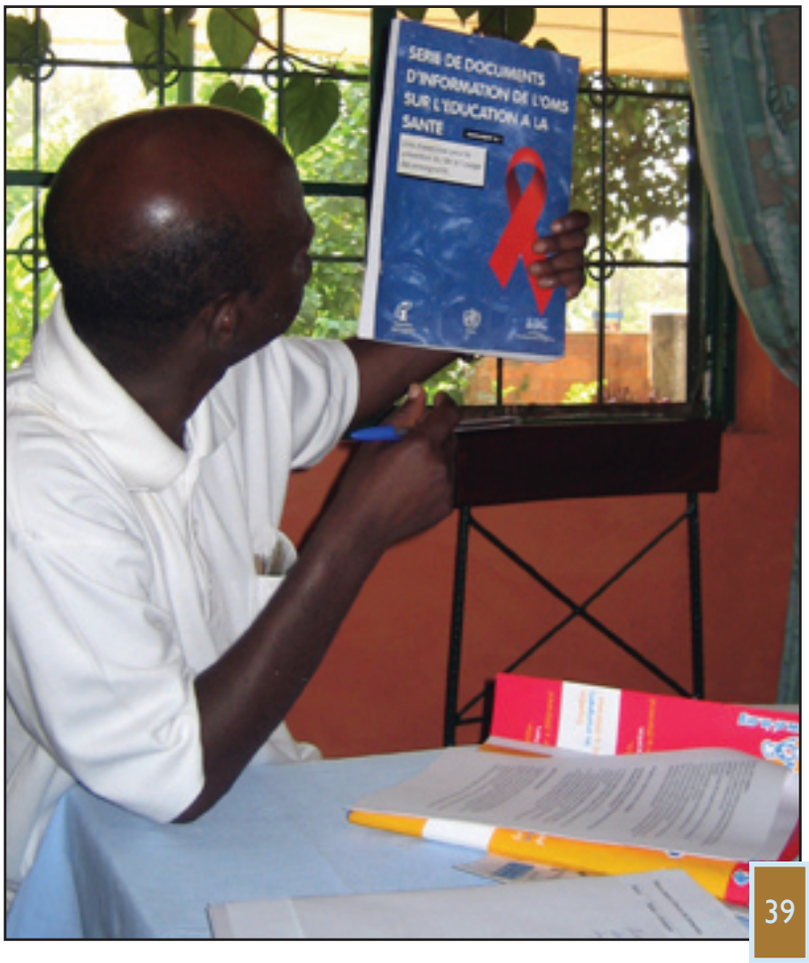
- What do you think about the way the characters handled the problem?
- Do you think they resolved the problem?
- Are there any additional ways the bystanders could have taken action?
- What should the bystanders do differently next time?

Conclusion (10 minutes)

Emphasise the important role of the bystander in preventing violence and other unsafe behaviours. Tell participants that everyone in a learning institution (learners, educators, and other learning institution staff) needs to be empowered to take action when they are in the role of bystander. This can include providing trainings for educators and learners, as well as developing policies and codes of conduct for educators and learners, including ones that support bystanders to take action, such as providing a system of anonymous reporting.

Finally, pose the following question for brief discussion: "What are some specific things we can do in our learning institutions to encourage bystanders to intervene?"

PUBLICITY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PUBLICITY WORKING AREA

Key Elements of Publicity Campaigns

Publicity is an important element in raising awareness and changing people's attitudes, beliefs, and behaviour. It is also a valuable way of letting everyone in the learning institution and the general public know about the educators' and union's gathering of information on the learning institution environment, development of codes of conduct and other policies, advocacy efforts, and trainings. Publicity messages need to be conveyed clearly and frequently to have a significant impact. Since images are as important as words, gender equality needs to be shown by including both females and males in pictures and as spokespersons. Developing a publicity campaign that is a single coordinated effort involving multiple methods can increase its effectiveness.

Methods

- Ensure that all forms of communication are free of gender stereotypes and promote equal opportunities for positive relationships between males and females. Revise any existing publicity materials to meet these standards.
- Evenly divide the role of union spokesperson at public events, and pictures in publications, between females and males.
- Create new publicity materials and events to publicise the work being done by the union and learning institutions related to gender issues.
- Where practical, use local language in publicity materials, particularly in posters and flyers.

Types of Content

- Concepts of gender stereotyping, bias, discrimination, equality, and equity
- The importance of creating a safe, healthy, and positive learning environment
- A statement from union leadership on the importance of addressing gender issues, gender equality, and a safe and healthy learning institution environment
- The union's code of conduct
- The important role played by bystanders
- Union policies related to gender issues
- Results of the Learning Institution Audit
- Union advocacy efforts that address gender issues
- New programmes that address the needs of female learners and equal opportunities for female and male learners
- How individual union members can get involved and work together

Key Slogans/Messages

'Educators and learners for gender equality.'

'Educators and learners for gender-safe learning institutions.'

'You can help stop gender violence!'

'Join the campaign for gender-safe learning institutions!'

'Join the campaign for gender equality!'

'We all have equal rights.'

'STOP gender violence NOW!'

Audiences

There are two main audiences: (1) educators, learners, administrators, and support staff inside the learning institution, and (2) the government, parents, and the wider community outside the learning institution.

Types of Publicity

For the learning institution environment:

- Posters or flyers throughout the learning institution and union offices
- Handouts or pamphlets put in educators' mail boxes and available throughout the learning institution (library, cafeteria, sports room, guidance counsellors' office) and union offices
- Notices inserted into pay slips
- Articles in the union newspaper or newsletter
- Learning institution circulars
- Calendars
- Banners

For the community outside the learning institution:

- Radio and television spots and call-in programmes
- Newspaper articles and open letters
- Billboard messages
- Notice boards in churches
- Speakers and theatre performances at events
- Pins, pens, pencils, key chains, mugs, T-shirts, caps

Types of Events

- International Women's Day on 8 March
- World AIDS Day on 1 December
- World Teachers' Day on 5 October
- Global Action Week in April
- Workers' Memorial Day candlelight vigils on 28 April
- Worker's Day on May Day, 1 May
- Human Rights Day
- Independence Day
- All national holidays
- Budget speech on education
- Union annual general meetings
- Carnivals
- Cultural events
- Sporting events
- Learning institution clubs
- Weekend learning institution events
- Seminars, debates, symposia, conferences, workshops, plays, or theatre
- Candlelight memorials

Consider holding your own week-long campaign such as, Sexual Assault Awareness Week or Gender Equality Week, once a year to send a message to learners about administrative support for rape prevention or gender equality. A variety of activities could be staged to get learners involved.

Action Plan Outline for Publicity

Use the chart below to think through and lay out an action plan for your union's publicity activities to promote awareness of gender issues and the importance of gender equality. Coordinating the various activities into a focused campaign can increase the effectiveness of your publicity efforts. For each event you want to conduct, fill in the name and date of the event, the audience it will reach, the type(s) of publicity to be used, the key issues to be addressed, the messengers (people who create and convey the messages), and the key slogans/messages you want to convey. The first entry is an example to help you get started.

Event and Date	Audience	Types of Publicity	Key Issues to Be Addressed	Messengers	Key Slogans/Messages
World Teachers' Day, 5 October	General public, union members, learning institution personnel	Posters, pamphlets, pins, speakers, radio spots	Equal opportunities for females and males in general and specifically in learning institutions for learners and employees	Union leadership, educators, administrators	'Join the campaign for gender equality!' 'Educators for gender equality'

Note that distributing publicity materials can be an ongoing process as well as focused on specific events. For example, you may have a radio spot that is aired twice a week for six months, and pamphlets that are always available in educator staff rooms.

RESOURCE MATERIALS

RESOURCE MATERIALS

Key Materials Used in Developing This Toolkit

ActionAid International. (2006). *The Impact of Girls' Education on HIV and Sexual Behaviour, Girl Power, Education and HIV Series 01*. Available at http://www.actionaid.org

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Key Global Instruments That Provide Common Understanding and Commitment to Ensuring Gender Equality

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BUILDING A GENDER FRIENDLY SCHOOL ENVIRONMENT: A TOOLKIT FOR EDUCATORS AND THEIR UNIONS