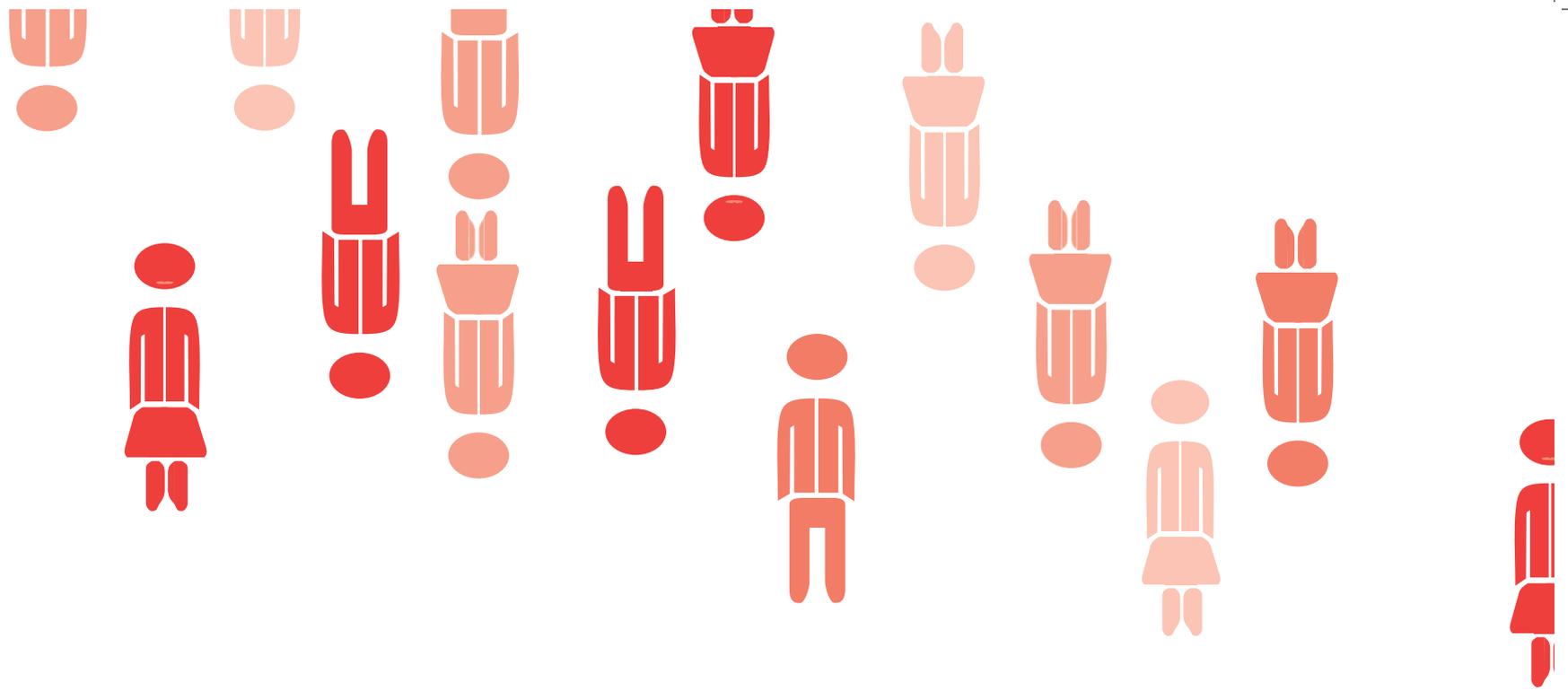
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GUIDELINES

on

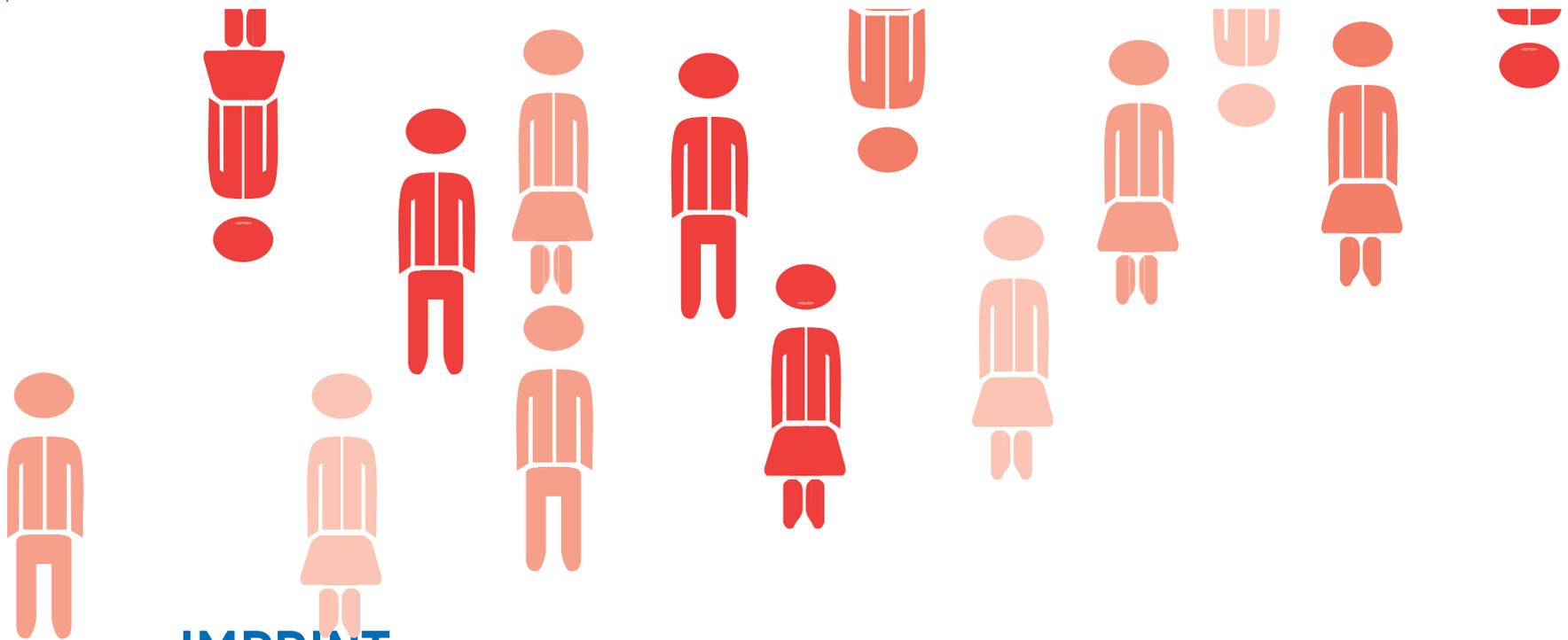
GENDER FAIR CURRICULUM DEVELOPMENT



GUIDELINES

on

GENDER FAIR CURRICULUM DEVELOPMENT



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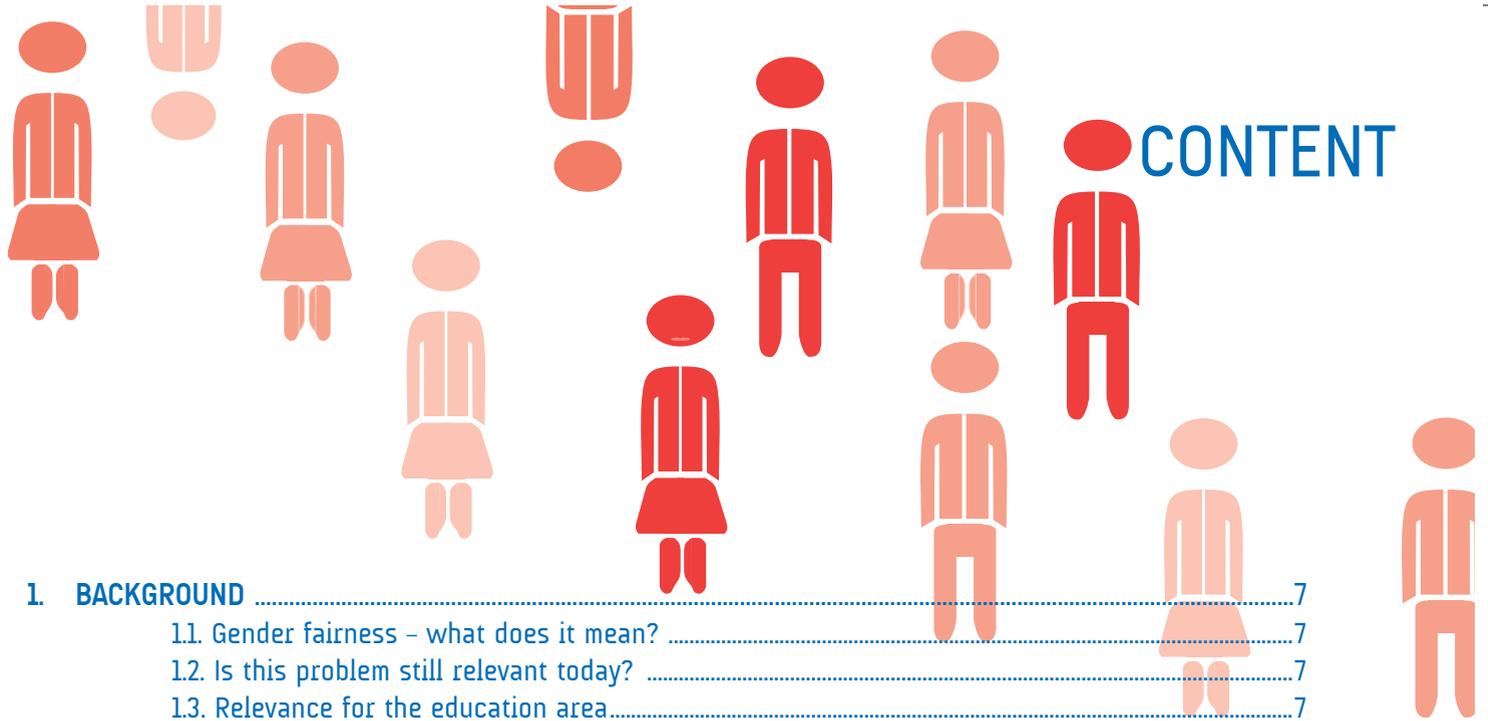
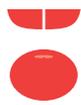
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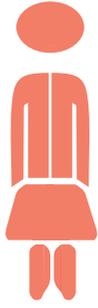
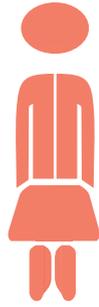
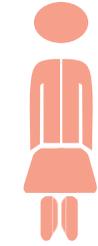
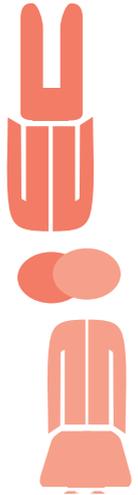
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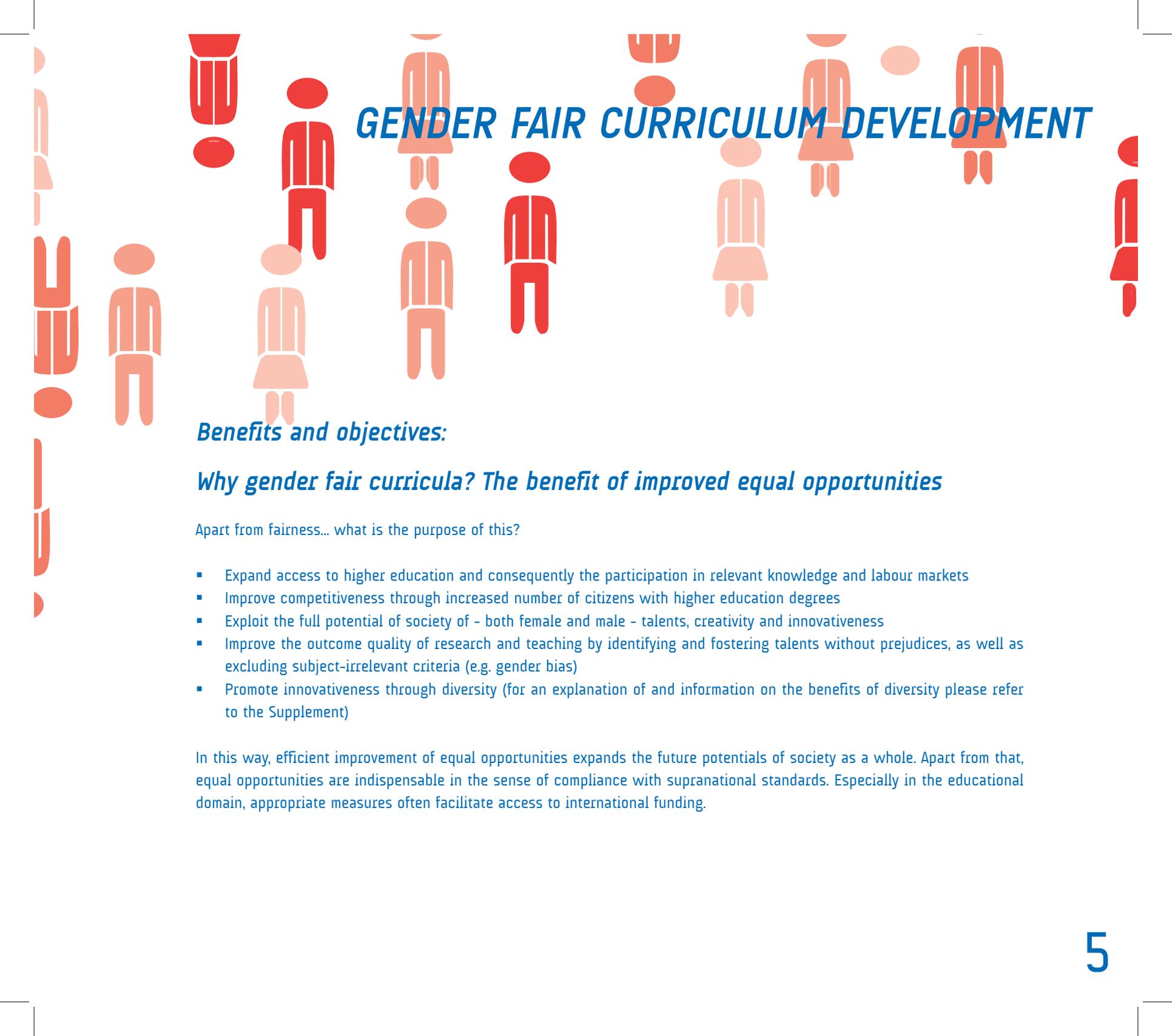
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GENDER FAIR CURRICULUM DEVELOPMENT

Benefits and objectives:

Why gender fair curricula? The benefit of improved equal opportunities

Apart from fairness... what is the purpose of this?

- Expand access to higher education and consequently the participation in relevant knowledge and labour markets
- Improve competitiveness through increased number of citizens with higher education degrees
- Exploit the full potential of society of - both female and male - talents, creativity and innovativeness
- Improve the outcome quality of research and teaching by identifying and fostering talents without prejudices, as well as excluding subject-irrelevant criteria (e.g. gender bias)
- Promote innovativeness through diversity (for an explanation of and information on the benefits of diversity please refer to the Supplement)

In this way, efficient improvement of equal opportunities expands the future potentials of society as a whole. Apart from that, equal opportunities are indispensable in the sense of compliance with supranational standards. Especially in the educational domain, appropriate measures often facilitate access to international funding.

The situation to be prevented:

Curricula hold the potential to enhance the inequality of opportunities existing in society, to address one gender more strongly than the other, to generate unequal success opportunities, and even to strengthen the already existing gender role stereotypes.

How to prevent it?

By minimising the obstacles in curricula caused by gender (see the enclosed Glossary) as a social mechanism of action:

- By ensuring that the needs of students – women and men alike – are addressed at all levels of curriculum development
- By ensuring that all students – women and men alike – can equally benefit from the curriculum content
- By offering learning contents that are gender-sensitive in a science-based manner, wherever relevant.

Only with a proper, background knowledge-based perspective can relevant aspects for gender fairness be identified.

The structure of the Guidelines

In the chapters that follow, a diagnosis tool that is aimed at taking a gender-sensitive approach will be developed. Thereafter, the use of this tool will be tested by relying on the basic components of curriculum development, and then a catalogue of aspects relevant for many disciplines will be presented. Using the diagnosis tool, this catalogue can easily be further developed to live up to particularities that are subject-specific, cultural-regional or related to the education system.

To enable a compact presentation, the focus is put on the aspects relevant for the practical part of work in the curriculum development process.

1. BACKGROUND

1.1. Gender fairness – what does it mean?

When it comes to standards and, to a large extent, the social consensus, it is regarded as a fact: no one can be segregated, discriminated or disadvantaged on grounds of his or her gender, or his or her ethnic background, religion (...). And yet discrimination and segregation are often observed in the real life. It is not primarily the deliberate or intentional segregations (“we do not employ women”) that are relevant here. Often, conditions and mechanisms that decrease equal opportunities, without anybody’s particular intention, exist and cause unequal allocation of resources, development and contribution opportunities to women and men. They are often caused by different starting positions of the affected persons on the one hand, and/or by more or less subtle impacts of gender stereotypes, on the other hand.

It is the purpose of these Guidelines to encourage a way of thinking that helps identify such mechanisms and restrict their effects. The Guidelines are about thinking of framework conditions, taking account of different starting positions and identifying the mechanisms that lead to unsubstantiated segregations.

1.2. Is this problem still relevant today?

The last 100 years have seen a strong **equalisation** in terms of rights and duties of the two genders. Women’s rights (right to vote, right to own property, equality-legislation), access to education, labour participation have quickly matched those of men. Also, in terms of sexuality, cohabitation and family, there have been massive changes towards improvement of the position of women. The role patterns existing for both genders have undergone a strong change in respect of both their contents and their rigidity. And yet, vast **differences** in equal opportunities remained to exist to date. Typical examples would be: strongly gender-segregated selection of teaching content, clear split of the labour market into branches with over-proportional shares of women or men, respectively, completely unequal distribution of management positions between the genders, and undeniably high wage differences between women and men across Europe. One more area, in which old patterns have only slightly been disturbed, is the share of household work, where a dominant share of unpaid household work, child and old people care is allocated to women. Overall, real equal opportunities only occur in certain stages and areas of life.

1.3. Relevance for the education area

The education area is affected indirectly by all of these aspects and directly by two of them. The **first is the unequal distribution of men and women among different fields of study**. This phenomenon can be observed across Europe, but its extent varies from country to country. While in some fields the vast majority of students are women, almost none of them can be found in other fields. The former is usually the case in pedagogy and similar disciplines and the latter massively in SET (Science, Engineering, Technology) disciplines and only to a small extent in

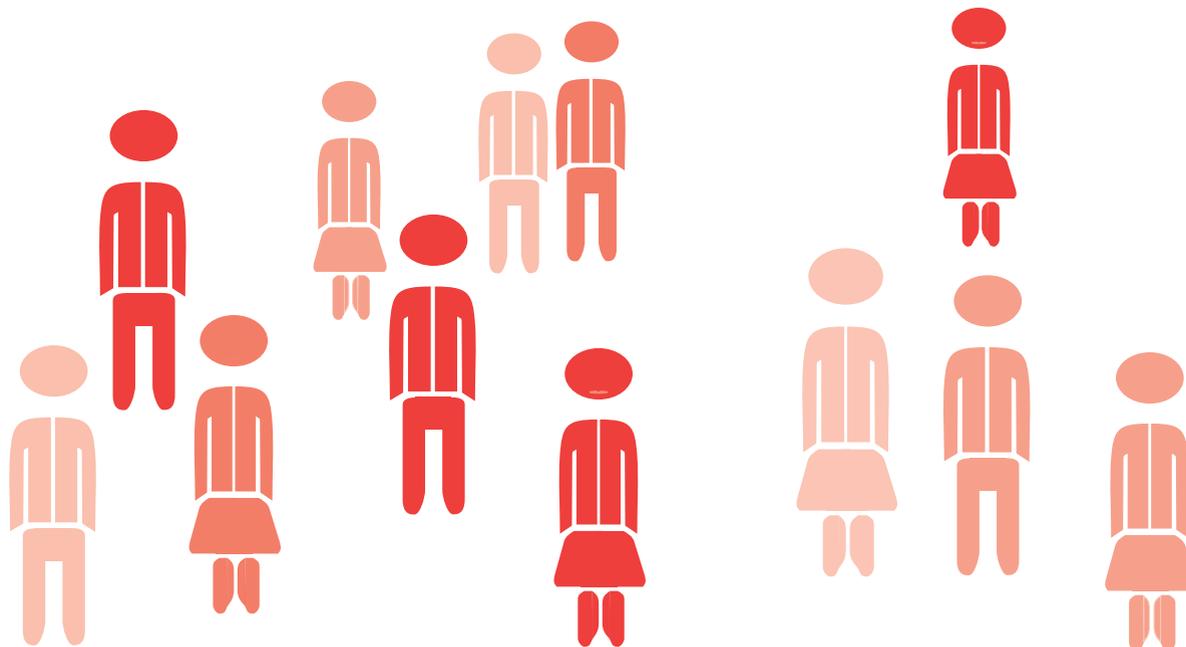
other subjects. Therefore, the education area also favours the gender-segregated labour market and the wage gap.

Web tip: Further information (EU) can be found on http://kif.nbi.dk/She_Figures_2006.pdf and http://eacea.ec.europa.eu/ressources/eurydice/pdf/0_integral/088EN.pdf (p. 49)

The **second** aspect of direct relevance for the education area is that **curricula content** itself can help accentuate the inequality of opportunities. This can happen

- when existing inequalities are not considered where relevant
- when existing inequalities are transmitted in a way that strengthens stereotypes and inequality of opportunities (*discriminating contents, or women and men not portrayed as having equal value*).

This aspect is also relevant for subjects in which both genders are equally represented (both among students and the teaching staff).



2. DIAGNOSIS TOOL FOR IDENTIFICATION OF GENDER-RELEVANT ASPECTS IN CURRICULA

The following chapter introduces an **analytical framework** that helps identify the parts of curricula in which improvement of gender fairness can be achieved.

Unequal opportunities exist when certain factors are unevenly distributed among social groups, in our case among the genders. Two dimensions of this unequal distribution function together, the *access* side and the *success* side:

Factors on the access side relate to unequal distribution of access to:

- Material resources
- Intangible or symbolic resources
- Opportunities for development and political participation.

Today, access is no longer directly restricted by such 'hard facts' as legal regulations, it is rather more often indirectly restricted by lack of promotions, encouragement and incentives, by tradition and stereotypes. This is where the second dimension is added, which makes it difficult to break the unequal distribution, both individually and collectively.

Factors on the success side consist of:

- Discrimination through missing / denied recognition and unequal evaluation of activities and contributions of a group, or, in this case, members of one or the other gender.

Access [uneven allocation]	Success [discrimination]
Material resources	Lack of recognition and unequal evaluation
Symbolic resources	
Participation opportunities	

2.1. Explanation of access factors

- **Material resources..**

...such as income, earning opportunities, property: usually women are disadvantaged in this sense in comparison to men. This is, among other things, caused by traditional gender division of labour, meaning that women work in the low paid occupational groups and often on part-time basis.

Central question for the analysis in terms of this factor:

At which stage of development of the respective curriculum can already existing different allocation of material resources among men and women become evident and cause unwanted segregations?

- **Symbolic resources**

Many areas of life are perceived as being 'female' or 'male'. This, among other things, creates the need for special circumstances and momentums where members of one gender seek to become active in an area that is being associated with the other gender. In such a case, it is not enough to formally grant access to the respective area; but also the access must be actively encouraged. In the more traditional areas such 'transgression' may even be sanctioned. A situation like this often gives rise to serious differences regarding previous experience in the wider sense (habits, expectations, confidence in talent, qualification, availability of role models and other things). Furthermore, behaviour patterns and activity areas mentally associated with the male gender are regarded more highly than those associated with the female gender. Here, traditional role patterns and work division, as well as evaluations related to them, result in men often having a type of bonus available at the level of symbolic resources.

Central question for the analysis in terms of this factor:

At which stage of development of the respective curriculum can already existing different allocation of material resources among men and women become evident and cause unwanted segregations?

- **Participation opportunities**

People participate in the shaping of social framework conditions or in political processes to various extents. This depends less on their willingness to participate, and more on their affiliation to certain social groups (long-established groups having created the rules of the game set against groups joining in later and facing the rules of the game made by and for other people), habits, readiness and capability to find sympathetic ears and voice their own interests etc.

Central question for the analysis in terms of this factor:

At which stage of development of the respective curriculum can already existing different allocation of material resources among men and women become evident and cause unwanted segregations?

Participation in the curriculum development:

Who develops the curriculum or who will be involved in its development?

Needless to say that both women and men must be represented in the working groups developing curricula. But that is not enough: belonging to a certain gender does not necessarily mean being aware of the social circumstances related to it.

In almost every area there are organisations, most often NGOs, dealing with the topics of equality, equal opportunities, and the situation of women compared with that of men, or aspects specifically relating to women (Gender and Health, Women in Engineering, and so forth). It is recommended to utilise these organisations' know-how in the development of the curriculum contents and to obtain their suggestions for the content-wise consideration of the equal opportunity topic.

All of these factors, which create different development opportunities, are underpinned by a second inequality dimension:

2.2. The success factor: lack of recognition and unequal evaluation

The main mechanisms of this dimension are traditional role assignments, the view of how men and women should be or are like, or simply, *gender stereotypes*. Throughout history and various society forms these stereotypes were different and changeable; what they have in common is that they neither consider actual social contributions of the genders, nor they reflect the reality. Specifically, observations in the area of psychology have proved that they exist and cause the following:

- People behave differently in their everyday interactions, in their reactions, their expectations and evaluation of situations depending on whether they deal with a woman or a man.
- This applies to men and women alike.
- It is often about minor issues: They add together to cause tangible effects on the education or career processes.
- Reactions and expectations of the environment can have a boomerang effect on the affected persons, e.g. in the sense of self-fulfilling prophecies.

- Good intentions alone are not enough: In our everyday interactions we tend to associate certain life areas, qualities, issues etc. with a certain gender, this partly stems from unconscious mechanisms. It is not enough just deciding not to be influenced by them.

Example

Surveyed individuals were presented photos showing either a woman or a man. The surveyed individuals were asked to estimate the height of the persons in the picture. Next to the person whose height was to be estimated there was a doorframe as a reference object to help the surveyed individuals in their estimations. Each height was represented twice, once for a woman and once for a man.

Result: The women were generally estimated as being smaller than their male counterparts of the same height.

Explanation and conclusion: The knowledge that women are usually smaller distorts the perception of the actual situation. (Virginia Valian, 1999)

Web tip: Virginia Valian, *Tutorials for Change*: a number of short web-based course units of the New York-based psychology professor provide observations and experiments illustrating and proving the above assertions can be found on: <http://www.hunter.cuny.edu/gendertutorial/>

Central question for the analysis of this factor:

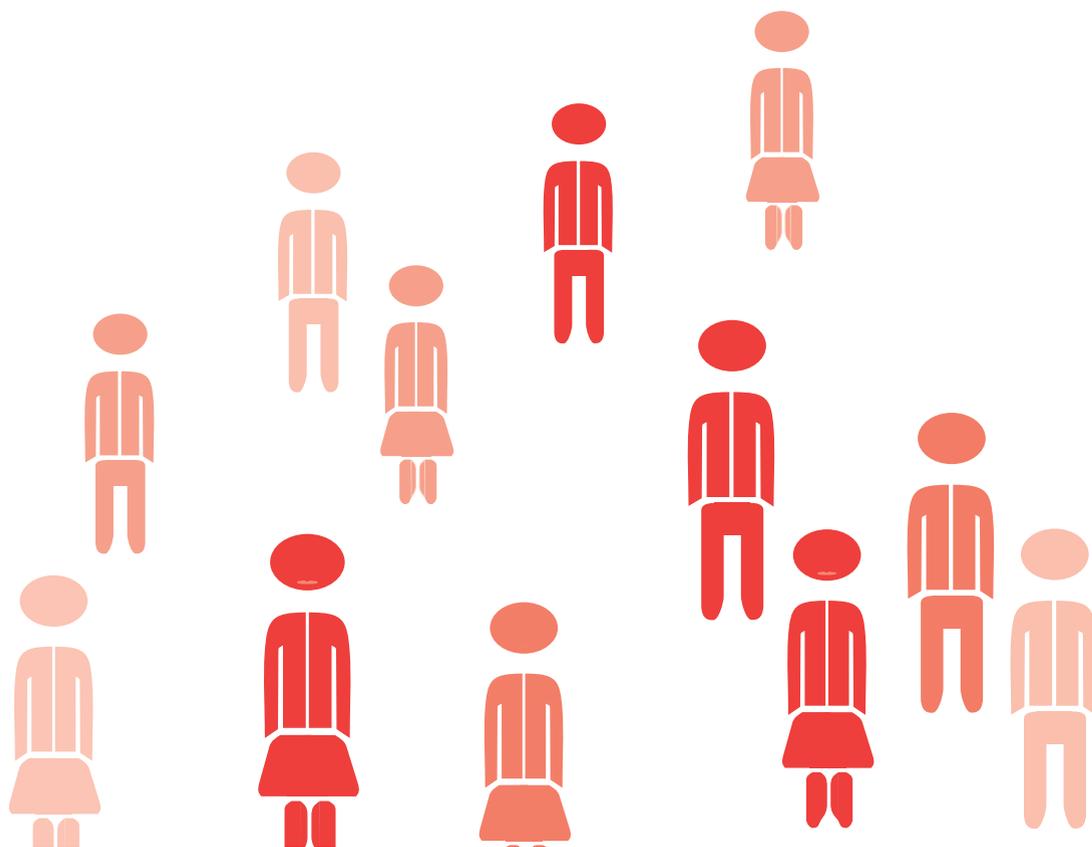
Where in the development and implementation of a curriculum could a gender-related lack of recognition and unequal evaluation become evident and lead to a less successful participation of women and to a curriculum content that upholds traditional unequal opportunities?

Factors that impede equal opportunities of the genders lead to a situation in which target groups consist of individuals with different preconditions who are being subject to different evaluations.

Treating persons with different starting conditions equally, underpins the inequality of the conditions these people face. Unless actively prevented, existing inequalities increase and support each other. Rather than equal treatment, treatment adjusted to the different starting positions is required - this is the concept of *affirmative action*.

Women are often...Men are often...

Statements of this type are necessary for the identification and presentation of gender aspects or aspects of relevance for equal opportunities. They rest on the observation that members of one gender in most European societies frequently share certain social situations and circumstances. More precisely, it should read: "People with living circumstances that (from a statistical point of view) are more common with the female gender than with the male gender..." (and vice versa). Statements of this type do not refer to 'intrinsic features', 'natural' dispositions and skills of men and women. Historically and environment-related, they are very variable and therefore do not qualify for scientific or political argumentation. See also 'Gender' in the enclosed Glossary.



3. GENDER FAIRNESS IN THE CURRICULUM DEVELOPMENT PROCESS: CATALOGUE OF RELEVANT ASPECTS

Using the 4 factors outlined above, all components relevant for curriculum development can now be analysed as to their gender-relevant aspects. What follows is a sample catalogue of such aspects, including concrete measures/counteractions.

1. Target group definition, access
2. Definition of learning needs, teaching objectives, learning outcomes
3. Definition and compilation of teaching contents
4. Compiling teaching materials
5. Teaching methods
6. Forms of organisation

3.1. Target group definition, access

a) Material resources

- Have tuition fees and other related costs (e.g. resources for potentially required mobility, IT, materials) been set at a level that also provides the financially less advantaged groups with access to education?
- Are scholarships available to compensate for potential exclusions that rest on material rather than on subject-matter related grounds?

b) Symbolic resources

- Is information about the course offer spread actively and widely, even in areas dominated by stakeholders other than the typical ones?
- Does the presentation of the study programme in information material explicitly encourage both genders to participate?

Explanation: Differences exist in terms of the ways in which female and male students naturally consider certain education paths. Owing to the gender-related job division that is deeply rooted in people's minds, there may be a need to explicitly motivate the under-represented gender to participate, to separately address and encourage it, for instance, by information material clearly stating (text and / or illustrations) that both genders are active and successful in that area.

c) Participation

- Does a certain professional area show a clear imbalance between the number of male and female students or teachers?

- Have measures to actively work towards achieving a gender-balanced group of participants been foreseen?
- Has the definition of the target groups and the access requirements considered all objectively reasonable access ways (required qualification, practical courses etc.) or only the traditionally typical ones (which may result in unquestionable assumptions about ideal graduates)?
- Do entrance exams, if any, contain tasks for different learning types? Can the tasks be solved only with a high level of self-confidence or with an easy-minded approach (this usually benefits the gender that is already overrepresented in the respective area and therefore handles the tasks more naturally)? Are there tasks for groups with different kinds of relevant previous knowledge?

d) Recognition and evaluation

- Is the image of the professional field to be introduced with the curriculum potentially loaded with gender role stereotypes?
- Do expectations regarding qualifications and skills possibly marked by role stereotypes impede the proper recruitment of students?
- Is there a possibility that potential participants are influenced by common expectations (“Girls are not supposed to...”) in their decision in favour or against the course to be developed?

In all of these cases, the persons providing advice to potential students must be able to actively seek, identify and motivate suitable members of the gender that is typically less represented in that professional field.

3.2. Definition of learning needs, teaching objectives and learning outcomes

a) Material resources

- Who is represented in the group that defines the teaching needs?
- Have resources for the involvement of external gender expertise been planned?

b) Symbolic resources

- Has there been a thorough review as to which previous qualifications are really required? Which competencies must be taught and which ones can rightfully be assumed?
- Have the learning needs been defined by considering groups with different preconditions?

Explanations: In some professional fields marked by strong gender segregation (clear overrepresentation of one gender) there will be fewer persons of the underrepresented gender meeting the classically required preconditions regarding qualification. Do they re

ally present the only possible basis for a fruitful participation? Are there other possible access ways or is it even possible that the persons themselves acquire the alleged preconditions in the course of their education? Here as well, the classical assumptions that are in many cases loaded with gender stereotypes about the ideal graduate have to be questioned.

c) Participation

- Have members of both genders and persons with different previous experience / previous education been involved in the compilation of learning needs?

d) Recognition and evaluation

- Have measures for subjects with strong gender-segregation to include a reflected handling of existing work divisions by gender and other gender aspects into the outcome skills been undertaken?
- Have the understanding of subject-relevant gender aspects and/or the capability to analyse gender-relevant inequalities related to the subjects of the course been explicitly included into the definition of the learning outcomes?

3.3. Definition and compilation of teaching contents

a) Material resources

- Have any resources for the involvement of external gender expertise been made available?
- Are there any concrete considerations (expressed in the module descriptions) for incorporation of gender-related teaching contents into all objectively suitable parts of the curriculum?

Explanation: sometimes we see inadequate, vague formulations like „It goes without saying that gender aspects are also included in dealing with all topics“, which do not necessarily ensure that gender-relevant teaching contents have actually been taken into account. Even the treatment of the topic exclusively in specially set-up (optional) courses is not a sufficient solution for the majority of subjects.

b) Symbolic resources

- Is gender-blindness avoided in the definition of teaching contents? Or in other words, are contents differently affecting the genders or are the contents, which can only be portrayed correctly and completely if those differences are thematised, properly portrayed?

Explanation: This requires assessment of the subject's central aspects; it will often require the development of gender expertise. For example: a purely arithmetically presented average salary is unsound and incomplete unless it expresses the massive differences between men's and women's salaries.

Is this included in all disciplines for which recognised gender research outcomes are available?

- Is data always presented as gender-disaggregated and are the respective differences deeply analysed?
- Have contents that contain or mirror gender stereotypes, one-sided presentations and sexist examples been avoided?

c) Participation opportunities

- Which actors are integrated into the definition of relevant contents (women, men, persons with gender expertise, students)? Do topic presentations, selections of examples or language, where applicable, take into account interests of women and men?
Explanation: e.g. we know from research that women nowadays opt more frequently for technical courses if they contain context considerations related to society and environment instead of transferring isolated know-how.

d) Recognition and evaluation

- Is relevant research used in the presentation of teaching content with gender relation and rendered state-of-the art?
- Are topics like values and attitude towards equal opportunities explicitly thematised and positively presented?
- In disciplines in which there is currently no gender research: are there at least existing gender-associated divisions of labour thematised to create awareness?
- Do module descriptions contain explicit objectives, clear indication of required previous knowledge and knowledge to be attained, as well as the success evaluation criteria?
Explanation: These provisions reduce the effects of such psychological factors (like self-confidence) that are often distributed unevenly among genders.

Web tip: Support in identification and integration of gender-contents in curricula for many disciplines can be found at http://www.gender-in-gestufte-studiengaenge.de/en_intro.php?lg=en

Website „Gender in Bachelor and Master Courses“ of the Women’s Research Network NRW with detailed and concrete suggestions for gender-relevant contents as well as experts’ contact details.

3.4. Compiling teaching materials

a) Material resources

- Are teaching materials available to alleviate disadvantages for persons who cannot attend all units with obligatory presence due to their performance of family-related tasks?

b) Symbolic resources

- Do examples and language explicitly address both genders?

- Have stereotypical presentations been avoided?
- Are both genders knowingly and explicitly presented and promoted as being equal and equally proactive?
- Do existing teaching materials evoke existing traditional divisions of labour, e.g. by occasionally breaking through the usual presentation patterns (e.g. female doctor and male nurse)?

c) Participation opportunities

- Are there any teaching material compilation guidelines on how to address different stakeholders and learning types within the target groups?
- Are available materials flexible enough to enable individual accesses and setting of priorities?

d) Recognition and evaluation

- Do teaching materials contain explicit target formulations, clear indications of the required prior knowledge, as well as of the knowledge to be obtained and the success evaluation criteria?

Explanation: These provisions reduce the effects of such psychological factors like self-confidence that are often distributed unevenly among genders.

3.5. Teaching methods

a) Material resources

- Are labour divisions that reflect gender stereotypes arising among the participants during classes recognised and counter-acted? (e.g. women take care of the climate and social issues; who presents; who writes on flipcharts? ...)

b) Symbolic resources

- Is the teacher's behaviour suitable to serve as an example in gender fairness issues and increase the awareness of equal opportunities?
- Are any interactions loaded with stereotypes identified and corrected in classes?
- When dealing with gender-related topics, are men also addressed or are those topics rather restricted to women?
- Are teachers trained to cope with the potential different needs and expectations regarding encouragement and feedback?

c) Participation opportunities

- Do teachers generally work with student-activating didactics that equally respond to the needs of women and men?
- Are both genders actively addressed and involved during classes?

- Are 'shares of speech' monitored and steered (men or members of the gender that is long-established in the subject often participate more actively than other colleagues and receive more attention from teachers)?

d) Recognition and evaluation

- Have the teachers been informed that performance expectations can have an impact on performance itself and that, due to gender stereotypes, men and women often face different performance expectations?

3.5. Forms of organisation

a) Material resources

- In terms of time requirements, is the curriculum created in a way that students with less time available for studying and less financial resources have equal chances to successfully finish their degree?
- Is the course of studies (in terms of place and time) organised in a way that child care is available and, as the case may be, can be brought in line with family tasks?

b) Symbolic resources

- Is information about requirements, advancement and assistance transmitted in a transparent way?
- Have institutions and initiatives been envisaged for members of the underrepresented gender (e.g. mentoring, promotion of networking or systematic exchange and assistance, transferring the ability for peer-consultancy in courses)?
- Can students find role models in the teaching staff from the respectively underrepresented gender?

c) Participation opportunities

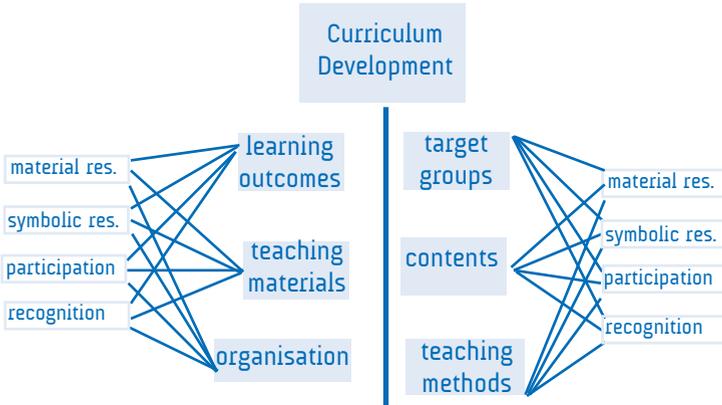
- Is study-related advisory and assistance offered at a low threshold?
- Are students of both genders actively asked to participate in the evaluation and further development of the curriculum?

d) Recognition and evaluation

Do responsible persons show commitment and take actions for a discrimination-free organisational culture?

- Are entrance, graduate and drop out data compiled in a gender-disaggregated way? Have polls among graduates and drop outs been envisaged?
- Do objectification and standardising prevail in evaluation and grading? Is it possible to take exams with more than one teacher / examiner?
- Have requirements and success criteria been clearly defined and communicated?

4. PROCEDURE – SUMMARY OF THE MOST IMPORTANT STEPS

Step 1	Optimise the composition of the curriculum development working group in terms of representation of both genders; Bring in gender expertise	Actors Expertise
Step 2	Use the diagnosis tool to identify gender aspects, intervention requirements as well as possibilities: apply all 4 factors to each of the 6 components of the curriculum development process:  <p>The diagram illustrates the Curriculum Development process. At the top center is a box labeled 'Curriculum Development'. Below it, a vertical line separates two sides. On the left side, there are four boxes: 'learning outcomes', 'teaching materials', and 'organisation'. On the right side, there are three boxes: 'target groups', 'contents', and 'teaching methods'. To the left of these boxes are four boxes: 'material res.', 'symbolic res.', 'participation', and 'recognition'. To the right of these boxes are four boxes: 'material res.', 'symbolic res.', 'participation', and 'recognition'. Lines connect the four boxes on the left to the three boxes on the left side of the vertical line, and the four boxes on the right to the three boxes on the right side of the vertical line.</p>	Diagnosis tool
Step 3	Measures and interventions: Go through the catalogue, select relevant issues, expand the catalogue	Catalogue of questions and measures
Step 4	Integration into the curriculum	Integration
Step 5	Once the development process is complete, make a list of which outcomes of step 3 have actually been included and in which form	Control
Step 6	Implementation (including measures to optimise the framework conditions of the curriculum)	Implementation
Step 7	Monitoring and evaluation	Review, optimisation

5. SUPPLEMENT

5.1. Possible interventions and concrete measures in the curriculum development

- Optimise the composition of working groups that develop curricula in terms of representation of both genders
- Bring in subject-matter gender expertise
- Check information material for the education course to be developed as to whether both genders are addressed (in visual presentation as well!)
- Actions that explicitly address and attract the underrepresented gender in the course, active encouragement (open days, offering role models, women in technology programmes)
- Thoroughly analyse and clearly define the target group for each activity in a way that does not allow implicit assumptions, and then address the whole target group
- Organisation culture: clear commitment to the significance of gender fairness; sexist (e.g. gender discriminating) behaviour, language and examples must be condemned
- Contents: strong consideration of gender aspects
- No isolated treatment of the gender aspect 'by the way' or outsourcing into separate (optional) modules, instead treat them centrally and in various courses as part of the appropriate topic
- Ensure transparency of all requirements
- Scholarships that foster access to the underrepresented group
- Awareness-training for teachers, training in gender fair didactics and communication
- Organisation: set teaching and working hours in a way that allows for education to be harmonised with the performance of child care tasks
- Advisory, training, networking assistance and mentoring offers for members of the gender that is underrepresented in the course
- Monitoring: Analyse entrants and graduates by gender

SITUATIONS, STRUCTURES AND PROCESSES THAT STRENGTHEN AND WEAKEN DISTINCT INEQUALITIES

strengthen and underpin	weaken
Lack of orientation and structuring performance by the teacher Only implicit transfer of working roles definition, performance measures, time systems (presence pressure etc.)	Explicit arrangement on expected performance Explicit notification of the values and standards, open communication culture Transparent requirements Fair and transparent processes Free access to information

5.2. Glossary

DIVERSITY

Diversity Management = Using the variability available in a society, in a constructive way; managing staff diversity for the benefit of all members. Creating ideal conditions for the development of everybody's achievement potential

Diversity-relevant differences:

discernible differences, e.g. sex, ethnical background, age, disability
subjective differences like sexual orientation, confession, lifestyle / family situation

Arguments for diversity:

Flexibility and innovativeness: Organisations with high homogeneity of members are less capable of reacting to changed environments and innovations. Why? In such organisations the decision-makers are also homogenous (co-similar) and thus have similar solution proposals. In addition to that there is usually high conformity pressure which in turn does not foster courage for new ideas.

Costs: Discrimination causes costs because of absences, lack of motivation, friction losses.

Creativity and capacity to solve problems: teams of mixed composition tend to be more creative and come to more workable solutions that have been checked from various perspectives.

Marketing: heterogeneous teams can better serve a heterogeneous customer base

GENDER

The term *gender* relates to the *social implications* of being a member of a specific sex. Gender relates to historically and culturally conditioned mechanisms, it does not denote a feature of a person, but rather those cultural constructions that determine for a society, which roles, behavioural attributions, work and action fields, as well as which social opportunities are linked to the respective sex.

GENDER MAINSTREAMING

Definition of the Council of Europe: *Gender mainstreaming* is the (re)organisation, improvement, development and evaluation of policy processes, so that a gender equality perspective is incorporated *in all policies at all levels* and *at all stages*, by *all* actors normally involved in policy-making.

„4 R METHOD“

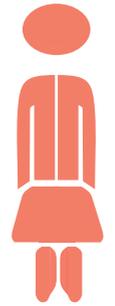
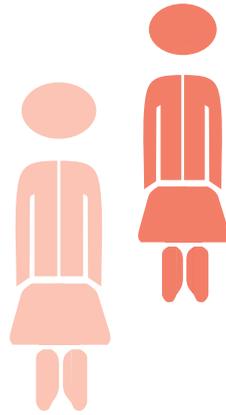
A wide-spread and yet more demanding method than the one presented here for systematic identification of gender aspects is, *inter alia*, often used in the EU context. It likewise works with 4 components:

R1-Representation: Compilation of the *horizontal* and *vertical* representation of women and men in an organisation and in a target group or checking the number of women and men that are affected by or involved in a measure.

R2-Resources: Assessing how the availability of various resources is allocated to the genders (e.g. time, space, finances) and assessing the resources allocated to the genders in that measure (allocation).

R3-Realisation: Description of the value structures dominating in an organisation (qualitative dimension), processes and practices, i.e. investigating the causes behind the determined representation and possibilities for changes.

R4-Rights: legal situation, legal instruments of gender mainstreaming



5.3. Further reading and links

Further reading:

Derichs-Kunstmann, Karin 2003: Gender sensitive didactics for adult education. Recklinghausen
<http://www.ruhr-uni-bochum.de/fiab/pdf/onlinetexte/Gender.pdf> (4.5.2009)

Stevens, Ils/van Lamoen, Ilse: Manual on Gender Mainstreaming at Universities. 'Equal Opportunities at Universities. Towards a Gender Mainstreaming Approach', Leuven 2001, available at
http://awi.vlaanderen.be/documenten/Gender_Manualongendermainstreamingatuniversities.pdf (4.5.2009)

UNDP 2004: Gender-sensitive Participatory Curriculum Development at National Training Institutions in Vietnam. Striving for more effective and gender-sensitive learning and teaching
http://www.ubphunu-ncfaw.gov.vn/upload_news/files/Gender-sensitive%20Curriculum%20Development-TA.pdf (4.5.2009)

Valian, Virginia 1999: Why so slow? The Advancement of Women., Cambridge et al.

Gindl, Michaela / Hefler, Günther 2006: Gendersensible Didaktik in universitärer Lehre und Weiterbildung für Erwachsene, in: Herausgegeben von Anita Mörth, Barbara Hey, Koordinationsstelle für Geschlechterstudien, Frauenforschung und Frauenförderung der Universität Graz, S. 94-127
http://www.uni-graz.at/kffwww/geschlecht_didaktik/gindl_hefler.pdf (4.5.2009)

Useful links:

Women's Research Network NRW: Gender in Bachelor and Master Courses
http://www.gender-in-gestufte-studiengaenge.de/en_intro.php?lg=en

Virgina Valian, Tutorials for Change: <http://www.hunter.cuny.edu/gendertutorial/index.htm> (4.5.2009)

Other literature that has been included in the creation of these *Guidelines*:

Becker Ruth / Kortendiek Beate: Werden Frauen durch den Bologna-Prozess benachteiligt? Kriterien eines geschlechtergerechten Studiums, in Personalführung 4/2007, 34-45

GENDER FAIR CURRICULUM DEVELOPMENT

The benefit of improved equal opportunities

Apart from fairness... what is the purpose of this?

- Expand access to higher education and consequently the participation in relevant knowledge and labour markets
- Improve competitiveness through increased number of citizens with higher education degrees
- Exploit the full potential of society of - both female and male - talents, creativity and innovativeness
- Improve the outcome quality of research and teaching by identifying and fostering talents without prejudices, as well as excluding subject-irrelevant criteria (e.g. gender bias)
- Promote innovativeness through diversity (for an explanation of and information on the benefits of diversity please refer to the Supplement)

In this way, efficient improvement of equal opportunities expands the future potentials of society as a whole. Apart from that, equal opportunities are indispensable in the sense of compliance with supranational standards. Especially in the educational domain, appropriate measures often facilitate access to international funding.