

Gender Fairness in Curricula Development

STRUCTURE:

- *Why?*
- *What?*
- *How?*



Discussion

Why?

Questions of Gender Impact Assessment

4 – R – METHOD:

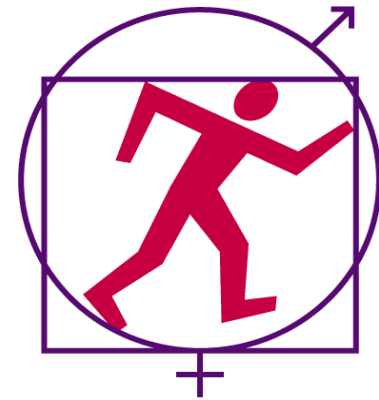
- Representation → *social motives*
- Right → *legal motives*
- Resource → *economic motives*
- Reality → *cultural motives*

What is Gender?

Gender as a cross-sectional category!

- Gender of Science (academe)
- Science of Gender
- Gender in Science

*(Notions based on Evelyn Fox Keller;
Londa Schiebinger)*



How?

Academia as a complex organization: Teaching, Research, Management

Identification of gender-relevant aspects in curricula

ACCESS – SUCCESS

(Legislation)

- Material Resources
- Symbolic Resources
- Participation
- Recognition

Diagnosis tool catchwords
ACCESS - SUCCESS

Material Resources:

- costs, travel expenses...
- different work-life-balance
-

Symbolic Resources

- expectations, role models, habits
- linguistic characteristics
- codes and images

SUCCESS

= recognition and real participation!

Participation

- access, career steps, segregations

Catalogue of Relevant Aspects

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

Target Group Definition, Access

a) Material Resources

- Tuition fees, and costs for working material, etc.
- Availability of scholarships
- Work-life-balance
- Distribution of information

b) Symbolic Resources

- LANGUAGE
- Forms of visualisation
- Genderedness of admission requirements

c) Participation

- Imbalance?
- Planned measures for counteraction?

d) Recognition & Evaluation

- Guidelines, codes of conduct
- Extern Evaluation



Learning Needs, Teaching Objectives & Learning Outcomes

a) Material Resources

- Definition authority?
- Balance between market demands and sustainability

b) Symbolic Resources

- Research and education contents
- Subject of the knowledge production
- Different learning and teaching methods and habits

c) Participation

- Definition of aims by members of different genders, age...
- External experts involved?
- *Segregation of genders in specific tasks?*

d) Recognition & Evaluation

- Subject-relevant gender aspects
- Gender goes Mainstream

Defining & Compilation of Teaching Contents

a) Material Resources

- Obligatory Gender Courses
- International best practice models
- Library

b) Symbolic Resources

- Language
- Rhetorics
- Images



Dilemma: Stereotypes – Social Realities

c) Participation

- Different experiences and realities met?
- Further reflections welcome?
- Interactive Material
- Guidelines/Standards for Compilation

d) Recognition & Evaluation

- Explicit target formulations...

Teaching Methods

a) Material Resources

- Division of work in classroom?



b) Symbolic Resources

- Role Models
- *Don't: Gender = Women!*

c) Participation

- All genders addressed and involved?
- Shares of speech monitored and steered?

d) Recognition & Evaluation

- Train the trainer

Forms of Organisation

a) Material Resources

- Schedules
- ICT- tools available?

b) Symbolic Resources

- Raise public understanding
- Transparent information policy?

c) Participation

- Designated gender responsibilities
- Formalized assessment procedures!
- Creation of centres & networks
- Initiatives for underrepres.genders

d) Recognition & Evaluation

- Representation of all genders
... also in the scientific board!
- Publication of gender-segregated data
- Stakeholders commitment

Some Comments on Evaluations

- **Screening:** Collecting quantitative empirical statistics
- **Monitoring:** Collecting qualitative data

→ *such data can be used as an instrument in policy making!*

→ *But even the hardest fact is prone to interpretation!*