



# **WEBINAR 2:**

# **GENDER EQUALITY IN EDUCATION**

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As the poet Rosenberg (2004) asks:

*why is it  
she, would hold both she and he  
but he, is only he?  
and why is it  
her, would claim both her and he  
yet him, is only him?*

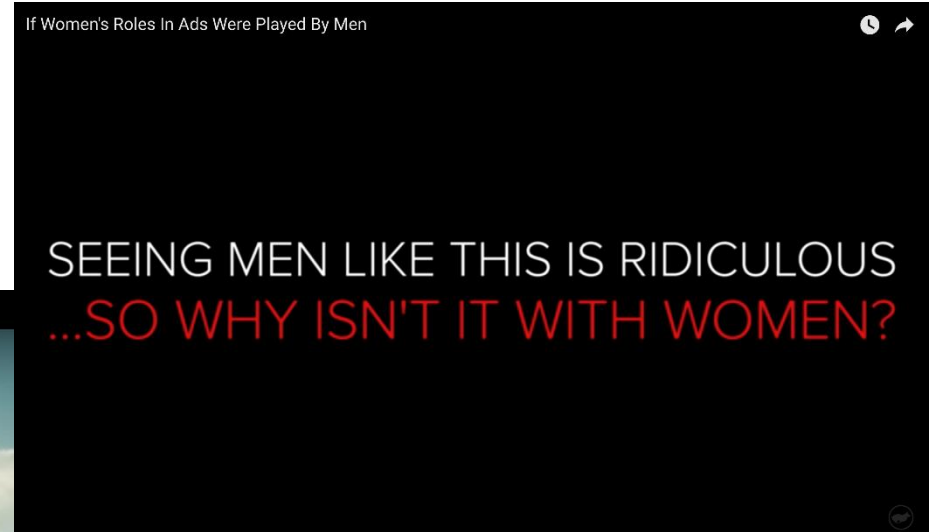
**Why is it so?**

Rosenberg (2004)



While watching the video, keep the following questions in mind:

- What is the purpose of this video?
- What is the point made in the video?



# OBJECTIVES

- To understand the importance of **gender (in)equality** in society and in English language classrooms
- To identify **gender bias** in classroom texts and materials
- To discuss classroom strategies to **promote gender equality** in classroom environment



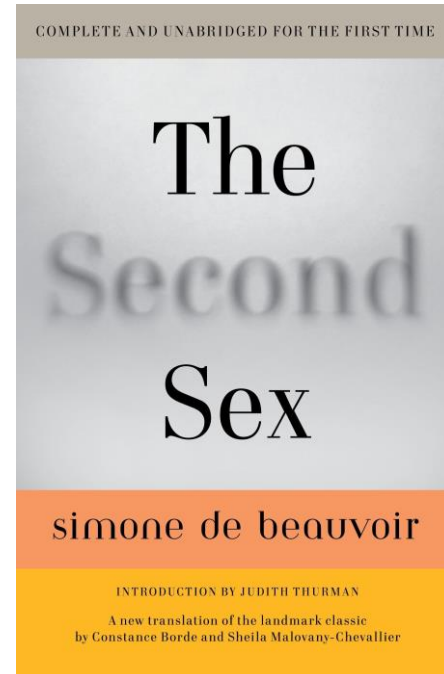
# WARM-UP QUESTIONS



*“One is not born, but rather becomes, a woman.”*

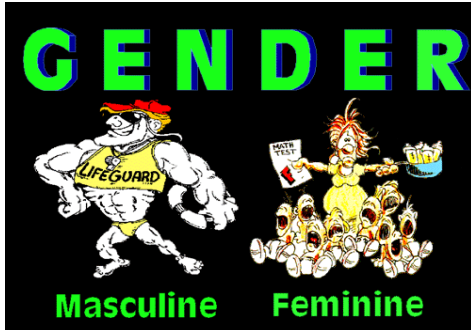
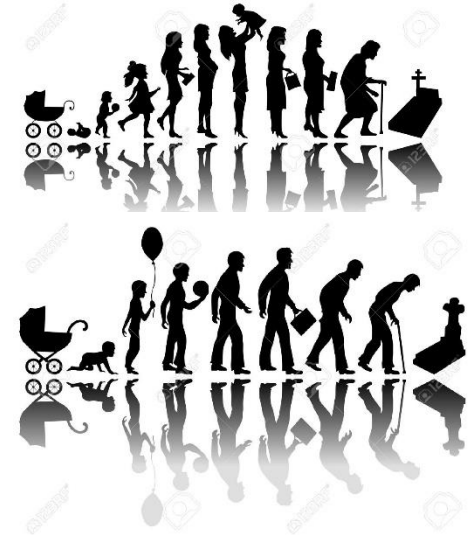
Simone de Beauvoir (1949)

- What is gender socialization?
- What is gender bias?
- Have you ever experienced/observed gender bias in your own learning contexts/materials/etc?
- How about in society in general?



# Gender socialization

- From one's first breath to death through home,
- The home, the neighborhoods, and the countries of residence
- Across the life span (Daniel & Koss, 2016, p. 190)



- Not born men and women, but learned to be one through culture

- Not stable but under continual construction

# The effect of socialization

“[P]arents speak differently from each other, they speak differently to boys than to girls; and boys and girls speak differently” (Philips et al., 1987, p. 1, cited in Corson, 1992, p. 230).

## Questions

1. Who interrupts more?
2. Who is interrupted more?
3. Who uses more direct commands?
4. Who receives more direct commands by whom?
5. What happens by age 4?

## Answers

1. Fathers
2. Girls
3. Father and male daycare teachers
4. Boys by fathers
5. Use of direct commands more by boys

Corson (1992, pp. 229-230)



**What is the result of all these ways of speaking?**

**Gender bias:** substantial over- or underrepresented of one gender over the other



# DISCUSSION QUESTIONS

- What is **gender equality** in education?
- What is **gender stereotyping**?
- Why is gender equality important for education?
- What are some **classroom principles** that may encourage equal treatment of both genders?
- What are some **classroom strategies** in terms of student-teacher interaction, body language and discipline to promote gender equality in the classroom?
- Do you feel that English language **textbooks and teaching materials** are equal in how they portray females and males?

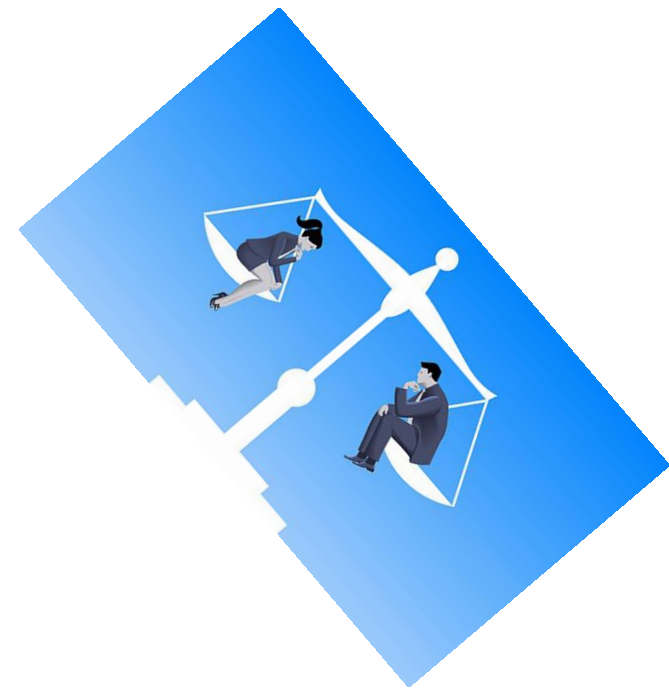




# What is gender equality in education?

- The same advantages or disadvantages for boys and girls
- Gender neutral curricula
  - ✓ Equal productivity and empowerment of boys and girls
  - ✓ Free gender-based stereotypes, bias, and discrimination

Bursuc (2013)



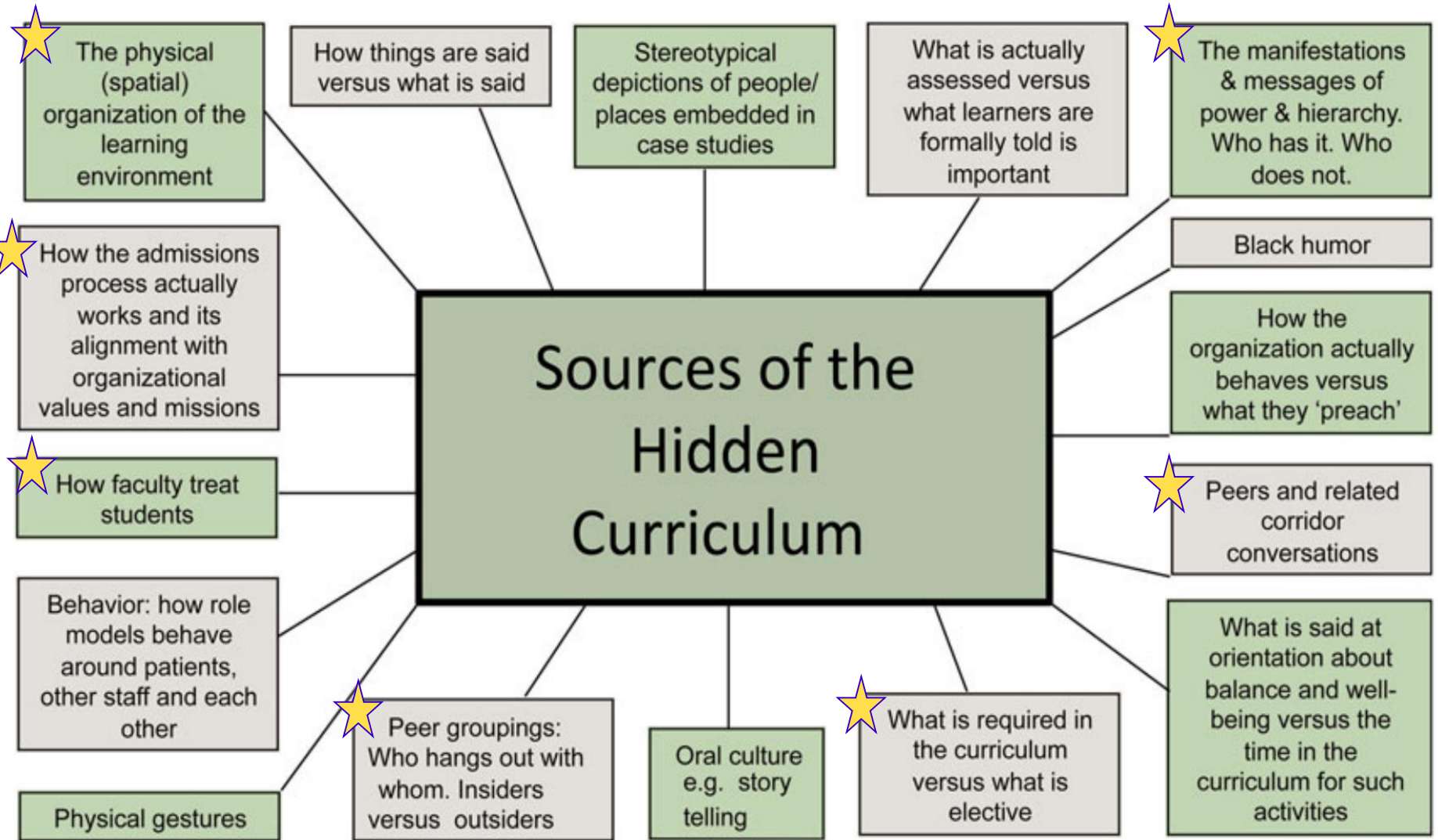
## What effect does schooling have on gender bias?

- In many countries education systems provide:
  - ✓ reinforcement of stereotypes through **curricula** and **teaching materials**
  - ✓ biased **teacher** expectations
  - ✓ gender inequity promoted through **the teaching and the learning processes.**



Bursuc (2013)

# 1. Hidden Curriculum



## 2. Teaching and Learning Processes

### Breakout Session #1

#### Case Study #1: Sitting Plan and Question-Answer Protocols

Discuss the case on the google form link by answering the following questions:

- What problems are happening in this class?
- What could the teacher do to solve these problems?

\*Please use the google forms link to take notes during your discussion.

\*Please write the names of the group members.



## Continued...

- Female and male teachers tend to pay less attention to girls than to boys at all ages, in various socio-economic and ethnic groupings, and in all subjects.
- Girls receive less behavioral criticism, fewer instructional contacts, fewer high-level questions and academic criticism, and slightly less praise than boys.
- While girls volunteer to answer questions as often as boys, they are less likely to call answers out.
- Teachers are often unaware of their differential treatment of girls and boys **and even disbelieve the evidence when confronted with it.**
- **By placing a lower communicative and prestige value on girls' contributions, teachers are reinforcing the cycle of injustice.**



## Continued...

### What could the teacher do now to solve these problems?

- Wait longer before calling on students to speak
- Alternate more between calling on female and male students
- Support and encourage female students when it's their turn to answer
- Discipline students who interrupt other students or who laugh at them
- Create more interactive or collaborative classroom exercises, to accommodate students (male or female) who have different learning styles







# Solution:

## Curriculum from feminist perspective

### Non-sexist curriculum

one that is free of gender stereotypes and other forms of distortions



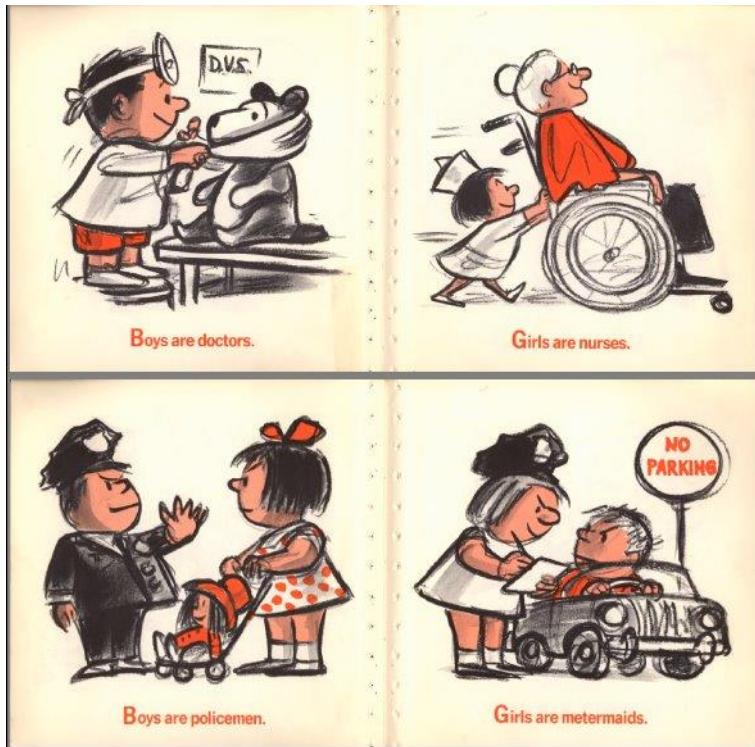
Current status	Suggestions for revision
 An illustration of a girl with black hair, wearing a yellow shirt, standing at a table with various food items including a bowl of rice, a plate of fish, a plate of vegetables, and a plate of fruit (bananas, grapes, pears).	 An illustration of a girl with black hair, wearing a yellow shirt, and a boy with black hair, wearing a blue shirt, standing together at a table with various food items including a bowl of rice, a plate of fish, a plate of vegetables, and a plate of fruit (bananas, grapes, pears).

### Antisexist curriculum

one that seeks to destroy stereotypes and to build a new way of perceiving and establishing social relations between men and women

### 3. Gender representations in European textbooks

- What problems exist in European textbooks?
  - ✓ promoting **rigid roles** and creating **stereotypes**
  - ✓ presenting **women at a disadvantage** in the nature of roles



- **Women:** frequently undertaking domestic activities, raising children, doing housework, cooking, cleaning
- **Men:** rarely involved in domestic activities, which leads domestic work to be seen as women's work and inappropriate for men



## Continued...

### Case Study 2: Textbook Analysis

- How are the men and women are being portrayed in this image?



# Continued...

## Sexist Language in Textbooks

- What points should we focus on when analyzing of visual and written language?
  - ✓ occupations,
  - ✓ relationships,
  - ✓ actions,
  - ✓ age, etc.
- What questions should we ask for language as discourse:
  - ✓ What is the gender composition of the dialogues?
  - ✓ Who speaks most in a mixed-sex dialogue?
  - ✓ Who speaks first?
  - ✓ What language functions do the males/the females exemplify?



## Continued...

- Females tend to be:

quieter,

younger,

relatively inactive,

relatively rare and invisible,

speaking proportionately less,

of lower-status and stereotype occupations,

responders in rather than initiators of conversation

more often defined in relationship to the opposite sex.



# Textbooks in Turkey

Studies	Findings
Arikan (2005)	Underrepresentation of women in visual materials Women: child rearing, doing housework Men: the head of the family, sitting and watching the activity in the house, doing the talking
Sivaslıgil (2006)	gender bias in favour of the male in total appearance of characters (42 % female, 58% male), total amount of talk (43% female, 57 % male), and in social occupational roles (39% female, 61% male)
Söylemez (2011)	Women: adjectives of physical appearance such as beauty and attractiveness, adjectives of personality with negative connotations such as more extreme and exaggerated feelings, intelligent Men: famous, rich, brilliant, bright, clever and genius
Diktaş (2011)	male dominance over women in gender occurrence (44 % female, 56 % male), amount of talk (43,57 % female, 56,33 % male), occupations (33.82 % female, 66,18 % male) and leisure time activities (32, 8 % female, 67,2 % male)
Yılmaz (2012)	a remarkable improvement in favor of women in the last editions. For example the percentages of presence of female and male character changed from 46 % female/ 54% male to 50% female/ 50 % male and the distribution of jobs from 41 % female/59 % male to 49 % female/51 % male.

# Textbooks in Turkey

Studies	Findings
Çubukcu & Sivaslıgil (2012)	Categories related to texts and illustrations: appearance of male and female characters, occupations, domestic and social roles, indoor and outdoor activities and speech acts. Results: the dominance of the male characters over the female characters.
Bilgin (2013)	Community Acts, 33 % female/ 67 % male; Technology Related Activities, 0 % female /100 % male; power 41 % female / 59 % male; and Language Use, 44 % female/ 56 % male
Şeker & Dinçer (2014)	Categories: attributions of professions, personality features and physical appearance Results: the existence of male dominance and stereotypes in gender roles in the coursebooks

# Why should we avoid gender bias and sexism in textbooks?

- **To avoid the lack of cognitive and communicative empowerment** caused by the the unconscious influence of female characters' restricted social, behavioral, and linguistic roles



- **To overcome the hindrance to learning** caused by the consciousness related to female characters' rare, limited, offended, alienated, and marginalized roles in textbooks
- **To model language as classroom practice**  
e.g., Eradicating sole 'male firstness' in conversations

## Solution:

### A gender-based responsive pedagogy

What can we do to apply gender-based responsive pedagogy?

- To cultivate **gender awareness**
- To use **teacher-student interaction** as the starting point of achieving gender equality
  - ✓ Moving around the classroom
  - ✓ Making eye contact
- To invite students to **participate and pay attention** while they are talking
- To **establish norms** such as raising the hand to answer question
- In **group-work activities**:
  - ✓ Assigning rotating tasks/roles in each group,
  - ✓ Changing the group membership constantly,
- To **compensate** for gender bias in course materials





# THE CASE IN TURKEY

## The Principles of Turkish National Education

### I - Generality and Equality:

Article 4 - Educational institutions are open to all persons regardless of language, race, gender, disability and religion. No privileges can be granted to any person, family, group or class in education. (Basic Law of National Education, 1973)



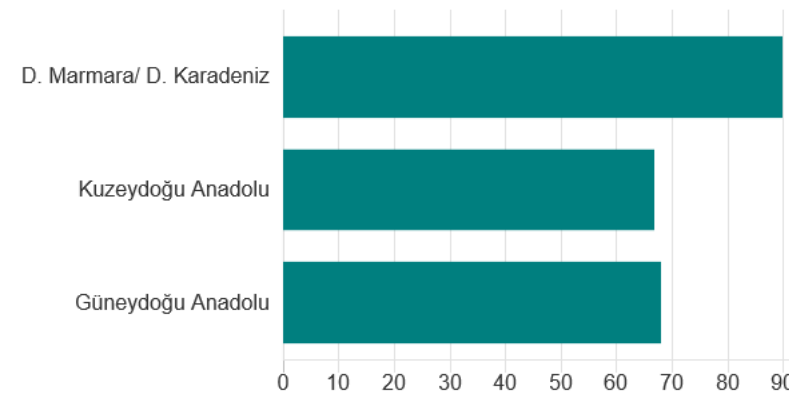
# What are the main barriers to girls' education?



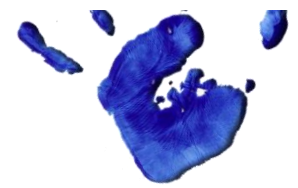
- 1 SOCIAL AND CULTURAL FACTORS
- 2 EARLY MARRIAGE
- 3 OPPORTUNITY COST OF SCHOOLING
- 4 LACK OF SEPARATE TOILETS FOR GIRLS & BOYS
- 5 LACK OF FEMALE TEACHERS

- 6 VIOLENCE AT SCHOOL OR ON THE WAY TO SCHOOL
- 7 DIRECT COST OF SCHOOLING
- 8 DISTANCE TO SCHOOL
- 9 LOW VALUE PLACED ON GIRLS' EDUCATION
- 10 POVERTY

Ortaöğretimde kız çocuklarının net okullulaşma oranı  
2015-2016 (Yüzde)

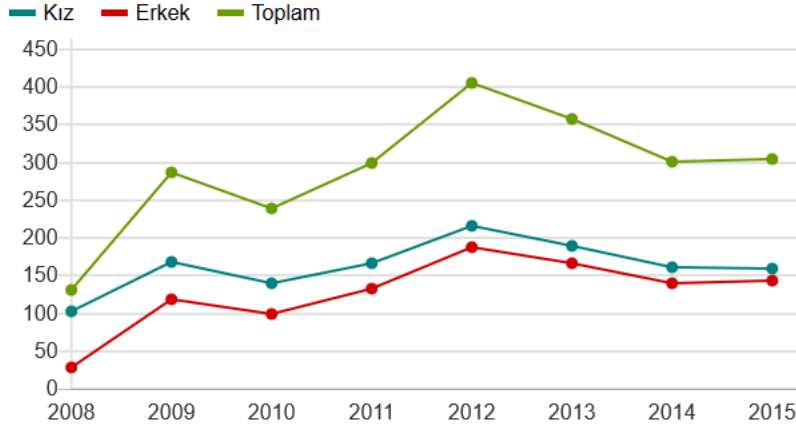


Eğitim Reformu Girişimi İzleme Raporu



<https://www.bbc.com/turkce/haberler-turkiye-41581524>  
<https://twitter.com/UNGEI>

Cinsiyete göre okula gidemeyen çocuklar (Bin)



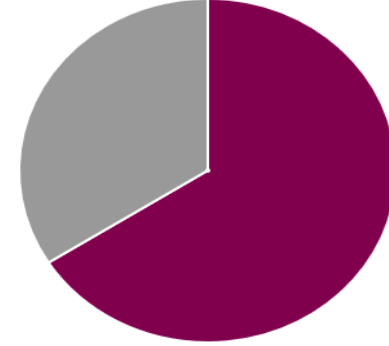
UNESCO

BBC

Çalışmayan ve eğitim-öğrenimine devam etmeyenlerin toplam nüfusa oranı

15-19 yaş

Kadın  
Erkek



OECD

BBC

## What are the statistics?

<https://www.bbc.com/turkce/haberler-turkiye-41581524>

Kadın Erkek



Kaynak: TÜİK (2015)

BBC

# Any campaigns launched in Turkey to promote girls' schooling?

**Hey girls, let's go to school!**

**The Girls' Education Campaign 2001–2005**

**Ministry of Education & UNICEF**

- The goal:
  - ✓ To address the complex range of economic and social factors that contribute to the non-attendance of girls at school.
  - ✓ to close the gender-gap in primary school enrolment by the end of 2005 through the provision of a basic education for all girls in 53 provinces with the lowest enrolment rates

[https://www.unicef.org/turkey/pr/\\_ge6.html](https://www.unicef.org/turkey/pr/_ge6.html)

[http://www.ungei.org/infobycountry/turkey\\_422.html](http://www.ungei.org/infobycountry/turkey_422.html)



# Dad, Send Me to School

## Aydin Dogan Foundation

**Goal:** Access to educational opportunities for young girls

### So far...

- 33 dormitories and 12 elementary schools
- 5 girls dormitories, housing about 3,500 girls each year
  - The dormitory furnishings
- Tuition scholarships for about 10,500 girls since 2005
- Training seminars for 500 parents in five cities
  - Seminars on hygiene and health,
  - Training sessions on “Career and Health”



# Suggestions for teachers (1)

- What are teachers' roles?
- Gender equity or gender equality?
  - ✓ All students should receive the same opportunities to access classroom resources and participate in activities.
  - ✓ The group perceived to be "at risk" or "less advantaged" should receive more and greater levels of support, thereby enhancing this group's chances of finishing at the same level as the more socially privileged students.



## Suggestions for teachers (2)

- Develop an awareness of ‘hidden identities’ (Vandrick, 1997) and gender inequalities by incorporating such topics as:
  - ✓ gay/lesbian issues
  - ✓ dominant gender ideologies
  - ✓ domestic violence
  - ✓ sexual harassment in the workplace or at school
  - ✓ gender inequities in access to technology
  - ✓ sexist language used to disenfranchise women
- Use **transformative** classroom practices to incorporate students’ lived experiences and to locate their experiences and beliefs within larger social contexts





# Suggestions for classroom discussions

- Be proactive and well-prepared to handle controversial topics while maintaining a positive dynamic in the classroom
- Engage students' imagination, and allow them to develop critical consciousness and inquiry
- Maintain a balance between playing an active role in student discussions on gender issues by introducing alternative viewpoints to ingrained ways of thinking about gender
- Acknowledge diversities while engaging students with alternative systems of knowledge, values, beliefs, and modes of gender performance.



Girl's rant targets gender roles, toys



ERIN BURNETT

**ALL RILEY-D UP**  
Little girl's toy talk goes viral

CNN

Follow Erin on Twitter: @ErinBurnett

CNN

0:30 / 1:31

Scroll for details



[https://www.youtube.com/watch?v=srnaXW9ZgZc&fbclid=IwAR3ch5D5zZNkJXQhMNeN0n7Y5BN\\_LSXRIs0s1WycvXylVBH2TXn0m-EuQ7M](https://www.youtube.com/watch?v=srnaXW9ZgZc&fbclid=IwAR3ch5D5zZNkJXQhMNeN0n7Y5BN_LSXRIs0s1WycvXylVBH2TXn0m-EuQ7M)

# Suggestions for classroom materials?

- Supplement texts by including writing or work (images and stories) by or about women,
- Cite/discuss/include women as well as men as authorities about various topics,

## 100 Women Who Changed the World:

<https://www.historyextra.com/100-women/100-women-results/>



Women's history month



# The use of children's and young adult literature

## Planning lessons:

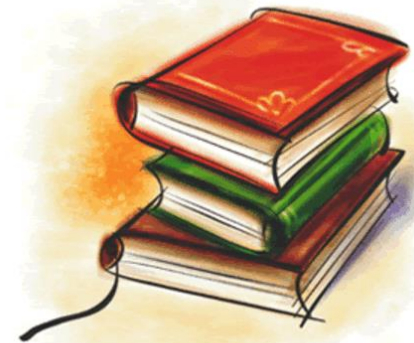
1. Do the characters (in this book) represent masculinity or femininity in ways that may surprise my students?
2. How will the characters help students go beyond **arbitrarily** defined **binary constructions of gender**?
3. Will this book provide students a bridge to greater intercultural understandings of gender that cross from their world to those of English-dominant societies?
4. What community-based activities might be appropriate extension activities to support gender equality and add concreteness to the learning?



# The use of children's and young adult literature

## Implementation:

- Ask critical questions to brainstorm about issues related to gender roles and gender bias
  - ✓ What concerns you?
  - ✓ Which of these issues concerns your family and your community?
- Discuss how different cultures accept different gender roles in society
- Discuss how those gender roles can affect the meaning (interpretations) of a text.
- Ask students if the behavior of the characters in books is the same as or different from the gender roles they are familiar with in their culture



# The use of picture books

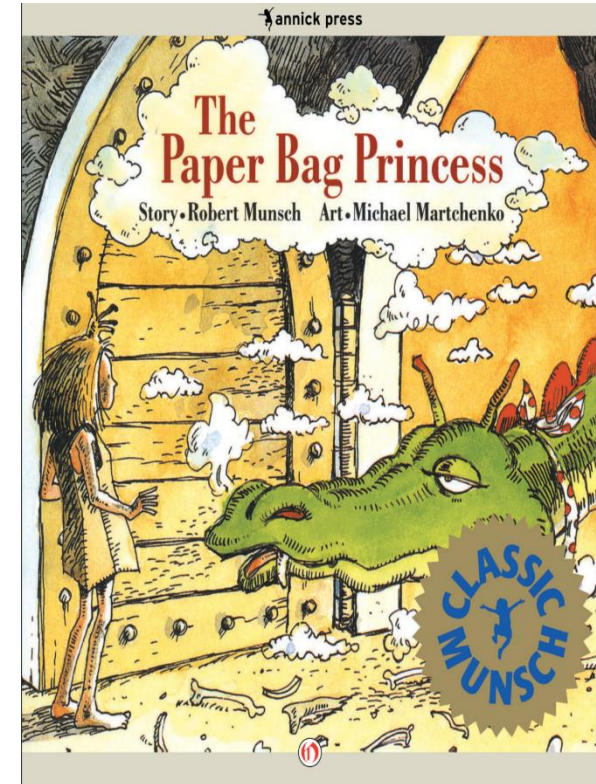
- Sample picture books:
  - ✓ Bradley, K. B. (2006). *Ballerina Nate*. New York, NY: Dial.
  - ✓ Codell, E. R. (2011). *The Basket Ball*. New York, NY: Abrams.
  - ✓ Hoffman, M. (1991). *Amazing Grace*. New York, NY: Dial.
  - ✓ Richardson, J. & Parnell, P. (2005). *And Tango Makes Three*. New York, NY: Simon & Schuster.
  - ✓ Zolotow, C. (1985). *William's Doll*. New York, NY: Harper & Row.





## Breakout Sessions #2

- What is the plot of the story?
- What makes this story book different from other story books?
- What have you observed regarding gender roles in the story?
- Do the gender roles confirm or clash with the gender roles in your society? Why or why not?



Please use the google forms link to take notes during your discussion.



## Blog task # 2: Reflection on the webinar

1. What meanings or new discoveries were you able to make throughout this webinar?
2. How can we perceive gender in our own teaching environments? Provide examples.
3. If you had to tell someone what this webinar was about, what would you say?
4. What type of difficulties do you think you will encounter as an English teacher if you are to have a gender perspective in your teaching practices or in your learning environments?
5. Do you feel that what you learned in this webinar is transferable to your teaching practice? If so, why?
6. Will you keep gender in mind when teaching English? How?
7. How comfortable are you now in discussing these gender roles in a room full of students?



# Posted on Canvas

- Additional Sources
- Interview form for social responsibility projects
- Sample lesson plan and links for more
- Links for news articles that can be used in your lesson plans
- Case Study 1 - Sitting Plan & Question-Answer Protocols
- Story book: The Paper Bag Prince



## Useful Links & Interesting reads

- <https://howtoadult.com/five-ways-parents-can-reduce-gender-stereotyping-children-3236.html>
- <http://www.buildingpeace.org/gender-resources>
- [http://gem-report-2017.unesco.org/en/2018\\_gender\\_review/](http://gem-report-2017.unesco.org/en/2018_gender_review/)
- <https://worldpolicy.org/2014/05/29/girls-of-hope-fighting-for-education-in-turkey/>
- <https://borgenproject.org/girls-access-to-education-in-turkey/>



# Videos you can use in your classes/lesson plans

- Hip-Hop videos:  
<https://www.youtube.com/watch?v=r2q5zlgkKas>
- Reversed roles:  
[https://www.youtube.com/watch?v=2SrpARP\\_M0o](https://www.youtube.com/watch?v=2SrpARP_M0o)
- Reversed roles:  
<https://www.youtube.com/watch?v=xIW-aHC8KdI>
- Compare Women of Wall Street  
<https://www.youtube.com/watch?v=wST8FHUJVZA>
- With the Wolf of Wall Street  
<https://www.youtube.com/watch?v=idAVRvQeYAE>



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- [https://www.youtube.com/watch?v=2SrpARP\\_M0o](https://www.youtube.com/watch?v=2SrpARP_M0o)
- <https://twitter.com/UNGEI>
- <http://www.ungei.org/>

