

MANUAL

for conducting training on the methodology of anti-discrimination and gender expertise of educational and methodological complexes

HERO – New narratives towards a gender equal society EIDHR/2019/409-867



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INTRODUCTION

This Training Manual on the methodology of anti-discrimination and gender expertise of educational and methodological complexes (hereinafter EMC) has been developed on the basis of modern theoretical and practical materials in the field of gender equality, social diversity and tolerance. As well as on the basis of methodology and tools for conducting anti-discrimination and gender expertise of EMC, defined in the Regulation on the procedure for conducting anti-discrimination and gender expertise of EMC (approved by Order No. 1096/1 of the Ministry of Education and Science of the Kyrgyz Republic dated September 16, 2019).

The content of the methodological guide is determined by the topic of the seminars - the methodology of anti-discrimination and gender expertise of EMC and the specifics of the target group - teachers participating in the testing of EMC; specialists of teacher training institutes; authors of school EMC; editors and specialists of publishing houses. The exercises used in the training are aimed both at transferring new knowledge within the framework of the seminar topic, and at the formation and development of gender/multicultural sensitivity and tolerance, as well as skills for conducting anti-discrimination and gender expertise of EMC.

The training programme lasts for two days and involves the use of various interactive teaching methods (role-playing and business games, discussions in small groups, mini-lectures, and panel discussions, etc.).

Manual training consists of 3 main sessions and workshops:

- 1. "Equality and discrimination: concept and practice";
- 2. "Theoretical and legal foundations of anti-discrimination and gender expertise of EMC";
- 3. "Methodology of anti-discrimination and gender expertise of EMC".

The Training Manual has the following structure:

- 1) plan-program indicating the actual time, sequence and duration of thematic sessions;
- 2) a step-by-step description of the exercises for each session, listing the necessary technical and handouts, questions for discussion, possible conclusions and additional information for the trainers;
- 3) numbered handouts (for example, S-1 / №1 means "Session 1, handout No. 1").

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TRAINING PLAN-PROGRAM

on the methodology of anti-discrimination and gender expertise of educational and methodological complexes

Participants: teachers participating in the testing of EMC, specialists of teacher training institutes, authors of school EMC, editors and specialists of publishing houses.

Expected results:

- Acquaintance with the conceptual foundations and methodology of anti-discrimination and gender expertise of EMC;
- Raising awareness of the importance and need to take into account human rights issues, gender, social inclusion, non-discrimination in EMC;
- Practical mastering of anti-discrimination and gender expertise tools.

	Day 1
09.00 - 09.15	Registration
09.15 – 10.15	 Introductory block (1 hour): Opening (10-15 min) Filling out the starting questionnaires (5-10 min.) Acquaintance (20-25 min.) Identifying Expectations (10 min.) Defining rules for collaboration (10 min.) Presentation of the seminar program (5 min.)
10.15 – 11.00 (2h.15min):	 Session 1. "Equality and discrimination: concept and practice" Formation of prejudices and stereotypes Types and mechanisms of discrimination Equal rights - equal opportunities - equal results
11.00 – 11.30	Break
11.30 – 13.00	Session 1. "Equality and discrimination: concept and practice" (continued) • Exercise "Finish Sentence"



- Exercise "Starting point"
- Exercise "Gender Roles"

13.00 – 14.00 Lunch break

- 14.00 15.40 Session 2. "Theoretical and legal foundations of anti-discrimination and gender expertise of EMC" (1 hour 40 min)
 - Presentation "Approaches to equality and social difference"
 - Types and mechanisms of discrimination
 - Equal rights equal opportunities equal results
- **15.40 16.10** Break
- 16.10 17.45 Session 3. "Methodology of anti-discrimination and gender expertise of EMC" (1h 35min.)
 - Presentation "Methodology of anti-discrimination and gender expertise (legal framework)"
 - Presentation "Examples of anti-discrimination and gender expertise"
 - Workshop
- 17.45 18.00 Summing up and assessing the day (15min)

Day 2

- 09.00 09.15 Discussion of the results of the previous day (15 min.)
- 09.15 11.00 Workshop on the application of tools for anti-discrimination and gender expertise of EMC (3 hours 15 min.)
- **11.00 11.30** *Break*



11.30 – 13.00 Workshop on the application of tools for antidiscrimination and gender expertise of EMC (continued)

13.00 – 14.00	Lunch break
14.00 – 15.30	Workshop results presentation, general discussion (2.45 min.)
15.30 – 16.00	Break
16.00 – 17.15	Workshop results presentation, general discussion (continued)
17.15 – 17.40	Summing up the training (25 min) Analysis of the implementation of expectations
17.40 – 18.00	Final test. Finishing (20 min)



Introductory block (60 min.)

Objective Content Handouts	 Creating a friendly atmosphere Preparing participants' perceptions for learning Filling out the initial questionnaires Acquaintance Identifying expectations from the training Coordination of the rules of joint work Familiarization with the training program Starting Questionnaires Training program
Technical materials	Cards of different colors according to the number of participants
Format \ Method	 "Name history"\"Shield" "Tree of expectations" General discussion (GD)
Time	Greetings - 10-15 minutes Filling out the starting questionnaires - 5-10 minutes. Acquaintance - 20-25 min. Identifying expectations - 10 min. Rules - 10 min. Program presentation - 5 min. Total: 60 minutes

Step-by-step description of the introductory block

Opening (10-15 min.)

Welcome words:

- Representative of the Ministry of Education and Science of the Kyrgyz Republic
- Representative of the European Union
- Representatives of the Project "HERo New narratives towards a gender equal society"

Filling out the starting questionnaires (5-10 min.)

Distribute the starting questionnaires to the participants, explain that the answers to questions are necessary to identify what the participants already know and in which issues they need new information and training.

Then give time to fill out the questionnaires, and then collect them.

Introduction (20-25 min.)

Step 1. Greet the participants and introduce yourself.

Step 2. Ask participants to introduce themselves by telling their name history:

- who gave the name
- what does the name mean
- attitude to their name

Allow 1-2 minutes for participants to recall their stories, then 1-2 minutes for individual presentations. Each participant tells his own story of the name.

Often these name stories carry a gender context (the names "courageous" and "flower", the tradition of giving girls special names in case of a prolonged expectation of the birth of a boy in the family, etc.), you can return to this material during session 1.

Be sure to thank the speakers with a round of applause after each presentation.

Identifying Expectations (10 min.)

Step 3. Carry out the procedure for identifying expectations and work out the rules of the seminar together with the participants.

The trainer distributes colored curly cards and asks the participants to write their expectations for the workshop on them. All cards are posted on a flip chart with a pre-drawn tree with roots. All expectations are read by the trainer and posted in the roots of the tree. With the group, it is necessary to analyze all the expectations and hang them in the roots of the tree. Those expectations that clearly cannot be met (not related to the topic, too broad tasks) need to be commented on and explain why they cannot come true.

It should be noted that the group will return to the expectation tree at the end of the third day to find out how much the written expectations have come true.

Note: if written questionnaires at the beginning and at the end of the training are used to assess the training, the procedure for identifying expectations can be omitted.

Defining rules for collaboration (10 min.)

<u>Step 4.</u> Use brainstorming sessions to identify the rules of collaboration that will help make the workshop more productive. And invite the participants to form a follow-up group.

Usually the rules include:

- don't be late;
- be active;
- respect each other's opinion;
- the schedule of performances is 1-2 minutes;
- turn off/put on silent mode cell phones;
- work according to the program.

Presentation of the training program (5 min.)

Step 5. Briefly describe the training program, discuss its goals and objectives, pay attention to the issue of regulations and break times.

□ "Bank of exercises" for the introductory block

As a variant of the procedure for introducing participants, you can use the method described below.

"Shield" (30-40 min.)

- **Step 1.** The trainer distributes colored sheets of paper and invites the participants to draw on them (schematically) the following:
 - My portrait / image
 - My pride / my achievements
 - My interests, hobbies
 - My dream
- Step 2. All drawings are posted on the board/wall, and then the participants present their drawings and talk about their meaning.

Be sure to thank the speakers with applause after each presentation.

Session 1. "Equality and discrimination: concepts and practice" (2 h. 15 m.)

Objective	Creating a common understanding about equality and discrimination	
Content		
Content	 Concepts of prejudice, stereotypes, discrimination Gender roles and their reproduction 	
Key messages	Biases and stereotypes form false ideas about people or situations;	
	• Any form of discrimination leads to the restriction of human rights;	
	• Gender roles are set by the system of upbringing, education, depend on the political course, culture, customs and traditions;	
	The biological and social gender is different;	
Handouts	• S-1 \ № 1 "Prejudices. Stereotypes "	
	• S-1 \ № 2 "Presentation slides on prejudice and stereotypes"	
	• S-1 \ № 3 "Discrimination"	
	• S-1 \ № 4 "Presentation slides about discrimination"	
	• S-1 \ № 5 "Gender: typical questions and answers"	
	• S-1 \ № 6 Slide "Vicious circle"	
Technical materials	Multimedia projector, computer \ screen	
Teemieur muteruns	Loudspeakers	
	• Cards with phrases (2-3 sets for the exercise "Finish the sentence")	
	• Role cards, questions (for exercise "Starting point")	
	 Task cards for groups (for the exercise "Gender Roles") 	
Format \ Method		
rormat (Wiethou		
	- Small group discussion (SGD) - 2 (3) groups	
	- Group presentations	
	- SGD	
	- Group presentations	
	General discussion (GD), conclusionsReading handouts	
	 Presentation on prejudice and stereotypes 	
	• Exercise "Starting point" (35-40 min)	
	- Role-playing game	
	- GD, conclusions	
	Reading handouts	
	Presentation about discrimination	
	Exercise "Gender Roles"	
	 SGD - 4 groups (toys for boys and girls, female and male professions) 	
	Group presentations	
	- GD	
	Watching the video "Treasure"	



	- GD, conclusions
	Reading handouts
Time	Exercise "Finish sentence" - (35-40) min.
	Reading the handouts - 5 min
	Presentation about prejudice and stereotypes - 10 min
	Exercise "Point of reference" (35-40 min)
	Reading the handouts - 5 min
	Presentation about discrimination - 5 min
	Exercise "Gender roles" (35-40 min)
	Reading the handouts - 5 min
	Total: 2 hours 15 min.

Step-by-step description of session 1. "Equality and discrimination: concepts and practice" (2 h. 15 m.)

Exercise "Finish sentence" (35-40 min.)

Step 1. Invite the participants to gather around one of the tables, give out cards and explain the task.

Task:

There are sentences on the cards of two colors: beginning of a phrase are on the cards of one color, the ending are on the cards of another color. Try to collect these suggestions by discussing with the whole group. Make sure that the majority of the group agrees with the resulting formulations.

The sentences on the cards are widespread ethnic, professional and gender stereotypes. Most likely, participants will compose the following phrases:

All artists are frivolous

All truck drivers are dirty

All deputies are talkers

All market bosses are rich



All policemen are bribe takers

All Japanese are hardworking

All gypsies are cunning

All Italians are Mafia members

All Kyrgyz are simple-minded

All Americans are arrogant

All Russians like to drink

All Frenchmen are loving

All women drive badly

All women are emotional

All women raise children well

All men are ready for adultery

All men are good leaders

All men are strong

All elderly people are poorly educated

All elderly people have poor memory

All elderly people are constantly ill

All disabled people are helpless

All disabled people are touchy people

All disabled people are unsociable people

<u>Step 2.</u> After the participants make suggestions, ask them to read out the received phrases loudly and comment on them.

Discuss the results obtained.

? Possible questions for discussion:

- How was the process of writing phrases going? Were there disagreements, was it easy to come to a common opinion? Why?
- To what extent do the received statements correspond to reality? Can there be exceptions? Give examples.



- Have you ever met with representatives of these groups?
- If not, on what basis did you give the characteristics?
- If yes, to what extent do these characteristics correspond to all representatives of this group?
- Step 3. Discuss the concepts of "prejudice" and "stereotype" with the participants. Note that they are only a generalization and cannot serve as a characteristic for all members of a particular group. Every person is unique and stereotypes do not correspond to reality.
- **Step 4.** Invite the participants to "break" the stereotypes by trying to fold the cards again in such a way that the phrases are not stereotypical, ordinary.
- **Step 5.** Ask to present the results of the new redistribution of cards and discuss the results obtained.

? Possible questions for discussion:

- How was the phrasing process going this time?
- When was it harder to complete a task: the first time or the second time? Why?
- What groups of stereotypes can be distinguished? (ethnic, professional, gender)
- Do stereotypes affect relationships between people and groups in real life?
- Is it possible to distinguish positive and negative stereotypes?
- What are the stereotypes regarding representatives of different social groups? To what extent do they reflect the real state of things? Does it interfere with your or their work?
- Do negative stereotypes affect ethnic/professional/gender relations?
- What can be done to neutralize the influence of negative stereotypes on relations with representatives of different social groups?

☑ *Possible conclusions:*

- People tend to have preconceptions and opinions formed about a thing, an
 event, a person in advance without sufficient reason, awareness or
 experience.
- Prejudices are the ground for the formation of stereotypes that arise when prejudices against a certain group are so generalized that there is an opinion that all members of the group have the same traits.
- It is necessary to be aware of the presence of prejudices and stereotypes, to determine whether they are positive or negative.
- It is important that our stereotypes (especially negative ones) do not affect our work.

Step 7. Distribute materials: "Prejudice and stereotypes", discuss them with the participants. (5 minutes)

Step 8. Present the presentation "Prejudices and stereotypes", discuss the basic concepts with the participants. (10 minutes)

Exercise "Point of reference" (35-40 min.)

Step 9. Ask the participants to stand in one line (at the wall or on the parade ground). Assign roles to participants:

- Loader
- Fashion model
- Wheelchair user
- Mayor of the capital
- Pregnant woman with a 2-year-old child
- Young Kurdish girl
- Head of a women's NGO
- Leader of a major political party
- A 12-year-old teenager registered with the police
- Mother of 8 children, housewife
- The realizer on the market
- A 14-year-old girl who does not attend school
- A young promising athlete
- The leader of a human rights organization, a Uighur
- Policeman of the patrol and guard service
- Entrepreneur who does not know the state language
- 60-year-old gypsy
- 60-year-old aksakal
- Rural teacher

Step 10. Explain the rules of the game.

Rules:

Enter the role and introduce yourself to this person, hold the role card in front of you so that others can see who you are. When the coach reads out the questions, those participants who, in accordance with their role, answer this or that question positively, take a step forward, those who cannot, remain in place.

Step 11. Read out the questions in order, giving participants the opportunity to decide whether to take this or that step or not. The maximum number of steps is 10.



List of questions:

- 1) Can you go to another locality without assistance?
- 2) Can you play football?
- 3) Can you afford high-quality medical treatment?
- 4) Can you be awarded a state award?
- 5) Can you play at the casino quite often?
- 6) Can you apply for high positions in the civil service?
- 7) Can you go on vacation abroad?
- 8) Can you participate in protests against the actions of the government?
- 9) Can you be invited to give a public lecture?
- 10) Can you be a candidate for Parliament?
- Step 12. Organize a discussion of the process and the results of the task. Ask questions, starting with those participants who have taken more steps.

? <u>Possible questions for discussion:</u>

- How did you happen to be in this place? How do you feel?
- What steps have you been able to take and which have not? Why?
- Why did it happen that with the same positions at the start, everyone turned out to be at different distances? Is it fair?
- Are there such cases in real life when equal rights are not provided with equal opportunities and do not lead to equal results?
- What measures can be taken to ensure equal opportunities?

☑ *Possible conclusions:*

- Discrimination can occur on the basis of the different characteristics that people have and to which different ratings are assigned in different societies.
- The most often discriminated against are representatives of minorities and those social groups that are disadvantaged and are most often excluded from the decision-making process (children, disabled people, the elderly, women, etc.)
- When making decisions and interacting with representatives of different groups, police should take into account their situation and take measures to prevent discrimination.
- **Step 13.** Distribute and discuss in detail the material "Discrimination". (5 minutes)
- **Step 14.** Present a presentation about discrimination, discuss the basic concepts and forms of discrimination with the participants. (10 minutes)

Reproduction of gender roles (35-40 min.)

Step 15. Divide the participants into 4 groups and give the task.

Task:

Within 15 minutes, it is necessary to:

1 and 2 groups – make a list of toys for girls and boys, list the skills that are developed with them;

Groups 3 and 4 - list the types of economic activities mainly performed by men and women using statistical data, and explain the reasons for this separation.

Step 16. Organize presentations and discussion of group developments (20 min.)

Possible outcomes of groups 1 and 2:

- Only boys have toys in the form of different types of weapons (pistols, tanks, sabers, etc.) and soldiers;
- Only boys have cars and other technical means;
- Only girls have dolls, strollers, doctor's kits, dishes, household appliances;
- Only girls have cosmetic bags, jewelry;
- For boys, soft toys are strong animals (lion, bear, etc.), and for girls, they are weak animals (bunnies, mice, cats, etc.);
- Sports toys: fewer options for girls and more designed for individual games, the development of grace, dexterity (hoop, jump rope, etc.); for boys, the range of toys is larger and designed for team games, for example, a soccer ball.

Possible outcomes of groups 3 and 4:

- Among the types of activities typical for women, professions related to the implementation of the functions of care and education prevail: teachers, doctors, social workers, etc.;
- Men are concentrated in construction, mining, energy, transportation and government;
- In all types of economic activity, the level of wages of women is lower than that of men, even in those sectors where they prevail;
- The reasons for this situation are stereotypes and expected standards of behavior that are different for women and men.

☑ *Possible conclusions:*

- The expected social roles of men and women are not set initially, "by nature", but are formed as a result of environmental influences, are changeable over time and depend on the type of society and culture;
- Gender relations in society have a constructed character, depend on the influence of gender stereotypes and the traditional distribution of gender roles on the opportunities of women and men in various spheres of life;
- The irreplaceable roles for women remain the ability to give birth, and for men to be fathers, the remaining roles are relative and depend on various social factors;
- Recognizing the constructed nature of gender, it is impossible to neutralize
 the objective differences between men and women associated with the
 difference in reproductive function;
- It is necessary to abandon following traditional gender stereotypes.
- Show the participants the video "Treasure", which presents the gender roles and the system of relations between women and men. (5 minutes)
- Step 18. Distribute materials: "Gender: typical questions and suggested answers" (Shvedova N.), "The vicious circle of reproduction of gender roles" and discuss them in detail. Based on the comments made in the previous discussion, tell us about the need to distinguish between biological sex and social gender. (10 minutes)

□ "Bank of exercises" for session 1.

Exercise "Wall of Silence" (15 min.)

Step 1. Invite the participants to distribute the characteristics of different nationalities by hanging colored cards on a pre-posted sheet:

Americans	gypsies	italians	French people
_	Americans	Americans gypsies	Americans gypsies italians

Prepare a poster with the designation of colors in advance. The characteristics are expressed in the following colors (the color may vary depending on the availability of paper):

Red – self-confident

Blue - hardworking

Yellow - tricky

Green - hot-tempered

Orange - frivolous

Step 2. Give each participant 5 cards of different colors. Then give 5 minutes for the distribution of colors-characteristics on the poster. Note that this process should take place in silence, without discussion.

Step 3. Discuss the results with the participants.

? Possible questions for discussion:

- What characteristics prevail for each group? Why?
- Have you ever met representatives of these nationalities in your life?
- If not, then on the basis of what did you give the characteristics?
- If yes, how do these characteristics correspond to your experience of communicating with representatives of these groups?
- Are these characteristics applicable to all representatives of these nationalities without exception?
- If not, then why did most of you characterize these nationalities in this way?

☑ *Possible conclusions:*

- People tend to have preconceptions and opinions formed about a thing, event, person in advance without sufficient reason, awareness or experience.
- Prejudices are the ground for the formation of stereotypes that arise when prejudices against a certain group are so generalized that there is an opinion that all members of the group have the same traits.
- It is necessary to be aware of the presence of prejudices and stereotypes, to determine whether they are positive or negative.
- It is important that our stereotypes (especially negative ones) do not influence our behavior and decisions.
- <u>Step 4.</u> Distribute the material "Prejudice and stereotypes" (S-1/№1). Read it with the participants and discuss it.

Exercise "Applause" (20 min.)

Explain the rules to the participants: the coach names categories of people. If a participant relates himself to this category/group, he must stand up. The others greet him with applause. Read out the categories in turn, giving you the opportunity to get up after each category.

List of categories:

- likes to get up early
- prefers a short haircut
- likes to read detective stories
- speaks 3 languages who
- have a higher legal education
- are citizens
- those who were born in rural areas
- consider themselves to be the beautiful half of humanity
- consider themselves to be the strong half of humanity
- those whose rank is higher than major
- those who consider themselves rich
- those who consider themselves poor
- Kyrgyz people
- representatives of other nationalities
- those with light skin
- those with dark skin
- those under 30
- years old those over 50 years old stand up those who
- had mixed marriages in their family

Step 2. Organize a discussion of the task completion process.

? Possible questions for discussion:

- What characteristics caused pride? Why?
- In what cases did you not want to get up, why?
- Why was belonging to certain categories perceived negatively?
- Can belonging to a particular category limit the rights and opportunities of representatives of these groups?
- <u>Step 3.</u> Discuss with the participants the concept and types of discrimination. Explain that discrimination is a violation of human rights on certain grounds. Write down the most common types of discrimination on the flipchart, discussing each of them with the group.

- <u>Step 4.</u> Distribute the material "Discrimination" (S-1/№2). Read it with the participants and discuss it.
- <u>Step 5.</u> Discuss how the fight against discrimination can be included in the work of police officers.

? Possible questions for discussion:

- In real life, which groups are most often discriminated against?
- Can nationality be grounds for discrimination?
- What can the police do to prevent discrimination?

Session 2. "Theoretical and legal foundations of the anti-discrimination and gender expertise of the educational and methodological complexes" (1 h. 40m.)

Objective	To raise awareness on ensuring equal rights and equal opportunities for women and men and to familiarize with the basics of anti-discrimination and gender expertise of the EMC.	
Content	Equality of rights - equality of opportunities - equal results	
Key messages	 The concept of gender equality has been formed for a long time and transformed from the struggle for the establishment of formal (legal) gender equality into the struggle for actual gender equality; 	
	As a result of the critical rethinking of the "Women in Development" approach, the "Gender and Development" approach was adopted, implemented through the "Gender Mainstreaming" and "Women's empowerment" policies.	
Handouts	S-2 \ №1 Presentation "Approaches to equality and social differences"	
Technical materials	 Multimedia projector, computer \ VCR, TV, screen Cards with the designation of roles 	
Format \ Method	PowerPoint presentationGeneral discussion	
Time	Equality of rights - equality of opportunities - equal results Total: 1 hour 40 min.	

Step-by-step description of session 2. "Theoretical and legal foundations of anti-discrimination and gender expertise of the educational and methodological complexes" (1 h. 40 min.)

Mini-lecture "Theoretical and legal foundations of anti-discrimination and gender expertise of the EMC":

- **Step 1.** Presentation "Approaches to equality and social difference", the main points of which are highlighted below:
 - *In science, approaches to differences have changed throughout history:*
 - o Primordialism, pre-industrial period until the end of World War II



- o Instrumentalism, the period of modernism, 1960-80s
- o Constructivism, postmodern period, from the late 1980s. Until now.

• Primordialism:

- o Perceptions of differences as eternal, natural
 - Sociobiology (Otto Weininger, Pierre van den Berg)
 - Classical psychoanalysis (Sigmund Freud, Carl Gustav Jung, Karen Horney)

• Instrumentalism:

- o Social differences are a tool used by the elite to pursue their interests
 - Influence of the educational system and upbringing (Ernest Gellner)
 - Structural Functional Analysis (Talcott Parsons)
 - Racism and sexism are needed to justify a "meritocratic" system (Immanuel Wallerstein).

• Constructivism:

- Existing differences are the result of design based on the production and reproduction of identities
 - Imaginary Communities (Benedict Andersen)
 - Symbolism (Anthony Smith, John Hutchinson, Yuvail-Davis, Irina Zherebkina)
 - The concept of the "other" (Homi Bhabh, Edward Said, Andrea Dvorkin, Rosie Bridotti, Julia Kristeva, Gayatri Chakravarti Spivak)
- An example of the transformation of psychological research (by Carol Jacklin):
 - o 1910-20s psychology of sex
 - o 1930-60s psychology of sex differences
 - o late 1970s sex related differences
 - o since the 1980s gender differences
- Georg Kraig "Psychology of development":
 - The analysis of Preliminary Scholastic Aptitude Test (PSAT) for 1960-1983 showed a sharp decrease in the differences in the psychological characteristics of boys and girls;
 - Analysis of the results of tests on the understanding of spatial relations by American high school students showed that over the past 20 years, the spatial abilities of girls have changed significantly
- Eric Eagley. "Conformity Studies":
 - o Among the 22 works on this topic published before 1970, 32% indicated a greater degree of conformity of women,
 - o From 40 studies published since 1970, only 8% of studies found such differences.
- Illustrations of propaganda posters from different countries (USSR, Great Britain, China, Vietnam, Kyrgyzstan, etc.)



- Illustrations of images of women and men used in print and electronic media of Kyrgyzstan
- Portrait in the media of the only female candidate during the election campaign of the President of the Kyrgyz Republic (2021)
- Visual images of women and men in the election campaigns of candidates for the post of President of the Kyrgyz Republic (2021)
- *The systemic promotion of equality is possible through:*
 - Deconstructing and rejecting existing traditional sexist attitudes that perpetuate inequality
 - o Non-sexist upbringing and education, rejection of gender stereotypes
 - Application of a set of special measures aimed at supporting the "catch-up" gender and establishing de facto equality

□ "Bank of exercises" for session 2.

"Ranking of statements" (30 min.)

Step 1. Hang the "Agree" and "Disagree" cards on opposite walls of the room. Participants should be able to move freely around the room.

Reading out the statements in turn, invite the participants to determine their position on each of the statements and take a place under the card that corresponds to their opinion.

Step 2. Read statement 1: "Men are naturally given more intelligence than women"

Organize a discussion on the issues. Questions should be asked to each group separately:

? *Possible questions for discussion:*

- O Why do you agree / disagree with this statement?
- Are you ready to change your mind (location) after hearing the arguments of the opposite side?
- **Step 3.** Read Statement 2: "A woman's main purpose is family."

Organize a discussion using the same algorithm.

Step 4. Statement 3: "Gender is a foreign fashion, it will soon pass and everything will be the same."

Organize a discussion using the same algorithm.

Step 5. General discussion.

- **?** Possible questions for discussion:
 - o Was it easy for you to make the choice? Why?
 - Was it easy or difficult to defend your position? Why?
 - Did those who chose a different opinion have arguments with which you can agree? What were these arguments?

After the discussion, you can make a transition to the mini-lecture "Differences between social and biological sex."

Session 3. "Methodology of anti-discrimination and gender expertise of educational and methodological complexes" (7 h. 25 min.)

Objective	 Raise awareness of participants about the concept and methodology of anti-discrimination and gender expertise of educational and methodological complexes To give the skills to conduct anti-discrimination and gender expertise of educational and methodological complexes
Content	 Gender Needs Concept and methodology of anti-discrimination and gender expertise of educational and methodological complexes The procedure for conducting anti-discrimination and gender expertise of educational and methodological complexes and / or their components and gender expertise of educational-methodical complexes Criteria for the selection of experts for anti-discrimination and gender expertise The rights and obligations of experts in the conduct of anti-discrimination and gender expertise The rights and obligations of the publishing house in the conduct of anti-discrimination and gender expertise Funding for anti-discrimination and gender expertise Expert opinion on the results of the anti-discrimination and gender expertise of the educational and methodological complex Matrix of disagreements on the recommendations of anti-discrimination and gender expertise of the educational and methodological complex Workshop on anti-discrimination and gender expertise of educational and methodological complexes and / or their components
Key messages	 Anti-discrimination and gender expertise of the EMC is mandatory. The purpose of the anti-discrimination and gender expertise is to improve the quality of EMC to ensure the readiness of the individual for civil and professional activities that ensure personal and social well-being in a diverse changing world, as the goal of general school education. The general objectives of the anti-discrimination and gender expertise is the analysis of teaching materials as elements of the system of regulatory documents through which the State educational standard of general school education of the Kyrgyz Republic is implemented in order to ensure the formation of the student's personal characteristics, focused on the following value orientations.



Handouts	 S-3 \ №1 Presentation "Methodology of anti-discrimination and gender expertise of educational and methodological complexes: legal basis" S-3 \ №2 Examples "Examples of anti-discrimination and gender expertise of EMC" S-3 \ №3 Regulations on the procedure for conducting anti-discrimination and gender expertise of educational and methodological complexes, approved by the order of the Ministry of Education and Science of the Kyrgyz Republic dated September 16, 2019 № 1096/1 with annexes: Appendix 1. Methodology for conducting anti-discrimination and gender expertise of educational and methodological complexes Appendix 2. Expert opinion on the results of anti-discrimination and gender expertise of the educational and methodological complex Appendix 3. Matrix of disagreements on the recommendations of anti-discrimination and gender expertise of the educational and methodological complex
Technical materials	 Multimedia projector, computer \ screen EMC projects or real textbooks
Format \ Method	 Power Point presentation General discussion Individual work or work in pairs
Time	 Presentation "Methodology of anti-discrimination and gender expertise of educational and methodological complexes: legal foundations" - 45 min. Presentation "Examples of anti-discrimination and gender expertise of EMC" - 25 min. General discussion - 25 min. Workshop on the use of tools for anti-discrimination and gender expertise of EMC - 3 hours 15 min. Presentation of the results of the workshop, general discussion - 2h. 45min. Total: 7 hours 25 minutes

26

Step-by-step description of the session 3. "Methodology of antidiscrimination and gender expertise of educational and methodological complexes" (7 h. 25 min.)

Presentation 'Methodology for conducting anti-discrimination and gender expertise of educational and methodological complexes: legal framework'

- **Step 1.** Present the presentation "Methodology for conducting anti-discrimination and gender expertise of EMC: legal framework", the main substantive points of which are reflected below:
 - * The educational and methodical complex consists of 3 components:

The main components of the EMC

- o Textbook
- Workbook for students
- Methodical manual for teachers
- o Didactic materials
- o Control and diagnostic materials

Supporting information resources

- Dictionaries
- o Reference books
- o Teaching and visual aids
- o Final Certification Preparation Guidelines
- Internet support

Additional information resources

- o Popular science literature
- o Educational and didactic games
- o Encyclopedias
- o Collections of video and photo materials
- o Mass media, etc.
 - Functions of the educational and methodical complex:
 - Educational
 - Developing
 - Information
 - Systematizing
 - Anchoring and self-control
 - Integrating
 - Self-education



- Coordinating
- Currently, in the field of educational methodology, there has been a transition to educational technologies "results-oriented", and educational standards began to be created on the basis of the so-called "competence-based approach", or an approach to "results-oriented education".

Results-oriented education is the introduction of educational technologies that ensure the formation of competencies and competent individuals who are able to successfully act in different situations of their lives and effectively solve problems

competency - the integrated ability of a person to independently apply various elements of knowledge and skills in a particular situation (educational, personal and professional);

competence - a predetermined social requirement (norm) for the educational training of a student (trainee), which is necessary for his effective productive activity in a particular area.

- Education of the XXI century is focused on 4 basic skills (competencies):
- 1. The ability to learn
- 2. The ability to be
- 3. The ability to do
- 4. The ability to live together
- Today there are a number of requirements for modern EMC:
 - to the content:
 - o compliance with the current state of the content of science
 - o systematization in the subject, logical and psychological terms
 - o etc.
 - to the structure:
 - Implementation in the structure of the basic principles of the methodology of mental activity
 - o etc.
 - to the methodological development of the content:
 - Compliance with the requirements of modern didactics in the field of language (accessibility, correctness)
 - Compliance with the methodological requirements for this subject of study
 - o Appeal to the material passed and the experience of students
 - Managing students' thought processes in the process of problem solving
 - to design and printing execution:
 - o Ease of use of the textbook
 - o Paper quality
 - A variety of illustrations (drawings, photographs, drawings, diagrams)
- To determine the compliance of the EMC with the requirements, 4 types of examinations are carried out:

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- O Scientific on the basis of the relevant institutes of the Academy of Sciences or universities with departments in the subjects of approbation
- Public expertise on the basis of the Coordinating Council for Standards and Quality of Education
- Scientific and pedagogical expertise on the basis of the Kyrgyz Academy of Education, specialized Universities
- o Anti-discrimination and gender expertise
- Legal framework for the implementation of anti-discrimination and gender expertise of draft educational standards, programs and EMC.
- Conducting anti-discrimination and gender expertise of educational and methodological complexes and / or their components is based on the Universal Declaration of Human Rights of December 10, 1948, international treaties to which the Kyrgyz Republic is a party (Convention on the Elimination of All Forms of Racial Discrimination of December 21, 1965, International Covenant on Economic, Social and Cultural Rights of December 16, 1966, International Covenant on Civil and Political Rights of December 16, 1966, Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment on December 10, 1984, International Convention on protection of the rights of all migrant workers and members of their families December 18, 1990, Convention on the Rights of Persons with Disabilities of December 13, 2006, Convention on the Rights of the Child of November 20, 1989, Convention on the Elimination of All Forms of Discrimination against Women of December 18, 1979, The Convention against Discrimination in the Field of education in 1960), at the Fourth World Conference on the Status of Women on September 4-15, 1995, the Sustainable Development Goals on September 25, 2015, as well as on the norms of national legislation of the Kyrgyz Republic (Constitution of the Kyrgyz Republic of June 27, 2010 (as amended by the Law KR dated December 28, 2016 N 218), the Family Code of the Kyrgyz Republic dated June 26, 2003, the Children's Code of the Kyrgyz Republic dated July 10, 2012 No. 100, the Law of the Kyrgyz Republic "On state guarantees of equal rights and equal opportunities for men and women" dated August 4, 2008 No. 184, the Law of the Kyrgyz Republic "On protection and protection from domestic violence" dated April 27, 2017 No. 63, the Law of the Kyrgyz Republic "On education" dated April 30, 2003 No. 92, the Action Plan for the implementation of the Education Development Strategy in the Kyrgyz Republic for 2018-2020 as a three-year plan for the implementation of the Strategy for the Development of Education in the Kyrgyz Republic for 2012 -2020, approved by the Resolution of the Government of the Kyrgyz Republic dated March 23, 2012 No. 201, the National Action Plan for Achieving Gender Equality in the Kyrgyz Republic for 2018-2020, approved by the Resolution of the Government of the Kyrgyz Republic No. 443 dated June 27, 2012 and other regulatory legal acts of the Kyrgyz Republic. Republic.

In particular, the Convention on the Elimination of All Forms of Discrimination against Women requires States parties to take all appropriate measures to eliminate discrimination against women in order to ensure that they have equal rights with men in education and in

particular ensure, on the basis of gender equality, inter alia, the elimination of any stereotypical concept of the roles of men and women at all levels and in all forms of education by

encouraging coeducation and other types of learning that will contribute to the achievement of this goal, and in particular by revising teaching aids and school curricula and adapting teaching methods.

According to the Beijing Platform for Action, education is a human right and an essential means of achieving goals such as equality, development and peace. Non-discriminatory education benefits both girls and boys and thus ultimately contributes to the development of more equal relationships between men and women. Equality in access to education and opportunities to obtain it are essential for more women to become active participants in change. Foster an environment conducive to education and social conditions in which women and men, girls and boys are treated equally and are encouraged to their full potential, while respecting their freedom of thought, conscience, religion and belief and in which educational resources contribute to the elimination of stereotypical attitudes about women and men, would be an effective means of eliminating the causes of discrimination against women and inequalities between women and men.

Sustainable Development Goal 4 (SDG 4) ensures that all children receive free primary and secondary education in 2030. This goal also aims to ensure equal access to vocational training by addressing issues such as gender and social inequality in order to achieve general access to quality higher education. The international community has a collective responsibility to ensure that every child in the world has the opportunity to learn. The fight to achieve education for all requires the mobilization of financial resources, as well as strengthening the fight against discrimination, child labor and child trafficking.

The Constitution of the Kyrgyz Republic establishes a ban on the propaganda of national, ethnic, racial, religious hatred, gender and other social superiority, which calls for discrimination, hostility or violence.

Following the Constitution of the Kyrgyz Republic, the Law "On State Guarantees of Equal Rights and Equal Opportunities for Men and Women" introduces a ban on direct and indirect gender discrimination in any field of activity in relation to persons of different sex. At the same time, the reproduction of gender stereotypes through the media, education, and culture is classified as indirect gender discrimination.

Education, according to Art. 4 of the Law of the Kyrgyz Republic "On Education" is a priority strategic direction of the state policy of the Kyrgyz Republic and among the principles of its organization, along with others, are named:

- equality of the rights of all citizens of the Kyrgyz Republic to receive a quality education;
- the humanistic nature of education, the priority of universal human values in combination with national cultural wealth, education of citizenship, industriousness, patriotism and respect for human rights and freedoms;
- the secular nature of education in educational institutions.

Article 3 of the Law of the Kyrgyz Republic "On Education" establishes the right of citizens of the Kyrgyz Republic to education regardless of gender, nationality, language, social and property status, health limitations, type and nature of occupation, religion, political and religious beliefs, place of residence and other circumstances. Fundamentally important in the Law is the norm according to which the state pursues a policy of social protection of children to involve them in the general educational process, regardless of age, gender, ethnic and

religious affiliation, academic achievements, socio-economic status and takes on state support for orphans, as well as children with disabilities.

• When conducting Anti-discrimination and gender Expertise of the EMC, attention should be paid to:

o Content:

- Does the material include gender/poly-ethnic themes?
- Is it based on stereotypes?
- Are the characters and addressees equally persons of different genders, ethnicities, etc.?

o Form:

- Does visualization reproduce or deconstruct gender\ethnic\social differences?
- Is the language of the formulations correct, without the use of sexism, humiliation?

o Process:

- Are the teaching methods focused on people of different genders, ethnicities, etc.?
- Is there an equal attitude to different social groups of students in the learning process?

• Education should focus on:

- To decorate and reject existing traditional sexist, racist and other discriminatory approaches that reinforce and justify inequality
- Non-sexist upbringing and education, rejection of gender, ethnic and other social stereotypes
- Application of a set of special measures aimed at supporting the "catching up" gender, social minorities and establishing de facto equality (equality of the result)
- The methodology of anti-discrimination and gender expertise of EMC consists of the following sections:
- 1. Legal foundations of the methodology
- 2. Results-based education
- 3. Basic concepts and categories for examination
- 4. General criteria for the examination of teaching materials in the field of gender equality and social inclusion
- 5. Recommendations for the examination of educational standards
- 6. Indicators of anti-discrimination and gender expertise
- 7. Indicators for assessing content
- 8. Indicators for assessing visual support
- 9. Explanation of the use of indicators
- 10. Instructions for completing the expert opinion table
- 11. Appendix 1. Expert opinion on the results of the anti-discrimination and gender expertise of the teaching materials

• 9 headline indicators and 44 sub-indicators for assessing content:

- 1. Gender / Gender Representations in Text (5)
- 2. *Gender* (7)
- 3. Distribution of family roles and responsibilities (7)
- *4. Distribution of social roles (3)*
- 5. Profession or Occupation (5)



- 6. Ethnic representation (4)
- 7. Representation of vulnerable groups (4)
- 8. Discrimination and inequality (8)
- 9. War, conflict and mass violence (1)
 - 9 key indicators and 37 sub-indicators for assessing visual support:
- 1. Visual Representation of Gender / Gender (1)
- 2. *Gender* (7)
- 3. Distribution of family roles and responsibilities (7)
- *4. Distribution of social roles (4)*
- 5. Profession or Occupation (5)
- 6. Ethnic representation (4)
- 7. Representation of vulnerable groups (4)
- 8. Discrimination and inequality (4)
- 9. War, conflict and mass violence (1)
 - The general conclusion on the examination of the EMC is evaluated according to the following principle:
 - **A.** The EMC complies with the principles of gender equality, human rights, social inclusion and non-discrimination.
 - **B.** The EMC does not contain provisions and illustrations that contribute to the reproduction of negative stereotypes, direct and indirect discrimination of persons based on gender, race, language, disability, ethnicity, religion, age, political or other beliefs, education, origin, property or other status, as well as other circumstances, but needs additions and changes to promote the ideas of gender equality, human rights, social inclusion and non-discrimination.
 - C. The EMC contains unacceptable gender/ethnic/sociocultural/or other stereotypes and prejudices and discriminatory provisions, illustrations.
 - A short story about the results of the pilot anti-discrimination and gender expertise.
- <u>Step 2.</u> Present and discuss a Power Point presentation "Examples of anti-discrimination and gender expertise of EMC", including examples of RIGHT and WRONG ILLUSTRATIONS.
- Step 3. Distribute the drafts of the EMC or real textbooks to the participants and assign the task for the participants to conduct a workshop on the application of anti-discrimination and gender expertise tools of the EMC (individually or in pairs):

Task:

Within 3 hours, conduct an anti-discrimination and gender examination of the EMC / textbook and write a conclusion on the results of the examination, prepare a presentation on the results of the examination.



The key points can be fixed on flipcharts or make a PowerPoint presentation.

Step 4. Organize presentations and discussion of group developments.

? Possible questions for discussion:

Was it difficult to conduct an anti-discrimination and gender expertise of the EMC?

On what indicators/aspects was it most difficult to conduct an anti-discrimination and gender expertise of the EMC?

What is your assessment? What is the reason for this?

Do you have any recommendations for improving the EMC project you are analyzing?

Was it useful to complete this task? What exactly was useful?

Do you consider it appropriate to conduct an anti-discrimination and gender expertise of the EMC?

HANDOUTS

FOR SESSION 1. "EQUALITY AND DISCRIMINATION: CONCEPTS AND PRACTICE"

- 1) S-1 \ № 1 "Prejudice and stereotypes "
- 2) S-1 \ № 2 "Presentation slides on prejudices and stereotypes"
- 3) S-1 \ № 3 "Discrimination"
- 4) S-1 \ № 4 "Presentation slides about discrimination"
- 5) S-1 \ № 5 "Gender: typical questions and answers"

FOR SESSION 2. "THEORETICAL AND LEGAL FOUNDATIONS OF ANTI-DISCRIMINATION AND GENDER EXPERTISE OF EMC"

S-2 \ № 1 Presentation "Approaches to equality and social difference"

FOR SESSION 3. "THEORETICAL AND LEGAL FOUNDATIONS OF ANTI-DISCRIMINATION AND GENDER EXPERTISE OF EMC"

- S-3 \ №1 Presentation "Methodology of anti-discrimination and gender expertise of educational and methodological complexes: legal basis"
- S-3 \ №2 Examples "Examples of anti-discrimination and gender expertise of EMC"
- S-3 \ №3 Regulations on the procedure for conducting anti-discrimination and gender expertise of educational and methodological complexes, approved by order of the Ministry of Education and Science of the Kyrgyz Republic dated September 16, 2019, No. 1096/1 with annexes:
 - Appendix 1. Methodology for conducting anti-discrimination and gender expertise of educational and methodological complexes
 - Appendix 2. Expert opinion on the results of anti-discrimination and gender expertise of the educational and methodological complex
 - Appendix 3. Matrix of disagreements on the recommendations of antidiscrimination and gender expertise of educational and methodological complexes