AURORA: Inclusive education and gender equality

Syllabus

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Course annotation

Gender equality in education is a key factor in the development of society. The UNESCO [Education 2030 agenda](#) recognizes that gender equality requires an approach that 'ensures that girls and boys, women and men not only gain access to and complete education cycles, but are empowered equally in and through education.' The aim of the course is to understand the factors that maintain the inequality in global as well as regional contexts. We will analyze the processes and social actors that inhibit the change and we will explore the consequences of gender inequalities that are far more than just personal.

Course objectives

The aim of the course is to present gender-sensitive education as perspective rather than a volume of knowledge. Therefore, we will use the **journaling methods** as a tool for reflection and analytical pedagogical thinking. Through them, we will explore our own schooling history and we will map broader gender aspects of education in a specific cultural and geopolitical context.

Requirements

- Computer with microphone and camera
- Solid internet connection
- Paper notebook or sheets of paper
- Pen (+ colored pencils if possible**)**

Learning outcomes

The student will understand following concepts:

- Gender equality in education

- Empowerment

- Gender stereotypes

- Gender gap in education

The student will be able to integrate the knowledge about gender into understanding the broader context of inequalities and global problems such as poverty or **environmental** issues. The student

will be able to reflect on situations that may be facing as a future teacher and will learn journaling as a basic method for analyzing the situation and developing strategies for solution.

Teaching methods

Reading, discussion, exploring online sources, journaling, collective collaboration. It is mandatory to own a device capable of videoconferencing.

Course Contents

- ● Mapping: what do we know? (questionnaire distributed before the first meeting + reflection during the first meeting]

  - about gender

  - about gender inequalities

  - about gender in education in our region- about strategies and efforts to overcome the gender inequalities

  - what do we want or need to know more about?

- ● Gender as a concept describing not only individuals but also structures and processes in society

- ● Gender aspects of education

- ● Cultural, political, economical barriers for gender inequality in education

- ● What does gender mean to me and how is it shaping my life

- ● Gender stereotypes affecting the pedagogical work

- ● Developing strategies for change

Recommended or required reading

Anu R., Vu, P. (2018) Gender Inequality in Education and Kinship Norms in India, Feminist Economics, 24:1, 142-167, DOI: 10.1080/13545701.2017.1364399

Bhattacharya, Prabir C. 2006. "Economic Development, Gender Inequality, and Demographic Outcomes: Evidence from India." *Population and Development Review* 32(2): 263–92. doi: 10.1111/j.1728-4457.2006.00118.

Goodman, J., Martin, J. 2002. Gender, Colonialism and Education. An International Perspective. London. Routledge.

Kambhampati, Uma S. 2009. "Child Schooling and Work Decisions in India: The Role of Household and Regional Gender Equity." *Feminist Economics* 15(4): 77–112. doi: 10.1080/13545700903153997

Nakray, K. (2018). Gender and education policy in India: Twists, turns and trims of transnational policy transfers. *International Sociology*, *33*(1), 27–44. https://doi.org/10.1177/0268580917745769