

International Conference

Education as a Driver for Sustainable Development Goals



THE GLOBAL GOALS
For Sustainable Development

Report from the Workshop on Sustainable Development Goal 5 Education for Gender Equality and Empowerment of all Women and Girls

5 GENDER
EQUALITY



The International Conference
on
Education as a Driver for Sustainable Development Goals

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2016
at
CEE Ahmedabad
India

CEE

Centre for Environment Education



What does Sustainable Development Goal 5 say?

Achieve gender equality and empower all women and girls

- 5.1 End all forms of discrimination against all women and girls everywhere
- 5.2 Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation
- 5.3 Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation
- 5.4 Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate
- 5.5 Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life
- 5.6 Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences
 - 5.a Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national law
 - 5.b Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women
 - 5.c Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels



Introduction

The Education for Sustainable Development Goal 5 workshop session at the ESDG Conference at Ahmedabad brought together development practitioners, policy makers, educators, academics and other professionals to share their experiences, workable models, strategies about advancing gender equality and empowerment by critically examining local and regional realities in a globalized context. Specifically, the workshop focused on how education in formal, non-formal and informal settings can strengthen the SDG5 agenda, programmes, and activities. It placed a special emphasis on discussing appropriate ways to engage with individual socio-cultural and workplace contexts to instigate change by finding new entry points for policy design.

The topics to be explored are numerous, complex and cut across all thematic areas. The workshop sessions focused mainly on the economic context (session 2), the socio-cultural context (session 3), the political context (session 4), and environmental context (session 5). Building on the experiences, evidence and analysis provided during the course of the workshop, each session considered major barriers to change, as well as concrete recommendations for an action agenda for Education for Gender Equality and Empowerment. This report provides an overview of the discussions and deliberations based on the inputs provided by a wide range of international expert speakers and participants.





General Observations by the ESDG 5 Working Group

The ESDG 5 Working Group observed that while it is crucial to address and change existing barriers to women and girls' full and effective participation in formal structures – like the implementation of legal and political reforms to provide support and legitimacy to address inequalities – these steps do not, in and of themselves, change the way we continue to think and act. Similarly, while considerable progress on gender equality and women's empowerment has been achieved through goal three of the MDGs, especially with regard to equal access to primary education; it has, however, been observed that this approach insufficiently addressed the norms and behaviours that perpetuate gender inequality. These concerns have been reflected into the ESDG5 approach suggested by the Working Group.

The workshop deliberations led to the recognition that education for sustainable development (ESD) is an integral driver of the change needed. Furthermore, the Group observed that the impact of the ability to express oneself and explore one's own identity on women and girls' self-esteem is an important aspect of the empowerment process. Hence, aside from creating opportunities (external environment) for women and girls, initiatives should simultaneously focus on building internal environments to change compliances to unequal gender norms. Educational efforts must work on changing one's aspirations and ability to realize the desired outcomes.

Subsequently, the group recommendations centre around the intersectional and multi-levelled nature of the education and communication efforts that would be needed in order to achieve SDG 5. The group further acknowledges that:

- SDG5 reiterates the critical importance of advancing gender equality for sustainable development by having a standalone goal that serves as a powerful stimulus for raising awareness of gender-based issues. Gender inequality, however, has a negative impact on all the SDGs. This demonstrates the need to integrate gender equality and women's empowerment in all goals in order for the agenda to be truly transformative.
- The Group also expressed the need to look beyond viewing gender as a binary concept by framing it ultimately as equity for every human being in a way that transcends differences through focusing on self esteem and the right to dignity for each and every person.



The session's objective was to find ways to bridge the gap between the global discussions on gender inequalities, on the one hand, and on the other, deliberate on how education in its multiple interpretations interacts and impacts gender equality and women's empowerment.

Speakers

Designation

Dr. Prithi Nambiar
Dr. Pam Rajput

Executive Director, CEE Australia
Former Chairperson High Level Committee (HLC) on the Status of Women India, Ministry of Women and Child Development, Government of India
Chairperson, National Commission on Women (NCW)
Director, Social Security, SEWA
Coordinating expert for ESD, Ministry of Education and Training, Germany

Lalitha Kumaramangalam
Mirai Chatterjee
Reiner Mather

Dr. Pam Rajput chaired the inaugural session of the SDG5 workshop, and the speakers included Ms. Lalitha K, Ms. Mirai Chatterjee, and Mr. Reiner Mather. Dr. Prithi Nambiar extended a warm welcome to all, and presented data on the present scenario of women and girls across various regions of the world to highlight the widespread nature of gender based inequalities impacting the developed, as well as the developing world. She further spoke about the nature and methods of Education for Sustainable Development (ESD) and its key role as a powerful driver of the change in terms of values, attitudes and behaviour that would be required to effectively address the obstacles to framing identity and creating equity for women and girls at the personal, societal and professional level.

Main educational inputs given by speakers:

- Dr. Rajput pointed out that as Goal 5 does not have a set time frame, we might need to focus on Goal 4 (“Ensure inclusive and quality education for all and promote lifelong learning”), which is time bound. She emphasised a strong need to link different stakeholders, social sections and accountability mechanisms.
- Ms. Lalitha K highlighted the need for non-formal education to focus on building self-esteem and resilience, which is crucial to empowerment, as literacy does not cultivate the same. She also emphasized that the educational approach needed should include local traditional knowledge to offer diverse perspectives, and should place equal emphasis on boys and men to teach them to be gender sensitive. While responding to a question on the prevalence of patriarchy, Ms. Lalitha K highlighted the need to address the fact that sometimes women themselves are torchbearers of patriarchy when raising their daughters or judging other women by patriarchal values.
- Mr. Mather concurred with Ms. Lalitha K that in Germany too, the main priority was the education of boys, as society was not accepting of girls in leadership roles. He pressed for the need to change cultural mind-sets that objectify women by studying and analysing the influence of media on perpetuating gender stereotypes, and recommended the SDG5 community to engage with advertisement industries.
- Ms. Chatterjee underscored that education should build critical awareness through investment in structured trainings, exposures, and enhanced communication between women and girls. Women also need financial services & asset building, social security, capacity building (to lead and run own organizations and enterprises), and voice & representation (for changing laws and framing policies) for empowerment.



The session's objective was to address to what extent socio-economic policy approaches support the realization of women's economic participation, and what educational interventions are needed to redress women's socio-economic disadvantage in terms of access to services, property ownership, and income?

Speakers

Designation

Dr. Indira Hirway

Director and Professor of Economics at the Centre for Development Alternatives

Patricia Barandun

Deputy Representative, UN WOMEN, India

Sushma Iyengar

Managing Trustee, Kutch Mahila Vikas Sangathan

Dr. Preet Rustagi

Professor and Joint Director, Institute for Human Development

Dr. Indira Hirway chaired the session, and the speakers included Ms. Patricia Barandun, Ms. Sushma Iyengar and Dr. Preet Rustagi. The speakers provided an overview on lessons learned from experiences, identified best practice with particular reference to statistical data and measurement of progress, and key barriers to gender equality in the economic sphere and deliberated on how education, capacity building (particularly of policy and decision makers) communication and awareness (ESD) could support achieving gender equality and women's economic empowerment.

Main educational inputs given by speakers:

- Dr. Indira Hirway, reflected on the need to integrate women's unpaid work into macroeconomic policy making. Though women's work is accepted as economic work at the global level, the work that goes into the national income is done more by men than women.
- Ms. Patricia Barandun pointed out that while globally girl's education has risen dramatically, it is not reflected in the economy. She then expanded on some success stories supported by UN Women such as Barefoot College, which provides training to rural women on engineering work for installing solar lights; and an ICT project with KMVS that sets up communication and technology hubs to train women setting up a community radio to disseminate information about rights and create knowledge, and use ICT to connect women and enable them to interact with women elected to the panchayat.
- Ms. Sushma Iyengar pointed out that economics have not evaluated women's work in promoting peace, love and justice, and expressed the need to redefine economic participation, economic security and economic empowerment. In terms of measuring progress Ms. Iyengar suggested the media to start rating local governments, cities and states on women's equality. Local governments should be enabled, through capacity building and training to create their own gender indexes.
- Dr. Preet Rustagi pointed out that educational strategies must focus on increasing men's share in domestic work, which is a transformative aspect of women's empowerment. She also suggested the need for statistics on time-use of activity to influence change in policy. For example, studies about girls freed from household activities to devote time to education.



Addressing discriminatory social norms and attitudes is perhaps most fundamental for long-term sustainable changes but often most difficult for policymakers to tackle. For this roundtable discussion, which was moderated by Dr. Prithi Nambiar, people from various areas of competence and experience (legal, formal education, media etc.) were brought together to critically and creatively think about innovative ways to address social structures that endorse and perpetuate gender-based violence.

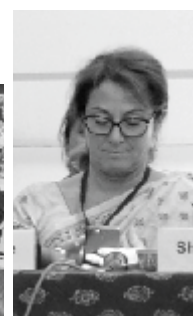
Speakers

Designation

Anju Musafir	Founder Mahatma Gandhi International School, Ahmedabad
Ram Devineni	Filmmaker, Director, Producer & Co-Writer PRIYA SHAKTI (over skype)
Varun Jhaveri	Youth Representative at UNESCO GAMAG
Prof. Niyati Mistry	Principal, Government Arts College, Gandhinagar
Dr. Seema Khanwalkar	Semiotician and Visiting Faculty, CEPT University and NID
Poonam Kathuria	Founder and Executive Secretary, SWATI
Nupur Sinha	Director, Centre for Social Justice
Riddhima Sharma	Communications Officer Safe City, Founder FemPositive
Sonal Zaveri	Secretary, Community of Evaluators

Main educational inputs given by speakers:

- Ms. Anju Musafir pointed out that gender bias and stereotyping are the primary forms of discrimination that are reinforced in early childhood. She suggested specific educational interventions that address gender stereotyping, which include the need for: 1) democratic schooling, 2) collaborative model for pedagogy, 3) integrating the narrative of men into the curriculum, activities and materials, 4) using advertisement analysis as a tool to discuss gender stereotyping in the media, 5) sex education in the school curriculum.
- Mr. Ram Devineni (over skype) spoke about the need to use creative mediums like comic books to engage teenage boys in encountering stereotypes and domestic violence in the context of India.
- Mr. Varun Jhaveri expressed the need for stories of gender roles that break stereotypes in the media, and suggested to have celebrities as goodwill ambassadors to promote social campaigns spreading awareness for change.
- Dr. Seema Khanwalkar pointed out how words, specifically across the media, often express male domination, and how this language becomes the medium through which women express themselves. Rethinking language and its visual representation are therefore important components of knowledge-based activities.
- Ms. Niyati Mistry reflected on the declining sex ratio in Gujarat, and the various factors –socio-cultural, historic, demographic and economic – that cause this particular form of violence against women. Apart from law enforcement, she suggested that behavioural change communication is essential to encounter discriminatory attitudes towards having girls.
- Ms. Nupur Sinha emphasised that change in attitude requires a change in systems too; hence a sensitive, responsive and accountable justice delivery mechanism is much needed. For attaining this result, adequate budget and adequate capacity building of staff becomes indispensable.





- Ms. Riddhima Sharma introduced a model of crowd sourcing and crowd mapping of sexual harassment occurrences in public spaces, the data can be shared with the police and used for analysis and awareness campaigns.
- Ms. Poonam Kathuria pointed out the importance of looking at different spaces for data collection on violence against women; hospitals for instance are important for engaging with women and girls who have encountered violence. Specific recommendations made by Ms. Kathuria include the need to make women the drivers of change, to questions structures, and to backup awareness raising activities with new structures that support the change.
- Ms. Sonal Zaveri recommended activities and programmes that address 'power to, power with, power over and power within' to tackle gender issues. She highlighted that more efforts should be made to address the power within by building self-esteem and self-efficacy.
- Dr Prithi Nambiar summarised the session by emphasizing the need to ensure decent livelihoods in all economic sectors where women typically seek employment. This included the sex industry which needed legalization to avoid criminalization and danger to the health, dignity and safety of sex workers.



How do we ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic, and public life (target 5.5)? What are the key challenges to participation, and what type of education strengthens and can further strengthen women's visibility as political actors?

Speakers

Designation

Namrata Bali	Director SEWA Academy
Mr. Kiran Karnik	Director on the Central Board of the Reserve Bank of India
Meagan Fallone	CEO Barefoot College International
Shantaben Koshti	Grassroots leader from SEWA
Meena Ben Parmar	Grassroots leader from SEWA
Beena Ben Raval	Grassroots leader from SEWA
Varshaben Datania	Grassroots leader from SEWA
ParvatibenKokilaben	Grassroots leader from SEWA
Rehanaben	Grassroots leader from SEWA
Ishaben	Grassroots leader from SEWA

The session was chaired by Mr. Kiran Karnik, and created the space for the Self Employed Women's Association (SEWA) Academy to share their model for women's empowerment.

- Ms. Namrata Bali elaborated on the SEWA model, which addresses economic issues first and then moves to social issues. The SEWA Academy actively works towards self-reliance, both in terms of its financial viability and in decision-making. Various grassroots leaders from SEWA were present and shared their experiences. SEWA's strategies and lessons learned can be best summarized as following:

Capacity Building Experience

- Capacity building is a process of building knowledge, skills and capabilities in women. It is a slow but steady progression of women from a state of being vulnerable to a state where they develop a critical consciousness towards the world in and around her.
- Capacity building is a must to sustain any movement. This must be done in a planned and continuous manner.
- Documentation – written and in video format is very useful for capacity building. Women learn best from each other's experiences. Documentation also helps to serve as a benchmark and guidance for future capacity building efforts.

Leadership

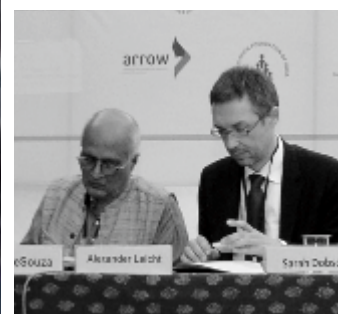
- Leadership development is key to empowerment; there is a need to build a strong conviction in human values that provides an opportunity for women to say their own stories. Leadership has to be placed into the context of democracy.





SEWA Academy Learning's from Training Experience

- Training is an appropriate tool for capacity building, if properly designed according to the worker's need.
 - For training to be useful, it has to gain the confidence and trust of women first. It has to be adjusted to their speed and learning abilities and begin with what they already know – i.e. their reality.
 - Constant, continuous follow-up is essential in leadership training, in the form of refresher training, advanced training, meetings, observation and support in the participant's daily activities.
 - Appropriate training materials are required, use of ICT/Technology as a tool for women's empowerment
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- Ms. Meagan Fallone talked about the Barefoot College model, crucial components for women to strengthen their voice and visibility, is the creation of a space and an ecosystem for women to participate. Another point highlighted by her is the need for more south-south cooperation in terms of sharing practices. She pointed out that many African countries are eager to learn from experiences from other developing countries; hence efforts should be made for replicating and scaling up models.



Why are gender relations still largely absent from debates on climate change and disaster? How can we address the wider issues of voice, representation and decision-making? Building forth on session 4 'Strengthening women's voice and visibility', session 5 aimed to address how we can support, strengthen and advance the participation of women within the context of the current environmental crisis. What issues are raised, and why? Are there any success stories? How and to what extent can education through capacity building, training, and awareness help achieve gender equality.

Speakers	Designation
Adriana Valenzuela Jimenez	UNFCCC
Prof. Heila Lotz-Sisitka	Professor in Education, Rhodes University, South Africa
Binoy Acharya	Director, UNNATI Organization for Development Education
Jahnvi Andharia	Executive Director ANANDI
Chhavi Goyal	World Association of Girl Guides and Girl Scouts (WAGGS)
Karuna Singh	Country Director Earth Day India

Dr. Adriana Valenzuela Jimenez chaired the session, and the speakers included Ms. Karuna Singh, Prof. Heila Lotz-Sisitka, Ms. Chhavi Goyal, Ms. Jahnvi Andharia and Mr. Binoy Acharya.

Main educational inputs given by speakers:

- Ms. Karuna Singh pointed out that women should be made more aware and educated for jobs created by the green economy. As women make consumer choices, they need to be made aware of the environmental impact of various goods and services, so that they make the right choices. Besides education, women should also have access to finance they can control and the ability to make decisions.
- Prof. Heila Lotz-Sisitka expressed the need for transformative, transgressive forms of learning that require engaged forms of pedagogy that involve:
 - (1) Multi stakeholder learning wherein different perspectives are heard and deliberated upon.
 - (2) Embodied and empathetic learning which involve inner relations and listening.
 - (3) The need to confront contradictions by identifying and examining them, and by framing solutions.
 - (4) The need for identifying what is not there and what could be there
- All these approaches involve working in groups, are reflexive, and challenge taken for granted norms. She also pointed out the need to come up with different forums that focuses on activity rather than only stakeholder engagement that often leads to naming and blaming.
- Ms. Andharia highlighted to need to invest in the mobilization of women, as it is a long-term process, and the need to educate the government and politicians so that women's groups and their agendas are not seen as confrontation but as a deepening of democracy. Dialogues should take place in democratic settings through mobilization, confrontation and negotiation.
- Ms. Chavvi Goyal pressed for the need for advocacy and community leadership to address violence against women and to cultivate body confidence. Use of art as a tool for social change. For example, participative photography as tool to speak about their problems.
- Mr. Acharya pointed out the need to broaden women's identities to that of citizens so that they can achieve their full potential. Women collectives should engage in the creation of new policies.





Further observations and recommendations from the ESDG 5 workshop sessions include:

Gender equality and empowerment of women and girls is both a crosscutting issue, as well as a goal in its own right. In order to redress the articulations of the SDG5 targets without a timeframe, which is key for tracking progress, we strongly recommend to link different stakeholders, social sections and accountability mechanisms. Specifically each SDG target should only be considered successfully achieved if it also meets the SDG5 targets in that goal area. We further:

- Encourage interlinking SDG5 with SDG4 (“Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”), which includes a gender inclusive target (target 4.5) with a specific timeframe.
- Encourage research on ESD strategies that seek to secure the conditions of human dignity via a three level approach to empowerment by addressing the obstacles to identity at the personal level, in the family and community and at the workplace.
- Recognizing that gender bias and stereotyping are primary forms of discrimination that are reinforced in early childhood, to create gender sensitive learning environments through teacher training programmes, collaborative models of pedagogy, quality learning materials, resource allocation and the use of new technologies.
- Encourage informal and non-formal educational initiatives that develop and bolster the self-esteem and resilience of women, fully equipping them to engage in and achieve excellence in any area of their choice.
- Encourage research and experimental studies to measure and value the unpaid domestic activities of women; by conducting time-use surveys and by collecting statistics disaggregated by gender on time spent on activities both in the household and on the labour market.
- Support the development and integration of gender sensitization components into training modules of media professionals and as part of recruitment and orientation modules at the organizational level for all sectors,
- Invest in and finance the development of wide ranging public education and communication campaigns to address obstacles to gender equality at the personal, societal and professional level. Specific educational efforts must be made in the area of increasing awareness among women of how to avoid being complicit in promoting gender regressive values, attitudes and behaviour.
- Develop indicators and conduct periodic qualitative and quantitative research surveys to better identify and measure progress towards gender equality in key educational areas that can drive the desired shift in values, attitudes and behaviour at the personal, societal and professional level.
- Encourage connecting women to new technologies to reduce the digital divide through training, capacity building and e-learning programmes. Support the development of innovative apps, networks and skills that improve the mobility, safety, security and well being of women and girls
- Finance the design and delivery of highly visible and comprehensible communication services/ initiatives that provide easy access to relevant information on all matters including legal and financial details that are relevant and important to gender equity.
- Monitor and upgrade the design, awareness about and implementation of all services (welfare, policing, refuge, hostels, shelters, helplines, counselling, financial, health) that impact the safety, security and well-being of women and girls, thereby encouraging the development of their personal courage, confidence and ability to make and sustain their own life choices independently and without fear of coercion.



Earth Reports

With the adoption of the Sustainable Development Goals (SDGs), CEE in partnership with Earth Charter International (ECI) started a joint initiative to develop a series of thematic reports that strives to integrate ethics and values into the approaches and processes of the SDGs to ensure these long-term outcomes.

Earth Reports aims to provide an ethical underpinning to the SDGs through a series of thematic reports, each separately looking at the 'State of the World' through the lens of the sixteen principles of the Earth Charter.

Gender Equality and Empowerment of Women and Girls

The theme for the first Earth Reports addresses SDG5: Achieve gender equality and empower all women and girls. Having a standalone goal is important and serves as a powerful stimulus for drawing attention to gender-based issues. We, however, must recognize that women have a critical role to play in all the SDGs.

We invite you to share your experiences and perspectives with us!

Please fill in the following and return this document to earthreports@ceeindia.org

- First name
- Last name
- Age
- Country
- Email

1. How have your experiences within the family and/or larger community been affected by gender expectations?

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2. How can we as a society change values, attitudes and beliefs to achieve gender equality and empowerment?

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You can also respond online by accessing the questionnaire at:

<http://www.ceeindia.org/cee/Earth%20Charter%20report.html>



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