

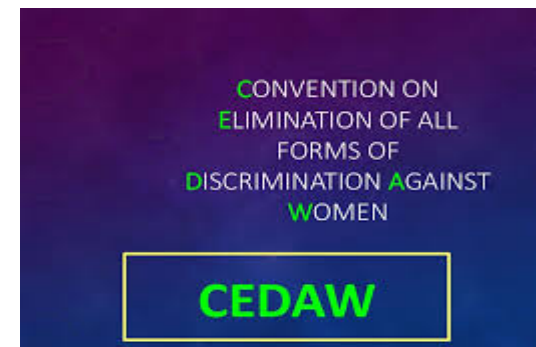
Advancing Gender Equity and Women Empowerment through Education

Ann Stewart

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Two international frameworks

- One associated with international policy making processes
internationally agreed (by states)
high level political imperatives
- International Human Rights (HR) framework – treaty (state) based
with accountability/enforcement
institutions and processes



Two international frameworks

One associated with international policy making processes

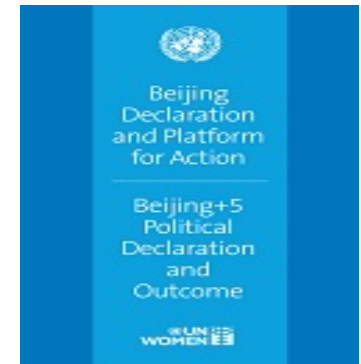
UN conferences – Beijing Fourth World Conference on Women 1995

Declaration and Platform for Action

And follow up processes monitored by the Commission on the Status of Women (principal global intergovernmental body dedicated to the promotion of gender equality and the empowerment of women)



12 critical areas of concern
poverty; education and training; health; violence; armed conflict; economy; power and decision-making; institutional mechanisms; human rights; media; environment; and the girl child



Two international frameworks

One associated with international policy making processes

The United Nations Sustainable Development Agenda

‘Leave no one behind’
17 Goals with Targets and Indicators

Central UN platform for follow up and review = Annual High-level Political Forum on Sustainable Development

Division for Sustainable Development Goals (DSDG) in the United Nations Department of Economic and Social Affairs (UNDESA) provides substantive support and capacity-building for the SDGs and their related thematic issues



United Nations Sustainable Development Goals

Leave no one behind



SDG goals

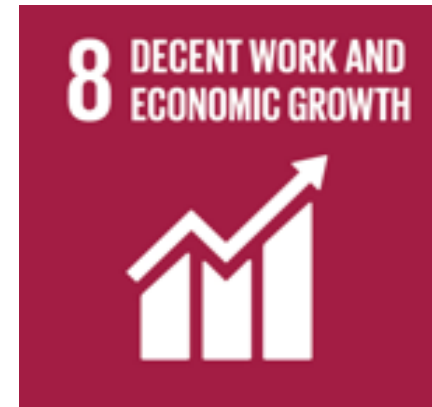


Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



Achieve gender equality and empower all women and girls

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all



Reduce inequality within and among countries



Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Gender Equality targets

End all forms of discrimination against all women and girls everywhere

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

Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation

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

Ensure women's full and effective participation and equal opportunities for leadership at all levels of decisionmaking in political, economic and public life

Ensure universal access to sexual and reproductive health and reproductive rights ...

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 laws

Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women

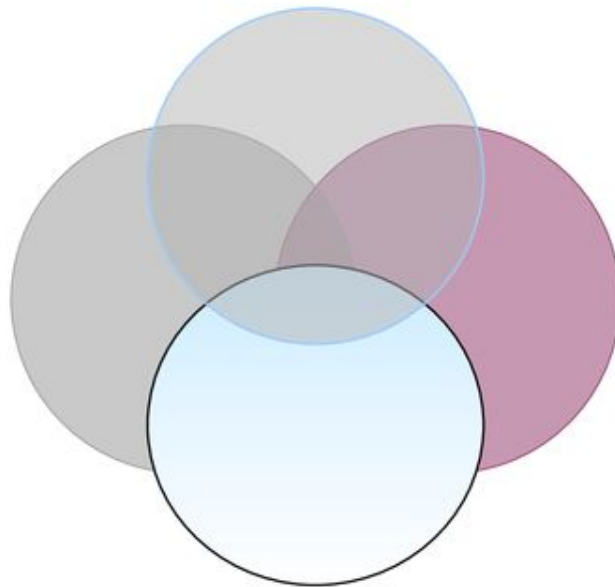
Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels



STRUCTURE OF CEDAW

Articles 1-5: General Substantive
Framework of the Convention

Arts 6-16:;
Specific
Substantive Areas



Articles 17-23
Committee and
Procedures

Articles 23-30:
Administration, Interpretation

CEDAW Definitions



- Article 1 defines discrimination against women as:

Any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, and civil or any other field.

- Article 5 provides that States Parties shall take all appropriate measures:
 1. (a) to **modify the social and cultural patterns of conduct** of men and women, with a view to achieving the elimination of prejudices and customary and all other practices that are based on the idea of the inferiority or the superiority of either of the sexes or **on stereotyped roles** for men and women;



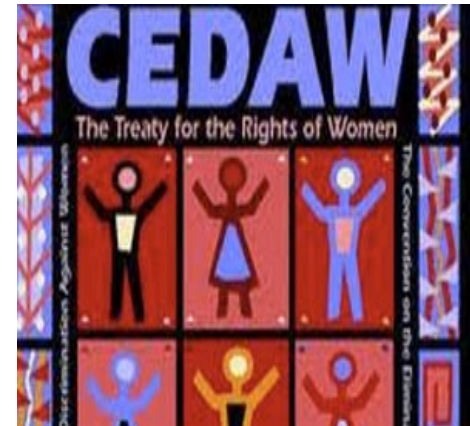
CEDAW General Recommendations

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General recommendation No. 36 (2017) on the right of girls and women to education

‘Education plays a pivotal, transformative and empowering role in promoting human rights values and is recognized as the pathway to gender equality and the empowerment of women. It is also an essential tool for personal development and for the development of an empowered workforce and citizenry that can contribute to civic responsibility and national development.’

General recommendation No. 34 (2016) on the rights of rural women Article 14 is the only provision in an international human rights treaty that specifically pertains to rural women ‘recognizes the unique situation of rural women and highlights specific obligations of States parties in recognizing, promoting and protecting their rights.’



A rights approach to the SDGs?

This report highlights the central differences between a human rights approach to gender equality and that of the UN's Sustainable Development Goals, but argues that there are nevertheless crucial spaces for synergies between the two systems.



Working Together

Human Rights, the Sustainable Development Goals and Gender Equality

Professor Sandra Fredman FBA QC (hon)

Comparing systems

Human Rights

- Individual entitlements – not a means to an end
- Legally binding obligations with apparatus to achieve compliance
- Transparency, accountability participation and responsiveness
- But limitations – conflicts; intersections; inability to recognise poverty

Development SDGs

- Systematic approach
- Ability to mobilise resources
- Political buy in
- Measurement through targets and indicators
- But limitations – aggregate measurement masks exclusion; conceals inequality
- Monitoring voluntary at state and international level

Transformative Equality?

Formal equality: like to be treated alike – too limited – cannot address structural inequalities (protecting pregnant women in the workplace)

Substantive equality: equality of opportunity or equality of results

- **Redress disadvantage** (the redistributive dimension)

Affirmative action/special measures not a breach of equality but a means to achieve it

- **Address prejudice, stigma, humiliation and violence** (the recognition dimension)

Tackling stereotyping – distribution and value of caring work; women as sexual beings

- **Facilitate voice and agency** (the participative dimension)

Individual choice is moulded and constrained by circumstances; voice to all

- **Accommodate difference by transforming structures** (the transformative dimension)

Reconstruct gender relations (production/reproduction; public services)



CEDAW in India?

Signed CEDAW on 30 July 1980; ratified (became binding) on 9 July 1993 with two declarations which seek to curtail its core obligations under Articles 5(a), 16(1) and 16(2).

‘With regard to articles 5(a) and 16(1) of the Convention on the Elimination of All Discrimination Against Women, the Government of the Republic of India declares that it shall abide by and ensure these provisions in conformity with its policy of non-interference in the personal affairs of any Community without its initiative and consent.’

Last (4/5) periodic review 2012 with Concluding Observations:

- Review **declarations**;
- On **education** concerned with retention and completions in schools; on sexual harassment and violence; the need for schools (particularly in rural areas) to be girl friendly; within reasonable distance to communities; have potable water and hygienic toilets; address safety issues in and out of schools
- On **employment** concerned with declining participation in labour force and particular problems in rural areas; situation of women working in the informal economy not covered by labour laws; gender wage gap; position of domestic workers; non ratification of ILO Convention 189 on Domestic Work
- Need for **specific legislation** – An Equality/Sex Discrimination Act

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India
NGO CEDAW Shadow Report
And status of Adivasi/Tribal Women in
India

For the 58th Session of CEDAW



Transforming equality in employment?

Redress disadvantage (the redistributive dimension)

Affirmative action/special measures to increase women's participation – Targets? Gender audits for companies and state employers to reveal/tackle pay differentials

Address prejudice, stigma, humiliation and violence (the recognition dimension)

Tackle stereotyping – women scientists/engineers; men care workers/nurses; implement Sexual Harassment at Work Act effectively

Facilitate voice and agency (the participative dimension)

Women in Trade Unions; work forums/committees?

Accommodate difference by transforming structures (the transformative dimension)

Use SDG Goal 5 (4) as basis to recognise, reduce and redistribute care responsibilities; improve public services and social protections; ratify the ILO Domestic Workers Convention



Transforming equality in education

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Redress disadvantage (the redistributive dimension)

Affirmative action/special measures to increase women's participation; targets for STEM subjects; gender audits of universities/colleges staff; students?

Address prejudice, stigma, humiliation and violence (the recognition dimension)

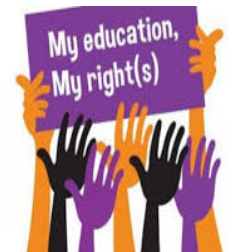
Tackle stereotyping – in curriculum; promote human rights approach to education; address violence/harassment on campuses/transport/hostels

Facilitate voice and agency (the participative dimension)

Develop a participative culture within institutions – welcome student participation; institute effective consultation and complaints systems

Accommodate difference by transforming structures (the transformative dimension)

Tackle the gender power relations within family and communities





A Fair Chance for Education: Gendered Pathways to Educational Success in Haryana

(Twitter: @FCFHaryana Web: www.warwick.ac.uk/haryana)



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THE UNIVERSITY OF WARWICK

6th July 2020

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Dr Emily Henderson (Warwick University Centre for Education Studies);

Dr Nidhi Sabharwal (National Institute of Educational Planning and
Administration, New Delhi)



Fair Chance for Education: Gendered Pathways to Educational Success in Haryana

- Five-year action research project exploring the gendered factors that contribute to educational success for young people in Haryana, India.
- Haryana experiences significant **gender-based practices** that affect the ability of young people to access and remain within the education system, and to progress into **higher education**.
- The project therefore focuses on **gendered social relations** and **gender differences in choices, obstacles and opportunities** for young people as they progress through the education system, and ultimately intends to devise project actions that can bring about **positive social change**.
- We are focusing on **one state** in order to understand the state mechanisms and contextual nuances.

