

▲ Enhancements in the quality of education and training in SEE - EQET SEE



With funding from



Social sustainability and gender equity

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SESSION 1

Theoretical foundations - what are social and gender inequalities

Please allow me to
introduce myself ...



- Dr Dragan Stanojević
- Assistant professor at the Department of Sociology, Faculty of Philosophy, University of Belgrade.
- Main areas of interest: youth, social inequalities

Group
introduction -
experience
with social and
gender topics



Mentimeter

- <https://www.menti.com/>
- Scan the QR the code to join.

1. How would you rate your knowledge on social dimension of education?
2. To what extent do you witness examples of inequality in your professional life?
3. To what extent do you feel you can identify causes of inequality?
4. To what extent do you feel you can make actions towards reducing inequalities in your immediate professional surrounding.

- *Results at the end of the training session*

The training goals, methods, and outcomes

Training structure

I Theoretical foundations - what are social and gender inequalities

1. Familiarising with the general concepts of inequality.
2. Understanding the causes of inequality.
3. Exploring the consequences of inequality.

II Recognising social and gender inequalities in schools and classrooms

1. Identifying social inequalities
2. Identifying the effects of social inequalities in a classroom.
3. Identifying discrimination based on gender and handicap inequalities.
4. Identifying the effects of discrimination based on gender and handicap in a classroom.

III Applying techniques for reducing social and gender inequalities in the classrooms

1. Learning techniques to reduce social inequalities in a classroom.
2. Learning techniques to reduce discrimination based on gender and handicap in a classroom



Training outputs



- ❑ To gain/increase the contemporary knowledge on contemporary approaches to social dimension of education
- ❑ To increase ability to recognising social and gender inequalities in schools and classrooms
- ❑ To increase individual capacity to react to and work towards decreasing social and gender inequalities in the classrooms

Etiquette



- **Opportunity to comment**
 - Please write down your comment and wait for the discussion part to raise it.
- **Opportunity to ask questions**
 - If you have a question that are on point to the ongoing discussion, please raise the hand and I will give you the floor as soon as possible
 - If you have a general question, please write down and wait for the discussion part to raise it.

What are inequalities and why are they important in the context of education?



Social inequalities refer to the unequal distribution of, and unequal access to, highly valued and desired material and nonmaterial social goods. Social inequalities imply systematic advantages and disadvantages in life chances, living conditions, opportunity structures, and life outcomes of individuals and social groups.

Two concepts are important:

Social **differentiation** refers to the social characteristics — social differences, identities, and roles — used to differentiate people and divide them into different categories, such as race, gender, age, class, occupation, and education.

Social **stratification** refers to an institutionalized system of social inequality. It refers to a situation in which social inequality has solidified into an ongoing system that determines and reinforces who gets what, when, and why. Social differentiation based on different characteristics becomes the basis for social inequality.

Additional resource:

How Does Income Relate to Life Expectancy?

<https://www.gapminder.org/answers/how-does-income-relate-to-life-expectancy/>

What are inequalities and why are they important in the context of education?



When talking about inequalities in **education**, we are talking about PROBABILITY of a person to ACCESS a HIGH-QUALITY EDUCATION and to COMPLETE a HIGH-QUALITY EDUCATION.

- Low(er) parents' educational background,
 - Poverty
 - Rural settlements
 - Minorities (religious, sexual, national etc.)
-
- Higher probability of drop out at all levels of education
 - Lower probability of accessing (higher quality) education
-
- Lower probability of accessing higher paid jobs
 - Higher connection with health issues
 - Lower life expectancy

Between reducing and supporting inequalities

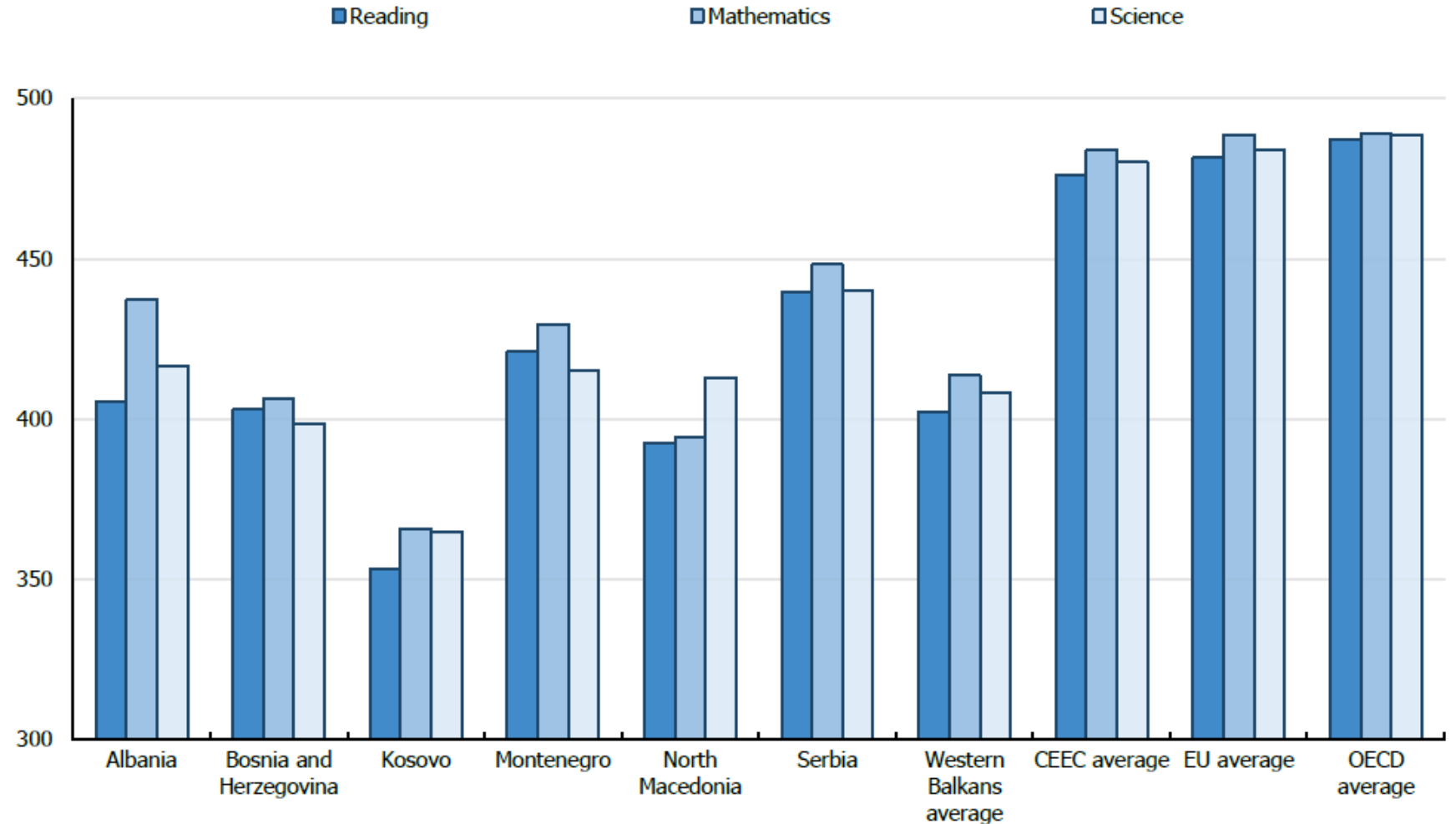
Education has a potential to break this pattern!

However, data in WB shows that it is rather the opposite.

What are inequalities why are they important in the context of education?

Western Balkans

Grafikon 1: Postignuće u čitanju (reading), matematici (mathematics) i prirodnim naukama (science) u obrazovnim sistemima Zapadnog Balkana, 2018

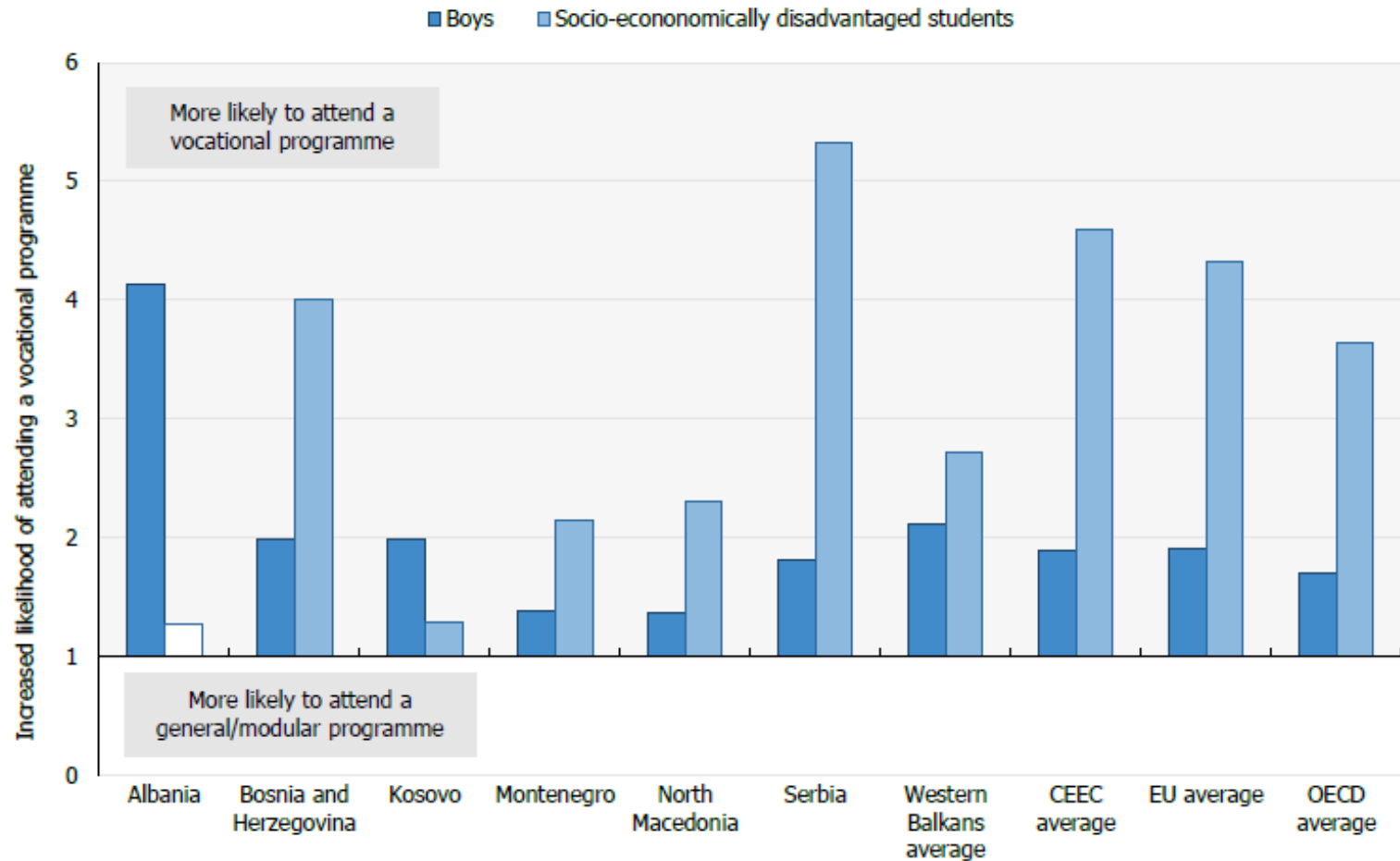


Source: OECD, 2020

What are inequalities why are they important in the context of education?

Western Balkans

Only students in upper-secondary school



Notes: Values that are statistically significant are shaded.
Results based on logistic regression models; one for each variable.
Reference categories are girls and socio-economically non-disadvantaged students.

Source: OECD, 2020

How do we move towards more equitable education for all?

*“Schooling without learning is a wasted opportunity. **More than that, it is a great injustice: the children whom society is failing most are the ones who most need a good education to succeed in life.**”*

World Bank, 2018

Equality



The assumption is that **everyone benefits from the same supports**. This is equal treatment.

Equity



Everyone gets the supports they need (this is the concept of “affirmative action”), thus producing equity.

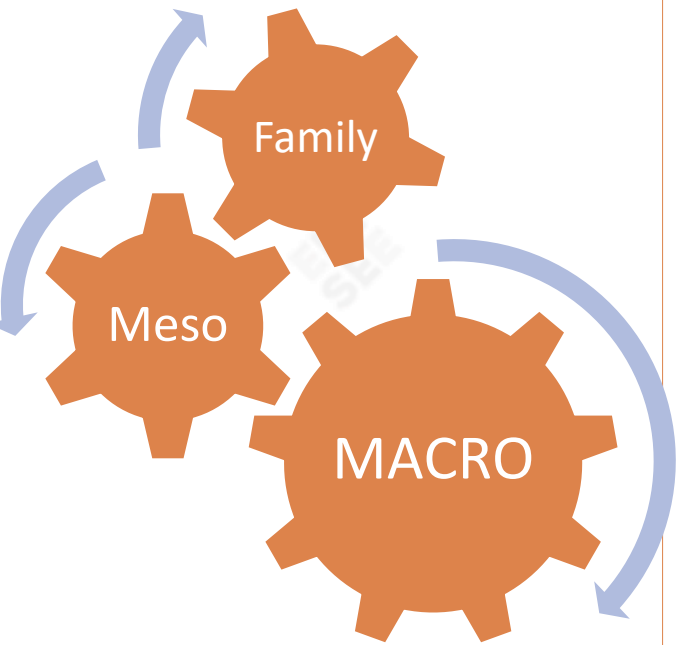
Justice



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.

Removing the obstacles towards creating a just system for all.

A bit of theory



Factors of reproducing social inequalities

Macro

- System level and global processes
- First and foremost: (RE)distribution policy meaning that inequalities in income positively correlate with inequalities in educational policies:

Meso

- Place of living
- Schools
 - School system
 - Teachers' bias

A bit of theory



Family factors

- **Economic capital**
 - Financial resources that lead to private education, paid additional educational support, informal education.
- **Cultural capital**
 - “A term introduced by Pierre Bourdieu to refer to the symbols, ideas, tastes, and preferences that can be strategically used as resources in social action. He sees this cultural capital as a ‘habitus’, an embodied socialized tendency or disposition to act, think, or feel in a particular way.”
 - Transfer from parents to children: 1. directly 2. indirectly
- **Social capital**
 - Bourdieu: in relation to an individual and family and Coleman in relation to a community

SESSION 2

Recognising social and gender inequalities in schools and classrooms

How to recognise social inequalities

The main sources of inequalities

Inequalities in education



When talking about inequalities in **education**, we are talking about PROBABILITY of a person to ACCESS a HIGH-QUALITY EDUCATION and to COMPLETE a HIGH-QUALITY EDUCATION.

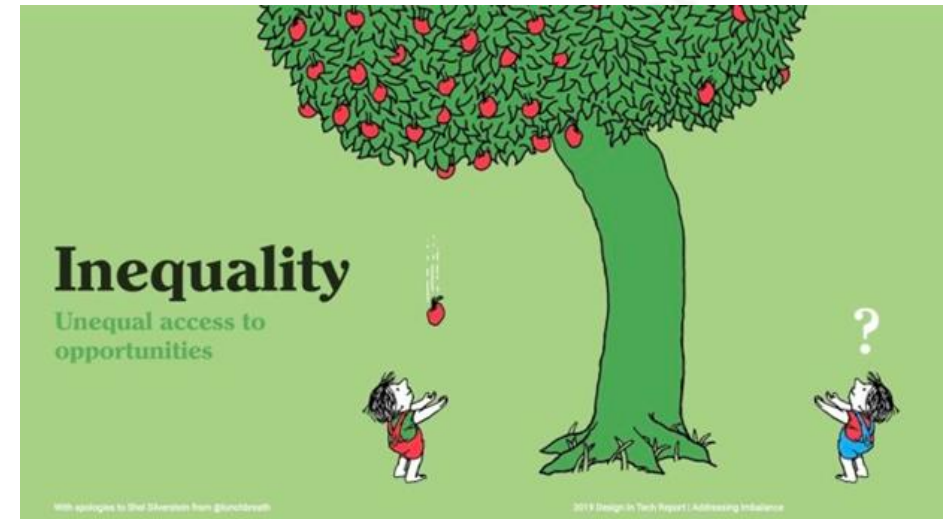
The main sources of social inequalities

Socio economic background

Discrimination

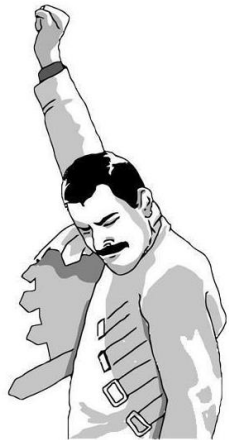
- *Gender*
- *Handicap*

Not exhaustive list.



Socio economic background as the source of inequalities

$p < 0.05$



Socio economic background as the source of inequalities

- The most common source of inequalities
- The surveys in WB had produced results that showed that there is a strong correlation between socio economic background of students and their:
 - Study success (and eventually the labour market success)
 - Dropout risk
 - VET education (as opposite to general education)
 - Probability at enrolling at tertiary level
 - Probability of acquiring college degree

How to recognise inequalities based on socio economic position

How to recognise students who need support

Economic position

Parents' economic activity: employment, employment stability and income.

Students' economic activity



Social position

Position of a family

Position of a student acquired through life



How to recognise social inequalities

Indicators of ECONOMIC position



Students of lower SE are not always minority, especially in VET schools

ECONOMIC position can be visible

- Through possessions
- Spending patterns

BUT it can also be disguised

How to recognise social inequalities

Indicators of SOCIAL position

Do parents

- Show interest in the quality of education and learning outcomes, or are they focused on achieving work discipline and obtaining grades/degrees?
- Do not have higher education

Does a student

- Not show aspirations for content beyond the curriculum,
- Not demonstrate a higher level of understanding of the content,
- Come from a small town with limited cultural resources,
- Not show high aspirations relative to their potential,
- Accept their own socio-economic status (regardless of its level),
- Lack aspirations to improve their socio-economic status,
- Lack soft/transversal skills,
- Lack hobbies that parents are willing to invest their own resources in (finances, time, assistance in implementation),
- Display low emotional and social intelligence, especially in situations where they are removed from situations in which they feel secure (comfort zone).

What is discrimination

How do you face discrimination in your professional life.

Instructions:

We would like to hear examples coming from different professions. We have time for 4 or five of you to share with us your experience. Please focus on your everyday professional experience.

What is discrimination

One of the definitions

Discrimination strikes at the very heart of being human. It is harming someone's **rights** simply because of **who they are or what they believe**. Discrimination is harmful and **perpetuates inequality**.

We all have the right to be **treated equally**, regardless of our race, ethnicity, nationality, class, caste, religion, belief, sex, gender, language, sexual orientation, gender identity, sex characteristics, age, health or other status. Yet all too often we hear heartbreaking stories of people who suffer cruelty simply for belonging to a “different” group from those in positions of privilege or power.

Discrimination occurs when a person is unable to enjoy his or her human rights or other legal rights on an equal basis with others because of an unjustified distinction made in **policy, law** or **treatment**.

Amnesty International, 2023

What is discrimination

Important starting point

Importance of the language

- Sex
- Gender
- Gender identity
- Sexual orientation
- Handicap, invalidity, special needs
- Identity

Stereotypes

Role of education systems

- Support ALL individuals
- Ensure safe environment
- Support students in finding their identity rather than enforcing preconceived notions of *proper identities*



Very much
ILEGAL

How to recognise discrimination based on gender and handicap

Gender

- Core idea: some individuals deserve more due to their natural right to ownership
- From there the socialisation takes over
- As a result: the belief that there are indeed *natural* differences that justify unequal access to resources and consequent distribution of all types of power.

Example

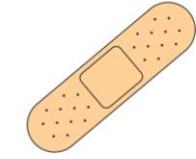
- Language
- Emotions: from an almost a defect reserved for females to high rates of suicide in males.
- STEM field - using the “miners’ argument” that covers females in entire STEM field.
- Expectations define actions

How to recognise discrimination based on gender and handicap

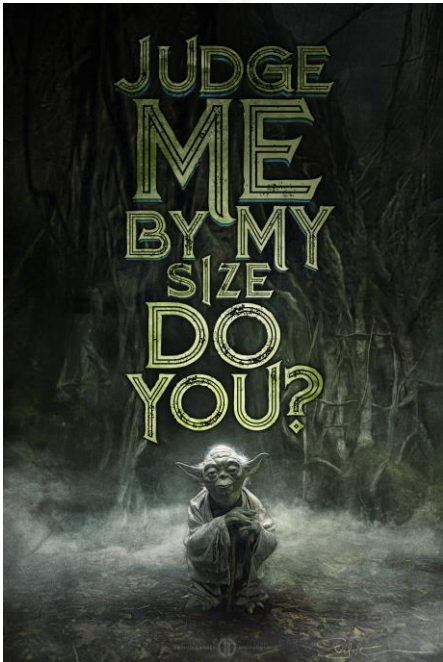
Handicap

Two approaches:

- Medical
 - Perspective of illness/medical conditions
 - There are individuals that have something wrong with them which enables them to have full life. Institutions should assist those individuals to fix/overcome that handicap towards reaching better/full life.
- Social
 - The presence of some kind of disturbance in a person's daily functioning
 - There is something in person's environment that is an obstacle that must be removed. It is on society to ensure equal treatment, access and resources.
 - Acknowledges that all individuals will at some point be in position of handicap and will benefit from assistive measures.



How to recognise discrimination based on gender and handicap



Handicap

Different types of handicap:

- Physical/Psychological
- Permanent/Temporary
- Visible/Invisible
- And any combination thereof.

The main tool: INCLUSION OF ALL INDIVIDUALS - not just those marked by the medical model but all.

What is discrimination

Can you name one situation in your professional life where a person with handicap was left on her/his own council/resources?

Instructions:

We would like to hear examples coming from different professions. We have time for 4 or five of you to share with us your experience. Please focus on your everyday professional experience.

SESSION 3

Applying techniques for reducing socio-economic and gender inequalities

How to respond to socio- economic inequalities

Please tell us whether you feel like you have a power to influence the reduction of socio-economic inequalities in your everyday professional life.

Instructions:

We would like to hear examples coming from different professions. Please focus on your everyday professional experience.



How to respond to socio- economic inequalities

Is there anything that can be done?

- **OECD** data: students **from disadvantaged backgrounds** that display social and emotional resilience, feel integrated into society and have overall sense of life satisfaction **achieve better academic results** in relation to their peers.
 - Social support
 - Integration into a community
 - Development of soft skills
- Expectations must be set the same for ALL.
 - May sound counterintuitive, but expectations matter, especially when set as low.
- The way one implements measures matters the same, if not more, than measures themselves.

How to respond to socio- economic inequalities



Proposed measures

- Communication skills: the ability to communicate ideas and information effectively, either verbally or in writing. It also includes the ability to build positive relationships so that interaction with others takes place in a productive manner and with mutual respect.
- Negotiation skills: the ability to reach mutually beneficial agreements through effective communication, and conflict resolution.
- Critical thinking: the ability to carefully analyze and evaluate information in order to form an opinion and make informed and practical decisions.
- Teamwork: the ability to collaborate with others and contribute to the team's success.
- Problem Solving Skills: Ability to analyze and solve complex issues.
- Time management skills: the ability to effectively plan tasks to achieve a goal.
- Adaptability: the ability to adapt to new circumstances and a changing environment.
- Digital skills: the ability to use digital tools effectively.
- Exercises to develop some of the above skills will be listed below.

How to respond to socio-economic inequalities

Proposed measures

- Inspiring individuals whom students can identify with and who can simultaneously serve as models of success:
- Redefining success
- Empower students from lower socio-economic backgrounds to raise their aspirations
- Digitalisation and the development of students' digital skills, IT Sections
- Connecting students with civic associations that can contribute to their integration into groups and the development of specific skills
- Enabling students, through scholarships, mobility programs, and private donations, to travel to other places and countries (excursions).



How to respond to socio- economic inequalities



Has anything you have just heard inspired you?

Instructions:

Please share examples that you can implement in your work AND for each example name one identified obstacle that we can solve.

How to respond to discrimination based on gender



Discrimination implies the unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability.

Where are we at?

- Gender discrimination is based on stereotypes that imply that the bearers of a certain identity are by nature better, superior, and therefore should have (more) access to resources (such as positions, power, reputation) compared to the bearers of other identities.
- This premiss leads to assigning roles to those identities, more often than not, promoting them as something that comes from the nature.
- How to deconstruct gender discrimination?
 - By questioning causalities that are promoted as natural ones: example physical strength
- There comes EDUCATION
- Sometimes deconstruction is easier than one may think



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much
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How to respond to discrimination based on gender

Activities

- Zero tolerance for any type of discrimination
- Equal treatment.
- Supporting individuals who are excluded
- Inclusive language
- Zero tolerance towards any type of violence: physical, verbal, nonverbal, emotional, or digital.
- Increasing sensitivity towards and stopping narratives that support gender discrimination.,
- Supporting victims of discrimination.,
- Organising trainings, workshops, trainings.
- Leading by example!



REMEMBER - A PICTURE IS WORTH A THOUSAND WORDS. THAT'S WHY BE POSITIVE MODELS TO YOUR STUDENTS.

MALE INSTRUCTORS SHOULD BE REAL ROLE MODELS FOR BOYS AND HAVE CHARACTERISTICS OF EMPATHY AND CARING THAT WILL HELP BOYS ADOPT NEW IDEALS OF MASCULINITY WHICH INCLUDE EMPATHY, CARE FOR OTHERS, COMPASSION

How to respond to discrimination based on gender

The world of agriculture

Specific: quite a lot of women are working in agriculture **BUT:**

- Their work constitutes unpaid labour
- More often than not are not educated
- Seldom owners of properties/machines
- Seldom decision makers

Exercises - examples for students

- Agriculture production
- Equal treatment for students
- Privilege is the other side of discrimination!
- Showcase examples of good practice

How to
respond to
discrimination
based on
gender

In what way you can improve your everyday practice to increase sensitivity to gender discrimination?

Instructions:

We would like to hear examples coming from different professions. Please focus on your everyday professional experience.

How to respond to discrimination based on handicap

Where are we at?

- **WB** economies sided with inclusive practices that include closing *special schools*
 - However, aside from the implementation obstacles, the approach was mainly based on the medical model and excluded quite a number of students who do need support.
- **At the same time the world is facing challenges**
 - Autoimmune diseases, diabetes, autism - WHO details their significant increase
 - Quite several students facing poverty, deprivation
- Education should be a safe place by
 - Zero tolerance towards any type of violence: physical, verbal, nonverbal, emotional, or digital.
 - Inclusive language
 - Normalisation of support services
 - Public-private partnership

How to
respond to
discrimination
based on
handicap

In what way you can improve your everyday practice to increase sensitivity to discrimination based on handicap?

Instructions:

We would like to hear examples coming from different professions.

Please focus on your everyday professional experience.

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Thank you!



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