

# Mainstreaming Gender and Sexuality in Education

International Leadership Summit in Inclusive Education

Hall 2, Bahay ng Alumni

November 27-29, 2017

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UPCWS Foundation, Inc.



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# Flow of presentation

- Concepts -- what
- Importance of mainstreaming -- why
- How to mainstream -- how
- Some points to ponder --- where do I stand?



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# Concepts:

- sex
- gender
- Sexuality
- Mainstreaming of gender and sexuality



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# Concepts: sex

- natural distinguishing variable based on biological characteristics of being a woman or a man.
- Refers to physical attributes pertaining to a person's body contours, features, genitals, hormones, genes, chromosomes and reproductive organs.
- Sexual activity; sexual intercourse



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Female/

**BABAE**

Male/

**LALAKI**

**CHROMOSOMES**  
GENOTYPIC SEX



XX

XY

**HORMONES**  
GONADAL SEX



ESTROGEN

TESTOSTERONE

**PHENOTYPES**  
PHENOTYPIC SEX



PUKI

TITI

PEKPEK, PUDAY, VAJAYAY, KEPS,  
FLOWER, KIKI, KEYAS, VAGINA, MANGGA,  
UKI, KALACHUCHI, BURAY, OKIM,  
UKI, BISUNG, BILAT, MANGKO, ATBP.

BURAT, BUTU, ETITS, ESPADA, UTEM,  
TALONG, PENIS, UPO, BAFURA,  
PUTOYTOY, BIRDIE, LINGGA, CHIN-  
CHIN, BUNAL, ATBP.

**ARI** *biolohikal*



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# Concepts: Gender

- refers to the economic, social and cultural attributes and opportunities associated with being male or female in a particular point in time.\*

\* ISOFI toolkit



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# Concepts: Gender

- refers to roles, attitudes and values assigned by culture and society to women and men. These roles, attitudes and values define the behaviors of women and men and the relationship between them.
- They are created and maintained by social institutions such as families, governments, communities, schools, churches and media. Because of gender, certain roles, traits and characteristics are assigned or ascribed distinctly and strictly to women or to men.



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# Concept: Sexuality\*

- a central aspect of being human throughout life and encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction.
- experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships



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\* WHO, 2004 (as mentioned in *BRIDGE: Gender and Sexuality* by Pinar Ilkkaracan and Susie Jolly, 2007)



# Concept: Sexuality\*

- While sexuality can include all of these dimensions, not all of them are always experienced or expressed.
- Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural, ethical, legal, historical, religious and spiritual factors.



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# Circle of Sexuality\*

- Sexuality is much more than sexual feelings or sexual intercourse. It is an important part of who a person is and what she or he will become. It includes all the feelings, thoughts, and behaviours of being female or male, being attractive and being in love, as well as being in relationships that include sexual intimacy and physical sexual activities.
- Everything related to human sexuality can fit in one or more of these circles.



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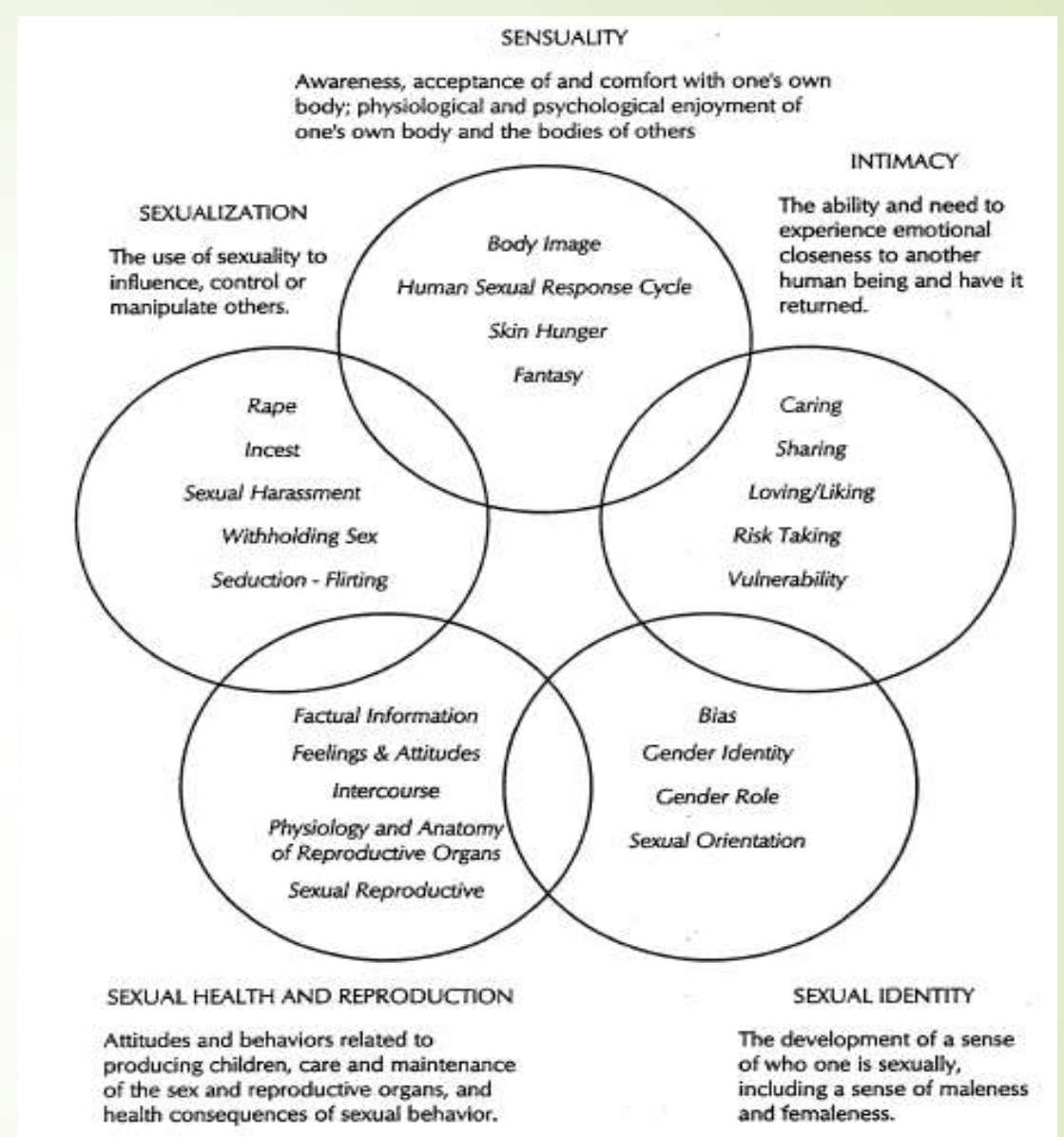


# Circle of Sexuality\*

- Sensuality
- Intimacy
- Sexual identity
- Sexual health and reproduction
- sexualisation

→ Skin hunger- the need to be touch and held by others in a loving, caring ways

\* Life Planning Education. Advocates for Youth. Washington, DC./ ISOFI



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# Concept: Mainstreaming\* (gender and sexuality)

- “Gender Mainstreaming” refers to the strategy for making women’s as well as men’s concerns and experiences (on issues related to sexuality)\*\* an integral dimension of the design, implementation, monitoring, and evaluation of policies and programs in all political, economic, and societal spheres so that women and men benefit equally and inequality is not perpetuated.
- It is the process of assessing the implications for women and men of any planned action (on gender and sexuality)\*\*, including legislation, policies, or programs in all areas and at all levels.

\* Magna Carta of Women

\*\*!“on issues related to sexuality” and “on gender and sexuality” are added to the MCW definition of gender mainstreaming



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# Importance of mainstreaming gender and sexuality in education

- Education play an important role in shaping the minds of the young
- School and the teachers can empower (or disempower) the students



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# Importance of mainstreaming gender and sexuality in education

- Young people have to be equip with the knowledge, skills, attitudes and values they need to determine and enjoy their sexuality—physically and emotionally, individually and in relationships.
- Sexuality should be viewed holistically, as a part of young people's emotional and social development.
- Information alone is not enough. Young people need to be given the opportunity to acquire essential life skills and develop positive attitudes and values.

Guttmacher Institute *Demystifying Data Toolkit* (Sexual Rights). "Informational handouts on comprehensive sexuality education, youth-friendly services, gender issues and sexual rights"



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# Importance of mainstreaming gender and sexuality

- Young people have to be equip with the knowledge, skills, attitudes and values they need to determine and enjoy their sexuality—physically and emotionally, individually and in relationships. It views sexuality holistically, as a part of young people's emotional and social development. It recognizes that information alone is not enough. Young people need to be given the opportunity to acquire essential life skills and develop positive attitudes and values.
- Sexuality is influenced by gender norms



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# Importance of mainstreaming

Signatory to

➤ CEDAW

➤ SDGs

➤ BPfA



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# Importance of mainstreaming



[https://upload.wikimedia.org/wikipedia/en/thumb/2/27/Sustainable\\_Development\\_Goals\\_chart.svg/1280px-Sustainable\\_Development\\_Goals\\_chart.svg.png](https://upload.wikimedia.org/wikipedia/en/thumb/2/27/Sustainable_Development_Goals_chart.svg/1280px-Sustainable_Development_Goals_chart.svg.png)



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# SUSTAINABLE DEVELOPMENT GOALS (SDGs)

The SDGs cover a wide range of issues. They include traditional MDG areas such as poverty, hunger, health, education, and gender inequality but add new topics such as energy, infrastructure, economic growth and employment, inequality, cities, sustainable consumption and production, climate change, forests, oceans, and peace and security.



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# SUSTAINABLE DEVELOPMENT GOALS (SDGs)

The infographic displays two Sustainable Development Goals (SDGs) side-by-side. Goal 1, 'End poverty for all', is represented by a red circle with the number '1' and a red icon of a family (two adults and a child). Below it is a pink rounded rectangle containing the text 'End poverty for all' and 'End poverty in all its forms everywhere'. Goal 2, 'Freedom from hunger', is represented by a yellow circle with the number '2' and a yellow icon of a bowl with steam rising from it. Below it is a yellow rounded rectangle containing the text 'Freedom from hunger' and 'End hunger, achieve food security and improved nutrition, and promote sustainable agriculture'.



WOMEN & THE  
LAW  
Gina Chan &  
Wilma Rojas

INTERNATIONAL  
INSTRUMENTS  
PROMOTING  
WOMEN'S  
RIGHTS



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# SUSTAINABLE DEVELOPMENT GOALS (SDGs)



## Health and wellbeing

Ensure healthy lives and promote wellbeing for all at all ages



## Quality education

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



## Gender equality

Achieve gender equality and empower all women and girls



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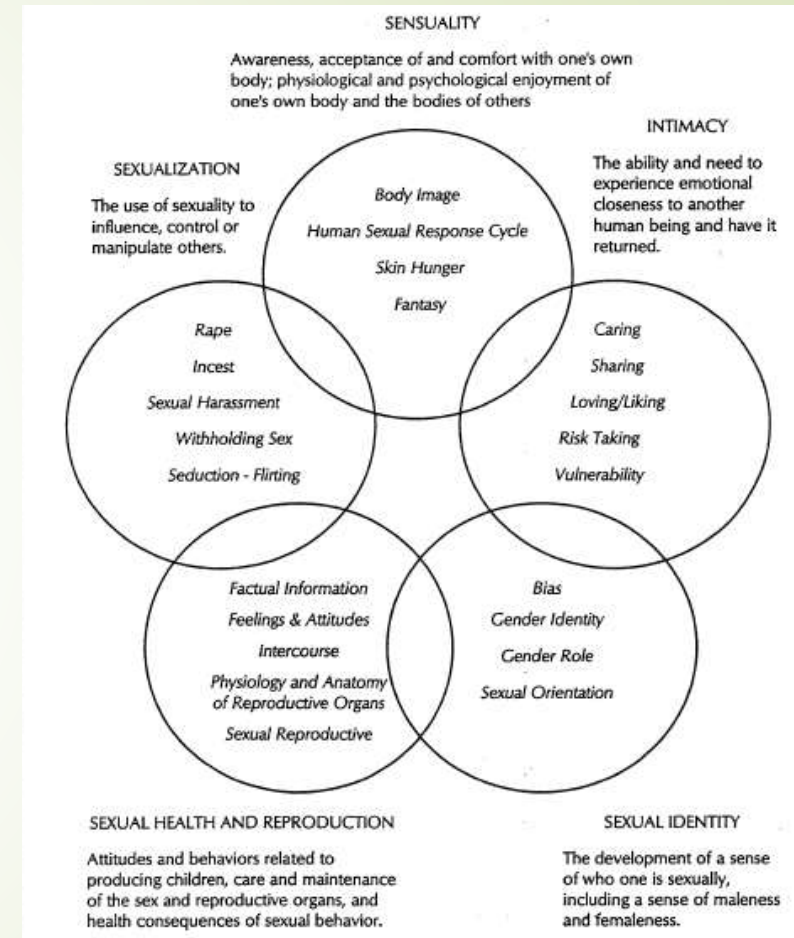
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# How to mainstream gender and sexuality in education: possible entries\*

- Policy (eg, SH Code, bathroom)
- People (e.g., administrators, faculty)
- Enabling mechanism (budget)
- Programs, projects and activities (e.g., inclusive activities or just for a few?)

\*Adopted from From GMEF (Gender Mainstreaming Evaluation Framework)



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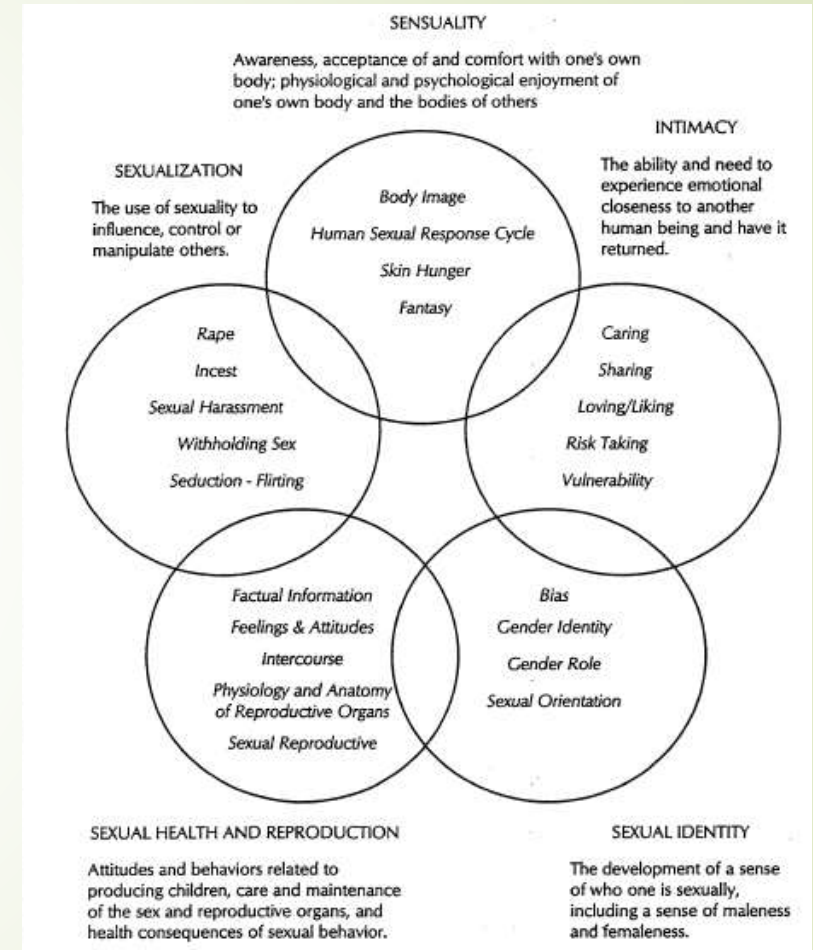
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# Some points to ponder: where do I stand as educator on specific gender and sexuality issues?

- What is our attitude, belief and biases on gender sexuality related issues? (e.g., PDAs of LGBT; single teen PWD mothers; premarital sex)
- Do our materials (textbooks, charts, etc.) facilitate healthy attitudes toward sexuality?
- Do I victim blame? (e.g., rape)
- Where do I stand on issues related to use of bathroom by members of LGBT groups?



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Thank you



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