

Секція 5

ГЕНДЕРНИЙ ВИМІР МІЖКУЛЬТУРНОЇ КОМУНІКАЦІЇ

Король О.Ю.

старший викладач кафедри іноземних мов і міжкультурної комунікації
Київського національного економічного університету імені Вадима Гетьмана

GENDER AND INTERCULTURAL EDUCATION

***Summary.** Intercultural education has become a pivotal domain in understanding within diverse educational settings. However, the concept of gender within intercultural education remains an underexplored aspect, despite its profound implications for educational environments. This article aims to elucidate the complex relationship between gender dynamics and intercultural stereotypes. Theoretical frameworks and practical implications are suggested. By synthesizing existing literature and identifying gaps in research, this review provides a foundation for future inquiry and underscores the importance of integrating gender perspectives into intercultural education discourse and practice.*

***Key words:** gender roles, gender stereotypes, femininity, masculinity, gender inequality,*

***Анотація.** Міжкультурна освіта стала ключовою сферою вивчення в різних навчальних закладах. Однак концепція гендерних ролей в міжкультурній освіті залишається недостатньо вивченим аспектом, незважаючи на його глибокі здобутки для навчального середовища. Пропонований огляд має на меті з'ясувати складний зв'язок між гендерною динамікою та міжкультурними стереотипами. Запропоновано огляд теоретичних основ та практичні приклади. Узагальнюючи наявну літературу та виявляючи прогалини в дослідженнях, цей огляд створює основу для майбутніх досліджень і підкреслює важливість інтеграції гендерних питань у дискурс і практику міжкультурної освіти.*

***Ключові слова:** гендерні ролі, гендерні стереотипи, фемінність, маскулінність, гендерна нерівність.*

Introduction. The Council of Europe Gender Equality Strategy 2018-2023 has identified gender mainstreaming in policies and measures as one of its strategic objectives. The Strategy states the Council of Europe will ensure that all new initiatives and standards are gender sensitive, this also requires adopting a gender sensitive approach in communication and visibility work that promotes the advancement of equality. On 27th March 2019, the Committee of Ministers adopted Recommendation CM7 Rec (2019)¹ on preventing and combating sexism comprising a comprehensive set of measures on prevention and to condemn sexism in several areas, among them in language and communications.

The recommendation notes that non-stereotypical communication is an important step to raise awareness, educate and prevent sexist behavior. Usage of language plays a critical role in the way we shape and interpret our view of the world. By using a gender sensitive language in all our communication work we contribute to challenge gender stereotypes, instead of enhancing them. With a conscience effort in promoting a gender sensitive perspective in all our communication activities, we demonstrate to the general public that both women and men are equally benefitting from our co-operation work in a positive way. The purpose of the checklist is to bring awareness and operationalize the usage of gender sensitive communication for project staff. [1].

The checklist aims to:

- Raise awareness in usage of language and pictures in combating gender stereotypes
- Provide guidance for inclusive language in both written and visual communication
- Provide concrete suggestions on wording and methods for increased gender sensitiveness.

Problem statement. Across the globe, girls and women are being held back in nearly every sphere of life – from gender inequality in the workplace and the classroom to discrimination in the hospital room and the home. The UN Foundation surveyed the latest global research on the most sexist laws and norms from some of the planet’s most authoritative sources, including the World Bank’s Women, Business and the Law team; UN Women; and the UN Statistics Division. The report «50 of the World’s most Sexist Laws: A snapshot of 50 of the most Gender Inequality», highlights 50 of the most egregious, absurd, and discriminatory examples of gender inequality in the world.

In the workplace	34% of countries restrict women from working in certain jobs or industries
In the home	28% have no laws addressing domestic violence
In health care	Globally, only 50% of women are able to make their own decisions about their sexual and reproductive health and rights
In technology	An analysis of 133 artificial (AI) systems across industries since 1988 found that 44,2% demonstrate Gender and racial bias

Understanding how sexist laws, policies and norms are holding women back is a key first step. Now it’s time to rewrite how girls and women are treated under the law – and push harder for a gender-equal future.

Gender roles are based on the different expectations that individuals, groups, and societies have of individuals based on their sex and based on each Gender roles are based on the different expectations that individuals, groups, and societies have of individuals based on their sex and based on each society's values and beliefs about gender. Gender roles are the product of the interactions between individuals and their environments, and they give individuals cues about what sort of behavior is believed to be appropriate for what sex.

Appropriate gender roles are defined according to a society's beliefs about differences between the sexes, society's values and beliefs about gender [3].

J. Pleck believes the term gender roles to be more politically correct. Gender roles are part and parcel of every society and a fundamental part of identity. J. Pleck defines gender roles as «the psychological traits and the social responsibilities that individuals have and feel are appropriate for them because they are male or female» [4]. Historical roots and family socialization processes concerning gender roles shape.

Some gender stereotypes describe how adult men and women are expected to function inside a family. In 20th-century Western culture in a two-parent household with children, the husband was typically the breadwinner and the wife managed the household. However, such dynamics shifted drastically in the latter half of the 20th century and onward. Traditionally masculine occupations include those in engineering and medicine, as well as jobs requiring high levels of technical skill or physical strength. Traditionally feminine occupations include teaching and secretarial work, as well as caregiving professions like nannying and nursing. Today such stereotypes are being challenged greatly, with women advancing in almost one-third of STEM (science, technology, engineering, and mathematics) careers.

Gender stereotypes tend to include exaggerated or erroneous assertions about the nature of males and females. For example, a common gender stereotype about males is that they are not emotional. Females, on the other hand, are commonly stereotyped as being irrational or overly emotional. Political movements such as the feminist movement continue to work to deconstruct gender stereotypes and offer alternative visions of gender roles that emphasize equality between women and men.

Traditionally, many Western societies have believed that women are more nurturing than men. One way that a woman might engage in the traditional feminine gender role would be to nurture her family by working full-time within the home rather than taking employment outside of the home. Men, on the other hand, are presumed by traditional views of gender roles to be leaders. The traditional view of the masculine gender role, therefore, suggests that men should be the heads of their households by providing financially for the family and making important family decisions.

In traditional gender roles, men are expected to be forceful, tough, and materialistic, whereas women are expected to be humble, sensitive, and worried about the quality of daily life. When we look at this dimension, we are looking at the degree to which a society reinforces the traditional male and female roles regarding achievement, control, and power. Gender roles are sometimes created on the basis of stereotypes about gender. Gender stereotypes are oversimplified understandings of males and females and the differences between them. Individuals sometimes base their perceptions about appropriate gender roles upon gender stereotypes. Gender stereotypes tend to include exaggerated or erroneous assertions about the nature of males and females. For example, a common gender stereotype about males is that they are not emotional. Females, on the other hand, are commonly stereotyped as being irrational or overly emotional [3].

According to the gender roles, Hofstede divided the cultures (countries/societies) into two types: feminine and masculine cultures. Masculinity is seen to be the trait which emphasizes ambition, acquisition of wealth, and differentiated gender roles. Femininity is seen to be the trait which stresses caring and nurturing behaviors, sexual equality, environmental awareness, and more fluid gender roles. According to Hofstede, masculinity stands for a society in which social gender roles are clearly distinct: Men are supposed to be assertive, tough, and focused on material success; women are supposed to be more modest, tender, and concerned with the quality of life.

Femininity stands for a society in which social gender roles overlap: Both men and women are supposed to be modest, tender, and concerned with the quality of life.

Some theorists also describe two additional types of gender roles: egalitarian and transitional. Egalitarian gender roles hold that each gender is equally responsible for work outside the home, the household, and child-rearing. Within transitional gender roles, each gender may devote time to work, home, and family, but men are expected to focus more energy on work and women more on the household and child-rearing. While these views remain dominant in many spheres of society, alternative perspectives on traditional beliefs about gender roles have gained increasing support in the twenty-first century.

Gender roles regarding paid work outside the home continue to evolve. A Pew Research Center study found that 18 percent of stay-at-home parents were fathers in 2023, compared with 11 percent in the late 1980s. The role of women in the workplace has changed with time as well.

According to a McKinsey report from 2023, the number of women represented at the highest level of management in the workplace had increased from 17 to 28 percent. The report found that women are more inclined than in years past to aspire to senior and director positions in the workplace.

This is partially due to the influence of the COVID-19 Pandemic which demonstrated that a hybrid or work-from-home model can help working mothers balance work-related and domestic responsibilities.

In almost one-third of marriages in 2023, Pew found that men and women earn roughly the same amount of money, in contrast to previous gender roles that designated husbands the sole breadwinners. Such developments have brought about changing attitudes regarding the binary of gender roles, highlighting their restrictive nature.

Conclusion. Stereotypes are incredibly stable social representations. Therefore, eradicating gender stereotypes is the most important and most challenging step towards achieving gender equality.

Stereotyping can limit people's potential, perpetuate inequality and reinforce discriminating attitudes. It is important to focus on the steps and strategies to confront and address gender stereotypes education, particularly at Intercultural Communication Courses. The activity described below is one of the ways how to raise awareness in usage of language in combatting gender stereotypes.

Good, Better, Best

Overview: This activity looks at how gender stereotypes affect the lives of young people, and at the value society places on «feminine» and «masculine» qualities. Students use sets of cards to discuss which qualities are more commonly regarded as masculine or feminine.

Objectives:

- To learn how people become socialized to regard certain qualities as feminine and others as masculine

- To understand why society considers certain qualities to be «positive» or «desirable», while other characteristics are considered to be «negative» or «undesirable».

- To discover how the widely adopted binary approach affects non-binary people

Materials: Two sets of cards with adjectives (see preparation and handouts), Instructions for each group, 2 envelopes and sheets of A3 paper

Dependent	Independent
Emotional	Rational
Objective	Subjective
Submissive	Dominant
Passive	Active
Poor business skills	Good business skills
Incompetent	Competent
Decisive	Indecisive
Ambitious	Unambitious
Diplomatic	Undiplomatic

Instructions for Group A – Headings: **Feminine – Masculine** Certain characteristics are considered to be more feminine, while others are thought to be more masculine. Place the cards in the column where you think they belong. Work as quickly as you can, without thinking about it too much.

Instruction for Group B Headings: **Positive/Desirable - Negative/Undesirable** Certain characteristics are considered to be more positive and desirable, while others are thought to be negative and not desirable. Place the cards in the column where you think they belong. Work as quickly as you can, without thinking about it too much.

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