

# Gender Equality Education

**Trans–Altai Sustainability Dialogue**

Ulaanbaatar, Mongolia

2023.06.13–14

**Chang Pilwha**

South Korea

# Contents

- I – Education for whom and for what?
- II – Why Gender Equality?
- III – Why invest in Girl's Education?: Examples from Ewha Womans University
- IV – Reflection

# I – Education for whom and for what?

- *Elite* (the responsible man) – Education is for the protection of the elite minority against the poor majority.
- *Everyone* (the common man) – Education is for passionate pursuit of knowledge.

– Noam Chomsky

# *Traditional views on gender differences*

1. innate inferiority of women : explains their subordination
2. equal but different; natural, desirable, necessary for stability
3. men are more oppressed ; breadwinners
4. class not sex; no commonalities shared
5. women's biological obstacles can be erased with reproductive technologies

# *Educator's ideas of teaching girls*

- Gender/sex differences are not relevant in education.
- Girls are handicapped; boys are deficient.
- Boys and Girls need different kinds of education.

# *Philosophy of Knowledge & Education*

- Classical Humanism: “elite”
- Progressivism: J.J.Rousseau and Emile
- Reconstructionism: John Dewey, Nyerere, Freire
  - develop critical consciousness
  - relate to other human beings
  - mould culture
  - transform the world
- The Folk High School of Denmark, Norway, Sweden, Finland

# *Aristotle's Types of Knowledge*

- *Episteme* (scientific knowledge) universal, context-free, objective (explicit knowledge)
- *Techne* (skills and crafts knowledge) : practical and context-specific know-how. (tacit knowledge)
- *Phronesis* (practical wisdom, prudence, mindfulness): experiential knowledge to make context-specific decisions based on one's own value/ethics (high quality tacit knowledge)

## II – Why Gender Equality?

1. Women are critical to sustainable social, economic and political development.
2. Women's invisible and unpaid work constitutes a major contribution to society.
3. Gender equality perfects democracy.
4. Democracy is based on the belief in freedom and equality between **people**, based on equal human rights, and based on the power of the **people**.

# *From “Gender Blind” to “Gender Aware/Sensitive”*

- Gender ; socially determined differences between women and men; roles, attitudes, behaviors, values
- Gender roles are learned and vary across cultures over time.
- Gender is a relational term, including both women and men.
- Social relations of gender are hierarchical.
- Gender issues are properties of:
  - Individuals
  - Social structures
  - Symbolic structures

# *Gender Mainstreaming*

- Equitable access to and benefit from society's resources
- Opportunities and rewards
- Equal participation in influencing what is valued in shaping directions and decision
- Recognise, identify, and eliminate barriers.
- Financial, economic crisis, climate crises on women

# *Three basic tools for gender mainstreaming*

- Gender Analysis
- Collection and Use of sex-disaggregated Data
- Participation of women all levels of decision making process

# III – Why invest in Girl’s Education?: Case of Ewha Womans University (EWU)

## *Deep impact of educating women*

"If you educate a man, you educate an individual. But if you educate a woman, you educate a nation. When girls are educated, their countries become stronger and more prosperous. The highest result of education is tolerance."

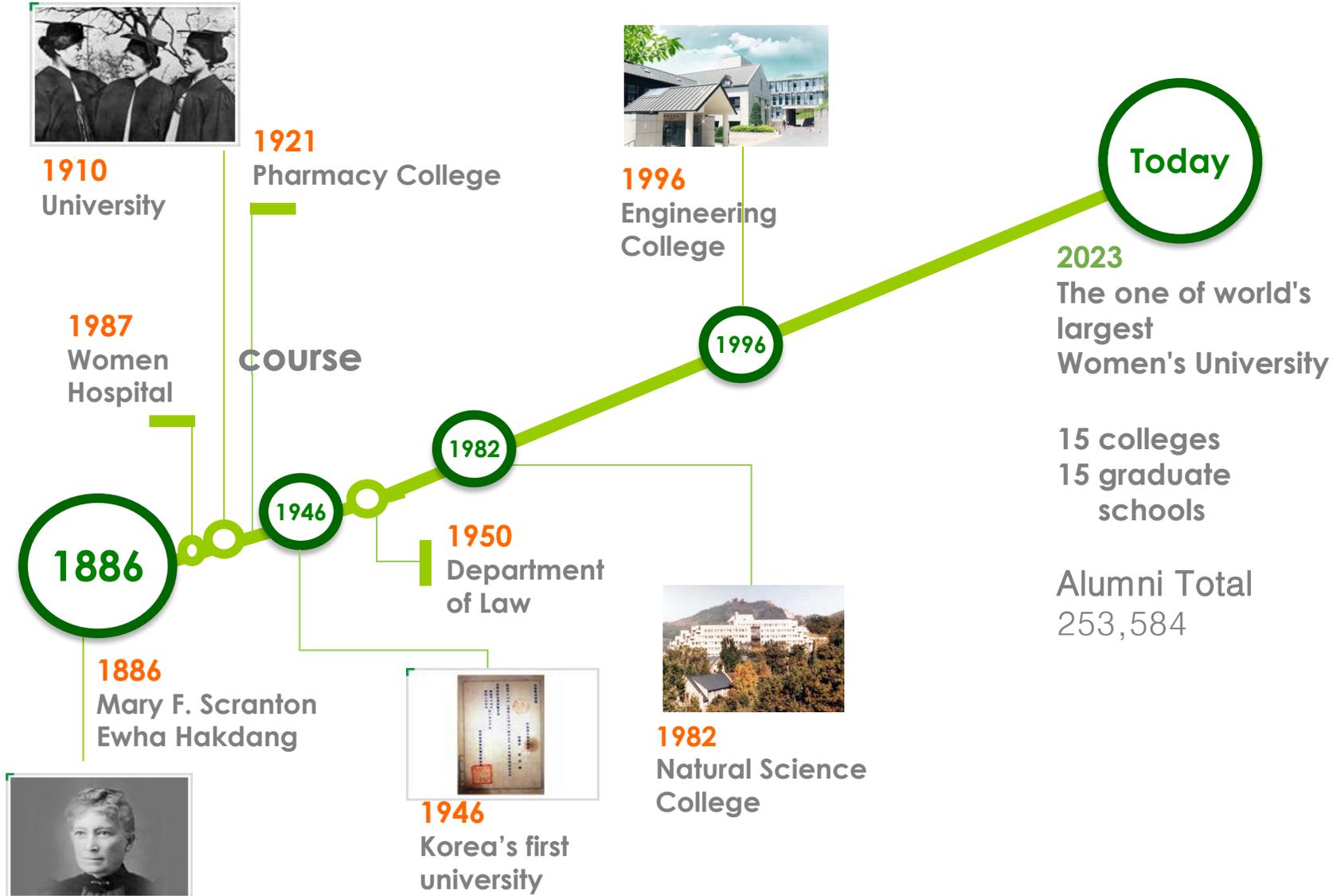
– African proverb

## *Multigenerational impact of educating girls*

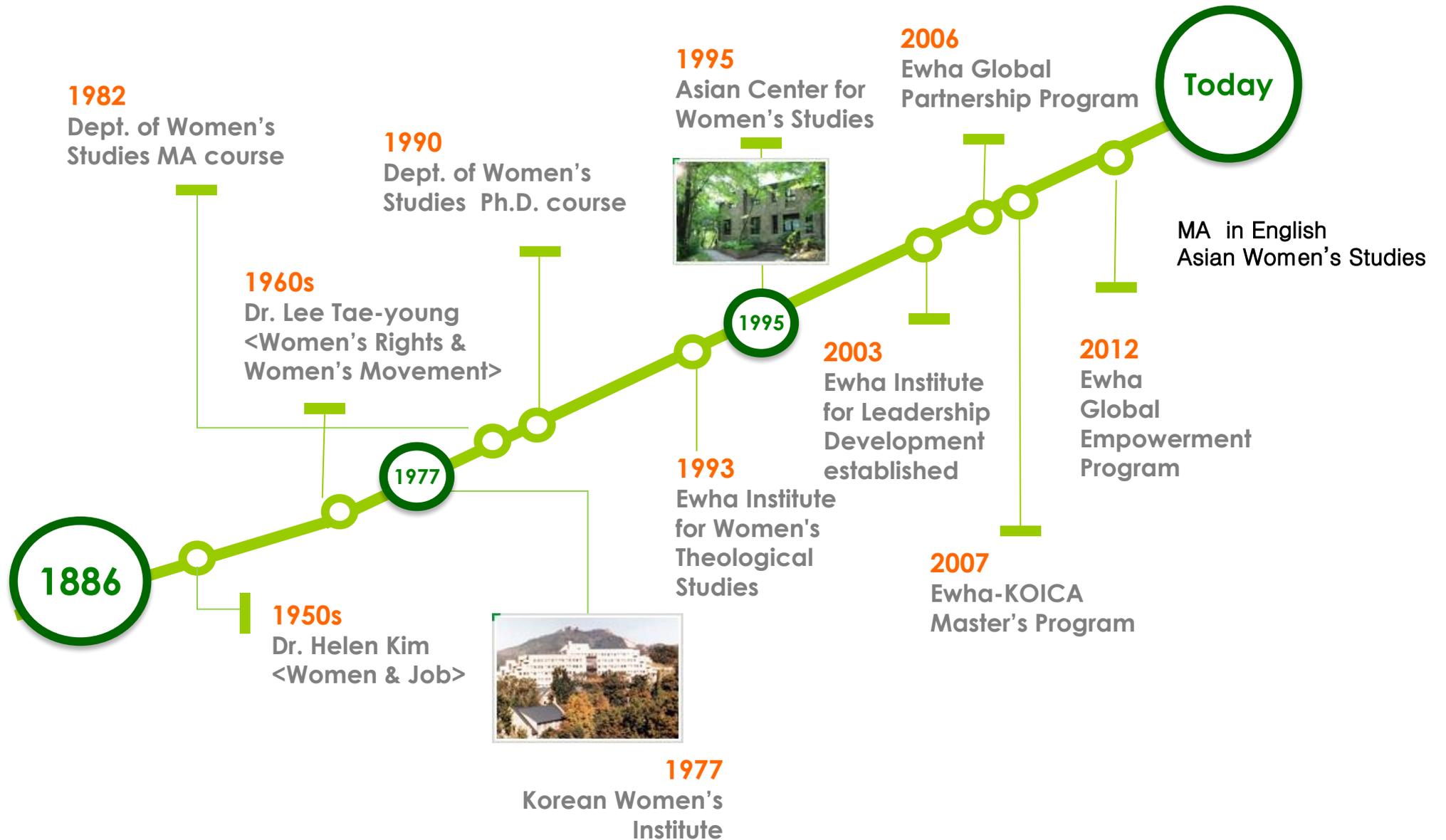
"Investing in girls' education can have a positive impact on multiple generations. Educated girls are more likely to educate their own children, breaking the cycle of poverty and inequality."

– Shanese Grant (2023)

# Ewha's Path towards Women's Education



# Ewha's Path towards Women's Studies



# *Producing Women Power through Women's Studies at EWU*

- 1977 starting undergraduate elective course
- 1982 department of Women's Studies in Graduate School
- M.A : 360
- Ph.D : 52

Multi- and Inter-disciplinary Research

Action and Reflection

Science from Below: Comfort women, Sexual Violence

# *Examples of Knowledge Production at EWU*

- Korean Association of Women's Studies (1984–Present)
- Department of Women's Studies, MA and Ph.D (1982–Present)
- Asian Center for Women's Studies (1995)
- *Asian Journal of Women's Studies* (1995–Present; Quarterly)
- “Women's Studies in Asia: Knowledge exchange, Theory and Practice” (1998–2005)
- Publication of 8 textbooks in English (2005)
- Asian Association of Women's Studies (2007–Present )
- Ewha Global Empowerment Program (2011–2019)

- Ewha Institute For Women's Theological Studies (1993)
- The Center for Gender Affairs (2001)
- Ewha Leadership Development Institute (2003)
- Institute for Gender and Law (2008)
- The Korea Sexual Violence Relief Center (1991)- NGO

- Ewha Global Empowerment Program (2011~Present)
- Ewha Global Partnership Program (2011~Present)
- Ewha-KOICA Master's Program (2011~Present)
- Korea-ASEAN Cooperation Project on Education and Exchange Programs for Young Scholars in Women's Studies (2012~Present)

## - Networking

### **Asian Women's Institute Network**

#### **Women's World (2005)**

#### **Asian Association of Women's Studies (2007)**

- Inaugural Congress in November 2007 at Ewha
- 2<sup>nd</sup> CAAWS at USM (2010) , 3<sup>rd</sup> CAAWS at UP Dilliman (2013)
- Institutional basis for Asian feminist research and education
- 40 Countries, 593 Individuals, 23 Institutional members (2014)

#### **MOU with UN Women (2012)**

#### **Partnership Agreement with ASEAN University Network (2012)**

# IV –Reflection

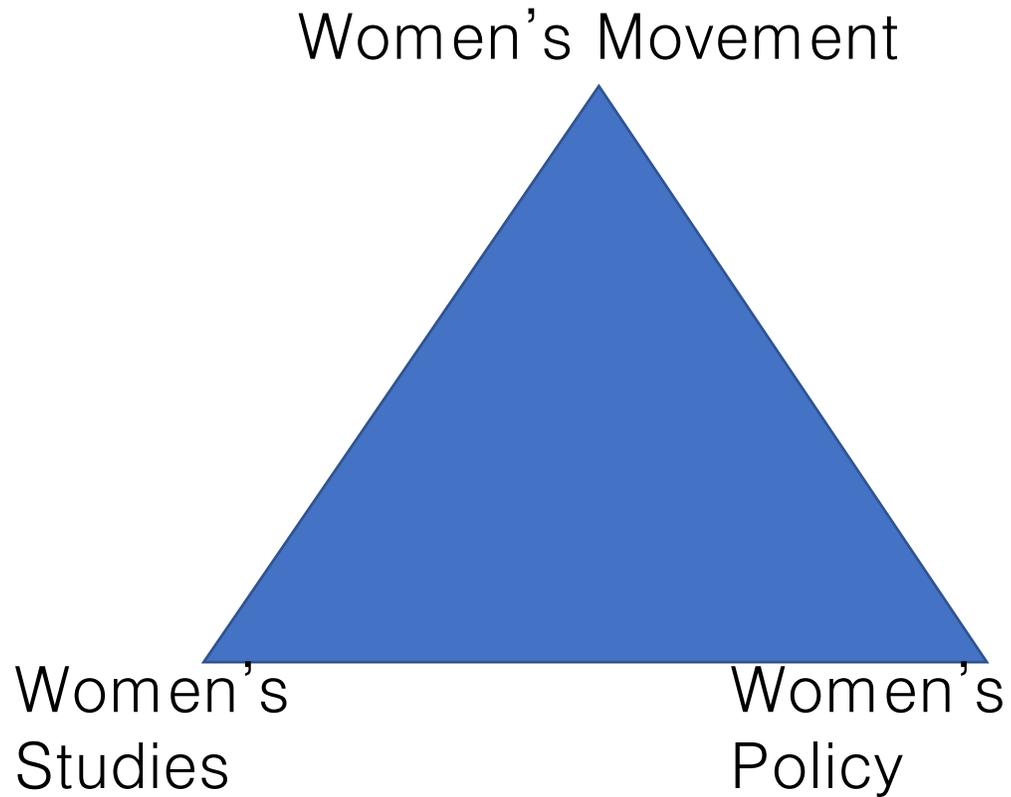
- Education is for social reform as well as preservation.
- Education is for democracy.
- Context specific, moral decisions

# *Lessons from Practice: Case of EWU*

- The importance of **Women's Space** : starting new social movements and changes
- **Creating New Space for a Feminist "Knowledge Community"**
- The Important Role of EWU top leaders:  
Helen Kim, Kim Ok-gil, Chung li-sook, Yoon Hoojung, Chang Sang,  
Shin In-Ryung, Kim Sun-wook, Kim Eun-Mi
- **President Kim Dae-Jung , ROK**

# - Presidents of Ewha





- Three spheres interact and collaborate mutual reinforcement.
- Efforts of university to promote gender equality lead gender equal society.

To promote gender equality at the **university** level

- prioritizing gender equality and addressing difficulties
- empowering and sustaining universities' motivation to promote gender equality
- engaging school administrators and getting their support
- indispensable role of an academic leader in promoting gender equality

# Interdependent cooperation

- Independent Autonomous Women's Studies
  - Gender division of labor, Sexuality, Femininity..
- Interdisciplinarity of Women's Studies
  - Gender law, Women and health, Women & ICT ..

# Fund Raising; Need for more active Resource Mobilization

- Korea Foundation for Women

Fund raising campaigns for gender equality  
donations from businesses  
empowerment for diversity  
supporting gender equal cultural creation

- Prospera International Network of Women's Funds

Asia Pacific

Mones

# Reconceptualizing Power and Leadership

- Women leaders speak for and represent women
- We know all women have the capacity to become leaders
- We strive for democratic practice and process
- We are also followers and supporters, invest power and trust in our leaders
- Concrete, Local, Grassroot Women's action as starting points
- Women leaders must show ways of new kinds of leadership

# Feminist Leaders are aware of problems

- Global consumerism
- Crises of ecosystem
- Wars and militarism
- Violence, gender based and others
- Poverty
- Overuse of resources
- Unchecked Technological changes
- ...

- Thank you for your attention