



## DRAFT GENDER PLAN

### 1. Introduction

Since the end of the 20th century, the European Union has incorporated gender equality into European education policies. In relation to the Bologna Process, the Preamble of the Conference of Ministers of Higher Education, held in Berlin on September 19, 2003, under the title "Building the European Higher Education Area" formulated the objective of reducing inequalities of gender in Education both at national and European level. Subsequently, European meetings were held to check to what extent gender equality had been achieved in higher education and its introduction into undergraduate studies. Although the incorporation of gender content in higher education institutions is still a pending issue, European institutions and academics insist on the importance of consolidating gender equality and non-discrimination in university education and especially in legal studies.

CALESA intends to strength the gender perspective in law studies in the partner Country HEIs. This will directly contribute to training legal professionals (judges, prosecutors, lawyers) and academics in this field. Employing a gender methodology in the teaching of law is essential to achieve ambitious goals as a more egalitarian society and laws. It has been shown that a gender perspective in the teaching of law increases the levels of equality both in law and in society itself.

To ensure that CALESA project addresses these issues and meets its objectives with a gender perspective, the gender equality committee has been created.

### 2. What is the gender equality committee?

The gender equality committee is the body in charge of CALESA addressing gender issues throughout the development of the project and fulfilling its objectives from a gender perspective. Therefore, the functions of this committee are, on the one hand, to take stock of and monitor matters concerning gender equality, but also promoting equal opportunities and equal participation of man and women in activities relevant to the Project, in order to achieve appropriate gender balance.

### 3. Implement the gender mainstreaming in the objectives of the CALESA

For CALESA to be considered as a European project that addresses legal and educational problems with a gender equality perspective, it has to satisfy some objectives related to this matter. Gender mainstreaming must accompany the main objectives of CALESA.

One of the objectives of CALESA is to train university professors and members from Philippine institutions in certain subjects through the delivery of seminars (Work package 2). Therefore, among the subjects to teach in the different seminars, gender must occupy an important place. The training that European professors are going to carry out in Philippine institutions has to include gender directly or indirectly as an issue to be addressed. A more egalitarian society requires specialized training for professionals who practice law (judges, lawyers, prosecutors ...) and especially those who exercise particularly sensitive positions such as family judges, legal operators who have contact with gender violence, etc. There is



nothing more opposed to the principles of Bologna than launch than launching lawyers on the job market without any knowledge of these issues.

Another objective of CALESA is to enhance the curricular offerings of the partner country HEIs by updating subjects in human rights and the rule of law, comparative law, and/or regional integration in their Juris Doctor/Bachelor of Laws programs and/ Master’s programs in a manner consistent with the Bologna process. This modification in the curricula must incorporate gender content.

In addition, an objective of CALESA is to enhance the curricular offerings of the Partner Country HEIs through Juris Doctor/Bachelor of Laws and Master’s programs that have research components that are consistent with the Bologna process. In line with this objective, it is proposed to promote the completion of doctoral theses, research and postgraduate studies related to gender.

Finally, CALESA must achieve the organization of certain activities in each of the participating institutions. Therefore, all of them will stimulate teaching or research activities related to gender (workshops, seminars, book presentations, etc.). Likewise, equal participation between men and women participation in the different bodies and activities of CALESA will be promoted.

### **3.1 The gender variable in the Work package 2 (training seminars)**

Throughout the CALESA project, training seminars (work package 2) will be held for representatives of Philippine institutions. The gender variable must be present in two senses:

First, it is important that some of the subjects to be taught in these seminars are addressed with a gender perspective. Gender-sensitivity must be a component in every seminar preferably in the introduction part - so that even the use of language in the courses, the sensitivity in discussing issues which especially affect women and girls are handled and discussed with the sensitivity they deserve. The gender perspective should be reinforced in sensitive matter in public law and in private law. A good example in Civil law would be parental rights, divorce or filiation. In Criminal law these matters would be: gender violence, sexual crimes, the criminalization of abortion, etc.

Second, it is important that not only seminars on substantive law, but those related to “how to teach” address gender issues. It is important to incorporate the gender perspective into law teaching. In this sense, the WP on the Bologna principles should address issues such as what type of examples can or cannot be put in the classroom, how to present practical cases, how groups are formed in class, how the teacher should act so as not to make women invisible, etc. .

### **3.2. The gender variable in the objective of enhancing the curricular offerings of the Partner Country HEIs by updating subjects in human rights and the rule of law...**

One of the main objectives of CALESA is to enhance the curricular offerings of the Partner Country HEIs by updating subjects in human rights and the rule of law, comparative law, and/or regional integration in their Juris Doctor/Bachelor



of Laws programs and/ Master's programs in a manner consistent with the Bologna process. In this sense, it is essential that the right to equality and non-discrimination as fundamental rights is addressed.

To address this objective with a gender perspective, the objective to be met should be at least one of the following two:

1. Incorporate a subject into the law curriculum that is directly aimed at addressing issues related to law and gender. That subject could be "Gender and Law" that guarantees that the university institution provides adequate higher education in equality taught by expert professors. This subject could be called "Gender and Law". It would deal with cross-cutting issues throughout the law career and could be taught by professors of philosophy of law or constitutional law.
2. Incorporate into the teaching program of specific subjects (criminal law, civil law, commercial law, etc.), certain contents approached from a gender perspective. Such content may consist of gender-related objectives, skills and abilities.

### **3.3 The gender variable in the objective of enhancing the curricular offerings of the Partner Country HEIs through Juris Doctor/Bachelor of Laws and Master's programs that have research components that are consistent with the Bologna process**

The participating institutions will promote research on the meaning and scope of equality between women and men. In this sense, the promotion and achievement of equality through research and the balanced presence of women in research groups is essential. They will also promote the creation of master's degrees and training for doctorates related to equality issues.

### **3.4 The gender variable in the objective of promoting the realization of certain activities in the participating institutions**

Another of CALESA's objectives is to promote studies with a gender perspective in our institutions of origin. For this, it is essential that each partner institution organize activities related to this topic. The objective is that all participating institutions carry out or promote at least one activity a year in their own institution related to gender. This activity can consist of organizing a seminar, presenting a book, an activity with students, etc.

### **3.5 Good representation of women in the bodies of CALESA**

To meet the gender objectives, it is essential a good representation of women in all CALESA bodies, in its committees, in its governing bodies and among the teachers who are going to give seminars. For these purposes, the gender committee will control and promote the participation of women in the bodies and activities of CALESA.

## **4 Tasks to be carried out by the gender equality committee members in the implementation and verification of the gender objectives**



Regardless of whether the quality committee establishes the best system to verify that the gender objectives established in this guide are effectively being met, the committee members will have to carry out the following tasks:

#### 4.1 Tasks of all members of the gender equality committee

- Report at least one activity related to gender carried out at our own institution per year. The information on the activity to be reported will be completed in an activity report form provided by the quality committee.
- Oversee and verify that the gender objectives of CALESA included in this plan are fulfilled with regard to the institution of origin.
- Attend gender committee meetings.
- Effort to mainstream gender in the training sessions related to WP2 where it is possible.

#### 4.2 Task of Philippines institutions members of the gender equality committee

- Check that gender content is actually being taught in the training sessions related to WP2 (from the students' perspective), specially where human rights courses are offered. In these sessions, it should be made sure that women and gender rights are given enough and show their interdependence and interrelation to other human rights.
- Ensure that the curricula incorporate issues to be addressed with a gender perspective
- Promote the implementation in Philippine universities of doctoral and master's studies, as well as research in Law with a gender perspective.
- Try to open the Gender-related seminars to everyone, even from other disciplines, as a free elective so that students can have an opportunity to learn more about this area, even though they have a non-Human Rights related track or discipline.

#### 4.3 Tasks of European members of the gender equality committee

- Check that gender mainstream is incorporated to address in the WP2 seminars (from the professors' perspective), specially where human rights courses are offered. In these sessions, it should be made sure that women and gender rights are given enough and show their interdependence and interrelation to other human rights.

#### 4.4 Tasks of the coordinator of the gender equality committee

- Request and process the documentation related to the gender activities organized in each participating institution.
- Convene regular meetings of the gender equality committee
- Coordinate the operation of the gender equality committee

### 5 Schedule of the next gender committee meetings

GENDER COMMITTEE MEETINGS DURING CALESA PROJECT	DATE
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<b>1<sup>a</sup></b>	<b>4th December 2020</b>
<b>2<sup>a</sup></b>	<b>26th February 2021</b>
<b>3<sup>a</sup></b>	<b>25th June 2021</b>
<b>4<sup>a</sup></b>	<b>November 2021</b>
<b>5<sup>a</sup></b>	<b>March 2022</b>
<b>6<sup>a</sup></b>	<b>June 2022</b>
<b>7<sup>a</sup></b>	<b>November 2022</b>
<b>8<sup>a</sup></b>	<b>March 2023</b>
<b>9<sup>a</sup></b>	<b>June 2023</b>
<b>10<sup>a</sup></b>	<b>November 2023</b>

**6 Annex: form to be completed for each activity (will be provided by the quality committee)**