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Erasmus+ Programme
of the European Union



Magazine on
**Gender, Inclusive Education,
Democratic Values
and
Active Citizenship**

January 2024

Published by
OPEN AND DISTANCE EDUCATION CENTRE
TRIBHUVAN UNIVERSITY
Kathmandu Nepal

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Editorial

Enhancing Gender, Democratic Values and Active Citizenship through Inclusive Education

The project entitled 'Alliance of Universities to Reinforce teacher training curricula and Outcast Radicalism and promote Equality in Asian societies' (AURORA) has been carried out in collaboration with 12 Universities and institutions namely, Banasthali Bidypith, Tribhuvan university, Kalinga Institute of Social Sciences, Pokhara University, Nepal Law College, Edulab, Sabitribai Phule Pune University, Masaryk University, University of De Malaga, UCC, Universtatea Babes-Bolyal of 6 countries viz. Czechia, India, Ireland, Nepal, Romania, and Spain co-funded by Erasmus plus program of European union. One of the objectives of AURORA is to maximize the impact of results of the AURORA project by optimizing their values, strengthening their impact, transferring them to different contexts, integrating them in a sustainable way through the partners universities and institutions.

There are six general articles in this magazine regarding the issues of AURORA project. First article entitled 'Approaches to enhancing women's participation in education and property ownership' incorporates women's property right refers to the practice of women owning controlling and owning property; however, legally and culturally, women have historically had a very difficult time doing this. While men can usually own assets, such as land and houses in most places, women often cannot. This makes it difficult for women to become financially independent, respected and happy. In this context, this study aims at shedding light on the basic concept of women's property, its social and legal dimensions, difficulties in securing property and finally the role of education in securing women's property rights. As this is a descriptive collected from various sources. This article provides important insights into various aspects of women's property rights and the role of education in helping women enjoy these rights. The second article 'Gender Based Violence in Education' is a global problem and delays the physical, psychological and social lives of victims. Reducing the prevalence of gender-based violence requires a comprehensive and coordinated effort from policy makers, educators and the wider community. Creating safe and inclusive educational environments is important to promote gender equality and ensure that education serves as a platform for empowerment rather than a source of harm. The third article entitled 'Breaking the Barriers: Inclusion of Children with Disabilities in Education' incorporates childhood disabilities. Children with disabilities also have the freedom to stay with

their children and study in regular classes. Therefore, the inclusion of these types of children in general education is an important step in inclusive education. There are many different types of disabilities. The category includes learning disabilities, intellectual and developmental disabilities, emotional and behavioral disorders, communication and language disorders and physical disabilities. Inclusion of children with disabilities requires special strategies. Nevertheless, it is impossible to discuss all types of strategies in this short article. Therefore, this article discusses some common strategies: universal design for learning collaborative strategies, positive behavioral intervention support, and the three bridging strategies.

The fourth article entitled 'Conceptualizing Inclusive Education' is based on various literatures to clarify the concepts of inclusive education as distinct from mainstream education and integrated education. Inclusive education involves co-teaching general and special education teachers, promoting social justice, eliminating discrimination, and promoting academic and social benefits for all learners. Inclusive education focuses on fair and equitable practices, ending discrimination based on difference and creating a shared environment that values and supports diverse learning. Inclusive schools prioritize the individual needs and abilities of each learner, foster a sense of community, and promote high-quality education through visionary leadership, partnerships, flexible learning environments and research-based strategies. Inclusive education supports greater access to education by addressing the social differences, fostering collaboration and promoting the principles of social justice and diversity. Natural demographic relationship, joint planning and co-teaching by general and special education teachers, promoting community building, implementing differentiated instruction, enduring full-time inclusion of all learners, impacting heterogeneous groups and emphasizing fun and engaging learning experiences.

The fifth article entitled 'Portrayal of Women and Men in Media on Gender Equality and Equity' explores the profound impact of gender stereotypes in various forms of media, including television, films, advertising and literature. Women are often objectified in advertising as mere sex objects which can have damaging effects on self-esteem and mental health. This article explores the media's role in promoting gender stereotypes and emphasizes the needs for inclusive and diverse representation; however, this article highlights the transformative potential of mass media in promoting gender equality, representation, empowerment, challenging norms, awareness, education, inspiration, dialogue, behind-the-scenes diverse engagement and supporting movements from social media. Media is a powerful tool that can have a positive impact on dismantling harmful gender stereotypes and creating a just society. The sixth article entitled 'Women's participation in political and public life' attempts to ensure gender equality in all sectors, including national politics and public life, including governance, which jointly have produced positive

results. This transformation is more visible in some European countries than in other countries around the world. Therefore, women's participation in national politics and public life is still generally low. However, this does not change the fact that some non-European countries have also made progress. There are specific reasons for the low participation of women in politics and public life. To design interventions aimed at increasing women's participation in politics and public life, it is necessary to understand and analyze these reasons and adapt them to the needs, culture and social and demographic conditions of local contexts.

The article entitled 'Gender in Society: Issues on Education and Property Ownership' aims to explain gender issues in society, particularly in relation to women's education and property. Gender is a social characteristic that gives different roles, opportunities, responsibilities, rights and status to men and women in different realm of society, such as education and property rights. Gender issues still exist in society in all forms of access, privilege, opportunity, power, control and distribution of resources, education and ownership. Men everywhere have greater access to these opportunities than women; however, women still struggle against violence and discrimination in society.

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Women's participation in political and public life

Sushan Acharya

ABSTRACT

The concerted efforts made to ensure gender equality in all sectors including national politics and public life including governance have shown positive results. This transformation is more visible in some of the European countries than in other countries of the world. Therefore, in general globally women's participation in national politics and public life is still low. However, this does not negate the progress made by some of the countries outside of Europe as well. There are specific reasons for women's low participation in politics and public life. In order to plan interventions to increase women's participation in politics and public life it is necessary to understand and analyze those reasons and adapt them according to the needs, culture and social and demographic conditions of the local context.

Introduction

Many countries around the global have been attempting to ensure gender equality in all sectors including national politics and public life including governance. Such attempts have gradually shown positive results. This transformation is more visible in some of the European countries than in other countries of the world. Therefore, in general globally women's participation in national politics and public life is still low. However, this does not negate the progress made by some of the countries outside of Europe as well. There are specific reasons for women's low participation in politics and public life. In order to plan interventions to increase women's participation in politics and public life it is necessary to understand and analyze those reasons and adapt them according to the needs, culture and social and demographic conditions of the local context. Equal participation which is a basic requirement for gender equality comes in different forms of representation, i.e. 'Formal', 'Descriptive' and 'Substantive' while viewing equal participation. In this article global scenario with regard to the women's participation in politics, governance and occupation is presented. Additionally, the article also discusses the impact of education in women's participation in public life and how such participation could be enhanced. Thus, overall objective of this article is to present a global scenario regarding women's engagement in politics, governance and occupations along with the efforts made so far, and measures to increase their engagement.

Women in executive government positions

Globally 31 countries have 34 women as Heads of State and/or Government, only 22.8 percent Cabinet members heading Ministries are women, in only 13 countries about fifty percent or more of the positions of Cabinet Ministers are held by women, and Women and gender equality, Family and children affairs, Social inclusion and development, Social protection and social security, and Indigenous and minority affairs are the five most commonly held portfolios by women Cabinet Ministers. Source: (<https://www.unwomen.org/en/what-we-do/leadership-and-political-participation/facts-and-figures>).

Women in national parliaments

Some changes have been observed regarding women's representation in national parliaments. Though women's representation in the parliaments is still very low it has increased by 15.5 percent points from 11 percent in 1995 to 26.5 percent in 2023, only six countries (Cuba, Mexico, Nicaragua, New Zealand, Rwanda and the United Emirates) have 50 or more women parliamentarians in single or lower houses and 23 countries (13: Europe, 6: Africa, 3: Latin America & the Caribbean and 1: Asia) have exceeded 40 percent representation of women in parliament Source: (<https://www.unwomen.org/en/what-we-do/leadership-and-political-participation/facts-and-figures>).

Women in local government

Women's representation in local government is slightly higher than in upper levels. There are 34% women constitute elected members in local governments among 136 countries, 50% in only two countries and more than 40% in 20 countries have elected women in local government, and a wide variations across region are noted (Central and South Asia: 41%; Europe and Northern America: 36%; Oceania: 32%; Eastern and South-Eastern Asia: 28%; Latin America and the Caribbean: 25%; Sub-Saharan Africa: 25%; & Western Asia and Northern Africa: 18%). Source: (<https://www.unwomen.org/en/what-we-do/leadership-and-political-participation/facts-and-figures>).

Reasons behind women's low participation in political field

The above presented figures indicate that women's participation in politics has increased but they are still underrepresented. This course has identified the following five key factors (Source: Gender Inclusion Module -UCC notes) called five 'C' that prevent women from entering into political field.

Confidence: women's learned behavior and ascribed roles, dos and don'ts hinder their self-confidence to engage in public life.

Candidate selection: Political parties which are often governed and run by men are not favorable for women to be selected for candidacy. Women who are not

traditionally engaged in this kind of business has to compete for candidacy. The quota system for women candidacy also on one hand creates competition and on the other party decision makers give priority to women related to influential men of the party.

Culture: That tend to view women as inferior to men and view that women's place is inside the house and family is their business prevent them entering into politics. Such conditioning makes them difficult to take on nontraditional roles like political participation.

Care: Caregiver's role that women have to perform (for old and for young) as they are the ones expected to perform such roles also prevent them from engaging in public life, like politics or employment.

Cash: The vicious circle, i.e. women's expected roles and lack of opportunity to earn because of the expected roles and obligations leave them with no to little financial resources. But to engage in politics and campaign in election requires money which most women cannot manage.

Why does women's representation in politics matter?

Two arguments- justice and utility have been presented to justify importance of women's representation in political field (Paxton, Hughes and Barnes, 2021).

Justice Argument

Foremost, women's representation in political life matters for gender equality and democracy. Democracy is participation of all citizens irrespective of gender, social or linguistic backgrounds. Women's presence in politics is also important to strongly draw attention and seek commitment of law makers towards women's issues. If women are in decision making position women's issues get more attention through women's own voices. Therefore, it is necessary that women's presence is increased in politics. If there are many women at different levels of the government it will help facilitate women's engagement in public decision-making, thereby help enhance political accountability to women. However, only the increment in women's representation in quantitative term does not always work for the betterment of women. Gender-sensitive governance reforms is more important for effective performance of elective officials to promote gender equality. Moreover, people's participation at all levels of political structure and governance is necessary for a country to be called truly democratic. It is also an indicator of equality. Therefore, capability and effective participation of women in decision-making is crucial. If not half of the population would be missing in the development processes. Moreover, they have to live with the decisions made by others for them, which may not positively impact them.

Utility argument

Utility argument refers to the usefulness of increased representation of women in politics. Women's presence brings diverse worldview and experiences, different ways of seeing and knowing, which eventually enriches the discussion and the decision. Increased women's presence in politics also serve as inspiration and role model for young girls and their parents. More young women are likely to prepare themselves for leadership roles if they see more women in such roles. This practice will help create environment for girls to enhance their self-confidence, self-dignity, and thereby increased opportunities and access to resources, which are important elements of gender equality. Increased contribution of women to decision making in matters related to the public is both capacity and capability development of human resources. If women cannot participate in public life including politics half of the human resources of a country will be underutilized. Therefore, equal participation of women in political and public life is crucial.

Equal representation

Justice argument suggests that men and women should be equally represented in politics. But what does equal representation mean. Paxton, Hughes & Barnes (2021) argue that equal representation falls into one of the three categories of representation- formal representation, descriptive representation and substantive representation.

'Formal representation' refers to the legal right to political participation on an equal basis with men. For, example equal rights granted by law of a nation for women and men to engage in politics or to run for election.

'Descriptive representation' refers to the match between population size and representation in elected bodies. E.g. if women make up 50% of the population they should be 50% in executive bodies as well.

'Substantive representation' refers to the qualitative representation. While women's representation is important creating "a feeling of being fairly and effectively represented" (Pitkin 1967, Schwindt-Bayer and Mishler 2005 as cited by Paxton, Hughes & Barnes 2021) is even more important. Women are not a homogenous group. Therefore, although women's representation in politics make other women feel that they are represented the authors raise a very pertinent issue that whether the women representatives actually represent all types of women.

Increasing women's representation: How is it possible?

Several mechanisms are in use to promote women's representation in politics. Dahlerup & Freidenvall (2005) have grouped those mechanism into two categories- incremental and fast track approaches. Education for women, facilities to help women (social welfare) participate in public life and to organize discussion/dialogue with political parties and male political leaders to prepare and

to facilitate women to participate in politics come under incremental approach. Whereas mandate political parties to ensure certain number or percentage (quota) of women for candidacy through legislature fall under fast track approach. These approaches are explained by author in the table below.

Two tracks to equal political representation		
Themes	Incremental track	Fast track
General perception	Equal representation may take many decades but will be achieved in due course as the country develops.	Women's representation doesn't increase by some historical necessity. Backlash may even be possible. Historical leaps in women's representation are necessary and possible.
Problem Identification: Why so few women?	Women lack resources and public commitment Attitudes and ingrained prejudices limit women.	Informal and formal discrimination against women (and other groups) is widespread in politics. Processes of exclusion and glass ceilings.
Strategy	Increase women's commitment and resources in civil society through education, labour force participation, social welfare provisions such as day-care centres. Political parties should work more actively to recruit women. Capacity-building for women in political parties through education, mentor programmes, and provisions to help women combine family, work and politics, such as babysitting facilities at political meetings, family activities at conferences, compensation for salary reduction, change meeting hours. Strong resistance to quotas, which is considered discriminatory (against men).	Active measures, such as targets or quotas provisions, which will force political parties to work more actively to recruit women. Quotas are seen as compensation for structural barriers not as discrimination
Source: Dahlerup & Freidenvall (2005) Quotas as a 'fast track' to equal representation for women, p. 29.		

Women's participation in labor force

This part of the lesson focuses on women's participation in labor market. We will explore how women's participation in economic activities has changed and in what kind of jobs women are more concentrated in. And how this change has affected their lives.

Before looking the global trend in women's participation in labor market let's look at their education status. Women's participation in public life, particularly their engagement in employment is very much linked with their education status.

Thus, education plays a crucial role in women and girls' social and economic empowerment. However, many girls across the globe still miss educational opportunities.

Why does education matter?

Education matters to both boys and girls. Impacts of education are the same on both boys' and girls' lives. However, impact of educating girls is much higher than that of boys. Research (Wodon, Montenegro, Nguyen, and Onagoruwa, 2018) shows that girls' education has link with many other development indicators, explained below.

Child marriage and early childbearing: It was found that higher the education level higher earning among girls was observed.

Earnings and standards of living: Research found that girls with each additional years of secondary education reduced the chances of child marriage and early child birth among girls.

Fertility and population growth: Universal secondary education contributed significantly to reduce population growth as the girls who were able to continue secondary education were like to refrain from child marriage.

Health, nutrition and well-being: Secondary education meant additional knowledge and skills about health and other life skills. Therefore, girls who attained secondary level education were more able to make decision about their own healthcare and less likely to suffer from domestic violence. Thus, their psychological well-being could also improve. Mothers with secondary level education were also less likely to be malnourished.

Agency and decision-making: Women who had secondary level education experienced more able to make decision within household and birth registration was found higher among such women in some countries.

Social capital and institutions: women with secondary level education were found more engaged in social and charitable works. They were more likely to rely on friends when needed, which illustrates the increased trust and solidarity among women, an indicator of empowerment.

Potential economic cost: Consequence of girls' low access to and low attainment of education is low earning in their adulthood and this is a loss of potential human capital wealth. The loss in human capital wealth at present is the consequence of not getting benefit of education by adult women in their young ages.

Domain	Coverage	Estimated Potential Impacts
Earnings and standards of living	Global	Doubling of expected earnings in adulthood
	Global	Increase in labor force participation by one tenth
	Global	Gain in perceptions of standards of living of up to one tenth
Child marriage and early childbearing	DCs	Virtual elimination of child marriage
	DCs	Reduction in early childbearing by up to three fourths
Fertility and population growth	DCs	Reduction in total fertility by one third
	DCs	Increase in contraceptive use by one fourth
	Global	Reduction in global population growth by 0.3 point
Health, nutrition and well-being	DCs	Increase in women's knowledge of HIV/AIDS by one fifth
	DCs	Increase in women's decision-making ability for health by one fifth
	Global	Increase in women's psychological well-being
	DCs	Reduction in under-five mortality rate by up a fifth
	DCs	Reduction in under-five stunting rate by more than a third
Agency and decision-making	DCs	Women more likely to exercise decision-making in the household
	Global	Women possibly more likely to better assess quality of basic services
	DCs	Increase in likelihood of birth registration by one fifth
Social capital and institutions	Global	Women more likely to report altruistic behaviors
	Global	Women more likely to report ability to rely on friends when in need
	Global	Women possibly more likely to better assess institutions and leaders
Potential economic costs	Global	Loss in human capital wealth from US\$ 15 trillion to US\$ 30 trillion
	Global	Benefit from reduced population growth of more than US\$ 3 trillion in first year after universal secondary completion, cumulative over time

Source: Authors.
Note: DCs = Developing countries.

Source: Wodon, Montenegro, Nguyen, and Onagoruwa, 2018, p. 6

With this brief overview of the importance of girls' education we will look into what and how women are doing in labor market.

Activity: Before exploring women's participation in labor market let's have a brief discussion on association of women's education and their engagement in labor market in your context. Two of you excluding the previous speakers will do a five minutes presentation. We will spend another 15 minutes for question and answer, and experience sharing and the teacher will wrap up the session.

Women's participation in labour force

Literature (ILO 2023, World Bank 2022, ILO 2017) show that gender inequality in labor market is still very prominent. There is still a high level of disparity between women and men when it comes to wage earning work. Trend in female's participation in labor force has remained unchanged over the last 3 decades and at present approximately half of the working age women participate in labor force

(World Bank, 2022). Gender gap in labor force participation is more prominent in South Asia and in the Middle East and North Africa with men's participation rate more than 3 times higher than that of women (Ibid.). This disparity augmented during COVID-19 pandemic. A survey conducted in 40 developing countries suggested that women were more likely to stop working than men during pandemic (Kugler, Viollaz, Duque, Gaddis, Newhouse, Palacios-Lopez, and Weber, 2021 and World Economic Forum 2023). Although the World Economic Forum (2023) has reported that workers with only basic level of education and women had lower chances of getting employment the survey in 40 countries further revealed that age and education factors were less prominent than gender on work stoppage trend during pandemic.

Globally, the labour force participation rate of women is almost half of men. In 2022 while women's participation was 47.4 men's participation rate was 72.3 (ILO, 2023). However, region wise data revealed that the gender gap in labor force participation is huge in lower middle-income countries as opposed to high income countries (World Bank, 2022). In high income countries female are increasingly entering the labor market narrowing the gender gap in participation rate (Ibid.).

Workplace wellbeing

Regarding women's workplace wellbeing, although Women @ work 2023, study conducted in 10 countries has reported indications of improvement there are still critical issues that required to be taken care of. The study has reported that "There are a number of critical aspects of women's experiences in the workplace that have either not improved or in some cases worsened" (Deloitte, 2023, p. 3).

Type of employment that women are engaged in

Gender equality in labor force participation is a larger issue than quantitative figures representing women and men. It is also about the types and quality of work they are engaged in. Therefore, the question is whether women are involved in good jobs. World Bank (2022) has divided work into 2 broad categories- vulnerable work and wage work.

Gender equality is not just about equal access to jobs but also equal access for men and women to good jobs. The type of work that women do can be very different from the type of work that men do. Here we divide work into two broad categories: 'vulnerable work' and 'wage work'. Vulnerable work as defined includes self-employment (e.g. on or off the farm, worker in household economic/income activity), which is generally associated with low income and low job security. Whereas wage work is a condition where a person works for an employer (e.g. private, public, formal or informal sectors) and is viewed as high income, high job security and better work condition. Moreover, gender gap is more prominent where vulnerable work is high says the report. According to the data this situation prevails in low and middle-income countries from Sub-Saharan Africa and South

Asia where there are more vulnerable jobs. In these countries working women are more likely to be engaged in more vulnerable works than working men. However, the same data portal (World Bank, 2022) revealed that regarding gender gap in vulnerable work the situation was reverse in Europe and Central Asia and the gap was not prominent in other regions.

Conclusion

Women participation in politics and public life is intertwined in a complex web. A complex interaction among social, cultural and economic factors play roles in determining women's participation in politics and public life. To mitigate the effects of those factors individually as well as in relation to each other is a mammoth task. In times of emergencies and pandemics women are more affected than men due to the same factors- their social roles, including caregivers' roles. For example, during COVID 19 pandemic more women than men had to give up their jobs because of their household/child care responsibilities. Furthermore, age and education factors were less prominent than gender on work stoppage trend during pandemic. Nevertheless, education and some 'fast track' measures have been presumed to have positive effect on equal participation of women in politics and public life. However, any measures that would take longer time to show effect does not help increase women's participation. Therefore some fast track initiatives such as quota system are necessary to close the gender gap.

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Approaches to enhancing women's participation in education and property ownership

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ABSTRACT

Women's property ownership is referred to as the practise of allowing women to acquire, control, and own property. However, because of the way things are legally and culturally managed, women have historically had a really difficult time with this. Men typically get to own items like land and houses in many locations, whereas women frequently cannot. This makes it tough for women to be financially independent, respected, and happy. In this context, this paper aims to highlight basic concepts of women's property ownership, its social and legal dimensions, challenges for ensuring property ownership and finally the role of education in ensuring property ownership for women. As this is a descriptive paper, the major methodological strategies include the review of literature collected from various sources. This article offers critical insights into various dimensions of women property rights and role of education that contributes to ensuring these rights are enjoyed by women.

Introduction

Historically, in Nepal, as in many parts of the world, women have been systematically denied the rights to own land and other properties due to deep-rooted patriarchal norms and cultural practices. This issue is prevalent globally but varies in intensity from one region to another. In Nepal, being a low-income country with strong patriarchal traditions across various caste and ethnic groups, women face significant obstacles in owning property, particularly in remote mountainous areas where poverty and lack of education exacerbate their plight. The influence of patriarchy significantly restricts women's access to education, ownership, and property-related resources, leading to their socio-economic marginalization.

The family property, both moveable and immovable, are historically owned by men. With the changes in society, there has been a gradual progress towards ensuring women's right to education, health, property and other social and legal affairs. While such rights are almost equal between male and female in most of the developed nations, this is far to realize in much of the developing word. The economic advancement of women and gender equality both depend on not only upon their education, but also on the home and land ownership. Women who own property can put money into businesses, healthcare, and education, which lowers

poverty. This also questions established gender roles, giving women more influence in the home and community. Legal reforms guarantee property rights equality, and land ownership fosters economic empowerment. Cultural conventions may prevent this, but awareness and education empower women to assert their rights. Additionally, grassroots groups advocate women's property rights, promoting equality in society.

Specifically, in Nepal's context, certain ethnic groups in the mountainous and Terai regions face severe oppression, primarily stemming from inadequate education, limited property ownership, and entrenched patriarchal structures. Geographical divisions exacerbate disparities, with women in remote mountainous regions facing greater challenges due to economic hardships and limited access to resources. This issue isn't unique to Nepal alone but is more acute in developing countries, especially in South Asia and Africa, where poverty, superstitions, and cultural backwardness further compound the challenges faced by women. Such societal constraints often force women into bearing many children, depriving them of rights to education, healthcare, and other essential developmental opportunities.

Dimensions

There are several dimensions of women's property right movements. Some of the major dimensions include the following:

Legal Aspects: Stronger laws could ensure women's property rights stronger. This can be done by altering rules about who gets what when someone dies or when a married couple splits up. Now, women have more equal rights to own and inherit property. According to a report by the World Bank, legal reforms in countries such as Kenya and India have led to improved property rights for women, promoting economic empowerment and social progress (World Bank, 2019).

Land Ownership: Owning land is really important. It can help women a lot. If women have clear rights to their land, it can make them richer and more secure. These changes mean women can own, use, and inherit land just like men. Research by the International Food Policy Research Institute (IFPRI) demonstrates that granting women land rights leads to increased productivity, poverty reduction, and improved household welfare (Deere & Doss, 2006).

Economic Power: Owning property can make women richer and give them more control over their lives. They can use their property to get loans, start businesses, and be more financially secure. Studies by organizations like the United Nations Development Programme (UNDP) underline how property ownership enhances women's economic agency and contributes to their broader empowerment (UNDP, 2020).

Changing Traditions: In some places, old beliefs and customs say that women can't own property. It's hard to change these ideas, but it's happening slowly. Communities and awareness programs are helping change these rules.

Education: Women who have higher education are more aware of their rights. With the knowledge and skills, they acquired from education, they can raise their issues critically and defend their arguments strongly in a legal battle. When women have education, they become more skilled at standing up for themselves and their property rights.

Difficulty and challenges

Numerous barriers hinder women's property rights, including lack of education, entrenched patriarchal norms, preference for sons over daughters, and cultural practices such as daughters moving to their husbands' homes after marriage. In many South Asian societies, women are only granted property rights if they choose not to marry and opt to remain in their parental homes. Nepal has introduced legal provisions and initiatives aimed at empowering women, resulting in an increasing number of women gaining employment, owning bank accounts, acquiring land through personal income, and inheriting property from their parents.

Women owning property can be really hard because there are lots of problems. Some laws and rules make it easier for men to inherit or own property, which makes it tough for women. Research by the United Nations Population Fund (UNFPA) highlights these disparities and their impact on women's access to property (UNFPA, 2017). In some places, old customs and traditions say that men should own things, not women. This can make it hard for women to have their own stuff. The World Bank's research on gender and property rights emphasizes the influence of cultural norms on limiting women's access to property and resources (World Bank, 2019). Some women do not know their rights about property because they did not get enough education. This makes it tricky for them to use the law to protect what's theirs. Studies by organizations like Oxfam highlight the correlation between education and women's empowerment, stressing the importance of education in promoting women's property rights (Oxfam, 2013).

Even when there are laws to help women, sometimes they're not enforced fairly. This happens because of things like corruption and judges treating women unfairly. Reports by Amnesty International shed light on the challenges women face due to the ineffective enforcement of laws designed to protect their property rights (Amnesty International, 2020). Some women rely on the men in their family for money, so they're scared to ask for their property rights. Women often have a hard time getting loans or money to buy property. The World Bank Group's Gender Equality and Development Report underscore the challenges women face in securing financial access for property ownership (World Bank Group, 2012). Sometimes, records about who owns what land are not kept well. This makes it

tough for women to prove that they own something. Women do not always get to make decisions about property in their communities or governments.

To fix these problems, we need to do lots of things like changing the laws, educating women, and making sure women have the money they need. It also needs help from governments, groups, and communities to make things more fair for women with property.

Role of education in ensuring property ownership of women

Education is critical to ensuring women's property ownership in several respects, including: Education provides women with the understanding and knowledge of their legal rights to possess and control property. Understanding inheritance rules, marital property rights, and land tenure systems are all part of this. Studies by organizations like UNESCO emphasize the role of education in enhancing awareness of legal rights and property-related laws among women (UNESCO, 2021). Education gives women the ability to enforce their property rights. Women are more likely to engage in legal proceedings to claim and safeguard their property when they are aware of their rights and confident in their legal expertise.

Education empowers women to gain access to information and resources on property ownership. Understanding land records, property transactions, and financial problems are all part of this. Education is frequently associated with increasing economic independence. Women with higher levels of education are more likely to have higher-paying employment and the financial means to invest in home ownership. Studies by the World Bank Group affirm the link between education and economic empowerment for women (World Bank Group, 2012)

Education can help women defy established gender stereotypes and gain a bigger role in household and community decision-making, particularly property-related decisions. Well-educated women are better able to argue for their property rights, both individually and collectively. They can collaborate with local governments and organisations to advocate for legal reforms and policies that promote women's rights. In addition, education can make women less vulnerable to property disputes and dispossession. Women with legal education can actively protect their property rights. Educated women can also help to raise awareness about the importance of women's property rights in their communities, potentially leading to changes in cultural norms and practises.

In conclusion, education is a great instrument for equipping women with the knowledge, skills, and confidence they need to exercise their property rights. It benefits not only individual women, but also larger efforts to promote gender equality in property ownership and beyond. Women's legal rights to property can be addressed through educational programmes and initiatives, which can have a substantial impact on gender parity and economic development.

Efforts have been made to address this issue through legal reforms that grant women rights to inherit property from their parents. International conventions have encouraged national governments to develop legal frameworks ensuring women's property rights. Education plays a pivotal role in empowering women by raising awareness about their property rights and equipping them with the knowledge to assert these rights through legal channels. Incorporating discussions about women's property rights into school curricula, leveraging non-formal education via media platforms like radio and television, and employing pedagogical methods like role-playing and research empower individuals to understand the realities surrounding women's property ownership.

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Conceptualizing Inclusive Education

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ABSTRACT

This article has been prepared based on a wide range of literature to clarify the notion of inclusive education by differentiating it from mainstreaming and integrated education. The inclusive education involves collaborative teaching by general and special education teachers, aiming for social justice, eliminating discrimination, and promoting academic and social benefits for all students. Inclusive education aims at fair and equitable practices, breaking discrimination based on differences, and fostering a shared environment that values and supports diverse learning. An inclusive school prioritizes the individual needs and abilities of every student, fostering a sense of community and promoting high educational standards through visionary leadership, collaborative partnerships, flexible learning environments, and the application of research-based strategies. Inclusive education advocates for broader educational access by addressing societal exclusions, fostering collaboration, and promoting principles of social justice and diversity. Natural demographic proportions, co-planning and co-teaching by general and special education teachers, fostering community building, practicing differentiated instruction, ensuring the full-time inclusion of all students, promoting heterogeneous grouping, and emphasizing engaging and exciting learning experiences, etc. are main indicators of inclusive classroom.

Keywords: Mainstreaming, integration, inclusion, inclusive education, characteristics, indicators

Introduction

Different nations have made a number of attempts to ensure equal educational rights for all children, including those with marginalized, disadvantaged, and children with disabilities, in inclusive learning environments. An inclusive school is characterized by an atmosphere where the needs and interests of all students, including those with disabilities, are acknowledged, respected, and supported by their peers and community members (Causton & Tracy-Bronson, 2015). This support is vital to meeting the diverse educational requirements of each student. When students with disabilities participate in general education classes, they can avail specialized services as outlined in their Individualized Educational Plan (Villa & Thousand, 2016). Additionally, more targeted and intensive services are provided in resource rooms or special classrooms for a portion of the day, aiming to achieve desired educational goals. Inclusive education is not exclusively designed for

children with special needs; rather, it benefits all students, irrespective of special characteristics. Numerous studies suggest that positive academic and social outcomes are more likely when both children with and without disabilities are educated together. In such an environment, mutual benefits contribute to the academic growth of all students including girls, marginalized, and disadvantaged learners.

The international community has also undertaken efforts to promote inclusive education. The Salamanca Conference in 1994 emphasized the right of all children to access education in regular school (UNESCO, 1994). Inclusive education requires adjusting educational programs to meet the individual needs and abilities of children, rather than expecting them to conform to a rigid system (Zelta, 2016). It is fundamentally a pursuit of social justice in education, aiming for fair, equitable, and egalitarian education for all students. The goal is to eliminate discrimination and prejudice based on distinct characteristics or minority status.

In an inclusive educational setting, the content is co-planned and often co-taught by both general and special education teachers. This collaborative approach helps all students, including those with special needs, achieve appropriate educational outcomes. Teachers function as facilitators rather than mere transmitters of knowledge. Academic performance tends to improve when students with special needs are educated alongside their peers in general education classrooms. The removal of students with special needs from these settings may lead to separate academic and social lives that are incompatible with their normal experiences.

The Individuals with Disabilities Education Act (2004) emphasizes the responsibility of teachers to adapt content and instructional techniques to meet the special needs of students with disabilities, ensuring their access to curriculum and instructional activities in general educational setting (National Center for Learning Disabilities, 2006). Coordination among school professionals is crucial to eliminate different types of barriers to inclusive education. The main elements of an inclusive program include welcoming all students in general education, recognizing disability as a form of human diversity, educating students with and without special needs together, providing appropriate supports, and reflecting the naturally occurring proportion of students with and without disabilities in classrooms.

Although there is no unanimous consensus among scholars regarding the definition of inclusive education, it is generally understood as the full-time membership of students with special needs in age-appropriate classrooms, supported by necessary services to benefit from educational activities. Inclusive education is tailored to address the unique learning needs of each student (Hornby, 2014). While Nepal government has incorporated inclusive education in national-level policy documents, challenges persist, as children with special needs including those with disabilities in mainstream schools often face repeated failures, undermining the overall efficiency of the education system.

Understanding Inclusive Education

There is no clear consensus about the meaning of inclusion in the literature. Some scholars define inclusion as the full-time placement of all students with special in general education classrooms, while others define inclusion as any degree of integration into the mainstream classroom (Heward, 2013). However, both arguments do not fully represent the real meaning of inclusion. Generally, Inclusion is a process of creating an environment in which all children including girls, those with disabilities, and marginalized are treated equally regardless of their ability, gender, caste, ethnicity, sexual orientation, and any other attributes. Inclusion promote a sense of belonging, acceptance, encouragement, and participation by removing barriers that cause exclusion (Zelta, 2016). On the other hand, inclusive education seeks fair and equitable educational practices for all students by breaking discrimination and prejudice based on specific differences (Zelta, 2016; Gargilo and Metcalf, 2013). Broadly, inclusive education is both a vision and a practice of welcoming, valuing, empowering, and supporting the diverse academic, social, and cultural learning of all students in a shared environment (Villa & Thousand, 2016). In Nepal, inclusive education is defined as a process of developing an educational system that ensures the opportunity for receiving education in a non-discriminatory environment in their own community by respecting multicultural differences (Curriculum Development Center, 2007). Thus, inclusion refers to practicing social justice in general educational setting to address classroom diversity.

For effective inclusive educational practices, it is argued that schools should reconstruct themselves as communities where children are treated with respect and ensured equal opportunities to learn together (Otukile-Mongwadeste, 2011). An educationally inclusive school is one in which the teaching and learning, achievements, attitudes, and well-being of every young person matter. All students, with and without special needs, are educated together (Causton & Tracy-Bronson, 2015). Thus, inclusion is about the child's right to participate in general classrooms with normal children, and the school's duty is to accept all children without any bias and prejudices. Certain principles, as listed below, should be reflected in educational programs to be inclusive.

- ***Sense of Belongingness:*** Inclusive education is based on the simple idea that every child and family is valued equally and deserves the same opportunities and experiences. In inclusive education, all children, including those with disabilities, whether the disability is mild or severe, are treated according to the equity principle. Advocates of full inclusion believe that all children belong in the same classroom environment, regardless of who they are. Thus, inclusive education is about building friendships, membership, and providing opportunities just like everyone else.

- **Acknowledging Individual Diversity:** Cultural, linguistic, socio-economic, ethnic, and any other types of differences are acknowledged within inclusive classrooms. Inclusion is about providing support for children with special needs to learn and participate in the classroom in meaningful ways. Inclusive classrooms are fully equipped with assistive technologies to meet the diverse needs of learners from various socioeconomic backgrounds.
- **Inclusion as a Child's Right:** Inclusive education is a child's right, not a privilege. The Individuals with Disabilities Education Act (2004) clearly states that all children with disabilities should be educated with non-disabled children of similar age and have access to the general education curriculum. Furthermore, the Children with Disabilities Act has also indicated that children with special needs have the right to be educated with children without disabilities. Thus, children have an equal right to a quality education, regardless of the special needs they may have.

Differences between Mainstreaming, Integration, and Inclusion

Mainstreaming, integration, and inclusion are three distinct notions commonly used in the context of education to describe different approaches to providing education and support to individuals come from various backgrounds. While these terms are often used interchangeably, they have distinct meanings and implications. Brief description of these three notions has given below respectively:

- **Mainstreaming:** While many individuals perceive mainstreaming as a form of inclusive education, it doesn't accurately embody the complete essence of inclusive education. Mainstreaming refers to providing individualized special education services to students with disabilities while they remain in general educational settings for the majority of the school day (Ryndak & Alper, 2003). It involves the practice of integrating students with disabilities or special needs into regular or mainstream classrooms alongside their typically developing peers. In mainstreaming, a child needs to be “ready” to learn rather than the schools being ready to support all learners come from diverse backgrounds. It means; each learner should be fitted into available program instead of accomodating the program based on their individual learning needs. In mainstreaming, students are placed in general education classroom but does not receive comprehensive supports to remove barriers to learning. Mainstreaming often lacks significant differentiation in instruction or in-class support provided by either special educators or general education teachers (Villa & Thousand, 2016). Consequently, numerous general education teachers believe that students with disabilities are placed into their classrooms without sufficient support.
- **Integration:** Integration involves placing students with special needs into regular classrooms or environments, similar to mainstreaming. However,

integration primarily focuses on physical and social access with limited or no academic expectations for students with moderate and severe disabilities (Villa & Thousand, 2016). The ideology of integration is that the learner has to be ready to fit into the system available. A continuum of services is not well-organized there. As a result, all students cannot get chance to develop their potential to a fuller extent possible. In practice, three distinct forms of integration namely temporal, instructional, and social integration are in practice (Ryndak & Alper, 2003). Temporal integration emphasizes on placing children with disabilities physically within a mainstream classroom. On the other hand, instructional integration provides opportunity to participate actively to students with disabilities in a diverse range of educational activities alongside with their peers without disabilities. Social integration aims to foster inclusivity by creating opportunities for students with disabilities to participate in social interactions and extracurricular activities alongside their non-disabled peers.

- **Inclusion:** Inclusion is a holistic approach that intends to provide equal opportunities, support, and participation for all students regardless of their cognitive abilities, ethnic background, and gender identity (Gargilo & Metcalf, 2013). In an inclusive educational setting, students with disabilities are placed in regular classrooms alongside their typically developing peers. The curriculum, teaching methods, and assessment procedures are adapted to accommodate diverse learning needs (Villa & Thousand, 2016) to ensure their academic success.

An inclusive school embodies an environment where the diverse needs and interests of every student are embraced, respected, and upheld by their peers and the broader community, all working together to fulfill their educational requirements. Through the integration of students with disabilities into mainstream educational settings, they can benefit themselves of the specialized services outlined in their Individualized Educational Plans. Moreover, these students receive additional focused and intensive support in designated resource rooms or special classrooms for a portion of the day, aimed at achieving crucial educational objectives.

Consequently, inclusive education extends its advantages not only to children with special needs but also to those without distinctive characteristics. Research highlights that the co-education of students with and without disabilities leads to more favorable outcomes in terms of academics and social development. This shared educational experience fosters mutual benefits, contributing to the academic advancement of all students involved.

Characteristics of Inclusive School

An inclusive school is one in which the teaching and learning achievements, attitudes, and wellbeing of every young person matter. All of the children are treated according to their individual needs and abilities (Hodkinson & Vickerman, 2016). Inclusive education helps students become more accepting and sensitive to one another (Hammeken, 2000). Inclusive educational programs, therefore, enable both students and teachers to learn, encourage them to use different approaches, attach value to diversity, and provide a supportive and reflective environment where everyone can have an equal chance for their personal growth (Winwood, 2016). Representative characteristics of an inclusive school are given below (Villa & Thousand, 2016):

- *A sense of community:* Inclusive schools have a philosophy that all children can learn in mainstream school and community life.
- *Visionary leadership:* The administration plays an important role by building consensus for the vision, and sharing responsibility in planning and carrying out strategies that make the school successful.
- *High standards:* All children meet high levels of educational outcomes and high standards of performance that are appropriate to their needs.
- *Collaborative partnership:* Both students and staff are encouraged to support each other by using peer tutoring, cooperative learning, co-teaching, and other collaborative arrangements.
- *Changing roles and responsibilities:* In inclusive educational setting, teachers lecture less and assist more, special teachers work closely with general teachers in the classroom, and students actively participate in learning process.
- *Array of services:* A number of services are offered to meet the needs of learners experiencing various cognitive, physical, communication, and/or emotional challenges.
- *Partnership with parents:* Parents are considered as equal and essential partners in the education of their children.
- *Flexible learning environment:* Children follow their own individual paths to learning. Groupings are flexible, and material is presented in concrete and differentiated ways that emphasize their active participation.
- *Strategies based upon research:* The strategies such as UDL, differentiated instruction, cooperative learning, interdisciplinary curriculum, multiple intelligence theory, peer tutoring, etc. have been emerged from latest research and are applied in classroom.

- *New forms of assessment:* New forms of assessment such as portfolios, continuous assessment, performance-based assessment, etc. are used to make sure that each student is progressing.
- *Access:* Students have physical access to school life through buildings' modifications and availability of assistive technology, and also have access to general education curriculum.
- *Continual professional development:* Inclusive school provides ample opportunities for professional development to the staff on a continuous basis.

Indicators of Inclusive Classroom

Inclusive education in essence means wider access to education for those who have been traditionally excluded due to discriminatory societal practices, cultures or ways of doing that ultimately result in inequality (Gibson, 2016). It encourages collaboration in which all members of the educational team work together and share knowledge while striving toward a common goal (Hammeken, 2000). Principles of social justice, acceptance, and promoting diversity are fully valued. Following points indicate the major indicators of inclusive classroom (Causton & Tracy-Bronson, 2015):

- *Natural demographic proportion:* If students with disabilities comprise 10% of overall school population, then no more than 10% of students with disabilities should have a disability.
- *Co-planning:* Both special and general teachers co-plan the instruction to ensure learning of all children within general classroom.
- *Co-teaching:* Co-teaching is also known as team teaching, collaborative teaching. While using this approach, both general and special education teachers work together in flexible and coordinated ways.
- *Community building:* Most of the time in the classroom, students work in different groups by which students feel connected to one another and to their teachers. Each student may bring a topic and share it with a group of his/her peers. Such activity helps build community culture inside the classroom.
- *Differentiated instruction:* Differentiated instruction is a strategy inclusive educators use to respond to various learning needs of the students particularly the learners with disabilities. Such differentiation is generally made in content, process, and product.
- *Students do not leave to learn:* All students are full-time members of general education classroom. Lesson may be differentiated, modified or adapted for each student to be successful. It means; all students get chance to learn and practice both content and skills as per their needs and abilities.

- *Heterogeneous grouping*: Heterogeneous grouping is made to develop the value of respecting each other. Ability of the students is not taken into account while making groups.
- *Engaging Instruction*: Learning is engaging and exciting in inclusive classrooms. Students actively participate in learning process and engage constantly in particular work assigned to them.

In conclusion, children with special needs tend to perform much better academically when educated alongside their typical peers rather than being removed from the general education classroom. Therefore, they should be taught in the general classroom under an inclusive setting, with a differentiated instruction tailored based on their individual learning needs and abilities.

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Gender in Society: Issues on Education and Property Ownership

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ABSTRACT

This paper aims to explain gender issues in society associated with education and property ownership, particularly for women. Gender is the social characterization of being men and women in the society which has been given them different roles, opportunities, responsibilities, powers, and status in various sectors of society including in education and property ownerships. There are still gender issues in getting access, preferences, opportunities, power, control and allocation of resources, education, and all kinds of property in society. The men have greater access all over these opportunities in comparison to women and women are still struggling with the violence and discrimination in the society.

Keywords: Gender equality, gender equity, gender in education, property ownership

Introduction

Understanding gender issues existing in society associated with education and property ownership, and addressing these issues in more equitable form for the development of all aspects of society are today's global concern. Likewise, ensure inclusive and equitable quality education, promote life long learning opportunities for all; and achieve gender equality, empower all women and girls, and undertake reforms to give women equal rights to economic resources as well as access to all kinds of property ownership are the goals stated in the 2030 agenda for sustainable development of united nations. However, gender differences are still issues in society to give quality education for all and to provide equal right in the access of property ownership for women. The society has creating gender difference in tasks and duties for men and women.

For example, domestic work such as cooking, washing, tidying the house are chores seen as the responsibility of women whereas chores related to the domestic economy such as farming, wage labor, artisan skills and other outdoor forms of income generating are the responsibility of men (Abdulkadri, et al., 2022, p.17). The division of such work in society develops gender disparity in getting equal rights for education, lifelong learning opportunities, and ownership of all kinds of property including income generation in the family. In developing countries large discrepancies still exist in access to schooling for girls and in basic literacy among adult women (Bertocchi et al. 2019, p.21). Thus, this paper intends to explain gender issues associated to education and property ownership in society.

Conceptualizing Sex and Gender in Society

Gender and sex are two terms associated to represent different characteristics of men and women in the society. Sex represents the biological differences of being male and female in the society. For example, male has 23 pairs of chromosomes including X's and Y's chromosomes. However, female has 23 pairs of that with X's chromosomes in each pair. Female only can get pregnant and breast feeding for the children and males have more possibility of having mustache than female. Thus, sex has two main categories, they are being male and female in the society.

On the other hand, gender is the most pervasive form of inequality, as it operates across all classes, castes, and communities (National Council of Educational Research and Training, 2006, p. viii). Gender represents the social differences of being men and women determined by social norms, culture, attitudes, values, traditions, beliefs, and practices which defined different roles, responsibilities, identities and other social attributes for men and women in the society. It has been defined differently in different societies by assigning different roles for men and women, and these roles may be changing in context. Almost in all societies from history of human civilization, it has been generally understood as a gender difference that males are supposed to provide economic support to the family whereas females are the caretaker of the family. The gender difference can be seen almost every sector of the society including sector of education which creates the discrimination among boys and girls or men and women in getting quality education from formal and informal the educational institutions in this gender-biased society. Thus, the gender has two main categories, they are being masculine as men and feminine for women.

Gender Issues on Education

Gender is a potential issue that encourages obstacles to develop equal access for men and women in getting opportunities of quality education in the society. Particularly, women are being marginalized to get access almost in all areas to educational process even in this 21st century world. In many developing countries, girls still have poorer educational attainments, especially at the secondary and tertiary levels of education (OECD Reports, 2011, p.2). Thus, there are still gaps or inequalities or differences in getting access to education with respect to gender in society. These differences determine gender disparities in a broad set of socioeconomic realms, including work, family, and public life (Bertocchi et al. 2019, p.2). However, increasing attention has been given to the importance of increasing gender equality in education.

Gender equality in education refers to the equal rights, responsibilities, and opportunities of men and women or of men and girls in education which implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. In

developing countries, achieving gender equality in education will not only promote greater equality in employment outcomes but also help postpone early-marriages, reduce infant mortality rates and improve health and education of future generation (OECD Reports, 2011, p.2).

Likewise, gender equity in education means the process of allocating resources, program and decision making from the perspective of social justice to address the needs of both men and women without any bias on sex. It means that individuals and groups should be treated according to their abilities, interests, and experience, that is they should be treated equitably (Gudjonsdottir, et al., 2016, p.3) irrespective of gender. In this process of education, the institution needs to address any imbalance in the benefits available to males and females. In equity principles, it is always ensured that everyone has access to all opportunities to achieve the social, psychological, and physical benefits in the field of education. However, the following are some issues related to gender in education in this contemporary society.

- Ensuring equal access to both boys and girls for all levels of education with equality or equity principles according to context of the society.
- Providing equal preference, access, and opportunities for both boys and girls in enrollments, selection of academic courses, demonstration of performance, and choice of academic institution (private/government).
- Promoting women or girls in the employment of academic institution and removing cultural barriers.
- Eliminating gender-bias/stereotypes in overall teaching and learning process in educational institutions, particularly in rural/marginalized society.
- Making and implementing gender-friendly curriculum and eliminating all kinds of women discrimination/violence in curricular and co-curricular contexts of academic institution.
- Strengthening women or girl's capacity to empower them in academic activities from school to higher level of education to ensure job for them in the global market.
- Removing cultural, social, and religious barriers and disparities, particularly for women, in getting quality education from school to higher education level.
- Adopting gender-friendly pedagogy and inclusive education, particularly in rural/marginalized community.
- Promoting healthy relationships in the classroom irrespective of gender and ensuring equal participation in reflecting, sharing, interacting and in overall activities of classrooms.

Property Ownership in Society

Property ownership is the recognition of one or more people's rights and control over certain kinds of property in society. If the ownership is documented legally then certain responsibilities and rights are defined over property to the individual who has its ownership. In a society, the people have access, rights, and control over certain kinds of property including the right and control over land, food, house, water, jungle, car, and other productive and economic resources. If a person owns a property, then it is called individual property ownership and if more than one person owns the property then it is called joint property ownership. The person who has ownership over property is called the owner of the property. Thus, the owner has rights and control over the property.

Gender Issues on Property Ownership

Ownership over the property creates the power and control over not only property but almost all things and activities in society. It is becoming a gender issue in society because the ownership of almost all property belongs to men. Men are more likely to own property than women (Gaddis et al., 2020). That is, women have less access and right over property and other economic resources in society in comparison to men. Improving the property rights of women is a matter not only of human rights and gender equality; it is a fundamental principle that underlines economic development for all people (Rebenhorst & Bean, 2011, p. 20). Property ownership (for example, the ownership of house) is protective for women from domestic violence because it makes women economically secure; enhance her self-confidence, self-esteem and decision making; helps her garner more social, familial and community support; enables her to have greater voice and confidence in participating more equally in family decision-making, including financial decisions and enable women to negotiate their response to violence, as they have an exist opposition (Bhatta et al., 2006, p. 100).

Women's disadvantage in property ownership limits their bargaining power within the marriage and their feedback options on the dissolution of marriage or on the death of husband (Gaddis et al., 2020). These disadvantages are due to discriminatory property laws for women. The results of (Gaddis et al., 2020) further suggests that equal right to own property and laws providing for the valuation of non-monetary contributions may matter more for married women's property ownership than inheritance rights and laws mandating equal remuneration for equal work. The women in the developing countries have been faced several barriers related to have property ownership in society including in Nepal. For the study conducted by the International Organization for Migration (2016) shows that the social and cultural barriers are still a major challenge for women in Nepal to have land ownership and other property rights. Because of patriarchy system, the male member in the family who gets all the parental and is also at the forefront of

all land-related transactions (Ibid). The study further reveals that the lack of proper legal and administrative support has been further aggravated the situation on property the land ownership for women. However, the provision of tax exemption, to some extent has promoted land registration in women's name. The following are the issues that need to be addressed related to gender for property ownership in society.

- Making equitable access to resources including land, financial resources, and other assets in the family for both women and men.
- Eliminating cultural, religious, traditional, and legal discrimination, particularly for women, to optimize their economic potentials.
- Valuing contribution of women in economic development of society, particularly in developing countries.
- Empowering women rights, access, and control over property in society and eliminating the domestic violence for women.
- Enhancing women leadership and sensitizing them into social, political, technological, cultural, religious, educational, and economical awareness in society to remove gender discrimination on property ownership.
- Motivating governmental and non-governmental organization to promote women empowerment in society in all sectors including employments and economic fund generation activities to secure life.

Conclusion

Gender is the social characterization of being men and women in the society which has been given them different roles, opportunities, responsibilities, powers, and status in various sectors of society including in education and property ownerships. Some key issues associated with gender on education are in ensuring equal access, preferences, and opportunities to both boys and girls in all aspects of education either from equality or from equity principle according to context of society; making and implementing gender friendly curriculum and pedagogy; eliminating gender-bias in overall educational process; promoting women employment; removing all kinds of violences, discriminations and barriers for women; and strengthening women's capacity in academic activities, classrooms and educational institutions.

Property ownership is the recognition of one or more people's rights and control over certain kinds of property in society. Ownership over the property creates the power and control over not only property but almost all things and activities in society. The key issues associated with gender on property ownership in the society are in making equitable access over all kind of resources to both men and women; eliminating all kinds of societal discriminations for women; valuing contribution of women in economic development; empowering women rights, access, and control over property; eliminating domestic violence; enhancing women leadership in all

aspects of society; and promoting women in all sectors including employments and economic fund generation activities.

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Gender Based Violence in Education

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Introduction

Gender-based violence in education refers to any act or behavior that inflicts physical, sexual, or psychological harm on individuals based on their gender within an educational setting. It encompasses a range of actions, including physical violence, sexual harassment, and emotional abuse (UNESCO, 2017). Violence can take place anywhere: at home, the workplace and even at school. School, which is considered a safe haven for children, can turn into a traumatic place for them. The cases of school violence in Nepal make headlines once in a while, but most of the time, it remains under shadow. Moreover, stakeholders say there are many cases in which violence is inflicted on children on the basis of their gender. In other words, girls and boys suffer different forms of violence, hence this can also be labelled gender-based violence.

Gender-based violence in education is a widespread and global issue. The United Nations defines violence against women as "any act of gender-based violence that results in, or is likely to result in, physical, sexual, or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life. It is also common in educational institutes and UNESCO reports that it affects millions of students worldwide, hindering their ability to access and benefit from education (UNESCO, 2016). But the prevalence is often underreported due to stigma, fear of reprisals, or lack of awareness (UNICEF, 2018). The impact of gender-based violence on education has seen profound. Victims may face challenges attending school regularly, and their academic performance may suffer as a result of the trauma associated with such violence (Kearney & Hyle, 2018). In this regard, researches and studies are required in this specific field to eliminate all forms of violence in educational institutions.

Methodology

The study is based on the secondary data and the review of the past research articles that available on open access on Google scholars.

Results and Discussion

Gender-based violence has emerged as a pervasive global concern. Extensive research has delineated the various manifestations of gender-based violence across societal domains. Educational institutions, including schools, are not exempt from such occurrences. Within the school environment, three primary forms of violence typically transpire: physical violence (in the form of corporal punishment), sexual violence (encompassing abuse and harassment), and psychological violence. Perpetrators of these acts predominantly include teachers, some school authorities, and peers.

A survey by UNICEF (2014 cited by USAID,2020) in targeted schools showed 66 percent of school going children in Nepal experienced physical violence, and 22 percent experienced psychological violence by teachers. Similarly, the percentage of children experiencing physical, psychological, and sexual violence by peers at school is 28 percent, 15 percent, and 12 percent respectively. Perpetrators of gender-based violence in education can include peers, teachers, or other staff members. A study by Ferrer-Wreder et al. (2020) highlights the various dynamics contributing to violence within educational settings.

Gender-based violence in education is a widespread issue affecting both girls and boys, although girls tend to be disproportionately affected. According to a UNESCO report, around 246 million children worldwide experience gender-based violence in and around school every year. It is not confined into one territory rather it has a global magnitude with a global challenge. Control over women's body based on unequal power relation is the substantial cause of violence against women and girls. In Nepal, 22% of women between the ages of 15 and 49 have been physically abused, while 7% have ever been sexually abused but 66% of women who have experienced physical or sexual abuse haven't asked for assistance or spoken with anybody about how to fend off or stop the violence they encounter (WOREC, 2022).

Sexual harassment is a form of common gender based violence. Studies in Nepalese condition 85 percent of school-going adolescents' girls had suffered from some kind of sexual harassment like sexual gazing, sexual gestures, and blaming relation with others (Gyawali et al., 2020). Similarly, 79 percent of girl students in Kathmandu valley had found experienced sexual harassment in public transport (Mishra and Lamichhane, 2018). More than 200 million girls and women alive today have undergone female genital mutilation (FGM) in 30 countries in Africa, the Middle East and Asia where FGM is practiced (WHO, 2023). Similarly, WHO (2021) reported that over a quarter of women aged 15-49 years who have been in a relationship have been subjected to physical and/or sexual violence by their intimate partner at least once in their lifetime (since age 15).

The gender based violence has found different detrimental effects on the victims. A study conducted on university female students revealed numerous negative impacts of sexual harassment on their learning activities. Specifically, the cognitive learning domain was found to be affected, including difficulties in content identification, memorization, recall, group discussions (Gyawali K. 2023). Studying the effects of gender-based violence on students is of immense significance due to several reasons). Different negative impacts on education, physical and mental health and social and emotional well-being of the victim has been reported by many scholars such as disruption on student's ability to learn and engage effectively in the educational process. It can lead to absenteeism, dropouts, and diminished academic performance. Similarly, victims of gender-based violence often found suffered from physical injuries and endure mental health issues such as anxiety, depression, post-traumatic stress disorder (PTSD), and other emotional disturbances. The social and emotional wellbeing of the affects students' like social relationships, self-esteem, and overall emotional well-being, impacting their ability to form healthy relationships and integrate into society also found effected and retarded due to various types of violence on the victim students (The National child Traumatic Stress Network [NCTSN],2023)

Preventing gender-based violence in education involves multifaceted approaches. Many countries have recognized the severity of gender-based violence in education and have established legal frameworks and policies to address it. However, the effectiveness of these measures can vary, with enforcement challenges and gaps in implementation. Educational programs promoting gender equality, consent, and respectful behavior contribute to prevention (Jewkes et al., 2015). Schools should establish clear policies, reporting mechanisms, and support services to address and prevent gender-based violence (UNESCO, 2017). Support services, including counseling, are crucial for victims of gender-based violence in education. Counseling helps individuals cope with trauma and facilitates their recovery (Ellsberg et al., 2015).

Conclusion and Recommendation

Gender-based violence in education is a global problem and it has retarded he physical, psychological and social life of the victim. To reduce the prevalence of gender based violence, requires a comprehensive and collaborative effort from policymakers, educators, and the broader community. Creating a safe and inclusive learning environment is essential for promoting gender equality and ensuring that education serves as a platform for empowerment rather than a source of harm.

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Portrayal of Women and Men in Media on Gender Equality and Equity

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ABSTRACT

Media portrayal significantly influences societal perceptions of gender, shaping attitudes and expectations. This article explores the pervasive impact of gender stereotypes in various media forms, such as television, film, advertising, and literature. Women often face objectification, depicted as mere sexual objects in advertisements, contributing to detrimental effects on self-esteem and mental health. The media's role in fostering gender stereotypes is scrutinized, emphasizing the need for more inclusive and diverse portrayals. However, the article also highlights the transformative potential of media in promoting gender equality, advocating for representation, empowerment, challenging norms, awareness, education, inspiration, dialogue, diverse behind-the-scenes involvement, and support for social media movements. Media, as a powerful tool, can contribute positively to dismantling harmful gender stereotypes and fostering a more equitable society.

Keyword: Media Portrayal, Gender Equality in Media, Stereotypes in Media, Objectification of Women, Gender Stereotypes, Gender Norms, Media and Social Equality, Empowering Women in Media, Media's Impact on Self-esteem, Diversity in Media, Gender Equality, Media and Social Change.

Background

Media portrayal is how the media shows and presents people, groups, or concepts through images, words, and stories. The portrayal of women and men in media has been a subject of ongoing discussion and debate. The portrayal of women and men in media plays a significant role in shaping gender equality. Media representations can perpetuate gender inequalities or contribute to a more just society by showing more balanced, inclusive, and diverse portrayals of gender.

Media, including television, film, advertising, literature, and other forms of communication, play a significant role in shaping societal perceptions of gender roles, behaviors, and expectations. In TV shows, movies, and ads, we see how girls and boys are acted by actors. Sometimes, girls are shown doing certain things like cooking or being pretty. Boys are shown as strong or leaders. This can teach us what people think girls and boys should do. But it's changing! Now, girls can be strong and leaders too, and boys can be kind and do any job. It's like a puzzle piece – each person is special, and the media is starting to show that.

Gender Stereotypes in Media

Gender stereotypes in media play a significant role in shaping public perceptions and attitudes towards gender. These stereotypes can be both positive and negative, but they often reinforce traditional gender roles and expectations.

Some key points regarding gender stereotypes in media include:

- Women are often portrayed as young, beautiful, emotionally passive, dependent, and sometimes unintelligent, while men are portrayed as adventurous, dominant, and sexually aggressive.
- Media content tends to underrepresent women, with women making up only 24% of those heard, read about, or seen in news output.
- Men are far more likely to be visible as journalists, experts, and subjects in media, and to be portrayed in a way that values their opinions, experiences, and professions.
- Gender-neutral portrayals of women and men can be a key factor in promoting and strengthening social equality.
- Gender stereotypes can be found in movies, TV shows, advertisements, and news articles. For instance, women are often shown as homemakers or sexual objects, while men are portrayed as breadwinners or violent aggressors.

Objectification of Women in Media

Women are often portrayed as sexual objects in media, with their bodies being used to sell products or entertain audiences. For example, in many advertisements, women are shown in revealing clothing, posing seductively, and emphasizing their physical features rather than their intelligence or abilities.

This objectification can have a negative impact on women's self-esteem and mental health. When women are constantly bombarded with images that reduce them to nothing more than their physical appearance, it can lead to feelings of inadequacy and worthlessness. It can also contribute to the development of eating disorders and other mental health issues.

Role of media in fostering gender stereotype

Media can sometimes make us think men and women should only do certain things, but it can also help change these ideas by showing different possibilities.

For example, media portrayal of women as overly sexualized or submissive can contribute to harmful gender stereotypes and negatively impact women's self-esteem and body image. Similarly, media portrayal of certain racial or ethnic groups as criminals or terrorists can fuel prejudice and discrimination against these groups in society.

Role of media in fostering gender stereotypes

The media has long been criticized for its role in perpetuating gender stereotypes. From advertisements that depict women as passive objects of desire to movies and TV shows that portray men as aggressive and dominant, media representations can have a profound impact on our beliefs and attitudes about gender. These narrow and limiting depictions can contribute to gender inequality and make it difficult for people to break free from these prescribed roles.

Use of media for gender equality and equity

Media can play a positive role in promoting gender equality and equity by:

- Representation: Showing diverse and strong women and men in all kinds of roles, breaking stereotypes.
- Empowerment: Portraying female characters as leaders, decision-makers, and problem solvers.
- Challenging Norms: Depicting non-traditional gender roles to expand people's ideas about what's possible.
- Awareness: Raising awareness about gender issues through documentaries, news, and talk shows.
- Education: Creating shows or campaigns that teach about gender equality and respectful relationships.
- Inspiration: Sharing real-life stories of women and men who have overcome gender barriers.
- Promoting Dialogue: Providing a platform for discussions on gender-related topics.
- Representation Behind the Scenes: Encouraging women's participation in media production and decision-making roles.
- Social Media Movements: Amplifying hashtags and movements that support gender equality.
- Promoting Gender Sensitivity: Encouraging media content that avoids reinforcing harmful stereotypes

Examples' Media to Portrayal of Women and Men in Media for Gender Equality and Equity

1) #MeToo Movement

The #MeToo movement gained momentum through social media, providing a platform for survivors to share their stories and advocate for gender equality, sparking conversations and awareness globally.

<https://metoomvmt.org>

2) National Geographic's "Women of Impact" Series

National Geographic's series features women making significant contributions in various fields, highlighting their achievements and inspiring audiences to challenge gender norms.

<https://www.nationalgeographic.co.uk/womenofimpact>

3) The BBC's 50:50 Project

The BBC's initiative aims for gender balance in its content by ensuring equal representation of men and women as contributors and experts, setting an example for media organizations worldwide.

<https://www.bbc.co.uk/5050>

4) Satyamev Jayate" TV Show

Hosted by Aamir Khan, this popular TV show addressed various social issues, including gender inequality. It featured episodes focusing on topics such as female feticide, dowry, and women's empowerment, sparking national conversations and inspiring change.

<http://www.satyamevjayate.in>

5) Michelle Obama's Let's Move Campaign

Former First Lady Michelle Obama used media platforms to promote the Let's Move campaign, addressing childhood obesity and advocating for healthier lifestyles, challenging gender norms related to women's public roles.

<https://edition.cnn.com/2015/04/06/politics/michelle-obamas-lets-move-turns-5-is-it-working/index.html>

6) UN Women's UN Stereotype Alliance

The UN stereotype Alliance, led by UN Women, collaborates with major brands and advertisers to eliminate harmful stereotypes in media and advertising, promoting positive and diverse representations.

https://www.instagram.com/un_stereotypealliance/

7) "Malala Fund" Advocacy (Pakistan)

Malala Yousafzai, a Nobel laureate from Pakistan, and the Malala Fund use media platforms to advocate for girls' education and empowerment, challenging societal norms and promoting gender equality.

<http://inford.org/malala-fund-for-girls-right-to-education/>

8) The Third Gender" Documentary (Nepal)

Documentaries like "The Third Gender" highlight the struggles and triumphs of transgender individuals in South Asia, contributing to a more inclusive narrative about gender diversity.

<https://www.youtube.com/watch?app=desktop&v=fGRkP9TzUco>

9) Chime for Change" Campaign (Global)

This campaign, founded by Gucci, uses storytelling and advocacy to promote gender equality globally. It has featured stories from South Asian women, highlighting their achievements and challenges.

A global campaign to convene, unite and strengthen the voices speaking out for gender equality.

<https://equilibrium.gucci.com/about-chime/>

10) 16 Days of Activism Against Gender-Based Violence

"16 Days of Activism Against Gender-Based Violence." Let's raise awareness, share empowering stories, and unite for change. To unite for change and eradicate gender-based violence. Together, we can create a world free from violence. #16Days #EndGBV #GenderEquality"

<https://asiapacific.unwomen.org/en/stories/in-focus/2022/11/ap-16-days-of-activism-against-gender-based-violence>

Conclusion

Media's portrayal of women and men is a potent tool for fostering gender equality and equity. By depicting diverse roles, breaking stereotypes, and initiating discussions, the media can shape a more inclusive society. Responsible media representation holds the potential to drive positive social change and create a more just and balanced world.

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Breaking the Barriers: Inclusion of Children with Disabilities in Education

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ABSTRACT

Disability of the children is not defined as a universal term rather it is defined as social and environmental context. Disable children also have the freedom to stay with their children and study in the normal classroom. So, inclusion of this type of children in general education is an important step of inclusive education. There are several types of disabilities, learning disabilities, intellectual and developmental disabilities, emotional and behavioural disorders, communication and speech disorders and physical disabilities are included in this article. For the inclusion of children having different types of disabilities needs specialized strategies. However, all types of strategies are not possible to discuss in this short article, so, some common strategies like universal design for learning, collaborative strategies, positive behaviour intervention support and three tires' strategies are discussed in this article.

Keywords: Inclusive education, disabilities, universal design for learning, and collaboration.

Introduction

Disability and inclusion are context dependent agenda rather than a global agenda. Disabilities refer to an inability to perform tasks due to environmental and personal constraints. Children with disabilities are often restricted to participate actively in their physical and social environment (Kirk et al., 2012). Thus, disability does not only concern with individual's characteristics but also connected to social environment.

This paper aims to delve into the critical and evolving field of education that is inclusion of students with disabilities. In particular it focuses on the conceptual understanding of disabilities and inclusion with challenges and strategies of successful inclusion of children with disabilities in education.

Inclusion in educational setting refers every child, regardless of their abilities or disabilities, deserves equal opportunities to learn, thrive and participate in society (McDonald, 2012). According to the principle of inclusive education,

children with disabilities can stay with their family and go to the nearest school, just like all other children. Inclusion must therefore extend beyond the classroom and school to understand the wider social culture through valuing the self. Peer relationship and participation in common activities are crucial for the children with disabilities (Frazee, 2003). Evidences show that children with disabilities are at increased risk of being isolated or bullied compared with their typically developing peers (Cummins and Lau, 2003; Koster et. Al., 2010). Thus, children with disabilities needs more attention for inclusion in educational activities.

The Landscape of Disabilities in Children

The landscape of disabilities in children is diverse and encompasses a wide range of conditions that can affect a child's physical, cognitive, sensory, and social development (Matthews, 2009). Disabilities in children can be present from birth or acquired later in life due to various factors. In this paper, I have presented some major categories of disabilities in children referred by (Kirk et al., 2012).

Children with Learning Disabilities

Children with learning disabilities are struggling to learn and often need additional support in school. They may feel difficulties in the fields of speech, reading, cognition, and comprehension, neurology, vision, audition and education (Krik et al, 2012). It is very much challenging for the teachers or parents to identify the children with disabilities because students who are not performing well because of poor motivation, teacher-student personality conflicts, home environment and many more. Learning disabilities have multifaceted challenges (Skar, 2010). A child who is good in IQ may have problems with reading, writing, and others. Thus, "children with disabilities face a variety of challenges that include difficulty in learning to read, spell, write, and use math, or trouble with attending to information" (Kirk et al., 2012). In general, children with learning disabilities have characteristics such as poor attention, poor memory, unable to follow directions, unable to distinguish between/among letters, numerals, or sounds, reading and/or writing deficiency, lack of coordination between eye and hand, problems with sequencing the concepts, and sensory difficulties (Kirk et al., 2012).

Dyslexia is one of the learning disabilities which concerns with language-based disorder such as difficulties in single word decoding, usually reflecting insufficient phonological processing (Kirk et al., 2012). In addition to those problems with reading, acquiring proficiency in writing and spelling are included in dyslexia. Attention-deficit hyperactivity disorders (ADHD) is also considered as a specific form of learning disability which is related to an individual's inability to attend to or focus on a given task (Krik et al., 2012). Inattention, hyperactivity and impulsivity are three specific symptoms of ADHD.

Children with Intellectual and Developmental Disabilities

Individuals with intellectual and developmental disabilities (IDD) have limitations in cognitive abilities and adaptive behaviours as compared to their typically developing peers. It is mainly concerned with intellectual sub-normality and shortfalls in adaptive behaviour (Kirk et al., 2012). IDD has range of conditions that can effects on children's cognitive capacity and adaptive skills. Adaptive skill encompasses conceptual, social and practical skills. Developmental disabilities on the other hand, includes a broader category that encompasses impairments in physical, learning, language, or behavior areas.

The main causes of IDD are genetic factors that result down syndrome, phenylketonuria, fragile X syndrome; toxic agents that results fetal alcohol syndrome and the effects of lead; infections, and environmental factors (Kirk et al., 2012). Children with IDD often encounter barriers that hinder their educational progress. Some major challenges include social isolation, communication difficulty, accessibility of learning resources, and lack of required human resources to deal with IDD children.

Children with Emotional and Behavior Disorders

Children with emotional and behavioural disorders expose varieties of characteristics over a long period of time such as inability to learn, weak interpersonal relationships with teachers, peers, and relatives, inappropriate behaviour toward normal situations, depression, and different types of phobias (Skar, 2010). This type of children may face unique challenge that require thoughtful and inclusive approaches. They may have problem in managing anger, forming positive relationships, and coping with stress. Some particular conditions like attention deficit hyperactivity disorder, oppositional defiant disorder, conduct disorder, and anxiety disorders are included in emotional and behavioral disorders.

Children with Communication, Language, and Speech Disorders

Children who have communication disorders face challenges in transmitting, receiving, and understanding information. In particular, they cannot process information efficiently, which affects their capacity to grasp the meaning of messages and respond appropriately. Language serves as the primary medium of communication, and for children with language disorders, comprehending and utilizing written, spoken, or other symbolic forms becomes difficult. These language disorders can involve issues related to phonology, morphology, syntax (the structure of language), language content, and the functional aspect of communication (Kirk, et al., 2009). Additionally, some children may experience speech disorders, which manifest as problems with articulation, phonological processing, fluency, or voice.

Communication disorders can manifest in various ways, impacting a child's ability to express themselves, understand others, or engage in meaningful interactions. Language disorders involve difficulties with the comprehension or use of words in context, while speech disorders affect the physical production of sounds necessary for clear communication (Hwa-Froelich, 2023). Thus, the inclusion of the children with this type of disorders is very important rather it is challenging because they may experience frustration, social isolation and problem to adjust in general academic settings.

Children with Physical Disabilities

Children with physical disabilities generally include orthopedic impairments, traumatic brain injury (TBI), deafblindness, multiple disabilities, and other health impairments (Krik et al., 2012). From this definition, we can say that these types of children are heterogeneous groups because each child will have a unique problem. Thus, designing educational strategies to include these students is also challenging for educators.

Strategies for Successful Inclusion of Children with Disabilities

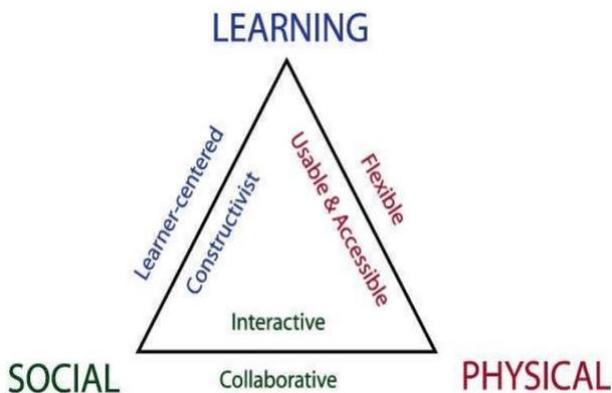
There are several strategies of inclusion of children with disabilities. More importantly, personalized and disabilities-based strategies would be beneficial to the children with disabilities. But it is not possible to mention the specialized intervention strategies for each type of disability. So, here I have discussed some common intervention strategies that could be useful for all types of disabilities.

Three Tiers Intervention

To address the children with learning disabilities, Krik et al. (2012) suggested three Tiers interventions tier I is general educational setting, tier II is collaborative general and special education, and tier III is special educational services. General classroom is the best place where teachers can identify and address the needs of the students to some extent through effective teaching using evidence-based curriculum and pedagogy. In general classroom teacher monitors the progress of the students that helps teachers to determine whether her or his students are making appropriate gains in their learning. Tier II is concerned with collaborative general and special education where general and special education come together to provide the support needed. The specific strategies in this stage are targeted assessment and more frequent progress monitoring, more explicit instruction, smaller groups and increased intensity of supports. Lastly, the Tier III intervention includes special educational services where individualize assessment and instruction based on student's needs is conducted.

Universal Design for Learning (UDL)

For flexible learning environment, implementation of UDL is important. UDL has three main principles concerning what, how and why. What: concerns to support recognition of learning through multi-methods teaching. How: concerns to support strategic learning. Why: concerns to support affective learning through multiple, flexible options for engagement. Rose and Gravel (2011) explained these principles as:



Source: www.udlcenter.org

Principle 1- Provide multiple means of representation: Offer choices for how information is perceived, options for using different languages and symbols, and alternatives for understanding the content.

Principle 2- Provide multiple means of action and expression: Offer diverse ways for action and expression: Provide choices for physical actions, options for developing expressive skills and fluency, and alternatives for efficient functioning.

Principle 3- Provide multiple means of engagement: Offer diverse ways of engagement: Provide choices for generating interest, options for sustaining efforts and perseverance, and alternatives for self-regulation.

Diagnostic assessment

Pre-assessment. Provides information about students' backgrounds and understanding, assists in planning, and cues teachers to address differences.

Formative assessment. Formative assessment connects learning to the background and inherited characteristics of learners. Formative assessment not only grades the students but also upgrades those students who are in huddles and need special care and support in learning.

Feedback and monitoring. Feedback and feed-forward mechanisms are the forearms of assessment that draw creativity in tracking students' improvement. Affective feedback rather than cognitive and metacognitive feedback is useful for students with learning disabilities.

Positive Behavioral Interventions and Supports

1. Based on the behaviour of children (students) intensive behavioural support is needed from secondary prevention to tertiary prevention as in the graphic.
2. Focus on inclusive classroom management strategies. For example, proximity control that means moving near to the child to monitor the child's behavior in discrete fashion; other is touch control in this strategy put hand on shoulder and make friendly relationship with the children; third one is frequent circulation, it focuses frequent move to check on progress of students; the fourth one is planned ignoring that includes ignore minor behaviours; and the last one is respectful rebukes which includes private and discreet interactions with the child regarding the misbehaviour.
3. Proactive strategies in teaching: to prevent manifesting negative behaviours, apply some strategies: avoid giving difficult problems for independent work, mix difficult problems with easier ones, provide choices of tasks, offer frequent breaks, and provide individual seats if needed.

Collaborative Strategies

There are five collaborative strategies which are helpful for all types of learners, in particular the children with disabilities.

- Having a shared philosophy
- Establishing effective communication
- Maintaining positive attitudes
- Clarifying roles and responsibilities
- Maximizing effectiveness



Conclusion

The inclusion of children with disabilities in education is a crucial and multifaceted effort that extends beyond the classroom, emphasizing equal opportunities, societal participation, and holistic development. Inclusive education proposes that each child, irrespective of their capabilities or limitations, should have the opportunity to acquire knowledge, flourish, and actively participate in society alongside their peers. Disability is context-dependent and interconnected with social environments, this approach transcends traditional educational boundaries, impacting the formation of self and shaping cultural ideologies. Focused on various disabilities, encompassing learning difficulties, intellectual and developmental conditions, emotional and behavioral disorders, communication difficulties, speech impairments, and physical limitations, the inclusive approach requires customized strategies. From three-tiered interventions to Universal Design for Learning (UDL) principles, diagnostic assessments, and collaborative efforts,

these strategies seek to create flexible and supportive learning environments, fostering an inclusive educational landscape that ensures that no child is left behind.

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Tribhuvan University

Open and Distance Education Centre

Course title: Enhancement of Active Citizenship and Democratic Values

Nature of the course: Theory

Credit hours: 3

Teaching hours: 45

Course Introduction

Being active in the societal activities and applying democratic values for such activities, particularly in educational programs of higher education, are the ongoing and developing phenomenon in the world. Active citizenship means to participation in civil society, community and/or political life, in terms of mutual respect and non-violence, with a respect to human rights and democracy (Hoskins, 2006).

The enhancement of active citizenship and democratic values among academics, teachers and administrative staffs of higher education, particularly at university, are the recent concern of this course by enabling them to gain new skills, insights and understanding, applicability to the own process and characteristics of teaching/learning/evaluating and interacting with future teachers and students.

This course will help learners to understand the role of active citizenship, democratic values, community leadership and service-learning for the professional development in their life under their educational, social and cultural context.

Intended Learners

Academics and University students within the department of teacher education program.

Objectives

The following objectives are expected after completing this course:

- To develop a theoretical understanding of the concepts of active citizenship and democratic values.
- To build the capacity of learners in appreciating importance of democratic values for the betterment of educational program.
- To be familiar with the evaluation process and tools used by active citizenship programmes

- To enhance the capacity of community leadership
- To explain the concepts of service-learning and analyse the characteristics of good service-learning in education.
- To be familiar with the applications of service-learning in the development the curriculum in education.

Focus Areas

The course will be focused on the following key aspects for the professional growth of participants.

- Active Citizenship: key concepts, definitions and implications in educational, social and cultural context
- Democratic Values: key concepts, definitions and implications in educational, social and cultural context
- Evaluation process and tools for active citizenship programmes
- Community leadership development
- Service: Learning in Education

Delivery Modes

This course is delivered through online mode.

Ways of Learning Engagement

Participants of this course will be engaged in diverse learning activities according to learning situation such as:

- Discussions on course lectures
- Think pair and share activities
- Team working and collaboration
- Reflection based activities
- Brainstorming and self-reflection
- Critical thinking, problem solving, creative and innovative activities

Evaluation Process

The following evaluation process will be applied to measure the effectiveness of the course:

- Feed-back questionnaires
- Project works and reflective diary
- Observation of participants' activities

- Self-reflection and presentation

Reference

- Davidson, P., Motamedi, K., & Raia, T. (2009). Using evaluation research to improve consulting practice. In Buono, A. (Ed) *Emerging Trends and Issues in Management Consulting: Consulting as a Janus-Faced Reality*, pp. 61–74.
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Tribhuvan University

Open and Distance Education Centre

Course title: Improving Response to Prevent Radicalization

Nature of the course: Theory

Credit hours: 3

Teaching hours: 45

Course Introduction

Radicalization is the process by which people come to support terrorism and extremism. It is an evolution process ending in violent action against something. This tendency in the society undermines collective efforts towards enjoying peace and security, fostering sustainable development, respecting and promoting the rule of law, as well as protecting human rights and for achieving fair societies with more opportunities for everyone.

Similarly, violent extremism aggravates perceptions of insecurity and so compromises economic growth, threatening to reverse much of the development progress made in recent decades in some regions of the world and perpetuating social, political and economic instability and conflict all over the world.

This course will help learners to understand the impunity and injustice which create an environment of insecurity and helpless, and to produce awareness to end impunity for all those committing terrorist offences and fostering radicalization conducive to terrorism and violent extremism, as it is likewise helping to bring them to justice, under their educational, social and cultural context.

Intended Learners

Academics and University students within the department of teacher education program.

Objectives

The following objectives are expected after completing this course:

- To be familiarized the concept of radicalization
- To understand the stages in the process of radicalization
- To acknowledge general principles of radicalization
- To identify the action against radicalization: legal, psychological
- To be aware of key role of education professionals in the de-radicalization process

- To explore the new challenges associated with and combating radicalization.

Focus Areas

The course will be focused on the following key aspects for the professional growth of participants.

- Concept of radicalization
- Stages in the process of radicalization
- General principles of radicalization
- Action against radicalization: legal, psychological
- Role of education professionals in reducing radicalization
- New challenges associated with and combating radicalization.

Delivery Mode

This course is delivered through online mode.

Ways of Learning Engagement

Participants of this course will be engaged in diverse learning activities according to learning situation such as:

- Discussions on course lectures
- Think in pairs and share activities.
- Teamwork and collaboration.
- Reflection based activities.
- Brainstorming and self-reflection
- Critical thinking, problem solving, creative and innovative activities.

Evaluation Process

The following evaluation process will be applied to measure the effectiveness of the course:

- Feed-back questionnaires
- Project works and reflective diary.
- Observation of participants' activities
- Self-reflection and presentation

References

- Davidson, P., Motamedi, K., & Raia, T. (2009). Using evaluation research to improve consulting practice. In Buono, A. (Ed) *Emerging Trends and Issues in Management Consulting: Consulting as a Janus-Faced Reality*, pp. 61–74.
- Ozer, E. J., Newlan, S., Douglas, L., & Hubbard, E. (2013). “Bounded” empowerment: Analyzing tensions in the practice of youth-led participatory research in urban public schools. *American Journal of Community Psychology*, 52, 13-26.
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Tribhuvan University
Open and Distance Education Centre

Course title: Inclusive Education and Gender Equality

Nature of the course: Theory

Credit hours: 3

Teaching hours: 45

Course Introduction

Inclusive education means education that pays due consideration to the inclusion of students with disabilities or minority communities without distinguishing between 'normal' or 'abnormal'. The major focus of inclusive education is to make educational institutions fit the needs and expectations of students by keeping their rights, liberation, engagement, and agency at the centre of the decision-making process.

For example, gender-inclusive education provides equal opportunities to students irrespective of gender identities (i.e., boys, girls, and transgender people). Therefore, it is necessary to raise awareness of the significance of inclusion and equality, bring change in their perspectives, and familiarize them with strategies to establish a just and equitable society not only for the betterment of marginalized people but also for the whole society.

This course will help learners to understand and contribute to social transformation by promoting inclusive education and gender equality to deal with global poverty or environmental issues under their educational, social, and cultural context.

Focused areas

The course will be focused on the following key aspects for the professional growth of participants.

- Inclusive education and gender inequalities
- Strategies and efforts to promote inclusive education and gender inequalities.
- Cultural, political, economic barriers for inclusive education and gender inequality in education
- Gender stereotypes affecting the pedagogical work.
- Strategies for gender inclusive pedagogy and assessment

Unit 1: The Spectrum of Identities - Navigating the Multifaceted Individual

1. Concept of Sex and Gender; Differences between Sex and Gender
2. Traditional Gender Roles and expectations; Context-specific gender roles
3. Transgender
4. Sex and Gender based Discrimination.
5. Understanding Individuals form multiple Identities.

Unit 2: Challenging Stereotypes - Promoting Inclusion in Schools, Workplaces, and Sports

1. Equality, Equity, and Diversity
2. Patriarchy and Feminism
3. Nature of Stereotype
4. Impact of Stereotype
5. Addressing Stereotype (School, Work, Sports)

Unit 3: Inclusion in Education

1. Concept of inclusion and inclusive education
2. Needs and implications of inclusive education.
3. UDL and DI for inclusion in education
4. Gender inclusion in education
5. Gender violence in education
6. Inclusion of CWDs in education

Unit 4: Women in Public Life

1. Women's representation in public (e.g., employment) and political life
2. Portrayal of women and men in media; impact of media portrayal on image building; role of media in fostering gender stereotype; use of media for gender equality and equity.
3. Gender in society (education, property ownership)
4. Approaches to enhancing women's participation in education and property ownership.

Delivery Mode

This course is delivered through online mode.

Ways of Learning Engagement

Participants of this course will be engaged in diverse learning activities according to learning situation such as:

- Discussions on course lectures
- Think pair and share activities.
- Team working and collaboration.
- Reflection based activities.
- Brainstorming and self-reflection
- Critical thinking, problem solving, creative and innovative activities

Evaluation Process

The following evaluation process will be applied to measure the effectiveness of the course:

- Feed-back questionnaires
- Project works and reflective diary.
- Observation of participants' activities
- Self-reflection and presentation

References:

Unit 1 & 2

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Dissemination Program

Name list of teacher

S.N	Name of teachers	School
1.	Kul Raj Paudel	Jana Jagriti Secondary School, Baglung
2.	Tulsi Ram Dhakal	Jana Jagriti Secondary School, Baglung
3.	Tejendra Bahadur Budhathoki	Jana Jagriti Secondary School, Baglung
4.	Alina Kauch	Jana Jagriti Secondary School, Baglung
5.	Indra Subedi	Jana Jagriti Secondary School, Baglung
6.	Hom Bahadur Chhetri	Jana Jagriti Secondary School, Baglung
7.	Min Bahadur Pun	Jana Jagriti Secondary School, Baglung
8.	Dhan Bahadur Thapa	Jana Jagriti Secondary School, Baglung
9.	Ritu Hamal	Jana Jagriti Secondary School, Baglung
10.	Resham Salami	Jana Jagriti Secondary School, Baglung
11.	Susan Sapkota	Jana Jagriti Secondary School, Baglung

S.N	Name of teachers	Institute	Remarks
1.	Anjana Rajbhandari	Open and Distance Education Centre, T.U., Kirtipur	
2.	Purushottam Shrestha	Open and Distance Education Centre, T.U., Kirtipur	
3.	Suraj Prasad Shrestha	Open and Distance Education Centre, T.U., Kirtipur	April 1 st to September 2023 बनाउने