

**CULTURAL AND TRADITIONAL
STEREOTYPES AGAINST
GIRLS/WOMEN IN
EDUCATIONAL MATERIALS IN
THE MIDDLE EAST**

Dalia Khalil, Ed.D.

Women

- Girls/Women represent 50% or more of the world's population, with a significant increase rate, including the Middle East region (World Bank, 2013)

County	Percentage %
Algeria	49.5%
Egypt	49.8%
Iraq	49.8%
Jordan	48.6%
Lebanon	51.2%
Morocco	51.0%
Palestine	49.2%
Saudi Arabia	44.8%
Sudan	49.6%
Tunisia	50.0%
Yemen	49.7%

Nation Building

□ Women are a key factor in nation building (Rand Corporation, 2008):

- rearing children
- teaching school students
- educating college participants
- co-working in all fields and aspects of life e.g. Space technology, medicine, construction, etc.,
- bringing culture and arts to live
- promoting beauty and care to our stressful world
- practicing humanity and citizenship as a true responsible partner in our new demanding world

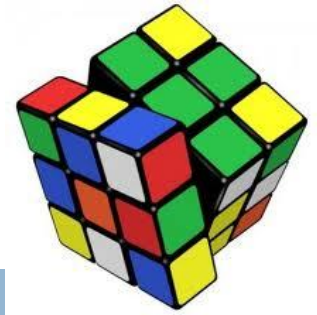


Till now

- Girls/Women still suffer from lack of basic human rights
- Women are not treated nor perceived equally to men in the Middle East
- MDG's third goal: Promoting gender equality and empowering women (United Nations, 2013)



Challenges



- The world has achieved parity in primary education between girls and boys, but for girls in some regions, education remains elusive
- Gender inequality persists and women continue to face discrimination in access to education, work and economic assets, and participation in government.
- Globally, women's share in paid jobs outside of the agricultural sector increased only slightly from 35 per cent in 1990 to 40 per cent in 2010.

Challenges



- Violence against women continues to undermine efforts to reach all goals.
- Poverty is a major barrier to secondary education, especially among older girls.
- Women are largely relegated to more vulnerable forms of employment.
- Globally, women occupy only 25 per cent of senior management positions and, in 2008/2009, were on average paid 23 per cent less than men.
- Business ownership is concentrated in men's hands throughout the developing world.

Science, technology, engineering, and math are difficult for girls



- Girls tend to choose the literature section.
- National Council for Women (NCW)
- Today percentage of male practitioners and researchers exceeds females e.g. 90% engineering, 65% medicine, 78% veterinary, 70% science, 80% agriculture, and 70% computer science.
- According to Shapiro and Williams (2011), the Multi-Threat Framework correlate to gender-related math attitudes and how they put girls and women at risk for stereotype threats. Unfortunately, negative stereotypes about women's math abilities are transmitted to girls by their parents and teachers, shaping girls' math attitudes and ultimately undermining performance and interest in science, technology, engineering, and math (STEM) fields.

Women are only wives, mothers & grandmothers



- Role is limited to reproduction and family caring undermining her full potential.
- Images of women in text books illustrate her as a naïve girl, caring mother, and wise grandmother.
- CEDAW:
 - ▣ Male preference
 - ▣ Horrible practice of female genital mutilation
 - ▣ Degrading views of girls and women that contribute to physical or emotional abuse
 - ▣ A lower view of girls and women that precludes them from a normal education; etc.

(Convention on the Elimination of all Forms of Discrimination against Women (CEDAW))

Jordan



- Revision of school textbooks
- Development of a guide emphasizing women's rights in Islam
- Persistence of patriarchal attitudes and deep-rooted cultural stereotypes
 - labor-market
 - political and public life
 - violence against women

Jordan



- View culture as a dynamic aspect of the social fabric and life
- Implement comprehensive measures
 - ▣ An enabling and supportive environment conducive to changing:
 - discriminatory laws
 - customs and practices
 - women's ability to enjoy all their human rights
 - ▣ Awareness-raising and programs in the formal and non-formal educational sector:
 - women and men
 - girls and boys
 - community and religious leaders
 - members of Parliament

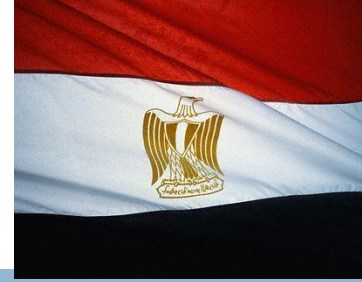
Syria



- Persistence of patriarchal attitudes and deep-rooted stereotypes:
 - disadvantaged position of women in all areas
 - labor market and in political and public life

- Address and change stereotypical attitudes:
 - hidden cultural patterns and norms that perpetuate direct and indirect discrimination against women and girls in all areas of their lives
 - accepted stereotypical roles of men and women
 - awareness-raising and educational campaigns addressing women and men, girls and boys, of all religious affiliations with a view to eliminating stereotypes associated with traditional gender roles in the family and in society

Egypt



Egypt



- This insistence to limit the role of women through stereotyping is consistent and reflects the deep rooted traditional and cultural preferences about the perception about women's role.
- Moreover, in 2013 – 2014 editions of the Egyptian National Education textbooks have been edited to delete the picture of **Doriya Shafiq** and pictures of those killed during the **January 25th revolution**. Shafiq's image was removed from the high-school textbooks because she was not veiled.

Violence against women is acceptable

- A societal norm
- Statements of Egypt and Tunisia before the 57th Session of the Commission on the Status of Women at the United Nations in March 2013 were vague and general.
- CEDAW noted different forms of violence against women:
 - ▣ marital rape (Botswana, Egypt, UAE)
 - ▣ harmful traditional practices such as early marriages, forced marriages, bride kidnapping (Egypt)
 - ▣ violence against women in prisons and detention centers (Egypt)
 - ▣ female genital mutilation and honor killings (Egypt, UAE)
 - ▣ sexual harassment in the work place (Panama, Egypt, Ukraine) and of young girls in schools (Malawi)
 - ▣ corporal punishment of young girls (Malawi, UAE)
 - ▣ violence against women journalists and human rights defenders (Uzbekistan, Egypt).

Potential

- In many MENA countries, women are excluded from the workplace for a variety of reasons:
 - traditional values regarding gender roles
 - religious influence
 - unstable labor markets (Ludgate, 2012)



If women are effectively empowered and integrated in the labor market, the MENA region is expected to benefit from the re-distribution of the workforce – estimating that the UAE could see a 12% growth in GDP and the Egyptian economy could grow by 34%.

E-ERA

Youth Empowerment and Leadership:

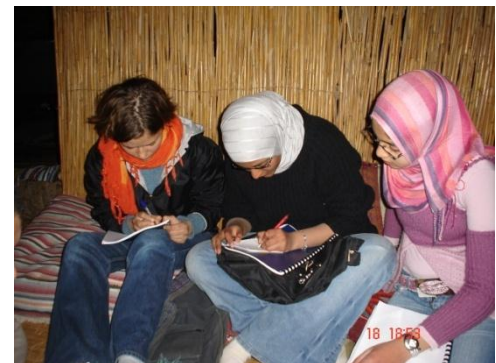
- ICT in Education
- Civic Education
- Professional Development
- Cross Cultural Understanding



(www.egypt-era.org)

Why females

- “Enty Bent” accusation
- Girls also share the highest rates in illiteracy
- About 25% of all Egyptian girls never go to school in rural areas
- 75% Egyptian girls tend to quit school earlier than boys



Why females

- Amer (2007) noted “women suffer the most from high unemployment rates. Indeed female unemployment rate (15-29) is much higher than the male one: 14.3% compared to 9.7% in 2006” (p. 33)
- Girls and women face some social factors of concern in entering a technical career e.g. discrimination, prejudice/hostility, male domination, etc.
- Education and training, poverty, gender inequality, and unemployment
- 37.8% in the industrial section, 21.85% in the agricultural section, and 64% in the commercial section



Why Bent Baladi

The project helped girls to reach their full potential on different aspects in life.

- Conduct public awareness about health living and basic rights for girls
- Deliver technical training
- Distribute a technical set for girls according to their selected profession
- Conduct workshops to prepare girls for future economic opportunities

Who



- 400 girls
- Age 16 – 22
- Graduate of 3 years Technical school
- Resident of one of the 4 selected governorates

Eera
REGIONAL
EDUCATION
RESEARCH
المعهد المصري
للبحوث التربوية

MEPI

بلدي

يهدف مشروع بنت بلدي إلى زيادة المهارات الفنية والمهنية والشخصية لعدد 400 فتاة من أربع محافظات بصعيد مصر (بنى سويف- أسيوط- سوهاج- القويسم) بواقع 100 فتاة بكل محافظة من خريجات المدارس الثانوية الفنية بهدف تطوير قدرتهن للحصول على فرصة عمل مناسبة للمشروع ثلاثة محاور رئيسية وهي:

- التوعية العامة
- تكتين فرص اقتصادية مستغنية للفتيات
- التدريب على اكتساب مهارات سوق العمل

مبادرة الشراكة الأمريكية الشرق أوسطية (MEPI)
المجمعة المصرية لمصادر التعليم (E-ERA)

الممول
الجمعية للنفقة

Healthy Living



- **Healthy Living:** Participants will be exposed to facts, figures, and tips about Nutritious Food, Adolescence Psychological and Health Problems, HIV Aids, Smoking and Drugs.
- **Basic Rights:** Participants will be exposed to facts, figures, and tips to combat Circumcision, Sexual Harassment, Violation of Inheritance Law, and Violence Against Women. Under this area, participants will be encouraged to practice their human and basic right in the mentioned area.

Training for Employability

At the end of the training, participants received a complete set that would assist them in starting their business or join an existing business.

- PC maintenance
- Mobile maintenance
- Dairy and agricultural production
- Office Management
- Medical Assistance



Future Economic Opportunities

- Participants were trained to explore concepts and skills about:
 - ▣ Self Awareness
 - ▣ Decision Making
 - ▣ Entrepreneurship skills
 - ▣ CV writing and Interviewing Skills



Nos El Donia

- “Needless to prove, I am basically half the world”. So sings Angham, one of the Arab world’s most successful female vocalists in her new single Nos El Donia or “Half the World”, which she has dedicated to Egyptian women in 2012 in collaboration with UN Women. “I’m neither worthless or insignificant,” she sings. “I’m not an idle plan on paper”. Her message is that women’s rights should not be limited to written words, but upheld by laws that are enforced. She concludes: “prejudice is impermissible”.

<http://www.youtube.com/watch?v=Y3OwhRGjf90>



Thank you

Dalia Khalil, Ed.D.

director@egypt-era.org

www.egypt-era.org

+2 012 2 219 0763