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Enhancement of entrepreneurship skills among women to provide gender equality and employability for citizens of Uzbekistan. ( EMPOWER)

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# Training for Trainers, Varna, November 2024

## Women's Equality and Inclusion Through Intercultural Engagement

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**TECHNISCHE  
UNIVERSITÄT  
DRESDEN**



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# Discussion points

- The importance of Gender Equality and Equity
- Challenges women face globally
- Gender equality as a Sustainable Development Goal
- Can Gender Equality become a reality?
- Understanding the cultural roots of gender attitudes
- Cultural differences and consequences
- Raising sensitivity and cultural awareness of gender inequality
- The importance of intercultural engagement
- Challenges facing educators
- Taking action to promote gender equality



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# INTERCULTURAL ENGAGEMENT AT VUM



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# MY MULTICULTURAL SELF

Place your name in the centre of the structure.

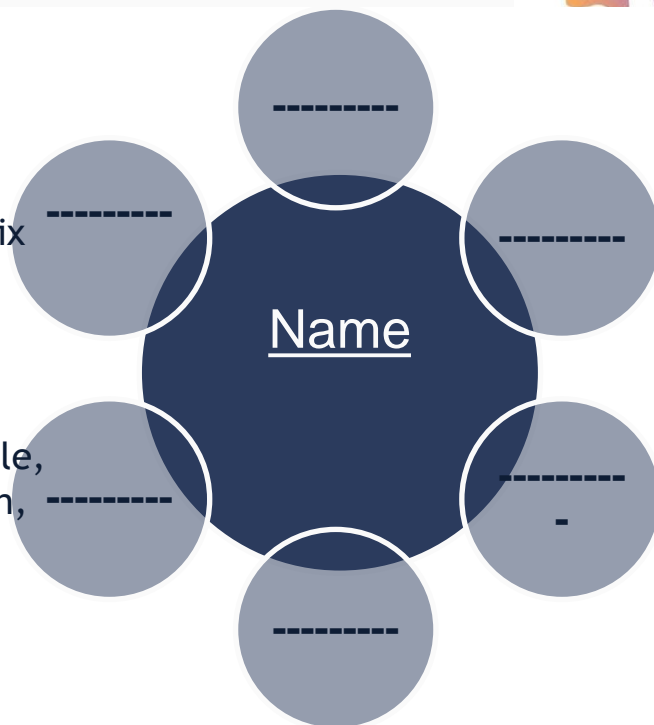
Write an important aspect of your identity in each of the six bubbles - a characteristic you feel is important in defining yourself.

This can include any descriptor with which you most commonly identify: personality trait, nationality, family role, gender, ethnicity, geography, language, religion, education, professional field, hobbies and interests...

*Compare and discuss your profile with other participants.*

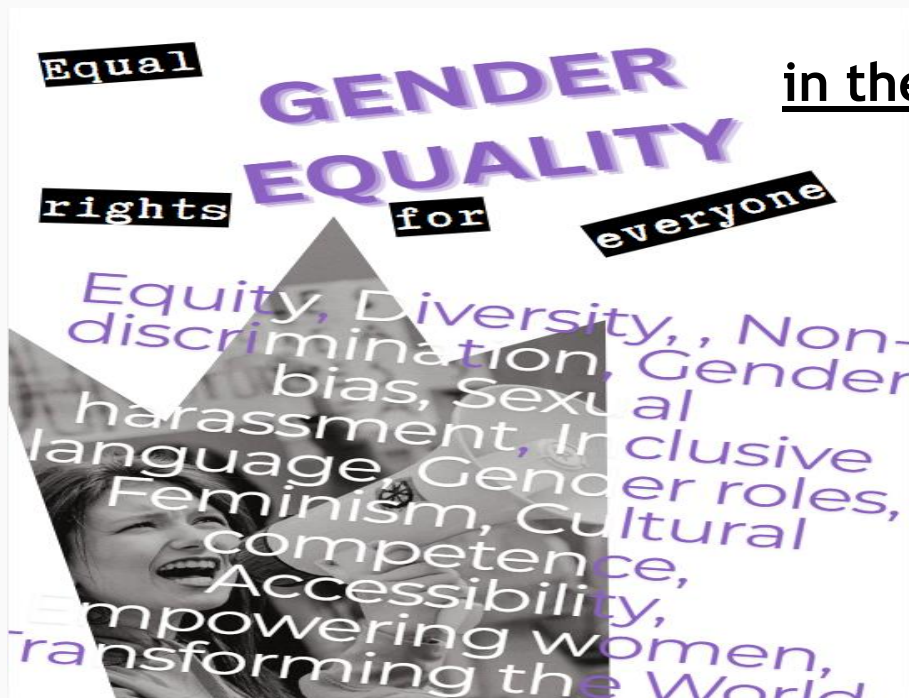
*What similarities and differences did you identify within the group?*

*Share a story about a situation in which you felt proud or ignored because of a particular characteristic.*





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## A fundamental right in the Universal Declaration of Human Rights



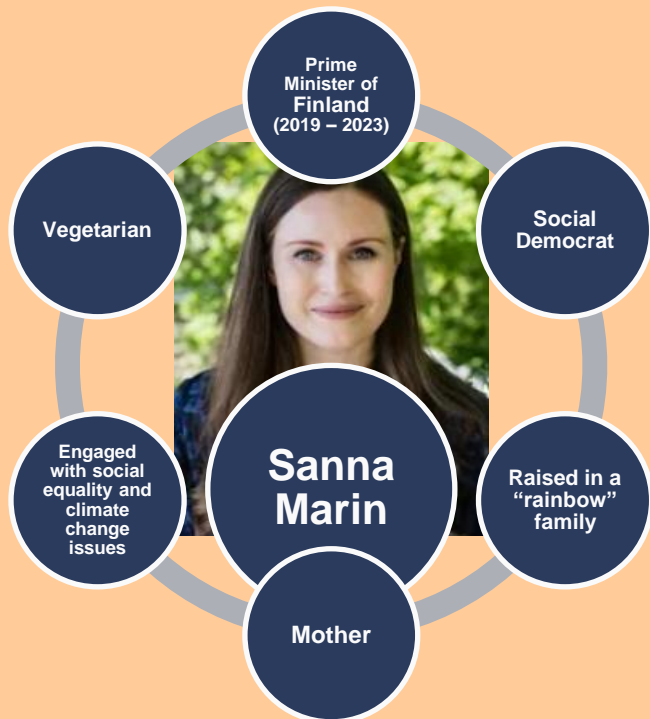
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# SUCCESSFUL STORIES



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# WHY IS GENDER EQUALITY IMPORTANT?

- Societies which value the human rights of women and men equally are safer, healthier and more peaceful
- Ensures equal access to resources, job opportunities and involvement in decision-making which reduces poverty and enhances self-worth
- Enhances all human potential for sustainable development, corporate responsibility and financial stability
- Reduces fear and encourages self-expression for better collaboration in families, communities, businesses and politics
- Beneficial for the economy - narrowing the gender gap in labour markets could increase GDP in emerging markets and developing economies by almost 8%
- Healthier and better-educated children are raised



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# Is it a men's or women's thing?

<i>Police</i>	<i>Blue</i>
<i>Dancing</i>	<i>Cleaning</i>
<i>Teacher</i>	<i>Logic</i>
<i>Cooking</i>	<i>Engineer</i>
<i>Feelings</i>	<i>Computer programming</i>
<i>Nurse</i>	<i>Red</i>
<i>Cars</i>	<i>Mathematics</i>
<i>Alcohol</i>	<i>Scientist</i>

- Why do you think there is so much agreement?
- Where do these ideas come from?
- Is it true that these are just male or female things?







# BEING BORN A MALE OR A FEMALE?

## Socially constructed gender roles

- Culturally different expectations about how to dress, behave, work and communicate
- Culturally different understandings of male and female social and economic attributes, characteristics, talents and duties

**Can gender roles change over time?**

*Provides financial support for the family and makes important family decisions.*



*Takes care of the household and raises children. Prioritises the needs of her husband and children.*



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# CHALLENGES WOMEN FACE GLOBALLY

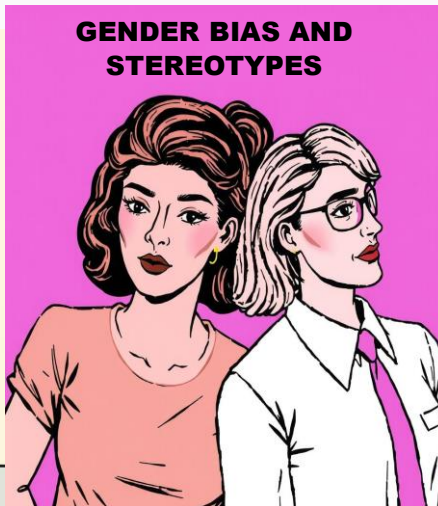
## LACK OF SUPPORT AND NETWORKS



## WORK-LIFE BALANCE



## GENDER BIAS AND STEREOTYPES



## ACCESS TO FINANCE AND RESOURCES



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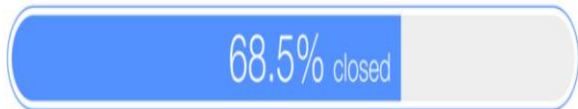


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Global Gender Gap Report 2024

## Global Gender Gap



The gender gap is narrowing, but the collective rate of progress has slowed down. Without a bold push forward, it will take **134 years** to reach full parity.

Source: Global Gender Gap Report 2024

Global Gender Gap Report 2024

## Pay Equity in 2024

56% of economies in the 2024 Global Gender Gap Index have laws mandating equal remuneration



Yet only **1 in 5** economies have transparency and enforcement mechanisms

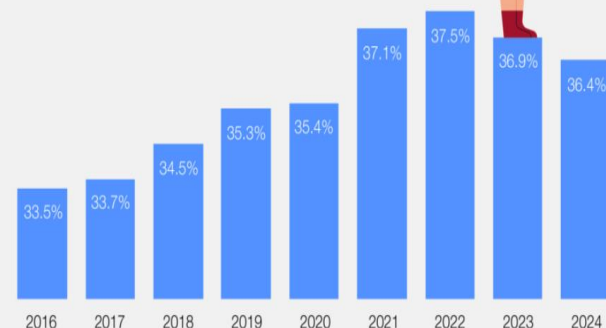
Source: World Economic Forum calculations based on World Bank Women, Business, and Finance Index

Global Gender Gap Report 2024

## Women hired into leadership



Share of women hired into leadership over time



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# GENDER EQUALITY - A HUMAN RIGHTS ISSUE

- Not about women and men becoming the same
- Not a women's issue - it concerns men as well as women
- About women's and men's responsibilities, rights and opportunities not to depend on being female or male.
- About needs, interests, and priorities of both genders to be taken into consideration
- An indicator of sustainable people development



# Sustainable Development Goals



<https://www.youtube.com/watch?v=IMrIW-NtRsg>

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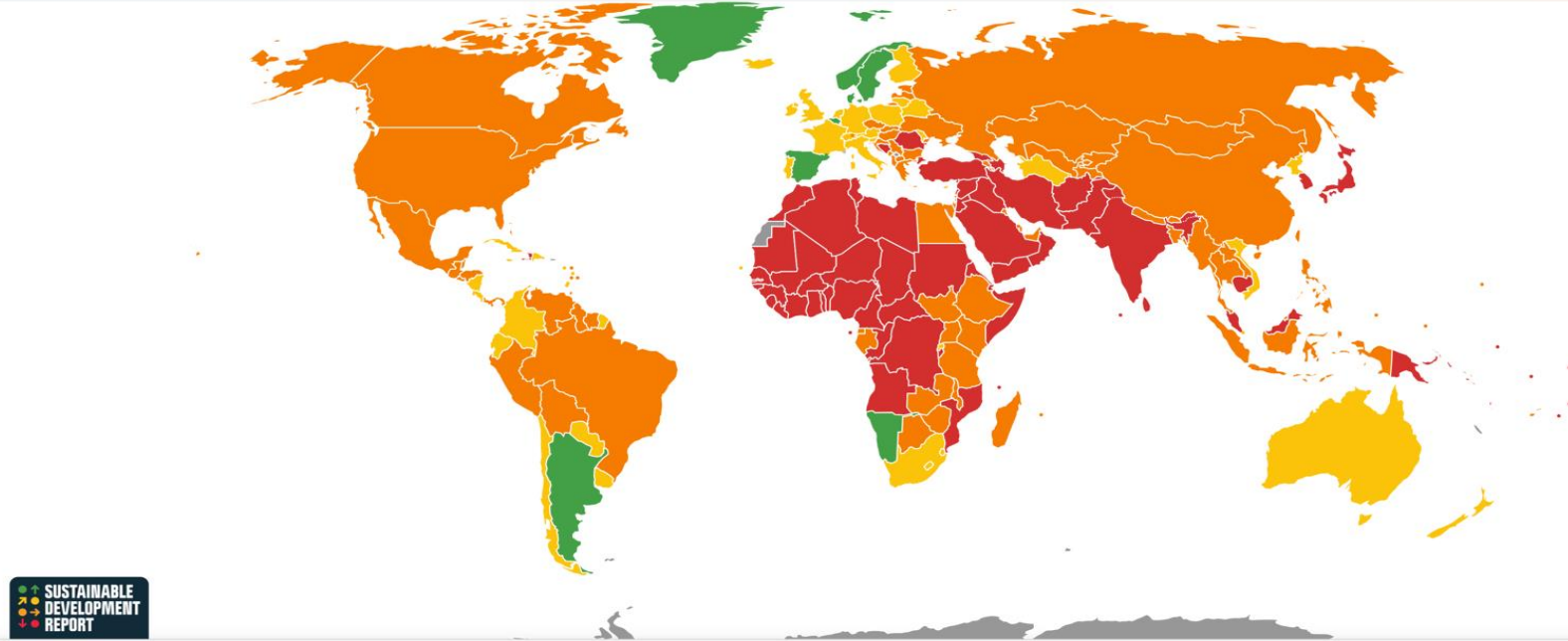


SDG 5  
Gender equality

- Legend
- Click on a country to see its performance.
- SDG achieved
  - Challenges remain
  - Significant challenges remain
  - Major challenges remain
  - Information unavailable

Description

Achieve gender equality and empower all women and girls.



All data presented on this website are based on the publication Sachs, J.D., Laforune, G., Fuller, G. (2024). The SDGs and the UN Summit of the Future. Sustainable Development Report 2024. Paris: SDSN, Dublin: Dublin University Press. 10.25546/108572

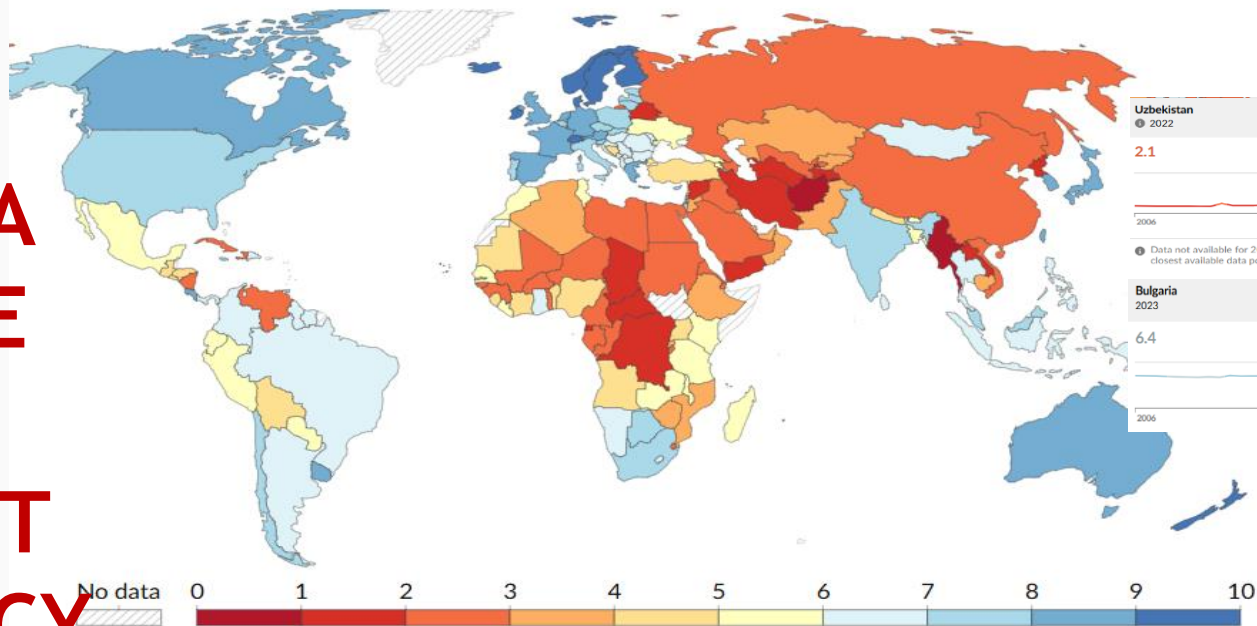
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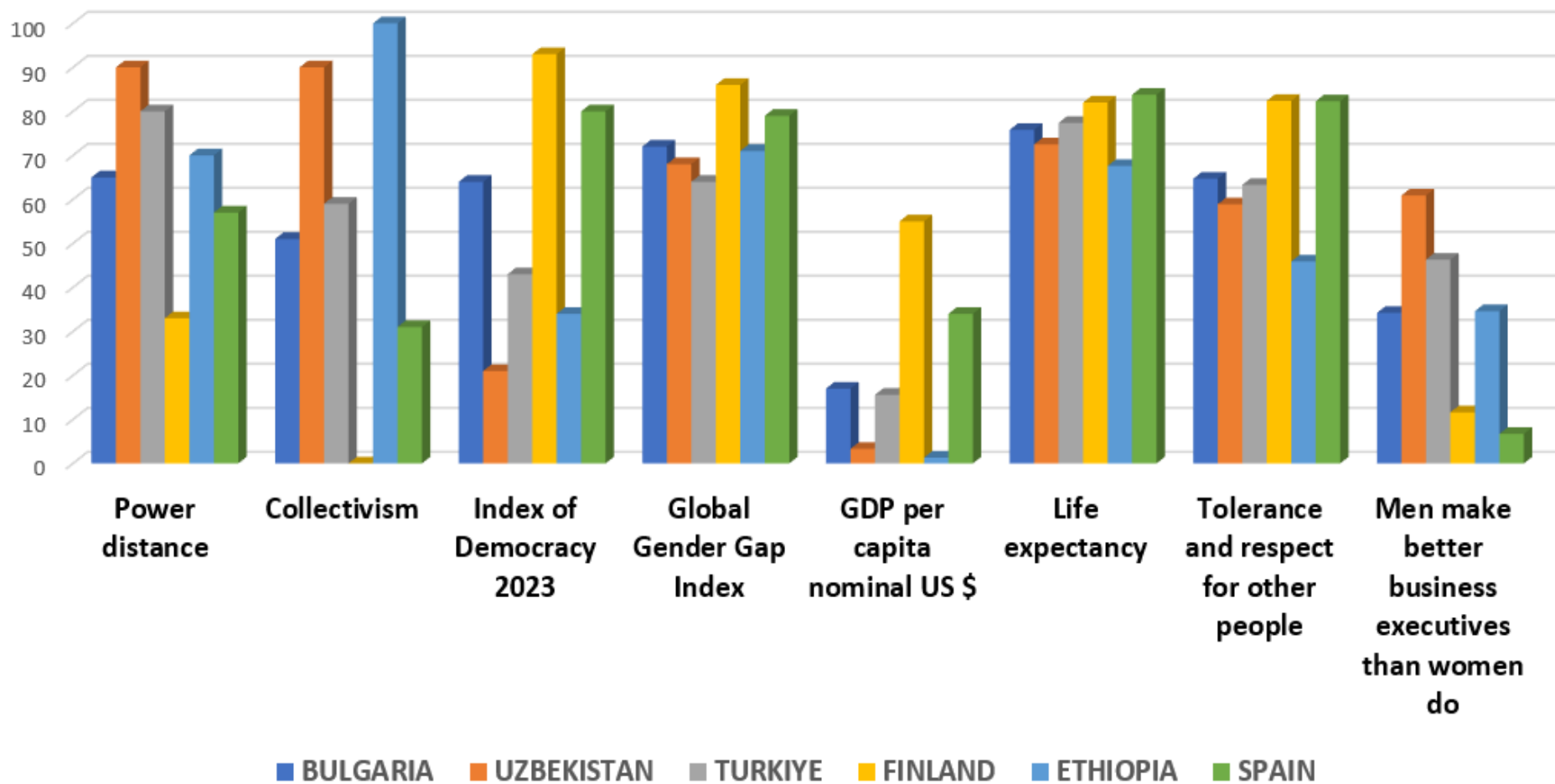
# GENDER EQUALITY IS A PREREQUISITE FOR THE DEVELOPMENT OF DEMOCRACY



"Data Page: Democracy index", part of the following publication: Bastian Herre, Lucas Rodés-Guirao and Esteban Ortiz-Ospina (2013) - "Democracy". Data adapted from Economist Intelligence Unit, Gapminder. Retrieved from <https://ourworldindata.org/grapher/democracy-index-eiu> [online resource]

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## COUNTRY COMPARISON







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# REDUCING THE GENDER GAP FOR WOMEN'S ECONOMIC EMPOWERMENT



- Access to financial resources - small and medium businesses owned by women are underfunded by USD 1.7 trillion
- Access to land - in 87% of countries women have no secured rights to own land
- Access to information and technology - 2.7 billion people with no internet access
- Access to secure jobs - 60% to 90% of women globally engaged in informal economy
- Access to care through public services will reduce unpaid work globally (estimated at USD 10.8 trillion) and will save women's time for education, training, paid work and rest
- Access to social protection systems and legislation to reduce gender-based violence (global cost of violence estimated at USD 1.5 trillion)
- Access to mechanisms and laws protecting women's rights of economic empowerment (women currently have 36% less legal rights than men)

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# CAN GENDER EQUALITY BECOME A REALITY?

- Gender inequalities are still deep-rooted in every society
- Women suffer from lack of access to decent work and face occupational segregation and gender wage gaps
- In many places women are denied access to basic education and health care and are victims of violence and discrimination
- Women are under-represented in political and economic decision-making processes

**5 GENDER EQUALITY**  
ACHIEVE GENDER EQUALITY AND EMPOWER ALL WOMEN AND GIRLS

THE WORLD IS  
**NOT ON TRACK** TO ACHIEVE  
GENDER EQUALITY BY 2030

OUT OF GOAL 5 INDICATORS:



ON TRACK  
AT A MODERATE DISTANCE  
FAR OR VERY FAR OFF TRACK

AT THE CURRENT RATE, IT WILL TAKE



**300 YEARS** TO END CHILD MARRIAGE



**286 YEARS** TO CLOSE GAPS IN LEGAL PROTECTION AND REMOVE DISCRIMINATORY LAWS



**140 YEARS** TO ACHIEVE EQUAL REPRESENTATION IN LEADERSHIP IN THE WORKPLACE

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# GENDER EQUITY

- Fair treatment of women, girls, men and boys - positively addressing biases and disadvantages due to different perceptions of gender roles
- Acknowledging different needs of men and women, different cultural norms, social barriers and discrimination of specific groups



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# SOME QUESTIONS FOR SELF-REFLECTION

- *Who provides the main source of income in your home?*
- *How many hours per week do you work, including overtime and paid work outside your home?*
- *How many hours per week do you do housework?*
- *Who has the final word about decisions involving how your family spends money?*
- *Do you agree or disagree that a woman's most important role is caring for her home and family?*
- *Are there any laws in your country about violence against women?*

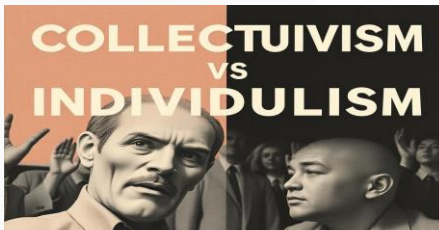


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# UNDERSTANDING THE ROOTS OF GENDER ATTITUDES

- Cultural values and norms
- Religion and beliefs
- Cultural norms of socialisation, education and institutions
- Historical and political context
- Personal experiences, social interactions



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# WHAT VALUES DID YOUR PARENTS TEACH YOU IN YOUR CHILDHOOD?

Please rank each of the following values in order of importance from 10 (most important) to 0 (not important at all). Each value must be given a different score.

- *Independence*
- *Hard work*
- *Feeling of responsibility*
- *Imagination*
- *Tolerance and respect for other people*
- *Thrift (saving money and things)*
- *Determination and perseverance*
- *Religious faith*
- *Unselfishness*
- *Obedience*
- *Self-expression*



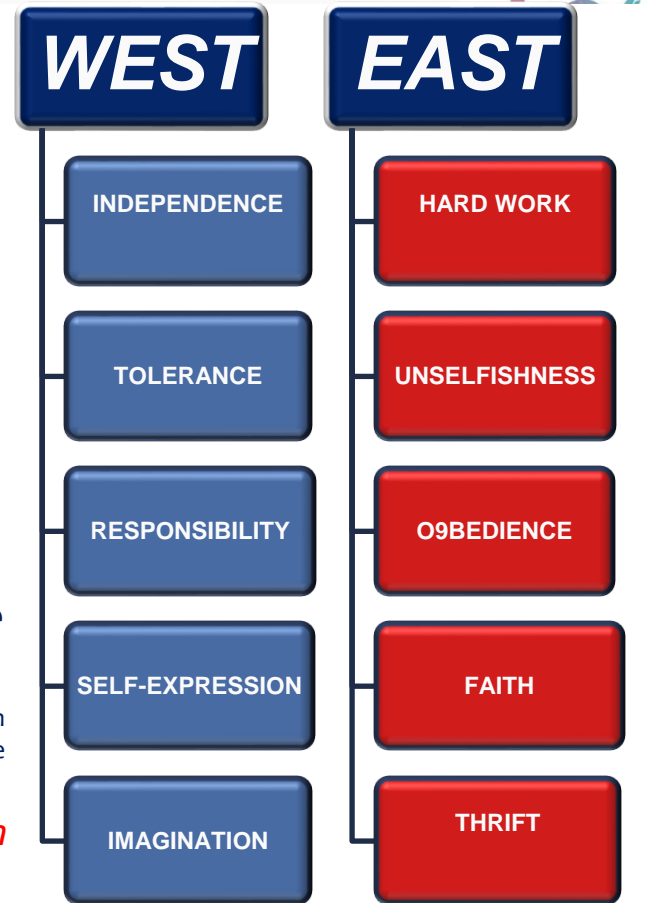
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# COMPARING VALUES

- Share your results in small groups.
- Identify some similarities and differences between your value preferences and those of the other group members.
- Think about some examples from practice to illustrate the values which are most important to you and exchange some information with the other participants.

<https://docs.google.com/spreadsheets/d/1eOGH6vjJfxSDLKTKKEKTn4hgY1ofd21ck/edit?usp=sharing&ouid=100434884639633336691&rtpof=true&sd=true>

*Did you find any surprising differences or similarities between each other?*





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# REFLECT ON THE NATIONAL CULTURE IN WHICH YOU WERE BORN AND RAISED

- How do families function and in what way children are brought up?
- How the school system works, and who goes to what type of school?
- How do the government and the political system affect citizens' lives?
- What historical events have generations experienced?
- What is people's behaviour as students, teachers, consumers, managers, leaders...?
- What beliefs do they have about education, health and sickness, crime and punishment, or religious matters?

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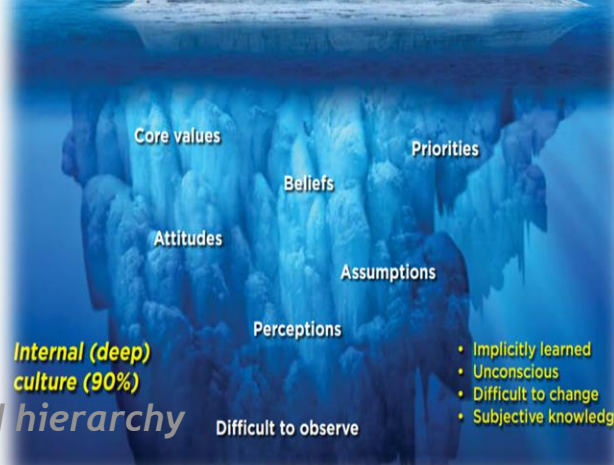
# CRASHING INTO THE ICEBERG OF CULTURE

- Family
- Race and ethnicity
- Institutions
- Geography
- Communication style
- Gender roles
- Religion
- Sexuality
- Motivation
- Decision making
- Personal initiative
- Level of formality
- Language
- Education and work
- Power distribution and hierarchy
- Political system

External (surface)  
culture (10%)



- Explicitly learned
- Conscious
- Easily changeable
- Objective knowledge



Internal (deep)  
culture (90%)

- Implicitly learned
- Unconscious
- Difficult to change
- Subjective knowledge

*Culture is the collective programming of the mind that distinguishes the members of one group or category of people from others.*

*Culture is learned, not innate - derives from one's social environment rather than from one's genes*

(Hofstede, Hofstede, & Minkov, 2010).



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# DIMENSIONALISING CULTURE

## *US VERSUS THEM (I versus WE)*

The relationship between the individual and the group

*Ties between individuals are loose in an Individualist society - everyone is expected to look after him-/herself and his or her immediate family.*

*In collectivist societies, people are integrated into strong, cohesive in-groups, which throughout people's lifetime protect them in exchange for unquestioning loyalty*



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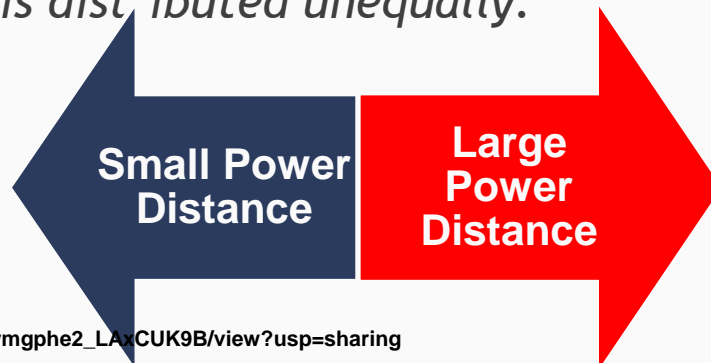
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# DIMENSIONALISING CULTURE

## *ATTITUDES TO INEQUALITY AND POWER*

*The extent to which the less powerful members of organisations and institutions (like family, school, workplace, and community) accept and expect that power is distributed unequally.*



Video Sheroz Soliev

[https://drive.google.com/file/d/1w\\_2hRdstqknatoCVwmgphe2\\_LA3CUK9B/view?usp=sharing](https://drive.google.com/file/d/1w_2hRdstqknatoCVwmgphe2_LA3CUK9B/view?usp=sharing)

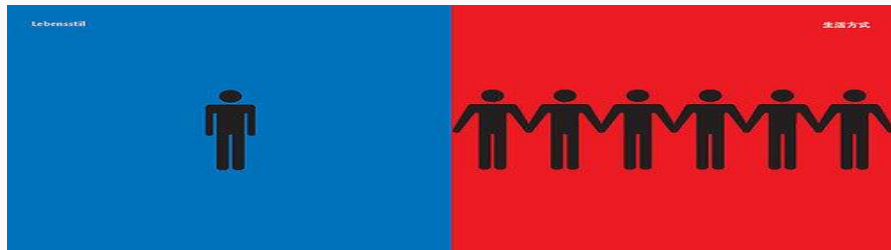
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BOSS



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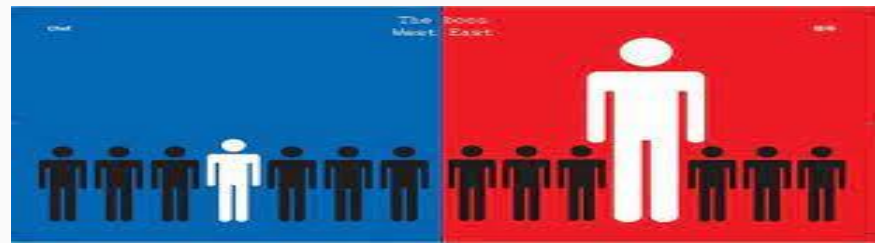
## Independent versus dependent views of life



## Problem-solving approach



## Egalitarian versus hierarchical views of life



## Communication style



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# CULTURAL DIFFERENCES AND CONSEQUENCES

## Small Power Distance and Individualism

## Large Power Distance and Collectivism

- Subordinates at work expect to be consulted.
- Social relationships are handled with care for minimising inequalities.
- Power is based on formal position and expertise.
- Self-expression and personal initiative are expected from all members of the society
- “I” identity and dependence on individual characteristics
- Time and present results are important.
- Individual work goals are more stimulating.
- More positive effect on entrepreneurial attitudes and abilities
- More likely to follow written rules and share information



- Subordinates expect to be told what to do.
- Social status should be respected in social relationships.
- Power is based on tradition, family and the ability to use power.
- Less powerful members of society are not expected to show personal initiative
- “We” identity and dependence on the group
- Building trust and preserving relationships are important.
- Group work goals are more stimulating.
- Less positive effect on entrepreneurial attitudes and abilities
- Less likely to follow written rules and share information



# DIFFERENCES IN GENDER ROLES

## Traditional

### Men:

- Providers
- Decision-makers
- Protectors
- Physical labourers

### Women:

- Homemakers
- Caregivers
- Submissive
- Limited role in public life

## Fluid

### Men and women:

- *More equal work payment, access to employment, education and political participation*
- *Shared household and childcare responsibilities*
- *Individuals free to choose roles that suit their interests and talents*
- *People valued for their qualities and contribution*
- *Gender biases challenged*
- *Roles can adapt to changing circumstances*



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# THE SOLUTION: RAISING SENSITIVITY AND AWARENESS OF GENDER (IN)EQUALITY

- Gender awareness is about promoting and encouraging adequate understanding of the problems and challenges associated with gender differences - violence, pay gap, discriminative social roles and norms
- Gender awareness is about understanding the economic impact on GDP and employment
- **Gender awareness is about changing individual attitudes, and raising political interest and willingness to adopt gender equality policies.**

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# CHANGING ATTITUDES THROUGH CRITICAL CULTURAL AWARENESS

Awareness and understanding of own views and beliefs

Gaining knowledge about others through intellectual engagement in communication experience

Developing skills for identifying similarities and differences in various contexts, predicting communication barriers

**Interpreting and Relating**  
*Comparison and contrast to own culture*

**Intercultural Attitudes**

*Curiosity*  
*Openness*

**Critical  
Cultural  
Awareness**

**Knowledge**

*Self-awareness and  
knowledge of others*

**Discovery and interaction**

*Exploring other cultures*

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# THE IMPORTANCE OF INTERCULTURAL ENGAGEMENT

- ★ Helps to understand different gender roles and expectations
- ★ Builds empathy and understanding of different gender identities and experiences which leads to greater tolerance for diverse perspectives on gender
- ★ Promotes inclusive practices, considering the needs of people from different cultures, including those who face gender-based discrimination
- ★ Enhances Global Collaboration through working together across cultures for more effective and equitable solutions
- ★ Empowers women to share experiences and views that contribute to social change
- ★ **BUILDS SELF-ESTEEM**

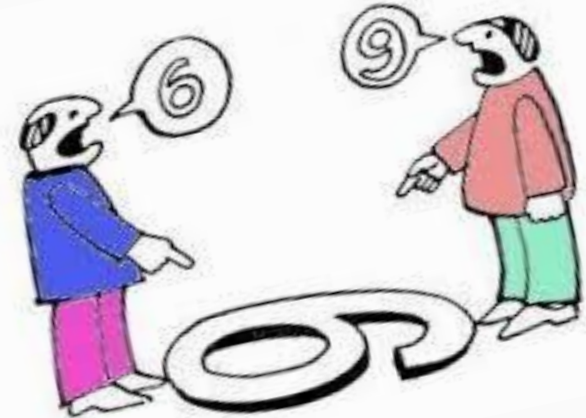


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# COMMON CHALLENGES IN INTERCULTURAL COMMUNICATION

- Language barriers
- Communication styles - direct/indirect
- Decision-making approach
- Conflict-resolution
- Problem-solving and learning styles
- Maintaining relationships and trust issues
- Perceptions of leadership and hierarchy
- **Perceptions of gender roles**
- Workplace etiquette
- Expressing personal initiative
- Motivation
- Attitudes to sharing or withholding information



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# CHALLENGES FACING EDUCATORS IN A MULTICULTURAL CLASSROOM

- Preference for teacher-centred approach and group work
- Formal communication between students and teachers
- Students expect to be told what to do
- Students avoid expressing personal opinions in class
- The teacher is a guru and knows it all
- Students learn how to do things and expect to observe new experiences before taking action.
- Good relationship with teachers is important
- Higher education is a matter of social status
- Unconventional ideas and thinking are often rejected
- Deductive learning and teaching is expected (rules, examples, practice)



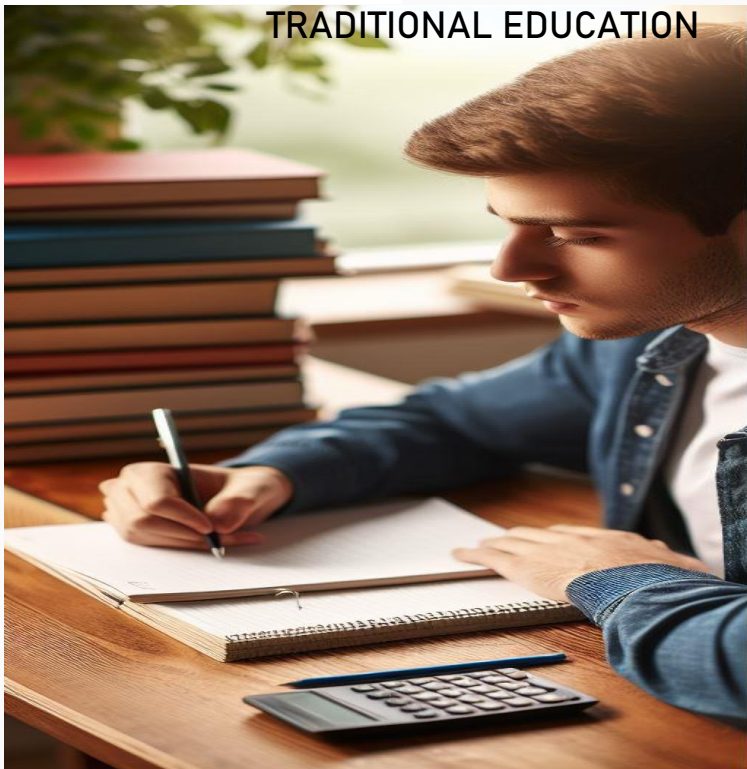
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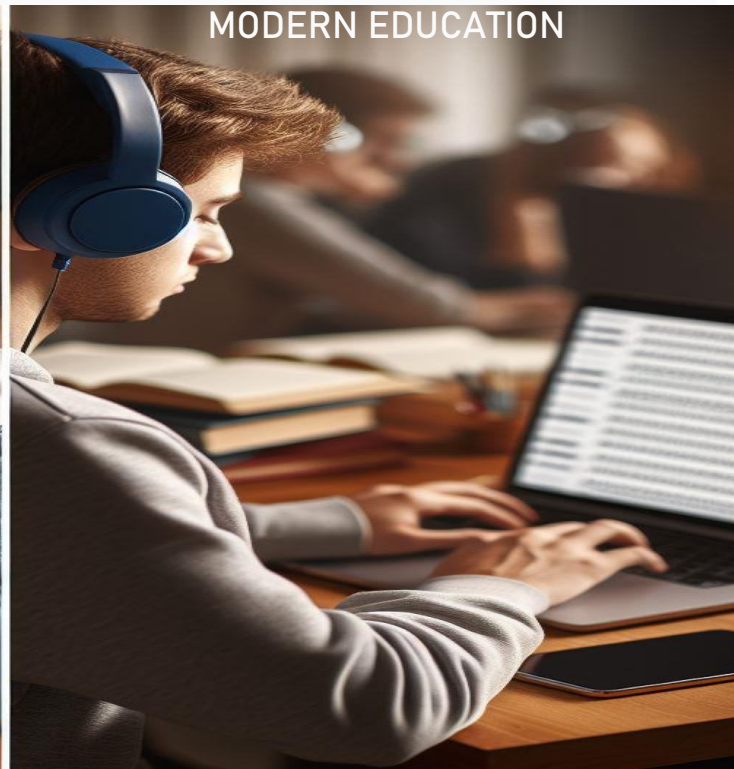
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## TRADITIONAL EDUCATION



## MODERN EDUCATION



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# ENCOURAGE INDEPENDENT THINKING AND LEARNING

- Focus on student-centred approach and inductive thinking
- Encourage both group and independent work
- Encourage less formal or informal communication between students and teachers
- Encourage students to express personal opinions in class
- Encourage unconventional ideas and critical thinking
- Create a learning context which facilitates a favourable environment for sociocultural experience
- Provide formal and informal corrective feedback
- Pay attention to sociocultural differences and ways of coping with them
- Create space for reflecting on one's attitudes and behaviour
- **Encourage curiosity and openness to otherness**





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# ENCOURAGE SELF-EXPRESSION

- Encourage equal distribution of household tasks at home
- Do not tolerate abusive relationships if you notice some signs of violence
- Speak up - do not tolerate abusive language offending women, people from ethnic minorities, different colour of skin, or disabilities
- Vote for women whenever possible and support women-run businesses in your community
- Advocate for policies that promote gender equality at school/work and collaborate with people and organisations which share similar views of inequality
- Use social media in a way that challenges gender disparities and promotes human rights

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# TAKE ACTION

- Take part in mentorship programmes to promote gender sensitivity and to show successful role models
- Take part in international projects and skills training programmes to empower girls and women for professional growth and participation in decision-making at school or work
- Take part in community events and initiatives promoting gender equality
- Encourage your institution to organise workshops and seminars for students, teachers and businesses to educate them about gender issues
- **Incorporate gender equality topics in the curriculum, and encourage discussions about gender roles and stereotypes to raise awareness of gender inequality**

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**What can educators do to engage young**

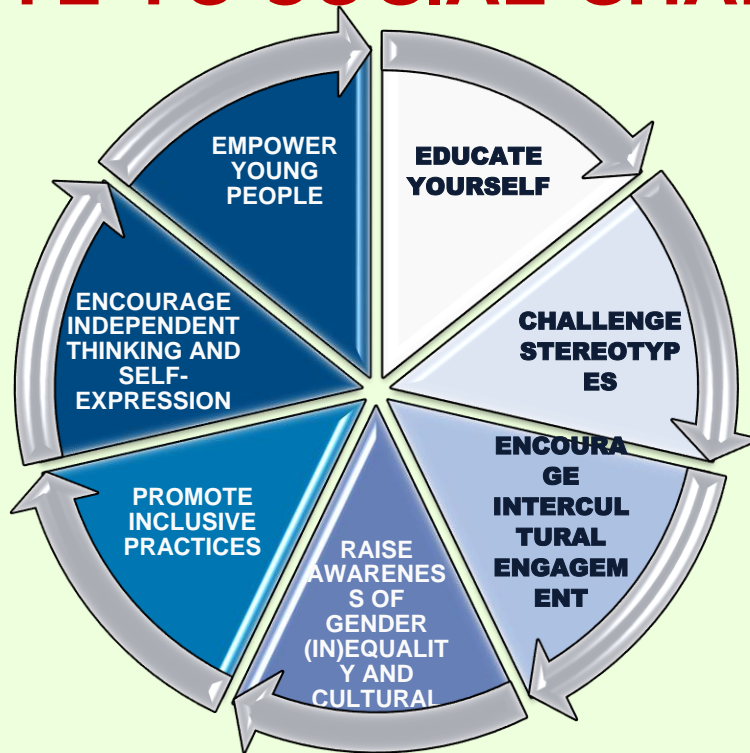




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# CONTRIBUTE TO SOCIAL CHANGE



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# Follow-up activity

Group task: Gather together in a group of 4 male or 4 female participants. Use the keywords below to create a story for a case study on the topic of gender equality in the workplace.

1. *Sidra*
2. *Software programmer*
3. *Gender inequality*
4. *Promotion*
5. *Glass ceiling*
6. *Resistance*
7. *Resilience*
8. *University*
9. *Teachers/students*
10. *Happy / unhappy end*



Feedback questions: In what way do the invented stories represent real life?  
Are there any noticeable differences between men's and women's stories?  
How did you feel working in groups of people of the same gender?



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**Awesome words**  
*"Most of my important lessons  
about life have come from  
recognising how others from a  
different culture view things"*

**Edgar H. Schein,  
social psychologist**



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# Thank You for Your Attention!



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