

# “Applied Practices of Inclusion and Equity in Education”

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# Welcome

**Collaboration**

**Relationships and friendships**

**Sharing the passion for teaching and learning**

**Exploring and Feeling**

**Facing the challenges**

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# Gender Equality

**Fundamental right and value for social justice and social change**

- Gender inequalities and discrimination, especially against women, which govern all aspects of academic life, remain firm in our country
- Women have struggled for centuries to gain access to higher education as students and scientists.
- The 19th century was a time of intense mobilization of women who were organised in the name of equality, articulating feminist discourse for the first time.
- The feminist movement is emerging, pushing for both the recognition of women's political rights and reforms in the education system. Thus, women's social consciousness begins to awaken.

# The Gender Gap

However, nowadays, the gender gap in work, education and research **still exists**

Women face disproportionately more obstacles in their careers than men due to the imbalance between work and personal life and the growing unpaid care in most households.

***Appropriate measures must be put in place to ensure:***

- zero-tolerance policies in all forms of discrimination and harassment, including sexual harassment of women.
- Better maternity leave, significantly more and longer paternity leave,
- Fight the rule that among parents, women are those who interrupt their careers
- Ensure flexible working hours, for work-life balance.



# The Gender Gap



## Participation in Education



- It is important to encourage the participation of women in education and careers through **gender equality strategies**
- To **raise awareness** and provide adequate incentives to **eliminate gender bias & stereotypes**, facilitate **access to education** and qualifications, a better work-life balance,
- equal opportunities in ensuring a **healthy and safe working** and educational environment for women,
- banning discrimination in the labour market,
- enforcing mandatory **wage transparency policies**,
- increasing the *visibility of female role models*.

## Actions needed



- To implement a multilevel information and awareness campaign for academics and the general public,
- Other programs and initiatives to reduce academic barriers.





## U.N. agenda 2030

- According to the UN Agenda 2030, gender equality is the foundation for a peaceful, sustainable and prosperous world
- With its Gender Equality Strategy 2020-2025, the European Commission firmly establishes gender equality as a central and significant issue and the UN Sustainable Development Goals becomes the **top agenda**.
- In particular, the new EU Program for Research & Innovation, 2021-2027 (HORIZON EUROPE) sets out the guidelines for creating the Gender Equality Plan (GEP) to support training bodies' corresponding plans.

## UNIWA

- ✓ Greece proceeded with article 33 of law 4589/2019, which mandates the establishment of unpaid Gender Equality Committees (GEC) in all higher educational institutes of the country.
- ✓ UNIWA established GEAC in 2021



The Gender Equality and Anti-Discrimination Committee (G.E.A.C.)  
**The Integration of the Gender Dimension in the Actions of the Universities**


# The Gender Equality and Anti-Discrimination Committee (G.E.A.C.) ) of UNIWA

## Responsibilities:


- a) Prepares action plans for the promotion and assurance of substantial equality in the educational, research and administrative procedures.
- b) Recommends measures for the promotion of equality and the fight against sexism to the competent bodies.
- c) Provides information and training to members of the academic community on issues related to gender and equality.
- d) Provides mediation services in cases of complaints of discrimination or harassment.
- e) Conducts seminars and lectures focusing on the study of gender.
- f) Provides assistance to victims of discrimination when they report discrimination.







People around the world may differ in many ways, but the inner needs for justice, inclusiveness, equality, and belonging is what unites us all



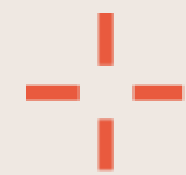
## ❖ Equity in Education


Equal access to top level learning opportunities

Fair education recognizes that each learner has unique needs and aims to support them in the best way possible

## ❖ Inclusion in Education

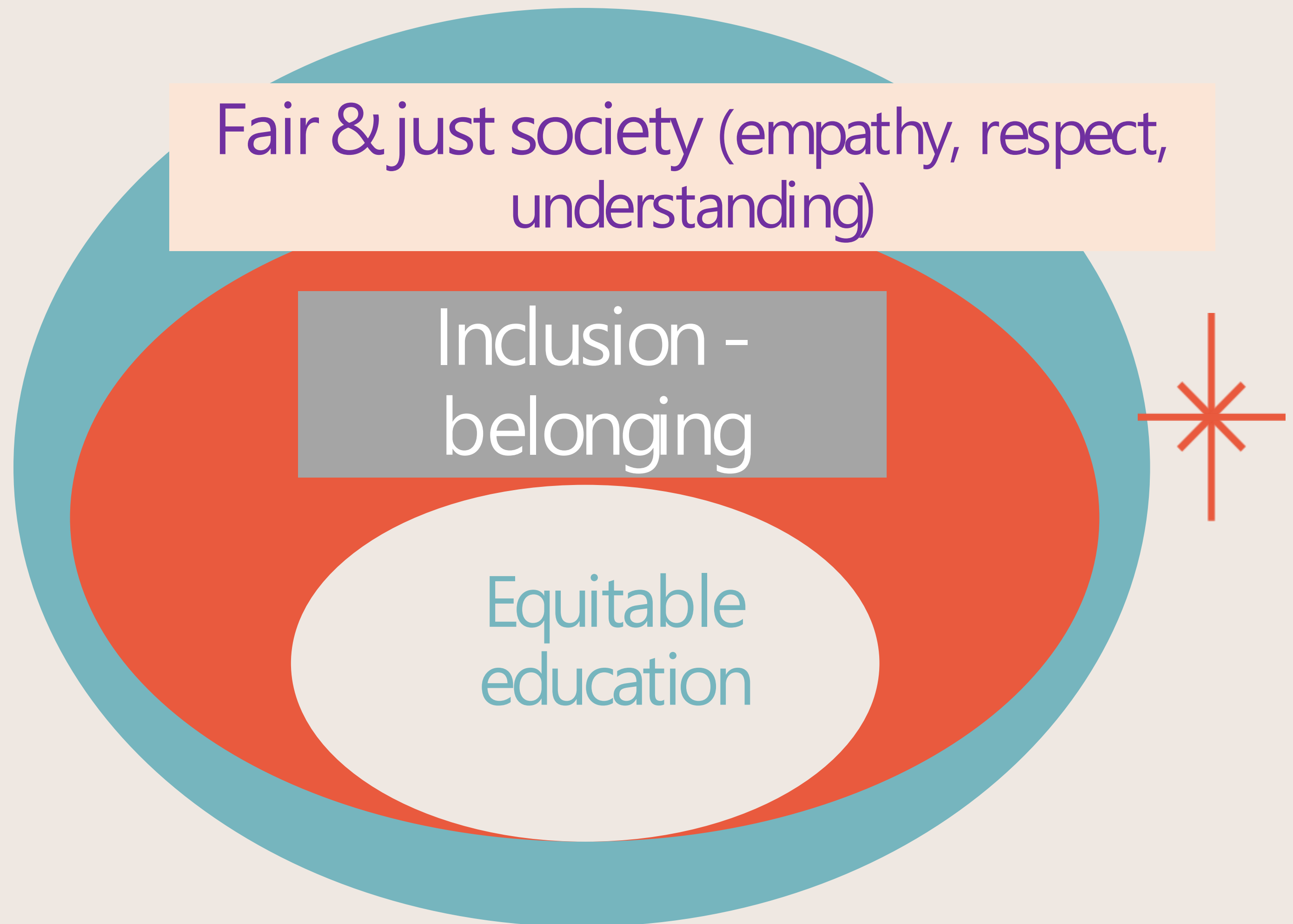
Embracing all the ways people are different - whether it's their culture, language, learning styles, or abilities.





# Why These Principles Matter

„Every learner matters and matters equally  
(UNESCO)





# Overcoming Barriers to Equity in Education

Socio  
economic  
Hurdles

Poverty

Lack of resources

Cultural &  
Language gaps

Diverse  
backgrounds

Learning  
differences,  
Bias &  
discrimination

Disabled or  
disadvantage  
students



# How to build Equity and Inclusion in Education



- “Accept & recognize diversity
- Support unique experiences and perspectives
- Develop a Policy Framework
- Ensure Targeted funding



- Teacher Training & Professional development
- Engage all stakeholders
- Provide access to psychological services



- Access to resources, materials and extracurricular opportunities
- Ensure flexibility of educational systems and fulfill individual needs
- Employ diverse teaching methods

# Practical ways for inclusive classroom



- Self reflection
- Set Clear Rules – openness to differences
- Diverse materials & teaching styles
- Rearrange desk for group work
- Involve students in choosing topics & learning strategies
- Present information in multiple format
- Reading test instructions aloud
- Provide transcripts for multimedia content
- Use a range of media, i.e. movies + audiobooks
- Illustrations, glossaries,
- Ensure technology is accessible (adjustable screen brightness, enlarged text)

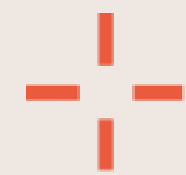


# A short story about Plato's life

- Born in Athens 427-348 BC
- Ancient Greek philosopher of the Classical period
- A foundational thinker in Western philosophy, an innovator of the written dialogue and dialectic forms

## Plato believed that

- The mission of a state is the *spiritual and ethical education of citizens*
- This should be achieved on the basis of the *advantages* of boys or girls and *with the criterion of their special nature and characteristics*
- The most important duty of policy makers remains the *holistic education* of new generations
- Two women studied in the Academy



## A short story about Plato's life

- Plato became entangled with the politics of the city of Syracuse, years before the foundation of his Academy
- He travelled to Syracuse and attempted to replace the tyrant Dionysius, an autocratic king
- The tyrant turned against Plato, who almost faced death, but was sold into slavery.
- Anniceris, a Cyrenaic philosopher, bought Plato's freedom for twenty minas and sent him home.
- In the meantime, Plato's students had already gathered the money to buy Plato's freedom. They offered to repay Anniceris but he refused the money. Then they gave these money to Plato to establish the Academy and create his school.





# Thank you

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