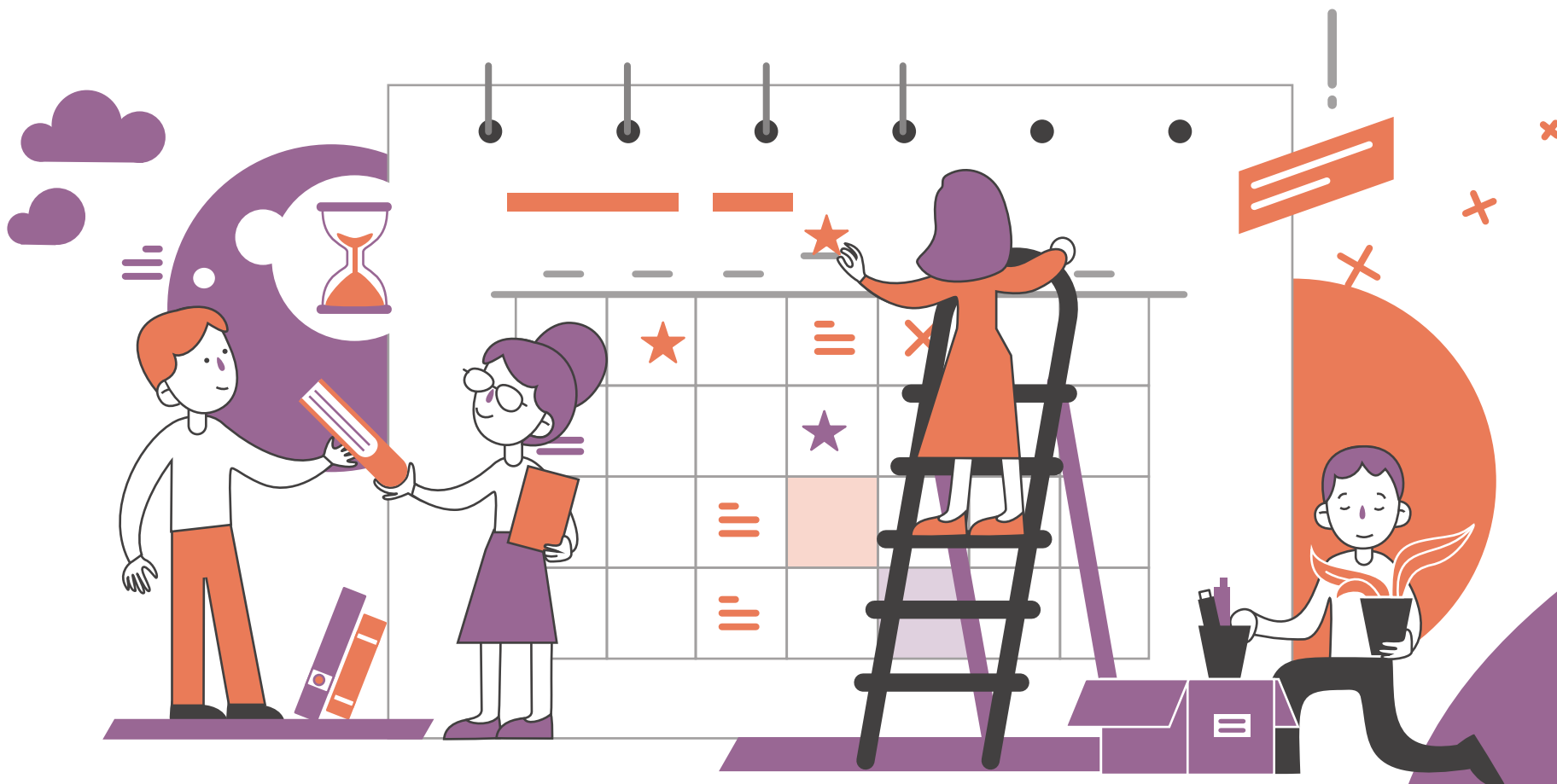




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Growing Up Equal



# CREATING AND IMPLEMENTING = A SCHOOL GENDER = EQUALITY POLICY GUIDANCE TO SCHOOLS



## What is the purpose of this policy?

### The purpose of the policy is:

- To operationalise the implementation of the cross-cutting priority of gender equality in schools as part of the State Development Strategy BG 2020;
- Synchronise and strengthen measures to prevent and combat school violence, including gender-based violence;
- To promote the principles of equality and fairness within the school community;
- To promote gender awareness and support the development of inclusive schools;

## Who is responsible for creating and implementing a gender equality policy?

The leadership of each school is responsible for creating and implementing a gender equality policy. This endeavour must be supported by the Public Council as a body of citizen control in education to ensure consistent implementation by parents as well.

## Who will formulate the gender equality policy?

The whole school community, including the headmaster, staff, community council or other elected representatives of parents, pupils and the pupils council should be involved in the development of the gender equality policy.

## When starting the process, consideration should be given to

- Are there any staff members with experience in gender equality? The latter can be used as a resource in implementing the process.
- Who will be responsible for the implementation and continuous monitoring of the policy?
- How will implementation and evaluation be managed?

## Recommended steps in the development of a gender equality policy

- consultation with the school community and agreement on the need for such a policy
- audit of school practice
- drafting the policy
- project consultation with the school community and dissemination
- adoption, introduction and promotion
- continuous performance
- ongoing assessment (*at least once a year*)



**Stage 1****Consultation with the school community and agreement on the need**

This is the first stage in the process of creating a gender equality policy and introducing it into schools. It involves informing all members of the school community that this policy will be developed. It is important to clearly identify who will be consulted in this process and how different views will be gathered and considered.

**Staff**

Designate a person or workgroup of several teachers who will be responsible for gathering and processing staff input.

**Parents, guardians, custodians**

The Community Council (or Board of Trustees) can take responsibility for gathering and considering the views of this group. Appropriate tools for gathering opinions: parent-teacher meetings, online surveys, etc.

**Students**

The Pupil Council, where it exists, is an appropriate body for gathering and evaluating the views of children and older pupils.

Appropriate tools for collecting and processing opinions: online voting via the school website, focus groups with students, etc.

**Time frame**

It is important to choose a realistic but also foreseeable time frame.

**Stage 2****Audit of school practice**

It is important to conduct a comprehensive review of school practices and policies with the involvement of all stakeholders listed above. For this purpose, we recommend using the Audit Model, which is part of the resources available through the [growingupeacequal.frgi.en](http://growingupeacequal.frgi.en) website.

**Stage 3****Drafting a policy**

Schools can use the form, which is part of the resources for schools available on the website, to help them develop their equality policy.

**Stage 4****Consultation and dissemination**

Determine who is responsible for disseminating the policy. Circulate the draft policy, consult with the school community, and modify as necessary. Set a realistic timeframe for revising the policy based on feedback gathered. Select appropriate methods and approaches to involve all stakeholders in consultation.

**Stage 5****Adoption, introduction and promotion**

The agreed policy must be approved by the Teaching Council, Headmaster and the School's Community Council prior to its formal ratification and implementation. Provide an opportunity to disseminate the policy to the parent community - having a PTA is helpful in this process. Familiarize members of the school community with the ratified policy. It is good practice to make the policy available via the school website.



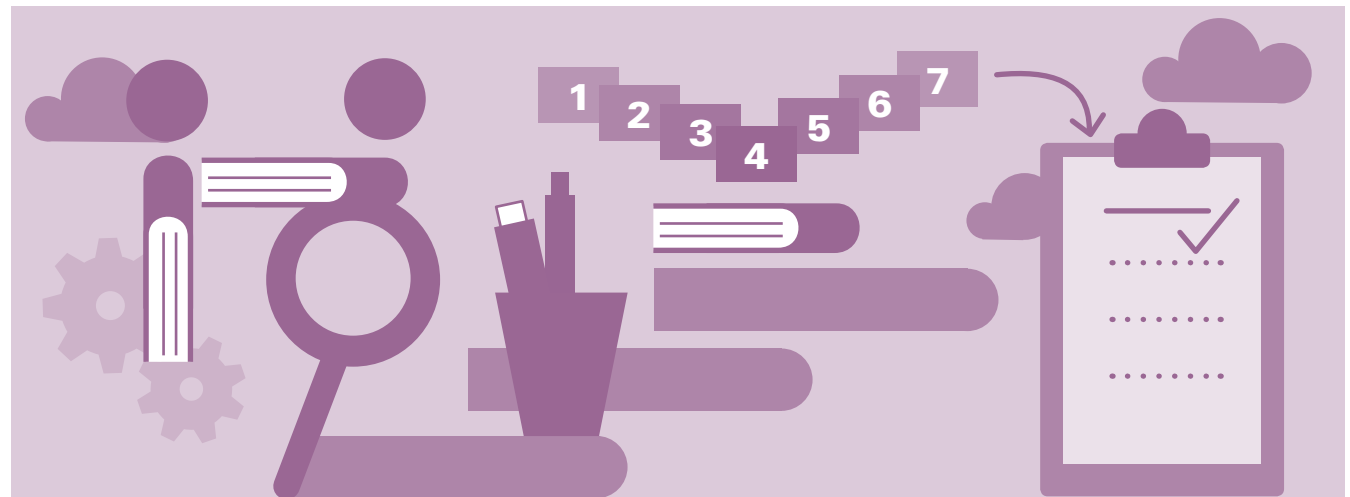
**Stage 6****Continuous execution****Roles and responsibilities**

Who will coordinate the progress of the policy, encourage and accept feedback on its implementation and report to the school leadership? Who is responsible for making parents aware of the policy in place? Who is responsible for involving students in monitoring implementation?

**Stage 7****Evaluation**

How will we know that the policy is effective? Give a number of practical examples that will demonstrate the success of the policy, for example

- raising awareness of the language of equality.
- all students, regardless of gender, have access to and participate in all areas of the curriculum.
- feedback from members of the school community.

**Responsibility for the review**

Determine who will participate in the policy review:

- staff members
- Students
- parents
- Management Board
- others.

**Deadline for execution**

Include tentative review and reporting dates. Specify how often information on the effectiveness of the policy will be collected and analysed: it is recommended that this is done at least once a year.

**Time limit for review and revisions**

Specify a specific period for reviewing this policy, e.g., once every 5 years.

# Model school policy for gender equality

## Proposal for a gender equality policy structure

### Title:

### Gender equality policy

### Introductory statement

State how and when the policy was formulated and who was involved.

### Rationale

State why it is necessary to develop a gender equality policy at this time.

A gender equality policy is needed to:

- promotes the principles of equality and fairness within the school community
- provide a broad and balanced education for all pupils
- promote awareness of gender issues

- support the development of an inclusive school
- and to contribute to the implementation of the principle of gender equality set out in the State Development Strategy, Bulgaria 2020

### Relationship to current legislation and other school documents and regulations

Link the policy to existing Bulgarian legislation: the Law on Equality between Women and Men (2016), the Law on Protection against Discrimination (2004), the Law on Pre-school and School Education (2016). Link the policy to the school's Code of Ethics and the Internal Regulations. How do these documents support and promote the principle of gender equality?

### Objectives

Indicate what the school aims to achieve by formulating this policy, for example:

- building a school community committed to promoting gender equality.
- improve understanding of the impact of gender on school practice.
- encourage all students to reach their full potential, regardless of gender.
- promote the principles of fairness and equality for all.
- create an environment where diversity is valued and celebrated.
- ensure that the school complies with legislative requirements and the principles of good practice.



## Who was involved in the policy development?

Describe the model you used to create the policy:

- This policy is created by the school staff in collaboration with parents and students;
- This policy has been established by a committee consisting of two members of staff, two parents, two pupils and two members of the school management, based on consultation with all stakeholders in the school community.

## Content of the policy

### The policy should include the following

#### A mission statement or the school's distinctive spirit and ethos

How does the school's vision, mission, aims, character, ethos and spirit support and promote the principles of gender equality for the whole school community - staff, pupils, parents, leadership and community?

#### Relationship with human resources management policy

Issues related to employment equality practices and equal treatment of women and men in the workplace can also be addressed in the policy.

#### Relationship with other policies

How this policy links with other existing policies and reinforces their effectiveness:

- Regulations for preventing and combating bullying and violence at school
- Policy to support students with special needs
- Equality and non-discrimination policy (school code of conduct)
- Regulations for extracurricular activities
- Internal regulations, including school uniform
- And other relevant documents

## Community Relations

### Parents

- Indicate how the school will encourage both parents of a student to attend parent meetings whenever possible.
- Describe the practice for communicating with both parents in the event of divorce or separation.
- Indicate how the school will work to achieve gender balance in the PTA.

### Community

Describing the school's policy for involving volunteers in relation to:

- gender balance
- Ensuring that staff other than those working in the school are aware of the school's equality policies and procedures.



## Interaction in the classroom and during lessons

- classroom interaction: teacher-student interaction, student-student interaction
- relevant literature available in the library
- resources and approaches for raising teacher awareness

## Informal communication outside the classroom and in the yard

Including a review of the facilities and sports facilities:

- school decoration, information materials and visual images
- seating arrangements, classroom organization
- informal interaction between teachers and students and between students
- children's play and sports
- accessibility of the environment, including sports facilities for girls and boys
- equal participation of girls and boys in sports and extracurricular activities

## The schoolyard

What changes does the school intend to make to improve gender interaction in the schoolyard? Pay special attention to the sports venues and the sports facilities in general.

## Other

- Any other matters that are relevant to the school.

## Collecting feedback

- Methods, approaches and channels for collecting feedback on cases of unequal treatment
- Responsibilities for taking action on whistleblowing
- What measures will be taken by the management

## Performance evaluation

- Methods of evaluation
- Responsibilities in the evaluation
- Periodicity of evaluation
- Report and follow-up responsibilities

## Policy revision

- Determination of the period for due revision and updating

