

University of Guyana GENDER POLICY

Policy Title: University of Guyana Gender Policy

Date: November 3, 2022

Responsible Executive: Vice-Chancellor

Prof Paloma Mohamed, A.A

Responsible Office: Office of the Vice-Chancellor

Responsible Officer Contacts:

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UNIVERSITY of GUYANA



VICE-CHANCELLOR, XI



An initiative of the United Nations funded by the European Union



Spotlight Initiative
To eliminate violence against women and girls



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INTRODUCTION

Gender relations, roles and responsibilities impact individuals' ability to influence and control decision making, resources, information, and knowledge. Cognisant of the preceding, the University of Guyana seeks to encourage gender equality, equity, non-discrimination and justice and equal opportunities for all staff and students. The University of Guyana will enact this through its Gender Policy. Gender equality is a human right and gender equality exists when persons, irrespective of assigned gender or gender identity, enjoy equal rights, responsibilities and opportunities. Gender equality positively impacts work environments. It makes the workplace safer, healthier and more productive and it enhances organisational performance since it facilitates the attraction and retention of a talented and gender diverse workforce.

The University of Guyana's Gender Policy is anchored in national legislation. Guyana's 1980 Constitution established the principle of equality for men and women.

Other laws that enshrine the gender equality principle are:

- Laws of Guyana Equal Rights Act 1990 (Cap. 38:03) (No. 19 of 1990)¹
 - Laws of Guyana Article 5 of Cap 39:02 University of Guyana Act²
- Guyana has also adopted and/or is a signatory to all relevant international conventions, global benchmarks and treaty obligations that promote gender equity. These include:
- The World Plan of Action;³
 - The Convention on the Elimination of All Forms of Discrimination against Women⁴;
 - World Conference on Human Rights (Vienna Declaration and Platform for Action) and Declaration on the Elimination of Violence against Women⁵;
 - International Conference on Population and Development (Cairo Programme of Action⁶);

1 Laws of Guyana. Equal Rights Act <https://www.ilo.org/dyn/natlex/docs/ELECTRONIC/38704/95831/F-1966102507/GUY38704%202012.pdf>

2 Cap 39:02 Laws of Guyana: University of Guyana Act, <https://mola.gov.gy/chapter-03902-university-guyana-act>

3 World plan of action: introduction and chapter I of the draft world plan of action: prepared by the informal working groups of the 1st Committee, <https://digitallibrary.un.org/record/3800549?ln=en> 4 Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) <https://www.unwomen.org/en/digital-library/publications/2016/12/cedaw-for-youth#:~:text=The%20Convention%20on%20the%20Elimination,women's%20and%20girls%20equal%20right>

5 Vienna Declaration and Programme of Action: <https://www.ohchr.org/en/instruments-mechanisms/instruments/vienna-declaration-and-programme-action>

6 International Conference on Population and Development <https://www.unfpa.org/icpd>

- Inter-American Convention on the Prevention, Punishment and Eradication of Violence against Women (Convention of Belem do Para⁷);
- Regional Action Programme for Latin American and Caribbean Women⁸;
- The Fourth World Conference on Women (Beijing Declaration and Platform for Action⁹);
- United Nations Declaration on the Rights of the Child and the Convention on the Rights of the Child¹⁰

These conventions, resolutions and programmes identify structural inequality in the economic, political, social, cultural and civil spheres and promote strategies to realise gender equality.

Guyana also established a Women and Gender Equity Commission that commenced functioning in 2010. To operationalise these policy measures, several national and sub-regional institutions have been established including the Gender Affairs Bureau (www.mlhsss.gov.gy).

Institutionally, in August 2015, the University of Guyana launched the Institute of Gender Studies (IGS) in partnership with the Women and Gender Equality Commission and the University of West Indies' (UWI) Institute of Gender and Developmental Studies, Jamaica. The goal of the IGS is to fulfil the University's mission of offering a focused, inclusive and empowering program of education designed at correcting systemic inequities and promoting reflective practice.

The University of Guyana embraces the UNESCO Education 2030 agenda that acknowledges that gender equality requires an approach that 'ensures that girls and boys, women and men not only gain access to and complete education cycles but are empowered equally in and through education'.

In 2021, the University of Guyana also approved two complementary policies to the Gender Policy, namely the Sexual Harassment and Sexual Misconduct Policy and the Inclusivity, Equity and Diversity Policy. The UG also established an Inclusion Unit.

⁷ Inter-American Convention on The Prevention, Punishment and Eradication of Violence Against Women "Convention of Belem Do Para", <https://www.oas.org/juridico/english/treaties/a-61.html>

⁸ Women and Disaster Risk Reduction. <https://www.undrr.org/women-and-drr>

⁹ The Fourth World Conference on Women (Beijing Declaration and Platform for Action, <https://www.un.org/womenwatch/daw/beijing/pdf/BDPfA%20E.pdf>

¹⁰ United Nations Declaration on the Rights of the Child and the Convention on the Rights of the Child, <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child>

Altogether, the policies and unit aim to create an inclusive academic and work environment that is free from structural and physical violence and in which all individuals within the University's community and all others who engage with it, regardless of sex, gender, ethnicity, class, religion, ability/disability, sexual orientation, age and more, can function in a manner that will help them to realise their highest potential.

MISSION OF THE UNIVERSITY OF GUYANA

The mission of the University of Guyana is to discover, generate, disseminate, and promote apply knowledge of the highest standard for the service of the local, national and international community, within an atmosphere of academic freedom that allows for the teaching and development of critical thinking and enquiry skills.

To achieve this mission, it is necessary for all staff and students to be able to work and study in an environment that is free from bias, discrimination or violence on any basis, including gender discrimination, gender-based violence (as well as intersecting forms of violence such as classism and racism)and to realize their professional goals in a respectful environment in which all feel valued and safe. The Gender Policy offers a framework within which all staff and students can contribute optimally to the University's mission in an unimpeded manner. The policy addresses inequality, inequity and gender injustices wherever they might exist in the educational experience and creates the conditions and framework under which the concerns and experiences of all genders are considered in all circumstances.

PURPOSE OF POLICY

The purpose of the Gender Policy is to create a work and academic environment to ensure students, job applicants and staff members receive the same treatment irrespective of gender or gender identity, to create a safe environment that is free from all forms of violence for all regardless of their gender, to end discrimination based on gender and gender identities, to raise awareness of gender equality, gender equity and gender justice and to mainstream gender awareness in the University's operations.

SCOPE OF POLICY

This Gender Policy is applicable to all internal and external stakeholders of the University. These include students and staff - whether full time or part time, temporary or permanent, academic and administrative departments and units of the University located on all of the University's campuses, prospective students, prospective staff as well as everyone external to the University who engages with the University in any capacity. The policy recognises that the advancement of gender equality, gender equity and gender justice will only be fully achieved through the creation of a conducive environment and culture and the involvement of all stakeholders.

The policy applies to:

- a. Staff application processes
- b. Student application processes
- c. Recruitment, selection and promotion of faculty and staff
- d. Terms and conditions of employment
- e. Professional development for all staff at the University of Guyana
- f. Leadership, management and accountability
- g. Establishment of a safe and secure working environment for both students and staff
- h. Grievances, disciplinary action and termination of employment procedures for staff
- i. Grievances and disciplinary procedures for students
- j. Students' Work on Campus (WOC) Policy

GENDER EQUALITY MISSION STATEMENT

The University of Guyana is committed to ensuring that all staff, students and external stakeholders, irrespective of gender, have equal rights, opportunities, responsibilities and development opportunities at the University. The University of Guyana is committed to the implementation of sustainable strategies and programmes toward the advancement and implementation of equity, equality, non-discrimination and diversity among all staff and students and with its external clients and stakeholders.

GENDER EQUALITY DECLARATIONS

1. The University of Guyana at the highest level is committed to gender equality, gender equity, gender justice and non-discrimination on the basis of gender, gender identity or gender expression and will serve the interests of all staff and students in all its operations.
2. The University is committed to gender diversity in its Council and its Senior Management Committee/Team and will support and promote the Gender Policy.
3. The University of Guyana is committed to achieving diverse representation at all levels and in all operations.
4. The University of Guyana affirms that no one must suffer negative consequences owing to sexual orientation or gender identity.
5. The University of Guyana will promote and respect the dignity and integrity of every individual.
6. The University of Guyana will educate stakeholders within and outside the University about gender bias, gender discrimination and gender-based violence and how to eliminate them by implementing strategies to produce gender equality, gender equity and gender justice.
7. All written and spoken language at the University of Guyana should express equal treatment and non-discrimination towards people regardless of their sex or gender identity.
8. The University of Guyana will ensure that all students and staff, have equal development opportunities and equal access to all support and affiliated services to contribute to the University and to develop their potential.
9. The University of Guyana will develop a Gender Action Plan and collect data relevant to the achievement of gender equality to monitor progress and provide the basis for the implementation of any additional gender equality strategies.

OBJECTIVES OF THE GENDER POLICY

The objectives of the Gender Policy are to:

1. Promote working and learning environments, other services areas (eg. Health), in which all staff and students are treated with dignity and respect.
2. Ensure that gender, gender identity and gender expression are not used as a criteria or requirements to disadvantage any staff or student
3. Investigate allegations of discriminatory behaviours or attitudes wherever they occur.
4. Promote a zero-tolerance policy for any form of gender-based violence that emanates from gender inequality.
5. Provide guidelines for responding to all reported incidences of gender-based discrimination or violence.
6. Promote gender diversity at all levels and in all operations.
7. Seek to correct evidence of under-representation of any gender, with due regard to qualifications and experience.
8. Promote an environment in which the written and spoken language about all genders is respectful.

EXPECTATIONS OF FACULTY, STAFF AND STUDENTS

1. All faculty, staff and students must treat everyone, irrespective of their gender or gender identity with respect.
2. No faculty, staff or student must harass, discriminate or commit violence against another faculty, staff or student on the basis of gender or gender identity.
3. No faculty, staff or student is allowed to create and foster an intimidating, hostile, degrading or offensive environment for another on the basis of that person's gender or gender identity.
4. Faculty, staff and students are encouraged and expected to challenge and if necessary, report discriminatory or violent behaviour on the basis of gender or gender identity.
5. Faculty, staff and students are expected to use respectful language when referring to different genders.

DEFINITIONS¹¹

Sex: The term “sex” refers to biological differences between men and women.

Gender: The term “gender” refers to socially constructed identities, attributes and roles for women, men and non-binary people, and society’s social and cultural meaning for these differences, which result in hierarchical relationships, and power distribution and rights that favour men. This social positioning of the genders is affected by political, economic, cultural, social, religious, ideological and environmental factors and can be changed by culture, society and community. Gender is not a synonym for “sex”.

Gender analysis: Gender analysis is a tool to diagnose the differences between women, men and non-binary people regarding their specific activities, conditions, needs, access to and control over resources, and their access to development benefits and decision-making. It studies the links between these and other factors in the larger socio-cultural, economic, political and environmental context. A gender sensitive or gender responsive project reflects the application of gender analysis to project design, implementation, monitoring and evaluation.

Gender-based discrimination: Any distinction, exclusion or restriction which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by any person of human rights and fundamental freedoms is discrimination, even where discrimination was not intended. Direct discrimination premised on sexual orientation, gender identity, gender expression and sex characteristics constitutes different treatment explicitly based on grounds of sex and gender differences. Indirect discrimination occurs when a law, policy, programme or practice appears to be neutral, but has a discriminatory effect in practice because pre-existing inequalities are not addressed by the apparently neutral measure.

Gender equality and gender equity: Inherent to the principle of equality of all persons, or gender equality, is the concept that all human beings, regardless of biological sex, are free to develop their personal abilities, pursue their professional careers and make choices without the limitations set by stereotypes, rigid gender roles and prejudices. Gender equity refers to fair treatment of persons, regardless of biological sex, according to their respective needs. This may include equal treatment, or treatment that is different but considered equivalent in terms of rights, benefits, obligations and opportunities.

Gender integration/mainstreaming: Gender integration (or mainstreaming) is the process of assessing the implications for women, men and non-binary persons of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making all genders’ concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political,

economic and societal spheres so that all benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality. In theory, gender integration, as a strategy and methodology, does not mean an emphasis on women's experiences. In practice the implementation of gender integration - given the socially constructed differences and relations between males and females in most of the world's societies - often results in a specific focus on women because they are mostly adversely affected by existing gender inequalities.

Gender balance: This is a human resource issue calling for equal participation of all genders in all areas of work (including at senior positions) and in all programmes. Achieving a balance in staffing patterns and creating a working environment that is conducive to a diverse workforce improve the overall effectiveness of policies and programmes, and enhance the capacity to better serve the entire population.

Gender bias: Making decisions based on gender that result in favouring one gender over others which often results in contexts that favour men and/or boys over women and/or girls and non-binary persons.

Gender disparities: Statistical differences (often referred to as "gaps") between men and women, boys and girls that reflect an inequality in some quantity.

Gender gap: Disproportionate difference between men and women and boys and girls, particularly as reflected in attainment of development goals, access to resources and levels of participation. A gender gap indicates gender inequality.

Gender norms: Accepted attributes and characteristics of male and female gendered identity at a particular point in time for a specific society or community. They are the standards and expectations to which gender identity generally conforms, within a range that defines a particular society, culture and community at that point in time. Gender norms are ideas about how biological men and women should be and act. Internalized early in life, gender norms can establish a life cycle of gender socialization and stereotyping.

Gender parity: A numerical concept concerning relative equality in terms of numbers and proportions of men and women, girls and boys. Gender parity addresses the ratio of female-to-male values (or males-to females, in certain cases) of a given indicator.

Gender-socialization: The process of individuals learning social roles based on their sex, which leads to different behaviours and creates differing expectations and attitudes by gender. An example is that concept that girls and women do more household chores, such as cooking and cleaning, while boys and men do more work out of the home. Gender roles often lead to inequality.

Gender-stereotyping: Ascribing certain attributes, characteristics and roles to people based on their gender. Gender stereotypes can be negative (i.e., women are bad drivers, men can't change diapers) and benign (i.e., women are better caregivers, men are stronger). Gender stereotyping becomes harmful when it limits a person's life choices, such as training and professional path, and life plans. Compounded gender stereotypes occur when layered with stereotypes about other characteristics of the person, such as disability, ethnicity or social status.

RESPONSIBILITY FOR THE POLICY

This Gender Policy should be read in conjunction with inter alia, the following complementary University policies and related documents:

- Sexual Harassment and Sexual Misconduct Policy
- Inclusivity, Diversity and Equity Policy
- Recruitment and Selection Policy
- Promotion Policy
- Professional Development Policy
- Disciplinary Procedures
- Termination of Employment Policy

RESPONSIBILITY FOR THE POLICY

I. The Vice Chancellor has overall responsibility for the effective operation of this Gender Policy and for ensuring the monitoring and compliance with the relevant statutory framework prohibiting discrimination in all its units and operations.

II. The Vice-Chancellor shall delegate to the Inclusion Unit and the Human Resources Division the day-to-day responsibility for the implementation of the policy and ensuring its maintenance and review.

III. The Inclusion unit has the responsibility to oversee and monitor the implementation of the policy through a Gender and Diversity Committee.

IV. The Human Resources Director has the responsibility for ensuring that all HR policies and procedures are aligned with the policy's objectives of promoting gender equality and equity and eliminating discrimination based on gender.

V. Deans, Department Heads, Administrative Officers and Supervisors are responsible for establishing appropriate standards of conduct, promoting the policy of equality and non-discrimination, ensuring that equality of opportunity is provided to all members of their teams and for encouraging a culture of respect.

VI. All Faculty, administrators and external stakeholders of the University are responsible for and expected to treat everyone with respect and to refrain from engaging in any form of gender discrimination.

RESPONSIBILITIES OF THE HUMAN RESOURCES DIVISION.

- a. The Human Resources Division is responsible for advertising open positions with an accompanying statement that the University welcomes applications from all people regardless of ethnicity, sexuality, gender, locations etc. All job advertisements with associated specification must clearly reference the knowledge, experience and skills required for the position. The University through its Interviewing Panel will appoint a successful applicant, utilising criteria that include education, experience, capacity and ability. The selection of an applicant must be done by the Interviewing Panel or more than one individual and should not be made by a panel comprised of one sex or gender.
- b. The Human Resources Division will use approved job classification schemes that identify and place jobs of comparable complexity and responsibility within classification bands to facilitate the identification of equivalent or the same value work. Remuneration will then be determined by the placement of the position within the classification scheme. The Human Resources Division will not assign persons to a classification scheme based on gender and the terms and conditions of employment and benefits assigned to a position will be applicable to anyone, irrespective of gender.
- c. The Human Resources Division will apply the performance appraisal processes equally to all genders and will make available professional development opportunities to all staff to assist them to develop their full potential and expertise.
- d. The Human Resources Division will ensure that when grievance and disciplinary procedures must be employed, that these are conducted fairly and uniformly for all employees to ensure that no employee faces any form of discrimination.
- e. The Human Resources Division will collect baseline data on the gender balance in every Faculty/Department/Unit of the University and will monitor the University's progress on achieving gender equality and make recommendations for any further measures.
- f. The Human Resources Department will share with all staff [and all new staff in particular] the University's Gender Policy, and, in collaboration with the Institute for Gender Studies, will advise staff and students on any question regarding the gender policy and will ensure that the Gender Policy is placed on the official website of the University.

IMPLEMENTATION OF THE POLICY

The University of Guyana will utilise multiple strategies towards the effective implementation of the policy to inculcate gender inclusiveness in teaching methods and in the curriculum, develop indicators to measure gender diversity and inculcate gender equality, gender equity and gender justice principles throughout the University.

1. Data collection and the promotion of gender diversity: This University will develop and maintain systematic quantitative and qualitative gender databases to facilitate the development of gender profiles at the University and to understand the ways in which gender impacts the lives of staff and students. The Human Resources Department will use gender disaggregated data to assess and provide reports on the University's institutional climate and will be guided by the Institute for Gender Studies on the adoption of practical and strategic intervention measures to promote gender diversity in recruitment, appointments, promotions and staff development.

2. Mainstreaming Gender in the Curriculum: The Institute of Gender Studies will work with Faculties, Schools and Colleges to review their courses/programmes' content to eliminate gendered value judgements and to appropriately integrate gender in all taught courses and research to promote a fair and inclusive gender environment in the classroom.

3. Gender Sensitive Planning and Research: The University will promote gender inclusivity and justice by incorporating a gender framework in its planning including when developing university-wide research objectives, methodology and methods.

4. Faculty/Departmental Programmes: Faculties, Schools, Colleges and Departments will be encouraged to create structured and non-threatening climate in which to explore gender issues. The Institute for Gender Studies will support their efforts through proposing and offering short courses, workshops and by establishing ad-hoc gender committees etc.

5. Student Support and Retention:

(a)The Senior Administrative Team/Committee undertakes to develop a better understanding of the structure and processes that impact student retention and develop gender-sensitive indicators to guide the resources allocated for

teaching and learning;

(b) The Senior Administrative Team/Committee will facilitate the ongoing training of student clubs and sporting associations on the principles of gender equality, gender equity and gender justice and will support their efforts at gender diversity at the student governance level;

(c) Conduct or facilitate the conduct of regular gender equality, gender equity and gender justice awareness-raising activities e.g. featured walls, theatre and discussion forums on issues like gender-based violence, sexism, sexual harassment, inclusivity and diversity.

6. Gender-based Violence and Sexual Harassment: The University will implement the Sexual Harassment and Sexual Misconduct Policy (2021) to hold perpetrators of gender-based harassment and violence accountable. The policy includes preventative and disciplinary measures and mechanisms and is a complementary policy to this Gender Policy.

7. Resource Mobilisation for Gender Equity: All efforts will be made to deploy adequate human, material and financial resources through the University's budgetary processes towards the provision of gender sensitive and inclusive educational services and facilities.

8. Policy Implementation Committee (PIC): The Inclusion Unit is the PIC and will oversee and monitor the implementation of the policy through a Gender and Diversity Committee. The Committee can draw on technical human resources from within relevant departments and its duties will include:

(a) promoting equal access to resources and opportunities for all;

(b) identifying gender discriminatory practices and making recommendations for change;

(c) investigating gender discrimination complaints;

(d) organising and hosting activities annually to promote gender diversity;

(e) facilitating University-wide compliance with the Policy. The committee must include representatives from the Personnel Division and the Institute of Gender Studies.

9. Monitoring and Evaluation: The Inclusion Unit will be responsible for designing and administering M&E instruments to index the policy's objectives on relevant progress or success. The Unit shall review cases to ensure fair treatment of complainants and alleged perpetrators, to ensure that they are qualitatively managed in adherence to the policy and measure through periodic surveys, the extent to which a gender sensitive culture is developing in the University.

DISCRIMINATION COMPLAINTS PROCEDURE

Staff, students and other stakeholders both within and outside of the University are encouraged to make a complaint to any of the following persons if they or someone they know have suffered from gender discrimination:

- The Vice-Chancellor and Members of the Senior Management Committee/Team
- The Human Resources Director
- Deans & Deputy Deans
- Heads of Departments, Divisions and Units
- University Counsellors
- Student Union and Association Leaders

Reports may be made either formally or informally. The University encourages early reporting because that will assist the University to respond more effectively to the reports. While the University recognizes that it is the prerogative of victims and witnesses to report incidents of gender discrimination, reporting is strongly encouraged. Once a formal or informal complaint has been received, this shall be forwarded to the Human Resources Department and the Inclusion Unit to be addressed utilising the established UG disciplinary procedures applicable to academic staff, administrative staff, clerical staff and students. Upon the request of the person making the complaint, identifying information may be withheld when submitting the same to the HR Division. In all instances, efforts must be made to treat the matter confidentially and to uphold the presumption of innocence for the respondent while ensuring that the complainant's well-being is secured. Reports made to the University Counsellors are privileged and Counsellors are not required to disclose these reported incidents to the Personnel Officer or Human Resource Director but will advise the complainant of his/her options, including filing a formal complaint with the University. All other persons who receive complaints must advise the individuals making the complaints of their reporting obligations. If an individual is desirous of their report remaining confidential, they must be directed them to University Counsellors where their conversation will be covered under therapist-client privilege.

The HR Division will be responsible for arranging for the following steps to be done for the investigation by the Inclusion Unit through the Gender and Diversity Committee:

1. Interview the aggrieved person (complainant).
2. Interview the accused individual or unit/department (respondent).
3. Interview witnesses.
4. Take statements from the complainant, respondent, and witnesses.
5. Review documents provided by the complainant, respondent, witnesses, or the department.
6. Notify respondents of their right to representatives (including legal and/or union) at disciplinary or investigative hearings/interviews.

BREACHES OF THE POLICY

All staff and students are expected to adhere to this policy and any breaches could lead to penalties imposed up to and including dismissal in keeping with (a) the University's Disciplinary Procedures as outlined in Statute 27 in the University of Guyana Act and Statutes (b) the Disciplinary Procedures for Administrative (UB) staff and (c) Disciplinary Procedures for Students. The University is committed to the protection of those who forward complaints and any reprisals against a complainant will be addressed swiftly and forcefully.

PROMOTING THE POLICY: EDUCATION AND TRAINING

The University of Guyana will provide adequate and appropriate training for (1) University officers identified to receive complaints of breaches to this policy, (2) facilitators and mediators and (3) those conducting investigations into gender discrimination allegations. Training and educational materials will be available to the public on the University of Guyana's website. The University of Guyana will also make available online, a free training module on Gender Equality, Gender Equity and Gender Justice as part of the Human Relations Course. This module will be available for faculty, staff, and students to assist them to understand that gender equality is a human right, and that gender equality exists when all persons, irrespective of assigned gender or gender identity, enjoy equal rights, responsibilities and opportunities. The module will also provide information in the resources that are available to support victims.

APPENDIX

CONSIDERATIONS OF GENDER IN LANGUAGE

Bias Free Language

The language we use is often a reflection of stereotypes, myths and preconceived notions we hold about 'others'. We must consequently strive to use clear language that is respectful and free from stereotypes, and we avoid resorting to generalisations when making reference to gender, ethnicity, disability or sexual orientation.

Examples of gender biased expressions that reinforce gender stereotypes:

- "She runs/fights like a girl."
- "In a manly way."
- "Oh, that's women's work."
- "Thank you to the ladies for making the room more beautiful."
- "Men just don't understand."

Gender-insensitive language

Paul's effeminate handshake did not impress his new boss, who believes salespeople need a firm handshake.

Gender-sensitive language

Paul's weak handshake did not impress his new boss, who believes salespeople need a firm handshake.

Gender-insensitive language

You throw like a girl. Gender-sensitive language You do not throw well.*

* This phrase 'like a girl' in English suggests that the individual is performing a task badly or poorly or in a weak manner.

Avoid using masculine pronouns when the gender of the person is not known:

Biased Each student has to submit his project proposal before the next class.

Unbiased Each student has to submit their project proposal before the next class.

Unbiased All students have to submit their project proposals before the next class.

Gender sensitive language for a list of occupational terms:

Avoid	Use Instead
anchor-man	Anchor
businessman	businessperson, executive, manager, business owner, retailer, etc.
cleaning lady, girl, maid	housecleaner, housekeeper, cleaning person, office cleaner, cleaning staff, support st
clergyman	member of the clergy, rabbi, priest, etc.
congressman	representative, member of Congress, legislator
forefather	Ancestor
housewife	Homemaker; marital partner,
insurance man	insurance agent
mailman, postman	mail or letter carrier
policeman	police officer or law enforcement officer
spokesman	spokesperson, representative

stewardess, steward

flight attendant

weatherman

weather reporter, weathercaster, meteorologist

RESOURCES

- Achieving gender equality in education: don't forget the boys, UNESCO, 2017
- Ending violence and sexual harassment in the world of work
- Ending violence and harassment against women and men in the world of work – CARE, 2018
- Gender at Work in the Caribbean: Country Report for Guyana
- Gender Equality and Human Development: The Instrumental Rationale
- Gender in Occupational Safety and Health – TUC, 2017.
- Gender responsive education sector planning, IIEP
- Global guidance on addressing school-related gender-based violence, UNESCO and UN Women, 2017
- Guyana - Country profile | Gender Equality Observatory
- Resource Kit on Gender-based Violence – Fair Wear Foundation, ITC/ILO, 2016.
- <https://www.uog.edu.gy/students-welfare-division/guidance-and-counselling>
- Women and Gender Equality Commission

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