

Gender Studies for Kids Right from Their Childhood

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ABSTRACT: The international development community has placed adolescent girls and secondary schooling at the center of girls' education policy, and has given less attention to gender realities of girls and boys in early childhood. Diversity in gender expressions and behaviors might include:

Certain bathroom behavior, such as a girl insisting on standing up to urinate
An aversion to wearing the bathing suit of the child's birth sex
A preference for underwear typically worn by the opposite sex
A strong desire to play with toys typically assigned to the opposite sex

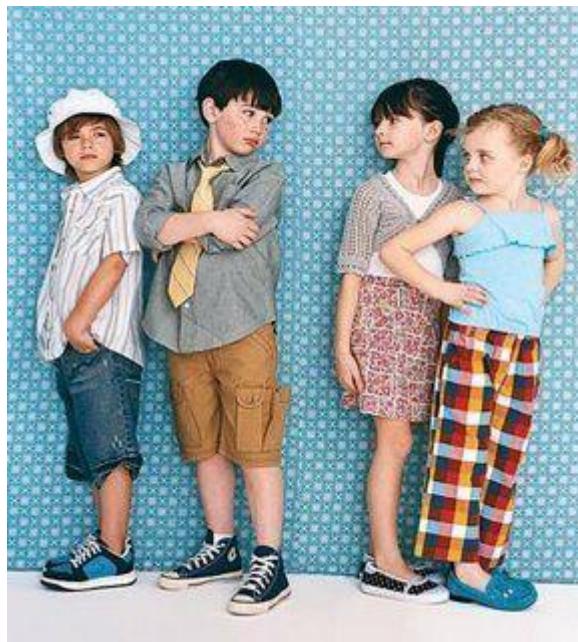
Early childhood is the most important phase of development of a person's life. This is when cognitive, social and emotional skills are learned, influencing lifelong educational achievement, health and wellbeing. When young girls and boys are denied access to the opportunities, care and services they need to thrive and develop to their full potential, this affects the rest of their lives. Yet, gender discrimination, starting in childhood, continues to rob children of their childhoods and limit their chances – disproportionately affecting the world's girls. A girl is far more likely to be denied her rights, kept from school, forced to marry and subjected to violence – her voice undervalued, if it's heard at all. This assault on childhood also deprives nations of the energy and talent they need to progress. Every day, girls face barriers to education caused by poverty, cultural norms and practices, poor infrastructure, violence and fragility. Girls' education is a strategic development priority for the World Bank.

KEYWORDS : gender discrimination, childhood, education, nutrition, opportunity

I. INTRODUCTION

While it is generally recognised that the right to education is relevant to primary, secondary, tertiary and basic education levels, it is important to recognise that this human right also applies throughout 'early childhood', which the UN Committee on the Rights of the Child (CRC) defines as the period from birth up until the age of eight. Per the Pre-Conception and Pre-Natal Diagnostic Techniques Act, 1994, pre-conception or pre-natal sex determination is illegal in India. Per the Google AdWords policy and the AdWords Terms and Conditions, advertisers are not permitted to advertise services or goods that can be used for gender or sex determination, before or after conception. Gender equality is a global priority for UNESCO and inextricably linked to its efforts to promote the right to education and support the achievement of the Sustainable Development Goals (SDGs). It is important to ensure that the human rights of vulnerable groups that may be subject to marginalization, such as women, children, minorities, refugees, and displaced persons, are addressed in the context of crime prevention and criminal justice reform. The United Nations is responsible for establishing the rule of law on the basis of equality, with particular attention to gender equality and to the rights and vulnerabilities specific to children.[5]

International law states that children – including adolescents – enjoy the same human rights as adults. Thus, international human rights documents and treaties – such as the 1948 Universal Declaration of Human Rights and the 1966 International Covenants on Civil and Political Rights, and on Economic, Social and Cultural Rights – benefit all persons. The 1989 Convention on the Rights of the Child (CRC) makes that clear by enumerating the political, civil, economic, social and cultural rights of children (defined to be under 18 years of age). All but two of the world's governments have ratified the CRC. A girl child in India is often seen as a liability, a 'burden' to pass on. Given the prevailing influence of patriarchal values, right from their birth, a lot many girls bear the brunt of gender inequality, gender stereotypes and are treated inferiorly, as compared to boys.[1]

**Fig.1. Gender visualization**

Child marriage robs girls of their childhood as they step into adult roles that they are unprepared for – be it managing households, bearing children, making decisions and so on. It not only hampers her schooling but also pushes young girls into early pregnancy which harms the health and nutrition of the teenage mother as well as her child.

In our country, many people are unaware of how the education of the girl child can transform lives for the better. It is a sad state of affairs when people across socio-economic strata think that investing in a girl child's education is a waste of money. The fact that they would rather justify spending on their daughter's marriage expenses or dowry instead of their education is even more disheartening. Early education can be instrumental in shaping the society towards progress. When a girl is educated, she is empowered. She can make decisions for herself, raise the standard of living for her family and children, generate more employment options and reform the society as a whole. Therefore, a change in the mindset towards girl child education in India is the need of the hour. Every girl child must be treated equally with love and respect.[2]

The "girl child" is one of the critical areas of the 1995 Beijing Platform for Action; girls' rights are codified within the U.N. Convention on the Rights of the Child and include non-discrimination, protection from harm and abuse, and full participation in family, social, and cultural life. Barriers to realizing these rights include practices such as female genital mutilation (FGM), sex-selective abortions, and child marriage, each of which is common in geographically specific areas.[3]

Dr. Bogaletch Gebre founded the organization Kembatti Menti Gezzimma-Tope (KMG) to support education and economic opportunity for young women in Ethiopia through fundraising, protest, and community-based research. The Yemeni Women's Union (YWU) focuses on reproductive health and family planning by running education workshops on the harms of child marriage and pregnancy and engages with families on the risks and long-term implications of these practices. The YWU is one of several organizations which work using different approaches, including media campaigns, advocacy, lobbying, and sharing knowledge through network building, to enhance the effectiveness of strategies to improve the situation of girls worldwide.[10]

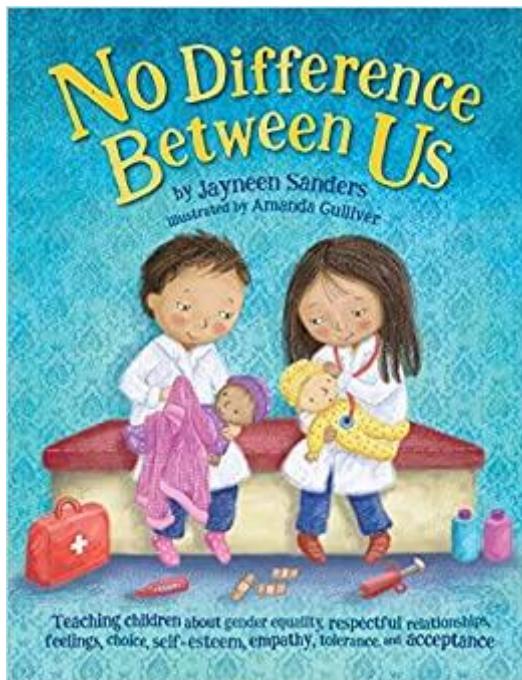


Fig.2: Gender equality

II. OBSERVATIONS

The present studies (3.5–6.9 years; N = 420) found that children begin to use gender and race as cues to status in early childhood, but that gender and race related to different status dimensions and had different consequences for inter-group attitudes. Children expected boys to hold higher status as defined by access to resources and decision-making power (e.g., having more toys and choosing what other people play with) but did not expect boys to have more wealth overall. Gender-related status beliefs did not relate to gender-related social preferences; instead, children preferred members of their own gender, regardless of their status beliefs. In contrast, children expected White people to be wealthier than Black people, and among some populations of children, the belief that White people were higher status (as defined by access to resources and decision-making power) weakly related to pro-White bias. Children's status-expectations about others were unrelated to beliefs about their own status, suggesting children more readily apply category-based status beliefs to others than to themselves.[7]

Girls around the world face many barriers when trying to exercise their right to education, here are some of the main ones:

- Gender inequality - In some cultures, boys and girls are valued differently. Boys' education is often prioritized because they may be seen as future earners. Girls can be kept at home from school to help with family care and household chores.
- Violence – In school, girls may face various forms of violence at the hands of teachers, peers and others. If parents or guardians find out that school isn't safe for their daughters, they may remove them. Girls are also at a higher risk of experiencing violence of harassment on their way to school, especially if it's a long distance.
- Child marriage – child brides are almost always forced to drop out of school, same with pregnant girls.
- Lack of safe, girls-only washrooms – without access to a safe, girls-only washroom, girls are unable to manage their periods at school. This means they may miss several days each month and some fall too behind to catch up.[8]
- Poverty - Parents or guardians may not have the financial capacity to send their children to school or to afford school uniforms and supplies.



Fig.3: Championing the cause of Girls, Every single day

Gender Studies is an interdisciplinary area which cuts across caste, class, faith and location. It is basic to the construction of knowledge and is a critical marker of social transformation. This emerging area incorporates methods and approaches from a wide range of disciplines, yet unifying them through a critical angle of vision. Gender should become an important organizing principle of the national and state curriculum frameworks and their transaction.[9]

Role and Function

- Awareness Generation for Action: Sensitization and orientation of key educational personnel including teacher educators, educational planners and administrators on gender concerns in education, including transgender.
- Re-designing Curriculum and Educational Programmes: Elimination of gender bias from textbooks and other teaching-learning material, development of guidelines, handbooks and other exemplar materials. Development of textual and non-textual materials for promotion of gender equality and making the curriculum and its transaction gender inclusive.[6]
- Orientation of Curriculum Makers, Textbook Writers and Educational Planners: Sensitization and orientation programmes for incorporation of identified values that commensurate with equality between sexes, peace and harmony in textbooks and school curriculum.
- Inculcation of Self-esteem and Self-confidence among Children irrespective of Gender: Inculcation of positive self-image and self-concept among children of all genders, including transgender, in close liaison with the experts from different relevant areas and through interactive processes and media support.
- Research and Innovative Action Projects: Preparation of innovative projects and conducting research in the area of gender studies, girl's education and empowerment.
- Inputs into Teacher Education: Formulation of intervention strategies for inputs into teacher education curriculum, training of teacher educators, pre-service and in-service education of teachers for promoting gender sensitization among practitioners.
- Networking: Work in close collaboration with the constituent units of NCERT, MHRD, Planning Commission, Department of Women and Child Development, NUEPA, Women's Studies Centres, Universities, Faculties of Education, National, International and Voluntary Agencies working in the area of Gender Studies and Girl's/Women's Education and empowerment.[11]
- Community Mobilisation: Mobilizing community through advocacy and sensitization campaigns for the educational and overall development of girl child.
- Interacting with Media: Development of messages and audio-video materials and sensitizing media on relevant themes.

III. DISCUSSION

Gender identity is your child's sense of who they are – male, female, both or neither.

Your child might identify as cisgender. This is when your child's gender identity is male or female, and it's the same as the sex your child was given at birth.

Or your child might identify as gender diverse, which includes:

- transgender – your child's gender identity doesn't match the sex given at birth
- non-binary – your child's gender identity is neither male nor female, or it's a blend of male and female
- gender fluid – your child moves between gender identities
- agender – your child doesn't identify with any gender.[12]

Or your child might use another term to identify their gender. And your child might discover or understand more about their gender identity over time. This might mean they express this identity in new or different ways.

Most children grow up thinking of themselves as a girl or a boy and don't question their gender. But some children and teenagers in all cultures identify as a gender that's different from the sex they were assigned at birth.[13]

How children and teenagers express gender

Gender expression is how your child shows their gender. This might be through their name, clothes, behaviour, hairstyle or voice. Almost all children begin expressing their gender identity at around 2-3 years old. They do this in the way they talk about themselves and through the clothes they choose. Children can be very firm about their gender from an early age. For example, toddlers often proclaim 'I'm a boy!' or 'I'm a girl!'

Many gender-diverse children also express their gender identity at around 2-3 years old. They can be firm about their gender too. For example, a child might get angry when people call them a boy or girl, refuse to wear particular clothes or say that they're a different gender. Other gender-diverse children might start to talk about their gender identity being different when they're at primary school. For some, this happens after puberty, and some might not know or express this until they're well into adulthood. It's normal for all children and teenagers to experiment with gender. For example, your daughter might refuse to wear skirts or dresses, or your son might want to play 'mum'. For most children and teenagers, experimenting with gender doesn't mean that they're gender diverse or transgender. Most children go on to feel comfortable with the gender they were given at birth.[10]



Gender dysphoria

Gender dysphoria is when your child feels distressed because their gender identity differs from the sex they were given at birth. This distress might affect their school or home life. Not all gender-diverse children have gender

dysphoria. Some children are comfortable identifying as a gender that's different from what they were assigned at birth. And being gender diverse or experimenting with gender expression isn't a problem unless your child seems upset or distressed about their gender.[5]

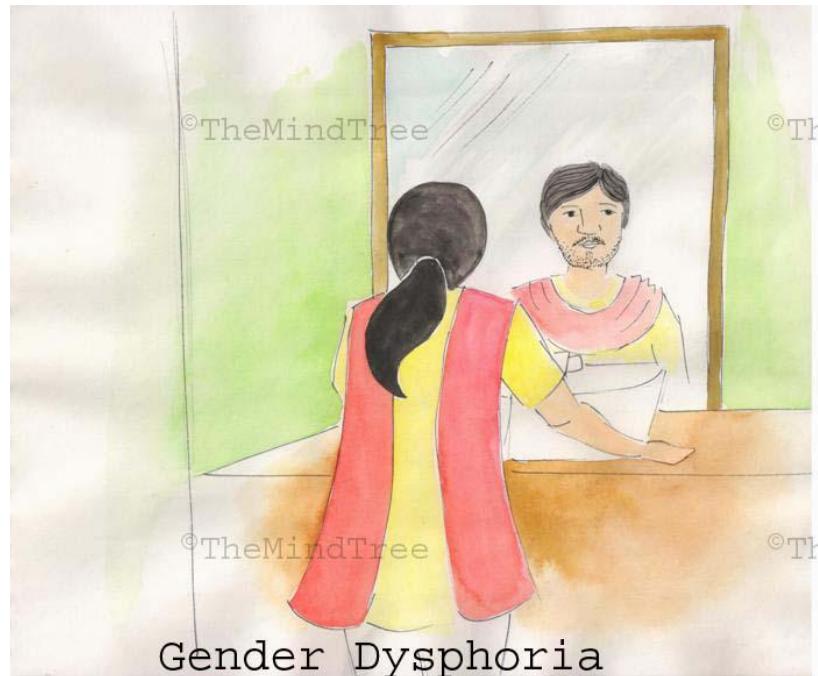


Fig.4: Gender Dysphoria

But some children do experience gender dysphoria, especially if they experience bullying, stigma or discrimination at school or other places. Young children: signs of gender dysphoria. If you think your young child has gender dysphoria, there are some signs you can look out for.

Your child might:

- insist they're a different gender – for example, they might say 'I'm a girl, not a boy'
- get upset or angry if they're called a boy or girl, or brother or sister, or anything else that's gender specific
- show signs of childhood anxiety like not doing as well as usual at school, having tantrums, or not wanting to take part in usual activities. These signs might be more obvious in settings that are gendered, like school or sports activities
- go to the toilet in a way that's associated with a different gender – for example, your gender-diverse child who was assigned as female at birth might stand up to urinate
- ask you to call them by a different name and use a different pronoun like 'he', 'she' or 'they'
- ask questions about their gender – for example, 'Will my vagina turn into a penis?' or 'Can I be a daddy instead of a mummy when I grow up?'
- not like the physical signs of their sex or want those that match a different gender – for example, your child might say, 'Can the doctor take my penis off?' or 'I don't want to grow breasts when I grow up'.[6]

Teenagers: signs of gender dysphoria

If you think your teenage child has gender dysphoria, there are some signs you can look out for.

Your child might:

- feel strongly that their gender identity differs from the sex they were given at birth or tell you that they feel unsure about their gender
- ask you to call them by a different name and use a different pronoun like 'he', 'she' or 'they'

- want to get rid of the physical signs of their sex or have those of a different sex – for example, your child might say they want to use medication to become more masculine or feminine, or they might start wearing clothes that hide their body
- show signs of teenage anxiety, especially in social situations
- show signs of depression – for example, not wanting to take part in activities, particularly activities that are gendered, like sport
- self-harm – for example, by scratching, cutting or biting themselves.[8]

You can support your child with gender dysphoria by showing that you love and accept them as they are and know themselves to be. It's also good to talk with them about what they're experiencing. Children and teenagers who want or need to affirm a gender that differs from sex at birth. If your child identifies as a gender that's different from the sex they were given at birth, your child might want or need to affirm their gender identity. For many gender-diverse children and young people, affirming their gender identity is about openly acknowledging a gender that they already feel themselves to be. If this sounds like your child's situation, or you're worried that your child has gender dysphoria, going to your GP is a good first step. The GP can give you information and a referral to a psychologist or specialist gender service if there's one in your area.[7]

Your GP or psychologist might not be familiar with the needs of children who want to affirm their gender identity or who have gender dysphoria. Or they might not be supportive of your child's situation. In this case, it's OK to seek a second opinion. Treatment for children who want to affirm their gender identity or who have gender dysphoria depends on children's individual needs. It will focus on your child's physical and psychological wellbeing and aim to support them as they affirm their gender identity. If your child hasn't reached puberty, the professionals supporting your child might:

- work with your family to help you understand your child's experience and support your child
- support your child to understand their gender identity
- support your child to affirm their gender, where appropriate.[4]

Once puberty has started, treatment options include:

- psychological support like psychotherapy to help your child explore their gender identity
- family therapy to help you understand your child's experience
- support to help your child affirm their gender, where appropriate
- voice coaching and speech therapy to help your child communicate in a way that's consistent with their gender identity.[5]

Children who want to affirm their gender identity need to have a comprehensive medical and mental health assessment before any medical treatment can be recommended. For some teenagers, medical treatment can help reduce the distress associated with physical aspects of their bodies. **There are two stages of medical treatment for children who want to transition medically:**

- **Stage 1** is medication to put puberty on hold so your child has time to decide about future treatment. This treatment is mostly used in early puberty. It stops the physical changes of puberty and can be reversed.
- **Stage 2** is hormone treatment to change your child's body to be more consistent with your child's gender identity. It's appropriate for some older teenagers.
- Gender is generally thought of as a stable trait: we are born male or female and we stay that way as we grow from small children to adults.
- It turns out that for young children, initial concepts about gender are quite flexible. In my own research, I've found that children don't begin to notice and adopt gender-stereotyped behaviors (e.g., preferring colors like pink or blue) until the age of two or three. A few years later, their concept of gender becomes quite rigid, and although it becomes more relaxed by middle childhood, even adults have trouble going back to thinking about gender as something that's flexible.[3]
- Further research suggests that children's concept of gender develops gradually between the ages of three and five. After the age of five, most children believe that outward changes in clothing or hairstyle don't constitute a change in gender.

- Once children begin to think about gender as a stable trait, they also start to incorporate gender into their own identity.
- Around that time, they become motivated to relate to other members of their group and seek out gender-related information, often becoming very strict about adhering to gender stereotypes. For example, children between the ages of three and five prefer to play with members of their own gender . And they also prefer to engage with gender-stereotyped toys and activities.
- It isn't until a few years later – when they are between seven and 10 years of age – that children become more relaxed about maintaining behaviors that are strictly male or female . It is around that age, for example, when both boys and girls might admit that they "like to play with trucks" or "like to play with dolls." [2]

IV. RESULTS

Gendered toys and the perceptions children and their parents hold about these types of toys, it aimed to investigate children's reasoning about gendered toys and looked to establish if a link exists between the perceptions of parents and the toy preferences of children. Gendered toys can be described as being toys which are generally thought of as being suitable for one gender over the other, for example wheeled toys for males and dolls for females .Throughout this research the term gender typical toys will be used to describe toys which are traditionally considered most appropriate for the sex choosing them, the term gender atypical is used to describe toys traditionally thought of as being suitable for a child of the opposite gender to the sex of the child selecting them. This subject is especially significant today, as it appears that the manufacturing and marketing of toys is more gender stereotyped now than previously; with the vast majority of toy stores having aisles, or even entire floors dedicated to a specific gender. Therefore, today's children are being exposed to gender stereotyped toys to a greater degree than their counterparts would have been in the past .[1]

Gender at Work has honed a Gender Action-Learning process (GAL) to address women's rights and gender equality within civil society organisations, international organizations and other development institutions.



Fig.5: Gender Action Learning Process

The process is built on adult learning principles and values reflective space, recognizing that reflection on both the self and on organizational practice is a key tool for learning and effective action. Another key factor in the Gender Action-Learning process is the ability for people to work together and to learn from each other. Gender at Work partners with organizations around the world that have recognized the limits of traditional gender mainstreaming approaches and are seeking alternatives. The Gender at Work approach promotes women's empowerment and gender equality through addressing institutional norms and rules (both stated and implicit) that maintain women's unequal position in societies.[13]

These institutional rules determine who gets what, what counts, who does what and who decides. They include values that maintain the gendered division of labor, prohibitions on women owning land, restrictions on women's mobility and perhaps most fundamentally, the devaluing of reproductive and care work. Institutional rules are lived out through organizations which are the social structures that exist in any society.

Through the Gender Action Learning process, we combine feminist thinking and practice with insights from organizational development, to build internal cultures of equality and transform cultural norms that support achieving gender equality and social justice.

Reducing inequality strengthens economies and builds stable, resilient societies that give all individuals – including boys and men – the opportunity to fulfil their potential. UNICEF builds partnerships across the global community to accelerate gender equality. In all areas of our work, we integrate strategies that address gender-specific discrimination and disadvantages. This means partnering with national health sectors to expand quality maternal care and support the professionalization of the mostly female front-line community health workforce. It means promoting the role of women in the design and delivery of water, sanitation and hygiene (WASH) ecosystems. And it means working with the education sector to ensure girls and boys thrive in their learning and find pathways to meaningful employment. For adolescent girls especially, UNICEF invests in skills building to further their economic empowerment – as entrepreneurs, innovators and leaders. We focus on providing learning environments at a time and place that suit girls' individual circumstances. We also work on assistive technologies for girls with disabilities, and on the expansion of digital platforms, vocational training and apprenticeships.

Supporting girls' pathway from education to employment requires more than learning opportunities. It requires keeping girls safe from all forms of violence, in and out of school. Our targeted initiatives to prevent and respond to gender-based violence help end child marriage, eliminate female genital mutilation, provide safe spaces, support menstrual health management, deliver HIV and AIDS care, meet psychosocial needs and more. We invest in innovative models that protect even the hardest-to-reach girls – like virtual safe spaces and apps that allow them to report violence and connect to local resources for support. To guide investment and programming decisions at the national and global levels, we collect, quantify and share data critical for understanding ongoing and emerging challenges and solutions.[12]

V. CONCLUSION

This has represented personal reflections on the topic of gender bias from a straight, white, upper middle-class, highly-educated, middle-aged lifelong feminist—a person, admittedly, of great privilege. From this perspective, I focus on male privilege over female, and leave discussion of gender privilege in the context of transgender or those with non-conforming gender identities to others more qualified than I. Finally, I focus on the U.S. rather than address male privilege in other societies. May I add that I very much enjoy the company of men; I like working with them and I have a husband and son to whom I am devoted. I write from the following premise: male privilege represents privilege conferred on men by virtue of their gender. As is the case with most privilege, its beneficiaries are largely unaware of the inherent advantages they enjoy. Male privilege underlies and perpetuates gender inequality. I imagine most women reading this article have experienced a common form of male privilege: they've been ignored by men during a meeting. At a recent meeting of local heads of school, a male head repeated an observation that I had made earlier. In referencing that observation, another male head acknowledged only the other man. I actively contribute to these long-running deliberations. I'm confident this slight was unintentional, nor did it matter particularly in this case. However, how does it affect women's ability to advance if men don't hear what they say? And if they give credit for women's ideas to men? If one starts looking for it, male privilege appears everywhere. Why do we keep building facilities without enough ladies rooms when everyone knows the difference in wait times for men's and women's bathrooms? More seriously, for years, women's health was unnecessarily jeopardized because doctors, who had only studied men, failed to understand that heart attack symptoms of females' differ from males'. A recent Washington Post article noted that we know more about erectile dysfunction than breast-feeding. I ask you, which is more important to the human race? And what about health insurance policies that, prior to the Affordable Care Act, frequently excluded coverage for prenatal care and childbirth, an approach that remains popular with many politicians?

Ensuring healthy babies seems like something from which society benefits, and surely providing insurance helps that goal. But only women get pregnant and give birth, and women don't run insurance companies. Indeed, women don't run very many American corporations, nor do they hold many positions in the C-suite or sit on corporate boards. The 32 women who led Fortune 500 companies in 2017 accounted for only 6.4% of all Fortune 500 CEO's. While the percentage of women on the boards of Fortune 500 companies is larger at 27.3% (in 2016) than CEO's, that number represents a decline of two percentage points from 2015. Last year the percentage of women whose title began with "chief" among the top 1000 revenue producing US companies was 23%, also a decline from the previous year. How do we explain these inequities when research repeatedly shows that more diversity, at all levels including leadership, makes companies more profitable? Male privilege Politics tells a similar story. Only 22 of the 100 senators are female; the 84 women in the House of Representatives make up 19.3% of that body. Six of the 50 governors are female and women make up slightly more than 25% of state legislators. We could write a book on the many ways male privilege, sometimes supported by women, contributes to this lack of female representation. While the gender pay gap keeps narrowing, women in the U.S. still make \$.83 on the dollar that men earn. Women are more inclined to take time off to

raise children which negatively affects their earning power. They also tend to cluster in lower paying jobs such as teaching, nursing, and social work. But why are those low paying jobs? [11]

Precisely because women make up the majority of workers. Gender privilege strikes again. Male privilege also reveals itself in hiring and compensation practices. For example, a 2012 Yale study found that working from identical resumes distinguished only by names, both male and female science professors were more likely to hire men than women and when hired, the men's salaries were \$4000 more annually. Moreover, while men have steadily assumed more responsibilities at home, including taking care of children, women, including those who work full-time outside the home, still bear disproportionate responsibility in that area. The second shift is alive and well, buttressed by male privilege that both informs what kind of tasks men do in the home and the belief that they deserve downtime (for an extended discussion of this topic, I recommend Jennifer Senior's All Joy and No Fun). Male privilege also explains our society's refusal to enact policies such as paid maternity leave. It explains why critical advancement processes, such as making law partner or earning academic tenure, occur during women's prime child-bearing years. Women have achieved parity in the pipelines of many professions, but remain underrepresented at the highest levels. For example, women constitute the majority of law students, but still represent only 20% of equity partners in law firms. Perhaps gender privilege manifests itself most perniciously in sexual harassment and assault. Since last fall, countless women have shared their stories of degrading humiliation at the hands of men who felt they had the right to sexually harass them. Until the emergence of the #MeToo movement, most of these women felt they couldn't speak out because it would jeopardize their employment. It's particularly notable that the #MeToo movement began among movie stars, some of the most highly paid and seemingly influential women in the country. Yet, even they felt powerless in the face of male aggression from the likes of Harvey Weinstein. Male privilege unquestionably encourages sexual harassment and assault, explaining their pervasiveness and persistence. As educators, we need to recognize that manifestations of male privilege begin when children are quite young. Any girl can tell you that boys dominate most coed elementary school classrooms. Moreover, sexual harassment and misogyny are common in schools. Harvard psychologist Richard Weissbourd¹² cites one large report's findings that close to 50% of 7th through 12th graders had been sexually harassed in the 12 months prior to the study.[10]

His own research found that 87% of 18 to 25 year-olds had experienced harassment ranging from catcalls to unwanted touching. College cultures are often very toxic; he explains, Weissbourd, Richard, et al. "The Talk: How Adults Can Promote Young People's Healthy Relationships and Prevent Misogyny and Sexual Harassment." Harvard Graduate School of Education. "A 'bro's over ho's' culture exists among many men on myriad college campuses across the country and misogyny is often brazen, if not celebrated." Moreover, Weissbourd observes that the higher the percentage of women students, the more men seem to feel entitled to dominate and degrade women. The worst form of male privilege. We live in a country where we've made tremendous strides towards gender equality in many areas of life. However, achieving true equality will require continued cultural change. For that to happen, both men and women need to recognize the power of male privilege.

The fact that the privilege is, by definition, largely unrecognized, makes it harder to address than more obvious forms of discrimination. In addition, privilege, again by definition, confers any number of advantages that those who have it, understandably, rarely want to relinquish. This is particularly true if those advantages feel as though they are part of a finite universe, a universe where if one group, say women, gains opportunity another loses. There is considerable evidence that a substantial portion of the male population feels that way. Here in lies the challenge. How can we help men see their privilege for what it is, encourage those with power and influence to pursue policies and practices that broaden opportunity for women, without making men feel that they are losing out in the process? We can start by building awareness among all our students.[13]

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