



Platform of the National Organisations of black, migrant and refugee women

**Position Paper of Tiye International  
at the 55th session  
of the Commission on the Status of  
Women in New York  
22 February – 4 March 2011**

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### **Preface**

Tiye International is an umbrella NGO of 21 National organisations of Black, Migrant and Refugee Women and Youth. Tiye International has Special Consultative Status with the ECOSOC of the United Nations.

Priority Theme: Women and girls in education training, science and technology;  
The review theme "To eradicate **all** forms of discrimination and violence against women and children".

The full range of measures that should be taken into account to achieve gender equality and women's rights have already been clearly mapped out in (CEDAW art.10), the Beijing Platform for Action (Strategic Objective B, Re= education and training of women and the resolution member states adopted by consensus, on 1 October 2010 of the 15th session of the Human Rights Council (HRC)- to create a new mechanism to accelerate the elimination of discrimination against women in law and practice. Also in the final documents of international (UN)conferences such as the Vienna Conference on Human Rights (1993), the World Conference against Racism, Xenophobia and related intolerance (2001), and the Millennium Goals Declaration (MDG).

These international instruments and agreements provide the governments tools concerning gender inequality in all aspects of life and to achieve non discrimination, in all policy fields.

The results of the 15th year review of the CEDAW also provide us globally with an opportunity to review commitments and the protection of **all** women's human rights. It is also relevant to emphasize and to include, beside gender stereotypes, cultural and racial stereotypes in this context.

### **(Equal Access to) Education and training.**

#### Introduction

Education is a human right and an essential tool to achieve equality, development and peace. Education without distinction is beneficial to everyone (boys, girls, black, migrant and white men and women) and ultimately contributes to equal relations between all women and men as declared at the Beijing UN World Conference in 1995 (Strategic Objective B-69,76,79).

Discrimination-free education is organized in such a way that society's diversity is distinguishable and acknowledged in all management layers of a given educational

institute. Within such a discrimination-free school climate each learner/ educator and each student is treated equally and given the opportunity to fully develop his or her potential.

At the same time the educators and students commit themselves to the goals, vision and culture of the organisations. Justice, mutual loyalty and sensitivity are central and there is a common focus on quality from a gender and ethnicity perspective in the Netherlands.

Since 2002 school boards are allotted more tasks and responsibilities. Only 2.5% of the board members in primary and secondary education are from a non-dominant group. (De Weerd en Gemmeke 2007) However there is no data segregated by gender. It is therefore urgent to take more strategic and effective actions by civil society (including Black and Migrant) NGOs, the government and the private sector to end the inequality between men and women in access to education and in education and related programs and taking into account the intersection of other factors and categories (art.13 Treaty of Amsterdam).

### **Segregation in education but results unknown.**

The government has implemented many activities to promote diversify educational opportunities, but there is no clear output, nor qualitative, nor quantitative. Facts and figures are unknown ("Women's Rights, Some Progress, Many Gaps" Dutch CEDAW Network 2009).

TIYE is also interested to learn how the education innovations influence gender (and ethnicity) segregation and what measures the government intends to take related to the outcome of the Parliamentary research to diminish gender segregation.

Another matter of segregation concerns the position of girls from Black and Immigrant origin in primary schools.

In general pupils of Black and Immigrant origin perform worse on tests set by the National Educational Measurement (CITO) compare to pupils of Dutch origin. More recently, this disadvantage was explained in socio-economic terms instead of ethnic background (Herwijer, 2009 page 13).

Tiye is so interested to know what measures the government intends to take related to this segregation situation, which exists for more than 20 years. And measures related to the outcome of the Parliamentary research (2006/2007) to diminish exclusion of Black and Immigrant Citizens, especially of women and girls.

In the Parliamentary research on Immigrants, integration and diversity, the conclusion of the paragraph on diversity was: "There is no unified definition of diversity, nor by the government, nor in the political arena, nor by relevant institutes" These institutes are structural highly subsidized by the government.

What is needed is more awareness by educators at all levels to eradicate existing inequalities between all women and men in all their diversities. Also to improve the teaching materials and curricula to be more sensitive to the needs of **all** girls and women in society.

### **Training and gender equality.**

In general there is much criticism on the pedagogical and didactical tradition: educational programme, climate and teaching materials all stem from a portrayal of mankind and pedagogical approach of human kind in line with the Eurocentric methodology. In addition, prejudices teaching personnel lacks the motivation to stimulate pupils and make the educational material appealing. In its annual report the Schools Inspectorate pointed out more than once that the education curricula are out-of-date and that this is one of the main reasons behind the drop-out figures. The School Inspectorate's recommendation needs to be actioned by the government, to protect the women's and girl's human rights.

Despite the fact that education statistics show that the non-dominant groups in higher and scientific education are busy catching up, ( Gemmeke en De Weerd 2007) this is not translated in policy measures stimulating the government and the commercial sector to recruit these groups to protect the women's and girls' human rights into executive and top positions. In addition Facts and Figures boys and girls also show that, without effective measures in place, black, migrant and refugee youth who are requested to do an internship during their studies have trouble finding a place. Without internship they cannot finish their studies which demotivates and can result in them dropping out.( Joint Statement AAD groups NL / Review DPFA, Geneva 2009) However there is no data segregated by gender in this context, which is a serious and urgent point of attention.

### **Recommendations to the governments.**

- To equip school teachers with the necessary skills to teach in an environment that safe guard more gender equality for all.
- Data is needed segregated by gender and ethnicity, including Decision Making levels in education such as in (school)Boards.
- New policies and measures need to be formulated and effectively implemented to achieve non discrimination and ensure (gender) equality access to education, taking into account the intersection of other factors.
- More gender sensitive and social - cultural- sensitive professional and adequate school counseling is needed in order to enhance more equal opportunities between women and men. (Social and Cultural Sensitivity in Organisations by Ann Mannen published by Tiye International in 2008)
- To facilitate, non discriminatory access to education in education programs in cooperation with civil society and including (Black and Migrant) NGOs to achieve more (gender and race) equality by taking into account the intersection of other factors which include all women to enjoy equal treatment and realistic opportunities to achieve gender equality for women and girls and to achieve **all** women's and girl's human rights.

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