



# Promoting Gender Mainstreaming in Schools



# **Promoting Gender Mainstreaming in Schools**

**Final report of the Group of Specialists  
on Promoting Gender Mainstreaming in Schools**

Equality Division  
Directorate General of Human Rights  
Council of Europe  
F-67075 Strasbourg Cedex

© Council of Europe, 2004

Printed at the Council of Europe

---

## The Council of Europe

The Council of Europe is a political organisation which was founded on 5 May 1949 by ten European countries in order to promote greater unity between its members. It now numbers 46 European states.<sup>1</sup>

The main aims of the Organisation are to promote democracy, human rights and the rule of law, and to develop common responses to political, social, cultural and legal challenges in its member states. Since 1989 it has integrated most of the countries of central and eastern Europe and supported them in their efforts to implement and consolidate their political, legal and administrative reforms.

The Council of Europe has its permanent headquarters in Strasbourg (France). By Statute, it has two constituent organs: the Committee of Ministers, composed of the Ministers of Foreign Affairs of the 46 member states, and the Parliamentary Assembly, comprising delegations from the 46 national parliaments. The Congress of Local and Regional Authorities of the Council of Europe represents the entities of local and regional self-government within the member states.

The European Court of Human Rights is the judicial body competent to adjudicate complaints brought against a state by individuals, associations or other contracting states on grounds of violation of the European Convention on Human Rights.

### THE COUNCIL OF EUROPE AND EQUALITY BETWEEN WOMEN AND MEN

The consideration of equality between women and men, seen as a fundamental human right, is the responsibility of the Steering Committee for Equality between Women and Men (CDEG). The experts who form the Committee (one from each member State) are entrusted with the task of stimulating action at the national level, as well as within the Council of Europe, to achieve effective equality between women and men. To this end, the CDEG carries out analyses, studies and evaluations, defines strategies and political measures, and, where necessary, frames the appropriate legal instruments.

For information on the activities of the Council of Europe in the field of equality between women and men and its action against trafficking in human beings, please consult our websites :

<http://www.coe.int/equality>

or contact us at

Equality Division  
Directorate General of Human Rights – DG II  
Council of Europe  
67075 STRASBOURG CEDEX  
France

e-mail: [dg2.equality@coe.int](mailto:dg2.equality@coe.int)

Tel: +33 3 88 41 20 00  
Fax: +33 3 88 41 27 05

---

<sup>1</sup> Albania, Andorra, Armenia, Austria, Azerbaijan, Belgium, Bosnia and Herzegovina, Bulgaria, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Georgia, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Moldova, Monaco, Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, San Marino, Serbia and Montenegro, Slovakia, Slovenia, Spain, Sweden, Switzerland, "The former Yugoslav Republic of Macedonia", Turkey, Ukraine, United Kingdom.



# TABLE OF CONTENTS

<b>Introduction.....</b>	<b>7</b>
<b>I. The promotion of gender equality in education – the work carried out by the International Organisations .....</b>	<b>11</b>
Introduction.....	11
A. Council of Europe.....	11
B. European Union .....	14
C. Organisation for Economic Co-operation and Development (OECD).....	17
D. United Nations .....	18
<b>II. Recent social changes in society and their potential impact on gender equality - contributions from the member States and from teachers of primary and secondary schools in member States of the Council of Europe .....</b>	<b>20</b>
Introduction.....	20
A. Analysis of the written contributions of the member States of the Council of Europe ...	20
B. Analysis of the replies from teachers of member States of the Council of Europe to the questionnaire on “social changes and new challenges for gender equality” .....	26
1. Profile of the respondents to the questionnaire on “social change and new challenges for gender equality” .....	27
2. Analysis of the replies to the questionnaire on “social changes and new challenges for gender equality” .....	29
2.1 New information and communication technologies .....	29
2.2 Economic life and the labour market .....	33
2.3 Domestic influences and family structure .....	36
2.4 Youth culture .....	40
2.5 Approaches to gender equality .....	44
Conclusions .....	49
<b>III. Towards a strategy for gender mainstreaming in schools .....</b>	<b>50</b>
Introduction.....	50
A. Framework strategy for gender mainstreaming in schools .....	51
1. Legal framework .....	54
2. Policy .....	54
3. Implementation by ministries and/or public authorities responsible for education policy .....	54
4. Schools .....	55
i. Early and primary education .....	57
ii. Second level education.....	59
iii. Higher education.....	61
iv. Other members of school staff.....	63
5. Parents.....	63
6. Research .....	64
B. Examples of practice promoting gendermainstreaming in member States .....	66
<b>Conclusions and recommendations .....</b>	<b>86</b>

---

<b>Appendices .....</b>	<b>91</b>
<b>Appendix I: Members of the Group of Specialists on Promoting Gender Mainstreaming in Schools (EG-S-GS) .....</b>	<b>93</b>
<b>Appendix II : Terms of reference of the Group of Specialists EG-S-GS .....</b>	<b>95</b>
<b>Appendix III: Questionnaire “Social change and new challenges for gender equality” .....</b>	<b>97</b>
<b>Appendix IV: Proposals from the Group of Specialists on promoting gender mainstreaming in schools (EG-S-GS) for the Council of Europe’s programme of continuous training for educational staff .....</b>	<b>101</b>



## INTRODUCTION

In the general area of protecting and promoting human rights, the Council of Europe seeks to combat interference with women's liberty and dignity, to promote equality between women and men, eliminate discrimination based on sex, promote a balanced representation of women and men in political and public life and encourage the integration of a gender perspective into all programmes and policies.

The setting up of the current Steering Committee for Equality between Women and Men (CDEG) in 1992 was a further step in reinforcing this line of protection and promotion of Europe's policy on gender equality. Over the last few years, the CDEG has been concerned with documenting and analysing the tools which are available to promote equality between women and men. It was with this objective in mind that the Committee, in 1996, started its work on gender mainstreaming.

Following the integration of the gender mainstreaming strategy in the Platform for Action of the United Nations Fourth World Conference on Women (Beijing, 1995), this strategy developed considerably. The awareness of the need to take into account women's and men's interests and concerns in policy-making required a new approach to the planning, implementation and evaluation of all policies and programmes.

Gender mainstreaming appears today as being one of the most important strategies to reach the goal of gender equality. Gender mainstreaming is still a strategy in full development. There is, however, not always a clear understanding of what is meant by this concept. By way of example, it has often been mixed up with specific gender equality policies and plans of action to redress inequalities.

Conscious of this, the Steering Committee for Equality between Women and Men (CDEG) set up a Group of Specialists on mainstreaming in 1996 to explore the concept and implications of gender mainstreaming and to prepare methodologies and instruments. This Group produced, in 1998, a report on *"Gender mainstreaming: conceptual framework, methodology, and presentation of good practices"* (EG-S-GM (98) 2) which had been widely disseminated. The report set out the conceptual framework for gender mainstreaming, a methodology for its implementation as well as examples of good practice. The report gives the following definition of gender mainstreaming:

*"Gender mainstreaming is the (re)organisation, improvement, development and evaluation of policy processes, so that a gender equality perspective is incorporated in all policies at all levels and at all stages, by the actors normally involved in policy-making."*

In order to implement gender mainstreaming in education, the report suggests education techniques and tools, for example awareness-raising and training courses, follow-up actions, mobile or flying expertise, manuals and handbooks, booklets and leaflets, and finally educational material for use in schools.

This report was followed by *Recommendation No. R (98) 14 on Gender Mainstreaming adopted by the Committee of Ministers on 7 April 1998*, which encouraged decision-makers "to create an enabling environment and facilitate conditions for the implementation of gender mainstreaming to achieve effective equality between women and men". The Committee of Ministers also adopted in April 1998<sup>2</sup> a *Message to steering committees of the Council of Europe on gender mainstreaming*, asking all Steering Committees of the Council of Europe to study carefully the report on gender mainstreaming, with a view to taking inspiration from it and implementing this strategy in their programme of activities.

Gender mainstreaming remains one of the priority areas for the CDEG and for the Council of Europe's work on equality, with efforts being made at various levels to find new way of integrating this dimension into other steering committees' programmes and to favour its use at the national level.

---

<sup>2</sup> Adopted during the 628th meeting of the Committee of Ministers, 15-16 April 1998

During the 4<sup>th</sup> ministerial conference on equality between women and men (Istanbul, 13-14 November 1997) the European Ministers responsible for equality between women and men recommended<sup>3</sup> that the CDEG and the Committee on Education (CC-ED) should work on a common project to promote gender equality in education and non-stereotyped education at all levels of the educational system.

A Seminar on equality and education was organised in December 2000 on “*A new social contract between women and men: the role of education*”. Representatives of the CDEG and of the CC-ED participated in this event. The seminar gave specialists in the fields of equality and/or education a useful opportunity to meet and exchange information and experiences. The seminar among other things, highlighted the need to incorporate an equality perspective in teacher training. The seminar also provided an important basis for the definition of the terms of reference of the Group of Specialists on equality and education to be set up in 2001.

The Committee on Education (CC-ED) welcomed the organisation of this seminar and organised then a teacher training seminar in Donaueschingen in May 2001 on the subject of equality in and through school.

A *Group of Specialists on promoting Gender Mainstreaming in Schools* (EG-S-GS) was then set up by the CDEG in 2001, with the task of evaluating existing policies and practices in this area, in order to devise new ways and means of promoting gender mainstreaming in the school system, through teacher training, curricula and materials, as well as in teaching methods and learning contexts.

The interest for this investigation comes from the disparities which still exist between boys and girls and women and men in educational and job opportunities and the discrimination and disadvantage that shape those opportunities, resources and options available to them.

The present report is the result of four meetings of the *group of specialists on promoting gender mainstreaming in schools* (EG-S-GS). The group was composed of eight experts: one member of the CDEG, one member of the Committee on Education (CC-ED) and six experts in the field of education including teachers, researchers, specialists in pedagogic science and designers of teaching materials (see list of members in Appendix I).

The aim of the group was to consider the relevance of existing policies and practices in the field of gender equality in education and how these may need to be adapted to respond to new challenges. The group's task was to study how gender mainstreaming can be promoted in schools through, *inter alia*, initial and continuous teacher training, introduction of new teaching methods and learning contexts, revision of curricula and teaching materials. On the basis of that investigation, they were asked to prepare a report and a draft recommendation (see terms of reference in Appendix II).

The members of the Group considered that at this stage it was wiser to explore and to analyse the current situation before starting the preparation of a recommendation. They decided that it would be necessary first to analyse the cultural changes in society focusing on four key features: new information and communication technologies, economic life and the labour market, domestic influences and communication technologies and family structure and youth culture and how they affect gender relations in schools. Therefore the Group prepared this report which analysed the cultural changes in the society and their influence in the educational system and in the light of this analysis drew up conclusions and guidelines on the best way to promote gender mainstreaming in schools.

The analysis of changes in society was drafted on the basis of information provided by written contributions from the member States and replies to a questionnaire on “*social change and new challenges for gender equality*” of teachers in primary and secondary schools in the Council of Europe's member States”. The replies to the questionnaire were analysed by an external consultant.

On the basis of these replies, the Group decided to produce guidelines for the development of a top-down strategy promoting gender mainstreaming in schools, in school management, in the teacher training, in the curricula and in the school environment.

---

<sup>3</sup> 4<sup>th</sup> ministerial Conference on equality between women and men (Istanbul, 13-14 November 1997)

---

The present report on gender mainstreaming in education contains the following three parts:

- Part I contains an overview of the work on the promotion of gender equality in education carried out by the following international organisations - Council of Europe, European Union, OECD, United Nations and other relevant organisations.
- Part II focuses on some perceptions from the member States and teachers of primary and secondary schools from some member States on the positive and negative sides of changes in society for gender equality in schools and on schooling in general.
- Part III articulates a strategy to promote gender mainstreaming in schools.

and the conclusions and recommendations of the Group of Specialists on promoting gender mainstreaming in schools (EG-S-GS).



## **I. THE PROMOTION OF GENDER EQUALITY IN EDUCATION – THE WORK CARRIED OUT BY THE INTERNATIONAL ORGANISATIONS**

### **INTRODUCTION**

#### **Gender equality**

Gender equality means an equal visibility, empowerment and participation of both sexes in all spheres of public and private life. Gender equality is the opposite of gender inequality, not of gender difference. It means accepting and valuing equally the complementarity of women and men and the diverse roles they play in society.

Even if women have obtained *de jure* equal rights and equal status with men in the majority of European countries, they are still discriminated against in many areas. Legislation to combat discrimination and promote equal treatment has been passed and gender equality policy machineries have been set up to monitor the situation. But gender inequalities continue to influence all walks of life and it is becoming increasingly clear that new approaches, new strategies and new methods are needed to reach the goal of gender equality. Gender mainstreaming is one of these strategies.

#### **Gender Mainstreaming**

The concept of gender mainstreaming entered the sphere of international public policy in 1995, when it figured in the Declaration and in the Platform for Action of the Fourth World Conference on Women in Beijing, which defined the concept broadly and dedicated the institutions of the United Nations to the systematic incorporation of a gender perspective into policy making. It subsequently became a subject of interest for researchers, organisations working in the human rights field, and of people and institutions involved in policies.

Gender mainstreaming involves not restricting efforts to promote equality to the implementation of specific measures to help women, but mobilising all general policies and measures specifically for the purpose of achieving equality by actively and openly taking into account at the planning stage their possible effects on the respective situation of men and women (gender perspective). This means systematically examining measures and policies and taking into account such possible effects when defining and implementing them.

This Part presents the work that has been achieved in the Council of Europe, the European Union, the Organisation for Economic Co-operation and Development (OECD), the United Nations and other institutions in the specific area of gender equality and education.

### **A. COUNCIL OF EUROPE**

#### **Gender Equality**

The promotion of equality between women and men is the principal objective of the Steering Committee for Equality between Women and Men (CDEG). The members of the Committee are entrusted with the task of promoting co-operation between member States and stimulating actions at national level, as well as within the Council of Europe, to achieve effective equality between women and men. To achieve its aim, the CDEG carries out analyses, studies and evaluations, proposes practical instruments, organises projects, defines strategies and political measures, and, where necessary, frames the appropriate legal instruments.

For some years, the CDEG has been concerned with the issue of gender equality in the context of education. Government policies were analysed and it was noted that in the sphere of education policies, they were often initiated in the seventies and in many cases are inadequate in terms of today's realities.

In 1995, the Parliamentary Assembly of the Council of Europe adopted a Recommendation on *gender equality in education*<sup>4</sup>. The Assembly recommended “*that the Committee of Ministers ask the competent authorities of member States to promote education in human rights with a gender-sensitive approach and to take measures to accelerate de jure and de facto equality in education, promoting actively equal rights, equal chances, equal treatment in a gender-sensitive way of girls and boys, women and men, whether students or belonging to the workforce in education*”. The Assembly also recommended the Committee of Ministers to “*re-establish the former joint working party of the Steering Committee for Equality between Women and Men and the Council for Cultural Co-operation to study the effects of co-education and to organise subsequently an international policy-making conference*”.

The Committee of Ministers responded in favour of this recommendation and adopted a reply<sup>5</sup> restating the importance of gender equality, especially in education.

The European Ministers responsible for equality between women and men recommended<sup>6</sup>, in 1997, that the CDEG and the CC-ED should work on a common project to promote gender equality in education and non-stereotyped education at all levels of the educational system. In 1998, education techniques and tools were suggested in the report on Gender Mainstreaming<sup>7</sup>, for example awareness-raising and training courses, follow-up actions, mobile or flying expertise, manual and handbooks, booklets and leaflets, and finally educational material for use in schools.

Subsequently, a group of specialists on future priorities, strategies and working methods in the field of equality between women and men (EG-S-FP)<sup>8</sup> was then set up to investigate a number of selected areas and give examples of achievements, obstacles and innovative strategies. One of the areas chosen was education and the group specified the need to initiate action on education and equality between women and men. Another area was the media and the information technologies. The image and representation of women in media were studied, new approaches were developed such as democratic control of negative stereotype. They also looked at changes in family life and the reconciliation of professional, family and private life and proposed approaches such as family friendly organisation of work, flexibility and diversity.

In 2000, a seminar was jointly organised between the CDEG and the CC-ED on gender and education. The purpose of the seminar was to discuss: “*A new social contract between women and men: the role of education*”<sup>9</sup> and there were three sub-themes examined:

- The viewpoint of the teachers on the issue and the role they can play;
- The viewpoint of the young people in schools
- An overall perspective from the angle of contributions to democratic citizenship, future developments and educational culture.

There are various ideas that came up during the seminar; some of the steps proposed to achieve greater gender equality in education are the following:

- Building a new social contract between men and women;
- Promoting genuine co-education throughout the education process;
- Developing a new approach to teaching which would integrate a gender perspective;
- Valuing equality and diversity in teaching methods, materials, academic curricula, school organisation;
- Developing research on the issue of gender and education;
- Coordination between researchers, teachers and political decision-makers to develop education policies to reflect achievements and needs in the equality field and to share information and experience;

<sup>4</sup> Recommendation 1281 (1995) of the Parliamentary Assembly of the Council of Europe on gender equality in education

<sup>5</sup> Reply of the Committee of Ministers to Recommendation 1281 of the Parliamentary Assembly, 578th meeting of the Ministers' Deputies, 18 - 20 November 1996

<sup>6</sup> Fourth ministerial Conference on equality between women and men (Istanbul, 13-14 November 1997)

<sup>7</sup> Gender Mainstreaming, conceptual framework, methodology and presentation of good practices (EG-S-MS (98) 2), 1998.

<sup>8</sup> You will find in the report on future priorities( EG-S-FP (99) 1) a chapter on education and recommendations.

<sup>9</sup> For more information on the seminar look at document EG/ED (2000) 13.

- Promoting projects to enable young people to be aware of life's various dimensions;
- Informing teachers about international trends and agreements;
- Promoting partnerships between schools and parents
- Promoting democratic citizenship;
- Involving the media and help pupils develop a sense of distance and analysis with regard to the media.

The present report is intended to pursue and deepen the examination of the issue of gender equality in education.

## Education

The Committee on Education (CC-ED) has also touched on the subject of gender equality and education in the past, some of their projects have included a gender perspective, for instance the project "*Learning and teaching about the history of Europe in the 20<sup>th</sup> century*"<sup>10</sup>.

In 2001, the Council for Cultural Co-operation which is responsible for the work on education and culture organised a seminar on "Equality between women and men in and through school"<sup>11</sup>. The aim of the seminar was to evaluate a range of perspective on the ways in which schools do and might address issues of equality between young women and men, at both formal and less formal levels. It allowed participants to discuss and focus on problems which they believed contributed to gender inequality in and through education, to go into details into those issues and to recommend proposals for future policies and practices in education. The seminar provided for a rich insight into the different challenges and strategies to overcome them.

In addition, the Council of Europe has other divisions who include a gender perspective in relation to their field of activities. The Media division has organised forums, seminars on the issue of equality of women and men and the responsibility or role of the media<sup>12</sup> and on education in information technologies<sup>13</sup>. The Youth Directorate has also studied gender roles and patterns in youth society<sup>14</sup> and education, in employment and leisure in Europe<sup>15</sup>.

Other studies have been pursued in the area of labour market and employment of women; they address gender inequality among youth in the labour market, the higher unemployment of women in the labour market and the reconciliation of family and professional life<sup>16</sup>.

The Parliamentary Assembly, as well, considers the gender issue through its Committee for equal opportunities for women and men and through specific issues, for example through its Committee on Science and Technology which examined the role of women in science<sup>17</sup>.

<sup>10</sup> TUDOR Ruth, Teaching 20th century women's history : a classroom approach., Council of Europe, 2000.

<sup>11</sup> "Equality between women and men in and through school", report by the Council for Cultural Co-operation for the 91st European Seminar for educational staff in Donaueschingen, Germany, 14-18 May 2001.

<sup>12</sup> Council of Europe, « Human rights and gender, the responsibility of the media », Seminar, Strasbourg, 29 June-1 July; Council of Europe.

<sup>13</sup> Those seminars were on "Education and awareness in order to Increase internet literacy", "learning and teaching in a communication society".

<sup>14</sup> For some useful information read: Transitions of youth citizenship in Europe, culture, sub-culture and identity., Council of Europe Publishing, 2001.

<sup>15</sup> AZZOPARDI A., FURLONG A., STALDER B., Vulnerable youth: perspective of vulnerability in education, employments and leisure in Europe. European youth trends, European youth trends, 2000, Council of Europe Publishing.

<sup>16</sup> A series of documents can be consulted like "Girls' power", A compilation from the conference on Gender Equality, December 2000, The Swedish National Board of Youth Affairs; the proceeding of the forum of 1997 held in Tallin on "Guaranteeing freedom of choice in matters of reproduction sexuality and lifestyles in Europe"; the proceedings of the forum held in Warsaw in 1996 on "Equality in the labour market and reconciliation of family and professional life: trends and perspectives" EG/POL (99) 1.

<sup>17</sup> An explanatory memorandum was written on the subject who analysed the role of women in science and technology and the improvement of the position of women in science and technology, 19/11/98 AS/Science (1998) 11 revised 3.

## B. EUROPEAN UNION

### Gender Equality

The European Union has long been working towards the inclusion of equal opportunities for women and men into all its policies and activities.

The Treaty of Amsterdam, amending Article 2 of the Treaty establishing the European Community, clearly sets out the principle of equality between women and men: *“The Community shall have as its task ... to promote throughout the Community ... equality between men and women”*. More over Article 3.2 states that *“the Community shall aim to eliminate inequalities and to promote equality, between men and women.”*

Gender equality policies are based originally on section 119 of the European Economic Community Treaty, and more recently on section 2 and 3 of the European Community Treaty as mentioned above and in the field of employment, on section 23 (1) of the Charter of Fundamental Rights and the European Union and on the jurisprudence of the European Court of Justice and also a series of Directive and other documents on gender equality.

The European Union has as an objective the promotion of long-lasting changes. These changes include parental roles, family structures, institutional practices, organisation of work and time, personal development and independence, and also concern men and the whole of society, in which it can encourage progress and be a token of democracy and pluralism<sup>18</sup>.

The basic feature of the principle of gender mainstreaming has been defined by the EU as “The systematic consideration of the differences between the conditions, situations and needs of women and men in all Community policies and actions: this is the basic feature of the principle of “mainstreaming” which the Commission has adopted. This does not mean simply making Community programmes or resources more accessible to women, but rather the simultaneous mobilisation of legal instruments, financial resources and the Community’s analytical and organisational capacities in order to introduce in all areas the desire to build balanced relationships between women and men. In this respect it is necessary and important to base the policy of equality between women and men on a sound statistical analysis of the situation of women and men in the various areas of life and the changes taking place in societies”.

Three groups also work towards ensuring that a gender dimension has been taken into account, the Group of Commissioners on Equal Opportunities, the Inter-service group on Gender Equality and the Advisory Committee on Equal opportunities for women and men.

As a method to incorporate gender mainstreaming into policies and actions the European Union uses a dual approach which embodies gender mainstreaming and specific actions, it also makes gender impact assessments and gender proofing, finally it also trains and raises awareness of key personnel, monitors, benchmarks and breaks down data and statistics by sexes<sup>19</sup>.

In 1996, the European Commission drafted a communication<sup>20</sup> on the incorporation of gender equality into all Community policies and activities. It had for objective to mobilise all general activities and policies by introducing and active and explicit regard for their possible effects on respective situation of women and men. The Communication proposed guidelines in the areas of employment and labour, development co-operation policy in developing countries, small and medium enterprises field, education and training, people’s right, science and research and staff policies.

In 1998, The European Commission presented a report<sup>21</sup> on the follow up of the Communication. The report examines in detail some policy areas such as education, training, youth, employment and social policy. It examines shortcomings, barriers and initiatives in the area of gender mainstreaming.

<sup>18</sup> European Commission, [http://europa.eu.int/comm/employment\\_social/equ\\_opp/gms\\_en.html](http://europa.eu.int/comm/employment_social/equ_opp/gms_en.html).

<sup>19</sup> For a list of tools and documents see Appendix III.

<sup>20</sup> Ibid.

<sup>21</sup> Ibid.



In 1999, The Commission presented an annual report<sup>22</sup> on equal opportunities for women and men in the European Union. The report notes in the sector of employment and family life that “what is new is not the recognition of equality, but the strengthened status it has acquired in the reshaping of the legal framework of the Structural Funds”. It is expected that the new provisions on monitoring and evaluation will have an important impact in furthering equal opportunities between women and men. The New Opportunities for Women (NOW) strand of the Employment Initiative has been a major source of good practice in equality over the past ten years and experience gained is to be integrated into the mainstream. An equality dimension has been included in all proposals for Community Initiatives as proposed by the Commission at the end of 1999 for the period 2000-2006.

The policies also examines the progress done in education, training and youth it states that “the second phase of the Leonardo Da Vinci program (2000-2006) for vocational training stipulates that in implementing its general objectives special attention will be paid to proposals aiming to facilitate access to training for people most at a disadvantage on the labour market, including disabled people, and to equal opportunities for women and men, with a view to combating discrimination in training. The second Socrates Community action program for education (2000-2006) integrates the promotion of equal opportunities between women and men and between girls and boys in its objective to reinforce the European element of life-long learning. The gender dimension is one of the criteria for selection of the program's activities and must be included in the reporting of outcomes and evaluation. The Commission's proposal for the new YOUTH program, which includes youth exchanges, youth initiatives and voluntary service, also includes the promotion of equal opportunities in its objectives. The promotion of equal opportunities in the instruments of the Information Society was also contained in a Resolution addressed to governments of member States in their actions in schools and training”.

### Education, Training and Youth

Education is primarily of State competency. Under the principle of subsidiarity every member state of the European Union retains full responsibility for the content of teaching and the organisation of its own education system. The European Union is a forum for the exchange of ideas and good practices, but it does not have an education policy. Its role is to create a system of genuine cooperation between member States by preserving the rights of each member state in terms of contents and organisation of its education and training systems<sup>23</sup>. The European Union provides for:

- Multinational education, training and youth partnerships;
- Exchange schemes and opportunities to learn abroad;
- Innovative teaching and learning projects;
- Networks of academic and professional expertise;
- A framework to address across-the-board issues, such as new technologies in education and the international recognition of qualifications;
- A platform for dialogue and consultation with a view to comparisons, benchmarking and policy-making<sup>24</sup>.

Also the European Union promotes cooperation through:

- Community action programs such as SOCRATES (for education) or LEONARDO DA VINCI (for vocational training);
- Community legislation promoting cooperation between member States on policy issues, like recommendations, communications, working documents<sup>25</sup>.

In 1985, the Council and the Ministers for Education, meeting within the Council, adopted a Resolution containing an action programme on equal opportunities for girls and boys in education<sup>26</sup>.

The Resolution sets out an agreement between the European Council and the Ministers of Education to make the necessary funds available in their respective educational systems to:

<sup>22</sup> Ibid.

<sup>23</sup> European Commission, [http://europa.eu.int/comm/education/doc/official/index\\_en.html](http://europa.eu.int/comm/education/doc/official/index_en.html).

<sup>24</sup> Ibid.

<sup>25</sup> Ibid.

<sup>26</sup> Resolution of the Council and of the Ministers for Education, meeting within the Council, of 3 June 1985 containing an action programme on equal opportunities for girls and boys in education

- Ensure equal opportunities for girls and boys for access to all forms of education and all types of training;
- Enable girls and boys to make educational and career choices that will afford them equal possibilities with regard to employment and economic independence;
- Motivate girls and boys to choose non-traditional occupations in order that they have access to a more diversified range of jobs, and;
- Encourage girls as well as boys to participate in new markets, in particular, information technologies and biotechnology.

The ten objectives of the action programme contained in the 1985 Resolution are as follows:

1. Promoting awareness among all the participants in the educational process of the need to achieve equal opportunities for girls and boys;
2. Educational and vocational guidance as a service to all pupils to encourage girls and boys to diversify their career choices;
3. Opening up schools to working life and the outside world, in particular by organizing, at all levels, pupil contact with working life, especially where non-traditional work for women is being promoted, and with the outside world in general;
4. Extending the possibilities for effective access by both girls and boys to all vocational training options and supporting, through suitable measures, girls and boys who have chosen non-traditional openings;
5. Including the question and pedagogics of equal opportunity in teachers' initial and in-service training;
6. Reinforcing co-educational practices in mixed educational establishments;
7. Developing a balance between men and women holding positions of responsibility in education;
8. Eradicating persistent stereotypes from school textbooks, teaching material in general, assessment materials and guidance material;
9. Special measures helping the underprivileged, particularly girls who receive very little encouragement from their families to pursue school activities and the children of migrant workers (prevention of illiteracy, language training);
10. Introducing specific measures to encourage the promotion of programmes for equal opportunities for girls and boys.

In 2003, the Jean Monnet Project of the European Commission, which is part of the education and training program and action, organised a conference on "Gender Equality and Europe's Future" to reflect on the place of gender equality in the European Union's future. The aim was to formulate specific proposals to the member States. These proposals should help in making the objective of "equality between women and men" a reality<sup>27</sup>. Some conclusions on concerns and proposals were formulated. In relation to the key areas discussed here it should be noted that they recommended more specific provisions on gender equality, on the protection of maternity and paternity and the reconciliation of family and work, the introduction of a gender perspective in all fields including employment.

The European Commission, in 1998, published a manual on gender equality for primary and secondary education in the European Union<sup>28</sup>. You can find information on projects such as training of teachers, careers advising, and stereotypes in text books. Furthermore, other documents and projects of the European Union can be found in its website: <http://europa.eu.int><sup>29</sup>

<sup>27</sup> For a complete overview of the conference see: [http://europa.eu.int/comm/education/programmes/ajm/equality/index\\_en.html](http://europa.eu.int/comm/education/programmes/ajm/equality/index_en.html)

<sup>28</sup> "Manuel de référence sur l'égalité des chances et dimension de genre dans l'enseignement primaire et secondaire de l'Union Européenne", DG XXII, 1998.

<sup>29</sup> Community framework strategy on gender equality (2001-2005) (COM (2000) 335 final)

[http://europa.eu.int/comm/employment\\_social/equ\\_opp/strategy\\_en.html](http://europa.eu.int/comm/employment_social/equ_opp/strategy_en.html)

Incorporation of equal opportunities into Community policies

<http://europa.eu.int/scadplus/leg/en/cha/c10921.htm>

Gender mainstreaming

[http://europa.eu.int/comm/employment\\_social/equ\\_opp/gms\\_en.html](http://europa.eu.int/comm/employment_social/equ_opp/gms_en.html)

Education, Training and Youth

<http://europa.eu.int/scadplus/leg/en/cha/c00003.htm>

Annual work programs of the framework strategy (guide to gender impact assessment)

[http://europa.eu.int/comm/employment\\_social/equ\\_opp/gender/gender\\_en.pdf](http://europa.eu.int/comm/employment_social/equ_opp/gender/gender_en.pdf)

## C. ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT (OECD)

The Organisation for Economic Co-operation and Development (OECD)<sup>30</sup> has carried out work both in the field of education and in the field of gender equality as a matter of social issue.

### Gender Equality

“Progress towards gender equality and women’s empowerment is vital for improving economic, social and political conditions in developing countries. The knowledge, insight and experience of both women and men are required if development is to be effective, sustainable and truly people-centred. Gender equality requires specific measures at the macro, meso and micro levels in order to propel gender-responsive actions into development work”<sup>31</sup>.

The OECD work in the area of gender equality is carried out primarily through the Network on Gender Equality (GENDERNET). The Development Assistance Committee also plays an important role; they carry out inventories on mainstreaming gender equality in some key areas such as poverty, health, education and environmentally sustainable development.

A study<sup>32</sup> was commissioned on strategies for promoting a gender equality perspective in the field of education. Best practices were identified and illustrated, particularly in relation to practical methodologies and tools. Although the findings come from bilateral and multilateral agencies that are dedicated to development co-operation, they relate to the global framework of commitments to education and address the institutional capacity to promote gender equality. The main good practice principles identified by this study are:

- The adoption of a holistic approach to education at the programme-sector level;
- Simultaneously address quality of education and universal access to it.

The OECD website also provides a useful link to other gender equality web pages at <http://www.oecd.org/dataoecd/47/35/1896261.htm>.

### Education

“Both the individuals and countries benefit from education. For individuals, the potential benefits lay in general quality of life and in the economic returns of sustained, satisfying employment. For countries, the potential lie in economic growth and the development of shared values that underpin social cohesion”<sup>33</sup>.

---

Practical guide on gender mainstreaming for future member States

[http://europa.eu.int/comm/employment\\_social/equ\\_opp/gmprac\\_guide\\_en.pdf](http://europa.eu.int/comm/employment_social/equ_opp/gmprac_guide_en.pdf)

Mécanismes et indicateurs du suivi du mainstreaming (only in French)

[http://europa.eu.int/comm/employment\\_social/equ\\_opp/documents/sensi3\\_00\\_fr.pdf](http://europa.eu.int/comm/employment_social/equ_opp/documents/sensi3_00_fr.pdf)

Guide to gender assessment impact

[http://europa.eu.int/comm/employment\\_social/equ\\_opp/news/mainstreaming\\_en.htm](http://europa.eu.int/comm/employment_social/equ_opp/news/mainstreaming_en.htm)

Conference of Ministers in charge of gender equality (2000)

[http://europa.eu.int/comm/employment\\_social/equ\\_opp/news/conference\\_en.htm](http://europa.eu.int/comm/employment_social/equ_opp/news/conference_en.htm)

Ministerial conference on gender equality and employment policy (1999)

[http://europa.eu.int/comm/employment\\_social/equ\\_opp/news/eqministers\\_en.htm](http://europa.eu.int/comm/employment_social/equ_opp/news/eqministers_en.htm)

European Parliament hearing on gender mainstreaming (1999)

[http://europa.eu.int/comm/employment\\_social/equ\\_opp/news/mainstreaming\\_en.htm](http://europa.eu.int/comm/employment_social/equ_opp/news/mainstreaming_en.htm)

Report from the Commission to the Council, the European Parliament, the Economic and Social Committee and the Committee of the Regions - Equal opportunities for women and men in the European Union (1999)

[http://europa.eu.int/smartapi/cgi/sga\\_doc?smartapi!celexplus!prod!DocNumber&lg=en&type\\_doc=COMfinal&an\\_doc=2000&nu\\_doc=123](http://europa.eu.int/smartapi/cgi/sga_doc?smartapi!celexplus!prod!DocNumber&lg=en&type_doc=COMfinal&an_doc=2000&nu_doc=123)

Report from the Commission on the follow-up of the communication “incorporating equal opportunities for women and men into all Community policies and activities” (COM (98) 122 final) (1998)

[http://europa.eu.int/comm/employment\\_social/equ\\_opp/com98122/com98122\\_en.pdf](http://europa.eu.int/comm/employment_social/equ_opp/com98122/com98122_en.pdf)

Communication “intégrer l’égalité des chances pour les femmes et les hommes dans l’ensemble des politiques et des actions communautaires” (COM (96) 67 final) (1996) (only in French)

[http://europa.eu.int/comm/employment\\_social/equ\\_opp/com9667.htm](http://europa.eu.int/comm/employment_social/equ_opp/com9667.htm)

<sup>30</sup> For further information on the work carried out by the OECD in the fields of education and gender equality see their website at [www.oecd.org](http://www.oecd.org);

specially on education go to [http://www.oecd.org/topic/0,2686,en\\_2649\\_37455\\_1\\_1\\_1\\_1\\_37455,00.html](http://www.oecd.org/topic/0,2686,en_2649_37455_1_1_1_1_37455,00.html) and on gender equality see [http://www.oecd.org/topic/0,2686,en\\_2649\\_34541\\_1\\_1\\_1\\_1\\_37419,00.html](http://www.oecd.org/topic/0,2686,en_2649_34541_1_1_1_1_37419,00.html).

<sup>31</sup> OECD, [http://www.oecd.org/about/0,2337,en\\_2649\\_34541\\_1\\_1\\_1\\_1\\_37419,00.html](http://www.oecd.org/about/0,2337,en_2649_34541_1_1_1_1_37419,00.html).

<sup>32</sup> OECD, [http://www.oecd.org/findDocument/0,2350,en\\_2649\\_34541\\_1\\_119666\\_1\\_1\\_37419,00.html](http://www.oecd.org/findDocument/0,2350,en_2649_34541_1_119666_1_1_37419,00.html).

<sup>33</sup> OECD, [http://www.oecd.org/topic/0,2686,en\\_2649\\_37455\\_1\\_1\\_1\\_1\\_37455,00.html](http://www.oecd.org/topic/0,2686,en_2649_37455_1_1_1_1_37455,00.html).

The OECD focuses on seven aspects related to the education sector:

- Capacity building, Education, Training and Development;
- Economics and Management of Knowledge ;
- Education and Skills ;
- Employment and skills ;
- Family-friendly Policies ;
- Millennium Development Goals ;
- Human Capital.

The studies carried out by the OECD in the field of education do not focus on gender equality in general. The OECD, for example, examines relations between the labour force and the family life. It carries out work on policies and evaluations for education and training system, indicators on topics such as equity<sup>34</sup> and social inclusion, information and communication technology and learning, innovation and research and documentation. It also reviews policies that influence the incentives to invest in human capital and the efficiency of the provision of educational services; examines the financial incentives for individuals to engage in human capital investment beyond compulsory schooling, and the impact of government financing arrangements on equity outcomes. It carries out studies on the concepts and theoretical foundations for a knowledge-driven economy, through analysis of public-private sector case-studies, surveys on knowledge management, analysis of educational research and documentation system and university capacities of research's management. There are other investigations made on institutional arrangements and practices that underlie the availability of learning opportunities of different groups.

## D. UNITED NATIONS

### Principle of equality and non-discrimination

The Convention on the Elimination of All Forms of Discrimination against Women of the United Nations, which has been ratified by most of the Council of Europe member States, provides a framework for the introduction of the gender dimension in schools.

In ratifying the Convention, the States Parties undertake, *inter alia*:

- to embody the principle of the equality of men and women in their national constitutions and to ensure, through law and other appropriate means, the practical realisation of this principle (Article 2);
- to adopt temporary special measures aimed at accelerating de facto equality between men and women (Article 4);
- to ensure equal rights for men and women in the field of education (Article 10).

At the 23<sup>rd</sup> special session of the United Nations General Assembly, entitled "*Women 2000: Gender Equality, Development and Peace for the Twenty-First Century*", at which a resolution on further actions and initiatives to implement the Beijing Declaration and Platform for Action was adopted, the member States undertook to:

- “(a) Ensure policies that guarantee equal access to education and the elimination of gender disparities in education, including vocational training, science and technology and completion of basic education for girls, especially for those living in rural and deprived areas, and opportunities for continuing education at all levels for all women and girls;
- (b) Support the implementation of plans and programmes of action to ensure quality education and improved enrolment retention rates for boys and girls and the elimination of gender discrimination and gender stereotypes in educational curricula and materials, as well as in the process of education;

<sup>34</sup> For an example of work carried out on labour markets and gender see: <http://www1.oecd.org/publications/observer/215/e-smith.htm>

- 
- (c) Accelerate action and strengthen political commitment to close the gender gap in primary and secondary education by 2005 and to ensure free compulsory and universal primary education for both girls and boys by 2015, as advocated by several global conferences, and eliminate policies that have been proven to worsen and perpetuate the gap;
- (d) Develop a gender-sensitive curriculum from kindergarten to elementary school, to vocational training and universities in order to address gender stereotyping as one of the main causes of segregation in working life.”

Other agencies of the United Nations and international organisations have been working on gender equality issues relating to education and the key aspects discussed in this reports, i.e.: new information and communication technologies, economic life and the labour market, domestic influences and family structure and youth culture. Here are links to their web pages on the subject:

- **United Nations:** <http://www.un.org/womenwatch/confer/index.html>  
<http://www.un.org/womenwatch/daw/public/>
- **FAO:** <http://www.fao.org/gender/>
- **ILO:** <http://www.ilo.org/gender>
- **UNICEF:** <http://www.unicef.org/girlsed/gelef.htm>
- **UNDP:** <http://www.undp.org/toppages/gender/genframe.htm>  
<http://www.undp.org/gender/>
- **UNESCO:** <http://www.unesco.org/women>
- **UNIFEM:** <http://www.unifem.org/>
- **OXFAM:** <http://www.oxfam.org.uk/>
- **World Bank:** <http://www.worldbank.org/gender>

## **II. RECENT SOCIAL CHANGES IN SOCIETY AND THEIR POTENTIAL IMPACT ON GENDER EQUALITY - CONTRIBUTIONS FROM THE MEMBER STATES AND FROM TEACHERS OF PRIMARY AND SECONDARY SCHOOLS IN MEMBER STATES OF THE COUNCIL OF EUROPE**

### **INTRODUCTION**

This section focuses on the positive and negative aspects of changes in society for gender equality in schools and on schooling in general. To analyse those changes the Council of Europe member States were invited to submit written contributions on the basis of eight questions put by the group EG-S-GS. Contributions were made by Council of Europe member States on the key issues that were the focus of this report:

- new information and communication technologies,
- economic life and the labour market,
- domestic influences and family structure
- youth culture.

Those contributions come from members of the group EG-S-GS and from different actors in the educational system - teachers, university professors and government officials<sup>35</sup>.

In order to obtain information on the practical day-to-day experience of teachers with gender issues in all the Council of Europe member States, the group also decided to prepare a more detailed questionnaire covering the four main topics of its research. The aim of the questionnaire was to collect information on the positive and negative impacts of recent social change on gender relations in school.

A questionnaire on "*social change and new challenges for gender equality*" was drafted and sent to teachers in primary and secondary schools, who were sensitive to gender issues and who were willing to provide information about their personal experience, via the members of the group of specialists on promoting gender mainstreaming in schools (EG-S-GS) and the Steering Committee for Equality between Women and Men (CDEG). Some difficulties were encountered in mobilising teachers because of the length of the questionnaire and the concerns about the issue. It was easier to obtain responses from female teachers who were more aware of gender issues in general. It was felt important to obtain information from teachers in rural and urban areas and those in a multicultural environment.

The aim was not to seek conclusive evidence about the situation throughout the Council of Europe member States (such a study was beyond the remit of the Group), but to get a better idea of teachers' practical experiences and to collect information on the impact of recent social changes on gender relations in school, from both positive and negative perspectives. Although the survey cannot be interpreted as having statistical significance, there is satisfaction about the sincerity of the replies and a lot of interesting data came out of the investigation, such as the need for awareness-raising and training in gender issues for education staff, the need for tools and skills to recognise inequalities and deal with them and the need for an overall strategy to promote gender mainstreaming in schools at all levels of intervention.

An external consultant, Ms Maureen Bohan, from the Department of Education and Science of Ireland, was recruited to analyse and highlight the key ideas and messages that could be derived from the questionnaires which would help establish guidelines.

### **A. ANALYSIS OF THE WRITTEN CONTRIBUTIONS OF THE MEMBER STATES OF THE COUNCIL OF EUROPE**

The following eight questions were sent to the member States in order to frame their written contributions on changes in society for gender equality in schools and on schooling in general. They concern the key issues that were the focus of this report: new information and communication

<sup>35</sup> For more information on the member of the group that pursued the investigation see the list of participants (Appendix 1).

technologies, economic life and the labour market, domestic influences and family structure and youth culture.

1. What is the impact of changes related to gender/gender equality in school?
2. Are gender roles in the schooling context changing, and if so, why and in which way?
3. Does the social background influence gender equality and gender roles in school, and if so, in which way?
4. Does youth culture influence gender equality at school level?
5. Is gender equality taken into account in teacher training and pedagogical practices?
6. Images, representation and visibility of women and men: How are women and men depicted in school books and in curricula? How have women been represented in history? What is a "successful woman"? Why is success/power considered as a male attribute?
7. How far is allocation of resources, space and structural arrangements gendered?
8. Is access to and use of new technologies in school gendered?

The written contributions made by the member States to these questions are analysed below.

### **1. What is the impact of changes related to gender/gender equality in school?**

It was considered that men's and women's roles and responsibilities and the opportunities and obstacles they encounter, change over time as a result of social, religious and cultural influences and eventually can lead to changes in attitudes concerning gender equality and to the elimination of stereotypes. This new mentality leads to equality between women and men as individuals with the same social rights in both public and private life.

The education that boys and girls receive is considered extremely important as part of this process. Education has a great opportunity to install social responsibility and positive relationships between the sexes. Gender roles, attitudes and behaviour are learned and/or changed and play a decisive role in preventing certain negative psycho-social phenomena such as violence (sexual and domestic), gender discrimination, gender asymmetry, inferiority complexes, harassment etc. Gender equality education at school provides children with a behavioural model for development, identification, orientation and psycho-social belonging.

Some major positive effects of such gender education were identified. The education system and schools have done a great deal to progress gender equality in a number of ways: - the introduction of gender equality modules has raised awareness in relation to gender roles (including the changing roles that boys and girls, men and women can play in their private and public lives), and in relation to the social construction of gender and gender stereotyping. The inclusion of relationship education which questions the simplistic traditional concepts of gender difference and provides the opportunity to explore relationships between males and females as complex individuals irrespective of gender and the development of school curricula which take gender into account, assist the younger generations (present and to come) to build genuine civic equality and establish relationships on partnership and mutual respect.

However, a number of obstacles to gender equality were identified. There is still a marked preservation of patriarchy in society which continues to marginalize women. For the most part, men continue to be treated as the human norm and as a reference for performance. The effects of societies controlled by men lead to a lack of political commitment to gender equality and to a lack of gender awareness.

Stereotyped treatment of individuals according to gender, exaggerates differences and overlooks the uniqueness of every human being. The exploitation of the image of women in the media continues to persist as does the participation of girls and women in their own marginalisation.

Men's roles and responsibilities as well as opportunities are also restricted by the perpetuation of patriarchy. Factors, such as social origin, religion, education, age, ethnic background as well as economic and political environment continue to slow the pace of change for some men and remain obstacles to the achievement of gender equality.

## 2. Are gender roles in the schooling context changing, and if so, why and in which way?

In some states, there is a perception that a slow but sure transformation is discernible. The patriarchal values which cause discrimination against women (and men) are being replaced by democratic values which treat human beings as individuals, regardless of gender, race, age, etc. These transformations in society are greatly influencing behaviour and relationships between individuals, especially relationships between genders. Gender roles are changing but the transition from traditional roles to new gender relationships is a complicated process which has resulted in the development of character traits which were traditionally neglected in education. For girls this has led to the development of self confidence, assertiveness, greater independence and more engagement in the public sphere. The education of girls is now considered incomplete if it does not include their right to freedom and self-affirmation. Many girls are aware of gaining freedom and dignity through school.

For boys it has resulted in their learning to concentrate on process, learning not to fear failure, learning to be less hard and aggressive, becoming more sociable and responsible, and engaging more with the private sphere, etc.

At this time of transformation for young people it is important to monitor closely how the two genders perceive their changing roles and to consider how they influence their lives. In this context, young people need to be familiarised with concepts and constructions of gender.

The materials and illustrations that produce sexism need to be monitored and changed: children's books and games; the cartoons, video games and films that manipulate young minds and shape their behaviour and roles.

There is a perception in some states that gender roles in schools have not changed much over in recent years because gender equality issues had already been incorporated into their teaching, planning and training strategies. Examples were given of equality of treatment, where girls and boys are submitted to the same courses and the same treatment. It was pointed out however, that treatment of the sexes in the same way does not necessarily lead to gender equality. Neutral or gender blind methods do not consider gender diversity and may not lead to equality of outcome for both sexes.

Other states referred to the fact that girls perform better academically than boys at all levels; they do not repeat a year as often, and have a higher A level pass rate. As a result, some people are alarmed at girls "over-performance" at school compared to boys, especially the press. Studies nevertheless expose this as an over simplistic interpretation of academic results and show that the variation is more significant among boys themselves than between boys and girls. Studies in many states have identified boys from the more underprivileged social groups as being alienated from school, whereas girls from the same groups tend to have different strategies for coping with education which they use as a means of social integration and development. Girls' better academic performance may be the result of their tendency to be more compliant with the system.

In France, from the 1980s onwards, a balance between total numbers of girls and boys was observed. On the whole, however, the school system is very often a context for segregation. From the viewpoint of course options, things have changed little these last few years apart from the position of girls in schools of engineering (Statistics: 9.2% of the enrolment in 1975 and 23.1% in 2001 according to the Planning and Development Directorate of France). An increase in the percentage of girls in the commercial studies branch is also noted (37.5 in 1979 and 50.3% in 2000). To mention only the most glaring examples: percentage of girls in these courses (initial and leaving) in 2000: 71.8% percentage of boys in the industrial studies branches (initial and leaving) in 2000: 93%.

With regard to teachers, there has been little change in the breakdown of teachers by sex. There has been some feminisation of school management in French schools. This trend is very marked in the capital but is far less so in the certain educational districts. As in the other government departments, the French National Education has undertaken to increase the number of women in the upper echelons. A long-term plan for the purpose has been adopted by the authorities. Where senior administrative staffs are concerned, the changes are more conspicuous but it must be acknowledged that there was a low baseline from which to start. Nonetheless, as of 15 December 2000, the statistics giving the breakdown of women and men in senior supervisory jobs and posts continue to display a



marked imbalance in favour of men; 65% of such posts are held by men, and 35% by women. At present, for instance, 7 out of 30 heads of district education authorities are women. Taking the directors of these authorities' information and guidance services as an example, women incumbents are also on the increase (these staffs are directly involved in the introduction of equal opportunities policies).

### **3. Does the social background influence gender equality and gender roles in school, and if so, in which way?**

French studies were referred to, which show that the differences (in relation to gender stereotyping) between girls and boys from the most advantaged social groups are less marked than between girls (or boys) from so-called underprivileged social groups. Gender stereotypes are more important and more visible in these latter groups.

In the discussions around the under-performance of boys at school, boys from underprivileged groups are singled out and links were made between their academic under-performance and their need to show a virility that systematically makes them reject having a positive attitude towards succeeding at school in favour of self-assertion outside of school, particularly among peer groups.

Girls from similar backgrounds attach more importance to doing well at school, which they can use to change their social condition and often their condition as submissive members of the family. Findings from studies of academic performance and analysis of the results, carried out in other states are similar to the French studies in relation to boys from disadvantaged backgrounds, but not in relation to girls from similar backgrounds.

Some states noted that not only social, but also ethnic background influences gender equality and thus often encourages gender inequality. In German schools, there are many different nationalities to be found, such as Turks, Italians, Spaniards, Poles and Russians, as well as immigrants of German origin from many East European states. The latter, especially emphasise traditional gender roles, which are often contrary to the German modern "open" society: Among these nationalities, girls are always regarded second-rate to boys, as they are born into and educated according to the standard role model in those families: girl – woman – wife – mother. Apart from learning in the classroom, their parents do not want them to mix with the other children, e.g. they are not allowed to participate in extra-curricular activities, such as field-trips or discos, even if arranged by the school.

In other states, such as Norway, there is no significant difference due to social background. Norway has a society where the economic structure of the families does not differ a lot. However, there are indications that the economic disparity is starting to grow, so the situation may change in the future.

### **4. Does youth culture influence gender equality at school level?**

For most of the member States, the perception is that youth culture does influence gender equality in school. Some negative aspects were highlighted, such as sports, video games and music which are often a medium for violence and misogyny. Television, magazines and teen movies put pressure on girls and young women. It was noted that there are few studies that have dealt with these aspects of youth culture.

Cultural stereotypes can be created under the influence of tradition and culture. These are based on images formed through school, Church, art, media and advertising. Research indicates the following asymmetries in the representation and portrayal of the sexes:

- Although woman account for more than half of the world's population, they are underrepresented as public images;
- Men are represented as active, assertive and influential, while women are represented as passive and having virtually no influence;
- Men are shown as experts and leaders, women as subordinates;
- Male roles are extremely varied, while women's are limited to the family, the image of the concubine, servant or prostitute.

The danger of this asymmetry lies in the fact that it influences the behaviour of the two genders through imitation of role models in the media. This issue needs to be addressed in order to combat this sex role stereotyping.

It was highlighted that gender inequalities are above all cultural and that educational institutions can change the destiny of boys and girls. While school systems are officially neutral, many are in fact extremely stereotyped: girls form the majority in the arts and the service sector specialisations in vocational training. Historically, the sexual division of social roles has engendered the sexual division of learning: science and industry for boys, arts and the service sector for girls. When they leave school, more girls than boys enter higher education having acquired a general school certificate. Although they are better qualified, it is difficult for them to convert their academic capital into capital valued on the employment market and they constantly encounter competition and segregation.

There is evidence from the school curricula in many states that there is discrimination against the intuitive, emotional and empathetic aspects of knowledge and experience, as well as ethical and moral education (all of which are considered feminine), in favour of rational and information-related aspects. The human sciences are considered of secondary importance and cover problems which are not directly linked to life in society. Things are changing, however. Access to higher education has enabled large numbers of women to enter careers which are not undervalued: teaching, medicine, law, business school. The question was raised as to whether boys are being prepared for their roles as parent, partner and for private life

### **5. Is gender equality taken into account in teacher training and pedagogical practices?**

In some of the member States, gender equality has been included in the policies of the education system. In France, numerous actions have been undertaken in the areas of guidance, citizenship or sexual violence. They also include the introduction of a systematic equal opportunities module in the teacher training colleges and training for teachers and managers in the education system, through colloquium, courses and educational training days with tools like statistical compendia, internet services, videos, CD-Rom, exhibitions, etc.

But it was noticed that, in practice, the results of these gender equality policies are not convincing.

During their training future teachers need to be made aware of the weight of pre-conceived ideas: - the arts for girls, mathematics for boys. Teaching is based at present on the differences between the sexes and teachers should be made aware that differences between girls and boys should not be interpreted as deficiencies. The similarities should also be shown and the focus should be on the idea of the complementary nature of the sexes and the harmony between them.

Men should be encouraged to become teachers, primary and secondary school teachers; in most countries salaries and the public image of the profession need to be changed to this end. Male teachers should systematically be invited to collaborate with women with respect to gender issues.

It was highlighted that there are, however, serious obstacles in the countries of South-Eastern Europe where teachers have little opportunity to improve their professional level (they have no information or scientific literature, cannot afford to read a newspaper, and power cuts limit access to television and radio)?

It is therefore imperative to plan to train specialists in gender issues and women's studies in classes and seminars in the institutions themselves or in specialised centres. This has been done in most countries of South-Eastern Europe, but not systematically. The specialised courses help young people to examine sex role stereotyping and the social construction of gender roles, as well as shaping female-male relationships in society.

### **6. Images, representation and visibility of women and men: How are women and men depicted in school books and in curricula? How have women been represented in history? What is a "successful woman"? Why is success/power considered as a male attribute?**

It was considered that many stereotypes persist, despite efforts to address this issue. In some countries, this persistence is "subtle" and thus a large amount of work remains to be done. Societal trends notwithstanding, women are still represented infrequently in working life situations or in socially esteemed posts. The reference norm is still male, even if advances are occasionally apparent on certain issues.

In France, a study conducted on history textbooks for primary pupils revealed that they contained representations of three types of women: queens, emblematic young girls, and allegorical figures. The image of queens is in all cases very negative. Women's relative presence in the textbooks never exceeds 10%, irrespective of the period. And this applies to many countries.

In Moldova, the main “character” in economics, psychology, philosophy and sociology books is impersonal “human being” (without gender, race or ethnic group). Underneath this neutrality lies the model of man in the masculine. All school books ignore specifically female experiences: pregnancy, birth, rape, pornography, prostitution, domestic violence, inequality of opportunity, marginalisation, anonymity, the double working day, etc. Because these experiences are ignored, pupils are not taught to confront and avoid them, protect themselves against or abstain from them. These themes are, however, dealt with in the media, but in an exploitative, sexist fashion, since women are interesting when they are beaten, prostitute themselves, are criminals, top models or the silent shadows of important men. Readers of these images – especially minors – are not taught to produce counter-images: on the contrary, their ubiquity in the media makes them models to be imitated.

In recent years, many Eastern European countries have started to publish alternative school books (sometimes even too many, so that one loses one's way among them) which have modified the role and representation of women. An expert study of these books by specialists in gender relations would be very welcome. Examples of the positive discrimination which has created the prototype of the woman tractor driver or builder, for example, should be identified. It is recommended that:

- The experience and contribution of women (women's contribution to culture, art, science and history) be included in the curricula of every subject;
- Non-sexist language be used in school books (and this requirement included in the specific methodology of the various subjects and in school books);
- Anachronisms should be identified and authors and publishers invited to revise books accordingly;
- Men as parents, men as social actors should be included.

Other States, such as Germany and Norway have taken into account gender equality issues in their school books, in the last couple of years. Now women and men are depicted as having equal rights and being totally equal according to the law. Some examples can be noted from German school books, in history, for example, they provide special chapters concerning the position and the role of women in Ancient Egypt, Roman history, Ancient Greece, medieval history, French history, the Age of Industrialisation, the Russian Revolution and German history. They study the role of women in society: in labour, in wars and peace building. Even the language has been changed to include a gender perspective.

## **7. How far is allocation of resources, space and structural arrangements gendered?**

The results of research were cited in relation to current practices in schools, pupil teacher interactions, and pupil behaviour. Researchers have observed that current practices in schools often display gender inequality. A great many studies, research projects, surveys and video recordings show that mixed classes are not neutral and that they affect pupils' results and, still more, their attitudes. For example, in mixed classes pupils adhere to gender stereotypes more than those in single-sex classes. Sixty-five per cent of exchanges between teachers and pupils are with boys, as against 35% with girls. Science teachers devote some 20% more time to boys. The girls are less often questioned and, when they are, are often interrupted. Teachers tend to praise girls for their good behaviour or the neatness of their work, boys for the accuracy of their reasoning. This phenomenon is known as “the hidden curriculum”. Girls participate less in general discussions and, moreover, easily become resigned to self-effacement. The self-censorship girls apply reproduces the existing social or family model. Videos made during a mathematics lesson betray teachers' differing attitudes, questioning the boys more and pushing them to find a solution when they are in difficulty. Practice shows that, while girls' aggressiveness is strongly inhibited, that of boys is altogether tolerated.

Those involved in education (teachers, careers guidance staff, the family) are more likely to support the efforts of boys for whom they harbour greater ambitions than they do for girls, even when the latter are gifted at mathematics.

The school's position may be more or less direct, and is always fairly diffuse. It is direct when teachers interact differently with pupils according to gender because they share the stereotyped images of male and female prevalent in society. It is more diffuse by omission, as it were, when a host of small differences accumulate: when one hesitates to encourage a girl who is gifted at mathematics but does not ask to specialise in sciences; when one says nothing in response to insults made in class which have sexual connotations or when a textbook expresses the most blatant stereotypes.

Lack of education for private life means boys' preparation for this area is limited and strengthens the idea that girls are predestined to be unpaid servants.

In a defined space, the feeling of community spirit (in this case, gender) is more developed. The space is sometimes divided between purely female or male occupations in class or free time. The pupils' ages and interests are also factors in group life.

Statistics show that two-thirds of services are now provided by women, but they own only one-tenth of global resources.

In the context of the countries of South-Eastern Europe (which is rather different from central and eastern Europe), women essentially lack three things: resources, gender-awareness education, and political power, three things that are closely interrelated. Establishing resources accessible to women is an investment in women. Lack of these resources is becoming a serious problem which is holding back gender equality. Lack of resources in education has resulted in very serious negative effects. The most important of these is the brain drain which often takes away children who are the future of the country. The second is the trade in girls and women often highly educated, some of them university graduates.

#### **8. Is access to and use of new technologies in school gendered?**

There is as perception that access to new technologies is not generally "gendered", most of the students have equal access to computers. Some countries have introduced computer courses for girls only as an incentive to learn. Other countries stated problems such as the lack of resources to buy and maintain the equipment.

### **B. ANALYSIS OF THE REPLIES FROM TEACHERS OF MEMBER STATES OF THE COUNCIL OF EUROPE TO THE QUESTIONNAIRE ON "SOCIAL CHANGES AND NEW CHALLENGES FOR GENDER EQUALITY"**

A questionnaire on "*Social change and new challenges for gender equality*" (see appendix III) was constructed by the members of the group EG-S-GS and distributed to teachers in fifteen of the Organisation's member States. The questions concerned the four areas of research defined by the group EG-S-GS, namely: new information and communication technologies, economic life and the labour market, domestic influences and family structure and finally youth culture and their approaches to gender equality.

An external consultant, Ms Maureen Bohan was appointed by the Group to analyse the replies to the questionnaire. She was not involved in the construction of the questionnaire or in decisions concerning its distribution. A total of 50 questionnaires from key informants were returned for analysis. A further 20 had been returned to the National Board of Education, Finland where an analysis of these questionnaires was carried out and a report submitted to the Council of Europe. The quantitative data provided in the Finnish report were not included in the tables of this report, as the accuracy could not be validated by the author. There are three responses from Finland included in the 50 responses analysed. The qualitative information contained in the report was used for comparative purposes. It is stressed that this survey was not carried out using statistical sampling procedures, the number included in the survey being too small. The information obtained therefore, is merely a "snapshot" of the perceptions, attitudes, observations and practices of a small number of teachers in each of the countries included in the survey. However, it has provided very useful information when comparisons were made between the responses from the fifteen countries. Greater disparities would have been expected. The similarities between the responses from all of the countries was surprising, given the

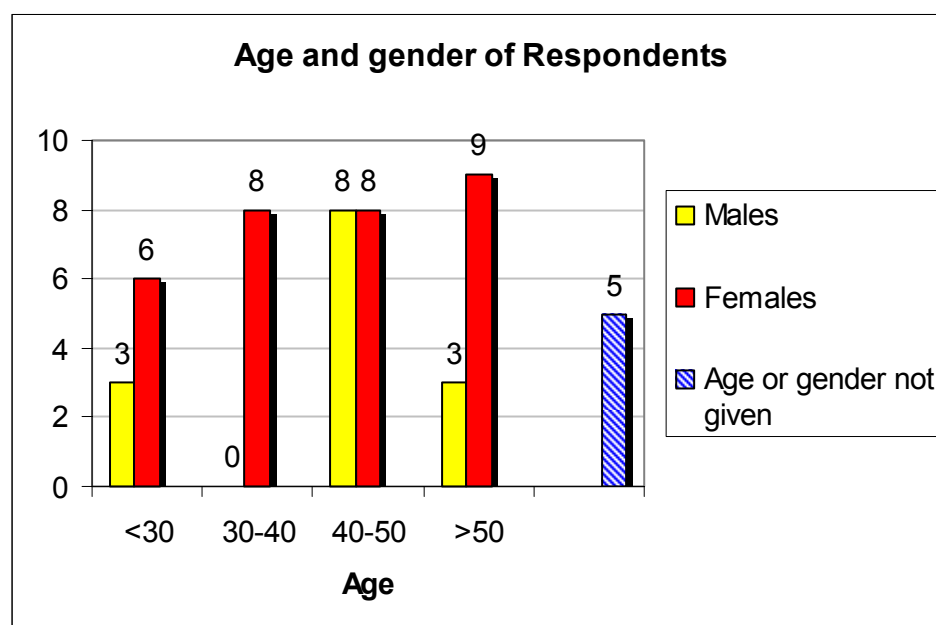
fact that some of the respondents teach in countries that have a strong gender equality legislative framework and well developed strategies for the implementation of gender equality policies.

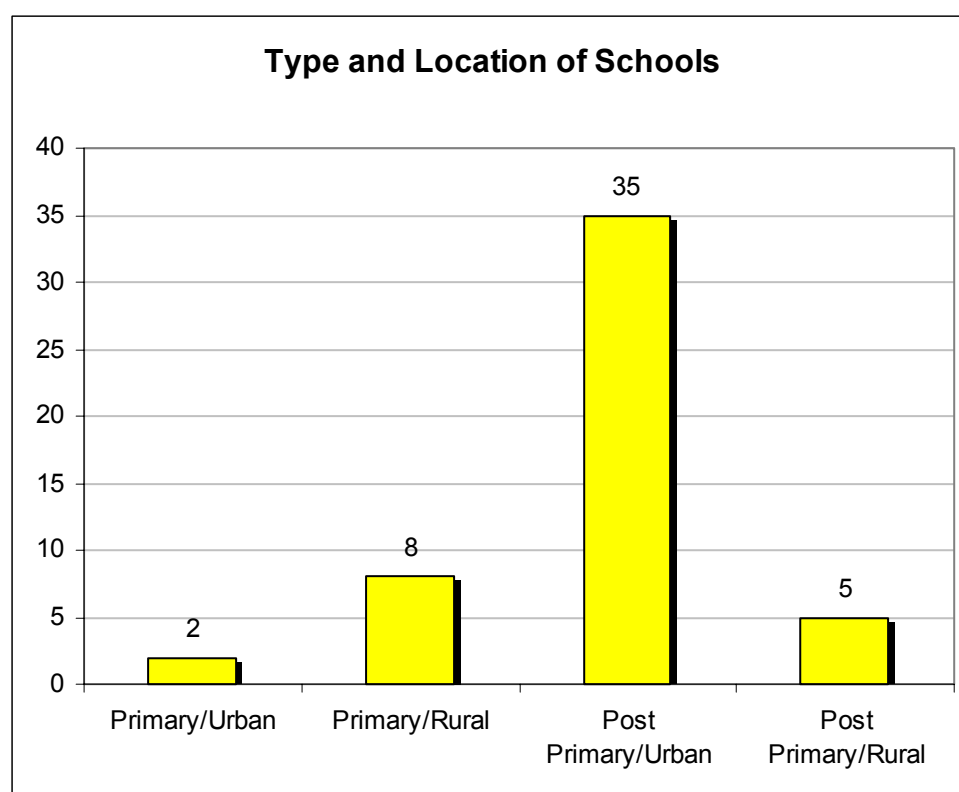
# 1. PROFILE OF THE RESPONDENTS TO THE QUESTIONNAIRE ON "SOCIAL CHANGE AND NEW CHALLENGES FOR GENDER EQUALITY"

**TABLE 1: NUMBER OF REPLIES RECEIVED FROM COUNCIL OF EUROPE MEMBERS STATES**

Country of Response	Number of replies
Austria	4
Belgium	2
Bulgaria	5
Cyprus	3
Estonia	2
Finland	3
Germany	1
Greece	2
Ireland	5
Luxembourg	3
Moldova	6
Norway	3
Russia	1
Slovakia	7
"Former Yugoslav Republic of Macedonia"	3
<b>Total</b>	<b>50</b>

**TABLE 2: AGE AND GENDER OF RESPONDENTS**



**TABLE 3: TYPE AND LOCATION OF SCHOOLS**

Some of the respondents who teach in secondary/high schools recorded that their school was urban but also put in "town". As no further information was provided in relation to the population they served, town and hinterland or just town, all were recorded under the category of "urban". Four of the school were single sex, 3 girls' schools and one boys' school.

**TABLE 4: HOW LONG HAVE YOU BEEN THINKING ABOUT ADDRESSING QUESTIONS RELATING TO GENDER EQUALITY IN YOUR SCHOOL?**

Since I started teaching	9
Since I was a student	1
Since High School	1
For a number of years (years ranged from "a couple" to 28)	16
Since 1998 during in-service	2
Since the 70s	1
School has supported GE since its establishment	1
Have not thought about it	4
All girls school, no inequality, it's in society	1
I pay attention to relationships between boys and girls in the course of my work	1
We have not dealt with gender issues	1
Since reading the questionnaire	1
Both sexes have the same opportunities no need to/ no difference, school treats boys and girls as equals	5
No response	6
<b>Total</b>	<b>50</b>

## 2. ANALYSIS OF THE REPLIES TO THE QUESTIONNAIRE ON "SOCIAL CHANGES AND NEW CHALLENGES FOR GENDER EQUALITY"

The questions were distributed among the four key issues that were the focus of this report: new information and communication technologies, economic life and the labour market, domestic influences and family structure and finally youth culture and on equality approaches

### 2.1 New information and communication technologies

#### **2.1.1. Have new information and communication technologies generally had a positive impact on girls and boys in your school?**

A majority of respondents considered that new information and communication technologies generally had a positive impact on both girls and boys. Ten respondents considered that the positive impacts were similar for boys and girls, these being access to information and knowledge and the use of technology for communication. A further 5 respondents referred to the opportunities for girls to get more knowledge and information from IT, while only two further respondents recorded this for boys. Nine further respondents referred to the use of the Internet for communication in relation to its positive impact on girls compared to 2 for boys. One respondent said that girls are less interested than boys in computers. Another respondent said that boys use IT to a greater degree than girls for their project work - *they have a better understanding of the intricacies of technology, therefore in a group project it is the boys who perform on the computer, the boys use the computers for longer periods than girls but they do not use it as much as girls for communication. Boys are more interested in technology.* Four respondents said that use of IT improved girls self esteem compared to one for boys.

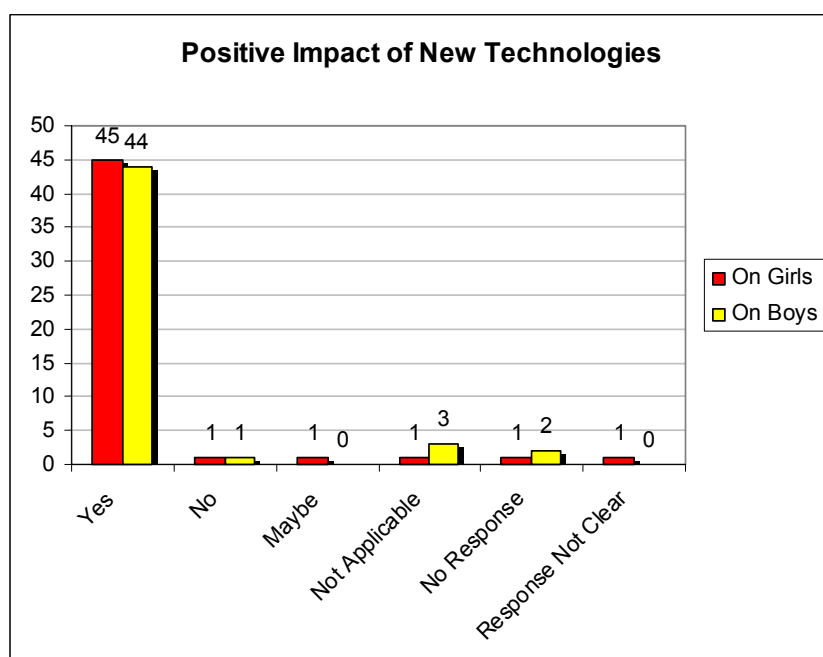
Other positive impacts identified in relation to girls were:

- Widens their skills and ability to work in a technical environment (3 respondents);
- Develops their creativity;
- Assists cooperative learning ;
- Helps them to develop new interests;
- They learn how to use computers at a young age;
- Motivates them and assists them to carry out research on the internet for projects;
- Mobile phones enhance their safety;
- Provides new opportunities;
- Girls awareness of gender issues has been widened;
- Increases learning motivation;
- They use computers to enhance their schoolwork.

Other positive impacts identified in relation to boys were:

- Increases their awareness of economic political and cultural problems;
- Their subjects of interests vary very much, games, internet communication;
- Access to mobile phones means problems can be solved more quickly;
- Improves their ability to gather data and technical equipment;
- Increases their level of knowledge and develops their interest in certain subjects;
- Helps them discover new inner capacities;
- Boys like to use the computer for practicing Math, English etc.

The sample responses obtained from the Finnish report were similar for boys, indicating that boys are more interested in technology than girls.

**TABLE 5: POSITIVE IMPACT OF NEW TECHNOLOGIES**

### 2.1.2 Have new information and communication technologies generally had a negative impact on girls and boys in your school?

A significant number of respondents indicated that ICTs have negative impacts on their students. Sixteen (32%) believe that ICTs have negative impacts on girls while 22 (44%) believe that they have negative impacts on boys. Spending too much time playing video games was cited as the most negative impact on boys (9 respondents) while overuse of the mobile phones (6 respondents) was considered the most negative impact on girls. A further 3 respondents referred to the fact that boys were becoming increasingly aggressive because of violent video games and due to accessing inappropriate material on the Internet.

Other negative impacts on girls were:

- Less physical exercise (3 respondents);
- Lack of live communication (2 respondents);
- TV programmes not always suitable for the age;
- Lack of reading;
- Information overload;
- Waste of time;
- Only in terms of the limited access they have to it in school;
- Overuse of Internet, video games and mobile phones;
- Lack of selective approach to accessing information;
- The girls are not keen on technology;
- Not aware of the negative impacts on their health;
- The playing of video games takes a lot of time that should be used for their studies, same for boys and girls.

Other negative impacts on boys were:

- They take less exercise (2 respondents);
- Not aware of negative impacts on their health;
- Not selective in what they access.



It was interesting that no reference was made to the fact that boys read less, given the fact that more boys than girls have reading difficulties.

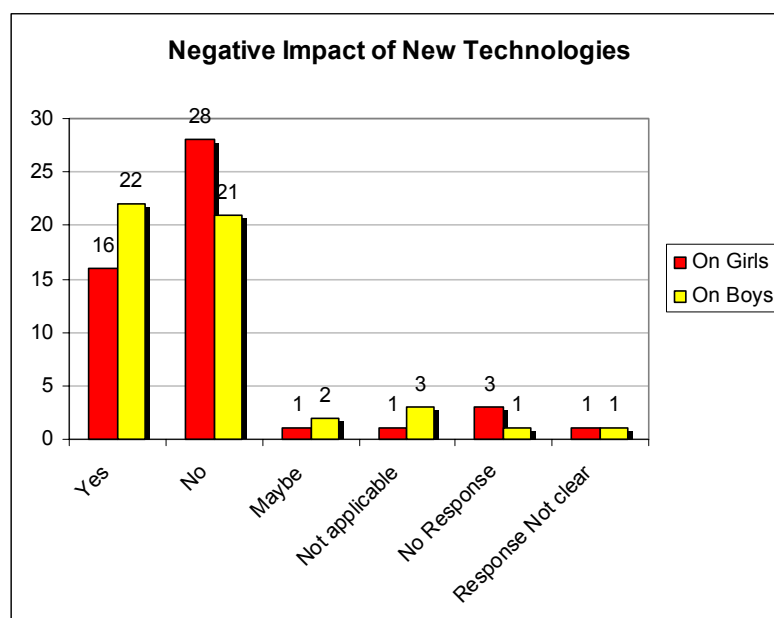
Twenty two respondents (44%) considered that there were winners and losers from the development of ICT. Those considered winners and losers were:

- Students from better –off families and those with access to technologies are winners (8 respondents);
- Boys winners (3 respondents);
- Those students whose families encourage the use of technology - winners;
- Those whose development is affected by the negative aspects of technology and whose families fail to control their exposure to the negative aspects of technology will be losers (3 respondents);
- The young people whose material values become more important than their spiritual will become losers.

The examples contained in the Finnish were similar to those obtained from the questionnaires. The winners were considered to be those that have access to technological equipment and the losers were considered to be boys whose gaming and Internet usage is not controlled.

Only 3 respondents considered that boys are more likely to be winners from technological developments. One respondent referred to the possible need to develop new teaching methods to ensure that girls do not lose out in this area. Another respondent did not consider that gender was an issue in this area. Given the fact that fewer females chose to continue with further studies in technological areas and fewer choose careers in the area, this was a surprising finding. Research indicates that attitudes toward subjects, particularly science and mathematics subjects, are formed at an early age and have long term implications (Who Chooses Science?-Smyth and Hannan -2002).

**TABLE 6: NEGATIVE IMPACT OF NEW TECHNOLOGIES**



### **2.1.3. Can you give examples of positive and negative impacts from your own experience?**

The positive example given by a majority of the respondents was the opportunity to obtain more knowledge and information and to communicate more, as a result of technology (19 respondents). Other positive examples given related to the use of technology to assist with research, presentations, homework.

Other examples were:

- Helps develop self-esteem;
- Leads to creativity;
- Makes learning subjects more interesting;
- Makes students more motivated.

There was reference to boys and girls in only three responses. One respondent said that boys were likely to respond more positively to technology and to use it for school related work while another respondent said that boys bring their expertise in computers from home into the school. In a reference to girls, one respondent said that a positive example of the use of technology by girls was that they are becoming more assertive and less willing to tolerate inequalities in their own lives.

The negative examples given by a majority of the respondents (13) related to the misuse of technology, particularly by boys. Concern was expressed by these respondents in relation to boys accessing pornographic websites, watching adult movies and playing violent computer games.

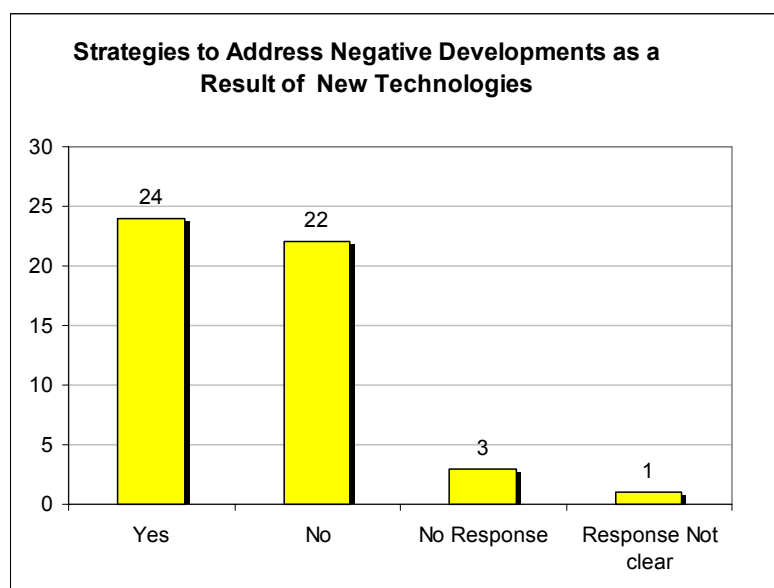
The use of the Internet in stereotypical ways was referred to by one respondent, e.g. girls using it to get information about pop stars and boys using it for information about football.

Other negative examples were:

- Isolation from family and friends (6 respondents);
- Not reading enough books ( 3 respondents);
- Overuse and time wasting;
- Use of mobile phones in the classroom;
- Spending less time outdoors;

### **2.1.4 Have you thought about or developed any recent strategies or approaches to address any negative developments arising from technological change?**

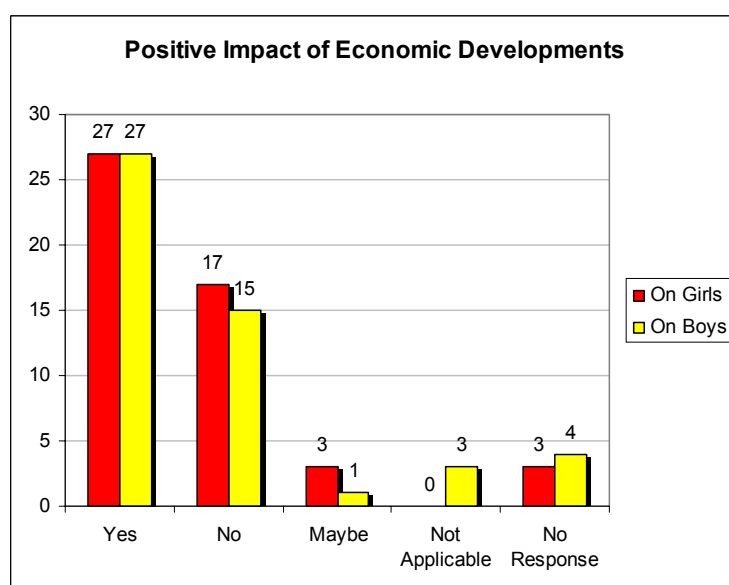
The majority of strategies developed related to the control and supervision of access to computers, particularly the Internet. Rules about the use of computers and mobile phones in cooperation with parents have been developed in some schools. Teachers' awareness of the need to ensure that girls have equal access to computers was demonstrated for the first time in responses to this question. One respondent referred to a strategy of insistence on all students taking turns when sharing access to computers, while another used single sex groupings when working on computers. Another got improved access for girls to computer time.

**TABLE 7: STRATEGIES TO ADDRESS NEGATIVE DEVELOPMENTS AS A RESULT OF NEW TECHNOLOGIES**

## 2.2 Economic life and the labour market

### 2.2.1 Have recent economic changes relevant to the future of your students generally had a positive impact on girls/boys in your school?

Over 50% of respondents considered that recent economic changes have a positive effect on both girls and boys in their schools. More and better opportunities, with greater mobility were considered by the majority to have a positive impact on both girls and boys. Freedom of choice, variety of career paths, level of expectations raised were also considered positive impacts of the economic changes. In relation to girls, it was considered that they now understand the need to study to get good jobs and more of them are continuing with their education. Equality between men and women regarding job opportunities was also referred to.

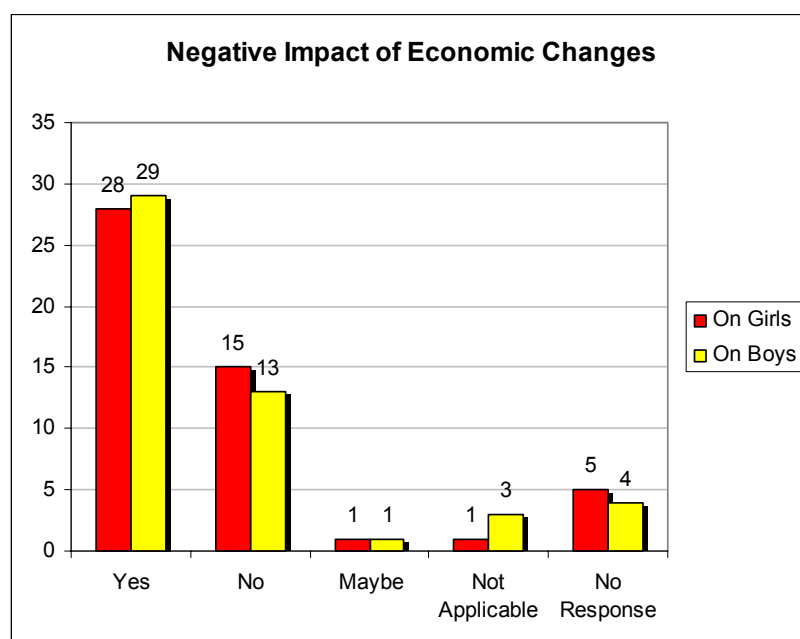
**TABLE 8: POSITIVE IMPACT OF ECONOMIC DEVELOPMENTS**

### 2.2.2 Have recent economic changes relevant to the future of your students generally had a negative impact on girls/boys in your school?

Over 55% of respondents considered that recent economic changes have a negative impact on their students both girls and boys. Unemployment, lack of opportunities, particularly for those students who leave school early or without qualifications were considered by a majority of the respondents. Widening of the gap between rich and poor, lack of motivation and uncertainty about the future were also considered to have a negative impact on girls and boys. A majority of respondents indicated that the negative impacts were similar for girls and boys. However, the statistics for unemployment continually indicate that in times of recession, it is females who suffer the greatest levels of unemployment.

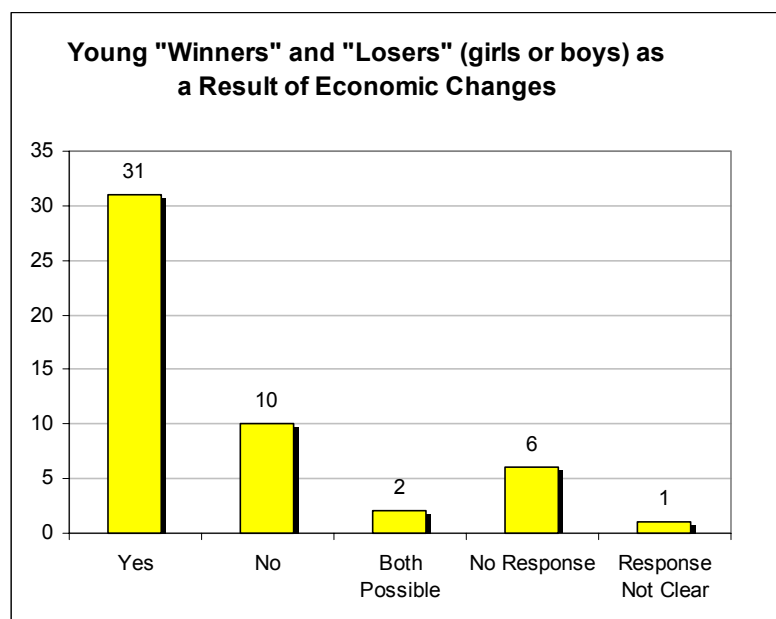
A number of respondents referred to the fact that their students finish their studies early in order to take up low skilled employment or have part time jobs which affect their studies. The reasons for this are not the same in every country. In some countries, family circumstance force this situation while in others it is the availability of opportunities and the desire for more money that motivates some young people to take part-time jobs or leave school early. One respondent said that girls have a lot of disposable income and are introduced to consumerism at an early age.

**TABLE 9: NEGATIVE IMPACT OF ECONOMIC CHANGES**



### 2.2.3 Are particular categories of young people (girls or boys) more likely to be “winners” and “losers” from these developments?

Over 60% of respondents considered that there are categories of young people more likely to be “winners” and “losers” due to these developments. Children from better socio economic backgrounds, boys, those with more qualifications and who travel and study abroad are considered to be the “winners”. Conversely, those from poor socio economic backgrounds, girls, those with poor qualifications and who lack parental support are considered to be “losers”.

**TABLE 10: YOUNG « WINNERS » AND « LOSERS » (GIRLS OR BOYS) AS A RESULT OF ECONOMIC CHANGES**

#### 2.2.4 Can you give examples of positive and negative impacts from your own experience?

The positive and negative examples given develop the responses to negative impacts. Ability to continue to higher level education, to pay for private education, to study abroad, was given as positive examples. The acquisition of transferable skills, the provision of more resources to schools, and greater self confidence of students were also given as positive examples.

The inability of some students to avail of opportunities due to poverty was given as an example of negative impacts by 9 respondents. For girls, short term planning and part-time work, leading to underachievement and early school leaving, were given as examples of negative impacts.

Other positive examples:

- Due to the changes, many students have the opportunity to study all over the world;
- More students continue their education to higher level;
- More parents can pay for private education;
- Students have the economic ability to travel more;
- Conditions in schools are better;
- Students are more independent and self confident than previous generations;
- Communication has improved;
- New programs are increasing the number of students from poorer socio economic backgrounds going to university;
- More employment opportunities;

And negative ones:

- Not more than 3% of graduates find jobs that correspond to their areas of specialization;
- Subjects/knowledge which are perceived to lead to well paid jobs are prioritised at the expense of other subjects and knowledge;
- Poor education policies;
- Part-time jobs with no time to study-in some cases leading to school drop out without qualifications;
- Emigration of young experts;
- Inability to fit in into society;

- Cost of schooling;
- Students losing their innocence and childhood too early.

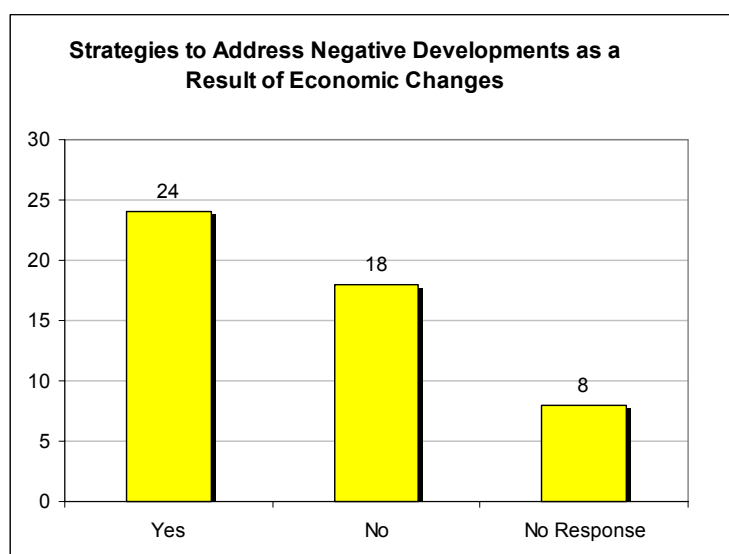
### 2.2.5 Have you thought about or developed any recent strategies or approaches to address any negative developments arising from economic change?

Twenty four (48%) of respondents had thought or developed strategies or approaches to address negative developments arising from economic change. The strategies ranged from the provision of support for students with difficulties or who are underachieving, to the provision of information, career guidance and the introduction of new educational programmes. A range of activities were described: - lectures, project work, use of role models, working with parents.

As none of the strategies were described in detail, it is not possible to comment on their possible effects, particularly from a gender perspective. Recent economic developments, i.e. the enlargement of the European Union, the slow-down in the global economy, the increase in immigration from third world countries into Europe, will have significant impact on the economic prospects of today's young people, both positively and negatively. From a gender perspective, this could lead to an increase in the number of females who may experience unemployment and poverty, particularly if the trend continues that more households are headed by women, and to an increase in unemployment for unskilled males. In their references to poverty, few of the respondents referred to the fact that poverty is experienced more by those households headed by women. (EU Social and Statistical Reports can be obtained from EU National Offices or from its website)

The Finnish report referred to the fact that long term unemployment in a family leads to boys underachieving and to the fact that boys use alcohol and drugs easier than girls.

**TABLE 11: STRATEGIES TO ADDRESS NEGATIVE DEVELOPMENTS AS A RESULT OF ECONOMIC CHANGES**



## 2.3 Domestic influences and family structure

### 2.3.1 Have recent changes in the family context generally had a positive impact on girls and boys in your school?

A similar number of respondents considered that recent changes in the family context had a positive impact on girls, 22 (44%) and boys 21(42%), but 19 (38%) indicated that the changes did not have a positive impact on girls in their schools in comparison to 14 (28%) for boys.

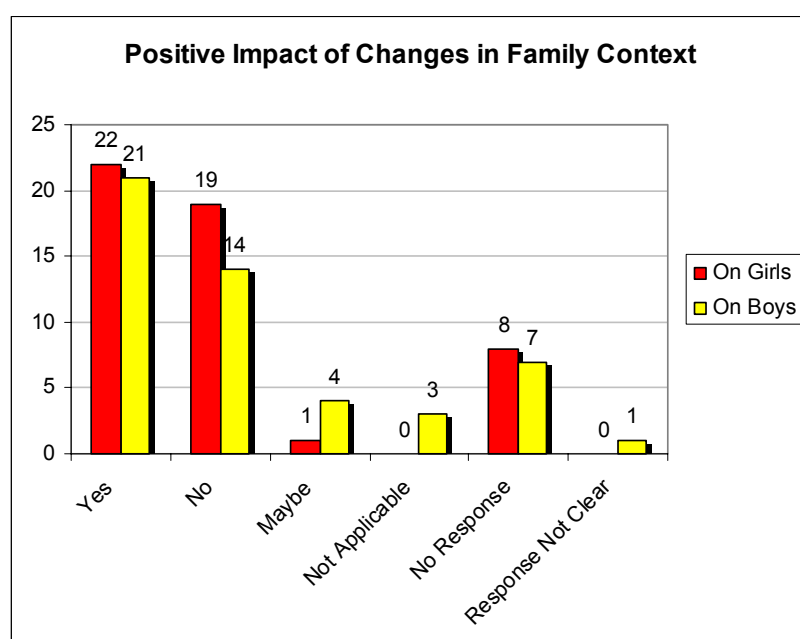
Greater opportunities for parents, better education in relationships and responsibilities, less stereotyping, more self confidence, changing attitudes, are seen as positive for both girls and boys.

Greater emancipation, greater freedom to develop, more emphasis on the development of professional life before starting a family, more mothers working, providing role models for their daughters, and a more active role in social and economic life were identified as positive outcomes for girls.

A more active role for males in the education of their children, the role of the father changing-becoming more caring more family orientated, the abolition of many taboos in relation to men's roles, are seen as having positive impacts on boys.

The responses for those who responded "no" to this question are similar to the responses in the next question. They are dealt with under "Negative Impact"

**TABLE 12: POSITIVE IMPACT OF CHANGES IN FAMILY CONTEXT**



### 2.3.2 Have recent changes in the family context generally had a negative impact on girls and boys in your school?

A majority of respondents referred to single parent and reconstructed families as having a negative impact on both girls and boys. The consequences of these family circumstances are seen as leading to behaviour and discipline problems, insecurity and anxiety, psychological problems, low self esteem, for both girls and boys.

Teenage pregnancies leading to early school leaving and premature family responsibilities were considered to have a negative impact on girls.

Other negative impacts on girls were:

- Both parents busy with jobs with no time to control girls;
- Uncertain future;
- Shortening of childhood;
- Underachievement in school.

The absence of the father in single parent families was considered to have a negative impact on boys. No responded referred to this in relation to girls. The responses included statements such as “boys definitely need personal time with father” “in divorce/separation, boys need more emotional support if away from father” “when father leaves home there are problems with teenage boys”

Other negative impacts on boys were:

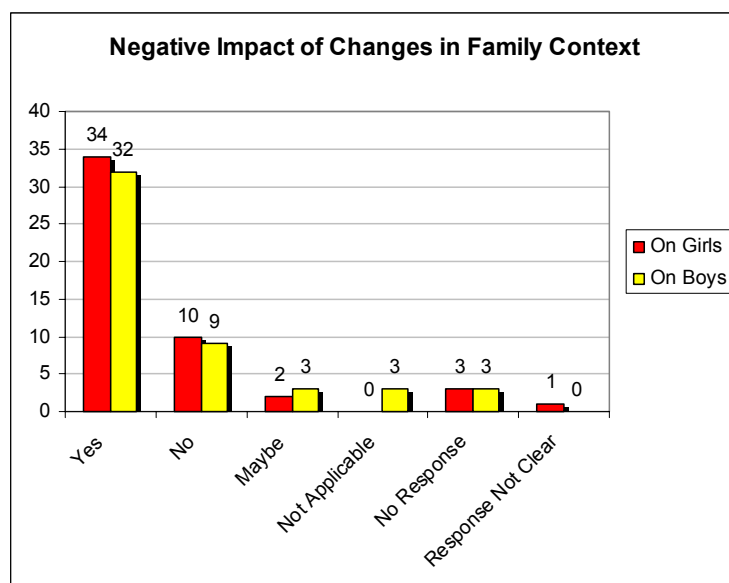
- Loss of masculinity;
- High aggression;
- Early school leaving;
- Low self esteem;
- Lack of positive role models;
- Powerlessness in some boys;
- Boys are more vulnerable and need stability.

The Finnish report also referred to the lack of father role models for boys where the parents are divorced.

Some of the responses to this question were quite emotional. For example “whole family life is broken into pieces” “families are ruined, unstable and unmotivated”

The responses in this section of the questionnaire demonstrated a greater awareness of gender issues by the respondents than in the previous sections. Many of the responses however, reflected traditional attitudes.

**TABLE 13: NEGATIVE IMPACT OF CHANGES IN FAMILY CONTEXT**



### 2.3.3 Are particular categories of young people (girls or boys) more likely to be “winners” and “losers” from these developments?

Thirty-one respondents (62%) considered that there are particular categories of young people more likely to be “winners” and “losers” from recent changes in the family context. Most of the responses highlighted the categories likely to be “losers”. Children from broken, divorced or reconstructed families were considered to be the likely “losers” by a majority of the respondents. Some responds indicated that boys are more negatively affected by the break up of the family, especially if the father leaves the home. Other categories of young people considered to be likely “losers” were:

- Girls who become pregnant;
- Children who have no emotional support from their parents;

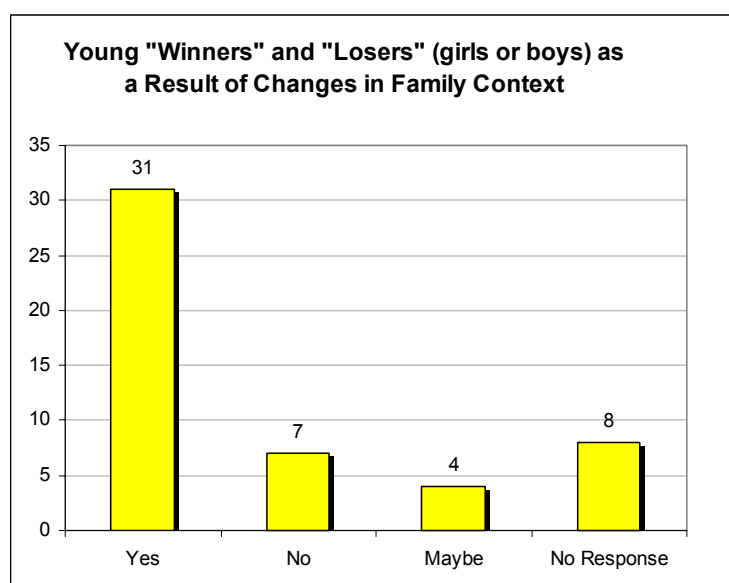


- Victims of family aggression;
- Children from deprived backgrounds;
- Those who lack a traditional family model.

Only a few categories were considered to be likely “winners”:

- Those whose family environment is good ( there was no elaboration on what the respondents’ concept of a good family environment is);
- Those who are bullies ( again no elaboration on what is meant by bullies);
- Children whose parents take care of their problems;
- Those students who get assistance from their school.

**TABLE 14: YOUNG « WINNERS » AND « LOSERS » (GIRLS AND BOYS) AS A RESULT OF CHANGES IN FAMILY CONTEXT**



#### **2.3.4 Have you thought about or developed any recent strategies or approaches to address any negative developments arising from changes in the family context?**

Twenty-seven (54%) of respondents reported that they have thought about or developed recent strategies or approaches to address any negative developments arising from changes in the family context.

Some schools have formal provision, programmes and support services while others would appear to be sensitive to issues and problems around family and relationship matters.

The formal strategies include:

- Access to counsellors and support services in school;
- Teachers appointed to liaise with home, family and with other support Professionals;
- Programmes in Personal, Social and Health Education which includes social/family awareness;
- Pastoral care programmes;
- A crèche in the school to facilitate young mothers to return to Education;
- Use of specially developed programs in the area of gender equality e.g. BALANCE-Who cares? (this is a program which deals with personal and social development and gender equality. It was developed by teachers from three countries-Ireland, the Netherlands and Belgium Flemish speaking);
- Meetings with parents to discuss problems;

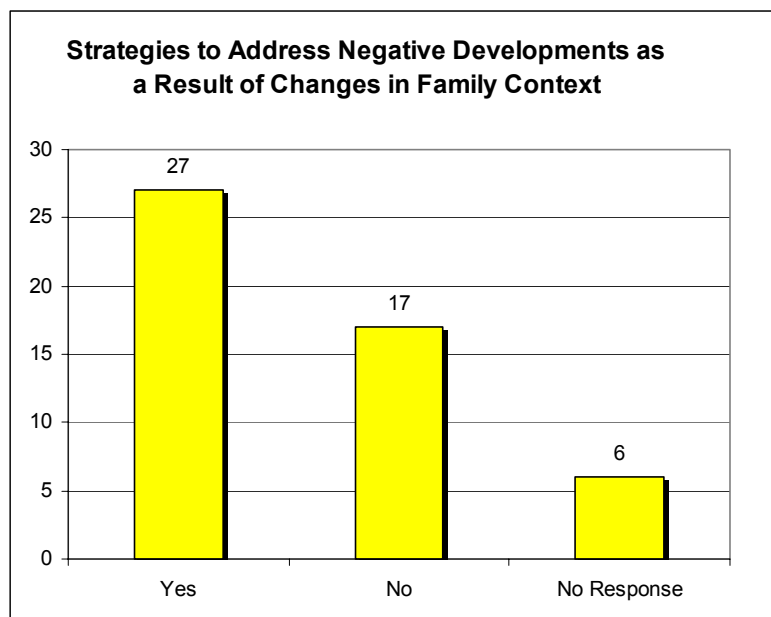
- Women' Studies classes ( single sex girls' school);
- Weekly meetings of staff members responsible for discipline.

Informal strategies include:

- Lectures and discussions on the topic;
- Promotion of family values;
- Addressing issues of self esteem;
- Listening to students;
- Activities focusing on how to deal with change in general;
- Teaching students to problem-solve.

It was not ascertained from the responses the number of schools that have formal *Social, Personal and Health Education* or whether it forms part of the curriculum of schools in the various countries. Where such programmes exist, they provide scope to address many of the concerns and issues raised by the respondents. Many of the programmes include a variety of teaching strategies and methodologies which deal with relationship and sexuality issues in an age appropriate way.

**TABLE 15: STRATEGIES TO ADDRESS NEGATIVE DEVELOPMENT AS A RESULT OF CHANGES IN FAMILY CONTEXT**



## 2.4 Youth culture

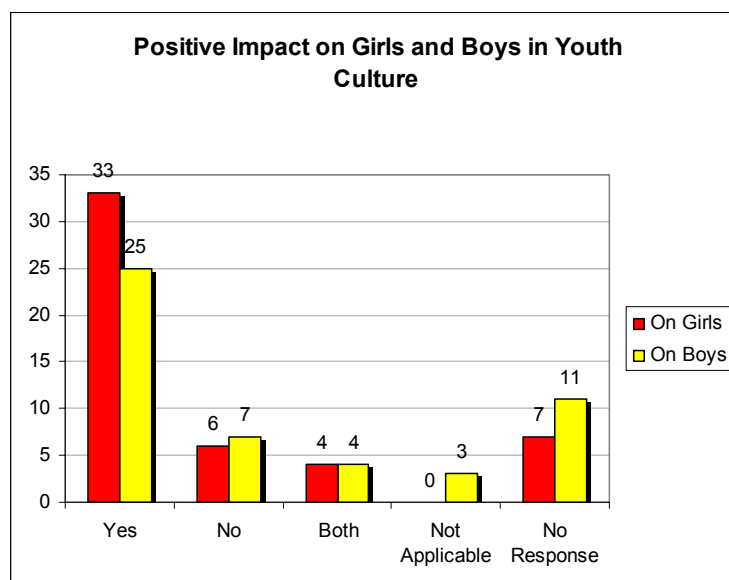
### 2.4.1 Have new youth cultural forms and influences generally had a positive impact on girls in your school?

Thirty-three (66%) of respondents considered that new youth cultural forms and influences generally had a positive effect on girls in their schools, while the figure for boys was 25 (50%).

A majority considered that better opportunities for communication, to learn more about other cultures, to keep up with modern trends, and more opportunities for use of free time had a positive impact on both boys and girls. Greater opportunities for personal development, to develop their personal style, and increased self confidence and independence were considered positive also for both girls and boys.

Four respondents referred to the world of fashion as having a positive impact on girls. Another respondent considered as positive for girls, the fact that their clothes, language and manners have become closer to that of boys. It is difficult to interpret the thinking behind this statement.

**TABLE 16: POSITIVE IMPACT ON GIRLS AND BOYS IN YOUTH CULTURE**



#### 2.4.2 Have new youth cultural forms and influences generally had a negative impact on girls and boys in your school?

Thirty-four (68%) of respondents considered that new youth cultural forms and influences generally had a negative impact on girls while 33 (66%) considered they had a negative impact on boys.

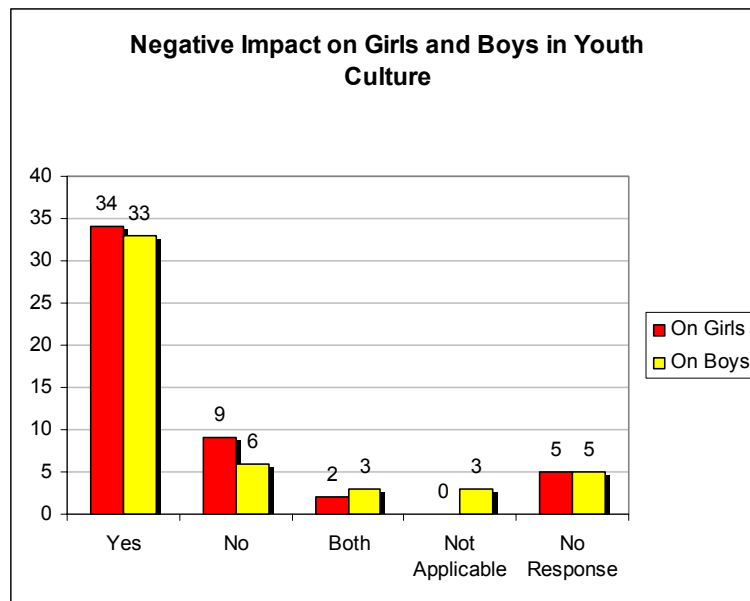
Too much time spent on the Internet and its inappropriate use was considered to have a negative impact on both girls and boys by a majority of respondents. Both sexes were considered to be at risk of drug abuse, exposure to aggression and violence and to be exposed to crude language, impoliteness and vulgar behaviour. Pornography was seen as a problem for girls and boys as was high levels of spending and losing out on childhood as a result of the influences of youth culture.

Other negative impacts on girls were:

- Overuse of mobile phones leading in some cases to very high costs;
- Lack of diversity in clothes;
- The emphasis on good looking female bodies;
- Stereotyping girls as conforming to “Barbie” type images of young women;
- Some samples of youth culture provoke girls to seek thrills that may not have a happy ending;
- Sexist clothes, tattoos.

Other negative impacts on boys:

- Drinking alcohol and smoking;
- Too interested in “big boy” things;
- Lose focus on education;
- Wanting to live out video games;
- Loss of respect for girls;
- Standards and values downgraded;
- Stereotyping;
- Video games with a lot of violence and aggression.

**TABLE 17: NEGATIVE IMPACT ON GIRLS AND BOYS IN YOUTH CULTURE**

#### 2.4.3 Are particular categories of young people (girls or boys) more likely to be ‘winners’ and ‘losers’ from these developments?

Thirty-one (62%) of respondents considered that there are particular categories of young people more likely to be “winners” and “losers” from these developments.

They considered the winners to be:

- Those children who have family support;
- Those who use only the positive aspect of youth culture;
- Those who have enough self confidence to trust themselves;
- Those who are well educated.

The losers are those who:

- Those who lack communication with parents;
- Girls/young women because of boys wide access to pornography;
- Girls more than boys;
- Girls, they are the “object” in the pop culture which portrays “sex-toy” images of young women.

#### 2.4.4 Can you give examples of positive and negative impacts from your own experience?

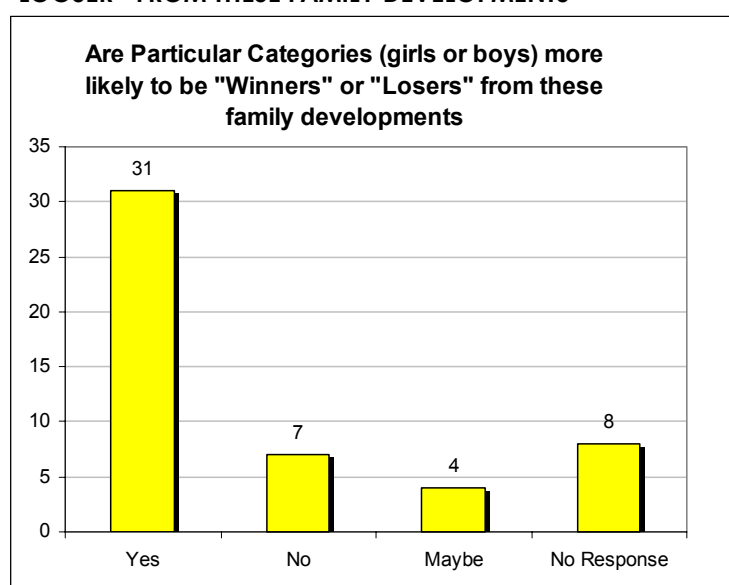
Positive:

- Participation in the global culture;
- Greater knowledge of the modern world;
- Less stereotyping;
- Positive role models;
- More opportunities for entertainment;
- Fosters creative thinking;
- Develop skills, communication, technological;
- Encourages freedom of expression;
- Promotes tolerance, assertiveness;
- Liberates young people from old prejudices.

Negative:

- Diminished values, youth culture promotes shallow values sometimes;
- Stereotyping beauty ;
- Girls feeling inadequate about their appearance;
- Use of computer only to play aggressive games;
- Pornography-on Internet, in magazines, movies;
- Drugs and alcohol abuse;
- Copying the negative aspects of youth culture;
- Boys copying “macho” heroes from the media;
- Careless attitude towards school work;
- Aggression and violence learned from media.

**TABLE 18: PARTICULAR CATEGORIES (GIRLS AND BOYS) MORE LIKELY TO BE « WINNERS » OR “LOOSER” FROM THESE FAMILY DEVELOPMENTS**



#### **2.4.5 Have you thought about or developed any recent strategies or approaches to address any negative developments arising from changes in youth cultural attitudes and style?**

Twenty-seven respondents (54%) have thought about or developed recent strategies or approaches to address any negative developments arising from changes in youth cultural attitudes and style.

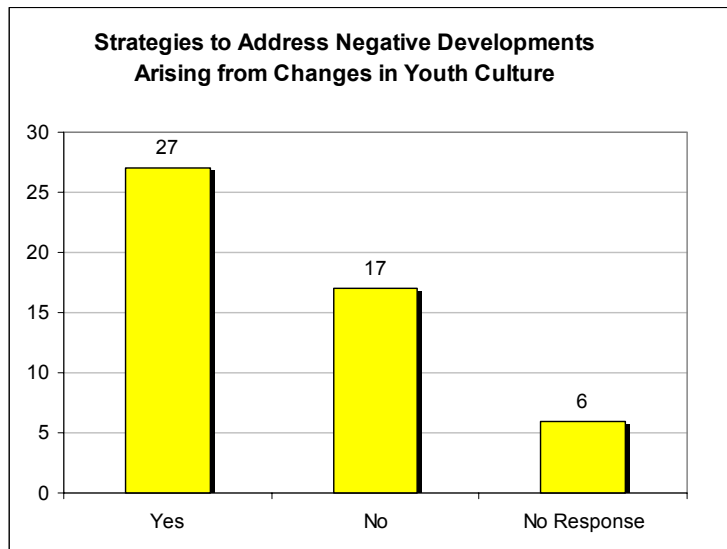
Some schools have a formal curriculum and programmes through which these issues can be addressed. These include *Social, Personal and Health Education (SPHE)*, Home/school links, Student Councils, discussion of issues during Women's Studies classes (single sex girls' school), projects against drugs, pastoral care programmes, and afternoon clubs. Some respondents have addressed the issues in their subjects through discussions, project work.

Other strategies include:

- The provision of information on cultural events;
- Trying to curb their spending;
- Trying to act as a good role model;
- Making boys aware of the harmful effects of pornography on women;
- All kinds of joint events and getting all students involved;
- Attempts to motivate them to achieve academically.

The responses to the question in this section demonstrated that a majority of the respondents have a comprehensive knowledge of the positive and negative aspects of youth culture. They are clearly concerned about the negative effects of its influences on young people and a majority indicated that they have thought about or developed strategies to try to address these. Other than the formal programs and students supports available in the schools, the other strategies described were somewhat vague.

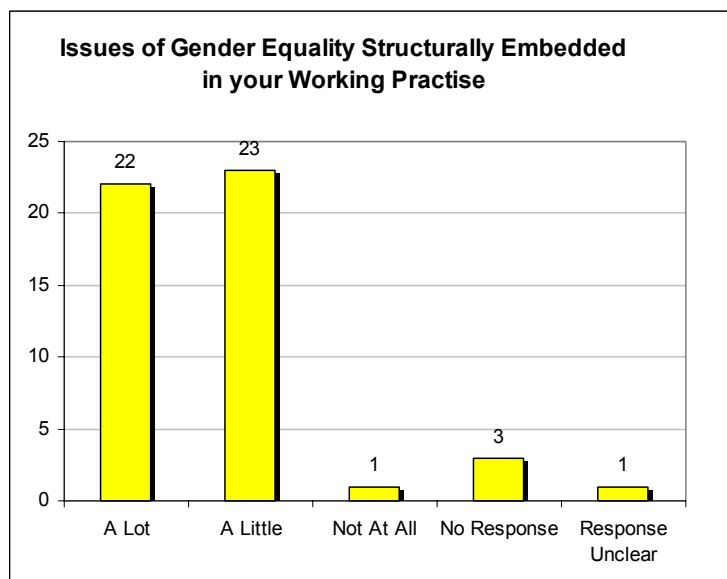
**TABLE 19: STRATEGIES TO ADDRESS NEGATIVE DEVELOPMENTS ARISING FROM CHANGES IN YOUTH CULTURE**



## 2.5 Approaches to gender equality

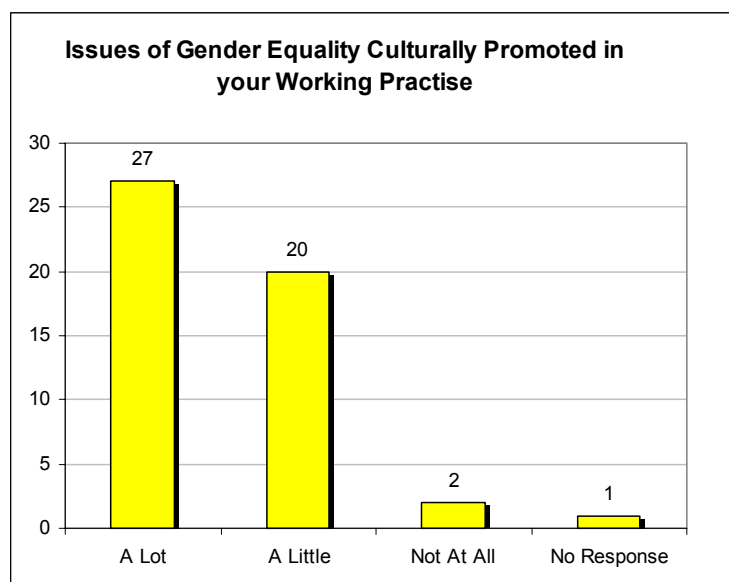
**2.5.1** How much would you say that issues of gender equality are structurally embedded in your working practice (through, for example, policies and management approaches)?

**TABLE 20: ISSUES OF GENDER EQUALITY STRUCTURALLY EMBEDDED IN YOUR WORKING PRACTICE**



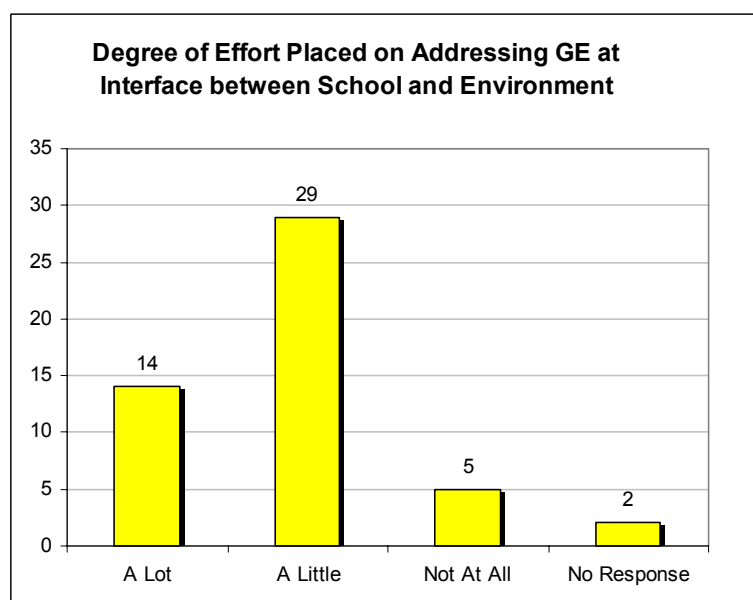
**2.5.2 How much would you say that issues of gender equality are culturally promoted in your working practice (through, for example, the use of educational materials and approaches to teaching and learning)?**

**TABLE 21: ISSUES OF GENDER EQUALITY CULTURALLY PROMOTED IN YOUR WORKING PRACTICE**



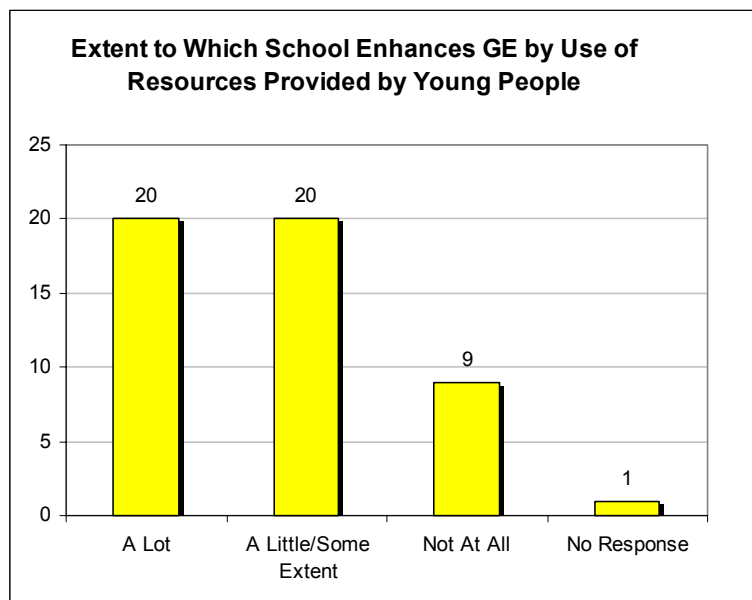
**2.5.3 How much effort is placed on addressing gender equality at the interface between the school and the wider environment from which your students come (through, for example, relationships with the home and the community)?**

**TABLE 22: DEGREE OF EFFORT PLACED ON ADDRESSING GENDER EQUALITY INTERFACE BETWEEN SCHOOL AND ENVIRONMENT**



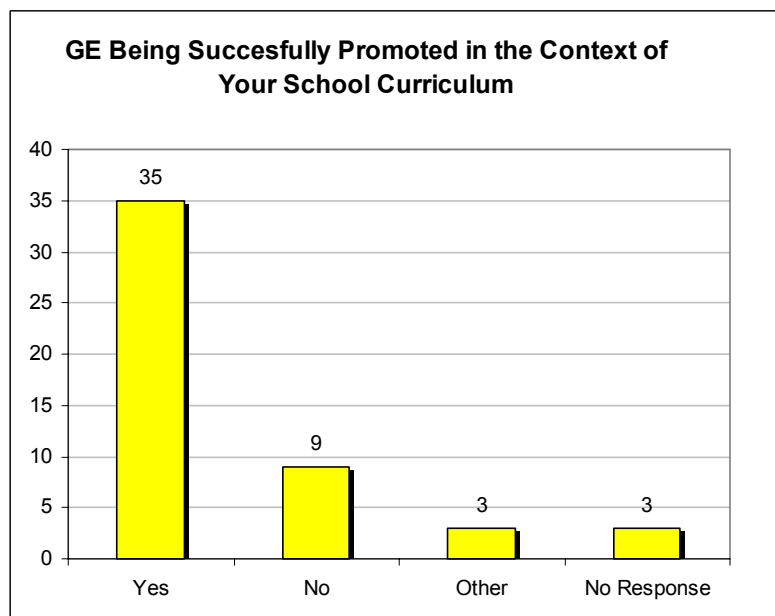
**2.5.4 How much does your school seek to enhance gender equality by making use of the resources that young people do (or could) bring to the school (such as magazines, music, ethnic traditions, religious beliefs)?**

**TABLE 23: EXTENT TO WHICH SCHOOL ENHANCES GENDER EQUALITY BY USE OF RESOURCES PROVIDED BY YOUNG PEOPLE**



**2.5.5 Overall, do you feel that gender equality is being successfully promoted in the context of your school curriculum?**

**TABLE 24: GENDER EQUALITY SUCCESSFULLY PROMOTED IN THE CONTEXT OF YOUR SCHOOL CURRICULUM**





The responses to the section on the approaches to gender equality highlighted what can be described as “gender blindness” on the part of schools and in some cases on the part of the respondents. The following responses illustrates this: *no need to address this issue, school has always treated boys and girls equally; not necessary, we have no problems in this respect; since I became aware of the issue, girls and boys have been treated equally; the average teacher is aware of gender issues and address the problems in his/her work; our school never had any difference between genders and it is 40 years old; My subject is the same for everyone.*

There is clearly a need to provide schools with mechanisms/tools to address gender mainstreaming. Earlier in 2003, the principals of two schools in Ireland invited the Department of Education and Science to carry out a *Gender Audit* in their respective schools. A Template was developed for the audit which covered all aspects of the school life from a gender perspective. The audits highlighted areas where gender blindness existed, for example in relation to teaching methodologies, in the formal and non formal curriculum, in classroom interaction, the use of resources and especially the need to set targets and monitor outcomes and progress.

Some guides to gender mainstreaming in education have been developed. *The Gender Management System Series* has produced a guide to gender mainstreaming in education which provides guidelines for gender mainstreaming in all aspects of school life. (A Guide to Gender Mainstreaming in Education – published in 1999 by the Commonwealth Secretariat, Marlborough House, Pall Mall, London SW1Y 5HX) .

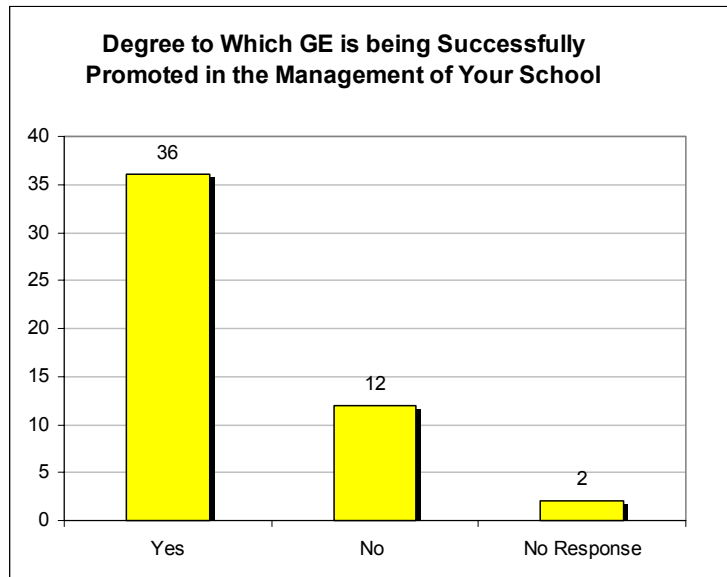
The need for the principles of gender mainstreaming to be embedded in the management of schools was recognised by a number of respondents. Accountability lies at the top of any organisation. Training for school managers is an essential pre-requisite for gender mainstreaming.

Gender mainstreaming is a new concept and one that is little understood generally. The traditional methods of developing policies, curricula etc. are institutionalised in most societies. Attempts to change these practices are meeting with denial, confusion and rejection in many cases, despite the introduction of equality legislation and the efforts of national governments and international organisations to promote gender equality through mainstreaming.

Developers of strategies for achieving equality of outcome for boys and girls in education through gender mainstreaming, need to recognise the low base from which they must start. Despite some differences in awareness and levels of development of gender mainstreaming between European countries, statistics show that most countries have still not achieved full equality between the sexes in all areas of society. For example, in most Western European countries, women constitute the majority of primary teachers, but are still in the minority in educational management positions. At second level, the feminization of the profession is less marked, but the proportion of women in this sector is increasing. For most Western European countries the percentage of women principals at second level is approximately 30% and is as low as 7% in the Netherlands (Stepping out of the Shadows-Warren and O Connor 1999, Oak Tree Press Dublin). It can still be said that for a majority of European countries, *women teach and men manage.*

**2.5.6 Overall, do you feel that gender equality is being successfully promoted in the management of your school?**

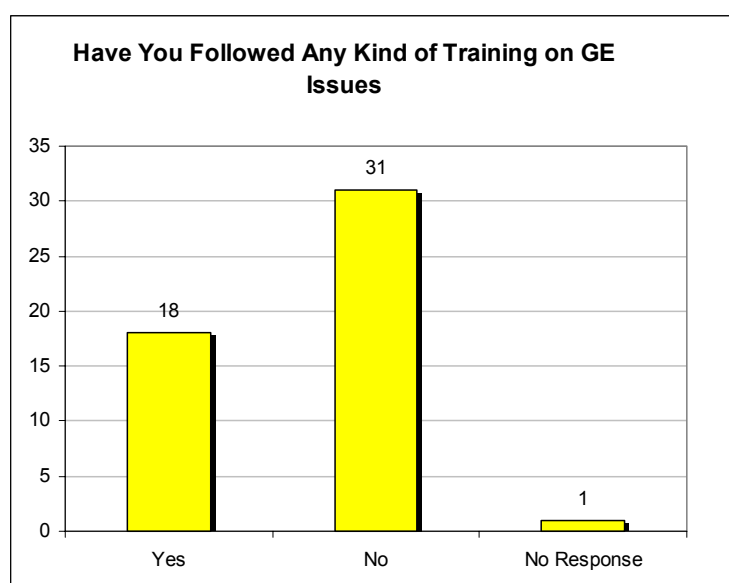
**TABLE 25: DEGREE TO WHICH GENDER EQUALITY IS BEING SUCCESSFULLY PROMOTED IN THE MANAGEMENT OF YOUR SCHOOL**



### **2.5.7 Have you followed any kind of training on gender issues?**

Eighteen of the respondents (36%) reported that they had undergone training in gender issues. Only 20% of the Finnish group had followed any kind of training. It would be useful to ascertain what this training involved and to source the kinds and levels of training that are available for teachers at pre-service and in-service levels across Europe. This would provide a baseline for providing guidelines for future training programs in gender mainstreaming.

Twenty six of the 31 respondents who have not had any training, felt that it would be useful or very useful to undergo such training while a small number believed that training in the area would be completely pointless or not at all useful.

**TABLE 26: TRAINING ON GENDER EQUALITY ISSUES**

## CONCLUSIONS

The majority of the respondents displayed an awareness of the effects on their students resulting from recent social changes and of the complexities of these changes. While they considered that many of the technological developments have had a positive impact on students, they highlighted the negative impacts, particularly for boys, who use communication technology more than girls in an inappropriate way, e.g. to access pornography, play video games with a lot of violence and aggression. The opportunities offered by mass communication were also highlighted, e.g. use of the internet to gain more knowledge, assist with school projects, communicate with people in other countries.

Concern was expressed about the early sexualisation and stereotyping of girls and loss of childhood generally for many students, due to communication technology and youth culture. The new family structures, often resulting in the absence of the father were considered to have a negative impact on boys.

A majority considered that recent economic changes have a positive effect on both boys and girls. Freedom of choice, variety of career paths, more opportunities and greater mobility were cited as the positive effects of economic changes. However, a majority also considered that the recent economic changes have negative impacts on their students. Unemployment, lack of opportunities, particularly for those students who leave school early and without qualifications were cited by many of the respondents. A number of respondents referred to the fact that their students finish their studies early in order to take up low skilled employment or have part time jobs which affect their studies.

The level of awareness of gender equality was limited. Many referred to equal treatment of boys and girls but none referred to equal outcomes.

Many of the respondents were more concerned about social inequalities rather than gender inequalities.

There was a high level of "gender blindness" in the responses.

Only in one response (from a respondent in a single sex girls 'school) was the need to examine teaching methodologies referred to in relation to gender equality.

Many of the responses reflected sex role stereotyping, particularly in relation to technology and its impact on girls and boys.

Most of the respondents displayed an insight into the positive and negative impacts of the areas covered by the questionnaire, on both boys and girls in their classes, but many did not appear to know how, or were unwilling to address the negative impacts of these developments with their students. The strategies indicated were vague in many cases. None of the strategies referred to target setting and /or monitoring of progress.

There were no significant differences between the responses of males and females or between the younger and older respondents.

A majority of the respondents felt that gender equality is being successfully promoted in the context of their school curriculum and a majority felt that gender equality is being successfully promoted in the management of their school. Based on the overall responses to the questionnaire, these claims would need closer investigation. Some respondents provided examples but it would have been very useful to have more information on how the schools are promoting gender equality, what specific actions they are taking in relation to its promotion and what are the successful outcomes.

It was clear from the numbers of respondents who have not undergone any form of training in gender issues 31 (62%) and from the number of those who would find it useful 26, that training programmes are required, particularly in the context of gender mainstreaming.

Training for school managements is crucial to the success of gender mainstreaming in schools.

Experience of providing training on gender equality issues for teachers indicates that there can often be resistance to the issues raised and strategies suggested in the course of the delivery of such programmes. Training programmes need to be clear in outlining schools' obligations in the promotion of gender equality and they need to provide guidelines to assist teachers in implementing gender mainstreaming, both in their classrooms and in the school generally. Further researchs, in this field with a quantitative and qualitative questionnaire would be needed.

### **III. TOWARDS A STRATEGY FOR GENDER MAINSTREAMING IN SCHOOLS**

#### **INTRODUCTION**

Social change – in economic and family life and in new technologies and mass communication- has affected young people in different ways and young women and young men in unequally different ways. The data presented illuminates both new opportunities and new challenges for gender mainstreaming in schools. Changes in the labour market or in access to the internet may present new possibilities for young women but there are also new risks. Similarly, expectations around family roles and responsibilities and media representations of young women hold both promise and threats. What is clearly called for is a renewed commitment to gender equality issues in the context of schooling – to challenge negative stereotyping and to advance and maximise the potential of young women. A robust strategy to achieve this end is required – one that is coherent from the constitution to the classroom. It demands political will, proper resourcing, professional training and practical implementation.

There are, of course, already numerous resolutions and conventions on gender equality (see Chapter 1). They contain laudable aspirations and address a wide terrain and landscape of gender inequalities. The focus of the group EG-S-GS is on just one element of that landscape – school. But school, as noted in the introduction is an ideal setting for promoting values and desirable behaviour. School based practices around gender equality is at the heart of gender mainstreaming. For it to be effective it demands a suitable infrastructure of political, financial and professional support. It needs to be part of a cycle of development which is captured in the following dynamic:

It is recognised that schools do not operate in isolation from their immediate or wider social and community context. It is precisely that wider context that produces new opportunities and challenges for schools, on many issues, including gender equality. That was, indeed, the basis for the initial deliberations of the group EG-S-GS. However schools can also influence – as well as be influenced by – that wider environment. To do so they need to be both appropriately supported and suitably

connected – to have the structures and processes to enable effective practice and ensure desirable outcomes.

It is the strength of political structures and the quality of professional staff that is the best guarantee of successful interventions. After a brief consideration of the interface between schools and “external actors”, the strategy for gender mainstreaming in schools is shaped and formed with attention to these questions of input, process and practice, and outcomes.

This part of the report is aimed at providing elements for the development of a strategy to promote gender mainstreaming in schools, focusing on the different levels of intervention and the actors involved.

The education system is dealt with in its entirety, ranging from the political will, the legislative framework and the authorities responsible for education policy, to the school structure, teacher training, curricula and relations between educational staff and external actors.

Schools are the ideal public places in which to disseminate democratic ideas and enshrine them in our cultures. They convey changes in conduct and mindset, and have an obligation to meet the needs and demands of the children and young people that are their pupils and of a constantly changing society. Their task is a vast and complex one. Schools are a setting in which people can acquire knowledge, personal and interpersonal skills based on respect for every human being. Schools help to shape pupils' personalities and stimulate individual potential; they cater for the diversity of their pupils, and thus for the differences between the sexes.

Within the culture of every country's schooling system and within each school, there is embedded a culture which can either enhance or diminish the differences between boys and girls. This can either enhance gender equality or the opposite. In many schools and schooling systems, this is not the result of deliberate actions to perpetuate inequality between the sexes, but is a lack of awareness.

## **A. FRAMEWORK STRATEGY FOR GENDER MAINSTREAMING IN SCHOOLS**

Examples of good practices illustrate the different parts elaborated underneath. Those examples are also aimed at developing a strategy to promote gender mainstreaming in schools. As can be seen from the diagrams, there must be a commitment to gender mainstreaming at all levels of constitutional and implementing bodies within each country.

## 1. GENDER MAINSTREAMING IN SCHOOLS

### Process

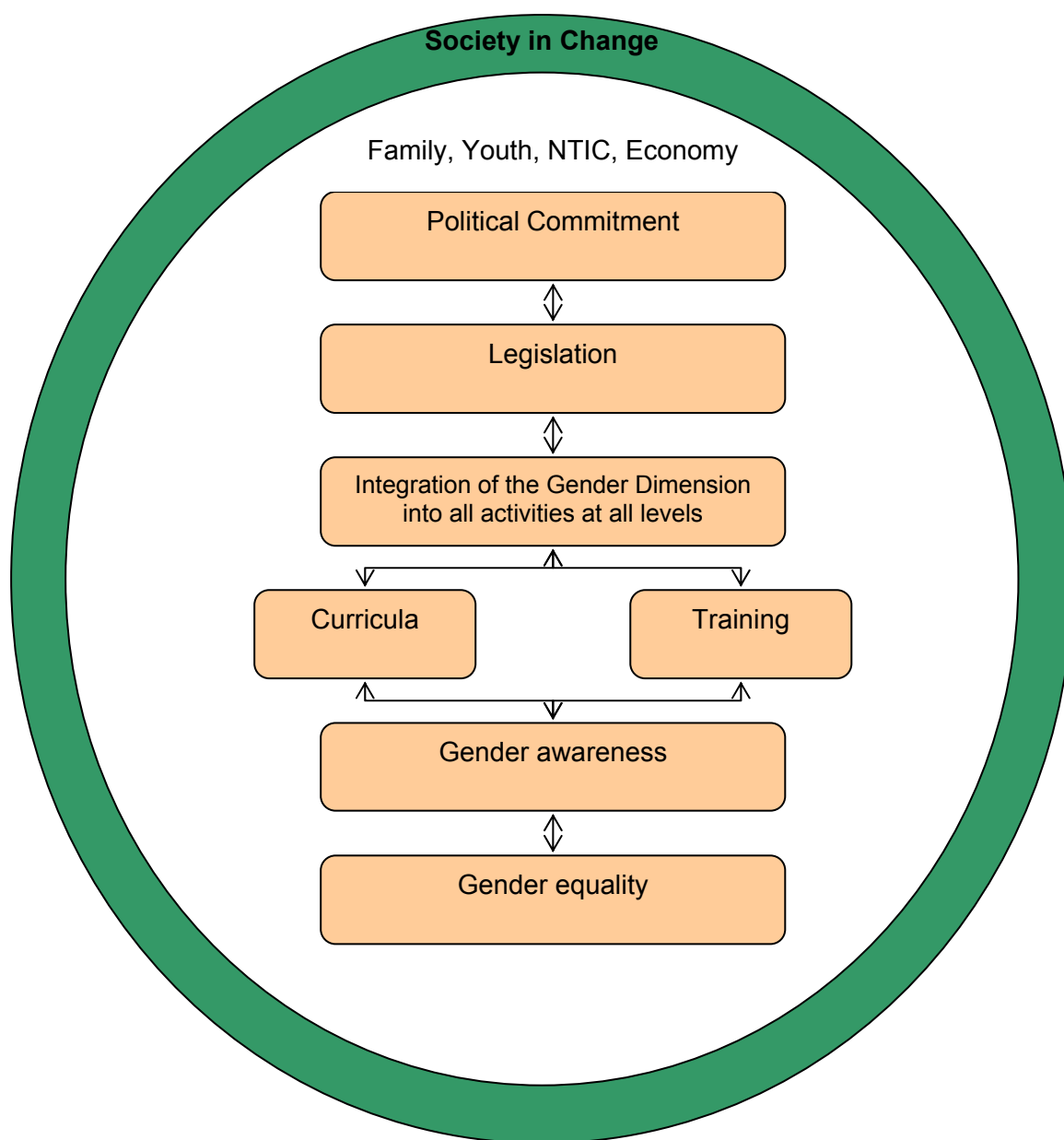


Diagram 1 presents the process of implementation of gender mainstreaming in schools. Taking into account the society in change, in particular family, youth culture, new information technologies and economic life which can have a positive or negative influence on gender equality, the implementation of a gender mainstreaming needs a strong political support which should be translated into legislative action and measures in order to integrate a gender perspective into all education activities at all levels, integrated in curricula and training in order to raise gender awareness and finally obtain gender equality.

## 2. GENDER MAINSTREAMING IN SCHOOLS

### Actors

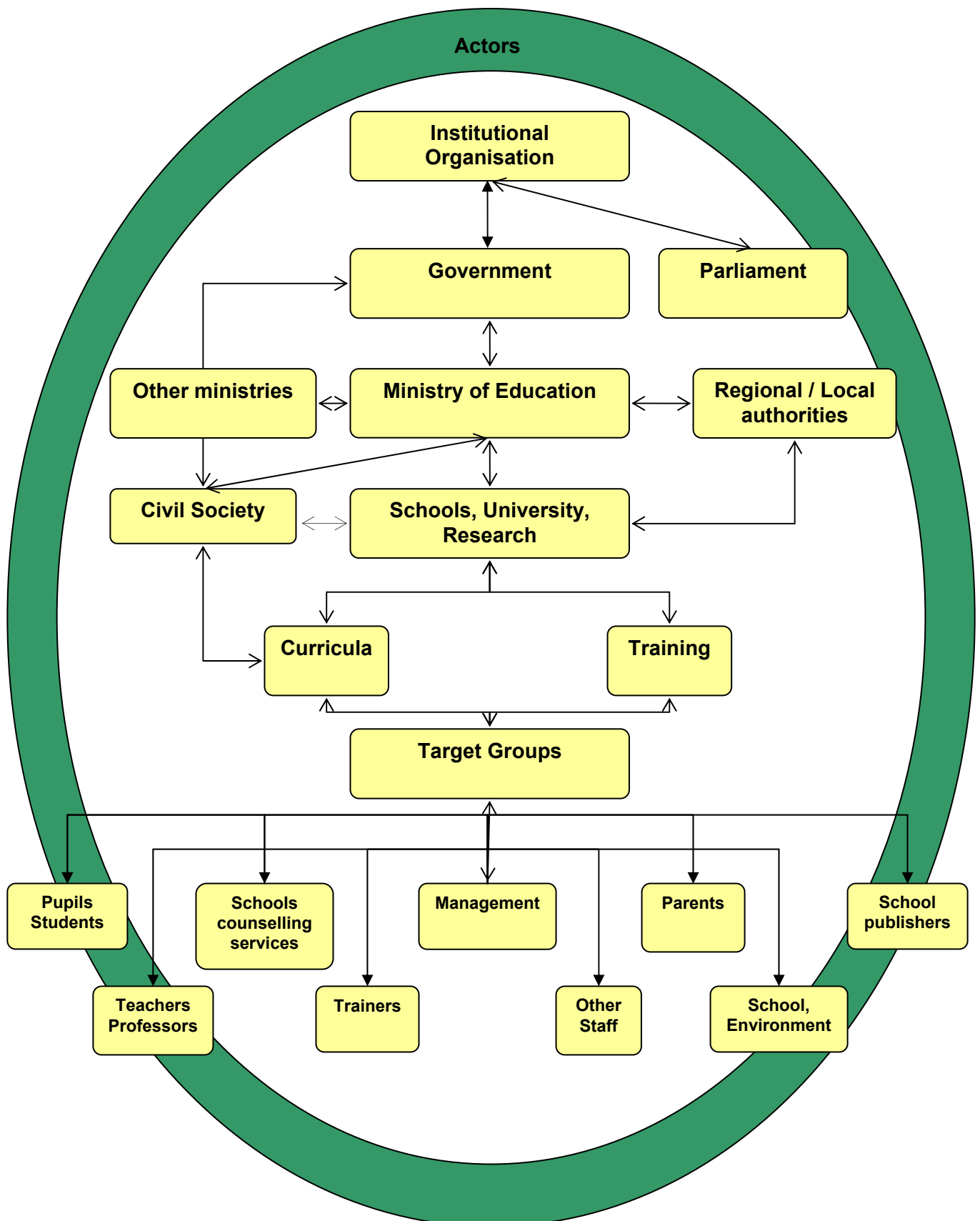


Diagram 2 describes all the actors who should be involved in the implementation of gender mainstreaming. Gender equality can be achieved only if all these actors, from international organisations to schools and universities make real efforts to reach the target group, namely teachers and pupils, but also parents, other staff, trainer, school management, etc.

## **1. Legal framework**

The principle of equality between women and men should be integrated into education policy with the aim to promote equality between women and men in society as a whole and to assure equality of rights and opportunities between women and men in schools.

Any representation of women and men should be free of discrimination. The integration of the gender dimension into curricula and teacher training enables schools to consider the differences between the cultures and the socialisation of their pupils.

## **2. Policy**

The implementation of the gender dimension within education policy requires the integration of gender equality into the Education Act, as an objective to be achieved. The application of gender sensitive pedagogy at all levels of education and training is also required. This commitment should be made by Governments in the context of a Governmental declaration or programme, and/or coalition agreement which determines the scope for the ministers in charge of the implementation of the national education policy at all levels.

The strategy followed must be well documented: the objectives and contents of the policy must be specified by a short, medium and long term action plan which will include evaluation. This action plan and evaluation will ensure follow-up, and if necessary a redefinition of the policy once any diverging effects of the measures on boys and girl, on men and women have been highlighted.

As regards the different methods available to implement the strategy of gender mainstreaming, gender budgeting should be a priority, since the budget is important as a policy and planning instrument for governments. Budgets should be adjusted to ensure gender equality concerning access to expenditures.

## **3 Implementation by ministries and/or public authorities responsible for education policy**

Strategies, programs and plans are elaborated in various countries to promote gender equality and gender mainstreaming in schools.

The ministries and/or public authorities responsible for education policies have for mission to ensure access to good education, to an environment which allows the development of student's competences and personal potential throughout their life.

The Council of Europe's member states have different educational systems and different ministries and/or public authorities responsible for education policy. They might be responsible for the pre-school education up to the university level as for the general training, the professional or technical one. Therefore they might be responsible for the services offered to children, teenagers or adults in the private or public sphere.

The ministries and/or public authorities are responsible for the elaboration and implementation of education policy. They should therefore:

- Take measures to ensure the right to education and training of each citizen;
- ensure the development of educational infrastructures and the quality of education services;
- take the relevant measures to ensure equal opportunities between girls and boys;
- contribute to the harmonisation of the education policy with the overall government's policy and social, economical and cultural needs;
- promote the dialogue of the different ministries and/ or public authorities involved in the educational system in order to ensure that gender equality is taken into account at all levels;
- develop statistics, indicator and programs which take into account the differences between boys and girls;



- create evaluation system, analysis and control of their educational programs;
- promote awareness-raising and training of staff in the field of gender equality;

The first responsibility of the ministries and/or public authorities responsible for education is to define the nature of educational services and to give them a framework. They have to ensure that the educational services are implemented in a coherent way, taking into account the needs of the population and the socio-economical evolution of the country.

The ministries and/or public authorities have to commit to integrate the gender perspective at all levels.

The ministries and/or public authorities when establishing their budget should also take into account the gender perspective.

### ***Example of good practice***

#### **NORWAY**

“Handsome and Attractive” is a handbook developed by the Norwegian Ministry of Education which provides guidelines for work in the area of equal opportunities from the grammar school level, through intermediate and higher education and adult education, and is a typical example of how the Ministry reaches out with political priority projects. The handbook is a tool for school administrators, teachers, students, apprentices, apprentice training industries, students in teaching colleges and parents/legal custodians – and is meant as a guideline as to how active equal opportunity work should be implemented at the primary, secondary and high school levels.

This is a guide in the equal opportunity work between the sexes because equality between boys and girls, men and women is a goal that should cut across any barriers. A guide in working toward equal opportunity should be a useful tool for teachers and those responsible for organising and preparing the curriculum for each individual student, by taking into consideration the individual, as well as the “typical” differences between the sexes.

The handbook is meant as an added support in the relationships between students, apprentices, teachers, administrators, and those responsible for the teaching curriculum, parents and guardians, in the work for equality. Within this “joint venture”, all parties must have knowledge and information about equal opportunity and the will to work together on the subject. The handbook presents information about equal opportunity, examples on its implementation in different areas of learning and everyday subjects as viewed through an equal opportunity perspective. Simultaneously, the handbook encourages decisive action and gives tangible examples on how equal opportunity work can be applied to different situations.

## **4. Schools**

Schools exist within communities and are responsible for the education of children from those communities. Through that role, they can influence those communities to some, greater or lesser, extent. If they are to influence the broader aspirations of the whole community, then they must ensure that their mission, aims, objectives and policies are known and that the active participation of the members of the community is sought in assisting in the implementation of those policies.

The commitment to gender mainstream in schools must come from the top down. School managements must understand the concept, how to implement it and how to monitor outcomes. All school policies should include a gender perspective and all members of staff (including management) should receive training in gender equality. Working towards greater gender equality does not mean that boys and girls, men and women should become similar, but that they will be given similar conditions and opportunities. Equal opportunity also means cultural changes. It necessitates a solid commitment from the administration, among teachers, in student groups, among apprentices and from parents and guardians. Teachers and leaders of both sexes must meet to exchange views on an equal basis during the planning, execution and evaluation phases.

Students often have a very narrow sense of experience and aspiration, strongly influenced by gender and current circumstances. Schools have a responsibility (which should be reinforced in legislation, curriculum design, teaching materials, teacher training and the everyday culture of the school) to convey to students that there is often very little that is 'natural' about this. Things are done in very different ways in different cultures and have been done in different ways in the same culture at different times in the past. Such differences offer a significant learning opportunity on the question of gender (in)equality, as well as broader issues such as intercultural tolerance and understanding, human rights, children's rights, mobility and migration, and legal and constitutional matters.

Media have enormous influence on young people in shaping their values, models and manners of behaviour. Private media have a commercial and sometimes political character, and cannot be trusted in supporting the development of a "healthy, progressive and fair society". Indeed, they are often in conflict with the objectives of a school. The way they choose to view or present events is frequently based on stereotypes and does not leave much room for critical thought. Schools need to be attentive to these influences. They must not be dismissed or ignored, but actively worked with - a resource for learning and critical thinking. Students need to be made aware of the 'tactics' and 'style' of the media at both local, national, and international levels.

The following checklist might be used as part of the development of gender equality policies in the school system:

- Who is responsible for, and works with equal opportunity?
- What are the preferences, attitudes and interpretations teachers and administrative leaders have regarding equal opportunity?
- How is equal opportunity integrated in the annual educational plans, activities, project work and the different subjects?
- How is the equal opportunity aspect integrated into the school's personnel and hiring policies?
- How is equal opportunity integrated into the planning, execution and evaluation work?
- How are school resources ( including budgets) allowed to boys and girls
- How can parents and guardians be included in the school's equal opportunity work?
- In which areas do the students, apprentices, teachers and administrators feel boys and girls need "strengthening"?
- How is teacher attention and time divided between boys and girls?
- What is the ratio of boys and girls in different subjects and which teachers teach these subjects?
- What attitudes do the students and apprentices have to equal opportunity, and which subjects do they feel are relevant to the subject?
- How do girls and boys experience their student existence – both during and outside of the classroom?
- How much do boys and girls dare to reveal of their thoughts regarding their sexual identity?
- How do boys and girl themselves feel about their choices of subjects and possible limitations due to gender?

Gender equality policies should be integrated in all areas of the school system. Being more specific to the courses that schools offer, there is an area, the natural science, which present a different picture because it is predominantly male. Chemistry and biology are examples of subjects where girls and women are in the majority among students who major in these courses, and they also constitute a majority of students at the universities and schools of higher learning. Pharmacology is another example of university subjects dominated by women. Furthermore, there are many female researchers in the fields of chemistry and biology. Hence, girls have many role-models in these professions. Physics, on the other hand, is predominantly a "male" subject. Boys tend to choose physics for their higher education; boys study physics and men teach physics in the schools. This has influenced both the structure of the courses and, of course, the type of examples and references used.

A major challenge lies ahead in making both boys and girls more motivated and interested in all of the science courses. An important factor is to take into consideration that boys and girls have different experiences, interests and role-models. A "female-friendly" natural science curriculum, based on the attitudes and interests of girls, would, among other things include:

- Placing emphasis on the practical application of natural science as related to day-to-day living;
- Placing more importance on the social application of science and technology;
- Addressing the ethical questions raised by science and technology;
- Placing emphasis on aesthetics of the subject;
- Less abstract appearance, both theoretical and purely intellectual;
- Closer ties to the physical being, health and biology, whenever possible;
- Making the course more person-oriented through closer ties to human beings and their needs;
- Showing the relevance of the course for philosophical contemplation and our culture.

All members of a local community need to be aware of the school and the ethos it is promoting. Schools must remove barriers and actively develop links with local communities. One approach to achieving this is to make its facilities available outside of school hours: sports halls, computer suites, and classroom space. This would support lifelong learning objectives as well as exposing a wider public to the value-system and orientation of the school, including the matter of promoting gender equality.

It can be argued that too many schools (and too many men in schools)? are "not aware or don't care" and it is a question of *professional* responsibility to exert pressure on the teaching profession to become more active in the promotion of gender equality in schools. One step to achieving this might be to consider the profiling of senior posts and an examination of management methods, to make 'management' more attractive to women teachers and to make classroom practice more rewarding to men. The EU Socrates project *International Project on Women in Educational Management (IPWEM)* examined this issue and produced a Trainers Manual which includes the experience of pilot courses run for women teachers in six countries,- Czech Republic, Finland, Iceland, Ireland, Poland and United Kingdom.

#### i. Early and primary education

Early childhood is a period of rapid intellectual growth when many skills are developed and attitudes formed. It is a period when the child learns to see him/herself in relation to other children and to adults other than parents. It is recognised that children live in and are part of society and that their personal development is deeply affected by their relationships in the home and with other people in society. This is particularly true of the child's experience of male and female roles and how behaviour patterns and expectations are divided into those which are "appropriate" for boys and those which are "appropriate" for girls. When the child enters school previous experiences, in the home or in pre-school groups, are either re-enforced or broadened.

One of the general aims of early and primary education is to enable children to come to an understanding of the world through the acquisition of knowledge, concepts, skills and attitudes and the ability to think critically. Central to this aim is the individual child and his/her uniqueness as a human being. Stereotyped behaviour and expectations based on gender can inhibit individual development and the realisation of the full potential of girls and boys. Teachers therefore need to be aware of how their expectations, attitudes and behaviour affect the development of their pupils.

Play activities in kindergarten and primary school are important for a child's social and educational development. Games, toys and play materials are frequently sex-typed and from a very young age girls and boys have learned to associate things with one sex or another. Playing with dolls and soft toys provides different kinds of experiences and develops different kinds of skills from playing with cars. Encouraging boys to play with dolls and soft toys and girls to play with cars, lego etc. gives young children a variety of experiences and opportunities to develop as wide a range of skills as possible. Children may not choose to play with toys associated with the other sex, if they have not been provided with them in the home and encouraged to do so by parents. Kindergarten and primary school teachers can play an important role in encouraging boys and girls to explore new areas of experience. Similarly, there are games associated with each sex and both boys and girls may need encouragement to play a variety of games.

## Guidelines for teachers

### Classroom and teaching practices:

- Allow/stimulate multi-fold experiences through role play;
- Observe every child to ensure that he/she explores new roles and activities;
- Ensure that all children have equal access to all areas of the curriculum;
- Aim to develop children's spatial skills as well as their language and numeracy skills;
- Provide quiet play areas to be used by boys as well as girls;
- Enhance all pupils' self confidence by building on previous successes;
- Create an atmosphere of co-operation rather than competition;
- Actively encourage self-respect and respect for others among the pupils;
- Set high but realistic expectations for all pupils, ( pupils' judgements of their abilities closely match those of their teachers);
- Ensure that boys and girls share classroom tasks such as clearing away, preparing materials etc. ;
- Ensure equal access to technology, learning aids etc.;
- Praise, reward or reprimand pupils equally;
- Be alert to teachers' influence as role models for pupils.

### Textbooks and teaching materials:

- Ensure teaching materials represent a wide range of gender practices, femininities and masculinities
- Avoid textbooks and materials that portray women and men in stereotyped roles or that are sexist;
- Ensure balance in the representation and contribution of both sexes to subject areas, e.g. history, literature, science.

### Other school Activities:

- Encourage girls to participate in sports events and boys to participate in caring activities;
- Ensure that girls have access to and use the playground space;
- Allocate school chores equitably;
- Encourage both sexes to take part in all school extra curricular e.g. clubs, school dramas, school outing.

## Examples of good practice

### LUXEMBOURG

#### Development of gender awareness through teacher monitoring

The *Partageons l'égalité - Gläichheet delen - Gleichheit teilen* (sharing equality) project was launched in 1996 by the Luxembourg Ministry for the Advancement of Women under the Fourth Community Action Programme on Equal Opportunities for Women and Men. It is aimed at 4 to 6 year olds in pre-school classes and their teachers, and at staff involved in training.

Gender education (*pédagogie du genre* - the term used in the project), represents a methodological approach based on a number of premises:

- relations between the sexes are not immutable;
- the roles allocated to the two sexes are constantly evolving;
- these roles have developed as part of a historical process, and are influenced by social factors;
- they are the consequence of a culture that assigns more power to one sex than to the other.

Gender education takes account of differences between women and men and offers them the opportunity for individual development outside the context of traditional roles.

GERMANY, GREECE, IRELAND, ITALY

Revision of textbooks

SPAIN

Sponsorship of educational material relating to equal opportunities for both sexes in education.

GREECE

National painting competition –

GERMANY

Organisation of holiday camps with a purpose: e.g. where boys learn how to nurse animals and girls build technical devices

Development of guidelines for schools and teachers

## ii. Second level education

Building on the foundation of primary education, second level education provides the learning environment which enables young people to prepare for adult life and to realise their potential as individuals and as citizens. Although pupils transfer to post-primary education at different ages in European countries, for most of them, this transition represents a significant development in their lives. While recognising the major influence that the home, the peers, the culture, youth culture and the media have on the socialisation of young people, nevertheless, the school organisation, the learning environment and individual experiences of each young person in school, have a significant influence on his/her achievements, choices and self esteem, in the transition from childhood to adulthood. Differences in gender take-up of science subjects at tertiary level have been related to gender differences in attitudes to and self confidence in science and maths subjects. Entry to science and engineering courses have been found to be related to self confidence in maths. Subject take-up at lower secondary level remains influential in terms of subsequent choices and student attitudes and occupational aspirations at age 14 have a strong relationship with subsequent educational choices (Smyth and Hannan 2002: Rojewski and Yung, 1997: Furlong and Biggart, 1999).

## **Guidelines for teachers**

### Classroom and teaching practices:

- ensure that girls are provided with the same learning experiences as boys;
- ensure that girls receive equal attention, opportunities for interaction and feedback, as boys ;
- teachers need to be aware of the different learning styles of their pupils and to respond adequately to these;
- make examples relevant to the lives and experiences of girls as well as boys;
- ensure equal access to computers, equipment and learning aids;
- reflect on one's teaching methods, language and interaction with boys and girls;
- ensure that girls have equal access to school space as boys ( classroom layout, library etc);
- avoid gender- biased expectations regarding the behaviour of students and avoid any reference to gender in matters of discipline;
- set high ( but realistic) academic standards for all students;
- encourage self-respect and insist on respect for others.

### Course content, textbooks and teaching materials:

- check to ensure that course contents are not biased towards one sex e.g. a history syllabus that takes no account of women in history is biased towards the male sex, a home economics syllabus that does not recognise the increasing participation of men in housework is biased towards the female sex;
- ensure that text books and teaching materials include equal representation between women and men and their contribution to the subject. It is also important that teachers understand what is sexist and stereotyped in the subject they teach and the books and materials they use;
- develop strategies to counter sexism in school subjects and to point out examples of sexist words, images and content to pupils;
- encourage students to undertake project work on gender equality issues, e.g. to explore the factors which determine working practices and shape family life. The project would profile the time devoted by different family members to household activities and care and to work and professional development. The issue of levels of salaries (if any!) and the pros and cons of part-time work could be examined.

### Other school activities:

- ensure that girls have equal access to the school facilities and space (recreational areas, gymnasium, sports areas etc.);
- encourage girls as well as boys to participate in sports;
- encourage both sexes to take part in school's extra curricular activities (dramas, school outings, clubs etc.);
- allocate school chores equitably.

### Guidance:

- provide information and counselling on the education and choice of profession/career;
- invite people into the school who work in traditional and non traditional jobs for their sex;
- set up contacts with local industry and collaborate with work places to encourage knowledge of different opportunities in various sectors, especially in areas dominated by one sex;
- make career choice and life planning ( combining job and family) an issue for both sexes;
- monitor students' choice of future careers very carefully;
- improve careers information;
- inform students about the long –term implications of their subject choices;
- establish and maintain a mentoring system;
- ensure regular in-service training for vocational advisers (updating of job profiles: technical jobs do not demand muscles any longer).

### **Examples of good practice**

#### GREECE

##### **Revision of school books**

Workshop-meetings involving thematic branches and programme drafting committees and groups of writers, so as to inform their members and make them aware of equality issues and of the ways in which the factor "gender" operates in education.

Use of existing material to inform teachers at all levels as well as young people, with the aim to help create a democratic school, free from any form of inequality.

#### IRELAND

Modules developed to include women and a female perspective in subject areas - Women in History, - Girls into Technology, - Social Geography.

Programmes in social education and gender equality.

## SPAIN

Sponsorship of educational material relating to equal opportunities for both sexes in education.

Use of new technologies to foster equal opportunities for women and men in education, with the participation of teachers, students and parents.

Seminars and discussion forums.

### iii. Higher education

#### **Guidelines for the formulation of a strategy for the promotion of gender mainstreaming at university**

The general objective for the promotion of gender mainstreaming in universities and institutions of higher education is to establish a gender identity strategy and a gender education strategy in academic circles. The gender equality problems that occur at school crop up again at university, in all their complexity, in research and other activities.

Theoretical, methodological and ongoing training in gender awareness for current and prospective specialists in different subjects should be key university/higher education objectives.

The idea is to foster gender awareness and not just provide an academic education, to contribute to an analysis of this complex issue and ensure that the gender dimension is taken into account in education with due regard for differences.

Gender training for future university teaching staff and academic specialists in various fields entails networking with the other educational levels and other parties concerned.

#### **Teacher training (pre-service and in-service)**

##### Definition of gender education<sup>36</sup>

Gender education is based on the following premises:

- Relations between the sexes are evolving;
- The roles assigned to the two sexes are constantly evolving;
- The roles have developed in the context of a historical process influenced by social factors;
- The roles are the result of our culture, which gives more power to one sex than to the other.

##### Content of gender training<sup>37</sup>

Gender training should cover:

- The role of women and the role of men;
- The differences in the learning processes of women and men;
- The integration of the gender dimension and positive actions;
- The policy of equality between women and men.

The method used should make teaching and training staff aware of their own stereotypes developed in the course of their social development and unconsciously passed on. This awareness should prompt them to think more about their own teaching practices.

<sup>36</sup> ...share equality – project of the Ministry of the advancement of women, Luxembourg

<sup>37</sup> Ibid

### **Guidelines for teacher education**

- Introduce a "Gender and Education" module in the curricula of university courses in education;
- Prepare optional university lectures on "Gender and Education", the philosophy of gender, the sociology of gender, "Gender and Culture", "Gender and Development", or incorporate the content of such lectures into other courses;
- Include a gender dimension in the various university subjects in which it is explicitly relevant (psychology, education, social anthropology, biology, social ecology, history, literature, etc) so as to foster a complex approach to multi-dimensional gender education;
- Contribute to an approach to curricula that incorporates the gender dimension (syllabuses, textbooks);
- Produce and publish documents, magazines, teaching aids, methodological guides and statistics that reflect academic and teaching experience of gender education issues;
- Make use of the new opportunities provided by audiovisual and other media;
- Introduce doctoral studies in gender education;
- Arrange for academic consultation between students and teaching staff over gender issues;
- Co-operate with relevant institutions and organisations at home and abroad;
- Set up laboratories for academic research and bodies providing initial and in-service training for gender education instructors;
- Organise seminars and summer schools offering initial and in-service gender training for teachers of different subjects;
- Organise academic conferences for teaching staff, students, post-graduate students and policy-makers on gender issues in an academic environment;
- Prepare seminars and workshops at the international, national and local level to enhance knowledge and experience of the subject;
- Introduce a target of at least 40% for girls and boys for admission to teacher training colleges and university courses in education;
- Enhance the status of gender issues in the hierarchy of social values;
- Change the status of women in education (drawing attention to the violation of women's rights, discrimination against women, the over-representation of women at the bottom of the scale in the teaching profession and the over-representation of men higher up in the hierarchy);
- Establish a gender balance in the teaching profession;
- Exploit women's intellectual potential;
- Enhance the public's and policy-makers' awareness of gender issues in the education system;
- Launch a campaign for equal opportunities in education in specialised journals and other magazines to target the public concerned;
- Take steps to motivate individuals to develop their own gender identity;
- Promote women's postgraduate studies up to doctorate level;
- Gender training must take account of the formal and non-formal aspects of education.

### **Examples of good practice**

#### **GREECE**

A programme of awareness for teachers was implemented which included the following actions:

- Designing of non-sexist material for interventions in the educational system;
- Holding of two 3-day seminars with a view to increasing awareness among school teachers;
- Experimental application at school;
- Two-day presentation of the results of teachers' endeavours, conclusions and proposals;
- Based on observations and conclusions of the program a new level of action was drafted. The following points are stressed in particular:
  - Decentralization of actions in cities;
  - Concentration of efforts on selected school;
  - Use of teachers who took part in further education programs;
- Networking of teachers through internet site;
- cooperation among teachers, parents and local authorities at school level;



- Publication of teachers' contributions;
- Exchange of views with experts from other countries of the European Union;
- The programme includes further education and awareness of pre-school, elementary and secondary school teachers in matters of gender equality.

## IRELAND

All members of the Inspectorate received two days of training in gender mainstreaming. The School Development Planning Support Service for primary and post primary schools also received training in gender mainstreaming. The Support Services work with individual schools and assist them to develop gender equality policies and to include gender mainstreaming in their School Plan (Schools are obliged to have a written School Plan under the requirements of the Education Act 1998). A Manual for Trainers has been developed for use with primary school teachers (Gender Matters).

## SPAIN

The "Relate" Project in Spain sponsored by the Women's Institute in the framework of its Second Comprehensive Plan against Domestic Violence (2001-2004), consists of training for teachers in pre-primary, primary, secondary and adult educational institutions who wish to engage in activities designed to prevent violence against women. Specialist technical advisory support consists of meetings with teachers, parents and other agents involved in the education community over the life of the project to provide educational materials and guidance that contribute to project co-ordination and development. The experience of teachers and others attending serves as grounds for defining practices able to prevent violence in the educational community. At the same time, concepts relating to the masculine and feminine models prevailing in our society are reviewed, along with notions such as the negation of "the other" as the origin of violent situations, authority and power, sexuality, and forms of communicating and relating with the people who form a part of the school community, to identify new practices to prevent violence. Networking among the levels of government responsible for equality policies and their co-ordination, in turn, with schools, at the management and planning as well as at the grassroots levels (action takes place in the schools with educational *actors*: teachers, parents, agents) justify the relevance of this undertaking, which entails the members of the school community in the way they act, the educational processes themselves and the impact their action has on preventing violence.

Project on dissemination of teaching theories and practice fostering equal opportunities for women and men at all levels of education.

### iv. Other members of school staff

The school community comprises management, teachers, students and non teaching staff e.g. secretariat, cleaners etc. While the work of the non teaching staff does not bring them into direct contact with students, nevertheless, their behaviour, language and interaction with students, teaching staff, parents and members of the public who visit the school, reflect their own socialisation and attitudes in relation to gender equality. This may or may not be stereotyped and/or sexist. All non teaching members of staff should, therefore, be made aware of the school's policies in relation to gender equality and to the practices expected by all of the school community.

## 5. Parents

The engagement of parents is crucial to the achievement of the school's aims and objectives and is critical in relation to the question of gender equality. Parents exert a major influence on the behaviour, attitudes and aspirations of their children. The performance expectations and supportiveness of parents are particularly important in determining students' sense of self-worth which in turn fosters academic success. Academic self-concept is partly reflective of performance evaluations by parents, teachers and schools (Hannan et al 1996).

The involvement of parents can be done through a variety of two-way activities to ensure that parents understand the rationale for the school's approach and that they are confident and comfortable to raise questions of concern with appropriate teachers. Schools need to work with parents at both individual and collective levels: through home visits and individual contact, and through involving parents in some curricular and extra-curricular activities. Parents are likely to be more receptive to and supportive of the ethos of the school if they have some stake in it.

Gender equality as an aspiration is dependent on significant shifts in social and cultural attitudes, so that there is a widespread and prevailing belief that individuals should get the same balance of experiences and opportunities - irrespective of sex. Gender equality is a matter of liberation from rigid and ascribed sex roles. By engaging with parents, the community and the wider society in which they operate, schools have an opportunity (as well as the responsibility) to influence attitudes and approaches to gender (in)equality. By doing so, they seek to establish an infrastructure in young people's lives which will reinforce, rather than potentially contradict, progress towards more equal opportunities for young women and young men.

### **Example of good practice**

SPAIN

#### The "Women and Parents" Programme

The Women's Institute and CEAPA (Spanish Confederation of Parents' Associations) have a framework collaboration agreement for activities that further parents' participation in initiatives designed to achieve equal opportunities for girls and boys in education.

The activities involved include:

- Publication of the bimonthly magazine "Ser Padres/ Madres" (Being a Mother/Father) which contains articles on co-educational training. With a circulation of 11,500, it is distributed to all confederation parents' associations through the provincial federations;
- Trainer training course for parents (2001);
- Seminar entitled "Training and awareness of integration: strategies to further intercultural education in schools through parents' associations" (2001), Nation-wide encounter on intercultural education (2002);
- Course entitled "Professional guidance within the family: the choice of non-traditional careers and training" for parents with teenage children;
- Training course on equal opportunities for both sexes (2002);
- New technologies training seminar for women members of parents' associations (2002);
- Distribution of Women's Institute informative and educational material through CEAPA (2002) and participation in seminars and discussion groups organised by parents' associations.

In addition, the Women's Institute has been sponsoring research to further parent participation in co-educational activities, in conjunction with the Autonomous University of Barcelona.

Some of the Relate project (see under Research - examples of good practice) sessions in schools have been attended by parents who, together with teachers, have participated in an exchange of ideas on approaches and practices able to prevent violence in schools.

## **6. Research**

Gender research is essential if democratic ideas and ideals are to be realised in any society, and is highly topical in societies that are moving towards democracy. *Gender is also a topic on which there is an amazing amount of prejudice, ideology, myth, misinformation and outright falsehood. Research and theory in the human sciences offer the best tools for clearing away the rubbish and understanding the real issues* (Connell 2002).

There is an awareness in academic circles that gender research in general, and gender research in the education field in particular, lacks theoretical and methodological reference points and that there

are dilemmas when it comes to establishing categories and a modern gender paradigm. Work on these areas needs to be included in university research.

### **Examples of good practice.**

#### **IRELAND**

The Gender Equality Unit of the Department of Education and Science has established a Research and Development Committee which provides grants for research projects and PhD bursaries in areas related to gender equality. Currently, 25 projects are being funded, and the topics include:

- Research to identify the obstacles to girls applying for and enrolling in Engineering/IT courses at third level in Ireland;
- The emotional Work of Mothers in Education;
- Gender Perspectives in the Delivery and assessment of Junior Cycle History;
- The Gender Debate and Initial Teacher Education;
- The exploration and development of University-Community Partnership Models and action measures to promote third level access for “second chance” women students.

The full list of projects is available from the Department of Education and Science website: [www.education.ie](http://www.education.ie)

#### **MOLDOVA**

The *Gender Studies Centre* of the “Ion Creangă” Teacher Training University in Chisinau in the Republic of Moldova has several years of experience of research into human gender issues in an academic environment. The purpose of its research is to review the situation with a view to interaction between the sexes in education.

The Centre’s main task is to ensure media coverage of gender issues and the incorporation of gender education into university courses. It provides an appropriate setting in which to analyse socio-cultural problems and, in particular, the contribution of academics to gender issues and gender education.

The purpose of gender studies is to ensure greater harmony in gender-based social relations.

The Centre has initiated academic and methodological gender research. It is a non-governmental research and teaching body that brings together university lecturers, other academics and students concerned with gender research and the promotion of gender issues.

The Centre publishes a magazine entitled *Gender studies*, which reflects its theoretical and practical work and co-operation and exchanges with other bodies.

The Centre’s team is engaged in multidisciplinary research on human gender development in society as a whole and in education in particular. The staff comprises teachers who have trained in various subjects, and seeks solutions to gender problems in a wide variety of fields: philosophy, psychoanalysis, sociology, social psychology, gender studies, history, culture, anthropology, politics, etc. These academic fields all contribute to providing an explanation for the male/female polarisation of human behaviour reflected in gender stereotyping and the tendency for people’s niche in society to be specifically and primarily related to their sex.

The Centre establishes and maintains contact with researchers, policy-makers, other NGOs working in this area and the mass media. It has contact, *inter alia*, with:

- The Moldovan Women's Studies and Information Centre<sup>38</sup>;
- The Harkov Gender Studies Centre in Ukraine;
- Several universities in Romania which have introduced gender studies: Bucharest University, Babeş-Bolyai University in Cluj, the Western University of Timișoara and the Bucharest National Political and Administrative Studies College, among others.

## **B. EXAMPLES OF PRACTICE PROMOTING GENDERMAINSTREAMING IN MEMBER STATES**

### **BELGIUM**

#### **Assessment of the European Pilot Project "Towards non-sexist education" at the Mons Borinage Centre Provincial Teacher Training College**

Project subsidised by the European DAPHNE Programme

#### **Introduction**

##### **Origins of the Project**

The Project "Towards non-sexist education", which has led to the introduction of course modules aimed at future teachers and to experimentation on these modules with students at the Mons Borinage Centre Provincial Teacher Training College, is the result of several encounters and co-operation processes.

In January 2003 the European DAPHNE Programme subsidised the Pilot Project run by the "Solidarité Femmes" non-profit association, which has been working for 25 years in the field of conjugal violence, providing both assistance for victims and preventive action.

The project is aimed at preventing sexist violence by tackling its main cause, namely social gender constructs and the resultant male/female inequalities.

Since school is one of the most important educational loci, the project pursues the specific objective of integrating the male/female equality issue into basic teacher training, and therefore of creating the relevant course modules for future teachers.

The "Solidarité Femmes" association has taken advantage of the experience of various partners in Belgium and elsewhere in Europe in putting its original idea into practice.

#### **Belgian partners**

- Nadine Plateau, President of the "Sophia" non-profit association, and expert in the field of feminist studies
- J.P. Graver, activity leader in the "White Ribbon Campaign", an international association of men against male violence
- Françoise Stichelbaut, teacher, responsible for helping the team during the experimentation phase
- the Mons Borinage Centre Provincial Teacher Training College, particularly its Director, Mr Lambert, and several of the teacher trainers, including Ms Gossiaux, Ms Lepas, Ms Salomon, Ms Zenker and Mr Tassigny.

The project is also supported by the French-speaking Community's Equal Opportunities Directorate.

<sup>38</sup> to contact the centre : [cnsipf@moldnet.md](mailto:cnsipf@moldnet.md)

## European partners

Spain: the “Fundación Mujeres” non-profit association and the Alcalá University, Madrid

France: Nord-Pas de Calais Local Education Authority and the Lille University Teacher Training Institute.

## Course content

The training course breaks down into two main four-hour units and is aimed at heightening teachers' awareness of the issue of gender inequality and training them to prioritise equality issues at school.

The course is designed as a process of transforming personal experience into knowledge and know-how.

The students are encouraged to think about their personal experiences (drawing on case-studies, simulations, questionnaires on experiences, etc) with a view to forging a link between these experiences and the phenomenon to be studied.

Students are actively involved in formulating the concepts to be used (group-work, co-operative learning, etc).

As the training course proceeds, the students learn to recognise the phenomena studied from one context and one situation to another.

### Unit 1: gender socialisation and inequalities between men and women in society

- 1) stereotyping and discrimination in everyday life
- 2) inequalities in the public sphere (world of work)
- 3) inequalities in the private sphere (domestic violence)

### Unit 2: gender socialisation and girl/boy inequalities: the school's role

- 1) gender models
- 2) teacher/pupil interaction
- 3) pupil/pupil interaction
- 4) teaching materials.

## CONCLUSIONS

Experimenting with the module has shown the need to incorporate it permanently into all initial teacher training programmes.

The module can fill glaring gaps in present-day training courses, especially the fact that the educational methods and contents ignore gender-based discriminatory phenomena completely.

This will improve the quality of teaching, because in European societies, which are undergoing rapid change *inter alia* in the field of male/female relations, future teachers must possess knowledge and use methods suited to the new needs of students and of society in general.

However, the experiment must nonetheless be reinforced in order to consolidate the students' new awareness, strengthen their critical appraisal of their own perceptions and facilitate the effective utilisation of the tools supplied.

## BOSNIA-HERZEGOVINA

The first workshop «Integration of the gender equality perspective in educational system of Bosnia and Herzegovina» took place at the end of 2003 (16 – 18.12.2003.), for all directors and pedagogues of elementary and secondary schools and preschool institutions of Sarajevo Canton.

The workshop objective was contribution to specialisation and education of teaching staff and officials in this field educational work, in order to achieve one of the most important educational tasks – the gender equality principle, through school curricula and the overall school life and work.

In addition, in 2004, the work will be focused on some teaching subjects in pilot schools (elementary and secondary). This activity has already started in Sarajevo Canton. The Gender Centre FBiH Working Group has brought the conclusion on the need to integrate the gender component in all teaching subjects. Therefore, the pilot schools in Sarajevo Canton have been selected (due to the earlier achieved education through workshops), 3 secondary and 5 elementary schools. These pilot schools have been given the task to develop school curricula for integration of gender concept in teaching subjects. The councils of teachers have adopted these curricula. The female characters have also been covered and included in literature and history.

- Established cooperation with pre-school institutions of City Banja Luka.
- 2003-2004 - The project "Pink and Blue" was implemented in the Kindergarten «Our Children». The project consists of 20 workshops with different topics which all have integrated gender component. Workshops are adjusted to the children of pre-school age. They promote gender equity and equality in a very popular and understandable way and the need for establishing better interpersonal relationships. Since the project was very successful, these workshops will be incorporated in regular annual programs of work of other pre-school institutions of the City Banja Luka. All workshops are presented in the Reference Book "Pink and Blue".
- Established cooperation with one experimental primary school in Banja Luka (Primary School "Borisav Stankovic"), which applies the new program of work.
- 2003-2004 - In cooperation with teachers and educational institutions, 9 preparations for homeroom classes have been created. They all have integrated gender component and they will be realized from 1<sup>st</sup> to 9<sup>th</sup> grade of primary schools. Preparations with gender component are presented in "The Collection of Work for Interactive Teaching".
- June 2004 - Gender Center of RS Government and IBHI BiH organized the one-day training for teachers of Primary School "Borisav Stankovic" Banja Luka. The goal of this training was raising gender awareness through understanding gender and possibilities of identifying gender issues, introduction of gender terminology and review of development policies/approaches, and the way of integrating gender into work.
- October 2003 - Gender Board of Municipality Prijedor and Gender Center of RS Government organized the training for teachers of Primary School "Petar Kocic" Prijedor, within the project "Implementation of Gender in Teaching Plans and Curriculums for Classes in Primary Schools". The goal of this training was raising gender awareness through understanding gender and possibilities of identifying gender issues.
- October 2003 - Gender Board of Municipality Prijedor and Gender center of RS Government organized the training for teachers of Primary School "Petar Petrovic Njegos" in Busnovi, within the project "Implementation of Gender in Teaching Plans and Curriculums for Classes in Primary Schools". The goal of this training was raising gender awareness through understanding gender and possibilities of identifying gender issues.
- 2003-2004 - Established cooperation with University of Banja Luka. Within this cooperation, it is important to mention Faculty of Philosophy (Department of Journalism and Department of Social Work) and cooperation with professors who participate in analysis and adjustments of school books in regards to elimination of discriminatory contents.

## CYPRUS

In the education sector, at the moment, there is a lot of positive action under way. One could mention

1. *new textbooks*: the new series of textbooks for mathematics and language prepared by the Ministry of Education and Culture for the elementary students, which consciously avoid stereotypes and promote equality of gender.
2. *courses and research*: courses and research on gender are available at the University of Cyprus and the private colleges of further education.
3. *programmes*: in the year 2005 the Pedagogical Institute, Ministry of Education and Culture, will initiate a research project among teaching personnel and students on gender equality within the education system of Cyprus. The necessary budget of 2500 CY pounds has been approved by the Ministry of Finance

## ESTONIA

### Gender mainstreaming and gender equality in schools and in the education system

There is little awareness or interest in Estonia regarding the issue of gender mainstreaming, or even gender equality, due to the lack of development of this field during the communist era. As a consequence, there has been minimal interest in ensuring that the curricula and textbooks in schools reflect gender equality – there is still an abundance of gender stereotypes in teaching materials.

However, there is one activity that can be brought as an example of good practice, and this is the development of gender sensitive teaching materials by the Language Immersion Centre. And this positive factor is beginning to have an effect on mainstream textbook development.

The Estonian Language Immersion Centre (ELIC) has been operating under the jurisdiction of the Ministry of Education and Research since late 2000 as the coordinating body for language immersion activities nationally. Its aim is to facilitate the establishment and further development of a voluntary Estonian-language immersion program in Russian-language schools, in support of one of the Estonian government's long-term objectives, i.e. the social, political and economic integration of minorities.

The ELIC has developed its own criteria for the writing of textbooks and other teaching materials, based on international, mainly Canadian, good practice examples. (See <http://www.kke.ee>, Teaching Materials). These straightforward instructions, which include a section on Gender Equality, provide clear guidelines for authors and artists working on textbook development.

Gender awareness also plays a role in the intake for the language immersion program. One of the intake requirements is gender balance. This has been necessary because of the stereotyped attitude that language is a 'girl's activity', and without the 50-50 requirement, very many fewer boys would have been proposed for the program. The 50-50 requirement means that schools have to make an effort to encourage parents and teachers to propose the participation of boys in language immersion.

It has to be admitted, however, that there is a worldwide tendency for more boys than girls to drop out of immersion programs. Consequently, one of the aims for the Estonian immersion program is to develop strategies that allow boys to be as successful in language learning as girls. This also includes research into why the teaching methods used seem to suit girls better than boys.

The good practice example set by the ELIC has also had an effect on the writing of other Estonian textbooks. For example, an European Union PHARE project for the integration of Russian-speakers into Estonian society, managed by the Integration Foundation, has used the ELIC criteria for writing textbooks as a basis for the development of their own teaching materials. In addition, the writers and artists who have worked on ELIC textbooks have developed a gender awareness which is apparent in their other work.

## FRANCE

**NATIONAL LEVEL – The Prix de la Vocation Scientifique et Technique (PVST – Scientific and technological vocation prize) for girls**

Every year, the Ministry of Gender Equality and Equality in the Workplace awards the PVST to 600 girls, a prize totalling € 800 for each winner. The prizes, apportioned throughout the French regions, are awarded to girls going on to higher education in scientific and technological course options showing marked females under-representation that offer considerable employment prospects. All female sixth-formers in ordinary, technical, vocational and agricultural secondary schools are eligible to take part in the competition.

Regional Women's Rights and Equality Delegations (DRDFEs) organise the PVST competition for their particular regions, co-ordinated at the central level by the Women's Rights and Equality Department.

For further information see [www.droits-femmes.gouv.fr](http://www.droits-femmes.gouv.fr).  
Information on prize award timetables available from your regional DRDFE.

#### ALSACE – “Learning Diversification Prize”

The Alsace Regional Council and the DRDFE, supported by the European Social Fund (ESF), have introduced a “Learning Diversification Prize” to reward women involved in original types of training courses for occupations in which female workers are underrepresented.

This method of encouraging girls and young women to broaden their career choices is aimed at increasing their chances of securing employment on completion of their apprenticeships.

The Prize is awarded every year to 15 young women who follow courses leading to certificates ranging from the CAP (the French vocational training qualification) to engineering diplomas, accompanied by a € 800 cash prize.

Information available from the DRDFE, tel. 03 88 21 68 49.

NB: similar prizes exist in the CHAMPAGNE-ARDENNE and PROVENCE-ALPES-CÔTE D’AZUR regions.

#### PICARDY- *A la découverte des activités professionnelles* (Discovering new careers)

This career guide, for use in the third year of secondary education, was recently published by the Regional Delegation of the ONISEP (*Office National d’Information sur les Enseignements et les Professions* – National information office on training courses and occupations) and the *Service Académique d’Information et d’Orientation* (schools’ careers information and guidance service), with the assistance of the DRDFE and financial support from the ESF.

It consists of a guide for pupils and an accompanying teaching module for academic staff. The document is used for working with pupils on diversification of vocational options, their representations of the future, gender equality, vocational training courses and the various occupational sectors.

For further information see [www.ac-amiens.br/egalite/](http://www.ac-amiens.br/egalite/), “Actualités” section.

#### LORRAINE – *Vanille-chocolat* (Vanilla and chocolate ice-cream)

This guide for secondary-school form teachers, careers guidance officers, educational psychologists and generally all teaching staff members, and has been designed for working with fifth-year secondary pupils (girls and boys) on their representations of coeducation and equal opportunities, as well as on motivations and disincentives for going on to scientific and technological higher education.

It is accompanied by fact-sheets to facilitate use by teachers, school librarians, careers guidance officers and educational psychologists.

For further information, see [www.onisep.fr/nancy/](http://www.onisep.fr/nancy/), “Spécial Informateurs” section.

#### PAYS DE LA LOIRE – *Pour les femmes, des métiers à portée de mains* (Local [manual] trades for women)

This information campaign, initiated by the DRDFE in 2000 and intensified in 2002, was conducted in partnership with the various occupational sectors and operators involved in training and employment, with the dual aim of raising girls’ and women’s awareness of so-called “male” occupations and encouraging enterprises to recruit women for such jobs.



Accordingly, a range of information facilities were produced (posters, brochures and videos) and sent out to schools, vocational guidance offices, training bodies and enterprises. A newsletter entitled "Actives" (Working Women) was also published, aimed more specifically at entrepreneurs and human resource managers.

Information available from the DRDFE, tel. 02 40 08 64 65.

#### Raising awareness of mutual respect and gender equality

##### RHONE-ALPES (HAUTE-SAVOIE) – *Les p'tits égaux* ("Small but equal")

This programme, which was originally conducted in Quebec, was adapted to the French context by the Departmental Official responsible for Women's Rights and Equality, in partnership with the *Espace Femmes Geneviève D.* association and the local Schools Inspectorate. It consists of a series of activities aimed at promoting non-sexist attitudes among girls and boys in nursery and lower primary school classes.

It is currently being tried out at the request of the Grenoble Local Education Authority in forty or so classes in the Haute-Savoie, Isère and Drôme departments, with a view to finalising the adaptation of the programme.

For further information, see [www.lesptitsegaulx.org](http://www.lesptitsegaulx.org).

##### LANGUEDOC-ROUSSILLON – *Filles et garçons à l'école maternelle* (Girls and boys at nursery school)

Commissioned by the DRDFE and the Information Centre on Women's Rights (CIDF), this study by Leila Acherar goes into the contribution of nursery schools to the differentiated socialisation processes of girls and boys. In so doing it analyses the manner in which nursery schools take account of gender-based social relations, drawing on the social values transmitted by teachers inside the school via their relationship with the class and their general verbal interaction with the children. The results of the study were published in June 2003, based on observation of three intermediate nursery classes (for four- and five-year-olds), selected by the Hérault Local Schools Inspectorate.

Information available from the DRDFE, tel. 04 67 64 83 01.

##### PICARDY (OISE) – *Le sexisme...vous connaissez? Repères pour l'égalité des chances entre filles et garçons, entre femmes et hommes* (Ever heard of sexism? Criteria for equal opportunities between girls and boys, and between women and men)

This resource guide, which was published in April 2004, was produced by members of the Sub-Committee on Prevention of Sexist Violence (including the Departmental Official responsible for Women's Rights and Equality and the local Schools Inspector), an offshoot of the Oise Department Commission for Action against Violence inflicted on Women.

It is geared to alerting girls, boys, women and men to "ordinary" or less ordinary sexist violence, eliciting and supporting prevention activities on the ground and reinforcing local partnerships.

A number of activity sheets are also being produced, targeting the different age brackets: nursery, primary, junior and secondary schools.

For further information see [crdp.ac-amiens.fr/crdp/cddpoise](http://crdp.ac-amiens.fr/crdp/cddpoise).

NORD-PAS DE CALAIS – *Les femmes dans les programmes d'éducation civique des collèges – Pour une égalité des chances* (Women in junior school civics curricula – towards equal opportunities)

This facility, the second version of which was published in December 2003, was produced in partnership between the DRDFE and the Ministry of Education (schools inspectorate and teachers).

The dossier is made up of fact files designed to suit the various civics curricula and is intended for use from the first to fourth years of secondary education. The files deal with eleven different themes, including such matters as stereotyping and orientation, advertising, sport, violence and political rights, with teacher, pupil and documentation files for each subject.

Further information available at [www.droitsdesfemmes.org](http://www.droitsdesfemmes.org), "documents à télécharger" section.

PAYS DE LA LOIRE (SARTHE) – Collection "Histoire d'Elles" ("Herstories" collection)

The Sarthe Departmental official responsible for women's rights and equality has written a series of fictionalised biographies of famous women for 12- to 16-year-olds. These works have been compiled into the "*Histoires d'elles*" collection published by PEMF, and are aimed at showing teenagers the wide range of women who have left their mark on history and therefore helping girls to construct a positive identity.

The first few volumes depicted the lives of Louise Michel, Olympe de Gouges, Marguerite de Valois, Alexandra David-Néel, Christine de Pisan, Camille Claudel and George Sand. Future volumes will include a biography of Geneviève de Gaulle, which will be published next October.

Information available from PEMF publishers, tel. 04 92 28 42 84, email: [commercial@pemf.fr](mailto:commercial@pemf.fr).

FRANCHE-COMTE – Male-female equality quiz

A partnership established between the DRDFE and the Equal Opportunities Task Force, which operates within the Local Education Authority, has led to the publication by DRONISEP of a *Quiz égalité hommes-femmes*, a venture which has also secured financial support from the ESF.

The game specifically targets fourth- to sixth-year secondary pupils.

It allows the teenagers to discover the stages by which women achieved equal opportunities and equal citizenship with men over the 20<sup>th</sup> century by depicting selected women, describing various pieces of legislation, asking questions on academic and professional careers and providing special items of information. The aim is to heighten youngsters' awareness of gender stereotyping which still blocks the way to various course options.

Game available from the ONISEP catalogue.

ILE-DE-FRANCE – Avec'idées

Under the State-Region Planning Contract, the DRDFE and its partners (the DRTEFP [Regional directorate for labour, employment and vocational training], the local education authorities and the Regional Council) have planned a series of activities aimed at developing an educational approach to equality and changing young people's representations of the social roles assigned to women and men.

One example of the activities is a series of cartoon films on the theme of equality between girls and boys. A competition was organised among pupils from specialist colleges to produce the cartoons. The pupils' work is currently being broadcast on the French TV channel Canal J from Monday to Friday at 7.55 pm, until 30 May 2004, as well as on the website [canalj.net](http://canalj.net). The cassettes of the best 20 films will be circulated around primary schools in the Region.

Also being prepared are a radio information campaign on gender equality and mutual respect, a regional anti-sexist song contest and a leaflet for parents of secondary schoolchildren warning them about sexist stereotyping.

Information available from the DRDFE, tel. 01 44 42 62 27.

AUVERGNE – *La France dans l'Europe: parité et égalité professionnelle* (France in Europe: gender equality and equality in the workplace)

The exhibition "France in Europe: gender equality and equality in the workplace, organised by the DRDFE, the CIDF (Information centre on women's rights) and the Clermont-Ferrand urban district, provides information on measures adopted to facilitate real equality in the areas of the family, education, employment and political life.

This exhibition takes the form of 12 display boards on such themes as the diversification of career options, occupational equality and reconciliation of private and working life.

Further information is available at [www.auvergne.pref.gouv.fr](http://www.auvergne.pref.gouv.fr), section on "Service de l'Etat- DRDFE".

The SDFE (Women's rights and equality department) official responsible for initial training ensures follow-up to the network activities on these issues.

The SDFE (Women's rights and equality department)  
official responsible for initial training  
ensures the follow-up to the network activities  
on these issues.  
Tel. 01 53 86 14 08  
Email: [Ingrid.faure@sante.gouv.fr](mailto:Ingrid.faure@sante.gouv.fr)

## GERMANY

### Federal Ministry for Education and Research - The Girls' Day campaign since 2001

In 2001, the Federal Ministry for Education and Research, the Federation of German Trade Unions (DGB), and the Initiative D21 invited to participate in the Girls' Day for the first time in Germany. The nationwide Girls' Day campaign was launched on the 26<sup>th</sup> of April 2001. 39 enterprises, authorities, universities, and research centres organised a career information day particular for girls. Over 1,800 girls took part in the events.

On the 25<sup>th</sup> of April 2002 more than 1,200 events carried out by enterprises, research centres, universities, and authorities could give 40,000 girls an idea of the technical operations in professional life by dint of exciting and enjoyable programs. 83 working groups from trade unions, chambers, employer associations, employment offices, and women's representatives have been set up so far nationwide. They are actively involved in the implementation of the Girls' Day concept at state and regional level.

In 2003 and 2004 the campaign Girls' Day - Future Prospects for Girls was supposed to be expanded. The purpose of the campaign launched on the 8<sup>th</sup> of May 2003 was to organise at least 2,000 organisers, who should offer events for about 80,000 girls. This target was well exceeded: More than 3,900 events realised by enterprises, research centres, universities, and authorities could be recorded on the project website. Eventually more than 100,000 girls have participated at the Girls' Day. On 22<sup>nd</sup> of April 2004 more than 5,300 enterprises and other organisations with more than 114,000 Girls' Day-places for girls took part. Whether in natural science or technology, in politics or media - at the Girls' Day girls could get an insight to the most different vocational fields. Among other things 32 girls experienced the Girls' Day 2004 in the Office of the Federal Chancellor. There the economic initiative D21 had arranged a program. The federal minister for education and research Edelgard Bulmahn and the federal minister for family, seniors, women and youth Renate Schmidt had invited into their

Ministries. The employers' associations and the DGB took also part with own activities in the Girls'Day. 210 working groups from trade unions, chambers, employer associations, employment offices, and women's representatives have been set up so far nationwide. They are actively involved in the implementation of the Girls'Day concept at national and regional level.

## GREECE

### Education and initial vocational training

As an example of good practice, Greece has implemented a business plan "Education and initial vocational training" which includes measures and actions for:

- Sensitization of teachers and intervention programs to promote gender equality;
- Consultation and career advising programmes;
- Study of teaching material - teaching manuals;
- Production of auxiliary educational material to introduce subjects concerning sexes in educational procedures;
- Structures to control and promote the educational policies in relation to equality;
- Establishment of Observatory for monitoring and evaluation;
- Pre-graduate science and new technology programs aiming at women;
- Post-graduate science and new technology programmes aiming at women;
- Support of women's research activities in sectors under- represented;
- Reinforcement of studies and research on women's issues.

## ITALY

### **Ministry of Education, Universities and Research**

#### **Equal opportunities between women and men in Objective 1 Schools (Basilicata, Calabria, Campania, Puglia, Sardinia and Sicily)**

Experience in Italian schools of the theme of equal opportunities for men and women concerns all the activities implemented and supported by the General Directorate for International Affairs of the Ministry of Education, Universities and Research. The Ministry is responsible for the National Operational Programme "Schools for Development", which targets schools in the southern Italian regions, including the islands of Sicily and Sardinia.

This programme defines equal opportunities between women and men means as taking systematic account of gender differences and of personal attitudes, being able to listen to others and to oneself and understanding, appreciating and enhancing female and male specificities. This theme has been addressed in accordance with the guidance modules included in the projects, with their innovative contents, methodologies and teaching techniques. The projects cater for the personal experiences, feelings, emotions, dreams, expectations and sensitivities not only of young people but also of adults, men and women, teachers, and demotivated women untouched by the world of training and education.

These projects, which are designed under a separate section of the Operational Programme, provide opportunities for alerting schools to the value of difference; they also act as a kind of laboratory for innovations, checking whether the fact of taking account of gender diversity can help solve conflicts and dead-end situations arising out of the malaise and difficulties with communication and intra- and inter-personal relations experienced on a day-to-day basis by young people and adults, as well as by teachers and schools.

In view of all the foregoing and with an eye to constructing and developing a diversity-based culture transcending prejudices and stereotyping on the basis of male or female gender identity, the Ministry has proposed the following aims:

- creating the conditions for trying out the gender-culture approach and transferring the competences, knowledge and training models into the individual schools' educational options;
- reducing the high level of female unemployment and the difficulties experienced by women on the labour market, due to widespread problems with vocational guidance and training, family responsibilities and the persistent exclusion of women from training courses leading to innovative, high-level professional outlets.

The following projects are therefore to be supported:

- in-house training for teachers on equal opportunities issues and identification of teaching models and instruments capable of achieving gender mainstreaming in schools;
- guidance and "looking at oneself" with a view to developing technological, scientific and entrepreneurial skills, particularly for girls;
- developing basic and transverse skills, particularly for women, as part of an overall skills assessment procedure aimed at promoting self-knowledge, self-confidence and self-esteem.

### **Devising school projects on equal opportunities between women and men**

The above-mentioned activities were initiated at the beginning of the 2000/01 academic year, under "Action 7.2". A total of 420 projects on entrepreneurship for young people were supported. The projects were devised on the basis of a model proposed by the IG Students Foundation, involving 12 686 female and 6 107 male students.

In the 2002/03 academic year, every school began developing its own initiatives for secondary students and adult women, followed in 2003/04 by projects for teachers. The projects were based on models, suggestions and instructions from the Ministry, involving:

- for young people: improving communicative and relational skills, promoting the entrepreneurial spirit and developing scientific and technological competences;
- for adult women: promoting linguistic, communicative and relational skills, use of the information technologies, corporate culture and employment-oriented thinking, preparation for future occupations based on initial standards, and the legal field, concentrating on rights relating to equal opportunities between women and men;
- for teachers: "looking at oneself", gender and occupational identity, knowledge as an instrument for the spatiotemporal construction of individual identities, and gender orientation and difference.

The essential role of educational guidance was stressed in order to boost self-esteem and self-reliance, the ability to choose and formulate projects through an awareness of oneself, one's abilities, skills, knowledge, dreams and expectations, in all their spatiotemporal contexts.

Since 2002, some 400 schools have carried out, or will be carrying out this school year, a total of 2 862 projects, 1212 of them aimed at secondary school students and 1 229 at women between the ages of 20 and 50; 431 involve in-service teacher training.

### **Support and assessment activities**

In dealing with gender difference and equal opportunities for women and men, the Ministry has attached particular importance to support activities for schools, covering the initial, operational, monitoring and assessment phases. These activities have been conducted by the teachers directly involved in running the training courses.

On publication of the official invitations to tender projects, highly detailed information has systematically been provided on the qualitative aspects of gender difference and equal opportunities projects. Detailed project models have also been supplied, the overall aim being to help those interested to devise projects conforming to the desired characteristics and aims.

A number of supervisory activities have been carried out:

- seminars with teachers involved in project planning and implementation; here, teachers were invited to compare and discuss experiences, with due regard to their individual contexts and to Community, national and regional policies on equal opportunities for women and men;
- before each seminar, a questionnaire was sent out to all the schools concerned in order to supplement the information already supplied by the working groups for the seminars; this information facilitates not only the qualitative evaluation of the courses implemented but also an analysis of certain qualitative aspects considered essential for project formulation and for running educational courses on gender issues;
- as a subsequent contribution to the projects on gender difference, a report was prepared and circulated on the conclusions of the comparisons and discussions held during the various encounters and on the data gathered in the questionnaires ([www.istruzione.it/fondistrutturali](http://www.istruzione.it/fondistrutturali));
- rubber-stamping the material produced during the project-formulation phase;
- monitoring all the experiments conducted over the 2003/2004 school year with a view to pinpointing examples of good practice (activities in hand).

All this work was also conducted in co-operation between the Ministry of Education and the Equal Opportunities Department. The co-operation process has now been included in the official Agreements, which have been amended over the years in order to extend this process to cover more and more new areas.

## LUXEMBOURG

### Education and training in equality between women and men

The project's aim was to promote equality opportunities between girls and boys from pre-school age and between women and men in the workplace.

In the education sector the partners were local authorities, teachers, parents and voluntary associations.

In the training sector they included trade unions, employer and employee chambers, ministries and, again, voluntary associations. Over the years other groups have become involved, notably teaching/training staff.

Gender education covers the following topics:

- the roles of women and men;
- differences in women's and men's learning process and experience;
- gender mainstreaming and positive action;
- policy on equality between women and men.

The method is designed to make teaching and training staff aware of their own stereotypes, imbibed unconsciously in the course of their own socialisation. This self-awareness should reinforce their own reflections on teaching practices.

Various equality training modules have been developed by the gender education partners and specialists.

Children/participants:

- are introduced to experiences that are not influenced by traditional clichés of male and female behaviour;
- broaden their field of experience and develop their personalities;
- gain experience of equal relationships between partners.

The teachers/training staff:

- critically examine their own perceptions of traditional roles;
- discover the similarities and differences that girls and boys encounter in the development of their respective lives;
- regularly review the effects of their work;
- take part in in-service training;
- choose teaching material that is suited to an equality-based approach to education;
- prepare teaching units concerned with education in equality.

Parents are:

- informed about equality education;
- given suggestions about awakening their children's interests and encouraging their individual talents;
- invited to collaborate with the teachers.

The following activities have been launched and encouraged: conferences, workshops, working groups, special events such as exhibitions for children and parents, children's theatre, training courses and seminars for training staff and human resources managers in firms and businesses.

A number of tools have also been developed as part of the project: teaching units, research into stereotypes, children's story and puppet theatre production, video cassette, short television items, training modules for gender education training staff.

One follow up to the project has been a study conducted by the University of Luxembourg into the impact of gender on the personal and professional development of social welfare staff. Gender training is offered at regular intervals to training staff and human resources managers in firms and businesses.

Gender training has also become an important aspect of the "positive action" programme run by the Ministry for the Advancement of Women in the private sector.

## PORTUGAL

### **Committee for Equality and Women's Rights**

#### **Gender Equality and Teacher Training – The Project “Co-education: from the principle to practice” (implemented since the 1998/1999 school year)**

Background:

The integration of equal opportunities between women and men and gender mainstreaming in the educational field has been a major concern for the Committee for Equality and Women's Rights (CIDM) ever since the 1970s.

The Co-education Project, in particular, follows on from the transnational pilot projects carried out by the CIDM in the 1990s. These initiatives were jointly financed by the European Commission and directly aimed at initial and further teacher training.

The Project is also in line with a broader CIDM strategy aimed at involving the various decision-makers in gender mainstreaming in the educational field.

Partnership:

“Co-education: from the principle to practice” is a project which has been developed since the 1998/1999 school year. It is co-ordinated by the Committee for Equality and Women's Rights (CIDM)

and was subsidised for the first three years by the European Commission under the 4<sup>th</sup> Programme for Equality between Women and Men.

Outside Portugal, the partnership included 3 transnational institutions (in France, Spain and Italy), 12 national partner institutions and 11 associate institutions. The project generally involved, *inter alia*, 12 universities, 7 university teacher training colleges and the Portuguese Association for Research into Women's Issues.

#### Starting points:

- Teacher training is a key area for promoting educational innovation, and teachers and trainers are prime movers in gender mainstreaming not only in terms of curricular contents but also in the field of teaching practice;
- In the absence of working instruments, including theoretical and methodological facilities and practical guidelines for action, it is very difficult or indeed impossible to establish the gender equality approach and principles as a consistent homogeneous practice.

#### Aims:

Integrating equal opportunities between women and men and gender mainstreaming in the educational field by:

- formulating and publishing educational material for initial teacher training;
- implementing such material in teacher training institutions for educators and teachers at all educational levels.

#### The project's innovative results:

- setting up, reinforcing and extending a national and transnational multidisciplinary network of experts and researchers working in a variety of fields (education, teacher training and gender issues), which has become a vital human resource for implementing subsequent actions and programmes aimed at gender mainstreaming in education. Taking advantage of the knowledge acquired by a wide range of individuals in the field of gender equality in education and of all the work conducted in this field, the Co-Education Project has set up a network of teachers from institutes of higher education researchers and gender equality experts, involving them all in its operations;
- The network is still operating as a vital tool in establishing educational schemes under the 2<sup>nd</sup> National Equality Strategy (2002-2006);
- The network adopts an integrated approach to three different issues, namely equal opportunities, vocational training and education; these approaches are vital to ensuring and developing day-to-day practical implementation of citizenship and democracy among all women and men. The network has facilitated contacts between a wide range of individuals (including virtually all the relevant experts in Portugal) working in the field of gender equality in teacher training, and has succeeded in securing the involvement of other types of participants for the first time;
- The network has encouraged links between two research traditions which have traditionally remained separate in Portugal, viz research into gender issues/women's studies and educational research. These new links have proved essential for cross-the-board gender mainstreaming in the educational field, and in teacher training courses in particular; the links will help develop innovative attitudes and introduce or reinforce integrated co-educational practices;
- This is the first time in Portugal, thanks to the active national and transnational partnership, that education materials promoting gender mainstreaming in initial teacher training



programmes, for all school levels, have been developed, translated, published and implemented;

- Gender mainstreaming in study plans and curricula for a number of disciplines, particularly for initial teacher training, in several universities and colleges of higher education;
- Several of the Further Teacher Training Centres run by the Ministry of Education<sup>39</sup> have introduced gender mainstreaming into their programmes, and have used and disseminated teaching aids published by the Committee for Equality and Women's Rights;
- Several further vocational training and trainer training bodies, eg the Professional Associations (including trade unions) have also taken gender equality issues on board and have used and circulated the same teaching aids.

#### Phases:

- Formulation and publication of teaching aids (Coeducation Guides) intended for initial teacher training
- Setting up of a nationwide network of experts on gender issues and education;
- Implementation of materials (Coeducation Guides) in initial, and subsequently in further teacher training;
- Circulation of experiences with implementing materials and aids; discussions on gender mainstreaming in education on the basis of such experiences;
- Strategic, systematic dissemination of educational materials and other publications. Publication of other theoretical and practical support books for gender mainstreaming in education, particularly in initial and further training courses for youth workers and teachers;
- Forming project teams in several universities and university schools of education which are consistently pursuing activities aimed at gender mainstreaming in education.

#### SPAIN

##### The "Alba" Project

This is a European training programme for low-skilled unemployed women to enhance employability through collaboration among vocational training subsystems.

The purpose of the project was to further co-ordination, in conjunction with the various social agents, among the basic education and vocational training subsystems through inter-institutional collaboration, improving training offerings to enhance the employability of unemployed women lacking a basic education or the qualifications to fill the job offers available.

Pilot training courses were delivered in Spain and Italy to meet this objective; and information on the various training subsystems was gathered and other initiatives designed to enhance women's employability were undertaken in Italy and Portugal. Information was disseminated on the project in Spain through the media and at seminars held with national partners and representatives of regional equality, education and employment bodies to discuss the inter-institutional model. Reference material on the experience was published under the title *Proyecto Alba, 4 vol., (Instituto de la Mujer, Madrid, 2001)*, consisting of four guides and a CD-Rom. The evaluations performed include data on student integration on the labour market and what their participation meant to them in terms of motivation to continue their education and enhance their employment potential.

---

<sup>39</sup> Bodies responsible for further training for teachers and youth workers.

With the ALBA Project, the Women's Institute sought to:

- Develop models for the rapprochement and co-ordination among different educational subsystems to improve the educational offering for women;
- Further women's access to the various levels of education, in keeping with individual characteristics and circumstances;
- Highlight the importance of the work performed by professionals who can be described as "companions for women's training and integration on the labour market";
- Draw up educational materials from the perspective of equal opportunities for women and men.

#### The "Women and the media" Programme

The Women's Institute has been furthering the non-discriminatory portrayal of women in the media through agreements with Spanish national public television and radio (RTVE) since 2001. This has involved monitoring and analysing programming in connection with women's portrayal by and presence in the media along with training for radio and television professionals. The specific activities conducted in this regard are:

- Research on the way women and men are represented in radio and television newscasts. The intention is to appraise the information provided in each news item and about each person involved, in accordance with the variables selected to determine the influence of gender on the choice of both issues and persons who are the object and the subject of audio-visual information. Dissemination of this research in a press conference and in a publication titled *Representación de género en los informativos de radio y televisión* [Gender representation in radio and television news] (Instituto Oficial de Radio y Televisión and Instituto de la Mujer, 2001);
- Preparation of a gender manual as a requisite subject, initially, in the Information Science Faculty;
- Voluntary gender training and media courses for public and private radio station and television channel staff interested in the gender perspective in the media;
- Practical workshop on gender information held in the framework of the activities of the Official Radio and Television Institute;
- Sixty-minute modules to be included in training on the treatment of gender content delivered by the Communication group and intended for professionals in active service and students aspiring to a career in audio-visual media;
- First nation-wide forum on "Women, violence and the media" held in Madrid on 27-28 November 2002, with the participation of a number of interest groups (media representatives and professionals, universities, trade unions, etc.) and preparation of a publication containing the results of the research conducted, as well as a Manual for Emergency Situations. This involved systematising the coverage of domestic violence in the press, radio and television, holding meetings with media professionals and drafting the reference documents mentioned.

#### The "Women's sports" Project

Since 1996 the Women's Institute has been encouraging female participation and promoting equal opportunities in sports and the visibility of women's sports through a number of actions:

- An agreement with the Senior Sports Council (CSD) seeks to conduct joint activities designed to encourage women to participate in sports and sports co-education, and to draw up and publish educational materials (a video titled *Elige tu deporte* – Choose your sport) and conduct research on such participation. Moreover, the subject "Women and sports" is included as a priority in the co-operation agreements between the CSD and other governmental bodies dealing with sports, whilst Women's Institute publications are distributed in the countries with which the Senior Sports Council has co-operation agreements.
- Programme and agreement with the Women and Sports Foundation, giving rise to the Observatory on Women and Sports and the website [www.mujierydeporte.org](http://www.mujierydeporte.org), the holding of a Women and Sports Day (2001) and action to draw renewed attention to the pioneers of women's sports in Spain.
- Support for sport activities in schools, research and publication of informative material, exhibitions on the subject, establishment of an award to acknowledge the achievements of the

autonomous communities in this regard, and participation in nation-wide seminars on the question.

#### The “Nombra, Women’s Institute Advisory Commission on Language” Project

The “NOMBRA” project was introduced in 1994 as an initiative of Women’s Institute Education and Culture Programme staff and outside experts (university professors, school teachers, researchers, philology experts) specialising in sexism in language. Latin American publishers, women’s organisations and the Spanish Commission to UNESCO also participated in this initiative. Work under the project is ongoing, with the publication on electronic media of informative brochures and a review of the *Diccionario de la Real Academia de la Lengua Española* (dictionary of the Royal Academy of the Spanish Language).

The NOMBRA working party researches the ways that language reproduces the prevalence of the masculine over the feminine gender, despite the potential within the language to represent sexual differences. Its research is disseminated as informative brochures – “Nombra. En femenino y en masculino” and “En femenino y en masculino” [Nombra. In feminine and masculine and In feminine and masculine], Cuaderno de Educación no sexista No. 8 -, articles in educational journals, papers presented to encounters and seminars, as well as on the Women’s Institute website and in the form of suggestions to linguistic authorities. The review of the dictionary published by the Royal Academy of the Spanish Language has led to the publication of papers on concepts that maintain sexist connotations.

To counter the reproduction, in ordinary linguistic usage, of sexist hierarchy in governmental documents, books and linguistic papers, the NOMBRA commission supports the institution of conditions for the non-sexist use of language.

Furthermore, NOMBRANET – a new reference source - will be available towards year end 2003; its purpose is to facilitate the non-sexist use of language in the drafting of laws, regulations, reports and other governmental documents. It attempts to provide alternatives to the generic use of the masculine gender without imposing new rules, in other words, extending an invitation to reflect on language and the choice among the various possibilities that language itself provides.

#### SWEDEN

##### **Learning examples of gender mainstreaming at local level**

For more than a decade municipalities have been responsible for school governance in Sweden. By giving power to the municipalities, decisions can be based on local conditions. However, municipalities are not required to tell schools how to reach the goals. In Sweden the local school is responsible for the contents of school activities and results in relation to national and local goals.

Gender equality within pre-school and school are regarded by the Government as a pedagogical issue that depends on the skills and knowledge of school staff. Pedagogical activities must therefore be designed with a gender awareness promoting gender equality. According to a survey undertaken by the National Agency for Education (2002), gender equality is to be found in the local policy documents of 84 per cent of all schools.

##### **Gender equality in practice**

###### **1. From pre-school to school**

The municipality of Gävle is situated in central Sweden and has some 90 000 inhabitants. To prevent gender patterns from becoming established at an early age, the county administrative board of Gävleborg initiated a gender equality project in 1996. Two pre-schools in Gävle took part in this project - Björntomten and Tittmyran. The county project asked the pre-schools whether they practiced gender equality. The two pre-schools began to videofilm their activities with the children to show that girls and boys were treated in the same way by the staff and to study the gender differences between the children to gain an understanding of how the children could be changed. Instead, it was found that what needed to be changed was the approach of the staff. A greater awareness of the gender-related

behaviour patterns of the adults themselves has led to a change in gender patterns of the children as well.

When these pre-school children started at the Björke and Trödje compulsory schools – both of which have pre-school classes – the teachers understood that it was also necessary to continue working with gender equality at school. The school staff could not have a different approach from that of the pre-school. The central aspect of both school's activities is that efforts include both changing the approach of staff and the introduction of gender-equal teaching methods in order for the children to develop abilities and qualities that are not limited by gender. The qualities considered desirable to transfer to boys from girls (care, empathy, verbal ability and ability to show feelings) and to girls from boys (daring to take risks, honesty and playing in groups) may vary but they also recur in different contexts. Staff at the two schools have taken part in an extensive skills development programme, they have videofilmed their activities in the classroom and analysed and discussed how girls and boys are treated and addressed and how their own approach should be changed.

These schools have also worked on developing pupils' critical approach to the Internet and media content from a gender perspective. The staff of Björkeskolan have also involved parents through lectures on the use of language and discussions in men's and women's groups. The school has produced information material, describing objectives, activities and the positive results of its gender equality efforts.

To continue its support to pre-schools and schools that have developed methods for increasing gender equality, the municipality and county administrative board are investing resources in a regional skills development centre for teachers – Jämrum.

## 2. Gender mainstreaming for the whole municipality

Jokkmokk in the northern part of the country is one of the largest municipalities in Sweden area-wise. About 6 000 people live in Jokkmokk, a region with vast areas of wilderness.

A few years ago it was discovered that there were very substantial differences between the grades achieved by girls and boys in the municipality. The municipality decided to do something about the problem of men not wanting to become educated and women with high ambitions wanting to move away from the municipality. The differences in grades came to be a matter of the survival of the municipality. It was suspected that a number of causes and connections lay behind these differences. In a school perspective, girls appear to conform to the system while boys deviate. The gender equality work started by the municipality of Jokkmokk aims to bring about an equal educational environment for girls and boys. It was realised that the problems could not be isolated to the school. They actually had to do with cultural patterns and traditions generated by many factors such as the structure of working life, recreational habits and the power relations between men and women. To some extent, men and women in Jokkmokk live separate lives with a strict and traditional division of labour, both in occupational activities and in the family situation.

The municipality has therefore involved many different actors in an attempt to understand and change the situation. All residents were invited to discuss gender equality, focusing on seven themes. Contacts were established with researchers at Uppsala University, who supervised research circles and group discussions in the attempt to understand causes and connections behind the problem of boys who showed no desire to study. Among other findings, it was discovered that the girls in general are fitter and more persevering than the boys and that the girls tend more to engage in individual sports such as swimming and skiing, while the boys prefer team sports such as football and ice hockey. Parents and young people alike have recognised the fact that even if the boys lack education, the girls do not have as good opportunities as the boys to obtain well-paid work. The boys are therefore under less family pressure than the girls to perform well in school. There is also more to keep the boys in the municipality – such as a rich outdoor life in the surrounding area, hunting and fishing.

Östra School, a compulsory school for pupils up to age 16, is in the middle of Jokkmokk. A working team of staff at the school has formed a research circle. To study which teaching methods succeed better in involving the boys, pupils in year 8 have worked using an interdisciplinary approach in Swedish, social studies and science subjects, studying different topics that they themselves have had a part in choosing. The pupils work in groups, with new groups for each topic so as to promote democratic working methods and to encourage cooperation and relations between different constellations of pupils. After each topic the teachers evaluate working methods and contents from a

gender perspective. It has turned out that most pupils – irrespective of sex – appreciate this approach. The need for cooperation, moreover, has created a gentler atmosphere in the class and better relations.

The researchers' role in the working team is to discuss how to formulate questions and research materials. Apart from answering questionnaires, the pupils have had to write essays about their dreams for the future and their ideas as to why there are gender differentials in their grades. The researchers have analysed and discussed the material in the working team. Research circles are study circles in which researchers participate and which look at jointly formulated problems. Information is collected by researchers and teachers/practitioners together. The shared knowledge occupies the central place.

## SWITZERLAND

### Teaching material for equality

(see also [www.educa.ch](http://www.educa.ch) > système éducatif > politique/recherche/prestations > initiatives et projets actuels > égalité (French only))

File: "*Apprendre l'égalité*" (learning about equality) published in 1997 by the French and Italian-speaking conference of equality representatives is aimed at infant, primary and secondary teachers. It includes exercises, ideas and articles on equality in various school subjects. Contents: learning about equality: introduction; feminine, masculine, human: learning roles; roles in the family; choosing a career; the world of work and employment; women and men in politics; the world is changing and so is language; advertising, sport and fashion in the media; violence. It can be ordered, free of charge, from Service pour la promotion de l'égalité entre homme et femme, 2, rue de la Tannerie, CH- 1227 CAROUGE, [veronique.maillefer@etat.ge.ch](mailto:veronique.maillefer@etat.ge.ch).

### Atypical occupations

(see [www.16plus.ch](http://www.16plus.ch)):

The Cybilla CD-ROM is aimed at pupils of both sexes who have to choose an occupation. There is an accompanying booklet for teachers. The introduction poses the question "what should I do when I leave school?", and answers "always go for further training". The second part gets pupils thinking about their environment, which will have the major influence on their choice of occupation or career. Finally, the third part brings them to the practical issue of what occupation to choose: [http://www.16plus.ch/franz02/ziel/corps/3\\_cybilla.html](http://www.16plus.ch/franz02/ziel/corps/3_cybilla.html).

Daughters' day: Girls accompany their mother or father to work for a whole day. They discover their place of work, are introduced to their work colleagues and are given an initial insight into the world of work. The aim is to reinforce girls' capital of confidence at a particularly sensitive time of their lives: [http://www.16plus.ch/franz02/ziel/corps/3\\_jdf.html](http://www.16plus.ch/franz02/ziel/corps/3_jdf.html).

A ninety minute workshop (TEKNA) to help pupils think about their future, both occupational and personal. Accompanied by a detailed organisers' guide, which can be downloaded free of charge: [http://www.16plus.ch/franz02/ziel/corps/3\\_tekna.html](http://www.16plus.ch/franz02/ziel/corps/3_tekna.html).

A booklet – "*Les métiers techniques*" (technical occupations) - for primary and lower secondary teachers to enable them to demonstrate that technical and computing skills are not male preserves: [http://www.16plus.ch/franz02/ziel/corps/3\\_metiers.html](http://www.16plus.ch/franz02/ziel/corps/3_metiers.html).

From its inception, the Swiss female engineers association (ASFI) has launched regular new projects aimed at encouraging girls to become engineers. One example is "TechnoGirls", a week in which senior secondary girls accompany women in technical occupations and professions at their workplace: see [www.svin.ch](http://www.svin.ch) – projects.

### Training for pupils and staff

The Confederation supports cantons in the establishment of training for pupils and staff aimed at integrating information and communication technologies into teaching. To qualify for grant assistance, projects must by law guarantee equality.

(see the handbook <http://www.bbt.admin.ch/dossiers/ppp/f/guide.pdf>, which sets out the equality criteria that must be complied with).

Selection of "e-quality-learning" projects that are expressly geared towards equality and are considered to have been successful:

[www.bbt.admin.ch/dossiers/ppp/f/gleich.htm](http://www.bbt.admin.ch/dossiers/ppp/f/gleich.htm).

## UNITED KINGDOM

Differences in the attainment of boys and girls have been of interest to educationalists since the 70's. The gender gap is an international phenomenon and the perspective provided by the OECD Programme for international student assessment study shows, for example, that on the reading test boys scored significantly lower than girls in all 27 OECD countries.

United Kingdom has undertaken research to analyse strategies which appear to be effective in raising boys' achievement and to provide useful suggestions to help schools improve their practice.

### Raising boys' achievement

*'Raising boys' achievement'* is a four-year research and intervention project due to complete in November 2004, sponsored by the Department for Education and Science. This project is focusing on the strategies employed by specific schools which appear to be effective in raising boys' achievement and reducing the gender gap without affecting adversely girls' academic performances.

After an initial pilot stage, the project team has spent six terms working on interventions with twenty-four primary schools and twenty-eight secondary schools. The schools worked in "triads" each formed around an 'originator' school and two partner schools.

The aim was to identify one or two strategies in the originator school which seemed to be contributing to an improvement in boys achievement and then to explore ways in which the strategies could be transferred and adapted to the contexts of the other two schools and refined and further developed in all three.

Four categories of approach were identified by the research team: pedagogic, individual, organizational and socio-cultural. The interim report on this research, published in August 2003 already draws out findings related to the strategies and of more general nature. The key findings were:

- Boys respond well to an integrated approach to literacy;
- Increased engagement and higher levels of achievement can be effected through a direct focus on teaching and learning;
- Target-setting and mentoring have a strong potential to raise achievement for boys when they are framed within a tutorial system with a clear remit to address academic issues;
- Single-sex classes can contribute to raising achievement because they enable a classroom environment to be created which allows both sexes to learn with less distraction and disruption;
- Socio-cultural approaches underpin other strategies through challenging dominant image of masculinity and street culture by creating an alternative culture within school.

All the preceding strategies have the potential to be successful providing that they are tailored to the local context, there is full leadership support, commitment is shared by all staff involved, and there is an ordered learning environment with clear boundaries and high expectations.

### Yes he can: schools where boys write well

In 1993, a report on *Boys and English* was published by the Office for Standards in Education. This report highlighted the gap in performance between boys and girls in English and indicated some of the possible reasons for this. According to the National Curriculum test results, it was in writing that boys lag further behind girls than in the other English attainments targets (reading, speaking and listening)

However, some schools were far more successful than others in achieving standards in writing from boys that were closer to those of girls, or occasionally surpass them. In order to identify and evaluate the factors that most strongly characterise the work of schools in which boys write well, the project *Yes he can: schools where boys write well* was then launched in April 2002. Its aim was to identify good practices in success of schools where boys write well. During the project which finished in March 2003, Inspectors of Schools examined these factors in the context of the 'gap' in performance between boys and girls in writing.

Schools were chosen for visits by Inspectors of Schools (7 primary and 8 secondary schools) on the basis of their tests and examinations results in writing, in English and across the wider curriculum, over a three year period, corroborated by the most recent inspection report. In these schools the gap in the performance in writing between boys and girls was significantly smaller than that usually found. The schools selected also had good results overall, either by national standards or in relation to similar schools. This was to avoid selecting schools where the gap was smaller than usual because of poor performance by girls. In identifying factors that promote boys' achievement as writers it was vital to ensure that these were not having a negative effect on the girls.

Inspectors identified the key factors in schools achieving good standards in boys' writing concerning ethos and policies; curriculum planning; assessment; teaching and learning and pupils' response. They include the following:

- There is a culture in the school and classroom where intellectual, cultural and aesthetic accomplishment by boys as well as girls is valued by all;
- In responding to written work, value is placed on diversity of style and approach, succinctness as much as elaboration, and logical thought as much as expressiveness;
- Marking is prompt, detailed and indicates clearly both what has been done well and where improvements can be made;
- Many pupils, both boys and girls, read widely for pleasure and in this way absorb a range of models for their own writing;
- Teachers (of English or other subjects) are knowledgeable and enthusiastic about language and are able to link oral work, reading and writing skilfully and explicitly, thus developing pupils' vocabulary and understanding of style;
- A good balance is maintained between support and independence, with pupils always expected to be as independent as possible;
- Pupils are often given choice as to the content of their writing, even when the form or genre is prescribed;
- Efforts are made to make writing tasks purposeful, through seeking "real" audiences, through publication and display, and through the use of writing to support thought;
- Writing tasks are often tackled in stages, with feedback or review at each stage of planning and drafting;
- Pupils write frequently and at length (often as homework) and in this way develop stamina as writers, but they seldom rewrite long pieces unless for "publication".

The above characteristics interact in a complex way, but for sustained progress in writing to be achieved, it is essential that good planning and teaching are accompanied by:

- Detailed and informed assessment that values boys' writing;
- A culture that enables boys to take pride in writing well.

As regards the question whether the "gap" between boys and girls in writing or literacy achievement will ever be closed completely, this inspection suggests that, even if it cannot be removed entirely, the gap in performance between boys and girls in writing can be significantly narrowed.

## CONCLUSIONS AND RECOMMENDATIONS

When the *Group of Specialists on Gender Mainstreaming in Schools* (EG-S-GS) was set up by the CDEG in 2001, its aim was to consider the relevance of existing policies and practices in the field of gender equality in education and how these may need to be adapted to respond to new challenges. The group's task was to study how gender mainstreaming can be promoted in schools through, *inter alia*, initial and continuous teacher training, introduction of new teaching methods and learning contexts, revision of curricula and teaching materials. On the basis of that investigation, the Group was asked to prepare a report and a draft recommendation.

The Group considered that, in the time available for this work, it would be necessary, before drafting a recommendation, to analyse the cultural changes in society focusing on four key features: new information and communication technologies, economic life and the labour market, domestic influences and family structure and youth culture. The report would identify how social changes affect gender relations in schools and propose some recommendations as to how schools can deal with those changes.

Consequently, they decided that the report of the group will contain guidelines for the development of a strategy to promote gender mainstreaming in schools and recommend that the Council of Europe – through its various steering committees – gives the appropriate attention and follow-up to its suggestions.

The members of the group had been working on this project for three years. They considered that the work had been highly productive, instructive and interesting and that final report reflects that productivity *inter alia* by setting out concrete proposals.

There are, of course, already numerous recommendations and conventions on gender equality (see Chapter 1). They contain laudable aspirations and address a wide terrain and landscape of gender inequalities. The focus of this working group is on just one element of that landscape – school. But school, as noted in the introduction of the report is an ideal setting for promoting values and desirable behaviour. School based practices around gender equality is at the heart of gender mainstreaming. For it to be effective it demands a suitable infrastructure of political, financial and professional support. It needs to be part of a cycle of development which is captured in the following dynamic:

- Awareness-raising and training in gender issues is needed for educational staff (both teachers and management).
- Tools and skills are needed to recognise inequalities and deal with them.
- An overall strategy to promote gender mainstreaming in schools is needed, involving all the different levels of intervention.

It is recognised that schools do not operate in isolation from their immediate or wider social and community context. It is precisely that wider context that produces new opportunities and challenges for schools, on many issues, including gender equality. That was, indeed, the basis for the initial deliberations of the working group. However schools can also influence – as well as be influenced by – that wider environment. To do so they need to be both appropriately supported and suitably connected – to have the structures and processes to enable effective practice and ensure desirable outcomes.

Many preconditions have to be met in order to successfully integrate a gender perspective in all aspects of the education system (political will, support of media and parent's associations, training for teachers and trainers). With reference to the situation in the newly-emerging democracies, the importance of setting up a sound legislative framework and co-operating with counterparts in other countries was stressed.



The Group decided to prepare a questionnaire addressed to teachers from primary and secondary schools in some member States of the Council of Europe. The objective of the questionnaire had been to obtain information on the day-to-day experience of teachers – key informations – with gender relations and gender equality in schools and not to draw up a comparative analysis of the situation in the Council of Europe member States. In this respect, it should be underlined that although there were only a limited number of replies to the questionnaire, they gave a clear picture of the situation of gender equality in schools at that time.

The second part of the report focuses on the positive and negative sides of changes in society for gender equality in schools and on schooling in general. The analysis of the replies to the questionnaire provided the basis for this part of the report, as well as the written contributions by several members of the group. An external consultant, Ms Maureen Bohan, from the Department of Education and Science of Ireland, was recruited to analyse and highlight the key ideas and messages that could be derived from the questionnaires which would help establish guidelines

As was to be expected, the quality and quantity of replies differed greatly both within and between countries. Many differences in the economic situation and family structures in the various countries could be noted, which had repercussions on the possibilities for girls and boys to thrive in all spheres of society.

While this response level made it more of an opinion poll than an in-depth survey, it did provide some interesting information and a snapshot of the current situation. It pointed to a common feature shared by the countries where gender mainstreaming in schools was concerned, namely the failure to distinguish between sex equality and gender mainstreaming.

Social change – in economic and family life and in new technologies and mass communication- has affected young people in different ways and young women and young men in unequally different ways. The data presented in the analysis illuminates both new opportunities and new challenges for gender mainstreaming in schools. Changes in the labour market or in access to the internet may present new possibilities for young women but there are also new risks. Similarly, expectations around family roles and responsibilities and media representations of young women hold both promise and threats.

From the replies to the questionnaire, it can be said that the level of awareness of gender equality was limited. There was a high level of “gender blindness” in the responses. Many of the respondents referred to equal treatment of boys and girls but none referred to equal outcomes. Many were more concerned about social inequalities rather than gender inequalities.

Most of the respondents displayed an insight into the positive and negative impacts of the areas covered by the questionnaire, on both boys and girls in their classes, but many did not appear to know how, or were unwilling to address the negative impacts of these developments with their students. The strategies indicated were vague in many cases. None of the strategies referred to target setting and /or monitoring of progress.

A majority of the respondents felt that gender equality is being successfully promoted in the context of their school curriculum and a majority felt that gender equality is being successfully promoted in the management of their school. Based on the overall responses to the questionnaire, these claims would need closer investigation. Some respondents provided examples but it would have been very useful to have more information on how the schools are promoting gender equality, what specific actions they are taking in relation to its promotion and what are the successful outcomes.

It was clear from the numbers of respondents who have not undergone any form of training in gender issues 31 (62%) and from the number of those who would find it useful (26), that training programmes are required, particularly in the context of gender mainstreaming.

Training for school managements is crucial to the success of gender mainstreaming in schools.

Experience of providing training on gender equality issues for teachers indicates that there can often be resistance to the issues raised and strategies suggested in the course of the delivery of such programmes. Training programmes need to be clear in outlining schools’ obligations in the promotion

of gender equality and they need to provide guidelines to assist teachers in implementing gender mainstreaming, both in their classrooms and in the school generally.

The analysis of these replies constituted the basis for the setting-up of a strategy to promote gender mainstreaming in schools.

Schools are the ideal public places in which to disseminate democratic ideas and enshrine them in our cultures. They convey changes in conduct and mindset, and have an obligation to meet the needs and demands of the children and young people that are their pupils and of a constantly changing society. Their task is a vast and complex one. Schools are a setting in which people can acquire knowledge, personal and interpersonal skills based on respect for every human being. Schools help to shape pupils' personalities and stimulate individual potential; they cater for the diversity of their pupils, and thus for the differences between the sexes.

What is clearly called for is a renewed commitment to gender equality issues in the context of schooling – to challenge negative stereotyping and to advance and maximise the potential of young women. A robust strategy to achieve this end is required – one that is coherent from the constitution to the classroom. It demands political will, proper resourcing, professional training and practical implementation.

### **A strategy to promote gender mainstreaming in schools**

Part III of the report is aimed at providing elements for the development of a strategy to promote gender mainstreaming in schools, focusing on the different levels of intervention and the actors involved.

It is the strength of political structures and the quality of professional staff that is the best guarantee of successful interventions. After a brief consideration of the interface between schools and “external actors”, the strategy for gender mainstreaming in schools is shaped and formed with attention to these questions of input, process and practice, and outcomes.

The education system is dealt with in its entirety, ranging from the political will, the legislative framework and the authorities responsible for education policy, to the school structure, teacher training, curricula and relations between educational staff and external actors.

The commitment to gender mainstream in schools must come from the top down. School managements must understand the concept, how to implement it and how to monitor outcomes. All school policies should include a gender perspective and all members of staff (including management) should receive training in gender equality

While preparing the guidelines on gender mainstreaming in schools and in order to have a concrete follow-up to their work, the Group had also proposed, for the Council of Europe's programme of continuous training for educational staff, a series of seminars dealing with equality between girls and boys in and through school and involving the different actors concerned, i.e. management and teachers. To this end, the group drafted a proposal containing the title, target group and content of the seminars and asked the Secretariat to forward it to the Secretariat of the European Committee on Education (CDED) (see Appendix IV).

Such a seminar on gender equality was organised in Uppsala (Sweden) from 7 to 12 March 2004 on Gender equality for a functioning democracy

The group has also proposed that one or more seminars of this type be organised each year in the framework of the programme of continuous training for educational staff. The results of the seminars organised in 2004 and 2005 could be examined during a conference to be organised in the framework of the European Year for Citizenship through Education (2005).

The group also felt that it was very important to introduce a gender perspective into the project on Education for Democratic Citizenship. One idea would be to prepare a leaflet on the way in which gender equality relates to democratic citizenship.

---

The group stressed the importance of this issue and asks the CDEG to take it into account in its future work.

The group recommended that the CDEG and the CDED should continue their work on this issue, develop strategies for the integration of gender mainstreaming at school, and that:

- Models should be developed for assessing policies, practices and results of implementing mainstreaming;
- A code of ethics for teachers, head teachers and supervisor teams should be drafted;
- A database inventorying the different teaching resources existing in Europe for implementing gender mainstreaming should be developed;
- A manual of good practice in gender mainstreaming in schools in Europe should be developed;
- Interactive networks for exchanging good practice at European level should be set up;
- A comparative study of gender mainstreaming practice in schools in Council of Europe member States should be drafted.



# APPENDICES



## APPENDIX I: MEMBERS OF THE GROUP OF SPECIALISTS ON PROMOTING GENDER MAINSTREAMING IN SCHOOLS (EG-S-GS)

### FRANCE

---

Mme Marie-Josée de FORNEL  
**Member of the CDED/Membre du CDED**  
 Chargée de mission, Ministère de l'Éducation nationale  
 Délégation aux relations internationales et à la  
 coopération (DRIC),  
 173, bld St Germain, F-75006 PARIS

### GERMANY/ALLEMAGNE

---

Mr Walter DALMUS,  
 Robinienweg 20, D-51688 WIPPERFÜRTH

### GREECE/GRÈCE

---

Mme Iphigénie KATSARIDOU  
**Member of the CDEG/Membre du CDEG**  
 Hellenic General Secretariat for Equality on the Sexes  
 Ministry of the Interior, Public Administration and  
 Decentralisation,  
 8 Dragatsaniou Str, 105 59 ATHENS

### LUXEMBOURG

---

Mme Maddy MULHEIMS  
 Ministère de la Promotion Féminine  
 L-2921 LUXEMBOURG

### MOLDOVA

---

Dr Elena PRUS  
 Université Pédagogique d'État  
 Doyenne de la Faculté des Langues et Littératures  
 étrangères  
 Présidente de l'ONG « Etudes de genre »  
 bld. Dacia 11/2, apt 185 CHISINAU 2038

### NORWAY/NORVÈGE

---

Mr Kristoffer UPPHEIM  
 Buvik Skole, 7350 BUVIK

### "L'EX-RÉPUBLIQUE YOUGOSLAVE DE MACEDOINE"/"THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA"

---

Dr Mirjana NAJCEVSKA  
 Institute for Sociological, Political and Juridical  
 Research  
 Centre for Human Rights, Refugees and Forced  
 Migration Studies  
 Blvd partizanski Odredi bb, PO Box 435, SKOPJE 1000

### UNITED KINGDOM/ROYAUME-UNI

---

Dr Howard WILLIAMSON  
 School of Social Sciences, Cardiff University  
 Glamorgan Building, King Edward VII Avenue  
 CARDIFF CF10 3WT, WALES, UK

## OBSERVERS/OBSERVATEURS

### EUROPEAN COMMISSION/COMMISSION EUROPÉENNE

---

Mme Georgette HENNINGSEN  
 Direction Générale de l'Éducation et de la Culture  
 Commission européenne  
 Rue de la Loi 200, B-1049 BRUXELLES

### LIGUE INTERNATIONALE DE L'ENSEIGNEMENT, DE L'ÉDUCATION ET DE LA CULTURE

---

Mme Anne-Marie FRANCHI  
 Secrétaire générale de la Ligue internationale de  
 l'enseignement, de l'éducation et de la culture  
 3 rue Récamier, F-75341 PARIS CEDEX 07

## Consultant expert/Experte consultante

### IRELAND/IRLANDE

---

Ms Maureen BOHAN  
 Department of Education and Science  
 Block 3, Marlborough St., Dublin 1





## APPENDIX II: TERMS OF REFERENCE OF THE GROUP OF SPECIALISTS EG-S-GS

1. **Name of the Committee:** Group of Specialists on promoting gender mainstreaming in schools (EG-S-GS)
2. **Type of Committee:** Committee of Experts
3. **Source of Terms of Reference:** Steering Committee for Equality between Women and Men (CDEG)

### 4. **Terms of Reference:**

In the context of the changes taking place in European societies at the dawn of the third millennium, the Group shall consider the relevance of existing policies and practices in the field of gender equality in education and how these can be adapted to new challenges, e.g. through the strategy of gender mainstreaming. The Group's tasks will consist of the following:

- i. studying how gender mainstreaming can be promoted in schools through, *inter alia*, initial and continuous teacher training, introduction of new teaching methods and learning contexts, revision of curricula and teaching materials;
- ii. on the basis of the results of this investigation, preparing:
  - a. a report, containing a summary of the results of the Group's investigation accompanied by examples of good practice of how gender mainstreaming can be promoted in schools and in initial and continuous teacher training, as well as examples of how schools can create an environment that allows both girls and boys to achieve their full potential, develop their diverse identities and exercise democratic citizenship, while respecting human rights;
  - b. a draft recommendation on the promotion of gender mainstreaming in schools. This recommendation should contain guidelines for policies and measures to be taken regarding the promotion of gender equality through awareness-raising and training of teachers, diversification of teaching methods, revision of school curricula and teaching materials in the Council of Europe member States from a gender perspective.<sup>40</sup>

While carrying out its terms of reference, the Group should bear in mind the work previously done by the CDEG and the CC-ED related to this issue.

### 5. **Composition:**

The Group has a membership of 8 specialists from various Council of Europe member States, having the following qualifications:

- one member of the CDEG (Greece);
- one member of the CC-ED (France);
- 6 experts, including school teachers, teacher trainers, researchers on gender equality and education; educational psychologists; careers guidance counsellors; experts in pedagogic sciences; designers of teaching materials.

The experts shall be appointed by the Secretariat in consultation with the Steering Committee for Equality between Women and Men (CDEG) and the Education Committee (CC-ED).

<sup>40</sup> The text of the recommendation should, if possible, not exceed one page, but be accompanied by a series of guidelines.

The composition of the Group should, as far as possible, be made up according to a geographically balanced as well as a gender balanced representation.

**6. Working methods:**

Within the framework of its terms of reference, the EG-S-GS shall have the opportunity to have whatever contacts or consultations are necessary with experts or interested professionals in member States, in particular through hearings or written consultations. It may also have recourse to consultants.

**7. Duration of the terms of reference:**

These terms of reference expire on 30 December 2003.

## **APPENDIX III:**

### **QUESTIONNAIRE “SOCIAL CHANGE AND NEW CHALLENGES FOR GENDER EQUALITY”**

#### **1. Profile of the respondents**

##### **Country**

Age group

Sex

Subject

Type of school

Area

How long have you been thinking about/addressing questions relating to gender equality in your school?

#### **2. Questionnaire**

##### **New information technologies**

Have new information and communication technologies generally had a positive impact on girls in your school?

Have new information and communication technologies generally had a positive impact on boys in your school?

Have new information and communication technologies generally had a negative impact on girls in your school?

Have new information and communication technologies generally had a negative impact on boys in your school?

Are particular categories of young people (girls or boys) more likely to be ‘winners’ and ‘losers’ from these developments?

Can you give examples of positive and negative impacts from your own experience?

Have you thought about or developed any recent strategies or approaches to address any negative developments arising from technological change?

##### **Economy and the labour market**

Have recent economic changes relevant to the future of your students generally had a positive impact on girls in your school?

Have recent economic changes relevant to the future of your students generally had a negative impact on girls in your school?

Have recent economic changes relevant to the future of your students generally had a positive impact on boys in your school?

Have recent economic changes relevant to the future of your students generally had a negative impact on boys in your school?

Are particular categories of young people (girls or boys) more likely to be 'winners' and 'losers' from these developments?

Can you give examples of positive and negative impacts from your own experience?

Have you thought about or developed any recent strategies or approaches to address any negative developments arising from economic change?

### **Domestic influences and family structure**

Have recent changes in the family context generally had a positive impact on girls in your school?

Have recent changes in the family context generally had a negative impact on girls in your school?

Have recent changes in the family context generally had a positive impact on boys in your school?

Have recent changes in the family context generally had a negative impact on boys in your school?

Are particular categories of young people (girls or boys) more likely to be 'winners' and 'losers' from these developments?

Can you give examples of positive and negative impacts from your own experience?

Have you thought about or developed any recent strategies or approaches to address any negative developments arising from changes in the family context?

### **Youth culture**

Have new youth cultural forms and influences generally had a positive impact on girls in your school?

Have new youth cultural forms and influences generally had a negative impact on girls in your school?

Have new youth cultural forms and influences generally had a positive impact on boys in your school?

Have new youth cultural forms and influences generally had a negative impact on boys in your school?

Are particular categories of young people (girls or boys) more likely to be 'winners' and 'losers' from these developments?

Can you give examples of positive and negative impacts from your own experience?

Have you thought about or developed any recent strategies or approaches to address any negative developments arising from changes in youth cultural attitudes and style?

### **Approaches to gender equality**

How much would you say that issues of gender equality are structurally embedded in your working practice (through, for example, policies and management approaches)?

How much would you say that issues of gender equality are culturally promoted in your working practice (through, for example, the use of educational materials and approaches to teaching and learning)?

How much effort is placed on addressing gender equality at the interface between the school and the wider environment from which your students come (through, for example, relationships with the home and the community)?

---

How much does your school seek to enhance gender equality by making use of the resources that young people do (or could) bring to the school (such as magazines, music, ethnic traditions, religious beliefs)?

Overall, do you feel that gender equality is being successfully promoted in the context of your school curriculum?

Overall, do you feel that gender equality is being successfully promoted in the management of your school?

Have you followed any kind of training on gender issues?



## **APPENDIX IV:**

### **PROPOSALS FROM THE GROUP OF SPECIALISTS ON PROMOTING GENDER MAINSTREAMING IN SCHOOLS (EG-S-GS) FOR THE COUNCIL OF EUROPE'S PROGRAMME OF CONTINUOUS TRAINING FOR EDUCATIONAL STAFF**

The group proposes that one or more seminars of this type be organised each year in the framework of the programme of continuous training for educational staff.

In the framework of the European Year of Citizenship through Education (2005), a conference on the results of these seminars could be organised.

#### **SEMINAR 1**

**Title of the seminar:**

Equality between girls and boys in and through school – Quality and equality through the management

**Target group:**

Directors and heads of primary and secondary schools

**Aims of the seminar:**

Integrate a gender perspective as a criterion of quality in the organisation and teaching methods of schools

**Content of the seminar:**

Reinforce the role of school heads/directors in the promotion of equality at school.

Develop tools to change stereotyped behaviour in the administration, the teaching profession, in pupils and their parents.

Develop interaction with teachers and parents in this respect.

Study the mechanisms and methods to communicate the message inside and outside school via school projects and school and out-of-school activities.

**Methods:**

Through interactive methods, ensure an exchange of experience and good practice in the promotion of gender equality in schools.

#### **SEMINAR 2**

**Title of the seminar:**

Equality between girls and boys in and through school – The role of the teacher

**Target group:**

Primary and secondary school teachers (particularly those involved in the preparation of school books)

*NB: A distinction should be made between the different levels of teaching. Therefore several seminars should be foreseen, even for university professors, so as not to forget a particular level of teaching.*

**Aims of the seminar:**

Increase the quality of teaching, develop a will and respect for equality between women and men.

**Content of the seminar:**

Support the role of teachers in the promotion of equality at school.

Study the methods used to avoid stereotypes.

Analyse interaction with management, administration and parents in this respect.

Co-operate with teachers of other subjects.

**Methods:**

Organisation of workshops on a particular subject taught, followed by a common analysis of results and proposals.

Through interactive methods, encourage an exchange of experience and good practice in the promotion of gender equality in schools.





