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**GENDER EQUALITY COMMISSION
(GEC)**

**Conference on
“Combating gender stereotypes in and through education”
Helsinki, 9-10 October 2014**

REPORT

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* Please note that the views expressed are the authors and do not necessarily reflect those of the Council of Europe.

**Please see the [Council of Europe Gender Equality website](#) for these Prezi presentations.

Introduction by Sergiy Kyslytsya, Chairperson of the Gender Equality Commission

As an Organisation set up to protect and promote democracy and human rights, the Council of Europe encourages and advocates for gender equality and non-stereotyped education at all levels of the school system, including through the elaboration and adoption of standards such as the Committee of Ministers Recommendation on gender mainstreaming in education or developing and sponsoring the use of teaching materials that promote gender equality and non-stereotyped gender roles.

As part of its longstanding commitment to combat gender stereotypes in and through education, the Council of Europe, in co-operation with the Finnish Ministry of Education, Science and Communication organised the Conference “Combating gender stereotypes in and through Education (Helsinki, 9-10 October 2014). The Conference was for several reasons a key, unique and timely event that brought the momentousness of this topic to the attention of a relevant and critical audience. For the first time, a wide variety of experts from both member and non-member states of the Council of Europe such as government representatives, school teachers, trainers, project managers and researchers, striving to eradicate gender stereotypes within and through the education system, gathered together to present and exchange national experiences as well as challenges encountered. The conference gave them space to engage in fruitful discussions on how best to address the different issues related to gender stereotyping in the school system and to contribute to the establishment of the recommendations of the conference. The event proved truly rewarding in terms of expertise and diversity of participation, exchange of knowledge and good practices as well as fruitful suggestions for future work.

The following pages constitute a collection of reflections, strategies, practices and measures used in Council of Europe member states and other states to combat gender stereotypes in and through the school system. At the same time, they take stock of the productive exchanges among the participants to the conference and highlight key findings and recommendations for the future.

The conference concluded that gender stereotyping and sexism remain a strong force in the functioning of modern societies and exists in all their structures including education systems. At the same time, it recognised that the education system has a crucial role to play to change mind-sets, and challenge traditions with respect to gender stereotypes. As economies grow, countries will need to draw on the talents of all citizens, not just on half.

The Council of Europe will carefully analyse the findings and will ensure follow-up to the conference recommendations including through preparation of practical tools to support member states in their work to eradicate gender stereotypes in education. Furthermore on the basis of the fruitful discussions and debates, feedback from the audience and participants, we trust that the promising good practices presented, as well as the recommendations of the conference, will be taken on board at national level. Through this report, and other relevant research and documents developed in the framework of the Conference, we also hope to contribute to advancing the state of knowledge as well as to feed and inspire further research in the field of combating gender stereotyping in and through education.

Sergiy Kyslytsya
Chairperson, Gender Equality Commission

PART I

Opening Session

Snežana Samardžić-Marković, Director General of Democracy, Council of Europe

Excellences, Ladies and Gentlemen,

I have the exceptional pleasure to welcome you all to the Conference on “Combating gender stereotypes in and through education”. Why is it so exceptional? Because of the venue. Not only is the city of Helsinki beautiful, but Finland is a pioneering country and a model for many of us in the area of gender equality: it is the first country in the world to have given women both right to vote and to stand for elections; it is a country where women are strongly involved in shaping society at all levels – including education, the topic of our Conference.

It is also a pleasure for me to welcome you to this Conference, as it is the second annual thematic Conference that the Council of Europe organises for the Network of Focal Points on Gender Equality since the setting up of the Gender Equality Transversal programme in 2012. The first one took place in July 2013 in Amsterdam on “Media and the Image of Women”. The very aim of these annual thematic events is to enhance the implementation of the Council of Europe excellent standards, to focus on *de facto* equality through exchange of experience and good practice. And, I am convinced there will be a lot to share.

Gender stereotyping presents a serious obstacle to the achievement of real gender equality and feeds into gender discrimination. And, gender inequalities are a persistent feature of the education system in Council of Europe member states. At the same time, education has enormous potential to promote gender equality and fight against gender stereotyping – to change mind-sets.

Education is the gateway that all boys and girls must go through to succeed. Learning helps them to become independent, assertive and to contribute to society with their true and full potential.

Education is especially important for girls and women. Women’s empowerment and progress in relation to gender equality has kept pace with the opportunities offered to girls through education. And, sadly the opposite is equally true: girls with little or no education are far more likely to be married as children, suffer violence and abuse, and have less say over their own life compared to better-educated peers. This does not only harm them individually – it also harms our societies.

If progress is visible in terms of girls’ and women’s educational attainments, gender stereotypes are still an intrinsic trait of our societies, and gender gaps persist in many areas, maintaining women and men in their traditional roles.

Successes that girls and young women enjoy in education are not equally converted into post-education opportunities, as evidenced by the pay gap which still exists for women, their level of domestic responsibility and their under-representation in decision-making and senior management positions.

The evaluation of the implementation of the Council of Europe’s 2007 Committee of Ministers Recommendation on gender mainstreaming in education shows that seven years after its adoption, the strategy of gender mainstreaming throughout the education system has not been fully implemented in most of the member states, in spite of all laws and policies put in place.

More generally, we note that in many instances, the school learning environments (intentionally or unintentionally) reinforce patriarchal systems rather than challenging them and tend towards reinforcing gender stereotypes. Let me give you some examples:

Schools still tend to educate in ways that conform to gender stereotypes, and the majority of school learning environments do not encourage subject choices in ways that are gender neutral. For instance, boys are still less likely to take subjects like psychology or literature which tend to be considered as “girls' subjects”, and for the same reasons girls are less likely to opt for physics or economics. Without the intervention of teachers to encourage pupils to choose optional subjects that suit their interests and career aspirations, adolescents will not want to appear different from their peers and are unlikely to challenge traditional gendered choices. The same applies to extra-curricular activities.

The findings of a Council of Europe Survey overwhelmingly tell us that teachers (both male and female) interact differently with boys and girls: for instance, boys receive a disproportionate percentage of all teacher-student interactions; boys are praised more often than girls; boys are asked more questions than girls; boys' contributions are more frequently accepted by teachers.

Also, many of the school textbooks used in European countries include stories and images that reflect a stereotyped portrayal of the role and activities of women and men, boys and girls. Men are still more often represented than women; vocabulary is in contradiction with the principle of gender equality; and the main characters are mostly males.

Still, we strongly believe that the education system is in fact in a very privileged position to reverse the situation, to change the mind-sets of both girls and boys; women and men, and to play a very crucial role to allow girls and boys to fulfil their true and full potential by avoiding transmitting preconceived ideas about gender roles. True, gender stereotyping is deeply rooted in the school settings and it may be easier said than done to remove it completely; but a clearer understanding of the issue will contribute to ensuring that girls and boys are not made to feel that it is their gender that somehow determines their abilities, goals or achievement levels.

Excellences, Ladies and Gentlemen,

You have important work to do. You will be called to analyse the role played by the education system in perpetuating gender-based inequalities, the impact of the school system on masculine and feminine identities, parents' role in breaking gender stereotyping, the importance of challenging gender stereotypes at pre-school level, as well as the importance and the challenges in implementing the Council of Europe Recommendation on gender mainstreaming in education.

It is also the occasion for us to present you a compilation of good practices to promote an education free from gender stereotypes, which provides examples of activities that Council of Europe member states are implementing, and suggestions about how to better implement our recommendation on gender mainstreaming in education.

A lot of expertise and experience is gathered in this room. Let us all benefit from it. Sharing of exchange and good practices is the basis for any guidelines that might be put forward to tackle the issue.

We rely on your dynamic participation to put forward proposals, draw up conclusions and concrete recommendations on how to enhance our longstanding efforts in the area of combating gender stereotyping in and through education.

The Council of Europe looks forward with great interest to the results of your work. So do the girls and boys in all of our member states.

Krista Kiuru, Minister of Education, Science and Communications, Republic of Finland

Dear Guests

Welcome to Finland and welcome to our capital, Helsinki. Helsinki has been the capital of Finland since Finland became part of Russia, in 1812. At the time, Helsinki had only 4,000 inhabitants whereas today it is one of the biggest cities in the Nordic countries. Paasitorni, where we are convened today, has a special place in the history of Finland especially in connection with the Civil War that Finland went through after it became independent in 1917. This place has also played a very important role in the workers' movement in Helsinki and in Finland for one hundred years.

Ladies and Gentlemen

Finland has been historically regarded as one of the model countries in the field of equality and human rights. Finland gained its own national parliament in 1906, when the country was still part of Russia, and both men and women were given the right to vote and to become a candidate for parliament. Nonetheless, a certain degree of international guidance has had its place in our system. For example the current Finnish Act on Equality between Women and Men was adopted because the United Nations Committee on the Elimination of Discrimination against Women placed such demand on Finland.

There is no room for complacency with regard to equality in Finland, however. Personally I think that the biggest challenge in terms of equality between the genders is in working life structures, in the unequal distribution of child care and in gender stereotypes. Today, being here, I will focus on the latter, because gender stereotypes tend to generate problems in the other areas too.

As an organisation that is specialised in human rights, I believe it is very important that the Council of Europe has put effort into raising awareness about equality and gender stereotypes particularly in early childhood care and education. Gender stereotypes are something that I believe we all carry within ourselves to a greater or lesser degree. This means we all should constantly question the stereotypes and prejudices we have, however progressive we think we are. The fact is, I think it is almost impossible for a person to be totally free of prejudices and stereotypes.

As the Committee of Ministers of the Council of Europe has stated in its recommendations on gender mainstreaming in education, gender stereotypes undermine the human rights of both men and women. For example in Finland, boys are at greater risk of dropping out from education, while young women face more challenges in getting a permanent job. Stereotypical male and female social roles limit opportunities for everyone to fulfil their potential as human beings. This also has negative repercussions on competitiveness in our society and in our economy. So the work we do to achieve greater equality is not something that is taken away from the work we do to create more jobs and a better economy. More equality will bring more welfare, more jobs and economic growth.

Dear Guests

Equality has one peculiarity. If it doesn't concern us all, then there's no equality at all. What I mean by this is that we should never reach a point where we believe that we have worked hard enough for equality. We need to make equality between men and women one of the principal goals in international development policy, in foreign policy, and in our work in all international organisations.

The Finnish Parliament is currently working on a Government bill to change the Gender Equality Act, so as to make it stronger. Firstly, some of the amendments are designed to improve the protection of gender minorities against discrimination, and to promote gender equality. The purpose is to broaden the current prohibitions against gender discrimination so that they also apply to discrimination based on gender identity and gender expression. Secondly, the Government proposes that the obligation to prepare gender equality plans be extended to comprehensive schools, too. The planning obligation already applies to vocational educational institutions, general upper secondary schools, polytechnics and universities.

The current National Core Curricula in Finland include equality as one of the main goals, but lack concrete tools to promote equality and to challenge gender stereotypes. The National Board of Education is currently renewing the National Core Curricula for basic education. The Board has decided to strengthen the aspect of gender and gender equality in the core curriculum. All subject groups in basic education have been instructed to address the promotion of gender equality in subject-specific descriptions in the core curriculum.

The essential objective is that by using these concrete tools, gender awareness and promoting gender equality are incorporated into teaching and the national core curriculum. The overall objective is a shift to gender-sensitive education.

The perspectives put forward regarding the National Core Curriculum are:

- 1) Reducing inequality faced by both girls and women and boys and men,
- 2) Reducing gendered attitudes towards any and all subjects and their learning outcomes and
- 3) Understanding the diversity of gender and conveying this understanding through teaching.

Ladies and Gentlemen

Changing the National Core Curriculum is a big step forward but we also need to focus on the local level and on teaching material. The Finnish National Board of Education has informed the Ministry of Education and Culture that it carries out regular negotiations with the producers of learning materials and also addresses the question of reducing gender stereotypes in textbooks in these negotiations.

Finnish basic education has been ranked as one of the best in the world, but we are seeing declining learning outcomes and greater inequality between schools and pupils. We see problems arising mostly from the point of view of socio-economic inequality, but there is also a strong gender element. Hence I have set up an expert group that consists of experts in education to draft proposals for the future of our basic education system. One of the subgroups deals with the question of gender equality.

The Ministry of Education and Culture has chosen equality as one of its main goals. We have already twice distributed over 20 million euros in state funds to promoting equality in basic education to the providers of education. Gender equality is one of the areas to which these funds have been allocated.

The next steps should be to reform the education of teachers and the early childhood education and care staff so that equality and awareness of gender stereotypes can be handled better.

Dear Guests

I wish you a fruitful and pleasant conference and enjoy our beautiful capital city. Thank you.

Guest of Honour: Tarja Halonen, Former President of the Republic of Finland

Ladies and Gentlemen

It is a great pleasure that you have organised this conference in Finland and for me to be here opening this conference.

We have gathered here today to find ways to reduce gender segregation and to combat gender stereotypes.

All nations have their own traditions, and gender stereotypes are part of it. But it is good to remember that they are made by people and can be reformed by people. The world is not the same everywhere. The equal rights for women to vote and to stand for office were received in the first big wave in Finland (in 1906) and in other Nordic countries a few years later. In many other countries the system is still in the process of developing. Formal legal rights are a good start, but not enough to win in the elections. For this you need money and networks.

The Nordic welfare society is, in my view, largely the result of both men and women participating in political decision-making and in working life. The society has had to cooperate with families, so that children, the elderly and others in need of care receive adequate services.

As family sizes are getting smaller, a quality early childhood education system can have various positive roles: it means a lengthening of learning opportunities, playmates of the same age for children and knowledge on children's safety. The early childhood education and preschool system in Finland has functioned excellently as a preparation for compulsory education, which starts only at the age of 7.

Rights and duties have not and are not even now always been shared equally in the family. Responsibilities are more for the woman and rights for the man. This is why efforts to combine work outside home and family affairs is so far mostly the problem of women, and solutions should be tailored to this situation.

But I would not hesitate to say that our men could participate also more in caring work without being afraid of losing their masculinity. For instance, combining work and family life in a harmonic manner has improved through changing the maternity leave to parental leave. Luckily young men are better than their fathers.

Women reach quite a good education in many countries, but working life often needs still special attention. Stereotypical subject choices are still very common: Girls tend to leave out mathematics and natural sciences when these are not mandatory and boys choose the typically male-dominated fields of education. This leads to clear gender segregation in the working life where women work in the areas of health care, education and other services and men in the fields of industry and technology. This has also clear consequences for salary systems and for the efforts to improve work and family life balance.

Thus, reducing gender stereotypes in education also leads to a more balanced working life.

Already in the Millennium Development Goals education was considered as one of the important means to achieve equality and social justice. We have advanced a lot in primary education in the last 15 years. The next step will be secondary education, and improving the quality of education. I emphasize the importance of teachers:

The teachers' own education should be good (university level, I hope) and they should also have the opportunity of life-long learning. Teachers work with children and young people, but they should also have the possibility to have their own family.

In my own country, Finland, education is highly respected. It has a long tradition, and the profession of a teacher is very popular. It is in fact hard to become a teacher due to competition. Teachers' salaries are not very high, but decent. Therefore sometimes we lose teachers to other sectors – but luckily not too often yet. The risk exists for this to happen in the future, if teaching becomes less popular.

In many countries there are more and more women in the educational sector. This has been considered to be one of the reasons why teachers' salaries are not higher. If the woman makes the job, it cannot be too important, some people think. It is not right, but more mixed labour markets makes discrimination at least more difficult. Equal pay is a rule in most of the countries, but this does not help in sectorial discrimination.

Thus, a common goal could be to achieve a more balanced representation of women and men as teachers. At the same time, it is important to make sure that teachers, regardless of their own gender, are equipped with gender-sensitivity by the educational system. These two objectives should guide us when we develop our educational systems at national, regional and local level.

It is important to teach children to read and write and know mathematics. But it is at least as important to teach them to know their own human rights. I also emphasize the need for comprehensive sexuality education in schools. Sexuality education needs to be age-appropriate, but it is important for children to know their rights concerning their own bodies, and for adolescents to learn about sexuality so that they can make their own choices concerning their sexuality and childbearing free of violence, coercion or discrimination.

As parents, decision-makers, teachers and civil servants, we all have to work so that girls and boys can go to school freely and trust to be safe there.

Dear audience,

Parents, teachers, educators and other professionals working with children and young people have an important role in shaping the values of the next generations. We all, and perhaps especially teachers, have a significant role in educating children and young students for the future.

I hope that all of us as adults encourage children and young people to look at the world with open eyes and help them to be more tolerant and more active in the society. Open the eyes of children to see the different kinds of nations, different kinds of traditions and different kinds of people.

I wish you all a fruitful conference!

Setting the scene: How are girls and boys affected by gender stereotypes: from playground to workplace
Armelle Loghmanian (France)



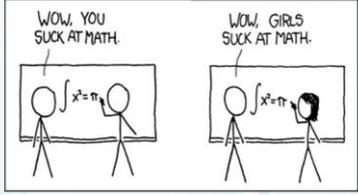
“How are girls and boys affected by gender stereotypes: from playground to workplace”

Armelle Loghmanian,
PWI President
Sofiafoundation Vice President

@armelleLD ; @pwibrussels

9 October 2014

Stereotypes?



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Gender Discrimination



What we would like!



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Gender Discrimination: The roots

- Gender bias and stereotyping reinforced during early childhood.



Gender Discrimination : The roots

- Forms of bias and generalization can be recognized by children as early as pre-school
- Transmitted by parents, adults, popular culture, peers and medias
- The result: Children often perceive abilities and hobbies to be gender-specific when in fact they are not

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Gender Discrimination: Family

- Behaviours
 - Mothers and sons
 - Parents encouraging gender-appropriate activities and discouraging cross-gender activities
 - Education in general with huge cultural discrepancies
 - Pocket money
 - Wages discrimination starting at home? 15% average for chores

Gender Discrimination: Family

- Perpetuation of gender biases and stereotypes often starts in the home and later is further reinforced by the peer group
- Role models:
 - Men's contributions to household tasks
 - Men's norms and beliefs
 - Career-oriented mums/women
 - Positive and uplifting portrayals of gender

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Gender Discrimination: Family

- Change of family type
 - In Europe, nearly 60 percent of working women provide half or more of their family's income
 - Almost 30 percent of European working women supply all of the household income
 - Increasing number of mono-parental families
- Key element in a woman's career
 - Support and encouragement from partner/spouse
 - And: from the extended family

Education

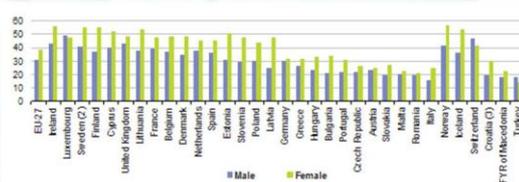


Education

- Gender inequalities persist in education in terms of subject preferences and performance, and in cultural aspects of the education and training experience
- Early-school leaving is significantly higher for boys than for girls (on average, the risk for boys is 24% higher with peaks (>50%))
- More men (56.5% in 2009) in vocational training (upper secondary level), while there are more women in tertiary education
- Women dominate the teaching profession
 - 86% at primary level
 - 61.3% upper secondary

Education

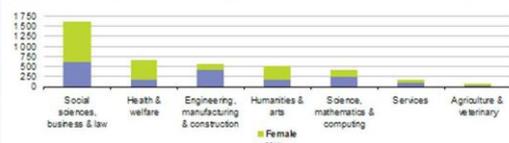
Proportion of the population aged 30 to 34 having a tertiary educational attainment, 2011



(1) Ranked on the average shares for males and females combined; refer to the internet metadata file (http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/educ_es.ms.htm).
 (2) Provisional.
 (3) Unreliable or uncertain data.
 Source: Eurostat (online data code: t2020_41)

Education

Graduates from tertiary education, by field of education and by sex, EU-27, 2010



(1) Estimates; includes French data for 2009; refer to the internet metadata file (http://epp.eurostat.ec.europa.eu/cache/ITY_SDDS/en/educ_es.ms.htm).
 Source: Eurostat (online data code: educ_grad5)

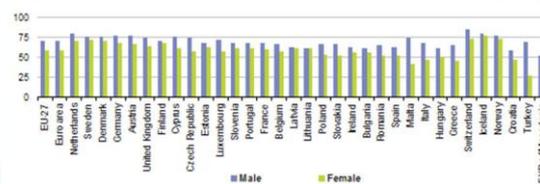
Education: Women in STEM

- Belgian initiative by « Vrouwlingieur » and University of Leuven/sociology: 2 years-study and 5 years-programme
- End of secondary schools: 50% G/B in technical studies
- University Engineering Schools: 10%
- WHY?
 - No clue of what engineers do (B/G)
 - Girls chose by intuition/role models
 - More questions about work/ goals
- HOW?
 - Present women role models (1 to 8 years experience) in companies
 - Brochure presenting 30 profiles
 - Reaching now 7% of the schools

EMPLOYMENT

Employment Rate in EU27

Employment rates by sex, 2011
Includes part-time workers

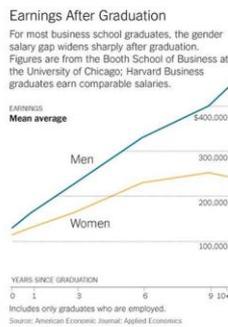


(1) The figure is ranked on the average of employment rates for men and women.
 Source: Eurostat (online data code: fs1_emp_a)



PAY GAP

From out of School...

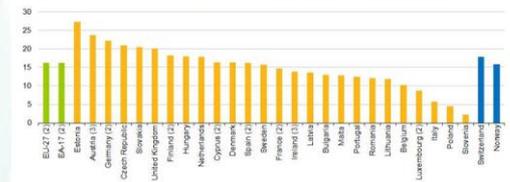


... to Retirement

- Campaign launch in France
 - 1/3 of retired women get less than 700€ a month
 - lowest salary SMIC net/month 1122€
 - Average difference in pension: 42% (27% on salaries)
 - 25% retired at 65 years (15% for men)
- Why?
 - interrupted career to take care of children
 - part-time job (85% of the part-time workers are women)
 - feminised work with low income
 - pay gap

Gender Pay Gap

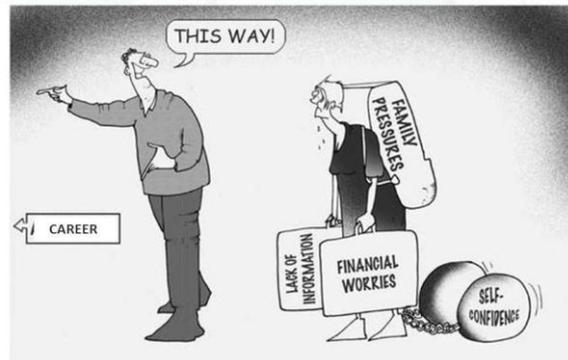
- Still high in EU27 : 16% in hourly rate
- Ranging from 2 % in Slovenia to 27 % in Estonia



(1) Enterprises employing 10 or more employees; NACE Rev. 2 B to S (-O).
 (2) Provisional data, EU27 aggregates excluding Greece
 (3) (EE) 2010 data; (AT) estimated data
 Source: Eurostat (fsdsc340)

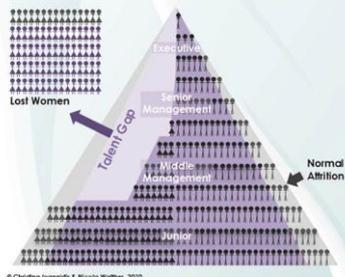
AT WORK

Talent Pipeline



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The Talent Gap & Retention

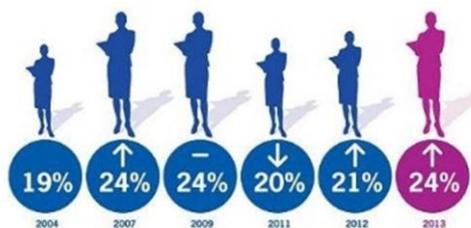


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Women in Senior Management



Source: Grant Thornton IBR 2013

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Women in Senior Management

FIGURE 6: TOP WOMEN MOST LIKELY TO BE EMPLOYED IN FINANCE AND HR

PERCENTAGE OF BUSINESSES EMPLOYING WOMEN IN EACH ROLE



SOURCE: GRANT THORNTON BR 2012

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Women in Senior Management

PERCENTAGE OF WOMEN IN SENIOR MANAGEMENT



SOURCE: GRANT THORNTON BR 2013

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Session 1 – Role of the education system in gender based inequality

Keynote Speaker: Pauline Moreau (Ireland)

I should very much like to thank the Council of Europe and the Finnish Government for hosting this important conference and for the invitation to me to speak at it. The Council of Europe has been to the forefront in promoting educational development in Europe for over fifty years while the Finnish education system is the envy of Europe and regularly tops the PISA scores.

Our conference today is based on the premise that the promotion of gender equality in education is a prerequisite to the achievement of *de facto* equality between women and men in all spheres of life and society.

We have been working for a very long period to foster *de facto* gender equality throughout the Council of Europe. We are familiar with the Council's Recommendations on education and on gender mainstreaming in education and the standards and mechanisms developed in 2007 by the Steering Committee on Equality between Women and Men, all of which highlight the linkages between education and gender equality.

We know from the Gender Equality Index published by the European Institute for Gender Equality or EIGE last year that no EU member state has achieved gender parity. Indeed, based on a matrix of the six domains of work, money, knowledge, time, power and health, the average gender equality index for the EU was just about 54 per cent along the way to gender equality. Now, of the 27 EU member states that were included, four were at or better than 70 per cent, but 13 were still below 40 per cent of parity.

The index looked at knowledge from three perspectives: educational attainment (at third level), educational segregation and lifelong learning. The results were as follows¹:

Educational attainment	69.0% EU 27; range 33.4% to 97.3%
Educational segregation	45.4% EU 27; range 23.6% to 68.2%
Lifelong learning	41.8% EU 27; range 22.7% to 84.7%
Overarching index/knowledge	48.9% EU 27; range 30.8% to 68.8%

This index relates only to the EU but it serves to show the challenges ahead and the disparities. With an educational attainment level of 69 per cent, one might mistakenly assume that we in the EU are well on the way to parity in education. However, when the issue of segregation by subject choice is examined, a very different outcome emerges. I will be exploring this further in this presentation.

These few figures show the complexity of the issue of gender equality in education. In speaking to you this morning, I am going to focus in the first instance on four key questions, looking at them from a gender equality perspective.

- Why do we educate?
- Who do we educate?
- What should we teach/learn?
- How do we educate?

I will then look at a framework for equality of outcomes from education and suggest some steps which might be taken to achieve that equality of outcomes.

Why do we educate?

A very short look at the history of the development of public education in my part of Europe shows that gendered trends have been enshrined in education since the early times.

¹ European Institute for Gender Equality : Gender Equality Index Report: June 2013: P. 116

In the late 19th century publicly provided education became available largely for working class young boys and girls who together learned the academic basics – reading, writing and arithmetic and religion. However, boys were also taught subjects like technical drawing and girls learned needlework and laundry-work to prepare working class women for a life in domestic service followed by marriage and motherhood, while boys went to work in factories. The girls' curriculum was extended to include cookery and hygiene to promote better health outcomes. As the school leaving age rose, boys began to learn the basic trades as a precursor to apprenticeships while girls learned typewriting to prepare for emerging office and other jobs, but only prior to marriage. Effectively the whole educational system reinforced the ordained roles in society – men as the providers and women as the caregivers.

Throughout the first half of the 20th century there were very mixed views about the educational syllabus for middle class girls and the sciences were shunned as unfeminine. The emergence of the advanced industrial age in the 1950s and for a better educated workforce prompted Governments to provide free or heavily subsidised secondary education and a broader educational curriculum to meet the new needs of the workforce.

At the same time, steps towards greater gender equality and the need for an expanded workforce led to the wider education of women. Free or subsidised third level education and the emergence of a stronger middle class led to an increase in tertiary education, again needed to foster research and development in the economy.

Accordingly the principal purpose of education has, for more than a century, been linked to the labour market. Indeed both the Council of Europe and the OECD reinforce this linkage in their respective definitions of the purpose of education.

The Council of Europe defines the four major purposes of education² as being:

- Preparation for employment
- Preparation for life as active citizens in democratic societies
- Personal development and
- Developing a broad, advanced knowledge base.

The OECD³ takes a more “economic” approach and, on the topic of gender equality and education, sees investment in female education as essential to promote equality of employment opportunities and strengthen economic growth.

UNESCO⁴ adds to both by pointing out that the level of knowledge and skills that individuals need to function as workers, citizens and fulfilled individuals in the global society is increasing.

This brings me to my second question – **who do we educate?**

UNESCO tells us that the uptake of education has spiralled across the world since 1970. Its world atlas of gender in education tells us that, since 1970, the capacity of the world's educational systems more than doubled with increases of:

- 68 per cent at primary level,
- 115 per cent at secondary level and
- 270 per cent at third level.

The gains were particularly striking among girls in terms of access, retention and progression from primary to secondary and beyond. Across the globe, female enrolment at the tertiary level has grown almost twice as fast as that of men over the last four decades for reasons that include social mobility, enhanced income potential and international pressure to narrow the gender gap.

² Address by Secretary General Jagland

³ OECD: Closing the Gender Gap: Act Now

⁴ UNESCO : World Atlas of Gender Equality in Education

Nevertheless, UNESCO notes that enhanced access to higher education by women has not always translated into enhanced career opportunities. Asking ourselves why, we need to turn to the question – “what do women learn?”

The UNESCO Atlas also offers some useful insights into the subject choices of young men and women at university. It will come as no surprise that women are under-represented in the sciences and over-represented in the social sciences and law – to take just two fields of study. The Atlas links “North America and Western Europe” and “Central and Eastern Europe” so we cannot get pure European figures but the data appear to reflect reality.

Our first table looks at women graduates in the social sciences, business and law.

PERCENTAGE OF WOMEN GRADUATES IN THE FIELDS OF SOCIAL SCIENCES, BUSINESS AND LAW

Broad and Sub field	SOCIAL SCIENCES, BUSINESS AND LAW					
	Region	All disciplines	Social and behaviour science	Journalism and information	Business and administration	Law
Arab States		53	69	58	42	55
Central and Eastern Europe		61	62	69	61	58
Central Asia		41	46	60	43	34
East Asia and the Pacific		53	56	64	52	51
Latin America and the Caribbean		57	70	61	56	52
North America and Western Europe		57	64	63	53	59

Source: UNESCO: World Atlas of Gender Equality in Education

Here we see a very strong presence of women across all disciplines, with women almost at or above 60 per cent in Law, social and behavioural science and journal and well above 50 per cent. We know intuitively that the presence of women is even more marked in the health sciences and in education.

The second table looks at women’s presence as graduates in the key disciplines of science. We know that the STEM sectors are the high net value sectors for world economic growth and therefore education in these sectors is more likely to lead to a top end career.

You will notice that women are under-represented overall in the science disciplines in both of the geographical areas which include Europe. Forty-seven per cent of science graduates in Central and Eastern Europe are women but the percentage falls to just 40 per cent in Western Europe and North America.

I also found it interesting to read that “Central and Eastern Europe” which now includes a mix of EU and non-EU member states has always been strong in attracting women into the sciences and mathematics and indeed was very strong in educating women in the sciences even thirty years ago.

PERCENTAGE OF WOMEN GRADUATES IN THE FIELD OF SCIENCE

Broad and Sub field	SCIENCE					
	Region	All disciplines	Life Sciences	Physical sciences	Mathematics and statistics	Computing
Arab States		51	73	61	59	33
Central and Eastern Europe		47	70	54	53	29
Central Asia		53	68	44	60	39
East Asia and the Pacific		48	60	58	62	29
Latin America and the Caribbean		41	67	51	53	31
North America and Western Europe		40	60	43	48	21

Source: UNESCO: World Atlas of Gender Equality in Education

It is noteworthy that women in Asia are much more prominent as students in these sectors than their European counterparts. I think this anomaly requires further examination by European educational authorities.

What are the **impacts of these divisions** in educational choices?

- Firstly, the choices made by women are likely to lead them into positions as employees rather than as entrepreneurs.
- Their choices are more likely to lead to careers in administration rather than in leadership at the level of the enterprise.
- UNESCO also tells us that very few women work as researchers.
- By making these choices, women are less likely to make the transition to the top leadership positions in their chosen field.

Indeed research done by the OECD shows that women are less likely than men to pursue a career in the same field as they studied. We know that, across Europe, women account for up to 80 per cent of the graduates in the education sector. OECD also tells us that many more women graduates opt to transition from their chosen field of study into careers as teachers or lecturers after university (but comparatively few become educational leaders at any level). Accordingly the education sector continues to be strongly feminised. This is of course linked to the fact that the public service and education sectors tend to offer better options for family friendly leaves and therefore these are often the first choice of employer for women.

This question of feminisation also impacts on the new question “**how do we educate?**”

The key topic of this conference is on stereotypes so I will not develop that point in detail. However the feminisation issue presents a number of challenges, one of which may influence the poor performance of boys who may not identify well with female teachers and miss having male teachers as role models at school. A further challenge is the issue of finding qualified teachers for the important STEM subjects, as the largely male graduates in these subjects can avail of excellent job opportunities in industry.

Finally I want to look at **what equality in education should mean**.

Looking at the outcomes of educational policies, UNESCO has developed a framework for gender equality in education which is applicable globally⁵. The framework contains four main dimensions:

- *equality of access,*
- *equality in the learning process,*
- *equality of educational outcomes, and*
- *equality of external results.*

Equality of access means that girls and boys have equal opportunities to attend school/university. The statistics suggest that this has been largely achieved at primary and secondary levels across Europe, and statistics suggest that inequality in access to third level education is more likely to be based on economic disadvantage than on sex.

Equality in the learning process means that girls and boys are taught the same curricula. Subject choices open to girls and boys at secondary school may vary considerably, impacting on the life chances of the child. All learners should be able to avail of a full curriculum with teaching materials that are free of stereotypes and bias.

Equality of educational outcomes means that girls and boys enjoy equal opportunities to achieve and outcomes are based on their individual talents and efforts. Educational exams and other evaluation systems must build the child’s confidence and must also be free of any gender bias.

⁵ This material is drawn from UNESCO and also from USAID: Education from a Gender Equality Perspective 2008

Equality of external results from a gender equal educational system will only exist at that point when men and women share economic and political power and other responsibilities on an equal basis.

Some steps to be taken

To meet that goal of equality of external results, we need to ensure that key policymakers with control of our educational systems, inter alia

- Ensure that girls are encouraged to foster all of their talents;
- Provide a comprehensive curriculum especially for girls at secondary school level prepares them to enter into the full range of tertiary studies;
- Encourage girls to work actively as representatives on student bodies;
- Provide an educational environment that promotes mutual respect among the student body;
- Maintain an awareness among all teachers and educators of the need to eliminate gender stereotypes and foster positive roles models.

Both the Beijing Platform for Action and the UN CEDAW Conventions promote a mixed approach of mainstreaming gender in tandem with a range of positive actions to achieve gender equality. A similar approach is fostered by the Council of Europe through its Recommendations and the Standards and Mechanisms, developed by the CDEG. These must remain as the approaches we take as policy makers in the future.

I believe that the wide range of topics we will discuss in the remainder of this conference will help us all to achieve the outcomes we want - both equality in education and equality in the outcomes of education.

Thank you.

Accompanying Powerpoint presentation

ROLE OF THE EDUCATION SYSTEM IN GENDER BASED INEQUALITY

PAULINE MOREAU
Ireland

INDICATOR - EU GENDER EQUALITY INDEX (EU27)

• GENDER EQUALITY INDEX	54.0% EU 27;	range 35.3% to 84.3%
• Index for KNOWLEDGE	48.9% EU 27;	range 30.8% to 68.8%
• Educational attainment	69.0% EU 27;	range 33.4% to 97.3%
• Educational segregation	45.4% EU 27;	range 23.6% to 68.2%
• Lifelong learning	41.8% EU 27;	range 22.7% to 84.7%

KEY TOPICS

- Why do we educate?
- Who do we educate?
- What should we teach/learn?
- How do we educate?
- What should equality in education mean?
- Some key steps for policy makers

WHY DO WE EDUCATE?

- Link to labour market
- Long history of gender specific education
- Practical subjects leading to ordained roles in society
- Curriculum changes linked to advances in industry

DEFINITIONS OF EDUCATION (1)

COUNCIL OF EUROPE – MAIN PURPOSES OF EDUCATION

- Preparation for employment
- Preparation for life as active citizens in democratic societies
- Personal development and
- Developing a broad, advanced knowledge base

WHO DO WE EDUCATE?

GLOBAL GROWTH IN EDUCATION OVER 40 YEARS (BOTH SEXES)

- + 68 per cent at primary level,
- + 115 per cent at secondary level, and
- + 270 per cent at third level.
- Female enrolment at third level grew twice as fast as male enrolment

PERCENTAGE OF WOMEN GRADUATES IN THE FIELDS OF SOCIAL SCIENCES, BUSINESS AND LAW : 2009

Broad and Sub field	SOCIAL SCIENCES, BUSINESS AND LAW				
Region	All disciplines	Social and behaviour science	Journalism and information	Business and administration	Law
Central and Eastern Europe	61%	62%	69%	61%	58%
North America and Western Europe	57%	64%	63%	53%	59%

GLOBAL PERCENTAGE OF WOMEN GRADUATES IN MATHEMATICS AND COMPUTING 2009

Region	Mathematics and statistics	Computing
Arab States	59%	33%
Central and Eastern Europe	53%	29%
Central Asia	60%	39%
East Asia and the Pacific	62%	29%
Latin America and the Caribbean	53%	31%
North America and Western Europe	48%	21%

DEFINITIONS OF EDUCATION (2)

OECD

- Investment in female education is essential to promote equality of employment opportunities and to strengthen economic growth

UNESCO

- the level of knowledge and skills that individuals need to function as workers, citizens and fulfilled individuals in the global society is increasing

WHAT DO WOMEN LEARN?

- Women in Social Sciences, Business and Law
- Women graduates in the field of Science

PERCENTAGE OF WOMEN GRADUATES IN THE FIELD OF SCIENCE 2009

Broad and Sub field	SCIENCE				
Region	All disciplines	Life Sciences	Physical sciences	Mathematics and statistics	Computing
Central and Eastern Europe	47%	70%	54%	53%	29%
North America and Western Europe	40%	60%	43%	48%	21%

IMPACT OF DIVISIONS IN EDUCATIONAL CHOICES (1)

- The choices made by women are likely to lead them into positions as employees rather than as entrepreneurs.
- Their choices are more likely to lead to careers in administration rather than in leadership at the level of the enterprise.
- Very few women work as researchers.

IMPACT OF DIVISIONS IN EDUCATIONAL CHOICES (2)

- By making these choices, women are less likely to make the transition to the top leadership positions in their chosen field, in corporate governance or in political life.
- Many women leave the field in which they have studied to enter education.
- Few reach leadership positions in education.

WHAT SHOULD EQUALITY IN EDUCATION MEAN?

- Equality of access
- Equality in the learning process
- Equality of educational outcomes and
- Equality of external results

SOME STEPS TO BE TAKEN BY KEY POLICY MAKERS (2)

- Provide an educational environment that promotes mutual respect among the student body;
- Maintain an awareness among all teachers and educators of the need to eliminate gender stereotypes and foster positive role models.

HOW DO WE EDUCATE?

- Issue of stereotypes
- Lack of male teachers means fewer role models for boys
- Scarcity of teachers to teach STEM subjects

SOME STEPS TO BE TAKEN BY KEY POLICY MAKERS (1)

- Ensure that girls are encouraged to foster all of their talents;
- Provide a comprehensive curriculum especially for girls at secondary school level prepares them to enter into the full range of tertiary studies;
- Encourage girls to work actively as representatives on student bodies;

THANK YOU FOR YOUR ATTENTION

Ensuring continuity in the combat of gender stereotypes throughout the education system.**Cocky Booij** (The Netherlands)**INTRODUCTION**

My name is Cocky Booij is Managing Director of VHTO. VHTO is the Dutch national expert organisation on Girls/Women and Science/Technology. VHTO is a foundation, a non-profit organisation. We develop and carry out a wide range of projects and activities, with the aim to increase the involvement of girls in Science, Technology, Engineering and Mathematics: the STEM-fields. With our projects and policy advices we address the entire educational chain. On all levels of the Dutch education system (primary and secondary education, vocational training and higher education) we try to steer toward the realisation that STEM is not only for boys, but for girls as well. As you may know: stereotypes of STEM not being suitable for women, explicit or implicit, are prevalent in many countries and this is certainly true for the Netherlands. In the country ranking for the Harvard Implicit Association Test we are almost the champion in associating STEM with men; the Netherlands is on one of the top positions, right after Tunisia (source: Nosek). This thinking in gender stereotypes is, unfortunately, still perpetuated in schools, by teachers, through curricula or school materials.

In this presentation I will tell you how we challenge these stereotypes and how we try to ensure continuity in this combat.

ACTIVITIES**Primary education (project Talentenkijker):**

Challenging these stereotypes is what VHTO does (in the first place) at primary schools. During the past 2,5 years 3.500 school classes (so over 70.000 girls and boys) in Dutch primary schools have carried out our project '**Talentenkijker**' (which would translate into 'Talent Viewer'), a set of 8 lessons.

VHTO developed this project, with the financial support of our Ministry of Education, because we see that from a very early age on, boys and girls associate STEM professions with men, and with difficult, dirty, or socially uninvolved work. So a double stereotype. If these stereotypes are not challenged at an early age, many young children already discard the idea of choosing a STEM study or profession later on.

Changing girls' and boys' perception of STEM is therefore extremely important. With our project *Talent Viewer* we let pupils explore their own talents and we train teachers to show how these talents could be used in all kinds of STEM professions. AND we train the teachers to discuss gender stereotypes with the pupils and show that women *can* and *do* work in these STEM fields.

Most effective in making that last point is actually *showing* women who work in STEM to these children. We do this in two ways: firstly, by introducing them to our online image database **Dit Doe Ik** - which translates into 'This is what I do' (www.ditdoeik.nl). In this online database we have published over 300 photographs, videos and small interviews in which we show mostly female 'role models' working in STEM. This database is being used by teachers (at all levels of education) as a tool to broaden the view and to show the diversity among STEM professions *and* among STEM professionals. A part of this online database is addressing parents as well.

But we do not show only images. For these primary schools that carry out 'Talent Viewer', we also arrange a *female* STEM professional to give a **guest lecture** about her profession. During such lessons, these female professionals visit the schools and speak about their work on a 'child-friendly' level in the classroom. They speak about what their work entails, what is fun and important about it, but they also show artefacts with which they work, and often include a small practical element (like a little experiment) in their lesson.

With this project, we aim to address the prejudice that STEM professions are only for boys, for mathematical geniuses, for nerds and so on. We choose to show *both* the boys *and* the girls that a woman in a STEM profession is not an oddity. After all, if we want to break that chain of thinking in stereotypes, boys should be involved as much as the girls.

Role model database Spiegelbeeld:

Off course it was a challenge to get 3,500 school classes to participate in this primary school project, certainly if you consider the fact that for each of those classes we arranged a female STEM role model to give a guest lecture. We were able to do so because, fortunately, we have another database, **Spiegelbeeld**, which would translate into 'Mirror Image'. In this database over 2,000 women working in a STEM profession signed up and are willing to participate as a role model in VHTO-activities.

Secondary education speed dates with role models:

These female professionals do not only give guest lessons in primary education, they also participate in **speed dates** in secondary education. When they start secondary school, boys and girls usually start to think more about their future, their goals and interests. The girls are often becoming more insecure about their abilities and talents and in need of support when it comes to choosing STEM subject. That is why, in this stage of education, we focus very much on 'role modelling', by sending groups of female STEM professionals to secondary schools, and letting them do speed dates with the female pupils. They can support girls' self-confidence and interest in STEM-related subjects

We believe very strongly in the concept of nearby 'role modelling' (and social scientific research confirms the positive effects). With speed dates we offer girls not only information about working in STEM, but also a role model to identify with. We consciously carry out these speed dates in girls-only groups. Girls are generally more insecure about their abilities than boys. With girls-only activities we make them feel freer to ask their own questions and explore their own ambitions (without peer pressure from boys).

Past year we reached over 18.500 girls in secondary education directly. VHTO carries out these speed dates for 6 years on a row already and this method proved to be, evidenced based, successful. Monitoring/research shows that at the participating 200 schools more girls choose STEM subjects and STEM studies in Higher Education.

Beside the speed dates we organise, at request of the science and math teachers, expert guest lectures on STEM topics by female professionals, for boys and girls (in order to show also the boys that women are experts in these STEM fields as well). And girls (pre exam class) can opt for a day 'work shadowing' with a role model at her workplace.

National event Girlsday:

Every year, in April, VHTO organises the national event **Girlsday**, for girls in both secondary and primary schools. We arrange for STEM companies to open their doors to groups of girls between the ages of 10 and 15, to give these girls an idea about what kind of work STEM has to offer. During this year's Girlsday (2014) over 300 companies participated, including multinationals like Shell and IBM. Over 8.400 girls visited a company. Here the idea is: leave a positive impression of these STEM professions and companies, and show that a future in STEM does not necessarily means working in a nerdy or dirty job. But also: Invite the companies to show that they take diversity seriously! This year Girlsday had a special focus on girls & Computer Science (ICT).

Our activities focus on children in the age between 10 and 15, because in the Netherlands it is at the age of 14 that pupils have to choose a 'subject cluster' (a profile). This is very specific for the Netherlands and some say that that is part of the reason why we have such an exceptionally low percentage of women STEM. If pupils do not choose a science cluster (in which math and science subjects are incorporated) at that young age, it is near impossible for them to qualify for a scientific or technological study later on. Therefore it is vital that they are offered a non-stereotypical image of STEM studies and professions, *before* they choose a subject cluster.

How do we ensure continuity?

One of our main principles is to accompany school projects and activities with teacher training. And to involve on the one hand parents and on the other hand school principals and policy makers.

We offer schools our project for free (projects are being paid for by the Ministry of Education or by the business community), but we ask the school something in return: teachers and school career advisors should participate in our gender training programme. That is the package deal! Teachers find it extremely difficult to invite professionals in the classroom. So we organise that for them, but in return they must be willing to be trained on gender awareness.

Why do we bother?

Why do we have to pay attention to this low percentage of women in STEM? Is it a problem, if this is what these girls and women want? I agree, of course women should choose as they wish, and be free to develop to their full potential. But in the case of STEM, the fact is that girls and women do not make a free and unbiased choice. Many teachers unknowingly teach girls that they are less adept at science and mathematics, by encouraging girls less than boys, even if their respective scores are the same. Girls generally are more critical of themselves than boys, and also underestimate their own math and science abilities.

We know that girls rule out STEM professions as an option, even though they do not know what working in a STEM field actually entails and even if they are talented in STEM. All of this is why we focus on the education system to change the thinking in stereotypes about women and STEM.

More women in STEM are needed. In the Netherlands there is a huge lack of properly schooled STEM professionals, which hampers technological innovation and economic growth, and women could fill in part of that gap. Furthermore, embracing diversity and having a good gender balance is known to be good for any organisation. But most importantly, there is the ethical aspect of the matter. Equal education for boys and girls is a right, and being able to develop to your full potential is part of that. If we see that maths or science-gifted girls in our societies are held back from STEM careers due to gender stereotypes and biases, that is an injustice. Therefore, I want to stress the importance of addressing the issue of gender stereotyping and STEM *throughout* the education chain, and to be *consistent* in addressing it. It is a persistent problem and it deserves our attention.

I hope that today I have given you an idea of the VHTO activities.

Accompanying Powerpoint presentation

<p>Women and Girls in STEM <i>Combating Gender Stereotypes through Education</i></p> <p>Cocky Booij Managing Director of VHTO – Dutch national expert organization on girls/women & science/technology</p>  	<p>VHTO</p> <ul style="list-style-type: none"> VHTO: Dutch national expert organization on girls/women & science/technology Mission: increase the involvement of women and girls in science, technology, engineering and mathematics (STEM) Activities throughout educational chain - primary, secondary and higher education.  
<p>Primary Education: Talentenkijker (Talent Viewer)</p> <ul style="list-style-type: none"> Target group: senior years in primary schools. <ul style="list-style-type: none"> 3,500 school classes have participated Reached 70,000 girls and boys Another 2,500 classes in 2014-2015 Goal: let pupils discover their own STEM talents and challenge stereotypical thinking Talentenkijker provides a better and broader image of STEM professions  	<p>Dit Doe Ik (This Is What I Do) Online Image Database</p> <p>http://www.ditdoeik.nl/</p>  

Spiegelbeeld (Mirror Image) Role model Database

Database: Over 2,000 women working or studying in STEM



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Girls – Only Speed dates in Secondary Education

- Speed dates with female STEM professionals & female STEM students
- 2013: 200 secondary schools participated
- 2013: reached 18,450 girls



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Girlsday

- Target group: girls aged 10 - 15 (primary and secondary education)
- Goal: Introduce girls to STEM by letting them visit STEM companies
- 2014: 8,400 girls, over 300 companies




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Girlsday



digiVITA.




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Activities in Higher Education

- Gender Scan
- Training for professionals in education (teachers, deans)
- Conferences
- Outreach activities



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Percentage female students in STEM in 2010

Source: ISCED 5-6, Eurostat

Romania	52%	GB	37%
Italy	51%	France	36%
Portugal	48%	Germany	35%
Sweden	43%	Denmark	35%
USA	43%	Spain	34%
Ireland	41%	Switzerland	31%
Finland	40%	Belgium	30%
Iceland	38%	Japan	25%
EU (27)	38%	Netherlands	20%

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ECWT
European Centre for Women and Technology

Internationaal

- Internationale kennisuitwisseling**
inzicht krijgen in de verschillende, nauw verbonden aspecten van (school)loopbaankeuzes en carrières van meisjes/vrouwen in bèta, techniek en ICT
- EU-projecten en internationale netwerken (WITEC, ECWT, Gender&STEM)



NETWORK
GENDER & STEM
educational and
occupational pathways
and participation



WITEC
WOMEN IN TECHNICAL EDUCATION AND CAREERS



ECWT
European Centre for Women and Technology

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Impact of the school system on masculine and feminine identities
 Ilse Bartosch (Austria)



IMPACT OF THE EDUCATION SYSTEM ON MASCULINE AND FEMININE IDENTITIES

Ilse Bartosch
 Austria

? BRIDGING THE GENDER GAP?

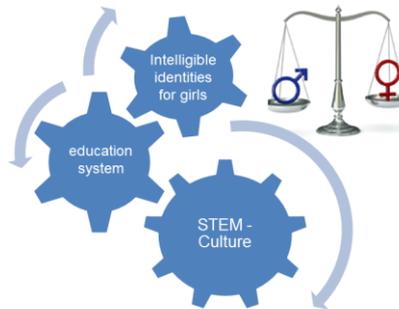


<http://ec.europa.eu/social/main.jsp?catId=89&furtherNews=yes&langId=en&newsId=726>

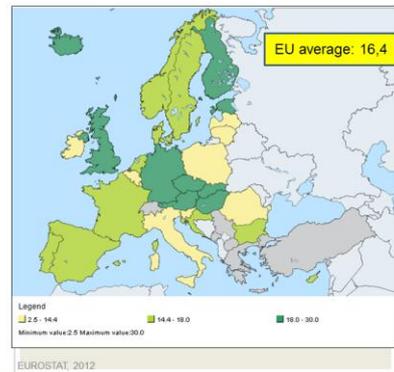
"Equal pay for equal work and work of equal value"

"Women's Charta" (Commission, 2010)

? BRIDGING THE GENDER GAP?



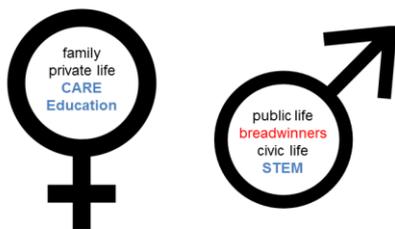
Gender pay gap in Europe
REASON:
 Horizontal and vertical segregation



Dichotomic gendered societal spheres of knowledge and skills



Impact of vocational education system on career choices



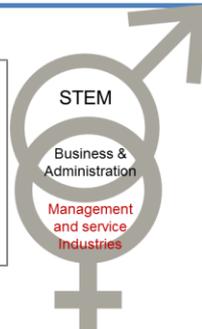
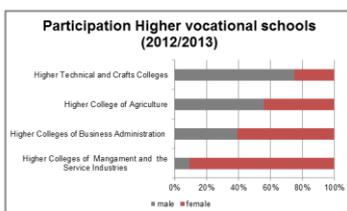
By the end of the **19th century**, more girls than boys were studying science in high schools (US/Canada) and girls were receiving better grades than boys. In the early decades of the **20th century** ... the **vocational educational** and the post-World War I, back-to-the-home' movement created a **mechanical or university track for boys** and a **business or home-economic track for girls**. This resulted in a **decrease in the number of girls taking science.**" (Scantlebury & Baker, 2007, p.280)

In many countries, gender differentiation within education became a key principle shaping the selection, distribution and evaluation of educational knowledge for young men and women. (Madeleine Arnot 2000, p.293)

Dichotomic structure of the Austrian vocational education system



Why do girls not enter into the field of STEM?



EXPLICIT KNOWLEDGE
 The epistemes and (scientific) methods of STEM

IMPLICIT KNOWLEDGE
 Patterns of behaviour values and beliefs of the STEM community

Establishing in a vocational field:
FINDING A LIVEABLE IDENTITY in the community of practice

LEARNING = TRANSFORMATION OF IDENTITY-IN-PRACTICE


Are STEM communities „liveable communities“ for women?


Identity formation process

Personal Ideals

TRAITS' TESTING

STUDENTS' IDENTITY

RECOGNITION OF THE IMPORTANT OTHERS

Parents
Teachers
Peers

Ursula Kessels and Bettina Hannover (2004/2012)
Camilla Schreiner and Svein Sjøberg (2007 "ROSE")

?

limited range of "intelligible identities" (Butler) for girls

Isa Bartosch 9
Isa Bartosch 10

? EVENING THE GENDER GAP ?

NEEDS A STRUCTURED
BOTTOM UP – TOP DOWN STRATEGY

- **(Educational) POLITICS and STEM-COMMUNITIES:**
compliance of key actors for evening the gender gap
- **POLITICS – Mass Media – TEACHER EDUCATION:**
facilitating a structured debate:
unmasking the entanglement of the **exclusive and masculine image of STEM** and societal gender stereotypes as **KEY CONSTRAINTS FOR INTELLIGIBLE FEMALE STEM-IDENTITIES**
- **Educational System Level and School Level:**
organisational development transforming the STEM-learning scene in a more liveable environment for a broader group of young men and women
e.g.: critical analysis of the chances and pitfalls arising from the gendered structure of vocational education

cf. Louise Archer 2012, p. 984

Session 2 – Combating gender stereotypes in the education system: success stories**Keynote Speaker: Maria Teresa Alvarez Nunes** (Portugal)

This paper aims to bring to this conference some reflections on sexist stereotypes in the education system, by addressing some relevant issues and some of the most appropriate strategies to combat them, at the present time, from my point of view.

1. What do we mean by combating gender stereotypes in school?

Combating gender stereotypes in education means to question and to deconstruct them. Not to eliminate them. Societies remain strongly gender stereotyped and sexism is far from having been eliminated from contemporary societies' organization and functioning and from social and interpersonal relationships between men and women. Thus, education system, as any other social subsystem (employment, health, social security) is and has to be gender stereotyped and has to reproduce sexist ways of thinking, being and acting.

My first question is:

Combating gender stereotypes should not be centred only on education system without taking into account its relationship with the society that creates, maintains and needs it. One of the challenges of public policies for gender equality is to rethink a systemic approach of inequality between man and women and to design, put into action, assess and follow-up lines of action strategically convergent (in first place) and concerted (in second place). In addition to the implementation of sectoral policies, we need non-compartmentalised policies which usually follow the organization of the state and public administration. Gender mainstreaming in the education system should be also based on a systemic vision of education and gender socialization. That means that it should be implemented in inter and multi-sectoral ways and not only in sectoral ways. It is not an easy task and this remains certainly as one of our challenges.

2. The obstacles to combating gender stereotypes in school

We need stereotypes to deal with the complexity of the reality. The problem of gender stereotypes is that, since they are social stereotypes, they are applied to persons, serving to identify a girl or a boy as belonging to a certain group (feminine sex or masculine sex) and to interact, almost immediately, with him or her not in accordance with what each of them is but on the basis of what we believe women and men are.

The gender stereotypes dichotomy makes them especially reductive of human being. In educational terms, gender stereotypes are converted into pre-judgments and expectations about children and teenagers, according to dominant conceptions of men and women, which prevail over their own individuality and their human potentials: gender stereotypes lead us to avoid, restrict or make difficult the development of some of those potentials but they lead us also to press and force the development of potentials that we believe make part of their person. These expectations lead to very subtle and sublimated education strategies at school that are differentiated⁶ according to dominant and hegemonic conceptions of femininity and of masculinity and of woman and men. As we know, this constrains individual and social development of children and teenagers of both sexes (VIEIRA, 2006).

The structural elements of gender stereotypes are still:

- girls' education to care: their universe and environments, for instance visual (shapes, colours), material (the objects they see and they use) and entertainment (toys, books, films, games) go on focused, most of all, on the value of motherhood. Girls' identities are constructed by being attentive to the *others*. The absence of an interior consent to give their own interests the same legitimacy that they give to the interests of others is the main subjective obstacle to the empowerment of girls and women (CORIA, 2005).

⁶ This begins in the family but in a much more explicit way.

- boys' education to dominance: their universe and environments (visual, material, entertainment) go on focused on the necessity of rejecting femininity and on self-assertion, expressed in dominating situations, objects and persons. The construction of boys' identity is self-centred. Individual rivalry and competition, as well as relationships in a non-affective basis, are for the boys a subjective obstacle to concern for others.

My second question concerns the challenge that school must address to encourage girls' self-value and empowerment and boys' skills to care (of oneself and the others)

3. To combat or reproduce gender inequality at school

Another aspect of gender stereotypes, common to some others social stereotypes, such as racial ones, is its asymmetric value. Many of human traits, seen as masculine, have a positive social value, which means that they are socially desirable for any adult. On the contrary, most of human traits seen as feminine have no such value and remain not desirable for all adults (some of them have a specific positive value and are socially desirable for women only). This explains that human beings and human societies go on being represented, conceived and nominated based on a male conception of individual and of citizen (SCOTT, 2006).

Furthermore, this symbolic hierarchy "naturalizes", both in boys and girls, asymmetrical power relationships between them and, later on, social inequality between men and women, justifying the mechanisms of domination (and of discrimination). At school, boys still dominate "spaces and noises"; girls go on occupying the margins of physical space and remain attentive to the effects of others' actions.

It is a fact that education systems have been the main generators of more equality among youth and teenagers of both sexes changing relationships between them. Boys and girls access, enjoy and benefit from the same resources provided by the school. However, we cannot forget that this equality has been rooted in a greater appropriation of male normativity by girls and not in the incorporation of feminine traits by boys.

My third question is:

The coherence between what defines gender equality (valuing human diversity and being aware that feminine and masculine are dimensions of any human being) and how we act towards this equality at school. When we focus on questioning gender stereotypes and when we try to promote effective equality between girls and boys, it becomes important to understand if we are giving the same value to human traits seen as feminine and human traits seen as masculine or if we are⁷, even without intention, developing new mechanisms of social devaluation. If we exclude what we see as specific to femininity and girls we are encouraging girls to appropriate masculine behavioural norms but not raising awareness among boys of the value of female behavioural norms.

4. School, knowledge and reproduction of the gender stereotypes

This andocentric representation of the world and humanity continues to be conveyed by the school through knowledge (ALVAREZ, 2008). This has two well-known consequences: boys' identification with this knowledge, which is grounded in large and diverse masculine models of human being and possibilities of individual and social life; girls' disaffection from this knowledge, which means they have very few models to with whom to identify. What is taught and learned at school always regards boys but rarely concerns girls. In this knowledge, male issues are always present and female issues are almost absent; men (and so boys) are always involved or directly touched; women (and so girls) are most of the times outsiders or observers (MOSCONI, 2010).

The kind of contents we select to be learnt reinforce very often gender stereotypes due to convergence between them and other social stereotypes in which knowledge is also based, such as those of leadership, family, care, technology, work and many others⁸. This relationship reinforces, silently but successfully, gender stereotypes (PINTO, 2013).

⁷ And perhaps due to a more evident lack of girls' and women's rights.

⁸ These are closely linked to social conceptions of masculine and feminine and are implicitly associated with dominant and hegemonic conceptions of men and women.

My fourth issue is about knowledge:

When we select what we want to be taught and to be learnt at school, we also select prevailing conceptions about those contents. This establishes the place given to women and men and, consequently, the degree of integration or exclusion of each sex and the importance given to their relationships.

5. New challenges to combat gender stereotypes in education system

The crystallization of gender stereotypes creates significant contradictions with social dynamics and social changes in men's and women's lives and in the relationships between men and women and within each group.

Western societies witnessed deep changes in men's and women's spaces and social roles and in power relationships between them⁹. However, the results of these changes are not acquired, they are not irreversible and, more importantly, they are not consistent with other social changes that occur simultaneously.

Nowadays, children's socialization is more sexualized than before. This process begins earlier and is more coherent and more omnipresent than in the past. It contradicts the present trend towards diversity, equality and the making freed choices by men and women. It has significant effects in children's growth because it shapes their physical spaces; clothing; toys; games; stories; books and advertising, among others.

This sexual segregation (girls / boys) is grounded in gender stereotypes and reinforces the conception of human dichotomy that has been questioned by gender concept.

At the same time, combating gender stereotypes in education system has to cope with new problems. Nowadays, school is not the only one which plays an important role of in socializing as was the case several years ago. New socialization contexts emerged and have been developed.

These contexts are widely used, consumed and frequented by children and teenagers of both sexes, largely because of the significant increase, diversification and democratization of consumption, stimulated by marketing and economic competition and made available by communication technologies. Spaces of entertainment, music and Internet, including multimedia products (video clips) and virtual social networks (blogs, Facebook, twitter) are contexts and means of socialization that offer, or appear to offer, much more individual freedom. However, male and female prevailing norms are transposed into these new contexts.

Sexist stereotypes are reproduced through a wider range of resources and contexts of socialization but in a more sophisticated and underhanded way. So, they often have more punitive effects on those who break or undermine gender norms.

My fifth issue is:

How can school coexist and interact with these other "spaces" preparing children for being able to use and question them, critically and from a gender perspective. The *Young People Combating Hate Speech Online* project launched by the Council of Europe in 2012 gave political visibility to this issue. It has involved many schools in many countries. It is an important step forward.

6. Strategies and lines of action to combat gender stereotypes in education

We know that education systems reproduce gender stereotypes in various ways. I will highlight five:

- Curriculum, including course contents and knowledge;
- Teachers' training and other professional groups' training: non-teaching staff such as administrative and support staff; school psychologists; school and vocational guidance teachers; special education teachers.

⁹ First in public spaces (regarding women) and secondly, but more slowly, in private spaces (in relation to men).

- Pedagogical practices (individual and collective): disciplinary (in class) and interdisciplinary, such as schools' projects; teaching materials, including textbooks and digital resources;
- School culture, including communication within and outside school, physical spaces' organisation;
- Relationship with the community, especially families, municipalities and organizations of civil society.

Pedagogical practices and educational materials have been the centre of attention in applying gender equality actions to school systems. Teacher training is regarded as a crucial and strategic priority of equality policies.

It remains essential to rethink gendered interactions, power relationships and sexist normative behaviours that take place in different school spaces, both formal and informal. However, combating gender stereotypes in the education system should focus on its irreplaceable role: the construction of knowledge.

If knowledge about the world and humanity integrates and values men and women equally and highlights how they build and rebuild the relationships between them and within each of them, this knowledge becomes more comprehensive and closer to reality and incorporates a larger range of models of human being. This is an essential condition for both, girls and boys, to claim the same right to choose their school careers, professional careers and life projects.

It is therefore important **that knowledge becomes a central strategy in combating gender stereotypes in school**, ensuring that:

- Curricula and course contents are structured according to the scientific knowledge produced by Women's Studies and Gender Studies, in an effective, consistent and systematic manner. In 2000 the Council of Europe published *Teaching 20th century women's history: a classroom approach*, by Ruth Tudor. This is a good example.
- Curricula and course contents are consistent with social reality and the diversity of life of women and men;
- Curricula and course contents make education for citizenship and democracy central, structuring them around gender equality.

Knowledge has an emancipating role. It gives us the capacity for critical reflection and allows each of us to question gender stereotypes, to challenge social dynamics and to change reality.

But this kind of action can only be done with:

- The collaboration of researchers from different scientific fields, with a consolidated work in the area of Women's and Gender's Studies, higher education teachers and trainers with extensive experience in initial training and in-service training of primary and secondary teachers;
- The involvement of teachers from primary and secondary schools.

These strategies require a set of lines of action. I will highlight just three:

The first is that the new approaches must form part of the curriculum and be included in what teachers do every day. This means that any intervention in the education system should not mean an extra load on teaching. When gender equality issues and relationships between men and women are integrated into course contents, many of these contents become more appealing and understandable to students, becoming closer to them and to their lives (CARDONA, 2013, PINTO, 2013).

The second is that we need to know the impact of teacher training in school. The assessment of the training courses should focus not only on individual changes in teachers' practices but also on their impact in the entire school.

The third is that teacher training remains crucial as many countries testify.

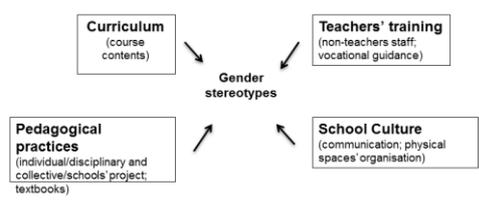
- Initial training (scientific and pedagogical) should ensure that the curriculum of higher education and academia in general should incorporate Women’s and Gender’s Studies; unfortunately, this is not generally the case.
- Continuous training must be designed and developed in a logic of continuity and deepening, both theoretical and practical, requiring practical work with students and, after that, critical reflection on the work done. Teachers’ awareness on gender issues occurs when they are confronted with their students and realize the added value that gender equality issues bring to learning.

The bases for the implementation of these action lines are:

- Stable technical and scientific teams (not just working groups);
- Institutional partnerships based on shared responsibility and full involvement of all partners;
- Networking must be sustained and renewed;
- Attention to the priorities and changes in the education system and integrated responses to these priorities.

Accompanying Powerpoint presentation.

<p style="text-align: center;">GENDER EQUALITY CONFERENCE</p> <p style="text-align: center;">Combating Gender Stereotypes in and through Education</p> <p style="text-align: center;">Helsinki, 9-10 October 2014</p> <p style="text-align: center;">Council of Europe</p>	<p style="text-align: center;">Combating Gender Stereotypes in the Educational System</p> <p style="text-align: center;">Teresa Alvarez</p> <p style="text-align: right; font-size: small;">Commission for Citizenship and Gender Equality CEMRU/Open University of Lisbon</p>
<p>What do we mean by combating gender stereotypes in school?</p> <p>The education system, as any other social subsystem, is gender stereotyped</p> <p>1st question:</p> <p>Rethink a systemic approach of the inequality between man and women</p> <p>To design and assess lines of action strategically convergent and concerted</p> <p>Implementing inter and multi-sectoral policies</p>	<p>The obstacles to combat gender stereotypes in school</p> <p>Gender stereotypes dichotomy:</p> <ul style="list-style-type: none"> -girls’ education to care: to be attentive to the <i>others</i> -boys’ education to dominance: to be self-centered <p>2nd question:</p> <p>School challenges:</p> <ul style="list-style-type: none"> - Encouraging girls’ self-value and empowerment - Encouraging boys’ skills to care

<p>To combat or reproduce gender inequality at school</p> <p>Social asymmetric value of Gender Stereotypes Human beings and human societies are represented and nominated based on a male conception of individual and of citizen</p> <p>The appropriation of male <i>normativity</i> by girls; no incorporation of feminine traits by boys</p> <p>3rd question:</p> <p>The coherence between gender equality and how we act towards this equality at school. Encouraging girls to appropriate masculine behavioural norms but not raising awareness among boys of the value of female behavioural norms</p>	<p>School, knowledge and reproduction of the gender stereotypes</p> <p>Andocentric representation of the world and humanity is conveyed by knowledge. -Boys' identification with this knowledge - Girls' disaffection from this knowledge</p> <p>The convergence between gender stereotypes and other social stereotypes</p> <p>4th question:</p> <p>Knowledge – prevailing conceptions about courses contents influence women's and men's integration or exclusion.</p>
<p>New challenges to combat gender stereotypes in education</p> <p>Progresses in gender equality are not irreversible and not consistent with other social changes:</p> <p>Children's socialisation is more sexualized</p> <p>New socialisation contexts – more sophisticated and underhanded gender stereotypes. They often have more punitive effects on those who break or undermine gender norms.</p> <p>5th question:</p> <p>How can school co-exist and interact with these other "spaces"?</p>	<p>Strategies and lines of action to combat gender stereotypes in education</p>  <pre> graph TD Curriculum[Curriculum (course contents)] --> GS[Gender stereotypes] Teachers[Teachers' training (non-teachers staff, vocational guidance)] --> GS GS --> Pedagogical[Pedagogical practices (individual/disciplinary and collective/schools' project, textbooks)] GS --> SchoolCulture[School Culture (communication, physical spaces' organisation)] </pre> <p>Priorities:</p> <ul style="list-style-type: none"> • Pedagogical practices • School materials • Teachers' training
<p>Strategies and lines of action to combat gender stereotypes in education</p> <p><u>Strategy</u></p> <p>Knowledge as a central strategy in combating gender stereotypes in school:</p> <ol style="list-style-type: none"> 1. Women's Studies and Gender Studies 2. Social reality 3. Education for citizenship and democracy structured in gender equality 	<p>Strategies and lines of action to combat gender stereotypes in education</p> <p><u>Lines of action</u></p> <ol style="list-style-type: none"> 1. New approaches must integrate the curriculum making sense in what teachers do 2. The impact of teachers' training in the entire school 3. Teachers' training - Women's and Gender's Studies; continuity and deepening; critical reflection about new practices

Combating Gender Stereotypes in the Educational System

Teresa Alvarez

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School curricula and career guidance**Steven De Baerdemaeker** (Belgium)*“Steven, are you a boy or a girl?”**“A boy, why do you ask?”**“But... You have long hair... And earrings!”**“So? I like long hair and earrings...”**“But... That’s for girls. Didn’t your mommy tell you?”**“I think boys can have long hair and earrings too, you know.”**“Hmm... Are you gay?”*

Right now, my job is to create gender aware and lgbtqi friendly school cultures in Flemish schools, but in former times I taught for 10 years in a primary school in Brussels. Conversations like this - and I have had lots of them, especially with 4 to 6 year olds - made me fully realize how actively these kids were constructing their ideas about girls and boys, men and women. I also realized that we taught them a lot about gender, without being aware of it. It was a part of our hidden curriculum, the things we teach without knowing we are actually teaching them. As a consequence - and like in so many schools - we just copy pasted, unaware, lots of traditional ideas about gender to our children.

After more study and observation, I also came to understanding the extent to which we were treating boys and girls differently and I was no exception. When I first confronted my colleagues with that fact, most of them responded with disbelief (“I don’t do that”) or the complete opposite answer: “Of course I do, because boys and girls are just different.” It took me a quite a while and lots of perseverance to show my colleagues that we were in deed treating boys and girls differently and that it mattered. I got them to see that we overestimated the average differences between boys and girls as a group and forgot for most of the time how big the intrasexual differences are. Finally, I also got them to realize that we did not really give equal opportunities to boys and girls but rather steered them in one direction or another, based on stereotypes.

So we took action. We examined in which ways gender was included in our hidden curriculum and how we could make it better. For example, we decided to pay attention to the way we spoke to children. We tried to improve gender diversity in the images, texts and exercises we used in lessons. We changed some of the corners in classrooms, so that they became attractive for boys and girls (which had an immediate and huge impact on the playing behaviour of the kids). We bought new, gender neutral toys, for both classrooms and playground. We decided to avoid splitting the children in boys and girls unnecessarily. With the gradual application of these measures and lots of other similar ones, the message about gender we send to our kids changed and we felt how gender awareness became a part of our whole school culture.

Of course, we did not stop there. Children noticed that teachers often did not confirm the gender stereotypes they were used to see and hear. So even more than kids normally do, they started to ask questions about gender, mostly starting with “why”? The next logical step was making gender not only a part of the hidden curriculum, but also a part of the explicit curriculum in all grades. We decided to put the focus in lessons about gender on reflecting on it, rather than on copying an idea. More than teaching kids what to think about gender, we taught them how to think about gender. We tried to make them more critical thinkers. This pointed out to be a key factor in the relationship with our parents. Some of them had very traditional ideas about men and women, visions that were not always compatible with our gender aware teaching. But because we were not imposing any ideas on their children, they could live with the fact that we as a school had a different point of view. Of course, most of the parents understood the benefits of our approach for their children and fully supported our efforts.

Gender became an important factor in our career guidance as well, not only at the end of primary school, when in Flanders, at the age of 12, children are guided to a new school and a field of study, but throughout their whole time at our school. We did that, for example, by very actively exploring what talents and interests each kid had, trying to get passed our gendered expectations as much as possible. We talked about what we saw with the children as well, in order to help them construct a realistic self-image. Whenever we had the chance, we showed our children that all fields of study and all professions are open for everybody of any gender, and again reflected with them on the reasons why some professions seem to be only for men or women.

I talked a lot about my school, but as mentioned before, I am now full time coaching lots of other primary and high schools in becoming more gender aware and lgbtqi friendly, commissioned by the government of Flanders. Changing a school culture is always a complex and long term process. In addition, every school is different, so every school needs a different kind of approach. To continue, I would like to share with you some of the key factors that I think are important to create more gender aware school cultures.

First of all, let us not fool ourselves: lots of teachers are gender blind and don't see why they should pay attention to gender. Therefore, our first focus should always be on the teachers, not on the kids. A good eye opener for the whole school team - not just one teacher or a small group of teachers - is crucial. This training should not only summarize the problems caused by gender blind education, but also confront teachers with the ways in which they treat boys and girls differently. I am convinced that it should not be the Big Problem Show either. The primary goal of an eye opener should be to motivate teachers to tackle the gender theme. Some humour does wonders as well. We do things a different way when we know why we do them and it is a plus when it is kind of fun too, is it not.

Secondly: taking it slow is very important. School cultures don't change overnight. Ideas need to sink in. Giving it time also helps teachers to feel less like gender is "something more on their plate, again". For the same reason, it is very important to link gender to other things the school sees a very important, like for example reading education, well-being or cultural diversity. In every school I work with, I start by studying how the school is organized to find the ways in which we can achieve the most with as little as possible extra workload for the teachers. Instead of bringing gender as a whole new theme, selling it as a new angle of approach for the themes the school is already dealing with does wonders for everyone's motivation too.

Key factor number three: creating a gender aware school culture implies that all elements of this school culture are tackled. We have been talking about the implicit and explicit curriculum, about the gender awareness of the teachers, about career guidance, but of course: there is much more. I have mentioned parents, who play a crucial role. We need to try to involve them in the change as much as possible or necessary. Another important element is the school policy, which should include clear guidelines about gender aware education.

There are great, very useful books and education guides on how schools can become more gender aware. But we do not open a book when the subject does not trigger us, do we? Therefore, we have to bring gender to the schools. It gives me pleasure to notice that both the European and the Flemish government understand this and create means to make it possible. In this way, education professionals get the message that gender is really important. At the same time, I think it is equally important that schools, once they have heard what gender is about, get the freedom to tackle the subject in the way that suits them best.

"I am going to become a nurse."

"Are you?"

"Yeah, I thought boys could not become nurses, but we are talking about professions today and there is a picture of a boy nurse on our wall. So I asked Miss Ann if boys can become nurses as well and she said yes."

You should have seen the smile on his face.

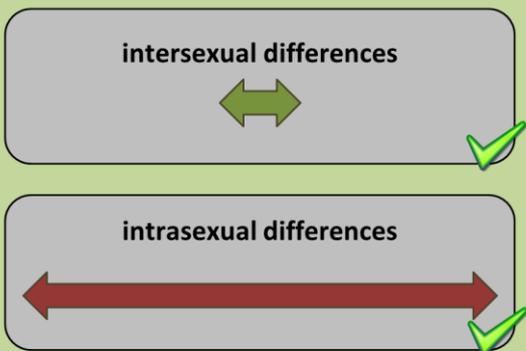
Accompanying Powerpoint presentation.



Steven De Baerdemaeker



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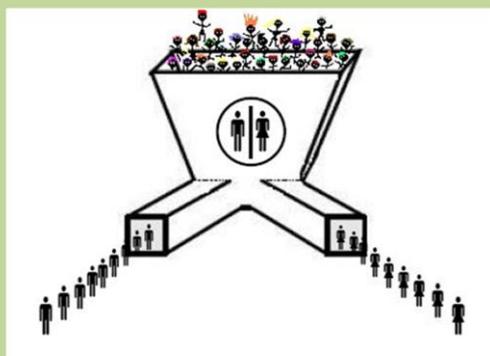
hidden curriculum



Steven De Baerdemaeker



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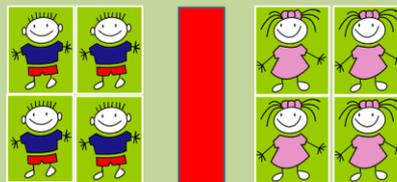


Steven De Baerdemaeker



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necessary ?



Steven De Baerdemaeker

explicit curriculum

Why do girls ... ?



Steven De Baerdemaeker



Steven De Baerdemaeker

career guidance



Steven De Baerdemaeker



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creating gender aware school cultures

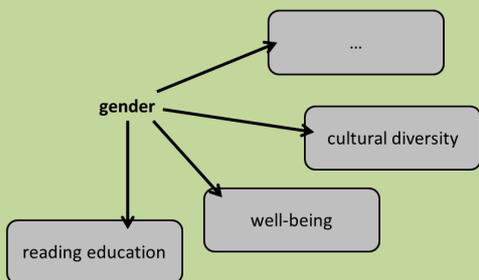
1. first the teachers, then the children



Steven De Baerdemaeker

creating gender aware school cultures

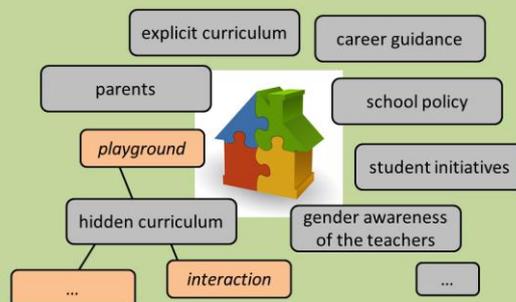
2. taking it slow, looking for links



Steven De Baerdemaeker

creating gender aware school cultures

3. tackling all elements of the school culture



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Teaching material/teachers**Ineta Upeniece** (Latvia)**Some facts about Latvia and Latvians (also in the context of gender equality)**

Latvia is a small country near the Baltic Sea and has been an independent and democratic state for the last 24 years. Our neighbours are Estonia, Lithuania, Belarus and Russia. At the beginning of the year 2013, the resident population was 2,023,825 (54.2% women and 45.8% men).

There is gender balance in the teaching staff or disproportion between male and female teachers in Latvia in educational institutions. There are only a few men in preschools. The situation in universities is much better. For example:

- at the beginning of the school year 2012/2013 the teaching staff in educational institutions was 31,578 in total (81% women and 19% men);
- in general education schools, 88% of the teachers were women and 12% were men; in preschools only 0.5% (half of %) were men!
- in vocational education institutions 69% of the teachers were women and 31% were men;
- in higher education institutions the academic staff was made up of 56% women and 44% men.

Latvians are not open. We do not like to express emotions, we are individualistic.

The stereotypes concerning gender roles are still alive. For example, the areas of women responsibility in the family is housework like cleaning, cooking and child care and education, but men are in charge of finances and safety.

Women in Latvia are more educated than men. The difference is particularly large in higher education. Females do not study in technical fields, and it resonates with the current situation in the labour market segregated by gender. In 2013, 92% of graduates in the field of education, health and social care were female, while 74% of the science, mathematics and information technology graduates were male.

There is no annual budget line in the state budget for gender equality issues. The work with gender equality has benefitted from external resources, e.g. different EU funds, the Nordic Council of Ministers and other donors.

Involvement of non-governmental organisations and social partners has played an important role in policy-making and the implementation of gender equality policy. Knowledge and expertise of non-governmental organisations is an important resource which is used not only for development of gender equality policy, but also for providing a range of services and support, and for promoting public understanding and awareness of equal opportunities in any area of life and opportunity to defend their rights.

The challenge in Latvia is to merge the traditional strict borders of the social roles of gender to open up a wider perspective for children. Unfortunately changes in attitude develop very slowly.

What we are doing or a little about Latvian experience

Gender equality perspective is included in the educational content at preschool, primary and secondary levels. Gender equality in educational content is understood in the context of human rights as equal rights and opportunities which are free from biases and discrimination.

For example, in the guidelines of preschool education some curriculum objectives are defined as promotion of positive children's attitude to themselves and other people; development of safe and healthy lifestyle skills.

One of the aims in gender area in the standards of primary education is to promote responsible attitude and awareness of the physical and mental safety, relationship, sexuality, family planning, social norms, etc.

In general, gender equality issues are included in the subject called "social studies", and in subjects such as geography, history, foreign languages, Latvian literature and home economics.

Gender equality aspects are included in the teachers' professional development programme content by linking them with health, safety, ethical and other issues.

From 2010 till 2013, the National Center for Education implemented the European Social Fund project "Lifelong learning of Teachers". During the courses, the teachers could learn about issues like health education, gender equality, etc. The courses were attended by 4,000 teachers.

To reduce educational segregation, the Gender Equality Committee at the Ministry of Welfare established a Working Group which in 2013 developed recommendations "On the integration of gender equality aspects into process and content of all educational levels until 2020."

Reviewing of textbooks. The National Center for Education is concerned about the quality of textbooks. One of the responsibilities of the Center is reviewing and approval of textbooks. The Center regularly organizes seminars for textbook authors, editors and reviewers about actual and typical problems in the textbooks. Some of the criteria for a good textbook are reality and practical application of knowledge and skills; human rights as equal rights and opportunities which are free from prejudices and discrimination in texts and pictures.

In 2010, the Ministry of Education and Science in collaboration with the University of Latvia and the National Center for Education developed methodological recommendations "Content development for teaching literature according to National educational standards", which also contain recommendations for the development of teaching literature in terms of gender equality. The recommendations show that "the content of the training material should pay attention to the texts and exercises that help build awareness about human rights, personal rights and freedoms, encourage students to express their views, experiences and discuss". Very important are the illustrations of women and men (their marital status, housework, decision taking, and the business environment)". These recommendations are available to everyone electronically (.pdf-file) in the Center's web page.

Unfortunately, gender stereotypes of social roles are deeply rooted, and over and over again gender stereotypes appear in dummy textbooks, which publishers bring to the Center for reviewing before the textbooks are printed.

A step by step to textbook approval: in almost final textbook or dummy textbook – they are reviewed – improved – approved and a better book is printed.

In dummy textbooks there are sometimes pictures with gender stereotypes in family and at work. Sometimes textbooks show the authors' biased opinions about children's behaviour, interests and habits. For example, girls do not break the rules, they like make-up, but boys usually fight and they like playing computer games.

After the dummy review, the Center gives publishers recommendations for improving the textbook. Sometime at the beginning the Center comments and recommendations are not accepted by author or editor. The Center comments are perceived as exaggerated, editors do not understand that the educational objective and essence are unchanged if, for example, the task of conflict resolution is illustrated with a picture of girls. But after discussions the authors or editors usually change their mind and pictures are redrawn. As soon as changes are made, the Center gives approval of the textbook. The textbook has become better and with gender equality perspective.

It is the free will of the publishers to submit a book for review and approval. In this case the approval of the Center is a guarantee of quality. Traditionally, when teachers need to choose a textbook, they check if the book is approved by the Centre.

The project "Translation and publishing of the Danish children's books *Den Dag da Rikke var Rasmus* and *Den Dag Da Frederik var Frida* and the teaching material"

In 2012, the Ministry of Welfare, with the financial support from the Northern Council of Ministers, realized the project "Translation and publishing of the Danish children's books "*Den Dag da Rikke var Rasmus*" and "*Den Dag Da Frederik var Frida*" and the teaching material and the education for the personnel and parents to promote equal opportunities for boys and girls". The objective of the children's book is to produce discussions among children – for example – about what girls do and what boys do; is it okay for girls to play football and for boys to play "family game" if they want to, etc.

A working group was established with the aim to adapt the methodological tool for the Latvian situation. There were experts and specialists of education, invited specialists (psychologists, methodologists, teachers) working in the preschool institutions of local municipalities and the private sector, experts from the state institutions responsible for the preschool curricula, as well as gender equality experts from the state and non-governmental level. The dictionary of the main terms used in gender equality policy documents such as: gender, diversity, gender roles, gender stereotypes, gender equality was added to the methodological material. There are also footnotes added all over the text, where explanations of situations, terms, and specific Danish traditions are given, to make the text more recognisable for the Latvian context. For example, the footnotes have a more detailed description about the Danish preschool system, what are traditions of St Lucia Day celebration in Denmark, etc. In such a way the working group has made the material more understandable for the preschool teachers in Latvia and they can use it like an inspiration speaking about equal opportunities between girls and boys in their everyday work.

The teaching material and children's book provide inspiration for teachers and others who work with small children about the abilities of boys and girls, their skills and individual possibilities. At the same time, the methodology material and the book can serve the teachers' self-reflection. Don't we treat boys and girls differently even without being aware of it?

The final goal of the project is to merge the traditional strict borders of the social roles of genders to open up a wider perspective for children for learning about themselves and the world by opening their true talents and encouraging more comprehensive development.

The translated children's book "*Diena, kad Kārlis bija Karlīna*" and "*Diena, kad Rūta bija Rihards*" and material for teachers were printed in 500 hard copies. Both materials are available electronically (.pdf-file) on the Ministry of Welfare web page, which is linked also with the National Centre for Education web page.

280 pre-school teachers participated in the project and were introduced with the topic of equality for women and men.

The book caused sharp public discussions both in the Parliament and in the public space, indicating that the book and the teaching material is in conflict with so called traditional values accepted by large part of our society, and gender equality as a threat to the public.

In the discussions a view was expressed that such a book should be written by a Latvian author who knows the local cultural traditions. However, it might not be funded from the state budget. The same applies to specific national programmes for writers to promote children's literacy development and interest in literature (it is particularly important, because the boys' literacy is relatively low, OECD).

Nevertheless, it is positive that the discussion of importance of talking gender topics with children was started in society. And Latvia is ready to continue the ways for combating gender stereotypes in and through Education.

Please see the [Council of Europe Gender Equality website](#) for the accompanying Prezi presentation.

Teaching material/teachers
Hanna Björg Vilhjálmssdóttir (Iceland)

The importance of Gender Equality Education

Gender Equality Commission of the Council of Europe
9 October 2014
Helsinki



Today I will talk about...

- A few words about the situation.
- How I started – barriers.
- What conditions are needed to teach gender studies/equality education?
- How is it taught?
- What is taught?
- Why is it necessary?
- How gender inequality appears in schools?

Hanna Björg Vilhjálmssdóttir



How do we know that we need gender education?

- Wage gap
- Fewer number of women everywhere where there is power – in spite of women’s better education
- Media – stereotypes
- Gender-based violence
- Domestic work
- Prostitution and human trafficking

Hanna Björg Vilhjálmssdóttir

Hanna Björg Vilhjálmssdóttir





Inequality

- Women and men – boys and girls are taught that power is masculine – and that masculinity is power.
- How are we taught that? Yes – by the values, with the role models, with the stereotypes – everywhere in culture we are taught that men are superior and women are inferior.

Hanna Björg Vilhjálmssdóttir

The media

- is the single worst enemy – there, the stereotypes are foremost upheld.
- Women are silenced – first and foremost, by being sexy and all about youth and beauty, and secondly, by not being there – by not being visible – by not having a voice – by not having an opinion – but by being an object.

Hanna Björg Vilhjálmssdóttir

Situation in Iceland

- Quite good – compared to the rest of the world. But Icelandic women are angry.
- Gender equality law since 1975 (gender education in every school level).
- Gender equality office.
- Gender studies faculty in the University.
- Gender education in the curriculum (2011) – both direct and indirect education – through all other subjects.

Hanna Björg Vilhjálmssdóttir

How it started

- Yours truly is a feminist – who knew the law on gender education in Iceland.
- Started working as a teacher in 2006.
- 2007 started offering KYN 103 as a non obligatory course.
- Grassroots work.
- No teaching material – but still – it is everywhere.



Hanna Björg Vilhjálmssdóttir



Hanna Björg Vilhjálmssdóttir

Barriers

- Gender equality faces resistance in general.
- A matter of choice to attend the course.
- Some fellow teachers are a little sexist – some a lot.
- Some students look at feminists as terrorists.
- Lack of teaching materials – but still...
- All teachers must be gender educated – however all are not.

Hanna Björg Vilhjálmssdóttir

Barriers

- All around negative discussion about feminists in the community among the general public.
- The inequality is moulded into the culture – we need to respond.
- Everybody has an opinion on the matter – few have knowledge.



Hanna Björg Vilhjálmssdóttir

What needs to be done

- Gender equality in the curriculum.
- Teachers training – different pedagogy.
- All school levels.
- Textbooks – teaching material.
- Gender mainstreaming in schools – students social life.

Hanna Björg Vilhjálmssdóttir

Challenges in the classroom

- Students are prejudiced towards feminism and think they want a woman's privilege more than equal rights.
- Students think that equality is already here.
- Students completely accustomed to the pornification – normalised.
- Girls are sexist too – are co-dependent to the masculinity "we want this to be like that".

Hanna Björg Vilhjálmsdóttir

Challenges in the classroom

- The students do not realise the connection of cause and consequence, e.g. the pornification in pop culture and increase in cosmetic surgery.
- Students look at gender issues as an individual thing - "many women are violent" or "some women are in charge in the home".
- Misconception – "women just don't apply".

Hanna Björg Vilhjálmsdóttir



Important background in teaching equality

- Awakening.
- Limited knowledge goals.
- Address the students through their feelings, experience and attitude.
- Participation and activity.
- Democratic framing – students take part in the organizing.
- Students feel that they "own" a part of the course.

Hanna Björg Vilhjálmsdóttir

Important background in teaching equality

- The term Power is a key issue - and put it in perspective.
- Discuss other minority groups.
- Being able to be vulnerable and honest.
- Be bold – talk about challenging and intense issues.

Hanna Björg Vilhjálmsdóttir

Gender equality education is also about

- Empowerment
- Communication
- Expression
- Arguing
- Empathy
- Civil consciousness
- Activism
- Solidarity
- Broadmindedness
- Toleration
- Self-understanding
- Lifeskill education

Hanna Björg Vilhjálmsdóttir

Why...?

- Personal happiness: both girls and boys are suffering.
- Society's healthiness: we are not using every individual's possibilities.
- An Icelandic study shows that students are more negative towards gender equality in 2006 than in 1992 – backlash? Is pornification to blame?
- Students thirst for this kind of education.

Hanna Björg Vilhjálmsdóttir

Gender inequality in schools

- Girls are objectified in the school.
- Boys take more part in the social life.
- Girls have more anxiety.
- Boys are far more likely to be in a position on a student council.
- Boys are more likely to dominate in the classroom.
- Boys get more time and attention from teachers.
- Girls tend to be anonymous, quiet and forgotten.

Hanna Björg Vilhjálmsdóttir

My guiding lights

- Diversity and fun.
- Closeness with the reality of the students.
- All the issues of inequality are discussed.
- Training in criticism and "reading" the society.
- The boys do not feel themselves as the criminal or the bad guy - and the girls do not consider themselves as the victim.
- The culture is to blame.
- Empowerment and responsibility.

Hanna Björg Vilhjálmsdóttir

What and how do I do it?

- Essentialism v. social construction (born or not born with gender role).
- Start with the closest surroundings of the student and carry on to the international community.
- School and the social life.
- The home.
- The workplace.
- The media.
- Politics.
- World issues.



Hanna Björg Vilhjálmadóttir

What and how do I do it?

- Manifestation of the inequality viewed.
- Headcounting (democratic demand), prostitution, domestic violence, rapes, misogyny, fashion, tv shows, wage gap, trafficking, appearance, cosmetic surgery, pornification, porn, socialisation, the price of masculinity, and so on.....
- My students "infect" other students with the wisdom.

Hanna Björg Vilhjálmadóttir

What and how do I do it?

- Culture plays a key role – is all around, moulding us – without criticism
- Cause and effect connected.
- Flow of discussion and thoughts – concepts defined and put in context.



Hanna Björg Vilhjálmadóttir

What do students do?

- Team building exercises.
- Write a diary – reflect on their opinions and others.
- Share in the classroom – such as articles, ads, books, movies, music videos, stories about themselves and others - raise questions.
- Open up and discuss issues.
- Dispute/discuss.
- Take a concept test.

Hanna Björg Vilhjálmadóttir

What do students do?

- Show up like clockwork.
- Participate.
- Give a presentation about gender issues of choice.
- Make posters.
- Plan a gender equality day in school.
- Write a newspaper article.
- Write an essay.
- And they thirst for this kind of education and pedagogy.

Hanna Björg Vilhjálmadóttir

What successes have there been

- Taught in 17 upper secondary school's in Iceland (out of 33).
- 11 feminist clubs in upper secondary school's.
- - their manifesto is that gender studies will be obligatory.
- So the course has coloured the school culture.
- Also taught in some elementary school's – not obligatory.
- Many defined actions have been taken – Facebook/social media activism.
- General discussion in the community.

Hanna Björg Vilhjálmadóttir

Next steps

- Educate and coach teachers and others who work with children.
- Direct and indirect (the hidden curriculum) equality education.
- Reach out to all school levels.
- Educate parents.
- Make it unnecessary!

Hanna Björg Vilhjálmsson



Hanna Björg Vilhjálmsson



Hanna Björg Vilhjálmsson

Session 3 – Mainstreaming gender in the education system

Keynote Speaker: Elisabeth Lønnå (Norway)

Gender Mainstreaming in Education, a Historical Perspective

The Council of Europe has been working for gender equality since its inception in 1949, and since the 1990s, it has emphasized the importance of education in relation to this goal. The main instrument in the fight for equality is gender mainstreaming, which is the theme in this section.

So – what is gender mainstreaming? The Council of Europe defines it this way:

Gender mainstreaming is the (re)organization, 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.¹⁰

This means that all actors from top to bottom within the educational system are committed to working for equality between girls and boys, men and women. But what is equality in this connection? In its gender strategy document for 2014-2017, the Council of Europe holds that gender equality is “equal visibility, empowerment, responsibility and participation for both women and men in all spheres of public and private life.”¹¹

Although it is true that inequality can be a major problem for boys and men, it is important to realize that a gender equality program is not gender neutral. Male stereotyping can be limiting in the choice of an education and a career, and sometime isolate or force men into a lifestyle that they suffer under. But women are still the underprivileged group.

The main purpose of gender mainstreaming must be to work against the discrimination against women. According to the Strategy document, women still have fewer opportunities to “affirm their rights and assert their agency”. They need to be empowered to fulfil their potential. This will be good not only for women, but for the whole society. Societies and economies thrive when women have equal chances to be socially and politically active.

Schools, colleges and universities are fundamental in shaping the values and practices of young people, contributing heavily to the way gender is perceived and the way gender relations are played out. If one wants to intervene in order to create a greater degree of equality, school should be the obvious place to start.

But schools are an integral part of the larger society. They reflect the attitudes to masculinity and femininity that we find outside of the schools: for instance in popular culture, in family life and in politics. Teachers, parents, learners and school leaders may find popular, but detrimental perceptions of gender perfectly acceptable, and are sometimes unwilling or not very motivated to try to change them.

The heavy weight of history

How do we work for gender equality and empowerment of women? The answer goes a long way back – into the relationships between genders and the domination of men over women. Historians Joyce Goodman, James Albisetti and Rebecca Rogers write in a book about girls’ secondary education that more recent democratization of the educational system has not erased “the historical weight of gendered visions of femininity and women’s relationship to knowledge and the public sphere.”¹² I am going to talk about some of the history that constitutes this weight of gendered visions.

¹⁰ Promoting Gender Mainstreaming in Schools. Final report of the Group of Specialists on Promoting Gender Mainstreaming in Schools. Directorate General of Human Rights (EG-S-GS(2004)RAP FIN), Strasbourg 2004, p. 7.

¹¹ Ministers’ Deputies CM Documents. CM(2013)136 final, 6 November 2013

¹² Albisetti, James C. Joyce Goodman and Rebecca Rogers (eds.): *Girls’ Secondary Education in the Western World. From the 18th to the 20th Century*. Palgrave, N.Y. 2014, p. 4.

Early educational reforms

In the beginning of the 19th century, children from affluent, European families were taught at home or went to private, single-sex schools. At that time, the major goals, curriculums, methods, depth of knowledge and amount of teaching were different for the sexes. Boys learned Greek, Latin, mathematics and physics, girls learned women's crafts like needlework, embroidery and making lace, together with religion and reading aloud. Well-to-do girls were also supposed to learn a little history, some French or another foreign language, and some music, so that they could take part in polite society. Modesty and malleability were seen as a woman's greatest virtue. She was to "be, but not be seen", said a Norwegian school reformer in the middle of the 19th century.¹³

Education for children from lower class families was either neglected, left to charity or to the Church. Until the middle of the nineteenth century, illiteracy was still widespread all over Europe, and this particularly affected girls and women. In Britain, 45 % of the female population was illiterate in 1850, but only 30 % of the men.¹⁴ In 19th century France, school attendance was much lower for girls than for boys, and in the years 1841-1870, illiteracy was 45 % among girls, but only 25 % among boys.¹⁵

Even when both girls and boys went to school, it did not mean that they learned the same, basic skills. Prussia and other German states were early out with a functioning school system for both sexes. In the middle of the 1850s, most children went to a five year elementary school.¹⁶ Serious schooling was for boys, however. Girls had much fewer lessons, and often did not learn to write.

Reforms in industrialized countries

By 1870, the industrial revolution had spread in the western, central and northern parts of Europe. There was a great need to prepare young people for life and work in a modern, industrial and more secularized society. Everybody, including future mothers, required the skills of reading, writing and doing simple arithmetic. France introduced free and compulsory elementary school in 1881. In England, elementary school became compulsory in 1870, and free ten years later. Before the First World War, almost all children in the industrialized parts of Europe went to school.

This was of course a long step forward for the many girls who now got a basic education. But even though boys and girls got approximately the same amount of teaching, the attitude towards the sexes was still quite different, and the curriculum was planned in accordance with this. Working class boys were taught to be "workers and soldiers", girls to take care of a household and do general "women's work".¹⁷ Girls and boys were kept apart in single-sex schools or at least single-sex classrooms and they usually had different curriculums.

The same was true for secondary education. The trend was that girls had special educational programmes, and that authorities saw these as less important than what the boys were learning.¹⁸

Secondary schools were first and foremost oriented towards the training of "public men". Boys could go to academic high-schools like the German Gymnas, The French Lycée or the English Public school. Girls went to private finishing schools. Many of the finishing schools held a high standard, but had curriculums that were adapted to what was commonly thought to be "the nature of women".

¹³ Quotation from Hartvig Nissen in Seip, Anne Lise: *Nasjonen bygges. 1830 – 1870*. Vol 8 in Aschehoug's History of Norway, Oslo 1997, p. 133.

¹⁴ Lyons, Martin: "New Readers in the Nineteenth Century; Women, Children, Workers." In: Cavallo, Gugliano and Roger Cartier: *A History of Reading in the West*. Univ. of Mass. Press, Amherst 1999.

¹⁵ Vogt, Sidsel: *Kvinnenes Sosialhistorie. Kvinnesyn og kvinneliv i England, Frankrike og USA. (The social history of women. Women's roles and women's lives in England, France and USA)* Universitetsforlaget, Oslo 1991, p. 94.

¹⁶ Schulmuseum Bochum Deutsche Schulgeschichte.

<https://www.bochum.de/C125708500379A31/CurrentBaseLink/W28C6CQE563BOLDDE#par5>, downloaded 08.08.2014.

¹⁷ Statement by Jules Ferry, French Minister of Education and the man behind the laws on primary education in 1881 and 1882. Quoted from Vogt, Sidsel, p. 222.

¹⁸ Albisetti, Goodman and Rogers, p. 3.

According to this stereotype, women were not able to think rationally the way men did. In addition, they were frail physically and psychologically, and had to save their energy for menstruation, pregnancy and motherhood. That meant schools did not offer Greek, Latin, Mathematics or Physics, which were seen as both too strenuous and too difficult. Not quite by accident, these subjects were often necessary for those who wanted to go on to a university.¹⁹

The rise of the women's movement

A women's rights movement was established and grew in European countries during the 1860s and 1870s, becoming a considerable cultural and political factor. These organisations claimed that women had the ability to reason, just like men did, and they encouraged opening schools or organised campaigns for female education. Women from the professional middle classes took up the battle for educating both themselves and their daughters. Increasing numbers of women entered campaigns for better education. Female teachers were strongly represented in this struggle. In many countries, women teachers organized in their own associations, working hand in hand with women's rights organisations.

Feminists worked for high-quality education for girls, but disagreed on important questions like co-education and the content of learning for girls and young women.²⁰ Some of the feminists who were in favour of a special curriculum for girls and young women changed their minds later on. They saw that special learning programmes for girls stopped them from going on to higher education.²¹ During the 1880s and 1890s, many girls' schools started expanding their curriculums with more academic subjects. That way, they could give their learners the basis for taking middle or upper secondary school exams or for entrance exams at a university.

Entering the universities

The higher up in the educational hierarchy and the more prestigious the learning institution, the more resistance women met when trying to enrol. Only Italy had an unbroken tradition of women both studying and teaching at universities from the middle ages through the 19th century. Elsewhere in Europe, higher education was closed to women till 1863, when French universities allowed women to enrol. The exception was the Sorbonne, which opened its doors a couple of decades later. Germany, at that time the academic fore-runner and model, opened its first University to women in 1904, and some years later the extremely prestigious University of Berlin followed suit. The University of London granted college degrees to women from 1878 on, but Britain's most famous Universities, those in Oxford and Cambridge, did not do so till 1920.

Even when they were formally open to women, studying at a university could be very difficult. Many could not enrol because they lacked required subjects like Latin and Greek. Most were dependent on economic support from their families. In many families, higher education for girls was not judged seemly. And even parents who would have liked their daughters to go to university, could feel they had to give priority to their sons.

Once having enrolled, female students often had tough, negative experiences – everything from a lack of respect to serious harassment.²² Professors and male students thought women lost their femininity when studying, or they claimed that their courses would be destroyed when someone from the “weak sex” (sex faible) entered.²³

Women also soon discovered that getting a tenured position at a university was almost impossible, and so was gaining other positions in civil service. In the Scandinavian countries, women were allowed to graduate from university in the years between 1870 and 1882, but they did not get access to civil service positions till after the turn of the century – in Norway in 1912, in Sweden as late as 1923.

¹⁹ Lønnå, Elisabeth: “Den kalde våren.” (The cold spring) In: *Materialisten*, Tidsskrift for forskning, fagkritikk og teoretisk debatt, 4, 1998.

²⁰ Anderson, Bonnie S. and Judith P. Zinsser: *A History of Their Own. Women in Europe from Prehistory to the Present*. Vol. II. Penguin, London 1990, pp. 185. Albisetti, Goodman and Rogers, p. 4.

²¹ Anderson and Zinsser, p. 186

²² Op.cit., pp. 188

²³ Lécuyer, Carole 1996: “Une nouvelle figure de la jeune fille sous la III^{ème} République: l'étudiante”, *Clio. Histoire, femmes et sociétés* 4, <http://clio.revues.org/437>, downloaded 07.11.2014,

After the Second World War

Through the 1920s and 30s, and in the years following WW2, the segregation of the sexes in different schools and classes went on, and curriculums were still different. The number of girls taking secondary school rose, and more women enrolled at universities. Still, boys' education was prioritized, sometimes in ways that were blatantly unfair to the girls. Helping the boys could be done in several ways; I will give a couple of examples:

In post-WW2 England, all children up to the age of fifteen had the right to a secondary education. When 11 years old, they were tested to see which school they could get into: grammar, technical or secondary modern school. Only grammar school led on to higher education and the professions. When it became clear that girls did consistently better than boys in the 11+ exams, the results were weighted so that fewer girls than merited went on to grammar schools.²⁴

Quota systems in favour of men seem to have been common, but sometimes not clearly visible. In Norway, for instance, home economics was an obligatory subject in primary school for girls, but not for boys. To make room for this, girls had much fewer lessons in general subjects, for instance in Norwegian and mathematics. In the mathematics books, some of the problems were marked with a star, which meant girls did not have to solve them. In spite of this, the curriculum goals were the same for boys and girls, and girls had to take the same exams as boys when competing to get into lower secondary school. In the beginning of the 1950s, this created uproar among outraged parents. Feminists and politically engaged women started campaigning against the discrimination of girls. In a new school act in 1959, home economics was made compulsory for both boys and girls.²⁵ The last formal gender inequality was done away with ten years later, when the 9 year youth school was established. Boys and girls now had exactly the same curriculum, and went to the same classes in the same schools.

Conclusion

Summing up the examples of gendered educational history from about 1850 to the 1950s and 60s, I would like to highlight three points:

First, independent of social class, boys and men were prioritized before girls and women in all types of education during the whole period. The means to make this happen were sometimes openly admitted to, sometimes hidden or even denied.

Second, the arguments for hindering girls were based on traditional gender roles intertwined with negative ideas and stereotypes about the capabilities of females. Some of these ideas seem strange today, while others are still easy to recognize. There is, for instance, a lot of conscious and unconscious resistance to women becoming leaders in politics, business and higher education, and to women speaking out in public or in social media.

Third, when school systems changed and opened up to new groups, it was on the basis of changing economic and social structures. But the initiatives for changes, and the drive to put them through, came from engaged persons and groups. In the case of women, these were first and foremost girls and women who wanted access to education, together with female teachers, feminists and feminist organizations. These were often supported by enlightened men.

During the powerful feminist movement of the late 1960s and the 1970s, great efforts against the discrimination of girls and women took place, leading to a much sharper focus on gender equality. Over the years, this has led to a much improved situation. All European governments have ratified the CEDAW convention (Convention for the Elimination of Discrimination against Women), and almost all members of the European Council have incorporated the principle of gender equality in their laws on education. The UN, EU and Council of Europe have all adopted gender mainstreaming as a way to secure that the work for equality is followed up. Still, results don't seem to be forthcoming in the tempo one might wish for.

²⁴ Goodman, Joyce: "Class and Religion." In Albisetti, Goodman and Rogers.

²⁵ Brock-Utne, Birgit, and Runa Haukaa: *Kunnskap uten makt. Kvinner som lærere og elever. (Knowledge without power. Women as teachers and pupils.)* Universitetsforlaget, Oslo 1980, p. 32

Gender mainstreaming promotes equality through regular daily work in all institutions that are controlled politically. Norwegian professor of political science Hege Skjeie is a leading expert on gender research, and led the Committee that wrote the Official Norwegian Report on Equality in 2011. She claims that the issue is not just whether gender mainstreaming takes place and how it takes place, but who is to monitor that it does take place.²⁶ She points out that when nobody seems to have the power to act, that in itself gets to be an excuse for not doing anything at all: "In reality, wherever someone is interested in integrating gender equality in their work, they will do it. At places where no one is interested, nothing gets done."²⁷

Looking back at history, it is clear that individuals and groups engaged in empowering women, raising awareness and fighting for equality were essential to getting results. In order to take on a cause like this, people have to feel inspired and personally obligated. So how can we inspire and engage people today? What would be the way to make not only higher level decision makers, but principals, teacher trainers, teachers and parents personally interested in discussing and acting on gender equality?

²⁶ Struktur for likestilling. Norges offentlige utredninger (NOU) 2011:18, pp 24. Summary in English can be found in: Structure for Equality. Official Norwegian Report (NOU) 2011:18 Summary, p. 11.

²⁷ Hege Skjeie in *Dagsavisen* 16.11.2011

Challenges in implementing the Recommendation on gender mainstreaming in education

Bernard Wicht, Rapporteur on equality of the Council of Europe Steering Committee for Educational Policy and Practice (Switzerland)

The principal issue for effectively combating gender stereotypes in education systems is to seek out possible synergies between gender equality policies and the challenges facing national education systems.

National education systems must firstly guarantee equal opportunities and quality instruction for all pupils irrespective of origin. In that sense, equality is not only gender equality but also equality founded on the pupils' socio-economic background. Hence the importance of clearly pinpointing the areas where there are synergies between education systems and policies of gender- based equality.

For example, here are the main challenges met in recent years by most national education systems:

- In compulsory schooling, poorer school results for boys than for girls are almost systematically recorded; boys also tend to be more frequent victims of dropping out.
- The “new” category of unemployed young diploma-holders (women and men without specific distinction) has brought the youth unemployment rate in Europe to almost 25%, and in certain regions it peaks at 40%: here, access to employment and decompartmentalisation of occupations can provide answers for this state of affairs, especially policies to promote access for girls to the scientific branches (mathematics, technologies, natural sciences, computing).
- With the destabilisation of the states on the southern Mediterranean seaboard, some countries of Europe are witnessing the arrival of a new class of migrants; young adults (male and female) with no school qualification whatsoever and who because of their age are outside the education systems; at the present time it is still difficult to gauge the extent of the problem, some states being more affected than others.

These challenges are compounded by the ones identified in the first monitoring report which the Steering Committee for Educational Policy and Practice submitted to the Committee of Ministers of the Council of Europe in connection with the implementation of Recommendation CM (2007) 13 on gender mainstreaming in education

On the basis of the five principal recommendations made to the governments of the Council of Europe member states under the Recommendation, the competent authorities were invited to supply information on the progress made in their respective states in carrying out the actions specified in the recommendation, and this information was the subject of a report whose findings were submitted to the Steering Committees on education and gender equality for debate and further action.

The following main conclusions and their implications for action were put forward by the two committees and might serve as a basis for the future work of the Council of Europe and of member states in this field.

1. The great majority of Council of Europe member countries have reviewed - or intend to do so - the laws on education from the gender equality standpoint. However, it would seem that these plans do not do not address all of the players throughout the education system.
2. The gender mainstreaming concept is not understood by all involved in the education system. Specifically, its practical application may cause some confusion, and in some cases a defensive reaction, as the school authorities and some teachers stand by the traditional structures and practices.
3. Schools need assistance in undertaking the actions required to review and adapt the present structures, organisation and practices in a perspective of gender equality. Fewer than half the countries have devised measures specifically designed to implement gender mainstreaming at all levels of the education system as recommended to governments.

4. Awareness of gender equality issues, research into aspects of gender equality having an impact on teaching and learning, and reflection on teachers' own beliefs and behaviour are all points which should feature in early training as well as in teacher in-service training programmes. Just over half the countries have addressed the question of gender equality and gender mainstreaming in teacher training syllabi.
5. There is a lack of coherence in the approach to evaluation and a lack of means to measure outcomes and progress in the remaining countries. Almost all countries have mechanisms to monitor and evaluate the implementation of gender mainstreaming in schools. However, only one-third of them have developed formal methods to measure progress achieved. Without a systematic means of monitoring and measuring progress, it may be the case that results are not accurate or comparable.
6. Only 17 countries replied that they had circulated the recommendation or put it on line to be brought to the attention of the bodies or authorities concerned.

The Steering Committee for Educational Policy and Practice has begun to incorporate certain of these recommendations into its intergovernmental work, and in the years ahead will focus on the implementation of a sustained partnership and the search for synergies with the Gender Equality Commission of the Council of Europe and will carry out some common projects in order to assist member states in making adequate responses to the above-mentioned challenges.

Before concluding, I wish to emphasise that in a period of economic and financial recession, education systems are generally under two kinds of pressure: firstly they suffer the reproach of not having trained the younger generation properly and, incredibly, not having anticipated the socio-economic upheavals, besides which they see their budget reduced while the challenges tend to grow.

This precise context explains why today the search for synergies, particularly in respect of equality, is no longer just desirable but necessary!

Thank you for your attention.

Gender issues in history teaching

John Hamer (United Kingdom)

Although it has diminished, there remains a gender imbalance in much history teaching. How and why is this?

I. Four issues**1 There are intrinsic gender differences in the interests and aptitudes of boys and girls and therefore they are attracted to and respond differently to different historical topics.**

Writing in a 'Handbook for History Teachers' published in England in 1962, one contributor in considering pupils' attitudes towards history, noted that:

General notions exist that there are significant differences according to sex, boys being particularly interested in certain topics, for example, warfare and battles, these having much less appeal to girls, who presumably are thought to be more readily involved in the gentler aspects of the human past.²⁸

Wisely, perhaps, he concluded that 'Few teachers, I suspect, would want to push this sort of distinction too far' and moved on to what he considered to be the more important question of whether children generally find certain aspects of history more interesting than others.

Nevertheless, despite the caution he expressed, the view that certain kinds of historical topics have different intrinsic appeals to girls and boys has not gone away; as, for example (admittedly a somewhat extreme example) expressed in this blog posted on an American home-schooling website:

*Many years ago, teaching high school history, it suddenly dawned on me that the things that interested me about history were not the things that interested my male students. I loved stories of people, culture, art, relationships, family life, everyday living...
So, on and on I went, fascinated by my own lectures, engaging my female students, and boring my male students. They wanted to talk tactics and blood and guts! The more violence and military intrigue I provided, the more fired up they were about history...
And we shouldn't feel guilty about having different requirements based on gender either. The lie of egalitarianism continues to destroy. We all know that boys and girls are different. We should joyfully acknowledge those God-given differences and use them...
So, let your boys be "conquering warriors" and let your daughters enjoy all things domestic. They just might start enjoying history class a little bit more.²⁹*

2 The role played by women has been largely absent from school history teaching, curricula and textbooks.

A second long-running issue has been the level of gender imbalance in history teaching, history curricula and history textbooks – the way in which women have largely been noticeable by their absence from the story. But that does not mean that they were not there!

3 Women commonly appear only in a tokenistic, symbolic or stereotypical way:

- women's 'history months';
- specific topics (e.g. the women's suffrage movement);
- exceptional 'great women';
- as national or ideological symbols.

²⁸ Thompson, D *Some Psychological Aspects of History Teaching*, in Burston, WH & Green, CW (eds) *Handbook for History Teachers*, Methuen, London, 1962, p18

²⁹ <http://angelinainlouisiana.blogspot.co.uk/2008/10/boys-and-girls-and-teaching-history.html>

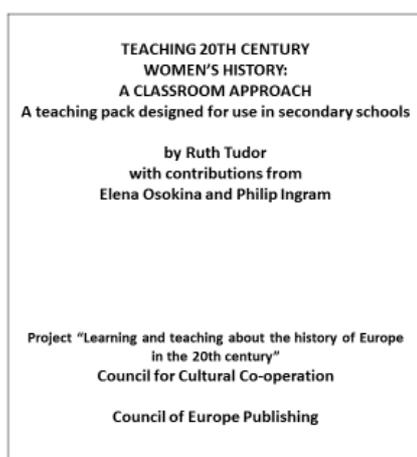
4 There have often been insufficient resources and support to enable women to be properly represented in school history teaching

When I first started teaching, history books were commonly open to criticism for focussing too much on the minority - the rich and powerful - and for largely ignoring the history of those lower down the social, economic and political scale. This was rectified by an upsurge in social history and books which explored the history of the middle and labouring classes.

But this popular social history, while examining the unequal relationship between the upper and lower classes often continued to ignore the gulf that existed between the social and legal status of women and men.

II. Adjusting the gender balance

(i) Council of Europe



(ii) Shared Histories for a Europe without Dividing Lines (Council of Europe e-book publication) The development of education





(iii) Towards a more inclusive history curriculum ³⁰

(a) James Banks

Stage 1: Curriculum of the mainstream

The curriculum of the mainstream is male-centric. It ignores fully the experiences, voices, contributions, and perspectives of non-dominant individuals and groups. At this stage, all educational materials, including textbooks, films, and other teaching and learning tools, present information in a male-centric way. This stage is harmful both for students who identify with dominant culture and those from non-dominant groups. It has negative consequences for the former because, according to Banks:

It reinforces their false sense of superiority, gives them a misleading conception of their relationship with other racial and ethnic groups, and denies them the opportunity to benefit from the knowledge, perspectives, and frames of reference that can be gained from studying and experiencing other cultures and groups.

The curriculum of the mainstream has negative consequences for students from non-dominant groups, as well, failing to validate their identities, experiences, and perspectives. According to Banks it further alienates students who already struggle to survive in a school culture that differs so greatly from their home cultures.

Stage 2: Heroines and Holidays

Teachers at this stage "celebrate" difference by integrating information or resources about famous people and the cultural artefacts of various groups into the mainstream curriculum.

The strengths of this stage are that the teacher is attempting to diversify the curriculum by providing materials and knowledge outside the dominant culture and that it is an approach that is fairly easy to implement. Still, the weaknesses heavily outweigh the strengths:

³⁰ Adapted from: Banks, J. (1993). Approaches to multicultural curriculum reform. In J. Banks and C. Banks (Eds.), *Multicultural education: Issues and perspectives*. Boston: Allyn & Bacon; and McIntosh, P. (2000). Interactive phases of personal and curricular re-vision with regard to race. In G. Shin and P. Gorski (Eds.), *Multicultural resource series: Professional development for educators*. Washington, D.C.: National Education Association.

- By focusing celebratory attention on non-dominant groups outside the context of the rest of the curriculum, the teacher is further defining these groups as "the other."
- Curricula at this stage fail to address the real experiences of non-dominant groups, instead focusing on the accomplishments of a few heroic characters. Students may learn to consider the struggles of non-dominant groups as "extra" information instead of important knowledge in their overall understandings of the world.
- The special celebrations at this stage often are used to justify the lack of effort at more authentic transformative measures.
- It trivializes the overall experiences, contributions, struggles, and voices of non-dominant groups, consistent with a male-centric curriculum.

Stage 3: Integration

At the Integration stage, teachers transcend heroines and holidays, adding substantial materials and knowledge about non-dominant groups to the curriculum. The teacher might add to her or his collection of books those by authors of colour or by women. She or he might add a unit which covers, for example, the role of women in World War I.

The strengths of the Integration stage are that it transcends special celebrations to deal with real issues and concepts and that it more closely ties diverse material into the rest of the curriculum. But many weaknesses remain:

- New materials and units become secondary resources and knowledge as textbooks and the meat of the curriculum remain based on a male-centric orientation (Banks, 1993).
- New information is still delivered from a male-centric perspective.

Stage 4: Structural Reform

New materials, perspectives, and voices are woven seamlessly with current frameworks of knowledge to provide new levels of understanding from a more complete and accurate curriculum. The teacher dedicates her- or himself to continuously expanding her or his knowledge base through the exploration of various sources from various perspectives, and sharing that knowledge with her or his students. Students learn to view events, concepts, and facts through various lenses. "American History" includes African American History, Women's History, Asian American History, Latino American History, and all other previously differentiated fields of knowledge.

Stage 5: Multicultural, Social Action, and Awareness

In addition to the changes made in the Structural Reform stage, important social issues, including racism, sexism, and economic injustice, are addressed explicitly as part of the curriculum. The voices, ideas, and perspectives of the students regarding these and all other topics are brought to the fore in the learning experience - the students themselves becoming yet another classroom resource. The textbook is viewed as a single perspective among many, and the relevance of its limitations, along with those of other educational media, are explored and discussed.

(b) Ruth Tudor (Teaching 20th century women's history: a classroom approach, Council of Europe, 2000)

Discussion in the seminars revealed that three broad approaches to teaching the history of women dominate European school history curricula. These might be summarised as teaching 'women's history', putting women into history and teaching 'gender history'.

- **Teaching 'women's history'**

This involves teaching 'units' of women's history which are distinct from 'other' history. The teaching of women's experiences as separate, freestanding topics is common. Popular choices are 'Women and War'; 'Women and the Suffrage'; and less popular, but not uncommon, 'Women (and children) during Industrialisation'.

Many teachers took the view that this approach had an important place in school history because it ensured that key questions were asked which focused on the particular and unique experiences of women, experiences which might otherwise get 'lost', and which could challenge 'traditional' historical narratives. However, the teachers were also aware of the dangers in this approach. It set women's history apart, rendered it 'one off' and identified it as less important. By decontextualizing women's experiences in the past, it failed to explain their experiences and the constraints under which they lived, and to appreciate their contribution to the wider society. It marginalized women's experience.

Such an approach often failed to 'finish' the story. What happened to women, for example, after the First and Second World Wars? After women got the vote? In addition, there was an implicit assumption within this approach, that 'other' history is 'men's' history. It also ran the risk – by talking about women as distinct to 'other' – of neglecting the diversity of the many differences between women.

- **Putting women into history**

This is often called 'mainstreaming' by many continental Europeans. Mainstreaming refers to the integration of the history of women into some or all history topics. Such an approach is common in many western and northern European classrooms.

Although this approach addresses some of the problems outlined above, many teachers felt that, unless key questions were carefully designed and learning objectives identified, women's unique experiences and contribution could all too easily 'disappear'. 'Did my students know that they were learning about women as well as others in the wider society?' was a common concern. Furthermore, this approach often ignored the power dimension of gender relationships.

- **Teaching 'gender history'**

'Gender history' is defined here as the study of ideas and beliefs about both women and men, and about relationships between men and women. How did ideas about the nature of men and women affect beliefs about their role in society? Beliefs about gender have changed over time and, at different periods, have had a greater or lesser impact. For example, during industrialisation in nineteenth century Britain, ideas about gender differences were arguably more powerful and had a greater impact – resulting in spheres of activity that were more separate – than they had in some earlier times. This was the time when beliefs about the nature and character of women – physically weak, emotional, caring – and men – full of action, fit to wield power – became institutionalised. This relationship between the phenomenon of industrialisation and beliefs about gender was common throughout Europe and images of masculine and feminine idealisations during industrialisation can be an excellent 'way in' to engage students in beliefs and ideas about gender.

Teachers who participated in the seminars were moving towards incorporating a history of gender perspective into their history teaching. Gender history can complement the other two approaches and is particularly interesting to teenagers. This is partly because it is about relationships, and partly because it helps both boys and girls to understand the origins of ideas about gender that impact on their own lives.

(c) Towards a more Inclusive history teaching

- In principle, all learners have individual needs, and they all experience learning in different ways that might be affected, for example, by their gender, ethnicity, social class.
- A number of history educators have emphasised the importance of 'starting from where pupils are' by exploring what pupils already know through developing family history, local sites, monuments, mainstream films, drama, books, and other media.
- Pupils will draw on whatever version of the past they have to hand to justify or inform particular views and positions. If the version available in school seems too remote, too disconnected from the versions at home and from the TV, it may become less 'usable' and, in turn, may be cast aside in favour of less critical and less informed versions.

III Who does better – boys or girls?

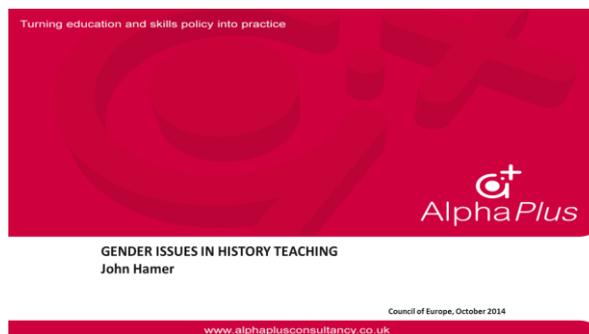
- There is very little research on how gender and class affect pupils’ response to school history.³¹ It seems likely that issues of social class, gender and race have profound and particular influences on pupils’ starting points in history classrooms and on the version of the past – the one constructed in school or the one learnt at home – which pupils find most usable in explaining and understanding the present ... There is relatively little work on the impact of either gender or class in relation to pupil learning in history classrooms – although the under-representation of women and minority groups in books and schemes of work has been explored, and both are well documented in more general terms.
- The results evidenced by the analyses of the factor of gender undermines contentions that females are subject to significantly lower levels of achievement in relation to the assimilation of temporal cognition or the retention of historical knowledge.³² Therefore, it seems reasonable to discount gender as a performance determinant. Additionally, it would appear that previous studies which attribute advance levels of performance in history to gender differentials should be treated with caution if not scepticism ... an overview of the data indicates that gender is not an attainment determinant within primary history.

Accompanying Powerpoint presentation.

Four issues

- There are intrinsic gender differences in the interests and aptitudes of boys and girls and therefore they are attracted by and respond differently to different historical topics

Council of Europe, October 2014



Council of Europe, October 2014

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The gender imbalance in history teaching

- ❖ Four issues
- ❖ Adjusting the gender balance
 - Shared histories for a Europe without dividing lines: the development of education
 - Towards a more inclusive history curriculum
- ❖ Who does better – boys or girls?

Council of Europe, October 2014



Warfare for boys, welfare for girls?



Council of Europe, October 2014



³¹ Teaching & Learning History 11-18, Alison Kitson and Chris Husbands with Susan Steward, Open University Press, 2011

³² Hodkinson, A, Are boys really better than girls at History? A critical examination of gender-related attainment differentials within the English educational system, IJHLTR International Journal of Historical Learning Teaching and Research, Volume 8, Number 2, October 2009 [file:///C:/Users/User/Downloads/History Journal 12.11.09%20\(1\).pdf](file:///C:/Users/User/Downloads/History Journal 12.11.09%20(1).pdf)

Four issues

- There are intrinsic gender differences in the interests and aptitudes of boys and girls and therefore they are attracted by and respond differently to different historical topics
- **The role played by women has been largely absent from school history teaching, curricula and textbooks**

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'Women have no past, no history'

(Simone de Beauvoir, 1949)



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Four issues

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- The role played by women is largely absent from school history teaching, curricula and textbooks
- **Women commonly appear only in a tokenistic, symbolic or stereotypical way**

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Token women



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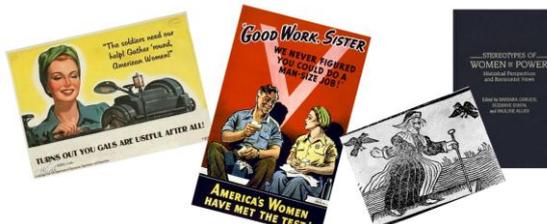
Symbolic women



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Stereotypical women



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Stereotypical women?



Frances Clain Clayton disguised herself and pretended to be a Union soldier named Jack Williams

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Four issues

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- The role played by women has been largely absent from school history teaching, curricula and textbooks
- Women commonly appear only in a tokenistic, symbolic or stereotypical way
- **There have often been insufficient resources and support to enable women to be properly represented in school history teaching**

Council of Europe, October 2014



History to Herstory

100+ for women's lives online, 1100 to the present



Council of Europe, October 2014



TEACHING 20TH CENTURY
WOMEN'S HISTORY:
A CLASSROOM APPROACH
A teaching pack designed for use in secondary schools
by Ruth Tudor
with contributions from
Elena Osokina and Philip Ingram
Project "Learning and teaching about the history of Europe
in the 20th century"
Council for Cultural Co-operation
Council of Europe Publishing

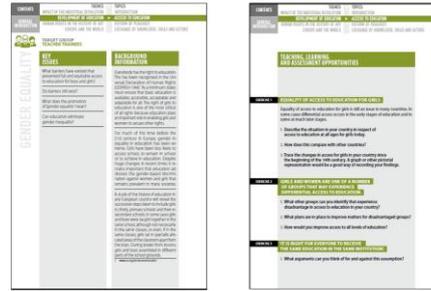
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Shared histories for a Europe without dividing lines
http://www.coe.int/t/04/EDUCATION/US/STORYTEACHING/Projects/Shared%20histories/Shared%20histories_en.asp



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ACCESS AND EQUALITY: THE ROOTS OF THE NORWEGIAN COMPREHENSIVE SCHOOL

By Øyvind LARSEN
Illustration: Øyvind LARSEN

INCLUDING GIRLS IN SECONDARY EDUCATION

Girls were not allowed into the middle school. They could not take the middle school exams. Many private girls' schools offered classes beyond primary school, but they did not have the right to hold examinations. The main aim of the girls' schools was to prepare young women for being mothers and wives. Women were thought to be frail both physically and mentally, and it was a generally held that studying for examinations and the strain of taking examinations would be harmful to them.

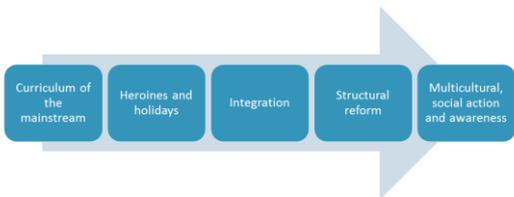
GENDER EQUALITY

Though often hailed radical, the Norwegian Labor Party, which governed Norway from 1916 to 1926, followed slowly in traditional gender roles and gender roles. For many years, nothing was done to change the lack of gender equality in the workplace. In fact, the gender equality laws were not enough to separate classrooms. And while girls were doing home economics, boys did not for work outside general subjects. For instance, in the 1920s Norwegian women did not have mathematics lessons during the first years of primary school in the numerous schools, some of the problems were solved with the same women as boys when competing to get into their secondary school. Not surprisingly, some of them thought the way unfair.

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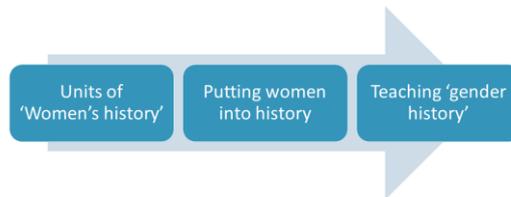
Towards a more inclusive history curriculum (Banks)



Council of Europe, October 2014



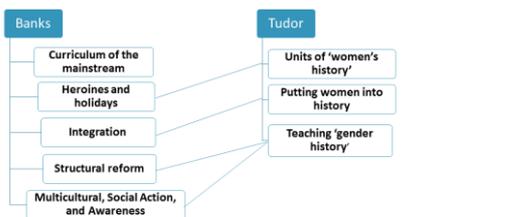
Towards a more inclusive history curriculum (Tudor, Council of Europe)



Council of Europe, October 2014



Towards a more inclusive history curriculum



Council of Europe, October 2014



Towards a more inclusive history curriculum



Council of Europe, October 2014



Towards a more inclusive history curriculum

- In principle, all learners have individual needs
- They all experience learning in different ways
- Starting from where pupils are ... and they may have many different starting points
- A 'usable' version of the past

Council of Europe, October 2014



Who does better – boys or girls?



Council of Europe, October 2014



Session 4 – Gender Equality outside the classroom**Keynote Speaker: Maya Chivi** (Lebanon/Canada)

Good morning. I would like to thank the Gender Equality Commission of the Council of Europe, the Equality Division, and the Finnish Ministry of Education, Science and Communication for organising this conference and for inviting me to speak with you today.

I'd like you to imagine a box.

It's large, rectangular, and open enough to let plenty of light in.

You prepare a special room for this box. It's decorated with strong, bold colours, and is spacious to allow for the capacity for growth.

You place the box on a high pedestal so it can be respected and appreciated by all.

It is strong, sturdy, and has no label on the outside.

Inside the box, you place the most precious, priceless, and important entity. Your new-born baby. You have big dreams and high expectations for your baby. Your wish is that they'll be intelligent, strong, assertive, and successful. You speak to and about your baby with the faith that they will be able to achieve all that you hope. Friends and family members engage in conversations with your child about business, science, politics, history, and ask them if they want to lead their country one day. They buy them a variety of toys to foster different areas of development and engage them with challenging games. Some friends and family become mentors. Everyone has high expectations for your child's future.

Now, please imagine another box.

It's large, rectangular, and protected by a canopy to filter the light. You place the box in a safe and peaceful space. The box is labelled "fragile".

Inside, you have placed a most precious, delicate, and adorable entity. It's your second baby. You want this baby to be attractive, thin, caring, neat, polite, and able to balance work with their family responsibilities. Friends and family members engage in conversations about fashion, arts, cooking, and shopping. They buy them cute accessories, pretty baby dolls to foster their nurturing side, and read them fairy tales. You speak to and about your baby with the faith that they will be a great parent and have a big family one day.

Everyone has similar hopes.

What if I told you the baby in the box on the wide, open pedestal was your daughter and the box under the veiled canopy had your son? Hard to imagine, isn't it?

Because as progressive as we all are, as much as we fight for gender equality, we still cannot envision a different reality. We still cannot envision placing our baby girls on a high pedestal or expect them to accomplish as much in their lives as our boys. And we still cannot envision why we would ever want to buy dolls for boys or foster their empathetic side, as we assume it would mean being of lesser value to economic, political, and social contributions.

In the months of preparation for this speech, I read countless books and articles, and had conversations with influential gender equality advocates, like Gilbert Baker, creator of the pride rainbow flag, and Jóhanna Sigurðardóttir, former Prime Minister of Iceland, seeking their insights on this topic.

I finally realized that the message I was to bring to you today wasn't 'out there', but rather within me, as I have been experiencing it for the past 30 years.

I know this story well because it is my own. "Remember what this moment feels like" was a mantra I repeated to myself throughout childhood because of the disconnect I felt between children's hopes and dreams for themselves and those of the adults around them.

My childhood, or rather my girlhood, was heavily defined by my gender. Being of Aramaic ethnicity, Turkish descent, with Lebanese parents, and born and raised in Dubai, my upbringing was a convoluted mix of ancient Christian beliefs, Middle Eastern values, the ever-increasing influence of Western culture, thanks to satellite TV, and of course, my role in society as a girl.

On the outside, my childhood didn't look any different than that of other children I knew. My parents were married, we lived in a nice home, we had plenty of toys, and went on vacations when we could afford to. I had all the characteristics of what a typical girl was supposed to have; I was quiet, obedient, and skinny.

On the inside, my childhood wasn't as perfect. My first experience rejecting food was when I was three years old in kindergarten. Challenges like anorexia, bulimia, depression, and suicide attempts all emerged before the age of 12, influenced in large part by social pressures and the negative portrayal of women by the media.

I was being raised a pink girl who wanted to live in a blue-centred world, because that world meant I wouldn't have to do the things that aligned with what society expected of my gender. It meant I wouldn't have to pretend I enjoyed shopping or explain why I enjoyed reading *Time*, *Newsweek*, and *Fortune* instead of *Teen Magazine*, *InStyle*, and *Vogue*. It also meant I didn't have to defend my desire to study abroad or why I was determined to have a successful career. Thankfully, my parents looked at their sons and daughters through one equal, gender-neutral lens when it came to their expectations about our education. They didn't expect any different from my two brothers than they did of my sister and I other than hard work and dedication in the pursuit of knowledge.

You see, experiencing childhood with such an agreement meant I was fortunate to gain the freedom to access education without gender-based limitations. Because I was granted the freedom to learn, my life was able to take off. For many children, we very well know that's where their story prematurely ends. By placing one gender on a high pedestal and the other in a quiet space behind a veil, children's guardians often unwittingly become the first gatekeepers standing in the way of their social, emotional, and cognitive development.

But we know parents aren't the only ones who act as gatekeepers. Family, friends, teachers, story book authors, journalists, photographers, toy designers, writers and directors of movies and TV shows, marketers, advertisers, everyone has an opinion, definition, and in some cases a financial interest, they want to impose about how children should be raised as either boys or girls. There is little tolerance or acceptance for anyone who doesn't belong in those boxes.

Historically, gender inequality may have fallen under the guise of culture and tradition, but I believe it's time to distinguish between what those mean. Tradition, by definition, is "the transmission of customs or beliefs from generation to generation", while gender inequality is the "unequal treatment or perceptions of individuals based on their gender." It's one thing for us to celebrate traditions like graduation ceremonies; it's another to celebrate wedding ceremonies when those getting married should be pursuing their high school diplomas.

It's something else entirely when so-called "modern" pop culture pinkifies girls, assuming they are only interested or capable of partaking in superficial activities. Or when it over-masculinizes boys, claiming they are not interested in, or even capable of, caring for others and portrays them as dominant and violent.

Step into a kids' store today and it's impossible not to see the division of toys into pink and blue aisles. We must acknowledge this isn't just a separation of plastic. It initiates the separation of the sexes, classifying genders and perpetuating stereotypes, batteries sold separately. You're either pink or blue. Soft or strong. Incapable or competent. Inhibited or free.

Amplifying society's culture and traditions, this pattern is perpetually ingrained by those with the loudest voice, the media. With the introduction of social media, every other person has joined the discussion. In one way or another, those voices also influence how parents and children see what boys and girls should say or do.

Kids' exposure to the media used to be limited to ad campaigns and TV commercials. Laptops, tablets, and smartphones have let these messages infiltrate to younger and younger children. Very few gatekeepers stand in the way when parents place technology in kids' hands to entertain themselves instead of spending quality time together. And the media isn't exactly in the habit of asking for permission about what it presents to toddlers and children. It decides what it wants them to see as 'normal' ways of behaving as girls or boys or of interacting with other genders. My generation was spared the increasing bombardment of selfies from friends and celebrities glamorizing collar bones, thigh gaps, and bikini bridges on Instagram, Snapchat, and Facebook. I was spared the continuous, unwelcome intrusion of those images and their social-emotional repercussions that plague millions of youth today.

So what are children witnessing as 'normal' today? The constant theme presented is one that diminishes the value of girls to sexual objects who idolize princesses and place their fate in the hands of prince charming. It's one that portrays boys as powerful and superior, while prohibiting them from developing characteristics likened in any way as feminine or girly. These pressures rob children of the opportunity to grow into healthy adults by affecting how their brains are wired from infancy.

Girls are wired to be hyper-sexualized and objectified. The impact of this becomes apparent years later when they perform according to the stereotypes they were raised with. They drop out of activities at younger ages and begin to act in alignment with their so-called inabilities to master subjects like science and math. The danger that lies in an entire generation of girls who grow up waiting to be rescued by prince charming makes them more vulnerable to violence and less motivated to aspire to reach positions of power and leadership themselves.

Boys aren't better off as they are deterred from being caring towards others or from expressing their feelings and insecurities. They're admonished for crossing lines society feels belong to the female sex, fearing they won't grow up to be manly enough. Their over-masculinization by society pressures them to prioritize their careers over their families. Financial productivity becomes their defining role as men and valued more than their role as fathers.

These unhealthy demands placed on either sex inhibit their skills and hinder our social and economic progress. If children don't grow up witnessing another sex's capabilities or aren't exposed to each other's ideas and creativity during their upbringing, how can we expect boardrooms or governments to be an equal representation of genders?

Looking back, while adults questioned why I had the kind of ambitions I did despite being a girl, in return, I questioned why I needed to allow my gender be a limitation in my life? Identifying as a girl was one thing, having to live by society's imposed idea of girlhood was another.

To be clear, I am not here to give a voice for one specific gender; that would do a disservice to the fight for equality I stand advocating for today.

What I am here for, first and foremost, is to advocate for the rights of all children.

I'm here to tell you that it's time we positively disrupt our ideas about culture and traditions. Why? Because by believing they are one and the same, we continue to allow ourselves to be passive participants of customs and beliefs that infringe on children's rights.

The Convention on the Rights of the Child does not talk about one gender's rights as superior to all others. Girls' rights are not secondary, they are children's rights. Boys' rights matter just as much as girls' do, similarly to the rights of every lesbian, gay, bisexual, and transgendered child. We have a responsibility to act on behalf of the vulnerable and give them the voice they need.

There are many ways we can do this.

First, let's focus our efforts on prevention, to avoid needing intervention. We cannot keep repeating the same patterns and expect different results.

We can't expect future female leaders out of girls who grew up playing with sexualized dolls while being fed the unrealistic and unattainable realities of princess fairy tales through every medium possible. We can't expect respectful men out of boys who grew up witnessing the sexualized objectification of women. We can't expect caring men out of boys who were taught to equate their masculinity with violence and superiority over the opposite sex.

If you want a community where husbands help fold laundry, cook for the family, and care for their children, then help boys identify and express their emotions, and allow them to explore their imaginations with kitchen supplies just as much as they do with trucks. If you want a community where women become scientists, engineers, and programmers, to be able to break down glass ceilings, and to lead our nations into the future, then let girls play with dirt and build block towers, help them learn to code, and let them lead without being called bossy. It starts there.

Think back to your own childhood and remember how moments of gender inequality felt like to you. Use those experiences to help you find your voice as an advocate for children's rights. Instead of shaming other parents, advocate for their sons who want to wear tutus and daughters who want to play football, even if yours don't.

Second, we must take advantage of the changed nature in which the media interacts with us. What used to be a one-sided conversation has shifted to a dialogue.

No we cannot ignore the downsides of social media, with its ever-increasing imposition on children's space and time, or especially their vulnerability to cyber-bullying. But I would like us to look at the beauty of these platforms. Children can be taught to use, not be used by the media. Parents have a choice and can be vocal about what they do or don't want their children to be exposed to.

Whether it's through Twitter and the power of sharing information with the click of a button or the rapid spread of viral content, we're seeing empowered communities around the world collectively shame the demeaning ways in which the media speaks of boys, girls, and women. Join them.

Third, reflect on the Convention of the Rights of the Child and on the recommendations made throughout this conference and ask yourselves this:

What gender equality grade would you, your schools, and your countries get? Are your institutions, academic or otherwise, hubs of fairness and equity or hubs that perpetuate stereotypes?

I'd like you to once again imagine a box.

Is it strong and sturdy?

Is it labelled or will it allow the person placed in it to claim their own identity?

What kind of environment have you prepared for it?

Is it on a high pedestal or safely protected behind a canopy?

Is it suitable for all children or merely one gender?

What kinds of hopes, dreams, and expectations do you have for them?

What kinds of qualities, skills, and competences will you foster?

My challenge to you is to be exemplary. Create a box so children can grow out of it not as gendered people forever trapped in roles defined for them, but as fully developed individuals able to cultivate their own identities.

Thank you.

Combating gender stereotypes at pre-school level

Jens Krabel (Germany)

Introduction

In my presentation, I will discuss the German federal programme “More Men in ECEC” (*Early Childhood Education and Care*) (which started in 2010) and its different programme components. Before I describe the subject matter of the programme, I will briefly outline the aims and history background of the programme.

Aims of the German federal programme “More Men in ECEC”

The programme aims to:

- raise the number of qualified male workers in ECEC
- initiate processes of “gender sensibilisation” among ECEC workers and implement concepts of gender sensitive pedagogy in ECEC facilities
- broaden career choices for boys and men and, thus, open up new perspectives in a changing labour market

Background

To understand why the Ministry of Family Affairs has developed this programme, it is necessary to outline two factors that led the Ministry to the decision to begin the programme.

First: Alongside the traditional gender equality policy that is primarily directed towards women, the German gender equality policy in recent years has increasingly focused on men and boys as well. The aim of such policies is to provide men and boys with new perspectives beyond restrictive traditional conceptions of masculinities and life plans. The programme “More Men in ECEC” is another step in this direction.

Second: In 2008, the Ministry commissioned my colleague Michael Cremers and me to carry out the (qualitative and quantitative) study “Male ECEC workers in ECEC.” The study perceives a very positive climate for bringing more men into ECEC facilities and reasons that the doors to ECEC facilities are wide open for men. Provider programme directors and administrators of ECEC facilities would like to see more men male ECEC workers and are motivated to take part in measures designed to increase the percentage of men in the profession. Despite this interest, there are hardly any sustainable, coordinated strategies for realizing this aim. Because of other educational topics and day-to-day political demands, provider programme directors and administrators of ECEC facilities don’t have or don’t take time to realize their plans in this respect.

Programme components

1. Because of the findings of our study, the Ministry decided 2010 to found the coordination centre “Men in ECEC,” which should—among other things—develop strategies in cooperation with providers of ECEC facilities to increase the percentage of male ECEC workers in the field.

2. In 2011, the Ministry initiated the programme funded by the European Social Funds (ESF) “More Men in ECEC,” in which 16 model projects participated. This programme ended last year.

3. Furthermore, the Ministry financed the so-called Tandem Study, which has pursued the objective of investigating and comparing the behaviour of male and female ECEC workers. In my presentation, I will not discuss the findings of the study. However, if you are interested, there are already first findings available in English in the meantime; see:

http://www.koordination-maennerinkitas.de/uploads/media/EECERA_2012_Brandes.pdf;

4. Next year, the ESF-funded programme “Career Change – Men and Women in ECEC” will begin.

What are the contents (of work) of these different programme components?

1. The co-ordination centre “Men in ECEC”

The co-ordination centre advises policymakers, providers (programme directors), ECEC facility administrators, vocational training schools, and networks to help develop and implement sustainable strategies and measures to encourage men to become ECEC workers (and to encourage more pedagogical professionals to work in ECEC facilities). For example, the coordination office has been advising the Ministry of Family Affairs on the development of the ESF-funded programmes “More Men in ECEC” and “Career Change – Men and Women in ECEC.”

The coordination centre provides information about ways to enter the profession and about the situation in the practice. On our website and in our conferences, expert rounds, and publications, we are also dealing with topics like gender-typical expectations and work activities of gender-mixed ECEC teams (and how to avoid gender-typical behaviour), and the general distrust some men are confronted with when they start working in ECEC (for example, the fallacious notion that male ECEC workers are pre-disposed to abuse children).

The coordination centre presents findings of national and international research on the topic of men in ECEC to the German public, supports the national and international research exchange, analyses the data of male employees and trainees of ECEC, respectively. Currently, the coordination centre is carrying out a research project about the possible effects of heterogeneous/diverse ECEC teams regarding their professional work and personal relationships.

Public relations: The publicity work of the coordination centre contributes towards improving the image of ECEC within the society and aims to present the diverse nature of working in ECEC to make it more attractive for men and women.

From 2011 to 2013, the coordination centre accompanied the 16 model projects “MORE Men in ECEC,” and gave them expert, substantive advice. Together with the model projects, the coordination centre published eight Toolboxes, addressing topics like such as the implantation of gender in ECEC, and strategies for how ECEC facilities could protect children against sexual abuse and male ECEC workers against the general distrust.

2. The ESF-funded model programme “MORE Men in ECEC”

Another component of the federal programme “More Men in ECEC” was the ESF-funded model programme “MORE Men in ECEC”. Within this model programme, sixteen model projects all over Germany (with a budget of 13 million euro) aimed to raise the percentage of men working in ECEC and to start a gender-sensibilisation process in the field of ECEC. To achieve this goal, the 16 model projects carried out a wide range of strategies, projects and measures in different fields of actions.

All model projects have developed, for example, diverse career orientation projects for boys and young man, respectively. Often, the model projects cooperated with schools. In the framework of the cooperation, the model projects offered internships in ECEC facilities for boys, and sent male and as well female ECEC workers to the schools to try to give the pupils a more detailed and attractive insight into the profession.” One model project has installed an exhibition about the profession of ECEC workers in an old U.S.-American school bus. This school bus visited conferences, job fairs, and vocational training schools, and invited male and female teenagers to visit the exhibition and to discuss the profession and gender roles and images.

The model projects have developed a wide range of public relations measures, as well, like social media activities, video, cinema, radio spots, and large-scale campaigns, with advertisement strategies, media cooperation, posters, films, etc.

Usually, the public relations measures tried to present the following arguments to the public:

- Male and female ECEC workers are doing a challenging, professional, and responsible job.
- The work of an ECEC worker is meaningful and lively, compared to a staid office job, for example.
- A wide range of men and women are needed in ECEC: There are no “typical” men or “typical” women.
- As a male or female ECEC worker, you can contribute to the education of children with your diverse talents and interests.

The model project in Hamburg, for example, launched the campaign “Diversity MAN! Your Talent for Hamburg’s ECEC Centers.” These Hamburg ECEC workers that you see on the posters wear t-shirts on which were printed certain professions, specific skills and “talents” which play a role in daily ECEC life (cook, nutrition counsellor, team player, clown, gardener, actor, mediator, wizard, etc.). The message these ECEC workers want to promote is: “Be everything, become an ECEC worker!”

The model project in Wiesbaden also emphasized the talents men can bring to the profession of an ECEC worker. As this model project was only used stereotypical motifs for their campaign—here you see male ECEC workers as a footballer or racing car driver—it triggered a controversial discussion about using traditional gender clichés in “More Men in ECEC Campaigns.”

We, the team of the coordination centre, were also criticizing for the use of stereotypical gender clichés in this campaign, and we argued with the persons responsible for the model project in Wiesbaden. I remember that—after a longer meeting with the persons responsible for the model project—that they decided to publish another poster with the following content: The poster said: three hay bales, six freaks of nature, and one horse: Your own farm.

The model projects also initiated, in cooperation with ECEC facilities, several gender projects, for example: further gender training for ECEC workers and trainees, and gender-sensitive projects for children, as well as projects with fathers. The model projects also organized events and activities where ECEC workers and parents could discuss gender roles and the general distrust male ECEC workers are confronted with, and initiate working groups where male ECEC workers could share their specific work experiences.

The ESF model programme “MORE Men in ECEC” has shown two important findings:

First: There is a growing interest with many men to change careers and become a professional ECEC worker. Second: For these men, career transition to ECEC in Germany is very difficult as it usually means doing a full-time training course in a vocational training school for three or four years without the means to support themselves.

The ESF-funded programme “Career Change – Men and Women in ECEC”

Therefore, the Ministry of Family Affairs will launch, in the scope of their programme “More Men in ECEC,” a new ESF-funded model programme called “Career Change – Men and Women in ECEC.”

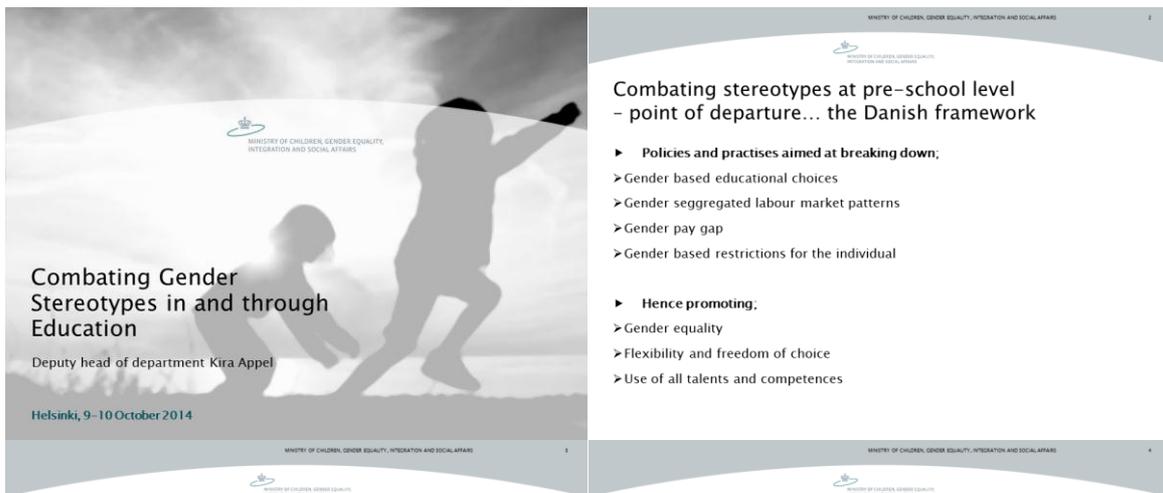
The model programme will take place from 2015 to 2020 and will aim to create new forms of ECEC worker training courses for male and female career changers and to optimise existing ECEC worker training courses, respectively.

The new training courses have to satisfy the following criteria:

- One part of the training has to take place in an ECEC facility, which means that the trainee already works in the ECEC facility.
- The trainee will draw a salary of around 1.200 Euros for working part-time in that ECEC facility.
- The proportion of the male trainees has to be relatively high.
- Gender issues, like gender sensitive pedagogy, have to be an important part of the training.

Please see the [Council of Europe Gender Equality website](#) for the accompanying Prezi presentation.

Combating gender stereotypes at pre-school level
Kira Appel (Denmark)



Reproducing and changing gender stereotypes

- Parents and family, teachers in kindergardens and schools, friends...
- Gendered portraits in massmedia, commercials, books, toys ...

... changing this through

- Creating awareness amongst girls and boys about gendered expectations and stereotypes
- Making teachers aware of unconscious gender based behaviour

...allowing girls and boys a free choice

Content and process of the pre-school project

Products;

- a study
- a teachers guide
- a childrens book

Important elements in the process;

- involvement of experts in the field
- reference group with key actors
- cooperation and ownership by other actors
- communication plan and creating debate



The children's book



The teachers inspirational guide

• 9 themes

- Objects often refer to a specific gender
- Rules can be gendered
- Behavior in different play areas
- "Free play" is determined by gender
- Inclusion – how to include both genders
- Interior design contributes to a division of gender
- gender stereotypes is prevalent everywhere
- Language can restrict girls and boys possibilities
- Storytelling – the way to new perceptions

- Introduction to gender roles
- Concrete examples
- Reflections for teachers
- Practices and exercises



Thank you for your attention ☺

Parents role in combating gender stereotyping**Carolina Suárez** (Spain)

Gender is a cross-cutting concept that imbues social relations and has an enormous influence, both on our personal development and on the social and interpersonal relations that we, as individuals, establish in all the contexts where our socialisation process takes place.

One of the first things parents, family and friends wonder before a birth is the baby's sex.

The answer to such a simple question will broadly influence the sex-typing process of the said individual (Maccoby, 1980).

The first stage of socialisation takes place in the family setting. Boys and girls learn what corresponds to each gender role in the family, in the household; this will determine the acquisition of some specific behaviour patterns and expectations in adulthood that differ in a very significant way between men and women (Institute of Women, 2005).

We are all aware that these differences in expectations between men and women place the latter in a weak position, thus perpetuating gender stereotypes. Family and school are the main contexts (but not the only ones) where girls learn to be women. These two agents have an enormous influence in role models and in the expectations about being a woman or a man in our culture. They can therefore help end gender stereotypes in future generations, develop a critical thinking about the traditional roles that society assigns to both men and women and ensure a comprehensive education based on equal opportunities.

Throughout childhood, girls and boys build, from a very early age, gender stereotypes. This is due to the different treatment they receive since they are born, and that will determine their behaviour and differing expectations. From birth, girls are exposed to a series of concepts, models and relations that perpetuate traditional gender roles. They assume the factors intervening in the creation of gender identity and arising from different contexts of child and teenage socialisation, such as family, school, peers or mass media. This fact allows us to take action on these spheres where the development of children takes place.

While this intervention should ideally encompass all spheres, I will only speak about the family context. As I have said before, from the very moment that parents await the birth of their baby, a series of expectations, which will vary depending on whether it will be a boy or a girl, begin to take shape.

Let me remind you of an old but quite revealing experiment.

A group of fathers were asked to describe their 24-hour-old babies. Fathers defined male babies as active, strong and intelligent, whereas the adjectives used to depict baby girls were "loving", "sensitive" and "sociable" (Maccoby, 1980; McFarlane, 1977).

It is therefore clear that the parents' expectations on their sons and daughters' capacities are virtually determined from the moment they are born. This can be appreciated in some aspects such as the bedroom decoration, clothing, toys and the activities they carry out together.

When children start school, these differentiated expectations are also focused on the development of specific learning abilities. During adolescence, parental behaviour contributes to perpetuate stereotypes, as they often follow behaviour patterns linked to the most traditional gender roles. For example, they are stricter with their daughters than with their sons about how much time they spend out of home, for how long and who with.

To sum up, girls learn how to become women thanks to the models and life expectations exhibited by adults in the school and within the family.

It is not only possible, as I have mentioned before, but also vital, to take action so that girls and boys learn, throughout the socialisation process, how to develop capacities linked to a comprehensive personal development that allow them to become independent and autonomous individuals.

We women still remain in a disadvantaged situation that obstructs and often prevents us from participating actively on an equal basis with men, in making significant decisions and taking responsibilities arising from those decisions.

Thus, apart from trying to implement a co-educational model in schools, it is necessary for families to be aware of the female and male role models that they exhibit before the youngest members of the family. The purpose is that families, whatever their type, help grow and develop all their members, taking their needs and capacities into account and preventing role models from being a hindrance that limits their possibilities and determines their future achievements (Ochaíta and Espinosa, 2004). For all these reasons, we should provide parents, in non-school settings, with the necessary knowledge and resources to help build a society which is free of stereotypes.

The good practice that I will briefly explain now originates in the need of addressing gender stereotypes from multiple approaches.

This good practice arises from a problem made evident in the Annual Report of the Spanish Public Prosecutor's Office. Data contained therein showed that during the year 2012, 632 criminal trial proceedings were initiated concerning gender violence committed by minors. In section 6 of this annual report, the prosecutor in charge of children affairs states the following:

"In these cases, it can often be appreciated how minors reproduce roles that are typical of violence against women in adults: Defendants with a strong controlling behaviour towards their partner, who resort to physical and psychological violence to prevent her from leaving, and strongly stigmatised minor victims".

To prevent this situation, the Irene Program for Training, Information and Prevention of Sexual Violence in Young People and Teenagers was launched. It was developed by the Institute of Women in collaboration with local entities (City Councils and Provincial Governments). It is intended for young people and teenagers of Secondary Education and Vocational Training centres and young offender institutions. However, it also includes specific action aimed at students' parents associations, neighbourhood associations and more, but also at all the professionals that may get in touch for the first time with a minor victim of sexual abuse, such as State Security Forces and Law Enforcement Bodies, healthcare personnel, social services, teachers and instructors, etc.

The following three activities are conducted in each town in the framework of this programme.

The first one of them is aimed at the students' parents, female neighbourhood associations and adults in general, with a view to increase knowledge and raise awareness on the impact that sexual abuse has on young people and teenagers; on the legal status of these crimes; on the available resources; on the definition of concepts such as abuse, battering and violence and the differences among them, as well as how to identify these situations and react to them; and on new kinds of Internet-based crimes and their psychological consequences.

The second activity consists of prevention workshops for students with the purpose of identifying and preventing sexual abuse in youngsters and teenagers. They deal with respectful relations, reinforce behaviours that prevent abuse, and analyse and shed light on myths about the origin and continuity of sexual violence. They also work on improving communication skills that help express disagreement or voice opinions respecting others' points of view. Finally, they increase knowledge about new ways of sexual violence.

The last activity is intended for professionals that may have a direct contact with the victims of an aggression. These training courses are designed to educate and raise awareness in these kinds of professionals, so that they can provide an adequate response to the victim, react quickly and efficiently, prevent secondary victimisation, provide appropriate referral, facilitate reporting and preserve evidence.

I will refer to the first activity in more detail, since the purpose of this session is the parents' role.

Training outside school settings is vital for the future generations, still girls and boys in the present time, to embrace models based on gender equality, equality for women and men and respect for all human beings. Education plays an essential role in the training process of future generations. For this reason, the parents of children and youngsters are also commissioned with this practice, since they highly influence the way boys and girls embrace cultural patterns, including gender-based stereotypes.

In most cases, parents are not aware of this situation, but they play a paramount role in their upbringing due to the different expectations that parents may have about their children's behaviour, the way they address them and even the relationship between mothers and fathers.

This is why, along with prevention workshops for young people, training courses have been provided for parents of these students, since their influence is vital.

In this case, the training aims at breaking gender-based stereotypes and myths underlying sexual violence. Foster parents have also participated in these courses, since the Programme has been developed in foster homes with young people who, due to their individual circumstances, are under custody. This group was particularly motivated to provide support and educate foster children, since these children and teenagers usually have suffered or been exposed to sexual violence cases more frequently than ordinary teenagers.

The contents included in these training courses firstly aim at clearing up basic concepts such as:

- Gender-based violence and types of violence.
- Sexual violence (aggressions, abuse, harassment, sexual exploitation, cyber stalking, grooming, sexting).

In many occasions, we have realised that parents are not aware of the existence of specific concepts and that myths about sexual aggressions, couples, aggressors, etc. are usually perpetuated.

An attempt has also been made to help parents realise that this type of violence is real through statistics, so they stop looking at gender-based violence as something that has nothing to do with their daily life and their family.

It was also noticed that young people and teenagers have embraced certain myths about couples, and said myths are often endorsed by parents (concepts about the need to find Mr. or Ms. Right, soul mates, the boy is stronger and the girl is supportive and affectionate, etc.)

During these courses, attendees also worked on challenging widely accepted myths about sexual aggressions suffered by women (the woman provokes the aggression with her behaviour, her looks, so she is guilty for what is happening to her; a woman who suffered a sexual aggressions does never recover; women make up sexual aggression complaints,...)

Many parents also believed that certain myths were real as regards the circumstances of aggressions: these aggressions only happen on the streets, late at night in isolated places; the victim has never met the aggressor before, or that suffering a sexual aggression in the house of somebody you know is rare. The existence of false beliefs about the aggressor was also detected. For example, it is believed that aggressors have a low social and cultural status, that they cannot help themselves, or that all of the men who suffered sexual abuse as children grow up to be sexual offenders.

We have also worked on the symptoms and consequences for the victims so that they can be identified and detected. These indicators may show that a minor is suffering an aggression (low self-esteem, worse academic performance, increasingly short-tempered, does not hang out with friends any more or meets them less frequently than he/she used to, focuses on her/his partner, does not get along with his/her parents, does not trust as easily as he/she used to, has changed her/his looks and clothes, focuses too much on her/his phone or social networks,...).

Parents have also worked to differentiate and avoid the most frequent reactions displayed by family and friends, such as disbelief, surprise, lack of determination about the need to intervene or not, anxiety, fearing that the daughter will no longer trust her parents, the tendency to control the girl more closely.

Finally, parents were given some basic guidelines on how to act in these situations (creating a trustful and understanding environment, asking simple non-intimidating questions, helping the victim talk freely, listening carefully, making the victim feel calm and safe, telling the victim that he/she is not guilty and not alone) and the procedures and protocols to be followed when reporting the aggression.

The methods applied were quite varied, since this programme was conducted in different towns and cities. The programme is currently in progress in 41 towns and cities, but the contents are always explained through examples and audio-visual materials. Parents are also encouraged to actively participate and reflect on myths and beliefs about sexual violence and romantic love, questions and discussions.

At the end of each training session, the parents attending the course filled out assessment questionnaires about the session. They assessed the contents, the people imparting the training, the activities and methods used the usefulness of contents and the duration. Assessments were positive in all cases (over 50% of satisfaction).

Also, improvement suggestions were made:

As for the contents, they suggested that it would be interesting to delve in the concepts explained.

As regards the methods, an increased, more dynamic participation was encouraged so that contents are more easily exchanged and understood

As for the duration, they all suggested that the amount of sessions was increased

The programme is currently under development and ends on 30 October this year. In this 2014 edition, all the improvement suggestions were borne in mind for this specific activity, but also for those activities for young people and professionals, thus extending the duration of the training programme, the amount of workshops, the amount of activities and dynamics and the audio-visual resources.

A huge volume of materials has been generated after implementing the project, such as guides on sexual assault prevention for girls, videos about prevention, campaigns, teaching materials, etc. The funds allocated to implement the project are shared by Women's Institute and local entities (City Councils and Provincial Governments).

Such programmes, like Irene, try to answer two needs. On one hand, the expressed need for parents to increase their training and knowledge about gender stereotypes. On the other hand, we cannot eliminate these stereotypes only intervening with children at schools, it is also necessary to work with families.

Closing Session

Marja Ruotanen, Director of Human Dignity and Equality, Council of Europe

It is my great pleasure to conclude, on behalf of the Council of Europe, this Conference and to thank you all for your valuable contribution. I especially want to thank our co-organisers, the Ministry of Education and Culture of Finland, for their hospitality in hosting the event and for their intellectual input in conceptualising the Conference.

The Council of Europe is increasingly focusing on efficient implementation, at all levels, of our standards - whether they are legally-binding or “soft standards”. The standards are important, but they are not enough. We must focus much more on actually changing the mind-set. In this aspect, education plays a vital role in providing our children – from a very early age – with a non-stereotyped image of women and men. Children – in turn - can be detrimental in influencing the attitudes of their parents and grandparents.

In addition to the points the General Rapporteur already mentioned, I wish to underline two issues that I see important to follow-up.

First, the importance of an integrated and holistic approach in combating gender stereotypes. It is clear that gender stereotypes in education - and gender stereotypes in general - cannot be addressed from the perspective of one discipline alone. All relevant sectors must be involved. One of the five strategic objectives of the Council of Europe Gender Equality Strategy 2014-2017 is combating gender mainstreaming in all policies and measures. This Conference is the first occasion that we discuss gender equality with our colleagues from the education sector and it proved to be useful in terms of sharing experience and practical examples. And, this is only a starting point.

I am convinced that you will go back with the commitment to enhance this integrated approach in your work; we all realise it requires an additional effort. And, we all agree it is worth it. The Council of Europe stands ready to provide you with support, should you require.

Secondly, during this Conference we also discussed the gender stereotypes “online” and the challenge of combating them. In today’s world marked by a revolution of information technologies, our children increasingly own iPads and smartphones; from a very young age they are exposed to and use internet – both for educational purposes but also for their own entertainment and as a pastime. Internet and digital communication devices and digital spaces play a major role in their everyday life; Google, YouTube, games, images from Snapchat, Instagram, Tumblr, Twitter and Facebook and so on influence their mind-sets. And that influence can be very positive, informative and beneficial, as it can be very negative and plain dangerous. The new technologies are there to stay. And to develop to get even more sophisticated. Given a choice between new, exciting, futuristic devices and learning methods and traditional education means, we know which ones they will choose. Therefore it is important to consider how the education sector can play a role in addressing the challenges; how can education use new technologies to foster positive impact, critical and safe usage; how to ask questions, deconstruct messages and tell the “good” ones from the “bad” ones which may amplify gender stereotypes, lead to negative or violent behaviour (e.g. bullying, cyber-misogyny, on line grooming and abuse).

With these words and food for thought I wish to thank you all, once again, for your active participation.

General Rapporteur: Maureen Bohan (Ireland)

Please see the [Council of Europe Gender Equality website](#) for this Powerpoint presentation.

Combating Gender Stereotypes in and through Education

Helsinki

10 October 2014

Maureen Bohan

Gender Stereotyping

- Gender stereotyping begins from the minute a baby is born (often before)
- It's reinforced in the early years of a child's life (behaviour of parents, adults, society, toys, attitudes, interactions with others)
- Further reinforced throughout formal schooling for many children and young people (curricula; formal and informal, hidden curriculum, career guidance)
- Exists throughout the world to a greater or lesser degree

Historical Context

- Influences of culture and beliefs on education of males and females. Aristotle argued that men should have authority over women because in women the rational element in the human soul is easily overruled by the irrational.
- Values and cultures deeply ingrained in European societies; males were considered the human norm and it was men's experience that determined how societies should be structured and it was their knowledge, constructed within the framework of a patriarchal paradigm of human society, that has been passed down through the generations.

Gender Issues in History Teaching

- Mainly political and military history
- The experiences of middle class men (white)
- Token women
- Symbolic women

Conclusions

Main issues addressed:

- Definition and analysis of gender stereotyping
- The historical context in relation to the education of boys and girls
- Knowledge
- Complexity of outcomes and impact of the educational experiences for males and females
- Examples of good practice
- Role and influences of social media

Gender stereotyping

- Gender stereotyping is alive and well in 2014!
- Almost all Council of Europe member states have incorporated the principle of equality between men and women into national laws on education.
- Some other measures taken in most states, however schools are not the target of policies and programmes in the majority of cases

Knowledge

- What knowledge is included in curricula?
- Whose experiences and knowledge is passed down through the generations?
- Who decides on the content of school curricula?
- How are decisions made about who should study what?

Complexities of outcomes

- Girls' academic achievement/ boys' academic achievement. No consistent pattern (PISA report 2000)
- Male drop out rates
- Greater number of females progressing to higher education
- Courses taken in higher education
- Employment opportunities
- Pay gap
- Career advancement
- Leaky pipeline

What is the purpose of education?

- Depends on the perspective and focus of the advisors and contributors to educational policies
- Economic development
- Development of knowledge and skills
- Social cohesion
- Personal development

Purpose of education

- Gaps exist between the needs of rapidly changing societies and young people's preparation to work and live in those societies
- Are all young people being educated:
 - to work in new technological sectors?
 - to achieve personal fulfilment?
 - To share family responsibilities?
 - To contribute to society and local communities?

Good Practice

Many examples of good practice and initiatives presented

- STEM promotion
- Gender proofing of textbooks, teaching materials
- The creation of gender aware school culture and a whole school approach to gender equality
- Initiatives aimed at parents
- Initiative to increase the number of males in early childhood education and care

Issues

- It is clear from this conference and from recent research that gender equality has not been achieved in European states and it must continue to be addressed
- Gender stereotyping and sexism remain the greatest obstacles to the *de facto* achievement of gender equality
- Budgets for gender equality initiatives must not be allowed to be cut in times of economic downturn
- National Governments must face their obligations and implement the commitments to which they have signed up

Preliminary Draft Recommendations*

To Governments/regional/local authorities

- Monitor and evaluate on a regular basis the implementation of national, regional and local gender equality policies.
- Promote and integrate gender mainstreaming into existing structures and policies at all levels of education.
- Promote gender proofing of all school policies.
- Develop indicators at national/regional level to monitor and evaluate the process of gender mainstreaming in schools.

**Conference report and recommendations are underway*

Preliminary Draft Recommendations*

To Governments/regional/local authorities (cont.)

- Examine and revise school curricula to ensure that they are inclusive of the experiences and scholarship of all female and male citizens within and across societies.
- Introduce mandatory relationship and sexuality education throughout primary and second level education.
- Endorse an emphasis on human rights to permeate core subjects on school curricula.

**Conference report and recommendations are underway*

Preliminary Draft Recommendations*

To educational training providers: professional bodies

- Promote the inclusion of a gender perspective in all aspects of all teacher pre-service and in-service training courses and school management personnel courses.
- Put in place policies and incentives to encourage girls to study science and technology subjects in school and to pursue higher level STEM courses and careers in these areas.
- Put in place initiatives to encourage more males to become involved in early childhood education and care (ECEC).

**Conference report and recommendations are underway*

Preliminary Draft Recommendations*

To schools: local stakeholders

- Review school policies and practices on a cyclical basis, as part of self-evaluation, to ensure that gender mainstreaming is being fully implemented throughout schools and educational establishments.
- Monitor practices (formal and informal) on an on-going basis to ensure that all stakeholders are sensitised to the issues associated with the gender mainstreaming process.
- Work closely with parents to raise awareness about issues related to gender equality and encourage parents' contribution to schools' gender mainstreaming processes.
- Educate all children and young people to understand the consequences of cyber bullying, some forms of which are due to gender stereotyping.

**Conference report and recommendations are underway*

Preliminary Draft Recommendations*

To relevant public authorities: relevant non-governmental organisations (NGOs)

- Organise awareness-raising campaigns to inform and educate young people and parents about the powerful influence of social media as a tool for communication and progress.
- Raise awareness of the links between gender stereotyping and bullying, cyber bullying and violence against women.

**Conference report and recommendations are underway*

Preliminary Draft Recommendations*

To international organisations

- Support states in complying with their commitment to promote gender mainstreaming throughout their respective educational systems.
- Provide exemplar templates, questionnaires, indicators, methodologies.
- Disseminate successful initiatives and examples of good practice widely throughout member states.
- Monitor progress in states on a regular basis.

**Conference report and recommendations are underway*

PART II

Findings and Recommendations

Summary

The Council of Europe's Gender Equality Strategy 2014-2017 sets out five strategic objectives, one of which is combating gender stereotypes and sexism. The strategy defines gender stereotyping as *preconceived ideas whereby males and females are arbitrarily assigned characteristics and roles determined and limited by their sex*.

The history of gender stereotyping which has led to inequalities between men and women, is long and complex and it is recognised that legislation, though crucial, and positive actions alone do not necessarily achieve *de facto* gender equality. A conscious effort on the part of society to change attitudes and to accommodate difference is a prerequisite for an inclusive society. Education plays a central role in this process. Schools occupy a unique position in society, and the role of the school is fundamental in promoting gender equality. By raising awareness, broadening horizons, confronting misinformation, expanding the knowledge base to include the scholarship of women as well as men, and offering new models of behaviour, the school can be seen as an instrument for positive change.

The Council of Europe Conference *Combating gender stereotypes in and through education* covered a wide range of issues which dealt with the complexities associated with the *de facto* achievement of gender equality in societies and the role of education in this process.

The Conference brought together representatives of policy-makers, academics, managerial bodies, teacher trainers, educators, parents' and students' unions/associations and other relevant personnel from Council of Europe member states to:

- raise awareness of the persistence of gender stereotyping in school systems and how this affects girls and boys and their future life chances;
- to explore the factors that contribute to its persistence;
- to discuss the relationship between schools and the wider society;
- to present and exchange examples of good practice;
- to facilitate the establishment of partnerships and networks among stakeholders;
- to support member states in implementing existing standards, including the Committee of Ministers' Recommendation on gender mainstreaming in education (*Recommendation CM/Rec(2007)13*); and
- to make recommendations and propose follow-up activities for the Council of Europe in promoting gender equality in education.

The Conference concluded that societies remain strongly gender stereotyped and that the education system, which is a subsystem of the societies they serve, reproduce the values and culture of those societies without challenging their possible limitations on the life opportunities and experiences of their pupils.

The purpose of education was questioned: Why do we educate? Who do we educate? What should be taught? How do we educate? The purpose of education differs depending on the perspective and focus of the advisors and contributors to educational policies. However, it became clear to the participants that many of these did not focus on gender as an issue to be included in national educational policies.

It was also concluded that knowledge; what is included in curricula and transmitted to pupils as universal knowledge, is for the most part the scholarship and experience of men. Male issues are always present in the curricula and females remain the outsiders. In history curricula, for example, the experiences and contributions of women to historical events have been largely absent. In many education systems, boys continue to be educated mainly for public and economic life while girls are educated to care for others. This is reflected in the choice of courses taken by males and females in tertiary education. Statistics presented at the Conference confirmed this segregation.

Participants raised the issue of the influence of technology in the learning environment and in particular the increasing influence of social media on young people. While the use of information technology in schools can provide pupils with opportunities to enhance their learning experiences and to establish networks with peers in and across other countries, the possible negative influences of social media were highlighted; these include the perpetuation of gender stereotyping and cyber bullying. The conference concluded that the influences of parents and schools on the personal and social development of young people have been diminished by their children's ever increasing use of social media. However, it was stressed that parents and schools do have an important role in creating awareness of and challenging gender stereotyping, and initiatives should be undertaken to assist them in this process. Examples of such initiatives were presented.

The conference concluded that the concept of gender mainstreaming is not fully understood by all the actors in educational processes throughout European countries. Policies have not extended down to structures and practices in schools. There is also a disconnect between countries' economic and social needs and the preparation of young people to meet these needs. There is no consistent means of evaluating how schools are dealing with the changing needs of their societies from a gender perspective.

The need to establish networks and to share good practice was agreed by participants and it was recommended that the Council of Europe could assist in this process. The Pestalozzi Programme can be expanded to establish networks for the purpose of sharing information and experiences. The Council of Europe should establish a data base of examples of good practice which countries could implement or adapt for implementation in their respective situations. Other international organisations also need to include a gender perspective in their policies on education. The impact on people's lives and life-chances by the perpetuation of gender stereotyping needs to be addressed at both national and international levels.

Key findings

Gender stereotyping continues to be an obstacle to the achievement of equality between men and women. Apart from the personal and social consequences, for both women and men, of gender stereotyping, it also has negative repercussions on countries' economic development and competitiveness. Gender stereotyping places unhealthy demands on both sexes which inhibit their natural talents and interests from developing, and consequently limit economic progress and prevent social cohesion.

Gender stereotyping is transmitted to children from babyhood; by parents, social networks, early learning experiences and by media. This is imposed through interactions, expectations, dress, toys, stories, books, television. From a very early age, boys and girls are placed into the blue or the pink 'box' with its associated behaviours and expectations. Children themselves display gender stereotyped attitudes and behaviours as early as pre-school. Parents encourage gender appropriate activities and discourage cross-gender activities. Even where parents cross the gender dividing line in their behaviour and expectations for their boys and girls, the other influences in children's lives compete strongly to stereotype them.

Gender stereotypes lead us to avoid, restrict or make difficult the development of some of those potentials but they lead us also to press and force the development of potentials that we believe make part of their person

Teresa Alvarez, Portugal

Modern culture, including social media, are powerful influences in the development of children and young people and convey messages that reinforce rather than challenge gender stereotyping. This very visible reinforcement of gender stereotyping, which defines human traits and characteristics as being either feminine or masculine, with more positive social values assigned to traits seen as masculine, contradicts the present reality of people's lives. This reinforcement of gender stereotyping leads to the perpetuation of discrimination against women, as most of the human traits seen as feminine have less social value.

We need to change awareness amongst girls and boys about these gender expectations and stereotypes. And we need to target also teachers and the pedagogues that are unaware of the gender-based behaviours that they are producing. What we want to do is to give the girls and boys a free choice.

Kira Appel, Denmark

Statistics highlighted how the persistence of gender stereotyping continues to lead to more negative consequences for females, while not ignoring its negative impact on males.

What is the role of the education system in gender based inequality? In the light of our rapidly changing world, what are schools teaching? How are they preparing children and young people for participation in society? Whose knowledge are they imparting? Who is included in this knowledge? What skills are they teaching? What expectations do they have for their pupils? Are their expectations different for boys and girls?

These were some of the questions raised and discussed at the conference. Depending on the perspective of organisations defining the purpose of education, different objectives are listed. The OECD focuses on the need for countries to invest in education to strengthen economic growth. The Council of Europe defines education as having four major objectives: preparation for employment; preparation for life as active citizens in democratic societies; personal development; the development of a broad advanced knowledge base. UNESCO adds to these by pointing out that the level of knowledge and skills that individuals need to function as workers, citizens and fulfilled individuals in the global society is increasing. It was questioned whether these objectives are translated into countries' educational policies and whether curricula reflect them in: the subjects they teach; who has access to these subjects; what knowledge is included in subject curricula; what guidance is given to young people in choosing subjects, further study and careers. For girls and boys attending the same school, are their experiences and outcomes similar?

The essential objective is that by using ... concrete tools, gender awareness and promoting gender equality are incorporated into teaching and the national core curriculum. The overall objective is a shift to gender sensitive education.

***Krista Kiuru, Minister for Education, Science and Communications,
Republic of Finland***

The education system is a subsystem of societies, and therefore reflects the culture and values of that society. In many countries, gender differentiation continues to be a key principle in shaping the practices and curricula of schools. Males are educated for public life while girls are educated to be the carers in society. This differentiation is reflected in the choices of courses taken by females and males in tertiary education. Females predominate in courses in education, health care and social sciences, while males predominate in courses in science, technology engineering and mathematics (STEM).

The perception that subjects can be categorised into 'boys' subjects and 'girls' subjects still prevails. This is particularly the case in relation to STEM subjects. Subjects and subsequent professions in STEM are very often associated with men and carry their own stereotype as being difficult, dirty or socially uninvolved. Many teachers and guidance personnel in schools either consciously or unconsciously perpetuate this stereotype when advising and interacting with their pupils and through curricula and materials. There is often a disconnect between the curricula taught in schools and the career opportunities available in countries.

Changing girls' and boys' perception of STEM is therefore extremely important. With our project Talent Viewer we let pupils explore their own talents and we train teachers to show how these talents could be used in all kinds of STEM professions.

Cocky Booij, the Netherlands

In a recent survey carried out in the United Kingdom³³, Over three quarters of 14-16 year old students (78%) interviewed, said they would consider a STEM career. However, 41% of female students, as opposed to 58% of male students, said they knew little or nothing about the type of jobs on offer, or career opportunities in STEM related fields. Over half (52%) of the science and mathematics teachers and tutors interviewed said they did not know what STEM businesses were looking for in recruits.

Only half of the countries who responded to the Council of Europe survey³⁴ on the extent to which countries were implementing the measures contained in the Recommendation *Gender mainstreaming in education (Recommendation CM/Rec(2007)13)*, indicated that schools in their respective country are either required or encouraged to set targets to increase the number of girls taking science and technology subjects in second-level education. All of this is set against a rapidly growing need in most countries for suitably qualified personnel in STEM professions.

Initiatives such as that of VHTO, the Dutch National Expert Organisation on Girls/Women and Science/Technology in the Netherlands which focus on assisting young people to explore their talents and training teachers to become aware of how these talents could be used in STEM professions, could be replicated in other countries.

The use of Information and Communication Technologies (ICT) in schools is now the norm in most countries. Classroom teaching can be augmented by the use of interactive technology and other resources made available through ICT. With so much knowledge available to children and young people through technology, the role of teachers has shifted from that of being the source of all knowledge to that of facilitator of access to different forms of knowledge, both inside and outside the classroom. This brings a new responsibility for teachers which requires them to direct young people to appropriate sources and to assist them in becoming critical thinkers and independent learners.

³³ Nestlé Populus UK STEM survey, July 2014

³⁴ Council of Europe survey on the implementation of *Recommendation CM/Rec(2007)13* adopted by the Committee of Ministers on 10 October 2007.

Teachers still play an important role in the holistic development of their pupils and how they engage and interact with them, and their expectations for them can have a profound effect on their self-confidence and achievements. Teachers not only deliver the formal curriculum in schools, they also contribute to the hidden curriculum. The hidden curriculum, which includes all formal and informal interactions with pupils, language used; unwritten rules; conveys to pupils powerful messages, which influence their self-perceptions and self-confidence. Teachers' behaviour and practices, often carried out unconsciously, can and do contribute to the perpetuation of gender stereotyping and to gendered self-perception. Of the 44 countries that participated in the Council of Europe survey, only 14 had prepared guidelines that address issues related to the hidden curriculum in schools as part of gender mainstreaming.

An initiative commissioned by the government of Flanders designed to create gender aware (and LGBTQI friendly) cultures in Flemish schools, is an example of gender mainstreaming in practice. It focuses on all aspects of school life; organisation, policies, practices, formal and hidden curricula, teaching materials, career guidance, and on all stakeholders - teachers, pupils and parents.

I start by studying how the school is organised to find the ways in which we can achieve the most with as little as possible extra workload for the teachers. Instead of bringing gender as a whole new theme, selling it as a new angle of approach for the themes the school is already dealing with does wonders for everyone's motivation too.

Steven De Baerdemaeker, Belgium

Student teachers as well as practicing teachers and those engaged in school management, should have opportunities to reflect on their own beliefs, attitudes and behaviours and should understand the consequences of stereotyping pupils on the basis of gender. During the interventions it was highlighted that school cultures do not change overnight and that time is needed so that teachers do not feel that gender is "something more on their plate again". It is also very important that schools link gender with other important issues, such as well-being or cultural diversity. Gender stereotyping can not only limit the personal and social development of women and men, it can also limit a country's economic progress by employers not having access to all of the potential talent available.

An ideology of female inferiority and subordination was for centuries so deeply ingrained into the values and cultures of European societies that it was accepted by women as well as men without questioning it.

While many European women received an education over the centuries, access to education, particularly higher education, was not generally available to girls and women until the nineteenth century.

The more recent democratisation of the educational system has not erased the historical weight of gendered visions of femininity and women's relationship to knowledge and the public sphere.

Elisabeth Lønna, Norway

Girls continued to encounter many obstacles in their journey through education systems, despite having access to education in most European countries. There are many examples of how education systems weighted curricula in favour of boys. In England, when it became clear that girls did consistently better than boys in the 11+ examinations, the results of which determined access to grammar schools and subsequently to tertiary education, the results were weighted so that fewer girls than boys went on to grammar schools. In Norway, home economics was an obligatory subject in primary school for girls, but not for boys. To allow time on the curriculum for this, girls had fewer lessons in other subjects such as mathematics. However, girls had to take the same examinations as boys when competing to get into lower secondary school.

Questions need therefore to be asked as to why systems continue to resist the participation of women in all spheres of education and life. Traditional beliefs and stereotypes about the capabilities and role of women in society have not been fully challenged and eliminated in the second decade of the twenty-first century.

The need for countries to have a well-educated workforce to compete in the technological revolution which took hold in the last quarter of the twentieth century and which is developing apace globally in the twenty-first century, has required them to focus on their educational provision. However such analyses are not necessarily being carried out using a gender approach. In their responses to the Council of Europe survey, a majority of countries indicated that they had developed policies, plans or programmes to promote the strategy of gender mainstreaming. However, it was evident from the responses that schools were not the target of these in the majority of cases. Other research (Eurydice)³⁵ supported this “... while countries have implemented various different policy instruments, more general strategies are often lacking...although the list of potential policy measures that aim at changing traditional gender roles and stereotypes is long, only a few countries have put them into action.”

In the responses to the Council of Europe’s survey, almost half of the countries indicated that schools in their respective country were not required to ensure that boys have access to subjects in second-level education which focus on personal and social development, including health education. Countries express concern for the levels of male suicide; the high levels of male school dropout; the high levels of males who experience mental health problems and those who experience social exclusion and unemployment, but do not seem to associate any of these with a lack of educational preparation to deal with personal difficulties, nor do they analyse the educational experiences of males, particularly those who come from disadvantaged backgrounds and those who come from ethnic minority or migrant populations.

In its 2012 report, *Equity and quality in education: Supporting disadvantaged students and schools*, the OECD notes that in member states almost 20% of students do not reach a basic minimum level of skills to function in today’s societies and that students from low socio-economic backgrounds are twice as likely to be low performers.

It is primarily socio-economic inequalities that are decisive; gender-related inequality has attracted very little attention.

Bernard Wicht, Switzerland

It is of concern that gender differences are not addressed. The long-term consequences of early school dropout are very different for males and females. Many females leave school early because of pregnancy or, in the case of some females from ethnic minority backgrounds, early marriage. In many cases early school leaving leads to pregnancy and the consequent spiral of poverty for those women and their children. Males who drop out of education also experience difficulties which also need to be addressed by governments, but the different consequences and the challenges involved in responding to the needs of such females and males need to be addressed separately. The focus on early school dropout without addressing gender issues is repeated in other international reports.

The challenges faced by countries in matching skills development with economic needs and the adaptation of education systems to respond to these needs is not underestimated, but to propose policies without addressing specific gender issues would appear to limit the success of such proposals.

³⁵ Gender Differences in Educational Outcomes: Study on the Measures Taken and the Current Situation in Europe, *Education, Audiovisual and Cultural Executive Agency, Eurydice, 2010*

Other challenges face the implementation of gender mainstreaming. In terms of subjects often taught as part of core curricula, they are in the main male-centric. It is male knowledge and theory, constructed within the framework of a patriarchal paradigm of human society, which are being passed down as our intellectual inheritance. The experiences, voices, contributions, and perspectives of women, non-dominant individuals and groups have been largely ignored. An example of gender issues in history teaching was presented at the conference. The role played by women has been largely absent from school history teaching, curricula and textbooks. When women appear it is only in a tokenistic, symbolic or stereotypical way. A number of different strategies were examined as a means of making history curricula more inclusive of the experiences of women throughout history and inclusive of their contribution to historical events. There are risks associated with some of these strategies: for example, by focusing specifically on women's history as part of or a unit of a history curriculum, there is an assumption that the 'other' part of history is 'men's' history.

Mainstreaming also carries its own risk if not carefully designed with learning objectives identified. Mainstreaming, without a proper understanding of its objectives, can lead to the disappearance of female's experiences and contributions to the history of societies. These risks also can be associated with other subject curricula.

Combating gender stereotypes in the education system should focus on its irreplaceable role: the construction of knowledge.

Teresa Alvarez, Portugal

Traditionally, it was parents, family and local community, including schools, which were the main socialising influences in children's lives. This is no longer the situation. There are new powerful socialisation contributors to the development of children, and their influence on young people's lives is ever increasing. Through social media web sites; pop videos; films; mobile phones; the proliferation of television programmes; pop music, children and young people are subjected daily to influences which may not reflect the values and beliefs of their families and communities. Through many of these media, gender stereotyping is reinforced and perpetuated.

Media are not exactly in the habit of asking for permission about what they present to toddlers and children. They decide what they want them to see as 'normal' ways of behaving as girls or boys.

Maya Chivi, Lebanon/Canada

Young children see 'helpless' princesses being saved by 'heroic' knights and 'handsome' princes, and they internalise and copy the behaviour of the characters as they see portrayed. A visit to a toy shop will find a multitude of 'princess' dresses and dolls in the pink aisles and 'hero' outfits in the 'boys' aisles. There is a greater variety of toys, which come in many bright colours, in the 'boys' aisles. From pre-school age, children are socialised to behave in ways aligned with what society expects of their gender and media reinforce this through television, books, toys and games.

Older children see overly sexualised pop videos and magazines where often females are subjected to violence or, in attempts by producers to 'promote' gender equality, females themselves engage in violent acts, displaying traits generally associated with males but not portrayed as being inappropriate for both sexes. There is little attempt to challenge stereotyping or to construct new models of femininity and masculinity, models that incorporate traits and characteristics that define an individual first; that place males and females in equal relationships and that portray them in the many roles that they may have to play throughout a lifetime.

Cyber bullying is one of the more insidious outcomes of social media. While there are many forms of cyber bullying, all of which have serious consequences for victims, gender stereotyping as used in this manner urgently needs to be addressed in policies, strategies and programmes designed to combat this phenomenon.

While children and young people are exposed from early in their lives to many socialising influences, parents and the family setting are the first players in this process. They also continue to influence, either directly or as role models, their children's personal, educational and other choices throughout their years in school and often into early adulthood. Parents also transmit their values, beliefs and cultural traditions to their children. As societies become more egalitarian and governments implement policies to promote gender equality, some parents' traditional beliefs of the roles of men and women, in the home and in society, may run counter to the principles being promoted in education systems. Parents therefore must be included as key players in schools' promotion of gender mainstreaming activities and must be assisted in understanding what is involved in the process. Challenging gender stereotyping in schools without the involvement and co-operation of parents could lead to tensions for either girls or boys in relation to educational, training or career choices. Parents may not be aware of the obligations of schools in relation to compliance with legislation and should be informed accordingly. In the Council of Europe survey, countries were asked if they provided guidelines on gender mainstreaming which were aimed at parents. Only eight countries had developed such guidelines.

The *Irene* programme in Spain is an example of providing information and training for parents outside the school setting, as part of a wider initiative aimed at the prevention of sexual violence committed by young people and teenagers. It is intended for young people and teenagers in secondary level education, vocational training centres and young offender institutions, but it includes specific actions aimed at parents' associations among other groups and professional personnel. The training aims to challenge gender-based stereotyping and myths underlying sexual violence

Education plays an essential role in the training process of future generations. For this reason, the parents of children and youngsters are also commissioned with this practice, since they highly influence the way boys and girls embrace cultural patterns, including gender-based stereotypes.
Carolina Suarez Garcia, Spain

Conclusions

It is clear from the presentations, research cited and from the debates at this conference, that gender equality has not been achieved in European states, and that it must continue to be addressed.

Gender stereotyping and sexism remain the greatest obstacles to the *de facto* achievement of gender equality.

Gender stereotyping and sexism remain a strong force in the functioning of modern societies and exists in all their structures; organisation; and in the relationships between men and women. Education systems, as part of the subsystems of a country, reflect the traditions and culture of the society they serve.

*All nations have their own traditions, and gender stereotypes are part of it.
But it is good to remember that they are made by people
and can be reformed by people.*

Tarja Halonen, Former President of the Republic of Finland

Most member states have incorporated the principle of equality between men and women into national laws, and other measures have been taken to promote gender equality, however, schools are not the target of policies and programmes in the majority of cases.

There is a divergence between the needs of rapidly changing societies and young people's educational preparation to work and live in those societies. New technological sectors are developing and expanding apace and these will require a suitably qualified workforce. As economies grow, countries will need to draw on the talents of all citizens, not just on half.

From the discussions and presentations of the conference, we can therefore clearly conclude that:

- Schools need support and assistance in implementing gender mainstreaming.
- School curricula need to be examined and revised accordingly, to ensure that they become more inclusive of the experiences and scholarship of women and of those from diverse backgrounds.
- Positive actions are needed to augment the gender mainstreaming process throughout education systems.
- Research, evaluation and monitoring of gender mainstreaming in education should be undertaken on a continuing basis.
- Budgets are required to fund the gender mainstreaming process, specific initiatives, research as well as monitoring and evaluation. These budgets should not be cut in times of economic downturn.
- All those involved in the education of children and young people - parents, teachers, school managers and other school personnel should have training to ensure that the principle of gender equality is promoted and sustained in educational establishments.
- All citizens, women and men, are required to share family responsibilities as societies become more diverse. In democratic societies, citizens have a right to personal fulfilment and also have a responsibility to contribute to society and to their local communities. Gender stereotyping, with its ensuing restrictions on people's self-image, expectations and life-chances, militates against women's and men's preparedness to meet the demands of modern societies. Schools should play an active role in preparing all young people to develop the skills necessary to fully participate in all spheres of modern society.
- International organisations that provide policy advice to governments on education should include proposals that meet the needs of both females and males. These needs can be very different depending on the target area.
- National Governments must face their obligations and implement the commitments to which they have signed up.

International standards and principles

Access to and participation in education and equality between men and women are human rights enshrined in international conventions, instruments and declarations.

In ratifying the **United Nations Convention on the Elimination of all Forms of Discrimination against Women** (CEDAW, 1979), states undertook, inter alia:

- To ensure equal rights for men and women in the field of education (Article 10). In Article 10c it states The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging co-education and other types of education which will help to achieve this aim and , in particular by the revision of textbooks and school programmes and the adaptation of teaching methods.

Furthermore **The Beijing Declaration and Platform for Action** adopted at the United Nations fourth World Conference on Women (1995) urged governments to take action to combat the continuous discrimination against women, which still persisted across countries as they prepared to enter the twenty-first century.

Strategic objective B12 of the Platform for Action, *Ensure Equal Access to Education*, outlines a number of actions to be undertaken by governments. These include:

The creation of a gender-sensitive educational system in order to ensure equal educational and training opportunities and full and equal participation of women in educational administration and policy and decision-making.

At a special session of the UN General Assembly in 2000 a resolution on further actions and initiatives to implement the Beijing Declaration and Platform for Action was adopted. Member states undertook to:

- *Ensure policies that guarantee equal access to education and the elimination of gender disparities in education, including vocational training, science and technology.*
- *Support the implementation of plans and programmes of action to ensure quality education and improved enrolment 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.*

Following the 1990 **World Conference on Education for All**³⁶, world leaders recognised the urgent priority of ensuring access to, and improving the quality of, education for girls and women, and to removing every obstacle that hampers their active participation. Subsequently the **Dakar Framework for Action** (2005) included among its six goals, one on *Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality*. The text of the Dakar Framework for Action states that: *Gender-based discrimination remains one of the most intractable constraints to realizing the right to education. Without overcoming this obstacle, Education for All cannot be achieved. Paragraph 40).*

³⁶ Education For All is a global movement led by UNESCO, aiming to meet the learning needs of all children, youth and adults by 2015. Governments, development agencies, civil society, non-government organisations and the media are but some of the partners working toward reaching these goals.

In addition it is relevant to mention that the third UN Millennium Development Goal **Promote Gender Equality and Empower women**, includes among its targets, one on *Eliminating gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015* (Target 3.A).

The Council of Europe from its inception has considered equality between men and women in all spheres of public and private life, as a fundamental principle of human rights and democracy. More specifically in the field of promoting gender equality in education, the **Council of Europe Gender Equality Strategy 2014-2017** specifies that the Council of Europe action will focus *inter alia* on promoting and disseminating education syllabuses and teaching practices which are free from explicit and implicit gender stereotypes, as well as other measures proposed in the **Committee of Ministers Recommendation on gender mainstreaming in education (CM/Rec(2007)13)**. This Recommendation puts forward a set of comprehensive measures which the member states need to put in place to ensure effective gender mainstreaming in education. The Recommendation also calls for regular monitoring of the implementation of the above measures.

The Resolution, Bridging the gap between de jure and de facto equality to achieve real gender equality, adopted by states participating in the 7th Council of Europe Conference of Ministers responsible for Equality between Women and Men (Baku, 24-25 May 2010) recognises the need to address the role of education in the promotion of *de facto* gender equality by:

- *taking the necessary measures to enhance the role of education in combating gender stereotypes and in promoting de facto gender equality* (Paragraph 33);
- *providing both boys and girls with an education free from gender stereotypes defending gender equality and to this end implementing the measures proposed in Recommendation CM/Rec (2007)13 on gender mainstreaming in education* (Paragraph 34).

Furthermore the **Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence** (Istanbul Convention), a legally-binding treaty, contains several provisions related to gender stereotypes and sexism as factors which underpin inequality between women and men in all domains, including education. The Convention requires the promotion of gender equality, mutual respect in interpersonal relationships and non-violence as early as possible and highlights the important role of educational establishments in enhancing the promotion of these values. The Convention extends the obligation to promote the principles of equality between women and men, non-stereotyped gender roles, mutual respect, non-violent conflict resolution in interpersonal relationships in all informal educational facilities, as well as any sports, cultural and leisure facilities as well as the media. The Convention also requires states parties to take the necessary steps to include teaching materials on issues such as non-stereotyped gender roles, and the compilation of good practices to promote an education free from gender stereotypes.

States have signed up to the above international agreements and instruments and have committed themselves to take the necessary measures and actions to comply with those commitments. However, as was identified and discussed at the conference, and as statistics show, in the second decade of the twenty-first century no country has achieved gender parity and few have completely eliminated gender stereotyping in all spheres of public life, including education. Gender stereotyping continues to influence the treatment, experiences, expectations and life-choices of women and men alike, and which has negative consequences for large numbers of them.

Recommendations

Based on international legal frameworks and taking into account evidence of the persistence of gender stereotyping in European education systems which leads to a continuation of discrimination against women in all spheres of society, the conference made the following recommendations:

To Governments/regional/local authorities

- Monitor and evaluate on a regular basis the implementation of national, regional and local gender equality policies.
- Promote and integrate gender mainstreaming into existing structures and policies at all levels of education.
- Promote gender proofing of all school policies.
- Develop indicators at national/regional level to monitor and evaluate the process of gender mainstreaming in schools.
- Examine and revise school curricula to ensure that they are inclusive of the experiences and scholarship of all female and male citizens within and across societies.
- Introduce mandatory relationship and sexuality education throughout primary and second level education.
- Endorse an emphasis on human rights to permeate core subjects on school curricula.

To educational training providers: professional bodies

- Promote the inclusion of a gender perspective in all aspects of all teacher pre-service and in-service training courses and school management personnel courses.
- Put in place policies and incentives to encourage girls to study science and technology subjects in school and to pursue higher level STEM courses and careers in these areas.
- Put in place initiatives to encourage more males to become involved in early childhood education and care (ECEC).

To relevant public authorities: relevant non-governmental organisations (NGOs)

- Organise awareness-raising campaigns to inform and educate young people and parents about the powerful influence of social media as a tool for communication and progress.
- Raise awareness of the links between gender stereotyping and bullying, cyber bullying and violence against women.

To schools: local stakeholders

- Review school policies and practices on a cyclical basis, as part of self-evaluation, to ensure that gender mainstreaming is being fully implemented throughout schools and educational establishments.
- Monitor practices (formal and informal) on an on-going basis to ensure that all stakeholders are sensitised to the issues associated with the gender mainstreaming process.
- Work closely with parents to raise awareness about issues related to gender equality and encourage parents' contribution to schools' gender mainstreaming processes.
- Educate all children and young people to understand the consequences of cyber bullying, some forms of which are due to gender stereotyping.

To international organisations

- Assist states in complying with their commitment to promote gender mainstreaming throughout their respective educational systems.
- Provide exemplar templates, questionnaires, indicators, methodologies.
- Disseminate successful initiatives and examples of good practice widely throughout member states.
- Monitor progress in states on a cyclical basis of the implementation of the Council of Europe Recommendation CM(2007)13 on gender mainstreaming in Education, and the implementation of the strategic objectives of combating gender stereotypes and sexism and achieving gender mainstreaming in all policies and measures.
- Further develop networks, such as the Pestalozzi Programme, to increase the level of networking among stakeholders.

Appendix I Programme

Thursday, 9 October 2014	
8.15 – 9.00 am	Registration of participants
OPENING SESSION	
9.00 – 10.00 am	<p>Opening remarks by :</p> <p>Snežana Samardžić-Marković, Director General of Democracy, Council of Europe Krista Kiuru, Minister for Education, Science and Communications, Republic of Finland</p> <p>Guest of Honour: Tarja Halonen, Former President of the Republic of Finland</p> <hr/> <p>Setting the scene – Armelle Loghmanian (France) "How are girls and boys affected by gender stereotypes: from playground to workplace"</p>
SESSION 1 Role of the education system in gender based inequality	
10.00 am	<p>Keynote speaker: <i>Pauline Moreau (Ireland)</i></p> <p>Exchange of practices and experiences from member states on:</p> <p>Ensuring continuity in the combat of gender stereotypes throughout the education system <i>Cocky Booij (Netherlands)</i></p> <p>Impact of the school system on masculine and feminine identities <i>Ilse Bartosch (Austria)</i></p> <p><i>Questions and Discussion</i></p>
11.15 – 11.45 am	Coffee Break
SESSION 2 Combating gender stereotypes in the education system: success stories	
11.45 am	<p>Keynote speaker: <i>Maria Teresa Alvarez Nunes (Portugal)</i></p> <p>Exchange of practices and experiences from member states on:</p> <p>School curricula and career guidance <i>Steven De Baerdemaeker (Belgium)</i></p> <p>Teaching material/teachers <i>Ineta Upeniece (Latvia)</i> <i>Hanna Björg Vilhjálmsdóttir (Iceland)</i></p> <p><i>Questions and Discussion</i></p>

1.00 – 2.30 pm	Lunch
SESSION 3 Mainstreaming gender in the education system	
2.30 pm	<p>Keynote speaker: <i>Elisabeth Lønnå (Norway)</i></p> <p>Exchange of practices and experiences from member states on:</p> <p>Challenges in implementing the Recommendation on gender mainstreaming in education <i>Bernard Wicht (Switzerland)</i></p>
3.45-4.15 pm	<p>Coffee break</p> <p>Gender issues in history teaching <i>John Hamer (United Kingdom)</i></p> <p><i>Questions and Discussion</i></p> <hr/>
7.00 pm	<p>Reception offered by the Minister of Education, Science and Communication Venue: House of Estates</p>
Friday, 10 October 2014	
SESSION 4 Gender Equality outside the classroom	
9.00 am	<p>Keynote speaker: <i>Maya Chivi (Lebanon/Canada)</i></p> <p>Exchange of practices and experiences from member states on:</p> <p>Combating stereotypes at pre-school level <i>Jens Krabel (Germany)</i> <i>Kira Appel (Denmark)</i></p> <p>Parents role in combating gender stereotyping <i>Carolina Suárez García (Spain)</i></p> <p><i>Questions and Discussion</i></p>
10.30 – 11.00 am	Coffee Break
CLOSING SESSION	
11.00 - 12.00 pm	<p>Closing remarks by: Marja Ruotanen, Director of Human Dignity and Equality, Council of Europe</p> <p>Conclusions and general recommendations by the General Rapporteur <i>Maureen Bohan (Ireland)</i></p>

Appendix II List of Participants

**GENDER EQUALITY NATIONAL FOCAL POINTS
AND/OR REPRESENTATIVES/POINTS DE CONTACT
NATIONAUX SUR L'ÉGALITÉ ENTRE LES FEMMES ET LES
HOMMES ET/OU DES REPRESENTANTS**

**GENDER EQUALITY COMMISSION
MEMBERS/MEMBRES DE LA COMMISSION POUR
L'ÉGALITÉ ENTRE LES FEMMES ET LES HOMMES**

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Ministry of Education and Sports

Armenia/Arménie

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Austria/Autriche

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Azerbaijan/Azerbaïdjan

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State Committee for Family, Women and
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Appendix III

Speakers' Biographies

Opening Session

Snežana Samardžić-Marković is since 2012 Director General of Democracy at the Council of Europe, in charge of the Organisation's action promoting democratic innovation, governance, participation and diversity. Her responsibilities include the policy areas of education and youth, local democracy, cultural policies, election assistance, the protection of human dignity, gender equality, children's rights, and the rights of minorities, societal defences against discrimination, democratic citizenship, social cohesion, intercultural dialogue and democratic responses to crisis situations. Previously, Snežana has held numerous positions in the Serbian Government including as Deputy Director in the Ministry of Foreign Affairs for Neighbouring Countries; Assistant Minister of Defence (2005-2007) and Co-President of the Serbia-NATO Defence Reform Group; member of the Foundation Board of WADA, Minister of Youth and Sports (2007-2012) and President of the Fund for Young Talents.

Krista Kiuru, Minister of Education and Communications of Finland. She has been a Member of Parliament since 2007 (Social Democratic Party). Krista Kiuru holds a Master of Social Science. She has previously held the positions of Minister of Education and Science (May 2013 – April 2014), Minister of Housing and Communications and matters covered by the Communications Policy Department of the Ministry of Transport and Communications (June 2011 – May 2013). Within the Social Democratic Party, she is currently 3rd Deputy Party Leader and has previously been 1st Deputy Party Leader (2012–2014) and was Vice Chair of the Party Council (2010–2012). From 1996 to 2007 Krista Kiuru was a part-time and full-time acting Teacher of Philosophy, Religion and Expressive Arts and Study Counsellor and was a Planning Officer in the University of Tampere, University Centre of Pori, from 2004 to 2005. She speaks Swedish, English, Estonian and French.

Tarja Halonen acted as the 11th President of the Republic of Finland and Finland's first female head of state from 2000 to 2012. She graduated from the University of Helsinki in 1968 and has a Master of Laws degree. Her professional career started in the national Union of Finnish Students, where she worked as the Social Affairs Secretary in 1969-70. She started as a lawyer in the Central Organization of Finnish Trade Unions in 1970 and held this position throughout her political career. Tarja Halonen joined the Social Democratic party in 1971. Her political career began in 1974 when she was appointed parliamentary secretary to the Prime Minister. Tarja Halonen was elected to the Parliament for the first time in 1979, and after that she was re-elected four times, until she assumed the office of the President of Finland. In the Parliament she served as Chair of the Social Affairs Committee in 1984-1987, Deputy-Chair of the Legal Affairs Committee in 1991-1995 and Chair of the Grand Committee in 1995. A central part of Tarja Halonen's political activity has been her five terms in the Helsinki City Council in 1977-1996. Tarja Halonen has served in three cabinets and her appointments have been: Minister at the Ministry of Social Affairs and Health in 1987-1990, Minister of Justice in 1990-1991, and Minister of Foreign Affairs in 1995-2000. She was also Minister responsible for Nordic co-operation in 1989-91. During her time as Foreign Minister, Finland held for the first time the EU Presidency from July to December in 1999. Tarja Halonen has also played an active role at the Council of Europe, first as Deputy-Chair of the Finnish Delegation to the Parliamentary Assembly from 1991 to 1995 and later in the Ministerial Committee. She was also a Member of the Committee of Wise Persons of the Council of Europe in 1998-99. During her presidency Tarja Halonen served as co-chair of World Commission on the Social Dimension of Globalisation, appointed by International Labour Organization ILO, from 2002 to 2004. Since March 2009, she has served as the Chair of the Council of Women World Leaders. In August 2010, Tarja Halonen was appointed co-chair of the UN Secretary-General's High-level Panel on Global Sustainability. Tarja Halonen has paid close attention to issues of human rights, democracy and civil society. Issues concerning social justice and promotion of equality have been central themes throughout her political

career. Tarja Halonen is married to Dr Pentti Arajärvi and she has one daughter. She is interested in theatre and she has held several honorary positions in this sphere. Her other interests include the history of arts, and painting and drawing are among her hobbies. She has also been closely involved in rhythmic competition gymnastics and exercises regularly.

Armelle Loghmanian is the elected president of the Professional Women International Brussels, since May 2011. She is currently the owner and general manager of DiphoNet, a consulting company with a branch in Seattle, USA and another one in Belgium focusing mainly in process improvement, strategic marketing and new business analysis. Previously, she led a testing and software Development Company of 120 people in Belgium and three subsidiaries, one in France, one in Germany and one in the UK. Prior to that, she held several key leadership positions in different companies and divisions of the Philips group in different European countries. In her last assignment within Philips, as strategic marketing officer in their Digital Networks division, she was analysing potential alliances or participation in companies for external growth. She served in Philips Media, the software publisher of the Philips group, as productions director for their European Publishing. She was instrumental in the definition, the launch and the success in Europe of the CD-I platform. She has a Master's degree in engineering from the *Ecole Polytechnique Feminine* of Paris, France and a Master in Business Administration from LSM (ex IAG), Louvain-La-Neuve, Belgium. Born in Brittany, France, Armelle is married and speaks five languages.

Session 1

Pauline Moreau, recently retired after a long career in the Irish Civil Service, with over 40 years of service in a wide range of roles, Pauline Moreau served as a Director in the Department of Justice and Equality since 2000, heading its Gender Equality Division since 2005. In that capacity, she oversaw the development and implementation of Ireland's National Women's Strategy 2007 - 2016 and the Gender Equality Programme within the Irish Presidency of the EU Council of Ministers in 2013. Pauline Moreau also represented Ireland in a number of international fora on gender issues and served on the Council of Europe's Steering Committee for Equality between men and women (CDEG), its Bureau and subsequently on the Gender Equality Commission. She continues as Chairperson of the Management Board of the European Institute for Gender Equality (EIGE) in Vilnius, a position which she will hold until 2016. Her principal areas of interest in gender equality are women in the economy and in decision-making and the many factors, including education, attitudes and stereotypes which impact on the realisation of women's full engagement in both roles on an equal basis with men. Pauline originally trained as a statistician and has a primary degree in public administration and a post graduate qualification in health economics.

Cocky Booij is managing director of VHTO, the Dutch National Expert Organisation on Girls/Women and Science/Technology in the Netherlands, a non-profit organisation established in 1981, makes an effort in many different ways to increase the involvement of women and girls in STEM (science, technology, engineering and mathematics). After finishing her university education (ethics, specialisation in gender studies, at the Vrije Universiteit in Amsterdam) in 1985, Ms Booij managed a special (training) project for girls and woman in the metal and electrical industry for several years. In 1989 she started working at CINOP (national centre for innovation of vocational education in trade and industry). She co-ordinated the equal opportunity projects of CINOP and published on the subject of girls and women in technology. Over the years Cocky Booij has been a member of various governmental expert groups, advisory panels and committees on the subject of girls and women in science, engineering and technology (SET). She has given many speeches on this subject for different audiences, nationally and internationally

Ilse Bartosch works at the Faculty of Physics at the University of Vienna. She graduated in Pedagogy/Physics Didactics from the University of Klagenfurt in 2011. She is concerned with the education of physics teachers for Upper Secondary Schools at the University of Vienna. Ilse is doing research in the field of Teaching for Equity, Teaching for Sustainable Development, Teaching & Learning

Processes, Teacher Education and Teachers' Learning. Recent projects are: Teaching for Sustainable Development, Teacher learning in the field of Gender and Diversity in Physics classes. Some of Ilse's publications include: Bartosch, Ilse (2013). Entwicklung weiblicher Geschlechtsidentität und Lernen von Physik ein Widerspruch? Physik lernen als Entwicklung einer physikbezogenen Identität. Münster: Waxmann (www.waxmann.com/buch2977); Bartosch, Ilse (2012). Physikalische Bildung. In: Fischer, Roland; Greiner, Ulrike & Bastel, Heribert (Hrsg.), Domänen fächerorientierter Allgemeinbildung. (S. 102-114). Linz: Trauner. Bartosch, Ilse & Haagen-Schützenhöfer, Claudia (2010). Politische Bildung im Physikunterricht In: Ammerer, Heinrich; Krammer, Reinhard & Tanzer, Ulrike (Hrsg.), Politisches Lernen. Der Beitrag der Unterrichtsfächer zur politischen Bildung. (S. 255-260). Innsbruck, Wien, Bozen: StudienVerlag. Bartosch, Ilse (2009). People Need Energy to Live- Using Every-Day-Concepts. In: Tajmel, Tanja & Starl, Klaus (Hrsg.), Science Education Unlimited. Approaches to Equal Opportunities in Learning Science. CD-ROM: The Practice Material for Teaching and Teacher Training. Münster Waxmann.

Session 2

Maria Teresa Alvarez Nunes holds a degree in history and a Master's degree in educational multimedia communication, she is a researcher at the Centre for the study of migrations and intercultural relations (CEMRI) of the University Aberta and author of the publication gender and Citizenship in the images of history (CIG, 2007), She has been a member of the board of the Portuguese association of women's studies (APEM) from 2007 to 2014, and works in the Commission for Citizenship and Gender Equality since 2000. In this organisation, Maria Teresa is responsible for the area of education and teachers' training, as well as for liaison with research centres and higher education institutions, in particular with the Informal national network co-education, aimed at the production and dissemination of knowledge on gender and education, the production of support materials to professionals of education and other educational agents and training of education professionals. Maria Teresa was co-coordinator of the Education Guides Gender and Citizenship (published by CIG between 2010 and 2012), for pre-school and basic education. Co-ordinates teachers' ongoing training which, at national level, has been developed around those materials, in collaboration with the General Directorate of Education and with several institutions of higher education. Since 2004, she has been the focal point for the implementation of the national plans for gender equality in the areas of education and training.

Steven De Baerdemaeker graduated as a primary school teacher in 2003. Even while still studying to become a teacher, he showed a particular interest in gender roles and how they affect child development. While working in a Brussels primary school for 10 years, he immersed himself in the subject. Besides teaching, he created and developed several projects about gender, LGBTQI-issues and diversity in education. Projects that started small in his own school grew into bigger projects in different schools throughout Flanders. Currently Steven works as a gender coach for schools within the project 'Gender and sexual diversity in schools'. This project is funded by the Flemish Department of Equal Opportunities, Youth and Education. The goal of the project is to improve gender awareness among teachers and encourage gender-aware teaching. One of the focuses is the link between gender stereotypes and homo- and transphobic bullying. The ultimate goal is to create gender-aware and homo- and transphobic bullying- free school cultures. To achieve this goal, Steven gives one-time trainings, and also works on a long term basis with several schools with children of all ages.

Ineta Upeniece, currently Deputy Head of General Education Curriculum Development Unit, National Education centre of Latvia and Head of Appeal Commission for National language certification / National Centre for Education. Ineta's main responsibilities include the national curricula development; co-ordination of projects for pre-school and primary school curricula development, in particular, the issue of pre-school and primary school education continuity and creativity in the teaching-learning process. Ineta also has responsibility for content development of new curricula where learning key competences is emphasised and inculcation methods, tools and innovate approaches for pre-school and primary

schoolteachers in order to facilitate modern and creative teaching. Her previous experience in the field of education includes 20 years as a secondary school teacher of language, arts, grammar and literature and she was also involved in school theatre as both producer and director. Previously, Ineta has also worked as a Producer in Radio Broadcasting (content development for cultural and educational programmes for families and children), and as a book editor.

Hanna Björg Vilhjálmisdóttir holds an MA in Education and a Diploma in Education and Management from the University of Iceland and from 2006 to the present day is an Upper Secondary school teacher (sociology, pedagogy, history, life skills, gender studies) as well as a prevention counsellor. She was a member of the Board of the Association of Teachers in Upper Secondary Schools (2010) and Chairwoman for the Gender equality committee in the Icelandic Teachers Union (2011). From 2006 to 2011 she was a Board member of the UN Women Icelandic National Committee. Hanna has been active in the gender equality struggle in Iceland for a number of years especially in the educational system. Among the activities she has been involved with, most of which she has designed and supervised, are the development of a gender equality course for Secondary school level (which is now taught in 17 different Secondary schools and a few elementary schools in Iceland), training gender equality teaching methods for teachers in all school levels – both in Iceland and Bergen, Norway, giving lectures for school staff, parents and the general public about gender equality issues and speaking at different conferences about gender studies and gender work in schools; Hanna also participated in a European project about gender issues in 2011-2012.

Session 3

Elisabeth Lønnå is a teacher, historian and writer in Norway. She earned her doctorate from the University of Oslo with a dissertation on Helga Eng, a professor of child psychology and pedagogy, and one of the early female pioneers within Norwegian academia. Elisabeth has published several books and many articles concerning women's and gender history, the latest book being *Sjøens kvinner: Ute og hjemme* (Women of the Seas: On Board and at Home), a pioneer work on women sailors and sailors' wives. She is an experienced history teacher within upper secondary school, also within positions as pedagogic leader at the school and county levels. Elisabeth participated in the Council of Europe project "Shared histories in a Europe without dividing lines", which was completed in the spring of 2014, resulting in an interactive e-book for history teachers and learners on different levels of education. She is currently Education Consultant for a teachers' guide on how to reflect gender issues in history education in Cyprus.

Bernard Wicht is head of the Culture and Society Co-ordination Unit, International Organisations, in the Secretariat General of the Swiss Conference of Ministers of Education. In this capacity, he is in particular responsible for "citizenship", "schooling of migrant children" and "sustainable development" issues. As the Swiss delegate on the Council of Europe's Steering Committee for Educational Policy and Practice (CDPPE), he has for many years participated in the work and programmes of the Council of Europe. Since 2012, he has been this committee's Gender Equality Rapporteur. In parallel to his professional activities, Bernard Wicht lectures in political science at the University of Lausanne as a private lecturer.

John Hamer had over 20 years' teaching experience in primary and secondary schools and colleges in England and Canada before joining Her Majesty's Inspectorate of Schools (HMI). Amongst other appointments in HMI, he was the specialist adviser to Ofsted (the national school inspection body) for history, political education and museums; the secretary to two government committees on the reform of national examinations 16-19; and an adviser to government ministers on curriculum and assessment. He holds degrees and other qualifications from the universities of Durham, Oxford and London; is a Fellow of the Royal Society of Arts; and in 2011 was awarded an honour by Her Majesty the Queen for his services to heritage education. Currently John is the Chairman of AlphaPlus Ltd, a leading educational

consultancy company in the United Kingdom. In the last fourteen years John has worked extensively as a consultant on aspects of history education for the Council of Europe, the OSCE and ministries of education in Europe, Africa and North America. For the Council of Europe, amongst other publications, he has written reports on 'Citizenship through education: the role of history teaching'; 'The image of the other in conflict situations: learning different histories as a means of rebuilding trust'; and, most recently, co-authored an e-book on 'Shared histories for a Europe without dividing lines'.

Session 4

Maya Chivi is a child and youth development specialist, social entrepreneur, and public speaker whose areas of focus are early childhood, gender equality, child rights, parenting, media influence, and leadership. She holds a BA in Child Studies, with distinction and dean's honour list, from Concordia University, and an MA in Educational Leadership, with dean's honour list, from McGill University. Maya has worked with children and youth across the Middle East and North America and collaborated with organizations such as UNICEF and Mentor Arabia. On a trip to Lebanon in 2011, Maya identified the need to empower community members with healthy child development practices. She created projects aimed at helping children, parents, and professionals and spoke out in broadcast and print media to raise awareness on children's needs. In 2013, Maya gave a TEDx talk on the right of girls to access education, to be raised with equal opportunities as boys, and on the effects of their pinkification by popular culture and mass media. She is currently a Professional Practice Analyst at the College of Early Childhood Educators in Toronto, Ontario, the profession's first and only self-regulatory body in Canada.

Jens Krabel graduated at the Freie Universität Berlin with a degree in political science. He has been working as a project coordinator and head of department of the Coordination Centre "Men in Early Childhood Education and Care" since 2010. 2008 – 2010: Coordinator of the research project: "Male Educators in ECEC" 2006 – 2008: Coordinator of the EU – Leonardo Da Vinci project "Gender Loops – Gender Mainstreaming in ECEC" His currently focus is Gender-mainstreaming in child and youth welfare work, gender-sensitive pedagogy, gender awareness in career orientation, work with boys, men in ECEC and ECEC teacher training.

Kira Appel is Chief Adviser and Deputy Head of Department at the Gender Equality Unit in the Ministry for Children, Gender Equality, Integration and Social Affairs of Denmark and has been working with gender equality issues in eight different ministries over the last 16 years. Kira's areas of expertise are governmental gender equality policy-making, including combating violence in close relations, trafficking in human beings, gender roles and breaking down of gender stereotypes, the gender segregated educational system and labour market, gender mainstreaming, men and gender equality, international negotiations on gender equality. She is a Board member and member of the Standing Committee in the European Institute for Gender Equality, a member of the Board of the Nordic Council of Ministers gender equality executive committee, Denmark's representative to the EU/High Level Group, the UN Commission on the Status of Women and the Danish National Focal Point on Gender Equality to the Council of Europe.

Carolina Suarez Garcia is a gender expert in the fields of education, culture and sport. She has been working at the Spanish Institute for Women since 2011. The Institute for Women is a national agency whose aims are to contribute to and strengthen the promotion of gender equality, fight against discrimination based on sex, raise citizen's awareness of gender equality and prevent all forms of violence against women. She worked as a high school teacher for several years and developed a great interest on research about gender sensitive teaching methods and learning contents. Carolina Suarez Garcia broadens her career beyond the educational system in some connected fields as cultural heritage, cinema, media and new technologies. Over the last years, she has been working in different programmes implementing the strategy of gender mainstreaming in education and training in the Institute for

Women in close collaboration with the Ministry of Education, Culture and Sports, regional and local authorities and other institutions, teachers, parents and pupils. Those programmes and projects deal with the revision of curricula and teaching materials, the use of non-sexist and inclusive language, the promotion of equal educational and training opportunities and full and equal participation of women and men in different levels: public administration, policy-making and decision-making bodies.

Closing Session

Marja Ruotanan Director of Human Dignity and Equality within the Directorate General of Democracy, responsible for Violence against Women, Trafficking in Human Beings, Children's Rights, Gender Equality, Sexual Orientation and Gender Identity issues, as well as Anti-discrimination and Sport. Marja Ruotanan joined the Council of Europe in 1990 and has held several positions, including Director of the Private Office of the Secretary General, and recently Director of Justice and Human Dignity within the Directorate General of Human Rights and Rule of Law. She has served as Secretary to various Parliamentary Assembly Committees, notably the Political Affairs Committee, Committee on Migration, Refugees and Population and the Committee on Gender Equality. She was born in Rovaniemi, Finland and studied International Relations (political science and law) at McGill University in Montreal (Canada).

Maureen Bohan is an educational psychologist who has been involved in the promotion of gender equality in education for over thirty years. Working in the Department (Ministry) of Education in Dublin she was assigned to initiatives to promote equality of opportunity for girls and boys in the educational system after the enactment of equality legislation in the mid-1970s. This involved representing the Department on national and international committees and working groups; directing specific initiatives; developing and delivering in-service training programmes for teachers and guidance personnel; and developing materials. She was assigned to the Department's newly established Gender Equality Unit in 2000 and was a member of the management committee of the Unit. Among the national initiatives undertaken by Maureen was the development of guidelines and exemplar lessons to assist post-primary schools in the implementation of gender mainstreaming. She also developed indicators to be used by school inspectors to evaluate gender mainstreaming in post-primary schools in the course of school inspections. Maureen has been a member of Irish delegations to United Nations conferences and hearings and she has contributed to Council of Europe actions to promote gender equality in education. She contributed to the preparation of the explanatory memorandum which accompanies the Council's Recommendation on gender mainstreaming in education (2007). Maureen developed the questionnaire on the implementation of measures contained in the Recommendation, which was circulated to all Council of Europe member states in 2011. She carried out the analysis of the responses to the questionnaire and wrote the report of the findings. She has made presentations on aspects of gender equality in education at conferences in a number of European countries. Since her retirement in 2009, she works as a freelance consultant.

Appendix IV

Reference Documents

Good practices to promote an education free from gender stereotypes and identifying ways to implement the measures which are included in the CM Recommendation on gender mainstreaming in education:

Compilation

Denmark

France - Action Plan

France - Legal Framework

Recommendation CM/Rec(2007)13 of the Committee of Ministers to member states on gender mainstreaming in education

Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence (Istanbul Convention)