

Equals, always.

GENDER EQUALITY COMMISSION

Compilation of good practices
to promote an education
free from gender stereotypes
and identifying ways to implement
the measures which are included
in the Committee of Ministers'
Recommendation on gender
mainstreaming in education

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

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Cover and layout: SPDP,
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Cover photo:

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April 2015
Printed at the Council of Europe

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Introduction

Achieving gender equality is central to the protection of human rights, the functioning of democracy, respect for the rule of law and economic growth and sustainability. The promotion of gender equality in and through education is a prerequisite to the achievement of de facto equality between women and men in all spheres of life in society.

A change in gender relations, women's empowerment and abolishing negative gender, sexist and sexual stereotypes are key to achieving gender equality and benefit entire societies. By shaping gender representations, attitudes and behaviours, education is an essential factor to combat stereotypes and bring about social and cultural changes. As an Organisation set up to protect and promote democracy and human rights, the Council of Europe has promoted gender equality and non-stereotyped education at all levels. The Committee of Ministers Recommendation on Gender Mainstreaming in Education provides member states with practical tools to promote gender equality in and through education.

The results of the first monitoring round of the Recommendation indicate that despite the inclusion of the principle of equality between women and men in the national laws on education by the vast majority of Council of Europe member states, the strategy of gender mainstreaming throughout their education systems has not been fully implemented in most of the member states.

This compilation of good practices is intended to provide examples of meaningful and promising activities implemented in Council of Europe member states to promote an education free from gender stereotypes and identify new ways to implement the measures comprised in the Committee of Ministers Recommendation on Gender Mainstreaming in Education. The presented initiatives include among others campaigns to inform and motivate girls and women to choose non stereotypical careers, gender equality training programmes for teachers and financial assistance provided to families to support girls' school attendance. Sharing of good practices provides a very useful reference tool for countries in the process of developing new initiatives. This compilation constitutes an important resource for all stakeholders eager to promote equality in education and to combat gender stereotypes in and through education.

Snežana Samardžić-Marković
Director General of Democracy
Council of Europe

Austria

Good Practice

Finde deinen eigenen weg – find your own way

Target Group

Girls and young women

Description of good practice

A campaign which informs women and girls about diverse career possibilities and the respective salaries, and tries to motivate them to choose a non-stereotypical career. There is a webpage where you can find a table which compares the salaries of typical men/women jobs, one video and more useful information.

Useful links: www.findeineinenweg.at

Good Practice

Boys' Day

Target Group

Boys aged 14-18

Description of good practice

The event, which targets boys between 14 and 18, was launched by the Ministry for Social Affairs in an effort to increase the number of males in social and educational professions.

The initiative gives boys the opportunity to take part in a taster day at both schools and hospitals. The project should help to alter the typical gender roles when it comes to careers.

According to the Employment Market Service in Austria, despite good employment opportunities, only three in ten employees in social and educational professions are male.

Useful links: www.boysday.at

Good Practice

Girls' Day – non stereotypical jobs in the Public Sector

Target Group

Girls aged 10-16

Description of good practice

Girls' Day aims to inform girls about non-stereotypical career opportunities in the Public Service and motivate them to choose a technical or scientific career. It is held on the 4th Thursday in April. In the framework of Girls' Day, public institutions open their doors and have hands-on presentations, and interesting workshops are held.

Useful links: www.girlsday-austria.at; <https://www.facebook.com/Girlsdayaustria>;

Good Practice

Homepage on gender and school

Target Group

Teachers

Description of good practice

A home page established by the Federal Ministry of Education and Women's Affairs with a lot of information on gender sensitive education, projects, data, events, gender experts, brochures, etc.

Useful links: www.gender.schule.at

Good Practice

Hertha Firnberg School for Business and Tourism in Vienna

Target Group

Students

Description of good practice

The Hertha Firnberg School for Business and Tourism provides initial training for approximately 800 students, two-thirds of whom are female. As part of its mission to challenge gender stereotypes, the school has introduced a course in Computer Science management in partnership with the Technical University of Applied Sciences in Vienna. While this course has attracted more male students, it has encouraged female students to consider alternative careers.

Since 2010/11, the school has focused especially on challenging gender stereotypes when it comes to education. IT studies include not only technical issues but also languages and social capabilities as part of the education plan. Furthermore, the teachers are sensitised in gender equality-related issues.

Useful links: www.firnbergschulen.at

Belgium / Flanders

Good Practice

Gender in the blender

Target Group

Students and teachers in secondary education

Description of good practice

'Gender in the blender' is a teaching material for use in secondary education on gender and dealing with diversity. The basis is not the traditional divide between men and women, but the unique identity of the individual. Each individual is a combination of different aspects: sex, cultural influences, sexual orientation and psychological perception. The blender symbolises this individual mix. This perspective takes into account individual differences within the categories of male and female, avoiding stereotyping and combating stigmatisation. It is diversity thinking applied to the gender theme; differences between people are not levelled out but recognised and valued.

This material has special educational value. Young people learn to think in a balanced way and deal with diversity and being different.

This tension between being oneself and peer judgment provides a link to the discussion of gender diversity and transgender issues at school. This way, one can refer to young people's own experiences and broaden their views. Young people can be given the space to detach themselves from imposed social (gender) rules and discover and develop their own identity. In addition, they can become aware of their own (gender) rules and of the influence and social pressure they exert on others.

Teachers and principals can work on this tolerance and openness in different ways, starting from a respectful, self-conscious attitude. Teachers can encourage this through the content of their classes. To this end, we have developed this education pack. But the attitude in class and the exemplary role of the teacher must not be underestimated either. Principals can construct a vision and a school policy that creates a framework and room for diversity. This pack is limited to the classroom.

On the website you can find tips for a gender neutral and lesbian, gay and bisexual friendly school, as well as practical examples of a good diversity policy.

Useful links: www.genderindeblender.be

Useful contacts: Wivina Van der Steen, Tel. +32 16-26 73 94

gelijkekansen@vlaamsbrabant.be

Comments: More info can be found in the translated excerpt of the educational tool.

Good Practice

Gender and sexual diversity in education

Target Group

Primary and secondary schools

Description of good practice

On 23 October 2012 the Flemish minister for Education and Equal Opportunities, invited a broad range of key actors and organisations in the field of education to sign a Common Declaration for a gender sensitive and LGBT friendly policy in schools.

Through this Declaration the Flemish schools committed themselves to setting up a structural approach (pedagogical and policy wise) to raise awareness about gender and sexual diversity and to create an environment of openness and tolerance for all students, teachers and other educational personnel.

This Declaration was then translated into concrete actions. A teacher was specially appointed to take stock of and compile the existing didactical teaching materials. This compilation is accompanied by filing cards holding all the practical information about the educational materials. Via these filing cards schools can easily find the tailor-made tool they want to use when dealing with gender issues in class.

In September 2013 a follow-up project was launched. For the duration of two years two teachers were specially appointed to work on implementing a gender sensitive and LGBT friendly policy in schools.

The project consists of two components:

- ▶ The development and try-out of study days (in both primary schools as secondary schools) that are put into practice in several schools throughout the country in the school years 2013-14 and 2014-15;
- ▶ Preparation of pilot projects during the school year 2014-2015.

Schools from the different educational networks will serve as test cases for developing new approaches. The experience lays the ground work for an informative instrument with guidelines and good practices that can be used to set up a gender sensitive policy in schools.

Useful links: ‘Kijkwijzer’:

www.genderklik.be/Portals/genderklik/Kijkwijzer/Kijkwijzer%20gender%20op%20school%20%28ingevuld%29.pdf

Compilation of teaching materials:

www.genderklik.be/Levenslooptlijn/Genderleerjeboekopschool/Infofiches.aspx
Gender click: www.genderklik.be

Useful contacts: Nathalie De Bleeckere, Flemish Department of Education
nathalie.debleeckere@ond.vlaanderen.be

Good Practice

Gender Click for boys 1.0

Description of good practice

Gender is an issue that mainly appeals to women and is especially associated with women and LGBT people by the general public. However, gender equally involves men and is relevant to everyone. There are many scientific studies on masculinity, but that knowledge does not reach the general audience.

How do boys and girls feel about masculinity? Are they aware of the influence of gender stereotypes on girls and boys?

Through interactive learning processes with groups of boys and girls in secondary school, the project explores how and in what terms youngsters look upon masculinity. These processes are the basis to create a website accompanied by educational tools to provide youth with insights on how gender stereotypes about men influence their lives. Ultimately, the project wants to render the impact of stereotypes about masculinity recognizable and debatable and help young people to make a “gender click” and develop more awareness.

From October 2013 to April 2014, a number of interactive learning processes were set up in co-operation with school groups from the 4th to the 6th year of secondary school (approx. 16 years old). The approach is inspired by the method of the learning community.

The work was done in mixed groups of girls and boys, and parts of the process was conducted in separate working groups because experience teaches us that teenage boys and girls can be easily pushed towards gender-stereotyped behaviour in mixed groups. Separate groups induce a safer environment where they're able to reflect more freely. Boys were asked to reflect on the phenomenon of masculinity and how that interacts with their identity. Girls were asked to reflect on how they look at boys/men and what impact they unwittingly might have.

The project, funded by Equal Opportunities in Flanders, and executed by Genderatwork, developed a flexible learning trajectory in co-operation with interested schools. It aims at three group meetings and individual surveys at the beginning and the end of the trajectory. This way the learning process of the participants can be monitored throughout the process and the group dynamics can be evaluated.

In short the project comprises:

- ▶ 4th - 6th grade classes of secondary school;
- ▶ briefing for teachers;
- ▶ three group sessions of mixed/separate groups;
- ▶ individual survey.

The outcome of the project is the website and the curriculum.

Useful links: www.genderatwork.be

Useful contacts: Katlijn Demuyne, info@genderatwork.be

Good Practice

Gender in preschool

Target Group

Preschoolers

Description of good practice

Girls and boys still seem very much alike in preschool. Slowly but surely something changes: at the end of preschool they've become 'girls' and 'boys', with a clear sense of their differences. The codes and standards used to make distinction between girls and boys often very old-fashioned and stereotypical. Why pink is 'not for boys'? And football is 'not for girls'? Where do these ideas come from?

More than ever, boys and girls seem to grow up on different planets. Gender stereotypes are like an ill-fitted straitjacket. But as we all just want to fit in, we all try our best to adjust to the expectations society has.

What roles do school directors and teachers play in preschool? What can be done to let preschoolers just be themselves and learn to respect each other, no matter the similarities or differences? The brochure 'Gender click in pre-schopreschoolol' provides an answer to these questions. It is the result of action-based research by Genderatwork funded by Equal Opportunities in Flanders. Through visits to preschools, discussions with teacher and school management, comparison of experiences, individual surveys and in-depth interviews, this practical guide was developed. It provides examples and tips and tricks to work on gender in class and in school (visual aids, gender neutral teaching materials, non-conforming role play, play corner, library, father groups, etc.).

Useful links: www.genderatwork.be

Useful contacts: Katlijn Demuyne, info@genderatwork.be

Belgium – Walloon-Brussels Federation

Good Practice

Sexist stereotypes conveyed to young people by the media

Target Group

Young people

Description of good practice

A study on the assimilation by young people of sexist stereotypes conveyed by the media, carried out in 2006 and presented at many colloquies, conferences, etc., showed in particular that young people assimilate sexist stereotypes particularly easily. They watch a great deal of television and a large number of the programmes they prefer (series, video clips, cartoons) comprise sexist stereotypes. Some young people seem more than others to subscribe to this type of stereotype and be influenced by the world which these programmes show them.

There was a need therefore to make everyone, young and old, aware of how important it is to develop a critical approach to the media by which we are surrounded and, sometimes, inundated. These exploratory processes resulted in the production and distribution of the comic strip “*Stéréotype toi-même*” (“*Stereotype yourself!*”), prepared with the help of **Fred Jannin & Catheline**.

Since January 2009, 83 000 copies of “*Stéréotype toi-même*” have been distributed in the primary and secondary schools and teaching colleges of the French Community and to all institutions, associations or individuals who have requested it.¹

Useful links: www.egalite.cfwb.be

1. <http://www.egalite.cfwb.be/index.php?id=7606>

Good Practice

«Gender and Textbooks»

Target Group

Teachers, school inspectorate, publishers, educational teams or departments, organising bodies and any other public or private institution or organisation working in the education field

Description of good practice

Since the end of 2006, pursuant to the *Decree of 19 May 2006 on the approval and dissemination of school textbooks, school software and other teaching materials to be used in compulsory education establishments*, the Steering Committee on Compulsory Education in the Walloon-Brussels Federation has been responsible for granting approval, based on the opinion of a panel of school inspectors, on the school textbooks, software and other teaching materials submitted to it with a view to their use in compulsory education establishments.

For all of these books, software and other teaching materials, the panel of inspectors gives its opinion once it has checked that the product submitted to it complies with a series of requirements including “*respect for the principles of equality and non-discrimination such as those described in particular in Articles 10 and 11 of the Constitution, in the Laws of 30 July 1981 on the punishment of certain acts stemming from racism or xenophobia and of 25 February 2003 on combating discrimination, amending the Law of 15 February 1993 establishing a Centre to Promote Equal Opportunities and Combat Racism, and in the Decree of 19 May 2004 on the implementation of the principle of equal treatment*”²

In this context, the Equal Opportunities Directorate worked in co-operation with the education inspectorate from November 2008 to 2012 to draw up a **manual for the detection of sexist stereotypes** for teachers, inspectors, publishers, authors, educational teams or services, organising bodies and any other public or private institution or organisation working in the education field in the French Community.

The purpose of this detection handbook entitled “**Gender and textbooks**”³ is to enable education stakeholders to address the issues of respect for the principles of gender equality between women and men, and girls and boys, and gender-based discrimination in school textbooks.

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2. Articles 3, 1° and 12, 1° of the Decree of 19 May 2006 on the approval and dissemination of school textbooks, school software and other teaching materials to be used in compulsory education establishments.
 3. <http://www.egalite.cfwb.be/index.php?id=9454>

Its target audience is inspectors, teachers, teacher trainers and persons involved in the textbook production chain (publishers, authors, illustrators, etc.) and its goal is to present the results of **recent research** on the subject and provide readers with the **keys to understanding** they need to detect **stereotypes or sexist portrayals** in order to **promote the fair representation of women and men** in school textbooks and other teaching materials.

This publication is divided into several parts:

1. The reasons for this handbook: investigation of the ways in which gender-based stereotypes may or may not propagate inequalities or discrimination in school textbooks.

- ▶ Impact on pupils of sexist stereotypes in textbooks;
- ▶ Definition of the terms “stereotype”, “discrimination” and “gender dimension”;
- ▶ Presentation of studies and research.

2. Textbooks under the microscope: presentation of illustrations providing examples of the criteria for the analysis of handbooks from a gender perspective.

- ▶ Underrepresentation of girls and women;
- ▶ Stereotyped girls and boys;
- ▶ The place of men and women;
- ▶ Women in history and the news;
- ▶ Fairy tales;
- ▶ Lack of feminine forms in the syntax.

3. Summary and recommendations

“Gender and textbooks” was presented to the public at a colloquy held on 16 October 2012 attended by over 350 people. Over 8,000 copies of the manual were published and sent to trainers, teachers and inspectors who requested a copy.

Contacts were also made with publishers of school textbooks, and joint projects were set up with those who wished to cultivate this aspect in their publications.

Useful links : www.egalite.cfwb.be

Good Practice

Under-representation of women in higher education

Target Group

Universities and colleges

Description of good practice

The statement of community policy for 2009-2014 stated as follows:

“In view of the under-representation of women in higher education, the Government undertakes:

- ▶ to raise awareness of the problem at the various levels concerned (faculties, human resources departments, etc.);
- ▶ to gather objective information on the situation by conducting comparative statistical studies and looking in detail at the causes for the differing development of the careers of men and women in the world of higher education and research;
- ▶ to adopt measures which help to reduce the gap between women and men and, in particular, to increase the transparency of selection and promotion criteria and the presence of gender experts on selection committees to highlight any instances of bias.”

To meet these demands, a **research project on the unequal representation of women and men in the student population and at various levels of academic careers in Belgium’s French-speaking universities** was carried out at the request of the French Community’s Minister for Higher Education, Jean-Claude Marcourt, and the Minister for Equal Opportunities, Fadila Laanan.⁴

The aim of this research activity, which was carried out by the Department of Applied Economics of the Free University of Brussels, was to highlight the changes in the student population in the last ten years in the various French-speaking universities and to look into the representation of women at various levels of academic careers so as to test the theory that the path to increased equality is self-perpetuating.

The research work comprised three aspects: a description and analysis of developments, the factors accounting for any inequalities identified and the policies to be implemented to rectify them.

4. <http://www.egalite.cfwb.be/index.php?id=8887>

Part one: findings

By means of a detailed analysis of gender trends among the student population in different subject areas and at various levels of university studies and among the academic staff in different subject areas and at various times in their careers, it was intended to highlight the points at which “defeminisation” occurs. These findings were supplemented by gender-specific information on the age at which various stages were completed, numbers of participants and success rates.

Part two: explanatory factors

This was an investigation of appointment and selection procedures and the composition of committees involved in promotion procedures intended to assess the responsibility of institutions. For this purpose, a survey was conducted on a cross-section of teachers to pinpoint their perception of inequalities in their university and question them on the policies which could be set up to promote equality. Another survey on a sample of PhD students in the same year was conducted to identify their trajectories in the initial years after they had completed their thesis and assess whether these trajectories differed according to their gender. How likely was it that these students would have an academic career?

Part three: policies

The goal was to gain an overview of the measures taken in the Walloon-Brussels Federation and elsewhere to bridge gender gaps and study their effectiveness on the basis of assessments made of policies adopted and impact studies carried out abroad, so as to propose specific corrective measures to be implemented with a view to establishing appropriate standards.

The results of this research activity were presented at the Conference on Women and Universities held at the Free University of Brussels on 7 March 2012.

Useful links: www.egalite.cfwb.be

Good Practice

Understanding inequalities between girls and boys

Target Group

Teachers, school inspectors, head teachers

Description of good practice

Two findings prompted the Equal Opportunities Directorate to launch an appeal in April 2008 for projects **“to promote gender research on inequalities between girls and boys in education in the French Community of Belgium”**.

The first finding related to the general trends observed in terms of gender-specific schooling: girls were generally more successful than boys at school, but were still confined to subject areas with fewer employment and career prospects, whereas school dropout rates were higher among boys than girls. The second finding was that there was a lack of research conducted in the French Community on inequalities between girls and boys in the education system. Most of the reference studies available in French-speaking Belgium came from France and/or Quebec and, as such, they did not provide decision-makers with enough information for a detailed basis from which to develop policies to promote gender equality in education.

Therefore, in order to encourage and support gender research on inequalities between girls and boys in education in Belgium's French-speaking Community and to pinpoint these inequalities, a call for projects was launched to carry out studies explaining factors conducive to inequality affecting both boys and girls in all the networks and levels of nursery, primary, and general, technical and vocational secondary schools in the French-speaking Community.

Fourteen projects were submitted by various universities and research centres. Seven of them were selected and financed between October 2008 and November 2009. Every project was supervised by a special support committee made up representatives of the Equal Opportunities Directorate of the Ministry of the French-speaking Community, the Directorate General of Education and Scientific Research (AGERS) and the ministers responsible for equal opportunities and compulsory education. This committee ensured that the aims being pursued were compatible and a number of meetings were held between all seven research teams, providing an opportunity for constructive exchanges between the various researchers involved.

As to the **themes dealt with**, the starting part for most of the research was the finding that there was a gap between formal and actual equality in the educational and vocational guidance field. On the one hand, the official texts granted a right of equal access to girls and boys to all types of studies and training without any distinction on the ground of sex. On the other, there was a noticeable major difference in the field between the guidance given to girls and boys, tainted by gender bias in the choice of courses (arts/sciences), studies and occupations.

Summary description of research and research activities⁵

- **Educational and vocational guidance bodies in secondary education contending with gender issues. Survey on the Psycho-medico-social**

5. Full reports on www.egalite.cfwb.be - <http://www.egalite.cfwb.be/index.php?id=7674>

(PMS) Centres of the free state-subsidised network (the non-profit association, Synergie, in partnership with the Federation of PMS Centres of the Free Network (FCPL), incorporated into the Secretariat General of Catholic Education (SeGEC)).

Objectives and challenges:

- ▶ Identify when, in what context and in what form gender-related questions emerge in educational and vocational guidance in the school system;
- ▶ Understand where and how this question can be incorporated into existing practices and approaches; use the material collected and its analysis to stimulate or broaden discussion and the dissemination of new practices, adapt existing tools or create new ones and study the arrangements and measures to be set up to improve or alter practices so as to incorporate gender issues.

- **Promote the orientation of girls towards science subjects from secondary level onwards** (Education Systems and Practices Study Unit (ASPE), University of Liège).

Objectives and challenges:

- ▶ Contribute to providing more equal orientation of boys and girls towards science subjects through information and training for their teachers;
- ▶ Take stock of the situation of gender equality in the sciences in the education system (results, attitudes, motivations, qualifications...).

- **The determinants of educational choices. A research activity on the trajectories of girls and boys in general, technical and vocational secondary education in the French-speaking Community of Belgium** (Centre for Sociological Studies (CES), Saint-Louis University, Brussels).

Objectives and challenges:

- ▶ Throw light on the mechanisms at work at a key moment in school life: choices at the end of primary school (part 1);
- ▶ Explain what determines the unusual school trajectories of those who “escape” their gender-specific educational fate, in other words, the successful paths of girls initially disadvantaged by traditional ideas on gender (part 2).

- **Breaking free from gender models as a means of succeeding at school** (Research Institute for Training and Action on Migration (IRFAM)).

Objectives and challenges:

- ▶ Verify that restrictive and reductionist sexual stereotypes and the accompanying practices on the part of various parties at school, including pupils themselves, are significantly at odds with attitudes and behaviour which foster engagement and success at school.

- **A gender comparison of young people’s ideas about their future working life and the way in which they will reconcile family and working life and the impact of this on their choices at school** (Gender and Diversity Studies (EGID) – HEC-University of Liège).

Objectives and challenges:

- ▶ Identify the ideas that boys and girls have about their future working life and reconciling family and working life;
- ▶ Attempt to explain why they have different ideas through elements of their life experiences.

- **Inequalities between boys and girls at school: practical ways of decrypting and preventing discriminatory factors in educational practices** (Université des Femmes – Women’s University).

Objectives and challenges : Pinpoint the various components and criteria of practical aid for teaching teams in the area of equality between boys and girls:

- ▶ What tools should be given to teachers?
- ▶ What kind of tool would equip teachers with “gender glasses”, enabling them both to decrypt discriminatory factors and to prevent inequalities which they may cause when doing their work or which their pupils may heighten?

- **Gender in nursery schools – developing a practical guide for nursery teachers** (Gender at work).

Objectives and challenges: Create a practical tool to raise awareness about the gender dimension in nursery school education, taking account of the following aspects:

- ▶ the educational and teaching approach;
- ▶ teaching materials;
- ▶ toys, books;
- ▶ classroom layout (play corners, etc.);
- ▶ relations with pupils’ parents (mothers and fathers).

The results of this research work were presented at two colloquies, one in Brussels on 7 December 2009⁶, organised by the Equal Opportunities Directorate, and the other in Liège on 10 May 2011, held in co-operation with Liège Province.

Both colloquies were recognised as in-service teacher training by the In-Service Training Institute (IFC).

6. Videos of this colloquy are available on the site www.egalite.cfwb.be.

They continue to form the subject of presentations at conferences, study days and colloquies and in publications⁷. Furthermore, in order to disseminate the results more widely, a summary of the various studies conducted was presented in edition no. 33 of the review, *Faits et Gestes*, under the title “Filles-garçons, égaux dans l’enseignement ?” (“Are boys and girls equal in education?”).

Useful links: www.egalite.cfwb.be

Good Practice

Exhibitions

Description of good practice

Since 2007, the Equal Opportunities Directorate has made three photo exhibitions illustrating the theme “Women in Resistance” available free of charge to secondary schools and associations working with young people in the French-speaking Community.

All of these exhibitions dealt with a major topic and were proper teaching tools designed to raise the awareness of the French Community’s young people about the issue of women’s rights in Europe and the world.

- ▶ **“Major contemporary women activists”**: from the ongoing commitment of Belgium’s women activists to women who symbolise peace in the world. Since January 2009, five important Belgian women have been added to this exhibition.
- ▶ **“Respect”**: the story of the French association “Ni putes ni soumises” (“Neither whores nor servants”).
- ▶ **“The mothers of the Plaza de Mayo: thirty years of madness...”**: in Argentina women invented a new form of popular struggle.

Each exhibition is made up of thirty or so photos taken by the photographer **Pierre-Yves Ginet** and placed in context by the association **“Femmes ici et ailleurs”**. They are easy to put up, take down and transport, include explanatory panels and are accompanied by an educational guide.

Since 2011, an additional exhibition has been made available to the public, including schoolchildren, on the issue of domestic violence. The aim of this photo story, entitled **“You can’t stay like that, Madam ... Moving from an emergency response**

7. Claire Gavray, Alexandra Adriaenssens (ed.), *Une fille = un garçon ? Identifier les inégalités de genre à l’école pour mieux les combattre*, Compétences interculturelles collection, L’Harmattan, 2010.

to true independence in order to escape domestic violence”, is to highlight the energy and the strength which women who suffer from domestic violence succeed in deploying in order to recover control over their lives. It also draws attention to the admirable work which is done day in day out by numerous help and support services.

Useful links: www.egalite.cfwb.be

Good Practice

“Women and men in history – a shared past”

Target Group

Teachers, school inspectors

Description of good practice

“Women and men in history – a shared past”: a teaching resource for teachers and future teachers

Why write and teach a mixed history? The answer seems obvious: because women and men have worked together every day to build the society in which they live.

History changed radically in the last quarter of the 20th century, questioning its choice of sources, methods, chronology, themes and subjects. History now deals with society in all its complexity. Societies are approached piece by piece to build up the whole, including their social classes, gender differences and ethnic divisions.

At the same time, there have been major changes in history teaching. It is no longer a question of recounting a simple story punctuated with the landmarks of politics and wars and opening up a few windows on major cultural and scientific “moments”. The democratisation of society and education has infused the history curriculum with a new approach, based on a learning process to understand contemporary society and prepare pupils for citizenship.

Yet, what do always see in textbooks and at least implicitly in the wording of curricula?

Although the social aspect has now been incorporated, it is still limited to class differences and class relations and fails to raise the issue of gender. As a result the gender dimensions of history, which should be found throughout the chapters of a textbook because they are expressed in every field – politics, economics, social affairs and culture – are either hidden or trapped within a traditional view of the role of women inherited from the 19th century.

The publication “Women and men in history – a shared past”, produced by the Archive and Research Centre on Women’s History (CARHIF) and published by the publishers, Labor Education, is aimed at secondary school teachers and students on teacher training courses. It shows that another type of history is possible and that it can be easily incorporated into the curricula and methods established by the Walloon-Brussels Federation, offering teachers “mixed” lesson plans, in which women appear alongside men as full participants in political, social, economic and religious history.

This teaching tool is intended above all to be practical and pragmatic. Some twenty examples of themes are given, relating to the history of antiquity and the Middle Ages and scrupulously respecting the compulsory content and educational approach of the primary and secondary curricula for general and technological humanities in the Walloon-Brussels Federation.

The handbook was presented at the Conference “Another type of history is possible” held in Namur on 15 May 2013 and is available free of charge (subject to availability) via the website egalite@cfwb.be.

A colour PDF version of the publication is available on the site of the Equal Opportunities Directorate of the Walloon-Brussels Federation (www.egalite.cfwb.be) and the CARHIF site (www.avg-carhif.be) (http://www.avg-carhif.be/cms/enseigner_fr.php).

Useful links: www.egalite.cfwb.be

“Women and men in history – a shared past”:

a teaching resource for teachers and future teachers

Good Practice

Initial and in-service training for teachers and future teachers on equality of boys and girls in school

Target Group

Teachers and future teachers

Description of good practice

Many surveys show that equality of boys and girls at school is far from being achieved. Girls are less inclined to choose sciences, boys are asked more questions in class and sexist stereotypes are still found in school textbooks.

Accordingly, the Walloon-Brussels Federation has devised an **initial and in-service training module** for teachers and future teachers to promote equality of boys and girls at school.

The initial and in-service training module **“Boys and girls – the same school?”** was devised by a team of teachers from all the branches of higher education including both the traditional and social advancement sectors. It introduces the gender dimension and helps teachers to deconstruct sexually stereotyped representations in an organised manner. It is divided into 4 sections:

- ▶ nursery school education;
- ▶ primary school education;
- ▶ secondary education;
- ▶ higher education.

Each of these sections is divided in turn into different environments (institutional, educational, relational, etc.) proposing practical teaching approaches designed to prompt an investigation of ideas about the relationship between girls and boys at school.

On the website, teachers and future teachers will find references and definitions, examples of activities, teachers’ thoughts about gender issues, questionnaires for pupils, video reports, etc.

Short teaser video introducing the training module:

<http://youtu.be/m57LSLdyY84>.

Online access to the training module: www.egalitefillesgarcons.be.

Useful links: www.egalitefillesgarcons.be

Good Practice

School and careers guidance for girls and boys

Target Group

Young people

Description of good practice

Education indicators collected by the Ministry of the Walloon-Brussels Federation in 2013 show that on average girls are more successful at school than boys. However, these indicators also show that very few girls choose the most valued

subjects in the labour market, in other words science and technology. Girls are most highly represented in the “clothing” (92%) and “personal services” (71%) sectors while boys graduate towards the “industry” (97%), “construction” (96%) and “applied sciences” (68%) sectors. In vocational education, as in the technical qualifying courses, 91% of the “personal services” sector is occupied by girls. Girls are also more numerous than boys in the arts: “applied arts” (66%), “fine arts” (67%) and “artistic humanities” (66%).

Consequently, since 2010-2011, the Walloon-Brussels Federation has been supervising and supporting the **Girls’ day, Boys’ day** project.⁸

The aim of this project is to deconstruct the gender-related stereotypes in school and careers choices. It enables young people to gain their first experience in the field and to discover unusual professions, which are traditionally carried out by men or women.

Since the 2012-2013 academic year, Girls’ day, Boys’ day has been organised by the provincial co-ordinating bodies of the five French-speaking provinces in partnership with various other bodies and the Equal Opportunities Directorate of the Walloon-Brussels Federation, and is jointly funded by the Walloon-Brussels Federation and the Institute for Gender Equality from the budget for the appeal for local policy projects.

Girls’ day, Boys’ day is aimed at primary and/or secondary school pupils at the point when they must make course or career choices, and is divided into two stages. The first takes place in the classroom and consists of presentations of stereotype-related issues connected with occupations while the second consists of meetings with people actually employed in occupations which are unusual for persons of their gender.

Furthermore, since 2013-2014, in an attempt to encourage girls to take up technical and technological studies and occupations, and to dispel prejudices in this field, Agoria and the Walloon-Brussels Federation have been challenging received ideas by holding **Technogirls Days**, with the active participation of well-known companies in this industry sector.⁹

Nine technology firms in Wallonia, Brussels and the German-speaking Community receive girls and boys from the last year of primary school, organising meetings with women with top jobs in technological companies to enable the pupils

8. www.gdbd.be

9. www.technogirls.be

to learn about the different facets of technological training and the variety of technical, scientific and technological jobs on offer.

Useful links: www.gdbd.be

Good Practice

Women's university prize

Target Group

Students in their final year of higher education

Description of good practice

The Women's University is a permanent education service aimed primarily at women with responsibilities in associations, public services or social movements. It disseminates a critical analysis of society seen from a specifically feminist viewpoint. For this purpose, it relies on information from academic feminist studies and its own activities and research.

Every year it awards a Women's University Prize to a university paper which it considers to have made an interesting contribution to women's studies. This is a means for it to maintain regular contact with universities and colleges and to raise awareness of the work being done in this field in the French Community.

Every year, the Equal Opportunities Directorate takes part in the selection process for the Women's University Prize and supports it financially. Since 2006, there have been two categories: the "master's" category and the "end of studies" category. There has also been a general review of the budget, among other things to raise the profile of the prize by increasing the amount awarded.

Useful links: www.egalite.cfww.be

http://www.universitedesfemmes.be/08_feminisme-belgique.php

Good Practice

Programme of action to promote children's literature which opens up new horizons for boys and girls

Target Group

Children, parents, publishers, libraries

Description of good practice

In 2010, the Equal Opportunities Directorate, working in partnership with the Children's Literature Unit of the Department for Arts and Books, set up a programme of action to promote children's literature which opens up new horizons for boys and girls.

This programme of action came about following an afternoon of information and discussion on 17 June 2010, based on the works and in the presence of Ms Anne Dafflon Novelle, a doctor in psychology from the University of Geneva and co-founder of the association Lab-elle, whose aim is to identify picture books for children which reflect the potential of women. This meeting was followed by lectures on the theme at the Children's Literature Fair in October 2010.

The programme was made up of three components which were put into practice in October 2011:

- ▶ A **selection** of about one hundred books, published by the Department for Arts and Books and complemented by substantive articles reflecting the diversity of this theme in children's literature. The project was carried out in partnership with the Department for Arts and Books of the Ministry of the Walloon-Brussels Federation, which publishes an annual selection of children's books on a particular theme. The theme for 2012 was "Books which open up new horizons for boys and girls": http://www.litteraturedejeunesse.cfwb.be/fileadmin/templates/sgll/res/telecharger/images_2012/Binder1_DEs_livres_pour_ouvrir_pour_calameo.pdf.
- ▶ "**Pink or blue – it's for me to choose**" (Latitude Jeunes, youth organisation): exhibition on gender stereotypes in children's literature and training on this exhibition aimed at professionals wishing to hire and to learn to use it: <http://www.latitudejeunes.be/Activites/Formations/Pages/Formation-a-lexpo-Rose-ou-bleu-seulement-si-je-veux.aspx>.

The aims of the training course are as follows:

- ▶ to train participants in the use of tools to detect stereotypes in children's books relating to the role of men and women;
- ▶ to show how the exhibition works and how it can be used;
- ▶ to share information about books from the selection which break down the barriers limiting the roles that each gender is expected to play.

Useful links: www.egalite.cfwb.be

Good Practice

Raising young people's awareness about violence in love relationships

Target Group

Young people

Description of good practice

On 13 February 2008, the day before Valentine's Day, the French Community launched its campaign "**Love without violence**"¹⁰, drawing on the experience of two large-scale campaigns intended to raise awareness among young people and a quantitative and qualitative survey on violence in young people's love relationships.

The campaign is the result of **co-operation** between various political partners, administrative departments (Equal Opportunities, Compulsory Teaching, Support for Young People, Health Promotion, Youth, Help for Abuse Victims and Audiovisual Projects) and associations¹¹, and is aimed at girls and boys between the ages of 14 and 18 who have been victims, perpetrators and/or witnesses.

Its aims are:

- ▶ to help young people to recognise the signs of psychological, verbal, physical and sexual violence in their love relationships and those of their entourage;
- ▶ to link this understanding with the deconstruction of the stereotypes and myths which surround love relationships and violence;
- ▶ to provide victims or witnesses of such violence with advice, addresses of potential contacts and telephone helpline numbers.

Getting the singer from the group Starflam, Akro, to act as **campaign ambassador** was a way of appealing to the teenage target audience – as was the choice of campaign materials (website, film competition, song and video clip).

10. <http://www.aimesansviolence.be>.

11. Amnesty International Jeunes, Cap Sciences humaines, Centre d'Éducation à la Famille et à l'Amour, Centre de Prévention des Violences conjugales (Brussels), Collectif contre les violences familiales et l'exclusion (Liège), Conseil des Femmes Francophones de Belgique, Fédération Laïque des Centres de Planning Familial, Fédération des maisons de jeunes, Fédération des Planning familiaux des Femmes Prévoyantes Socialistes, Garance, Le Monde selon les Femmes, Magenta, PRAXIS, Quand les jeunes, Réseau pour l'élimination des violences entre partenaires, Solidarité femmes et refuge pour femmes battues (La Louvière), Université de Paix.

A **call for projects** has also enabled operators in the field to take an active part in the campaign. Thirty-two projects were submitted, and ten of these were retained and given financial backing amounting to a total of €99,995, which they used to organise various activities and events with young people. These activities, which were carried out between March and September 2008 by a number of non-residential care associations (AMOs), family planning services, women's associations, associations dealing with violence against women and municipal services, were presented at an exhibition in November 2008.

Thanks to a partnership with the children's helpline, **103-Ecoute Enfants**, and the website for teenagers, **Paroles d'ados**, young victims, perpetrators or witnesses were able to contact a support service directly and anonymously.

The campaign was given widespread media coverage (in the press and on TV and radio) and publicity through associations, and around 100,000 brochures, 9,000 posters and 12,000 CDs were sent out specially, at the request of the public and professionals.

In 2010, a second phase of the campaign was launched involving cultural operators. For instance, a pilot project for **awareness-raising among young people attending festivals** was launched by the Equal Opportunities Directorate at the Esperanzah Festival in August 2010, in co-operation with the Secular Federation of Family Planning Centres (FLCPF). This project, for which various types of visual materials and promotional processes and tools were devised specifically for a young target audience, was regarded as a major success.

Useful links: www.aimesansviolence.be

Good Practice

Awareness-raising and training on anti-discrimination measures

Target Group

Young people (12-18), teachers, school mediators, school inspectors and head teachers

Description of good practice

Awareness-raising

Pursuant to the Decree of the Walloon-Brussels Federation of 12 December 2008 to combat certain forms of discrimination, the campaign "**Discrimination yourself!**" was launched in October 2010, targeting boys and girls aged 12 to 18 in particular. The campaign looks in a no-nonsense yet playful manner at what

constitutes discrimination, freedom of expression, incitement to hatred, incitement to discriminate, racism, sexism, harassment, homophobia, disability, etc.¹²

It is also designed indirectly for teachers, educators and field workers and is intended to help everyone, young and old, to understand the issues involved in legislating against certain forms of discrimination and to familiarise themselves with the legislation actually adopted for this purpose.

The booklet and the poster “Discrimination yourself!” are illustrated by Catheline and Frédéric Jannin. The campaign was such a success that several follow-ups were required and, in the end, some 62,000 brochures were distributed.

Information

As well as bringing the “Discrimination yourself!” campaign to the attention of a wide range of stakeholders in schools, the organisers established co-operation with the **School Support Service** (AGERS, DGEO) in the context of the Action Plan to Safeguard Calm Learning Conditions (PUMAS) and with the Emergency Schools Assistance Service when they were finalising a practical guide on the prevention and management of violence at school.

As a result, it was possible to review this guide in the light of the Anti-Discrimination Decree.

In addition, in 2010, the Centre, the Institute for Gender Equality and the Ministry of the Walloon-Brussels Federation launched an appeal for tenders to organise a **survey** and a colloquy on the perception and management of discrimination encountered at school by teachers and other compulsory education stakeholders.

The survey conducted by the CLEO Research Centre of the University of Liège, launched at the end of 2010, gave rise to a summary report. Questions to be discussed were proposed by the researchers at the end of each section of the report and potential solutions proposed by field workers were also described.

This report was presented to groups of teachers on various occasions, particularly at the 2013 Education Fair.

Training

Priority was given to the awareness-raising and information of staff with arbitration and mediation tasks.

12. <http://www.egalite.cfwb.be/index.php?id=9032>

For instance, in 2010, school mediators working in Brussels and Wallonia, the staff of mobile teams, the management staff of the school inspectorate (the Co-ordinating Inspector General, the General Inspectors and the inspectors responsible for co-ordination) and the inspectors from psycho-medico-social centres (PMSs) were invited to information sessions on the Anti-Discrimination Decree.

In 2011, the focus turned to head teachers (through information workshops), staff from the school assistance service and mediators in the Walloon Region and the Walloon-Brussels Federation, along with provincial co-ordinators.

Generally speaking, it became clear that there were very many people who needed training and resources were limited. Consequently, since 2011, the Equal Opportunities Directorate, the IEFH and the Centre have been working with the Public Administration College (EAP) and the In-Service Training Institute (IFC) to incorporate the issue of discrimination into their training modules.

Since 2012, two-day in-service training modules have been set up for school inspectors in co-operation with the IFC. To date, some 100 inspectors have taken part in these sessions, which will continue in 2014.

Useful links: www.stop-discrimination.be

Useful contact: alexandra adriaenssens :
02 413 26 42 – alexandra.adriaenssens@cfwb.be

Belgium

Good Practice

Expert contributions on gender equality

Target Group

Education authorities

Description of good practice

The Education and Training Council

The **Education and Training Council** (CEF) is a consultative body which brings together 28 organisations from the world of education and vocational training in the French Community.

It is made up of two separate chambers, one for **training** and the other for **education**, together with a Council bringing together the two. It is both a forum for dialogue and exchange between these two worlds and a place in which French speakers from Wallonia and Brussels can express their common concerns.

It was decided by the legislators that the CEF would operate under the authority of the Secretariat of the French Community. Under the founding decree¹³, it was assigned the task of dealing with all issues affecting the future of education and training by establishing links between the two worlds.

Since 2005, a member of the Equal Opportunities Directorate has sat on the CEF, representing the Secretariat of the Ministry of the French Community. Through its thorough interpretations of the CEF's draft opinions and the comments and suggestions it makes concerning its work, the Equal Opportunities Directorate places its expertise at the CEF's disposal and makes sure that it takes account of the gender dimension.

The Steering Committee for the Education System

Since February 2009, the Director of Equal Opportunities has taken part as a guest in the meetings of the Education Steering Committee.

The Steering Committee was established in its current form by a Decree of 27 March 2002. It is chaired by the Director General of Education and Academic

13. Decree of 12 July 1990 establishing the Education and Training Council of the French Community (Moniteur belge 19.10.1990)

Research and is made up of representatives of the institutions of the world of compulsory education in the French Community. Thanks to the expertise and commitment of its members, it is the ideal forum for multilateral exchanges, the aim of which is to help to improve the functioning and the performance of the education system.

The Education Committee of the French-speaking Women's Council of Belgium (CFFB)

Since March 2004, the Education Committee of the CFFB, in which the Equal Opportunities Directorate participates, has been working on the issue of gender equality in the education system, including matters such as equality between girls and boys and women and men, measures to combat sexist stereotypes conveyed by teaching materials and teachers in class, and the development of gender studies in higher education.

Website "My profession, my future"¹⁴

The site "My profession, my future", established by the Directorate General of Education and Academic Research (AGERS), forms part of priority no. 3 of the Schools Contract, whose goal is to give effective guidance to all young people and enable all girls and boys to build positive life projects with potential for life-long development and learning.

The site provides information on the actual organisation of schools (obligations, management, materials and practical tips) on the many choices of education types for the secondary level and the prospects of higher education. It also provides an introduction to a large range of occupations through materials such as careers information sheets, videos of interviews with professionals and descriptions of tasks by sector.

Since 2008, the Equal Opportunities Directorate has offered its expertise by ensuring that none of the material used contains sexist stereotypes either in its texts or in its illustrations and that positions, job titles and names of professions are feminised.

In-service Training Institute

Since 2006, the In-service Training Institute (IFC) has offered **training courses on the subject of "Education in gender and sexual diversity issues"**. The aim of these courses is to promote gender mixing and gender equality in education through in-service training dealing with gender issues, particularly measures to combat sexist stereotypes.

14. <http://www.monmetiermonavenir.cfwb.be/>

In February 2009 the Equal Opportunities Directorate issued various proposals and/or indications of areas in which special attention was required in the in-service training on gender mainstreaming proposed by the IFC.

For the 2010-2011 academic year, in addition to training courses dealing directly with the issue of “Promoting non-sexist education catering for diversity”, further indications of areas for special attention and recommendations were issued in response to the need to identify various resources that were at hand in order to flesh out the information available and take account of the Equal Opportunities Directorate’s proposals (<http://www.egalite.cfwb.be>).

Gender studies

The Equal Opportunities Directorate also offered its expertise when, between 1 January 2009 and 31 December 2010, the non-profit association, Sophia, carried out a feasibility study for the creation of an inter-university master’s degree in gender studies in Belgium, sponsored by the Minister of Employment and Equal Opportunities in charge of asylum and migration policy and co-ordinated by the Gender Equality Institute.

The project has two aims: firstly, to conduct a feasibility study which will lead ideally to the actual creation (in due course) of an inter-university master’s degree in gender studies in Belgium and, secondly, to create a broad structural basis for this degree involving academic and political authorities – thus stimulating thought about the practical establishment of gender studies in Belgian universities.

The results of the study were published in a final report presented to the public in spring 2011.

Useful links: www.egalite.cfwb.be

Useful contacts: alexandra.adriaenssens :

02 413 26 42 – alexandra.adriaenssens@cfwb.be

Cyprus

Good Practice

Interdepartmental Committee and Action Plan for Gender Equality of the Ministry of Education and Culture

Target Group

Pre-Primary, Primary, Secondary general, Secondary technical and Vocational Education and the Department of higher and tertiary education

Description of good practice

The Ministry of Education and Culture (MOEC) is focused on ensuring equal opportunities in education for both genders on a non-discriminatory basis in all levels of education. The Ministry has formed an Interdepartmental Committee with representatives from all its departments and services. This Committee oversees and co-ordinates all gender equality issues related to actions taken by the Ministry. In order to bring the gender mainstreaming strategy into educational policies and school practices, the Committee has prepared an Action Plan that promotes gender equality (2014-2017). This Action Plan includes actions on gender equality awareness based on three objectives:

- ▶ Inclusion of gender equality in matters related to the structures of the educational system;
- ▶ Inclusion of the principle of gender equality in matters relating to teacher in-service training; and
- ▶ The empowerment of the family in promoting gender equality.

Examples of the inclusion of gender equality in matters related to the structures of the educational system include the following:

- ▶ The development of actions targeting all forms of stereotyping, and in particular that of eliminating the gap between men and women, falls within the framework of promoting this objective. The elimination of stereotypes is considered a key pillar of the elements and actions that characterize the active citizen. Setting active citizenship, with emphasis on social solidarity and the elimination of stereotypes in the educational process, as one of the objectives under emphasis for the school year 2013-2014, is a way to achieve the elimination of stereotypes;
- ▶ Launching a webpage dedicated to Gender Equality by the Pedagogical Institute, which includes useful information, bibliography and teaching material for promoting equal opportunities of both genders and gender mainstreaming in the educational process;
- ▶ Utilising the all day school which allows pupils to extend their stay in school, studying and being activated in other cultural, sporting and educational activities;
- ▶ Utilising the institution of the Zones of Educational Priority;
- ▶ Preventing and combating violence and delinquency in school and in the family (Departments of Primary Education, Secondary General Education, Educational Psychology Service);
- ▶ The Pedagogical Institute, in collaboration with the Gender Equality Committee in Employment and Vocational Training, and the Departments of Secondary General and Secondary Technical and Vocational Education, organised an Essay Contest about Gender Equality among the pupils of Grade 11;
- ▶ Conducting surveys on the needs and aspirations of women of «diverse» cultural backgrounds and of their children and creating educational/professional structures aimed at providing language skills and professional orientation (Pedagogical Institute, State Institutes of Further Education and Department of Secondary General Education);
- ▶ Most research projects, concerning pupils and teachers in all levels of education, are collecting and processing statistical data broken down by gender (Ministry of Education and Culture, Pedagogical Institute, Centre for Educational Research and Evaluation);
- ▶ Implementing programmes in schools with the aim of promoting gender equality and respect among all children in class, irrespective of their background or gender (Educational Psychology Service);

- ▶ In order to promote discussion of educational and career choices in the classroom, to give girls and boys a better idea of the opportunities available in various sectors, particularly in occupations dominated by one gender, to encourage increased female participation in technical fields and the use of new technologies and to reshape Secondary Technical and Vocational Education with the aim of attracting female participation, special programmes are implemented (Ministry of Labour, Welfare and Social Insurance and MOEC – Department of Secondary Technical and Vocational Education and Career Counselling and Educational Service).

In-service training includes the promotion of awareness-raising and training on gender equality, the reflection of teachers' own identity, beliefs, values, prejudices, expectations, attitudes and representations of femininity/masculinity, as well as their teaching practice. It also aims to bring equality, diversity and the gender perspective into various areas. Examples of the inclusion of the principle of gender equality in matters relating to teacher in-service training and the empowerment of the family in promoting gender equality include the following:

- ▶ Training courses aiming to raise awareness on gender issues related to the gap between men and women in labour (1-3 days trainings) addressed to all teachers in Primary and Secondary Education, all career counsellors in Secondary Education and all inspectors in Primary and Secondary Education and parents (collaboration of the Pedagogical Institute, the Career Counselling and Educational Service and the Ministry of Labour, Welfare and Social Insurance);
- ▶ Training of teachers and parents on issues related to active citizenship, multiculturalism, social inclusion/exclusion, identities and relationships between girls and boys, gender equality awareness through school based training seminars and programmes (Pedagogical Institute);
- ▶ Workshops for teachers (Primary and Secondary Education) organised by the Pedagogical Institute and the Mediterranean Institute of Gender Studies (MIGS);
- ▶ In-service training of teachers on issues related to preventing and combating delinquency (Departments of Primary, Secondary General, Secondary Technical and Vocational Education, Pedagogical Institute);
- ▶ Organising conferences/seminars on gender issues for teachers of all levels (Pedagogical Institute);
- ▶ Organising workshops for teachers and pupils aiming at the promotion of equality and inclusion (Career Counselling and Educational Service).

Useful links: Cyprus Pedagogical Institute [in Greek]

Useful contacts: atsiakkiros@moec.gov.cy

Finland

Good Practice

Gender-sensitivity in early childhood education – equal encounter in nursery schools (2012-2014 and 2014-2015).

Target Group

Early childhood educators

Description of good practice

The project **Gender-sensitivity in early childhood education – equal encounter in nursery schools** is funded by The Ministry of Education and Culture and managed by The Feminist Association Unioni.

The main objective of the project is to bring the idea and practices of gender sensitivity more widely known in the Finnish speaking early education field through research, continuing education and through statements of educational policy. The project has produced the educational website www.tasa-arvoinenvarhaiskasvatus.fi which was published in Spring 2014.

Gender sensitivity means understanding and consideration of socio-cultural factors underlying in early childhood education. The term also applies to attitudes that socialise children into certain behaviours or opportunities, for example, pushing boys to play sports or expecting girls to play with dolls. Gender-sensitive work uses specific methods and tools to provide equal opportunities for all children.

Three communal nursery schools from the Helsinki metropolitan area participated in the project. The project was documented by videotaping the activities in the nursery schools. The educators sub-conscious perceptions on gender were examined by filming them interacting with the children. Activities were videotaped in the nursery schools during several days during the week. Each nursery school was videotaped on two occasions.

The videotapes showed that the girls were given the role of helpers more often than the boys. The boys were given attention twice as much as the girls. The toys were placed in different parts of the room so that the placing didn't encourage the children to play in mixed groups or to choose "non-gender stereotypical" toys.

Based on the material on the video tapes, a follow-up training programme was created for educators.

The educators started to give more attention to the girls. In particular the girls were encouraged to step up more. The educators started to ask the boys to help out more often. In addition, the educators started to focus on giving everyone equal opportunities to speak and to be heard. The children were encouraged to play together by mixing the toys in the room. As a result the children invented new plays and games which attracted all children.

The project is supported and controlled by a steering committee, which meets monthly, and is made up of volunteers, as well as the employees of different partners. The educational work-group under the Feminist Association Unioni consisting of volunteers is a polyphonic (multi-voiced) group working in different areas, especially in the educational field. In addition to the educational work-group, the steering committee includes a representative body of employees in the following parties: FolkhälsanOAJ (Trade Union of Education in Finland) SETA ry (Seta – LGBTI Rights in Finland) Suomen Vanhempainliitto (Finnish Parents' League) Suomen Lastenhoitoalan Liitto (The Finnish Association of Childcare).

In addition, the project has been co-operating with the Diaconia University of Applied Sciences in the form of lectures and online courses. A representative of the project is also a member of the (upbringing and) educational team of the Council of Gender Equality.

Useful links: www.tasa-arvoinevarhaiskasvatus.fi; www.naisunioni.fi

Useful contacts: Reija Katainen, reija.katainen@naisunioni.fi, +358 44 785 2879

France

Good Practice

Training teachers in equality and gender

Target Group

Teachers from nursery level up to higher education

Description of good practice

Higher teaching and education colleges (ESPEs) were set up pursuant to the Outline Law of 8 July 2013 on the reform of French schools. They “provide initial training for future teachers and education staff and contribute to their in-service training”. Among their tasks is to organise “training courses to raise awareness about gender equality” (Article L. 721-2 of the Education Code).

- **For future teachers and education staff:**

Under the Order of 1 July 2013 on the reference framework for professional skills in the teaching and education professions, teachers and education staff are required to act as responsible educators and work according to ethical principles. In practice this means “mobilising themselves and their pupils against stereotypes and discrimination in all its forms and promoting equality between girls and boys and women and men”.

- **For ESPE master’s students:**

The order of 27 August 2013 establishing the national framework for training courses offered as part of the master’s course organised by the ESPE in the “teaching, education and training professions”, also relies on the reference framework for professional skills referred to above. Accordingly, the core element of the training includes “teaching on the principles and ethics of the profession, including education in ... anti-discrimination measures and the culture of gender equality”.

Once this subject has been firmly inscribed in the initial specifications of the ESPE, the courses in gender equality, gender issues and discrimination dispensed at the ESPE will have to be listed and monitored. This work is scheduled to take place in 2014.

Useful contacts: caroline.belan-menagier@recherche.gouv.fr

Department of human resources strategies, parity and anti-discrimination measures (DGESIP/DGRI)

Ministry of Education, Higher Education and Research

Comments: A detailed review of the curricula and a constructive evaluation would be in keeping with paragraphs 21 and 32 of the Appendix to the Recommendation. The implementation of this evaluation might take the form of networked activity at European level which would enable trainers to exchange good teaching practices and would facilitate supervision in the member states. Establishing a European network on this issue would also be a landmark initiative, enabling practices to be highlighted and fostering a competitive spirit among the member states. Furthermore, a European project entitled QUING has already made recommendations on the minimum quality standards that should be attained in each training course or lesson on gender, and a current call for projects by the European Commission's Directorate General for Research and Innovation is looking for partners to investigate means of integrating gender issues into university courses.

Good Practice

Comprehensive scheme for training on gender equality in higher education and research

Target Group

Recruitment and evaluation bodies and governing bodies of higher education and research establishments

Description of good practice

Paragraph 20 of the Appendix to the Recommendation proposes that training on gender equality should be promoted for all education personnel, particularly school principals.

Requests for support are made by persons working in higher education and research on the basis of the following findings:

- ▶ Access for women to scientific careers is still unequal. Women are still a minority in the higher echelons of the research community, there is high segregation according to subject area and they are penalised when it comes to access to senior grades and management functions in research and higher education;
- ▶ In the context of funding for research and higher education in Europe, in addition to their technical quality, specific projects or calls for tender are assessed on criteria of excellence extended to include gender (parity and equality in teams proposing projects and incorporation of the gender dimension in research work);

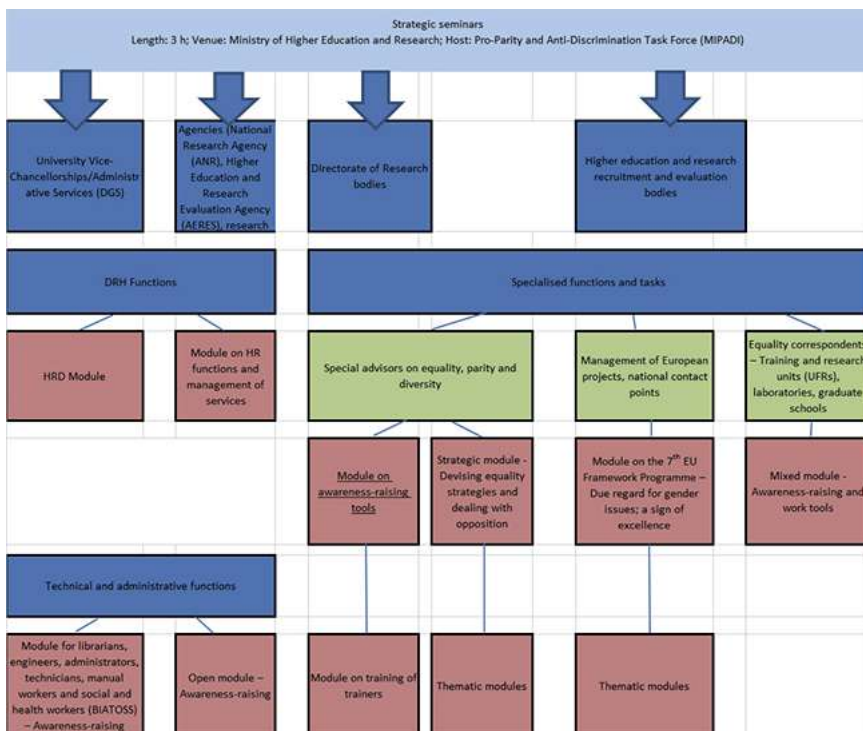
- There are growing legal, regulatory and institutional restrictions in the equality field as, since 2011, France has introduced many measures to foster gender equality at work.

Since 2013, higher education establishments have appointed special advisors on equality and have made individual efforts in the training field but there is a lack of co-ordinating tools in this area and a need to pool materials and practices related to equality and for gender to be regarded as a factor contributing to academic excellence.

This is why the Ministry has financed the establishment of a comprehensive scheme for gender equality, the aims and structure of which are presented in the following diagrams:



COMPREHENSIVE SCHEME FOR GENDER EQUALITY TRAINING



This comprehensive scheme for gender equality in higher education and research is divided into one-day modules for the various categories of persons working in the research and higher education field. The goal is to provide training in gender equality, gender issues and discrimination for management and human resources staff, to distribute the training scheme to establishments and to incorporate equality into national training reference frameworks. The Agency for the Co-ordination of Universities and Higher Education and Research Establishments (AMUE) and the National College for Education Management in Higher Education and Research (ESEN), which are the two main providers of training for human resources operatives in this field, are committed to providing instruction on these issues as part of their initial and in-service training courses.

Useful contacts: caroline.belan-menagier@recherche.gouv.fr

Department of human resources strategies, parity and anti-discrimination measures (DGESIP/DGRI)

Ministry of Education, Higher Education and Research

Good Practice

Tool for the self-assessment of equality policies in higher education establishments: the equality barometer

Target Group

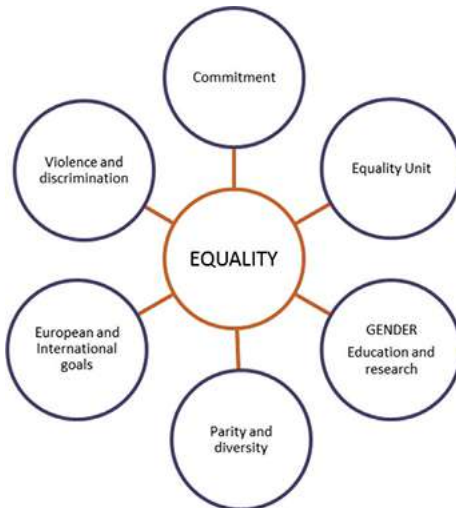
Governing bodies of education establishments

Description of good practice

The Appendix to the Recommendation (paragraphs 4, 5, 31 and 32) underlines the need to incorporate indicators and equality policies into establishments' self-assessment practices. The French higher education and research sector makes an "equality barometer" available to its establishments. This is a tool with which to monitor the policies pursued within establishments and a means of stimulating contractual dialogue between the state and its operators.

The diagram below illustrates the main threads of the work to promote gender equality which have been identified by the Ministry:

Tasks of the barometer :



1. At local level, it helps establishments to make changes in the field. It serves as a self-assessment tool with which establishments can assess their own equality and anti-discrimination policies.
2. At national level, it is used to monitor equality and anti-discrimination policies, cataloguing and drawing parallels between establishments' policies at national level.
3. At international level, it assesses the commitment and performance of the French higher education and research sector in the light of European and international goals. It highlights this sector's commitment to equality and facilitates exchanges of good practices

The barometer provides a link between establishments. It helps them both to choose priority areas for investigation (such as research and education on gender) and to set up a strategy which will ultimately lead them into other areas which they will need to investigate. As a result, each establishment will be able to situate itself in relation to other establishments which have chosen the same area and will have the opportunity to join the equality correspondents' network to seek out the expertise and the best practices which it may need.

At national level, the barometer helps to identify good practices, which can then be pooled, thus stimulating a long-term approach in all establishments. It can also provide a record of the state of progress on equality policies in all the establishments and can be presented each year at a meeting of the Committee for Equality (COMEGAL), which is made up of the governing bodies of all the higher education and research establishments and chaired by the Minister of Education, Higher Education and Research. The choice of indicators by means of which to monitor policies is also the result of collaborative work among the establishments and between them and the COMEGAL's "indicators" group.

This makes the barometer a highly practical instrument, which helps establishments in their efforts to promote gender equality. It is a self-assessment tool for the use of each and every establishment. It makes it possible to gauge the progress of an establishment on equality policy in terms of parity within bodies, gender mix on courses, efficiency of the equality unit, measures to combat sexual, sexist and homophobic violence and other relevant issues. In this way the barometer offers a means of monitoring establishments' systemic policies and helps the Ministry to perform its role as co-ordinator by supervising the implementation at local level of the action plan to promote gender equality and combat all forms of discrimination.

Good Practice

Support research on gender and education issues

Target Group

Teachers and civil society

Description of good practice

In the context of measures to combat sexism and of representations of masculinity and femininity in the classroom, paragraph 56 of the Appendix to the Recommendation calls on governments to support research on gender.

The Minister's 2014 Action Plan for Equality does indeed propose to incorporate gender issues into national higher education and research strategies as a cross-cutting theme and to take full advantage of the potential for education and research on all issues relating to women and gender through encouragement to set up university courses containing teaching in gender both as a distinct subject and as a cross-disciplinary topic, including in graduate schools.

These proposals are also linked to the establishment in 2011 of a working group on gender overseen by the Ministry of Higher Education and Research. One of this group's practical recommendations was to appoint a Gender Studies Board, whose tasks would include familiarising the education sector with research on gender and vice-versa, to provide ideas for initial and in-service training.

This project is under way. It has made it possible to identify and recognise research on gender at national level, and the ultimate goal is to bring together those involved in gender research work at all levels, national, regional and local. From the viewpoint of the gender and education nexus, its aim is to promote consistency and transparency throughout this whole sphere and across the whole range of initial and in-service training.

Useful contacts: caroline.belan-menagier@recherche.gouv.fr

Department of human resources strategies, parity and anti-discrimination measures (DGESIP/DGRI)

Ministry of Education, Higher Education and Research

Good Practice

Recent strengthening of the legal framework for education in equality by the law on the reform of French schools – an integrated approach to equality in the school system under an inter-ministerial agreement

Target Group

All of the stakeholders in the education system

Description of good practice

The basic tasks of the French school system include that of ensuring equal opportunities for girls and boys. Under Article L. 121-1 of the Education Code, schools are required to help, at all levels, to promote gender mixing and gender equality, particularly in the area of course and careers guidance.

The Outline Law of 8 July 2013 on the reform of French schools added three important provisions to the Education Code, which strengthen the legal framework on which the consideration of gender equality in education is based:

- ▶ the law points out that the transmission of respect for gender equality begins with **primary school** teaching;
- ▶ the law has introduced a new form of **moral and civic education**, through which pupils learn “to respect people, their origins and their differences, equality between women and men and secularism” (Article L. 311-4 of the Education Code). The curriculum, which covers the whole duration of compulsory schooling, will be subject to consultation during the 2014-2015 academic year and come into force in 2016;
- ▶ lastly, this law makes it part of the tasks of education and teacher training colleges to “raise awareness among all teaching and education staff about gender equality and the fight against discrimination”; as a result it is now a legal obligation for **initial teacher training** to cover the question of gender equality.

In addition to the **recent strengthening of the legal framework**, the renewal in 2013 of the interministerial agreement for equality between girls and boys and women and men in the education system, signed for the period 2013-2018, confirms the integrated approach to this question.

The interministerial agreement was signed by six ministers (the Ministers of Education, Educational Success, Higher Education and Research, Agriculture, Food and Forestry, Labour, Employment, Vocational Training and Social Dialogue, and Women’s Rights) and focuses on three priority projects:

- ▶ Instilling and conveying a culture of gender equality;
- ▶ Enhancing education in mutual respect and equality between girls and boys and women and men;
- ▶ Promoting more gender mixing on courses at all levels of study.

The question of gender equality in the school system is dealt with from a viewpoint which is not just confined to the question of course and careers guidance and the gender mix on courses and in jobs. It also covers matters such as passing on values of equal dignity and the role of stereotypes in the development of inequalities, and places emphasis on the paramount role of training for all staff.

The interministerial agreement is subject to regional variations, whose implementation in the educational regions is the responsibility of the people in charge of the equality unit. A network of regional equality correspondents is run at the level of the Directorate General for School Education by a unit for the “prevention of discrimination and for equality between girls and boys”.

Useful links: <http://eduscol.education.fr/cid55235/convention-interministerielle.html>

Useful contacts: judith.klein@education.gouv.fr (Head of the unit for “prevention of discrimination and for equality between girls and boys” at the directorate general for school education of the ministry of education, higher education and research)

Comments: The Directorate General of School Education is responsible for drawing up and running the education and teaching policies of the Ministry of Education, Higher Education and Research. For an overview of its gender equality activities, readers can consult the following pages: <http://eduscol.education.fr/cid46856/egalite-filles-garcons.html>.

Good Practice

Action plan for equality between girls and boys at school

Target Group

Education administrators, primary and secondary school teachers (in training)

Description of good practice

An Action Plan for equality between girls and boys at school was announced on 30 June 2014. It comprises two main parts:

- ▶ that of the initial and in-service **training** of education staff (teachers, administrators, inspectors);
- ▶ that of the **resources** to be made available to enable teachers to address the issue of equality in a cross-curricular manner in their lessons and other educational activities.

The action plan pursues two goals:

- ▶ to step up the promotion of the humanist values of respect, tolerance and equality, by placing it in the context of an overall policy to combat all forms of discrimination, by schools and in schools;
- ▶ to equip educational staff with the right tools by providing them with conceptual material on the question of gender equality, both in society and in the education system, and the tools they need to bring about changes in their professional practices.

The implementation of the action plan for equality is based on two types of activity:

- ▶ the production and provision of resources designed to equip staff for their new tasks (e-training and Internet resource portal; full exploitation and pooling of the work of teaching teams and existing academic resources);
- ▶ training seminars, intended initially for primary and secondary school inspectors and to be organised subsequently in the educational regions for the training of administrators and teachers.

Implementation of the plan will begin in September 2014.

Useful contacts: judith.klein@education.gouv.fr (Head of the unit for “prevention of discrimination and for equality between girls and boys” at the directorate general for school education of the ministry of education, higher education and research)

Germany - Federal Level / Nationwide Projects

Good Practice

Girls' Day

Target Group

Girls aged 10 to 17

Description of good practice

Girls' Day – Future Prospects for Girls is to motivate girls and young women to opt for training or studies in fields traditionally not taken into consideration by women.

The nation-wide day is usually held on the fourth Thursday in April.

Enterprises, universities and research institutions organise an open day for girls aged 10 to 17, offering an insight into, and practical experience in, a wide range of careers and professions. Thus the range of vocational choices of girls is considerably broadened, as it is mainly STEM-careers which are on offer.

Girls' Day is a national event which brings together numerous regional initiatives and thus has a very broad impact. In 2014 more than 100,000 girls participated in some 9,000 events.

Useful links: WWW.GIRLS-DAY.DE

Comments: Reference made to Recommendation CM/Rec (2007)13 of the Committee of Ministers to member states on gender mainstreaming in education (educational and career guidance section).

Good Practice

Boys' Day – future prospects for boys

Target Group

Boys aged 10 to 17

Description of good practice

Boys' Day – Future Prospects for Boys is to motivate boys and young men aged 10 to 17 to opt for training or studies in fields traditionally not taken into consideration by men, in fields such as nursing, care, education or the service sector. In addition, they can take part in a variety of workshops with regard to social skills and life planning unhampered by traditional gender roles.

Just as *Girls' Day*, it is usually held on the fourth Thursday in April.

In 2014 *Boys' Day* had more than 30,000 participants in over 5,000 events.

Useful links: www.boys-day.de

Comments: Reference made to Recommendation CM/Rec (2007)13 of the Committee of Ministers to member states on gender mainstreaming in education (educational and career guidance section).

Good Practice

More Men in Early Childhood Education and Care (ECEC)

Target Group

Men, Boys, ECEC-Institutions

Description of good practice

The federal Programme More Men in Early Childhood Education and Care (ECEC) aims at:

- ▶ raising the number of qualified male personnel in ECEC (2013: 3.6 per cent in Germany);
- ▶ having modern female and male role models for girls and boys;
- ▶ broadening career choices for boys and men and thus opening up new perspectives in a changing labour market.

The programme comprises four pillars:

- ▶ 1. Co-ordination Centre for Men in Early Childhood Education and Care (ECEC);
- ▶ 2. ESF-funded programme MORE Men in ECEC (2011 – 2013);
- ▶ 3. Initiative for Career Changers;
- ▶ 4. Tandem-Study.

Useful links : <http://www.koordination-maennerinkitas.de/en/about-us/>
<http://www.koordination-maennerinkitas.de/en/research/our-study/>

Comments : Reference made to Recommendation CM/Rec(2007)13 of the Committee of Ministers to member states on gender mainstreaming in education (educational and career guidance section).

Good Practice

“Get going: my strengths, my future” (GGMSMF; www.komm-auf-tour.de)

Target Group

Pupils, teachers, professionals in the field of life and career planning

Description of good practice

The Federal Centre for Health Education (BZgA) develops strategies for health prevention and promotion in collaboration with the federal Länder and local authorities, social insurance institutions, independent agencies and other partners.

GGMSMF provides new, activity-based incentives for supporting educationally disadvantaged schoolchildren in the seventh and eighth grades of secondary school (Hauptschule, Gesamtschule and similar) in discovering their strengths and interests at an early stage. This service, the only one of its kind in Germany, links education and training with private life in a gender-sensitive way.

The main feature of the project is a 500m² «experiential circuit» for schoolchildren, accompanied by a parents’ evening and a preparatory workshop for teachers. Project implementation and long-term integration into regional activities are agreed in co-operation agreements with local careers advice and life planning services.

Since 2007 more than 160,000 individuals (pupils, teachers, professionals in the field of life and career planning) have been reached.

Useful links: www.komm-auf-tour.de / www.bzga.de

Anke Erath

Leitung des Referates Familienplanung und Verhütung

Bundeszentrale für gesundheitliche Aufklärung (BZgA)

Ostmerheimerstr. 220, 51109 Köln

Tel.: 0221-8992352; Fax: 0221-8992363; E-Mail: anke.erath@bzga.de

Besuchsadresse: Werkstattstr. 102

50733 Köln-Nippes

Good Practice

“Haus der kleinen Forscher“ (Little Scientists House)

Target Group

Children between 3 and 10 years

Description of good practice

The non-profit Foundation «Haus der kleinen Forscher» (Little Scientists' House) – a joint initiative by the Helmholtz Association, Siemens Foundation, Dietmar Hopp Foundation, Deutsche Telekom Foundation and Autostadt Wolfsburg under the patronage of German Minister for Education and Research Prof. Dr. Johanna Wanka – encourages girls and boys to develop an enthusiasm for natural sciences and technology from a very early age on.

Currently, the initiative includes more than 27,000 day care centres, after-school care centres and primary schools. Of those, 3.705 have already been certified as «Little Scientists' Houses». With the support of the German Federal Government, the Laender Governments, companies and further partners, 80% of the day care centres in Germany will have the opportunity to participate in the programme by the end of 2015.

The foundation supports educators and teachers in their daily work and strengthens their skills and motivation regarding STEM education. The foundation develops free to use inquiry-based materials (e.g., brochures, cards, interactive website etc.) for educators and children, holds advanced trainings for educators and multipliers of networks and continuously works on its pedagogical approach. The Foundation believes that through its work, girls and boys are equally supported in discovering their interest and talents in natural sciences, mathematics and technology.

With its extensive accompanying research, the Foundation is unique in Germany.

Useful links: www.haus-der-kleinen-forscher.de

Useful contacts: Melanie.mengel@haus-der-kleinen-forscher.de,

Head of international relations

Germany - Berlin

Good Practice

Education sector initiative “Berlin tritt ein für Selbstbestimmung und Akzeptanz sexueller Vielfalt” – (Berlin stands up for self-determination and the acceptance of sexual diversity),

Target Group

All actors in the education sector

Description of good practice

The planned measures aim at creating a positive attitude towards diversity, particularly in the school and youth services sector, where discrimination, mobbing and violence based on gender stereotyping, and towards lesbian, gay, bisexual, trans and intersexual persons (LGBTI) takes place. This initiative aims at preventing and reducing this discrimination and violence.

Selected measures:

- ▶ Drafting of a brochure with the title «Mobbing at school on grounds of sexual identity» for pupils and teachers, using an easy language;
- ▶ Democracy project queer@school, peer-to-peer methods by and for youth;
- ▶ Class council & diversity: co-determination in the classroom (Klassenrat & Diversity: Mitbestimmung im Klassenzimmer);
- ▶ I-Päd – Intersectional teacher training/education science for social studies schools ;
- ▶ Provision of a media kit on families and diverse lifestyles for child day care centres and primary schools.

Useful links: www.berlin.de/lb/ads/gglw/isv/

Useful contacts: Senatsverwaltung für Bildung, Jugend und Wissenschaft

Conny Hendrik Kempe-Schälicke

Tel.: 030 90227 5156; Conny.Kempe-Schaelicke@senbjw.berlin.de

Comments: This initiative includes:

- ▶ Measures to prevent and combat gender-based violence;
- ▶ Teaching methods and practices;
- ▶ Teaching materials.

Germany – Brandenburg

Good Practice

Initiative Preparation and implementation of a gender day for teaching staff

Target Group

Teachers

Description of good practice

Drafting of materials (CD) for school-based work with boys, e.g., “We hold a boys’ conference”; “Sexual education and dealing with homosexuality”; “Body-related methods and energizers” – a compilation with methodological hints

The duration of the initiative is approximately one school year. Gender day marks its conclusion.

Useful links: thomas.cammradt@laleb.brandenburg.de

Comments: Reference made to Recommendation CM/Rec (2007)13 of the Committee of Ministers to member states on gender mainstreaming in education (Teaching materials section).

Germany – Bavaria

Good Practice

Online further training course for teachers:

“Klassenführung und Schulleben – gendersensibel gestalten” (“rendering classroom management and school life gender-sensitive”)

Target Group

Teachers of all school types

Description of good practice

This course sequence aims at building a gender-sensitive attitude among teachers in an effort to acknowledge the needs of girls and boys in these areas of school life and to nurture them optimally.

The course is a moderated online seminar, i.e. a series of one or several weeks' seminars that are provided via the teaching platform Moodle. Participants, who are supported by a moderator, do a series of assignments, alone or in groups, and share their views in discussion forums.

Participants get an insight into the current state of scientific discourse and immerse themselves into the topic, also in terms of their personal attitudes and their current actions and behaviour in everyday school life. They are given hints on how to manage a classroom in a gender-sensitive manner and how to organise school life correspondingly. They share views and know-how with other course participants. The work required for this course sequence takes about 12 hours that can be freely scheduled over the duration of the course.

Participation fits into the working week, allows flexible schedules and only requires basic knowledge common for personal users of the internet.

Useful links: Akademie für Lehrerfortbildung und Personalführung Dillingen (ALP)

<https://alp.dillingen.de>

Lehrgang 86/677 M

http://alp.dillingen.de/lehrgaenge/suche/lg_lehrgang.php?Lg_ID=21028

Lehrgang 86/676 M

http://alp.dillingen.de/lehrgaenge/suche/lg_lehrgang.php?Lg_ID=21029

Lehrgang 86/675 M

http://alp.dillingen.de/lehrgaenge/suche/lg_lehrgang.php?Lg_ID=21030

Comments: Reference made to Recommendation CM/Rec (2007)13 of the Committee of Ministers to member states on gender mainstreaming in education (Initial and in-service education and trainings for teachers and trainers section).

Germany – Bremen

Good Practice

“Rent a teacherman”

Target Group

Primary schools with no male teachers

Description of good practice

Some primary schools in Bremen no longer include male teachers, with male teaching staff currently accounting for 12% throughout this Federal Land. This affects the vocational choices and images of masculinity of girls and boys who experience education and teaching as areas with purely female connotations. At the same time, boys lack male “elders” they can talk to.

To address this, student teachers at Bremen University step in at primary schools with no male teachers. Under the project, they take on project groups (even in fields traditionally associated with women, such as cooking), go on class trips, complete instructional units with groups and provide a different role model. They get support from a relevant seminar at Bremen University.

The project is also expected to have a positive effect on school managements’ future personnel planning (diversity management at schools). The project was launched in the school year 2012/13. Project funding was guaranteed by the Senator for Education until the end of the following school year.

Useful contacts: Dr Christoph Fantini, Universität Bremen, Bibliotheksstraße 1, D-28359 Bremen
Nikola Schroth, Die Senatorin für Bildung und Wissenschaft, Rembertiring 8-12, D-28195 Bremen

Comments: Reference made to Recommendation CM/Rec (2007)13 of the Committee of Ministers to member states on gender mainstreaming in education (School governance and school organization section).

Germany – Lower Saxony

Good Practice

“Auch Jungen wollen können” – (boys want to be good learners too) elements of gender-sensitive school and teaching development

Target Group

Teachers of all school types

Duration

School year 2013/14

Description of good practice

This initiative comprises a series of meetings with a central kick-off event four regional workshops and the publication of a guide. The priority themes of the four regional workshops are the following ones:

- ▶ Reading;
- ▶ Teaching methods;
- ▶ Individual assistance;
- ▶ Vocational orientation.

Useful links: http://www.genderundschule.de/index.cfm?uuid=EC951DC3B5BF4BB1B2015A83600E9B53&and_uuid=171B07AD920C87FAA1B94BDCD97DC990

The Lower Saxony website: www.genderundschule.de

Useful contacts: Dr Andreas Müller, Nds. Kultusministerium, Schiffgraben 12, 30159 Hannover; Tel. 0511-120-7261 andreas.mueller@mk.niedersachsen.de

Comments: Reference made to Recommendation CM/Rec (2007)13 of the Committee of Ministers to member states on gender mainstreaming in education (initial and in-service education and trainings for teachers and trainers section).

Germany – Saxony

Good Practice

Cultivating girls' and boys' motivation to read with particular focus on the gender perspective

Target Group

Pupils, Teachers, Educators at the child day-care centre

Description of good practice

Six primary schools field tested new methods for boosting boys' and girls' reading pleasure over three school years (2007 to 2010).

In many further training courses run by scientists at Erfurt University, the participating teachers learned to vary the same piece of reading in ways that make it engrossing for both girls and boys.

The scientific study that followed the project showed that this can mitigate the so-called reading dip, the decline in reading pleasure among primary school children.

Since the end of the project, the most promising elements have been transferred to more than 100 more schools across all general school types.

Useful links: <http://www.schule.sachsen.de/214.htm>

The website includes:

- ▶ A Short presentation (English)
- ▶ 30-minutes' film on the project
- ▶ Didactic material
- ▶ The outcome report
- ▶ The project design

Useful contacts: Sächsisches Bildungsinstitut

Thomas Brenner, Dresdner Straße 78c, 01445 Radebeul, thomas.brenner@sbi.smk.sachsen.de

Comments: Reference made to Recommendation CM/Rec(2007)13 of the Committee of Ministers to member states on gender mainstreaming in education (teaching methods and practices section).

Good Practice

Trialling of boys' and girls' conferences at secondary schools in Saxony

Target Group

Pupils and teachers

Description of good practice

In three school years (2007 to 2010), three lower secondary schools and two higher secondary schools pursued a special approach of addressing the personality development of their pupils. The main aims were to boost their feelings of self-worth, support their personality development and raise school satisfaction.

This was done mainly by establishing so-called girls' and boys' conferences. Girls and boys were given room to discuss gender-sensitive topics together with teachers or social education workers "without interference", and, importantly, to raise gender stereotype issues.

The scientific study accompanying this project showed that the conferences have the potential to successfully address gender stereotypes and achieve a higher school satisfaction.

Useful contacts: Sächsisches Bildungsinstitut

Thomas Brenner

Dresdner Straße 78c, 01445 Radebeul

thomas.brenner@sbi.smk.sachsen.de

Comments: Reference made to Recommendation CM/Rec (2007)13 of the Committee of Ministers to member states on gender mainstreaming in education: (teaching methods and practices section).

Germany – Saxony-Anhalt

Good Practice

“Kompetenzzentrum geschlechtergerechte Kinder- und Jugendhilfe Sachsen-Anhalt e.V.”

“Centre of expertise for gender-sensitive child and youth services in Saxony Anhalt”

Target Group

Boys and Girls

Description of good practice

The “centre of expertise for gender-sensitive child and youth services in Saxony Anhalt” perceives itself as a relevant political service unit for gender competence, for work with girls and work with boys in Saxony Anhalt and is funded by this Land. It serves to network and establish gender-sensitive approaches to child and youth services.

Useful links: <http://www.geschlechtergerechtejugendhilfe.de/>

Useful contacts: Liebigstr. 5, D-39104 Magdeburg

Tel: + 49 (0)391 6310556, Fax: + 49 (0)391 73628487

E-Mail: info@geschlechtergerechtejugendhilfe.de

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

Greece

Good Practice

Programme on Awareness and Educational Intervention Programmes for the promotion of gender equality and combating gender stereotypes in Education

Description of good practice

The main objective of the programme is to raise awareness, firstly of teachers and secondly of trainees on gender equality in order to:

- ▶ Achieve the eradication of discrimination within the educational community;
- ▶ Ensure gender mainstreaming in the content of the curriculum of secondary education and initial vocational training;
- ▶ Link the issue of gender equality with the procedures of guidance and entry of women into the labour market.

The achievement of this objective was implemented with:

- ▶ Training programmes for teachers of public secondary schools (general and technical) and public schools initial vocational training (total of 78 education programmes in all regions of the country);
- ▶ Intervention Programmes by undergoing training with the abovementioned training units, with the active participation of students (total of 850 Intervention Programmes in all regions of the country).

Transnational/National Partners

The Project «Awareness and Educational Intervention Programmes for the promotion of gender equality» was implemented in co-operation with the competent Directorate of Advisory Career Guidance and Educational Activities under the Single Administrative Affairs Sector of Studies Training and Innovation of the Ministry of National Education and Religious Affairs.

Major Actions

1. Teacher Training Programmes

A total of 78 Training Programmes were implemented distributed in 13 regions of the country.

2. Interventional Programmes in Nursing Schools

A total of 850 Intervention Programmes were implemented in all regions of the country.

3. Conduct of Studies

- ▶ a) Study titled «Gender and educational reality in Greece: Interventions for promoting gender equality in the Greek educational system», and
- ▶ b) Implementation Guide and the Training Management and intervention programmes.

4. Creation of educational material

A total of 22 educational books, tools and two brochures have been drawn.

5. Print educational materials

Of all educational materials produced for the training, five deliverables (for trainers and teachers who implemented intervention programmes) have been printed.

The rest of the education material provided was reproduced in a CD.

6. Continuous Formative Assessment and Final

An evaluation system was applied on the teachers and the students who had participated in the Project. An assessment report was drafted.

7. Events update

Thirteen events for Information and Awareness-raising were performed for the purpose of informing and educating teachers, along with a final conference to publicise the results of the project.

8. Electronic Networking and Distance Training

A website was created for a more operational management and monitoring of the project, as well as to inform the educational community about the content and the development flow of project outputs.

Material Promotion and Publicity Act

Promotional material designed for disseminating information and publicising the results of the project was produced.

Financial Framework

Funded by the European Social Fund (ESF) and the Public Investment Programme (PIP).

Hungary

Good Practice

introduction of gender equality and gender awareness in core curriculum

Target Group

Students in compulsory education, grades 1–12

Description of good practice

Non-discrimination and gender equality in the National Core Curriculum

From 2013, in a phasing-in-system, (1., 5., 9. grade) the Government Regulation on the National Core Curriculum (110/2012. (VI.4.) about the release, introduction and application of the National Core Curriculum) entered into force, containing the transmission of human rights, especially the attitudes and knowledge about gender equality.

Among the key competences appearing in the National Core Curriculum, the goal of the development of the social and citizenship competences is to make the individual be able to participate actively in public affairs using his/her knowledge about social processes, structures and democracy.

According to the National Core Curriculum the knowledge of the conceptions about non-discrimination is part of the among the social participation competence. The National Core Curriculum contains also the encouragement of those positive attitudes that are based on the full respect of human rights, including the respect of equality and democracy, the openness towards participation in all levels of democratic decision-making, as well as the manifestation of the sense of responsibility and the acceptance and respect of common values that lay the foundation of community cohesion (for example the respect of democratic principles). Social participation also means civil actions, cohesion, respect for social diversity and others' values and privacy.

The National Core Curriculum through education (including all literacy areas and subjects) marks the social and citizen competences as required to be developed competences.

In this context the European Charter of Fundamental Rights as well as all related international declarations and their local, regional, national, European and international application has to be taken into consideration.

Through the educational process, positive attitudes are required to be developed such as the respect for equality, democracy, religions and ethnic diversity. The knowledge of basic concepts about individual, groups, work organisation, gender equality, non-discrimination, society and culture are also very important.

Among the most important general improvement goal of the Man and Society literacy initiative, there is also the development of the knowledge and skills related to equal treatment and equality/equal opportunities.

Therefore among the public educational contents of this literacy area also appear related topics such as the subject of emancipation as well as the lifestyle of women and men and their position in society. Furthermore among the social, civic and economic knowledge, parts related to human rights and equality are included.

Useful links: <http://www.ofi.hu/english/publications>

Republic of Moldova

Good Practice

Gender Education in higher education (Moldova State University)

Target Group

Student/Faculty of Psychology and Education Sciences

Description of good practice

In 2001, the “Gender and Education” course curriculum was developed and implemented in Moldova State University, Faculty on Psychology and Education Sciences. Special Guide and Glossary on Gender and Education was elaborated and published. The course includes the following themes: Introduction to gender theory/feminist theory/feminist pedagogy; Gender mainstreaming; gender dimension in political field, health, social policy; Gender and Psychology, Social construction of gender; Gender Socialization; Gender stereotypes; Gender dimension of the family life; Gender based violence; Gender and Education system (“hidden” curriculum, gender analysis of textbooks, gender education methodology/indicators, etc.). Students – future psychologists and teachers are empowered with tools about creation of gender friendly environment in the education institutions.

Results of course evaluation: Realization of “Gender and Education” course has contributed to understanding and identifying the mechanisms of creation/reproduction/diminution of gender stereotypes; to developing skills to detect and reduce their impact on personal development of students and future careers, to increasing the self-esteem/psycho-social comfort of students, etc.

Useful links: <http://usm.md/wp-content/uploads/2014/08/Psihopedagogie2014.pdf>

Useful contacts: Dorina Bostan, MA, University’ lecture (doreena84@yahoo.com), Valentina Bodrug-Lungu, PhD, Associate Professor (valbodrug@mail.ru)

Good Practice

Engendering education through co-operation between the moldova state university and the ngo gender centru

Target Group

Students, teachers, staff of education institutions

Description of good practice

Based on agreement between Moldova State University and NGO Gender-Centru (2000) many activities on gender mainstreaming in education were organized: trainings on gender issues for students and university teachers; awareness events on prevention of gender based violence; elaboration of informative teaching materials; many students were involved in scientific work with focus on gender issues. The gender education subject is included into continuous training programmes addressed to teachers. A specialized library on Gender Studies with almost 500 books was created. Library contains literature from various fields, particularly with reference to gender dimension in political science, philosophy, psychology, education. All interested persons (students, teachers) have access to literatures.

With support from Gender-Centru, Moldovan university teachers were involved in Gender Studies international programmes. Also, international experts were invited to teach the gender courses.

Thus, the platform to sharing of knowledge and good practices on gender equality promotion/achieving was established.

Useful links: www.gender-centru.md

Useful contacts: Valentina Bodrug-Lungu, PhD, Honorary President of Gender-Centru gendercentru@gmail.com

The Netherlands

Good Practice

Long Term, Interrelated Interventions to Increase Women's Participation in STEM (Science, Technology, Engineering and Mathematics): the deployment of role models

Target Group

The whole chain of education – from primary to higher education – and the labour market

Description of good practice

Traditionally, the Netherlands lags behind other countries in terms of the percentage of girls opting for STEM-study programmes. The under-representation of girls cannot be attributed to differences in performance in STEM related school subjects or skills. In international research a number of factors leading to the under-representation of girls/women in STEM have been recognized, including girls' lower self-concepts, non-stimulating learning environments, lack of female role models, stereotyped associations in society about girls/women and STEM, fertility/lifestyle factors, and career preferences of girls and women. VHTO, the Dutch national expert organisation on girls/women and science/technology, makes an effort in many different ways to increase the involvement of women and girls in STEM.

Role Models and Database

Female STEM professionals and students play an important role in boosting the involvement of girls and women in STEM. As role models they can show the broad range of STEM-study programmes and professions, demonstrate that they enjoy their work, and are good at it. In these ways, they can support girls' self-confidence and interest in STEM-related subjects. Female students in secondary education are interested in learning what a day in the life of these role models is like, what studies they undertook and how difficult those are, what they like to do in addition to their study or work, and with whom. Role models are integral in many VHTO activities.

The women who participate in VHTO's activities all signed up for Spiegelbeeld ("mirror image"), VHTO's database containing more than 2,000 female STEM professionals and students. VHTO takes great care in selecting role models for speed-dates, guest lectures, work shadowing, mentoring etc. During speed-dating female STEM professionals (i.e. role models) are introduced to female students. Small groups of female students talk to the role models one by one. The role models have educational backgrounds in STEM and are now enjoying their job in the STEM field. By talking to various role models, girls obtain information about actual and present-day STEM professions and a better view on the broad range of professions in STEM fields. Spiegelbeeld role models who are involved in speed-dating are trained by VHTO: they practise their presentation and are prepared for the questions and interests of the girls. On speed-dates in schools they are always accompanied by a VHTO employee.

VHTO designs and executes gender programs and projects in the entire educational chain: from primary through higher education. A few examples:

Primary school:

VHTO carries out the programme Talenten kijker (Talents Viewer, in co-operation with science centre NEMO). In this programme, 3,500 primary school classes (i.e. the highest grades) take a series of lessons with a focus on talent development, aiming to break down the prevailing gender stereotypes in STEM. Also, pupils meet with one or more role models (i.e. women who are educated and work in a STEM area) in their classroom. This programme includes a teacher training and a gender policy consultation with the school management as well.

Secondary school:

VHTO has been partner in several Dutch national programmes that aimed at involving young people in STEM and have them make educational career choices in the direction of STEM. One of the major VHTO activities is the organisation of speed-dating sessions. Over 52,000 girls participated in these sessions. A successful formula to get more girls in contact with female role models. Apart from that, VHTO organises teacher training and consultations with school managers.

The number of prospective female STEM students is still increasing. More and more girls in secondary education or pre-university opt for a science-subject cluster.

Between 2001 and 2013, the percentage of girls with a science profile increased:

- ▶ in HAVO (route to a university of applied science): from 20% to 35%;
- ▶ in VWO (route to university): from 43% to 54%.

This is subsequently reflected in an increase in the intake of female students into STEM higher education. It would seem that clearly, the efforts made within secondary and higher education did have a positive impact.

Useful links: www.vhto.nl/aboutvhto

VHTO has, together with Helen Watt of Monash University, Melbourne, Australia, initiated the international Network Gender & STEM (genderandstem.com). This Network aims to interrelate relevant research results, in order to be able to gain a more coherent view concerning gender and STEM (Science/Technology/Engineering/ Mathematics) from childhood to labour market. Members are STEM education and career researchers from all over the world, with a focus on the gender dimension.

<http://www.genderandstem.com/>

Useful contacts: VHTO, the Dutch national expert organisation on girls/women and science/technology, Science Park 400, 1098 XH Amsterdam, the Netherlands, +31 20 8884220, vhto@vhto.nl

Good Practice

Evaluation of the pilot project “Social safety of LGBT children at school”

Description of good practice

Aim of the pilot project

The attainment targets for Dutch schools in relation to sexuality and sexual diversity were updated in 2012. The Dutch government is seeking to encourage schools to devote more attention to this topic and to improve the social safety of young lesbians, gays, bisexuals and transgenders (LGBTs). The updating of the attainment targets prompted the Minister of Education, Culture and Science to run this pilot. The pilot project was linked to a grant scheme to fund activities in the final two years at primary schools (year group 7 and 8) and the first two years (1 and 2) of secondary school.

Schools in the pilot project were required to introduce a minimum of 6 elements: information sessions with external experts, lessons in social interaction for pupils; training or guidance for teachers; attention for sexual and gender diversity in regular lessons; after-care; and involvement of parents. Schools were free to decide how they put these elements into practice.

A total of 55 primary schools, 67 secondary schools, five special primary schools and five special (secondary) schools took part in the pilot project. The study was carried out in the school year 2012/2013.

The aim of the evaluation study was twofold. The first was to investigate whether the pilot project had been effective. To do this, we examined how the pilot project was implemented, what effects were measured and how effective pupils and teachers thought the pilot had been. In line with the goals of the pilot project, we investigated its impact on:

- ▶ 1) attitudes of pupils towards LGBTs;
- ▶ 2) experience of pupils with bullying and discrimination, and their resilience to it;
- ▶ 3) pupil safety, both objective and subjective; and
- ▶ 4) the way in which the school deals with sexual and gender diversity.

The second aim was to establish the condition for implementation of the pilot and which elements from the pilot are responsible for the absence or presence of effects.

Study design

To carry out the impact measurement, the participating schools were randomly assigned to an experimental and control group. Schools in the experimental group (27 primary schools, 33 secondary schools and five special schools) received the grant in the school year 2012/13 and were able to begin implementing the pilot project in that year. Schools in the control group (28 primary schools, 34 secondary schools and five special schools) received the grant a year later.

Reflections on the outcome of the study

The impact measurement identified a number of positive effects. Primary schools pupils had less difficulty with LGBTs after the pilot project and generally felt safer in the classroom. The latter also applied for secondary school pupils with lesbian, homosexual, or bisexual feelings. In the perception of teachers and pupils, the pilot project initiated a process in which pupils were prompted to reflect, teachers were made more alert and greater support and awareness was created at the schools. Teachers and pupils expected these changes to bear fruit in the longer terms. There were virtually no negative effects or reactions.

Measured against the objectives of the pilot project its impact was relatively modest. Nonetheless, the impact may represent an important change; it is after all unlikely that pupils' attitudes, feelings and behaviours will change overnight. Moreover, they are influenced by several different environments, of which the school is only one. The unsafe and unfriendly climate for LGBTs at school is moreover a complex problem: it is not just a matter of the behaviour of individual

pupils, but also of group process in the classroom, the role of the teacher and the way in which the school itself approaches LGBTs.

Logistical reasons or the short timeframe were often cited as reasons for not implementing certain elements of the pilot.

Recommendations

The fact that the pilot project had some effect is encouraging. However, tolerance, let alone the acceptance of sexual and gender diversity in schools is by no means complete. Changes need time and that this demands efforts from all concerned.

School heads could be more alert to the (less visible) signs of a climate that is unsafe or unfriendly for LGBTs and they could be less reticent about devoting attention to this topic. Schools need to develop their own vision and strategy for improving the safety of LGBTs at school, and need to incorporate this in their general safety policy. The embedding of this topic in the broader context of citizenship and social safety at school makes sense, provided that this does not mean that attention for LGBTs becomes buried.

Guest lessons delivered by LGBT information organisations can break the ice and engender empathy among pupils. It is important that these information sessions are embedded in other lessons at schools.

Teachers play an important role in ensuring classroom safety. As they are often the first point of contact for pupils, increasing their experience is therefore an important investment for making schools safer for LGBTs, including in the longer term.

Useful links: www.scp.nl

Poland

Good Practice

Leadership Training for Girls & Young Women Leaders Recruited Through the “I am the Boss” Project

Target Group

Girls & young women from 17 to 19 years old

Description of good practice

The “I am the boss” project is a joint initiative of the Government Plenipotentiary for Equal Treatment and the Polish Ministry of Education. This is a project for girls and young women from both rural and urban areas of Poland (ages 17-19) who want to strengthen their leadership skills and develop their leadership potential. Each year girls are recruited through a writing competition (the participants are asked to write a paper on what sort of leadership role they would like to play in the future). The best 20 papers are selected by a jury of around 40 leaders in politics, business and NGO’s in Poland who are partners in the project. Leaders in the jury belongs to institutions such as the European Parliament (11 members), Minister of Education, Minister of Science and Higher Education, Minister of Labour as well as the Polish Parliament (3 members). Finalists are invited to come to Warsaw, together with their parents and teachers and, starting from the third edition in 2012, take part in a two-day training programme. The programme includes workshops, trainings, study visits and meetings with successful women and men who are political, media, business and culture leaders.

Useful links: <http://www.rownetraktowanie.gov.pl/aktualnosci/edycje-konkursu-jestem-szefowa> (in polish only)

Useful contacts: Małgorzata Perkowska, Chief expert in the Office of the Government Plenipotentiary for Equal Treatment, the Polish Chancellery of the Prime Minister, e-mail: malgorzata.perkowska@kprm.gov.pl, Tel.: +48 22 694 7375

Comments: This initiative is very popular in Poland. Five editions have been held so far. The girls recruited for the project come from different schools and locations in Poland and have a very diverse socio-economic background. Globally 100 alumnae took part in the first five editions of the initiative. In Poland, this is the first similar initiative that is specifically dedicated to girls and young women who want to strengthen their leadership potential. As there is no separate government budget for this initiative, many activities such as trainings, workshops and mentoring have been made possible in large part thanks to the personal involvement of the project's partners. There is a plan to organise in 2015 a complete professional leadership, mentoring and training programme for all the 100 alumnae of the "I am the boss" project.

Portugal

Good Practice

Education Guides for Gender and Citizenship Project - A strategy to implement gender mainstreaming in the Portuguese education system

Target Group

Teachers from nursery up to secondary education; teachers' trainers and career guidance counselors

Description of good practice

The Education Guides for Gender and Citizenship is a project developed by the Commission for Citizenship and Gender Equality (CIG) since the school year of 2008-2009. It is expected to be completed in the school year of 2015-2016.

The Guides were conceived to be used in the existing teaching practices and not by creating an extra workload for teachers. Gender issues are the key overall aim of all its practices proposals which are grounded in a theoretical approach. As regards the teaching practices, the Guides succeeded to place gender equality into education for citizenship and in sex education, which are part of the compulsory education system, and into several programmatic contents (e. g. Languages, Natural Sciences, Mathematic, Physical Education; Philosophy, Chemistry, Arts and Expressions, ICT), as well as in long term school projects.

Background

Portuguese education system is mixed-gendered and more than 80% of the basic and secondary schools are public. The school curriculum and programmes are set centrally by the Ministry of Education (ME) and apply nationwide. Local authorities provide preschool and the 1st cycle of basic education (1st to 4th grade).

Education for Citizenship is a compulsory subject at all levels of education but it has no specific subject or programme in the curriculum. It includes several thematic areas, such as education for health which is a national programme set up by schools according to their educational projects and teachers options. In basic and secondary education **sex education** is mandatory and a minimum number of hours is established for students of each level of education. However it has no specific curricular area or disciplinary programme.

In-service training is mandatory for teachers' career progress and is provided by institutions, recognised by an independent Council of the Ministry of Education (ME), such as training centres, universities and higher schools of education.

The Guides are part of educational measures set out in the 3rd, 4th and 5th National Plans for Equality, Citizenship and Gender (from 2007 to 2017).

Goals of the Guides

The Guides were designed to mainstream gender equality into the education system, in a more effective and permanent way.

The aims of the Guides are:

- ▶ To integrate gender studies and women's studies in the curricula of basic and secondary education (providing scientific knowledge);
- ▶ To effectively integrate the gender dimension and to promote equality between women and men in the teachers pedagogical practices and schools culture (leading to changes in teaching practices);
- ▶ To place gender equality at the centre of "Education for Citizenship" national programme, as well as in all curricular subjects (putting gender equality in the practice of the national curriculum).

The Guides have a major added value deriving from the fact they include a **theoretical approach establishing the relationship between** gender issues and both education for citizenship and in the school curriculum. The Guides propose practical activities to mainstream gender issues into several curricular areas and school projects, e.g., on health, sexual and reproductive health education, security (including internet security), non-violent dating relationships which are priority areas for the ME. Therefore Guides' main priority was the intersection of gender equality with some cross-cutting thematic areas which are crucial in the national curriculum and in education policies. They also cover school and vocational guidance, as well as school organisation, fighting gender stereotypes and preventing sexual discrimination.

All the Guides are available online as well as in a printed book version.

Project dimensions

The project includes four dimensions:

- ▶ 1. Production (conception and edition) of five *Education Guides for Gender and Citizenship* addressed to preschool (ages 3 to 6); 1st cycle of basic education (1st to 4th grade); 2nd cycle of basic education (5th and 6th grade); 3rd cycle of basic education (7th to 9th grade) and secondary education (10th to 12th grade).

- ▶ 2. Guides distribution to national school network libraries (coordinated by the Ministry of Education) and universities and polytechnic institutes (providing initial and continuing teachers' training).
- ▶ 3. In-service teachers' training courses, validated by the Ministry of Education: during the Guides conception (to pre-test the practical proposals), dissemination and application processes.
- ▶ 4. Monitoring the application of the Guides: first in one pilot school cluster and, in a second phase, in seven pilot school clusters. (In Portugal, schools are regrouped at local level in clusters).

Along the project three other dimensions have emerged:

- ▶ 5. Guides dissemination to and through the municipalities and its integration both in local policies for gender equality (Local Plans for Gender Equality) and in local policies for education, since the municipalities share competences with ME regarding preschool and the first cycle of basic education.
- ▶ 6. The use of the Guides in teachers' initial training, mainly in the institutions (universities and polytechnic institutes) to which belong the Guides authors.
- ▶ 7. The growing interest in these institutions in scientific research about the process and the results achieved by the project in the last two years.

Project partnerships

The CIG has planned, co-ordinated and funded the project by working in close co-operation with specialists and researchers in gender studies and women's studies from the national Coeducation network and by getting and strengthening partnership relations with Higher Education Institutions (all over the country) and a central department of the Ministry of Education.

26 experts in Gender Studies, Women's Studies, Education and Teachers' Training are the authors and the external consultants of the five Guides. Most of them are part of the national Coeducation Network, set up by the CIG since at the 1990-ies, which is an undeniable national resource for gender mainstreaming in education. Their Universities and Polytechnic Institutes (Educational Schools) set up (with CIG's support) teachers in-service training focused on the Guides application, all over the country, including the two Autonomous Regions of Azores and Madeira.

The ME accompanied the project, validated the Guides, in a curricular perspective (this validation appears in the paper and the digital editions of the Guides) and promoted (with the CIG) in-service teachers' training focused in the application of the

Guides. This has allowed monitoring the Guides application in 2010/2011 and, since 2013/2014, in the schools where the teachers who attended the training courses work.

The close co-operation with one Municipality (Seixal) led to extending the Guides use to all its public schools and to integrate the Guides project into local public policies for gender equality, rendering Education the main dimension of the Local Plan for Gender Equality.

Phases, products and activities

2008/09 - 2009/10:

The first two Guides are produced (for preschool and for 7th to 9th grade), in paper and digital support available online in CIG's and ME's web sites, and distributed to 560 school network libraries and 12 universities and polytechnics providing initial and in-service teachers' training. In-service teachers' training was provided (three courses; 150 hours; 60 teachers) in the Higher Education School of Santarém and in the pilot school cluster of Reynaldo dos Santos, and used to pre-test the Guides' practical proposals. The Guides' application began, as they became available online, namely to ensure the compulsory hours of sex education.

2010/11-2012/2013

Monitoring Guides application took place in seven pilot school clusters (from the North, Centre and South of the country), covering 93 teachers and 1,573 students. In-service teachers' training was provided: five courses covered the teachers from the seven pilot school clusters and another one was used to pre-test the practical proposals of one the new Guides. Guides' presentation was promoted by the CIG addressed to national Higher Education Schools, including the Association of Higher Education Schools (ARIPSE), as well as to local authorities in near 20 municipalities.

Two more Guides (for 1st to 4th grade and for 5th to 6th grade) were produced (in paper and available online in CIG's and MEC's web sites) and distributed to 800 school network libraries and 12 universities and polytechnics providing initial and continuing training of teachers.

The English translation of the two first Guides (preschool and 7th to 9th grade) is published in a digital version available online in the CIG's web site. Public presentation of the Guides addressed to the municipalities continued. The Guides were presented in several Seminars promoted by Higher Education Institutions.

Since 2013:

In-service teachers' training has been promoted by the CIG, the ME and ten higher education institutions (Open University, universities of Braga, Porto,

Coimbra, Beira Interior and Évora; High Education Schools of the Polytechnic Institutes of Portalegre, Santarém, Setúbal and Lisbon). In the school year of 2013/2014, twenty five courses were provided (774 hours; 424 teachers and some vocational guidance professionals; 121 school clusters spread in 30% of the continental municipalities). On the basis of the co-operation protocols and the Coeducation Network, these courses involved nearly all the authors. In the municipality of Seixal, the Guides were used as was part of the Local Plan for Gender Equality. Public presentation of the Guides continued to be held by the CIG and the some of the authors addressed to the municipalities.

At the present school year, the conception of a fifth Guide, addressed to secondary education, is in progress (10th to 12th grade). In-service teachers training is being delivered (28 courses; 1,108 hours). One of these courses is a follow-up action addressed to teachers who attended training courses in 2013-2014 and focused on possible changes in their schools (organizational culture; collective pedagogic practices).

Some of the results

Until now, the Guides have been put into practice in the cross curricular area of Education and Citizenship and in several subjects of the national curriculum for preschool, basic and secondary education, as well as in school projects on health and sex education. Gender issues have been integrated in several School Educational Projects which ensures its continuity in subsequent school years. Several schools have decided to adopt the Guides as schoolbooks for the compulsory curricular subject of Education and Citizenship. The Guide for preschool education was used as a schoolbook in a Professional Education Course (level III) (10th to 12th grades) (Course for Assistants in preschool education). Teachers stated that further training is needed as well as follow-up actions, particularly in view of the complexity of analysis from a gender perspective.

As already described the Guides project has enlarged and reinforced partnerships between the CIG, the ME, schools, universities, polytechnic institutes, municipalities, and associations.

Have involved teachers and schools form all levels of the education system in all the country, including the two autonomous regions.

Was incorporated in individual and institutional school practices, and in long term school projects.

Delivered training and led to a growing teachers' need for further training.

Comments: Mainstreaming gender equality in Education has to answer the needs and priorities of the education system itself. It requires different kinds of intervention actions that must be part of a medium-term strategy capable of ensuring continuity, follow-up, consolidation and evaluation/assessment of outcomes.

The strengthening of partnerships in the long run, involving education stakeholders who are effectively engaged in promoting equality between women and men, is crucial for ensuring gender mainstreaming in the education system.

Useful links:

Guides in Portuguese:

<http://www.cig.gov.pt/documentacao-de-referencia/doc/>

Guides in English:

http://www.cig.gov.pt/pdf/2014/Education_Guide_Pre_school.pdf

http://www.cig.gov.pt/pdf/2014/Education_Guide_3rd_Cicle.pdf

Useful contacts: Commission for Citizenship and Gender Equality: cig@cig.gov.pt;
Teresa Alvarez: teresa.alvarez@cig.gov.pt.

Spain

Good Practice

“Intercambia”: Website, Network and annual thematic meetings

Target Group

Teachers, researchers, social workers, associations and educational community

Description of good practice

The main targets of the programme include:

- ▶ offer of teaching materials that meet the demands of professionals in the education and social sectors;
- ▶ legal and statistical compilations at regional, national, European and international level;
- ▶ teacher training activities to promote equity in education, and to provide information on co-education initiatives and experiences at both national and international levels.

The programme features the <https://www.educacion.gob.es/intercambia/portada.do> website, where information is collected. Through this website it is possible to keep track of most of the experiences and educational projects on equity in education developed in Spain.

One of the flagship initiatives of the Programme is “*Encuentros Intercambia*” (Intercambia Meetings), aimed at exchanging experiences, innovative projects and about equal opportunities in education, developed mostly by the education authorities of the Autonomous Communities. The Spanish Center for Educational Innovation and Research (Ministry of Education, Culture and Sport – CNIE) and the Spanish Institute for Women Affairs (Ministry of Health, Social Services and Equity) convene an annual meeting around a topic of interest. This topic is the basis for discussion. From this point, good practices are shared and prospective specific actions and initiatives are proposed.

The first meeting took place in 2005. Since then, major initiatives have been undertaken, such as the strong commitment of the various Autonomous Communities in developing a network. This network serves as a tool to co-ordinate efforts, share information and disseminate good practices about co-education (Intercambia Network). At the same time, as the result of an ongoing dissemination work, the website “*Intercambia: educar en femenino y en masculino*” (Intercambia: educate in female and male roles”) has been launched.

Some of the topics that have been discussed in the different “Intercambia Meetings” are: language and cultural change, body care education, love and sexuality, teacher education or co-education, academic and professional guidance on equal opportunities for both sexes. As a result, some “Intercambia Catalogues” have been published. In these catalogues, various projects undertaken by the CNIE, the Spanish Institute for Women Affairs and the different Autonomous Communities are collected.

In November 2013, the IX Intercambia Meeting «Educating Women and Men” was held. It was committed to Information and Communication Technologies (ICT) applied to co-education. During the conference the following related educational experiences were shared:

- ▶ Women access to ICT, and the creation of educational content through ICT.
- ▶ ICT in Education, as part of Equity Programmes and the prevention of exclusion.
- ▶ Digital education for women and professional guidance for equal opportunities.

Useful links: <https://www.educacion.gob.es/intercambia/portada.do>

Useful contacts: Yolanda Zárata Muñiz

Jefe Área de Unión Europea y Organismos Multilaterales

Subdirección General de Promoción Exterior Educativa

Ministerio de Educación, Cultura y Deporte

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Comments: The programme stands out as a good example of co-operation and co-ordination among the following public authorities:

- ▶ The Ministry of Education, Culture and Sport, through the Spanish National Center for Educational Innovation and Research (CNIIE),
- ▶ The Ministry of Health, Social Services and Equity, through the Spanish Institute for Women Affairs,
- ▶ Other Educational Institutions and Authorities of the Autonomous Communities.

Good Practice

Universal children's day: "Equal in rights"

Target Group

A total number of 1,580 boys and girls aged between 6 and 17, 80 teachers and seven social entities (members and non-members of the Children Platform) and four local Councils (including several educational institutions) participated in the universal children's day.

Description of good practice

Since 1998, on the occasion of the commemoration of the Universal Children's Day, (20 November), the Ministry with responsibility for childhood along with the Children Platform (alliance of non-profit organisations working on the protection and promotion of children rights) organise training, awareness and dissemination activities on the rights of children and adolescents, included in the Convention of the Rights of the Child (CRC).

In 2012 the Universal Children's Day was devoted to the slogan «Equal in Rights» promoting the monitoring of CRC by its protagonists and putting the focus on the right to equal opportunities from a gender perspective.

First, a participatory process was undertaken, by holding workshops on the knowledge and analysis of children rights from a gender perspective. These workshops consist of three different activities, carried out in different age groups, in order to get different points of view on many aspects and rights influenced by gender. Some of the issues addressed were: equity and non-discrimination, identity, education, work, games and freedom of expression.

In the celebration of the Universal Children's Day (2012), there was a memorial ceremony attended by 69 people and a group of more than 100 boys and girls who presented to the Minister of Health, Social Services and Equity an excerpt from their ideas and conclusions on the implementation of the CRC in various formats (manifestos, videos, access through the web).

From this Memorial Ceremony some documents and proposals made by children and teenagers about the fulfilment of that Convention were materialised in the following resources:

► **Educators Guide / «With gender lenses»**

http://plataformadeinfancia.org/sites/default/files/guia_metodologica.pdf
Intended to work with boys and girls aged 6 to 17 in the analysis and monitoring of children rights from a gender perspective.

► **Video Story «Is there anything more boring than being a pink princess?»**

<https://www.youtube.com/watch?v=D5UMu99J-5Q>
Suitable for children with hearing disabilities, to work on roles and gender stereotypes. The video achieved a very good response given the many web visits recorded. Many of the conclusions come from the analysis of children.

► **Tutorial videos prepared for the Workshop «With gender lenses»**

<https://www.youtube.com/watch?v=phJnomxYalw&feature=youtu.be>
These materials are intended to encourage children and adolescents from 12 to 17 to work on cooking and engineering workshops to initiate a process of observation and reflection on how boys and girls act, analysing stereotypes and gender roles when immersed in different activities.

► **Guide on gender, identity and care :**

<http://plataformadeinfancia.org/documento/guia-de-genero-identidades-y-cuidados>
Created from the work developed with groups of boys and girls. It is intended for education professionals to help them deepen into gender issues when working with children and adolescents.

Useful link: <http://plataformadeinfancia.org/el-dia-de-la-infancia-se-colocara-las-lentes-de-genero>

Useful contacts: Magacha Juste Ortega

Punto de contacto del Consejo de Europa para los Derechos de la Infancia

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Comments: It is a good example of co-operation and co-ordination among public administrations, schools/educational institutions and social entities working in the children field.

Good Practice

“Irene” programme against sexual violence

Target Group

Young teenagers from secondary schools, vocational training and youth detention centres, parent associations, women neighbourhood associations and general public, as well as professionals who can be directly related to victims of sexual assault such as State Security Forces, health and social workers, social services and educators.

Description of good practice

The Spanish Institute for Women Affairs, in collaboration with various local entities in the Autonomous Communities has been developing, since 2009, **IRENE** Programme for information, education and prevention of sexual violence, particularly in young adolescents. This programme includes :

1. Workshops - Information

Associations aimed at parents, general public associations and women neighbourhood associations. They are aimed at increasing the knowledge and awareness of the dimension of sexual assault in young people and adolescents, the legal status of these crimes, resource definition of concepts such as the differences between abuse, violence etc., ways to detect and act, new ways of committing crimes through the web and its psychological consequences.

2. Workshops - Prevention

Aimed at young people adolescents in secondary schools, vocational training centres and youth detention centres: its objective is informing about and preventing against sexual violence. The following contents are included in the workshops:

- ▶ Showing relationships from the perspective of mutual respect, while reinforcing other behaviours to prevent possible types of aggressive and violent behaviour.
- ▶ Analysing the myths surrounding the origin and maintenance of sexual violence. Learning how to improve communication skills that help them express their disagreement, desires and opinions respecting at the same time each other's points of view.
- ▶ Increasing awareness to new forms of sexual violence through Internet.

3. Workshops - Training

They are addressed to those professionals who may be directly related to the victims of aggression such as State Security Forces, social workers, health and social services and educators.

The courses are designed to educate and raise awareness so that these professionals can provide appropriate care and referral to the victim, facilitate a rapid and effective intervention to prevent secondary victimisation, facilitate reporting and preserve evidence.

A number of materials and tools have been published within this project:

- ▶ **“You are the owner of your body”** Guide for Sexual Assault prevention for young girls and teenagers.
<http://ciudadanasfuenlabrada.es/MaterialesDocumentos/guiaviolenciasexual2010.pdf>
- ▶ **“Sexual violence on the Internet. Know it! Fight against it!”**. Roadmap for professionals working with youth and adolescents.
http://issuu.com/aytogetafe/docs/violencia_sexual_internet
- ▶ **“Amy_16, A History of sex_extortion”**. Training Material for adolescents and young people for the prevention of sexual violence in the Internet.
<http://www.pantallasamigas.net/recursos-educativos-materiales-didacticos/Amy-16-una-historia-de-sextorsion-violencia-digital-sexual-genero-adolescente/>
- ▶ **“Identify All Forms of Aggression”**. Guide for Sexual Assault Prevention in Youth and Adolescents.

Useful links: <http://www.inmujer.gob.es/actualidad/NovedadesNuevas/docs/2014/notainformativarene.pdf>

Useful contacts: Begoña Palacios de Burgos, Jefe Área de Programas, Subdirección General de Programas, Instituto de la Mujer, Ministerio de Sanidad, Servicios Sociales e Igualdad, Tel.: 91 4528607, bpalacios@inmujer.es

Comments: The total number of beneficiaries (2009-2013) is 9,445 people, of which 6,058 are women and 3,387 are men. It is a good example of co-operation and co-ordination among public administrations: state (Spanish Institute for Women Affairs) and local (Town Halls), by signing agreements and sharing some budgetary expenses.

Sweden

Good Practice

Promotion of gender equality in school

Target Group

Teachers, Guidance counsellors, school leaders and other personnel in Compulsory and Upper secondary school. End target groups students in Compulsory and Upper secondary school.

Description of good practice

The Swedish Education Act stipulates that education should impart and establish respect for human rights and the fundamental democratic values on which Swedish society is based. Each and every one working in the school should also encourage respect for the intrinsic value of each person and pay attention to what is best for the child. The Swedish national curricula for compulsory and upper secondary school state that the school has a responsibility to counteract traditional gender patterns. It should thus provide scope for pupils to explore and develop their ability and their interests independently of gender affiliation. All who work in the school should contribute to removing any restrictions on the pupil's choice of study or vocation that are based on gender, social or cultural background.

In 2011, the Government assigned the National Agency for Education with the task of supporting the schools in working with promoting gender equality in education, including guidance counselling, sex and relations education as well as reading and language development.

Promoting gender equality

There are clear general differences in how boys and girls perform in school in Sweden and how they value different subjects. There are also general gender based differences in student health concerning e.g., stress. Studies also show that boys and girls are treated differently and are given different preconditions for learning in compulsory and upper secondary school. The National Agency for Education has therefore been given the task of offering further education aimed at raising knowledge and awareness amongst school personnel of gender differences in school performance and student health issues. This is aimed at

promoting equal opportunities in education regardless of gender. The agency has offered in service training for school personnel through a higher education course of 7.5 ECTS-credits. Seminars with a large number of teachers and principals aimed at exchanging experiences and examples of methods for promoting gender equality has also been held.

Sex and relations education

The Agency offers teachers and other school personnel in service training on sex and relations education aimed at preventing sexual violence and harassment. This is given as a higher education course of 7.5 ECTS-credits and through a number of national conferences on how to integrate sex and relations education into different school subjects. The agency has also produced material for use in sex and relations education in schools. One for use in grade 7-9 in compulsory school and one for use in upper secondary school. 14 short films about how to integrate sex and relations education into different school subjects has also been produced and made available through the agency's website.

Promoting reading and language development with a gender equality perspective

Proficiency in reading is important for general student progress and performance in school. Swedish is also one of the subjects with the largest differences in average grades between boys and girls. The agency has held national seminars and conferences with a large number of teachers and principals aimed at exchanging experiences and examples of methods. Based on these national meetings schools has held local seminars with the purpose of further raising awareness and promoting knowledge of evidence based methods on, as well as gender differences in, reading and language development.

Guidance counselling

The choice of programmes in upper secondary school in Sweden is still gender-biased – especially concerning vocational programmes. Counselling based in the perspective that all occupations and all education programmes are possible for both boys and girls therefore becomes important. The agency has as part of their task designed a higher education course of 7.5 ECTS-credits aimed at this. The course is offered by higher education institutions to guidance counsellors working in school.

Useful links:

The national Agency for Education: www.skolverket.se

Sex and relations education: www.skolverket.se/skolutveckling/vardegrund/vardegrundsarbetet/sex-och-samlevnad

Turkey

Good Practice

“The Conditional Cash Transfer (CCT) Program”

Target Group

Destitute families deprived of access to the education and health care services due to financial constraints

Description of good practice

“The Conditional Cash Transfer (CCT) Program” is applicable in Turkey for the destitute families deprived of access to the education and health care services due to their financial constraints. Geared towards providing these groups with access to the education and health care services available, the Program was put into practice in 2001 as a component of the “Social Risk Reduction Project (SRRP)” financed by a loan from the World Bank. The CCT Program was introduced as a pilot practice in 6 cities in 2003; and extended nationwide gradually starting from the early 2004. All the practices in scope of the SRRP were institutionalized and starting from 2007, conducted under the roof of the General Directorate of Social Assistance.

The key component of the programme concerned is the Conditional Education Assistance (CEA). Under this component, regular monetary assistance is offered on the condition that the families which comprise the most impoverished 6% of the population have their children at school age enrolled in a school and their children who attend school at the primary and secondary levels (1-12th grade) have an attendance rate of minimum 80 percent.

CEA has two significant aspects. The first is that the monetary assistance is offered to the mothers of the primary school students of the target group conditional upon their attendance. This is aimed at strengthening the position of women as decision-makers within the households. Under the component which requires the beneficiaries to attend school at minimum rate of 80 percent once they are found eligible, if they want to keep getting this assistance, girls are provided with a higher amount of assistance to promote their school enrolment (35 TL a month for the girls at primary level; 30 TL a month for the boys at primary level; 55 TL a month for the girls at secondary level and 45 TL a month for the boys at secondary level).

Various impact analyses were conducted on the education assistance offered directly to the mothers in order to “strengthening the position of women within the households and community”, with increased amounts provided to girl students as an affirmative action so that their school enrolment and primary-to-secondary school transition rates are boosted.

Accordingly, CEA has led to improvements as follows:

- ▶ an increase by 10.7 percent in the secondary school enrolment of the girls,
- ▶ an increase by 16.7 percent in the secondary school enrolment prospects for the rural children 14-17 years of age,
- ▶ an increase by 2.2 percent in the urban rate of girls’ primary school enrolment,
- ▶ an increase by 5.4 percent in the secondary school attendance rate of girls.

It has been observed that judging from data as to their school attendance, the favourable impact of the assistance programme on girls has doubled that on boys. There is proof regarding the positive influence of the practice specially for girls relating to school enrolment, school performance, immunity and nutrition

According to the participants interviewed in scope of the survey titled “The Qualitative and Quantitative Assessment on the Impacts of the Conditional Cash Transfer Program Applicable in Turkey on Beneficiaries of the Program”, which is the program’s impact analysis conducted in 2012, it is a proper practice to offer the CEA to the mothers. The interviewees also specified that CEA has had a positive impact on women, leading them to feel themselves more powerful and influential within their households. A great majority of the interviewees reported a change as a result of the CEA, making their voice more influential compared to the past.

United Kingdom

Good Practice

Your Daughter's Future

Target Group

Parents

Description of good practice

The Government wants to make sure that girls are able to choose from the broadest possible range of careers and are not hindered by stereotypes suggesting that some jobs are 'for boys' or 'for girls'. Despite progress on gender equality, with more women employed than ever before and the gender pay gap in the United Kingdom the lowest it has ever been, the different areas in which women and men work is still striking. Women make up 92% of secretaries and 94% of child care assistants, but only 7% of engineers and 20% of architects, town planners and surveyors. It is also clear that female graduates choose subjects that lead into the lowest paid sectors.

"Your daughter's future" is aimed at parents, and provides information on what choices their children will face and when. It supports parents to challenge the gender expectations and stereotypes that can limit choices. It pulls together a range of helpful sites, along with practical insights, some from girls themselves, on how to support children to make these choices.

This guide was developed by the PSHE Association in conjunction with girls, parents and teachers from five schools, as well as Girl Guiding UK, Stylist magazine, the National Careers Council, and the Education and Employers Taskforce.

Your Daughter's Future was published on 27 February 2015.

Useful links: <https://nationalcareersservice.direct.gov.uk/youngpeople/Pages/YourDaughtersFuture.aspx>

Useful contacts: Andreas Heraclides (andreas.heraclides@geo.gov.uk)

Appendix

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

(Adopted by the Committee of Ministers on 10 October 2007 at the 1006th meeting of the Ministers' Deputies)

The Committee of Ministers under the terms of Article 15.b of the Statute of the Council of Europe;

Considering that the aim of the Council of Europe is to achieve greater unity between its members, and that this aim may be pursued, in particular, through common action in the cultural field;

Bearing in mind Recommendation Rec(2002)12 of the Committee of Ministers to member states on education for democratic citizenship, adopted on 16 October 2002, which declares that "education for democratic citizenship is a factor for social cohesion, mutual understanding, intercultural and inter-religious dialogue, and solidarity, that it contributes to promoting the principle of equality between men and women, and that it encourages the establishment of harmonious and peaceful relations within and among peoples, as well as the defence and development of democratic society and culture";

Bearing in mind Recommendation Rec(2003)3 of the Committee of Ministers to member states on balanced participation of women and men in political and public decision making, adopted on 12 March 2003, in which it invites member states to incorporate into school curricula education and training activities aimed at sensitising young people about gender equality and preparing them for democratic citizenship";

Bearing in mind that the European Ministers responsible for equality between women and men recommended, at the Ministerial Conference on Equality between Women and Men (Istanbul, 13-14 November 1997), that the Steering Committee for Equality between Women and Men (CDEG) and the Steering Committee for Education (CDED) work on a joint project "aimed at promoting gender equality education and non-stereotyped education at all levels of the education system";

Bearing in mind Recommendation No. R (98) 14 of the Committee of Ministers to the member states of the Council of Europe on gender mainstreaming, which recommends that the governments of member states encourage decision makers to “create an enabling environment and facilitate conditions for the implementation of gender mainstreaming in the public sector”;

Having noted the Declaration of the European Ministers of Education on the main theme of the 20th Session of the Standing Conference of European Ministers of Education on “Educational Policies for Democratic Citizenship and Social Cohesion: challenges and strategies for Europe”, (Krakow, 15-17 October 2000);

Recalling the Declaration of the European Ministers of Education adopted at the 21st Session of the Standing Conference of European Ministers of Education on “Intercultural Education in the New European Context” (Athens, 10-12 November 2003);

Bearing in mind the following texts adopted by the Parliamentary Assembly: Recommendation 1229 (1994) on equality of rights between men and women and Recommendation 1281 (1995) on gender equality in education;

Bearing in mind the Council of Europe European Charter for a Democratic School without Violence (2003);

Reaffirming their commitments under the United Nations Convention on the Elimination of All Forms of Discrimination against Women (CEDAW, 1979), particularly Articles 2, 4 and 10;

Mindful that, despite the fact that there is a considerable amount of legislation at national and international level to guarantee equal opportunities, that boys and girls are increasingly being educated together in many member states and that there are a greater number of women in the education system, there are still excessive disparities between girls and boys, women and men, in our societies with respect to school and social practices, educational and career guidance, training, employment, participation in society in general and, in particular, decision making, and that these disparities undermine the human rights of both men and women, which include the right to participate fully, as equal partners, in all aspects of life;

Mindful that these disparities negatively impact on women’s and men’s lives and have implications for our societies, which are too often deprived of women’s contribution in the public arena and men’s contribution in the private sphere;

Considering that democratic societies must be based on partnership and the equal sharing of rights and responsibilities between women and men, cater for their respective needs, ensure balanced participation in all areas of life and full citizenship rights to every woman and man;

Mindful that representations of femininity and masculinity and models for assigning social roles, which shape our societies, are replicated at school, and that eradicating formal discrimination will not be sufficient to ensure that the school system is a vehicle for de facto equality;

Mindful that stereotyped social roles for the sexes limit opportunities for women and men in fulfilling their potential, that equality calls for gender partnerships to be positive and dynamic, so as to bring about structural change at all levels and, eventually, a new social order;

Concerned about the fact that girls' academic success does not automatically lead to success in terms of the transition from education to the workforce and participation in political and economic decision making and about the lack of academic success and acquisition of social and personal skills by boys;

Mindful of the education system's responsibility to educate pupils/students for active participation in the various aspects of democratic life, be they political, civic, social or cultural, and at all levels – local, regional and national;

Acknowledging that teachers can become agents for the perpetuation of gender-based selection mechanisms or, on the contrary, for social change, and that it is essential to involve schools and the various participants in the education process in promoting gender equality;

Mindful that teacher education and training is crucial in fostering gender equality in education;

Mindful that, at school, the non-formal sphere, namely the hidden curriculum, is just as important as the formal sphere in constructing girls' and boys' identities;

Convinced that equality between women and men and the gender perspective must be incorporated at all levels of the education system from the earliest age, so as to foster, among girls and boys, women and men, the values of justice and participation necessary for the effective and active exercise of democratic citizenship and the building of a genuine partnership between women and men in the private and public spheres,

Recommends to the governments of member states that they:

- I. review their legislation and practices with a view to implementing the strategies and measures outlined in this recommendation and its appendix;
- II. promote and encourage measures aimed specifically at implementing gender mainstreaming at all levels of the education system and in teacher education with a view to achieving de facto gender equality and improve the quality of education;
- III. create mechanisms, throughout the education system, to favour the promotion, implementation, monitoring and evaluation of gender mainstreaming in schools;
- IV. bring this recommendation to the attention of the relevant political institutions and public and private bodies, in particular, the ministries and/or public authorities responsible for framing and implementing education policies at central, regional and local level, school management bodies, local and regional authorities, trade unions and non-governmental organisations;
- V. monitor and evaluate progress arising from the adoption of gender mainstreaming at school, and inform the competent steering committees of the measures undertaken and the progress achieved in this field.

Appendix to Recommendation CM/Rec(2007)13

Definitions

For the purpose of the present recommendation:

“gender mainstreaming” means: the (re)organisation, improvement, development and evaluation of policy processes, to ensure that a gender equality perspective is incorporated at all levels and stages of all policies by those normally involved in policy making;

“gender budgeting” means: the application of gender mainstreaming to the budgetary process, namely, gender-based assessment of budgets, bringing a gender perspective into all levels of that process, and restructuring revenue and expenditure to promote gender equality;

“quality education” means: taking account of the following three elements:

- ▶ matching performance to expectations (fitness for purpose);
- ▶ self-improvement and transformation (focus on processes);
- ▶ empowerment, motivation and participation (focus on learners);

“democratic citizenship” means: assuming and exercising one’s rights and responsibilities in society, by participating in civic and political life, and by valuing human rights and social and cultural diversity;

“democratic school” means: a school where governance is based on human rights, empowerment and involvement of students, staff and stakeholders in all important decisions.

The governments of member states are invited to consider the following measures with a view to implementing them:

Legal framework:

1. incorporating the principle of equality between women and men into national laws on education, for the purpose of giving girls and boys equal rights and opportunities at school, and promoting de facto equality between women and men in society as a whole;
2. assessing the gender impact of future laws on education and, where necessary, reviewing existing laws from a gender perspective;

Education policies and support structures:

3. launching special programmes to bring the gender mainstreaming strategy into education policies and schools;
4. drawing up action plans and allocating resources to implement the gender mainstreaming programme, including inbuilt monitoring and evaluation;
5. studying the impact of education policies on girls and boys, women and men, providing qualitative and quantitative instruments for gender impact assessment, and using the gender budgeting strategy to promote equal access to, and enjoyment of, school resources;
6. ensuring that the statistics produced by education ministries and authorities are broken down by sex, and published regularly;
7. ensuring that committees or task forces set up by those ministries and/or authorities are gender-balanced;

8. organising awareness-raising initiatives and/or training on gender equality and gender mainstreaming for the staff of education ministries;
9. preparing general documentation on incorporating the gender perspective and gender equality dimension, and particularly examples of good practices, and disseminating this material, inter alia, via the websites of education ministries and/or authorities;
10. preparing and disseminating guidelines for schools, teachers and curriculum planners on incorporating the gender perspective and gender equality dimension; making school inspectors more aware of gender mainstreaming as an element in evaluation of schools, and devising indicators for quality assurance and self-evaluation;
11. providing teachers and other education staff with information on international agreements and guidelines on equality between women and men, particularly in the education field;

School governance and school organisation:

12. encouraging school management bodies to introduce gender mainstreaming in schools;
13. sensitising parents and guardians and involving them in schools' work on gender mainstreaming and gender equality;
14. encouraging the wider education community to accept schools' objectives and mission in the matter of gender mainstreaming, and play an active part in implementing that strategy;
15. promoting balanced representation of women and men at all levels of the education process, particularly among school managers and principals;
16. promoting a holistic approach to informal and formal education in schools – an approach that includes life-skills programmes, covers human rights, human dignity and gender equality, develops self-esteem and self-respect, and encourages informed decision making, thus preparing girls and boys for community and family life;
17. promoting a democratic school culture, which includes adopting educational practices designed to enhance girls' and boys' capacity for participation and action, and for coping with change and gender partnership, as a prerequisite for the full exercise of citizenship;

18. encouraging balanced participation of boys and girls in collective decision making and school management, and in all extra-curricular activities, for example, school councils, children's parliaments, youth forums and clubs, students' associations, outings, school exchanges, voluntary work, meetings with local political leaders and information campaigns;
19. encouraging local authorities and relevant officials to support any conversion work (sanitary facilities and accommodation, etc.) needed for schools to accommodate both girls and boys and their lifestyles;

Initial and in-service education and training for teachers and trainers:

20. promoting awareness-raising and training on gender equality for all education personnel, and particularly school principals; producing classroom aids and teacher-training materials on gender mainstreaming in education, and distributing them to teachers;
21. including, in initial and in-service training, content which allows teachers to reflect on their own identity, beliefs, values, prejudices, expectations, attitudes and representations of femininity/masculinity, as well as their teaching practice; teachers should be encouraged to challenge sex-stereotyped attitudes and beliefs, which can inhibit boys' and girls' personal development and prevent them from realising their full potential;
22. bringing equality, diversity and the gender perspective into various areas of initial and in-service teacher training, and particularly: the production, reproduction and transmission of knowledge; the dynamics of teaching (teaching materials and methods; interaction and assessment) and institutional culture (organisation of the school day, school layout and interior design, recreational activities, posters and advertisements);
23. improving the teaching profession's public image and, when necessary, increasing teachers' salaries, for the purpose of encouraging both men and women to opt for careers in teaching, particularly at preschool, primary and secondary level;

Course programmes, school curricula, subjects and examinations:

24. paying special attention to the gender dimension in course programme content and general curriculum development (particularly for scientific and technological subjects), and revising curricula as necessary;

25. evaluating the place of women in school curricula and the various disciplines, and highlighting their experience and contributions in the subjects taught;
26. taking account, in planning curricula, of girls' and boys' interests and preferences in respect of learning and teaching styles, for the purpose of fostering academic success and broadening the range of educational and career options;
27. making education for private life part of the school curriculum, when necessary, in order to encourage boys and girls to be self-reliant in this area, make them more responsible in their emotional and sexual relationships and behaviour, combat sexist role stereotyping, and prepare young people for a new gender partnership in private and public life;

Teaching materials:

28. making authors and publishers of school textbooks, and of educational, teaching, assessment and career guidance materials, aware of the need to make gender equality one of the quality criteria for the production of these materials and the development of multi-media products for use in schools;
29. encouraging teachers to analyse, challenge and so help to eliminate sexist stereotypes and distortions which these textbooks, materials and products may convey in their content, language and illustrations;
30. encouraging teachers to analyse and counter sexism in the content, language and illustrations of comics, children's books and games, video games, websites and films, which shape young people's attitudes, behaviour and identity;
31. devising and disseminating indicators for the appraisal of teaching materials – particularly textbooks and multi-media products – from a gender perspective;

Teaching methods and practices:

32. including analysis of teaching methods and practices from a gender perspective in guidelines for self-evaluation and quality assurance in schools;
33. making teachers aware of research done on teachers' interaction with pupils of each sex;
34. promoting gender mainstreaming in sports and leisure activities, where gender-based stereotypes and expectations may affect girls' and boys'

self-image, identity-building, health, skills acquisition, intellectual development, social integration and gender relations;

35. encouraging girls and boys to explore new roles, activities and areas, and ensuring that they have equal access to all parts of the curriculum and to the same learning experiences;
36. ensuring that non-sexist language is used, and account taken of the gender dimension in teaching practice and throughout schools;

Education for democratic citizenship and human rights:

37. making gender equality a central part of education for democratic citizenship and human rights, and including that and other issues which are vital to democracy – namely, the individual's rights and responsibilities in the private and public spheres – in basic legislation on school systems, as aims to be achieved in curricula, school culture and teacher training;
38. creating school learning contexts which focus on the needs and interests of both girls and boys regarding issues which affect our societies; enabling them to develop and exercise democratic citizenship, inter alia, by acknowledging both girls and boys as agents for social change, and devising projects which encourage initiative, give them action-geared knowledge and skills, and so forge links between life at school and outside;

Educational and career guidance:

39. making gender mainstreaming one of the objectives of educational and career guidance;
40. encouraging and training guidance staff to use gender mainstreaming, so that they can analyse and counter the effects of sexist socialisation when necessary;
41. exploring the influence of female and male role perceptions on girls' and boys' identities and life plans, and promoting discussion of educational and career choices in the classroom;
42. promoting co-operation between schools and firms, for the purpose of giving girls and boys a better idea of the openings available in various sectors, and particularly in occupations dominated by one sex;

43. compiling and disseminating sex-based statistics on various careers;

Preventing and combating sexist violence:

44. teaching young people to consider and interpret relationships with reference to gender equality, human rights, power relations and violence;

45. providing guidelines to help schools to ensure that respect for human beings is the basis of their activity, and prevent/combat any forms of individual or collective violence or discrimination which generate unsafe situations, fear, persecution, psychological or sexual harassment, physical assault or sexual violation of girls and boys in ordinary school life;

46. raising the awareness of education staff and training them to detect, analyse, respond to, and combat all forms of sexist violence;

47. making girls and boys aware of the dangers of exploitation, sexual abuse and trafficking to which they are exposed, ensuring that schools can respond quickly to serious violations of their sexual integrity and safety (incest, rape, paedophilia);

48. requiring schools to devise policies and procedures to deal with gender-based bullying, harassment and violence;

49. making school principals and teachers aware of violence rooted in custom and culture, affecting either women or men, so that they can analyse and act on it, and support the right of girls to self-determination;

Vulnerable groups:

50. promoting specific measures for girls and boys from groups whose customs and culture make for early school-leaving, and focusing parents' attention on this issue;

51. promoting specific measures for young people from disadvantaged groups, both boys and girls, who drop out and/or face social exclusion;

New information and communication technologies:

52. adopting cross-sectoral strategic guidelines on the need to apply gender equality criteria in using information and communication technologies (ICT) in education and, in particular, developing and selecting multi-media products for use in schools;

53. promoting equal access to, and use of, ICT for girls and boys from an early age in schools, and other formal and non-formal training and education contexts;
54. analysing how new information and communication technologies are used by girls and boys,

Media:

55. encouraging exploration of the role which the media can play in teaching and helping young people (girls and boys) to develop critical attitudes to sexist representations of femininity, masculinity and gender relations in society;

Research on gender and education issues:

56. **initiating and supporting research on gender and education, for example:**
 - ▶ research on sexism in the oral and written language used in the classroom and elsewhere in schools, including inter-pupil communication;
 - ▶ research on innovative projects on gender stereotyping and pupil behaviour, representations of masculinity and femininity, new identities for girls, and relations between girls and boys, with special reference to aggressive and abusive behaviour;

Monitoring:

57. collecting and processing, on a regular and ongoing basis, statistics on pupils and other participants in the education process, broken down by gender and covering levels of instruction, courses of study, disciplines and career options (particularly in scientific and technical subjects), publishing them regularly, and ensuring that they are widely distributed;
58. implementing this recommendation by monitoring and evaluating gender mainstreaming policies, practices and results;
59. regularly evaluating measures adopted and action taken, publishing the findings and disseminating them widely among the parties concerned.

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 in society.

www.coe.int

The Council of Europe is the continent's leading human rights organisation. It comprises 47 member states, 28 of which are members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.

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