

EQUINET SEMINAR
GENDER EQUALITY IN EDUCATION
19 - 20 MAY 2016
CZECH REPUBLIC



EDUCATION



Summary Report

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Introduction

Equinet, the European Network of Equality Bodies, and its member, the Public Defender of Rights of the Czech Republic, organized a seminar together on gender equality in the educational setting in Prague on 19-20 May 2016.

Below you will find a compilation of the speeches, presentations and workshop sessions of the seminar by equality body experts, academics, European institutions, and civil society organizations.



The compilation below is a combination of notes taken during the seminar, supplemented with information from PowerPoint presentations and other materials provided where these were available. As such, you will find that the sections vary in length and detail, depending on the materials available.

Equinet is following up this work by drafting a publication on gender equality in the education setting with a focus on the school setting in 2017, for which the materials provided herein will serve as a foundation.

Thank you to all the contributors for making this possible!

Evelyn Collins
Chair of Equinet Board

Anne Gaspard
Executive Director, Equinet Secretariat

Welcome speeches

Welcome speech – by Anna Sabatova, Public Defender of Rights in the Czech Republic

Ladies and gentlemen, dear guests, colleagues and friends,

The Public Defender of Rights joined Equinet in 2010, one year after the Defender became the national equality body in the Czech Republic. We hadn't yet co-organised such an important event, as we didn't feel ready before. We looked up to the other national equality bodies with respect. Over time, we have matured, gained confidence.

Equinet inspired the process of our maturing and gave us valuable experience. For this we are very grateful. I am very happy that in 2016, similar Equinet seminars are organised also by our colleagues in Vienna and Budapest.

In 2016 Central Europe is the place where experts from all over Europe come to discuss questions concerning equal treatment and discrimination.

Why the Czech Republic? Is it because we as the equality body have large experience in this field and would like to present it to our European colleagues? Is it because the Czech Republic was the best in the 2015 Gender Gap Index in equality in education? Is the Czech Republic the right place for such an event?

These answers aren't clear.

As regards education, we have spent the last years concentrating mainly on disability, religion and ethnicity, not gender. Over the six years of our activities, we have had only one complaint on the ground of gender from the area of education.

When we look closer at the national statistics, we find that the Czech Republic's education system has a tendency for gender inequalities that are present in broader Czech society.

It is true that in the 2015 Gender Gap Index, the Czech Republic ranked first in the area of gender equality in educational attainment; however, its overall ranking was 81. The first place only speaks about the number of women and men in primary, secondary and tertiary education.

As regards the degrees of educational results, equal opportunities have been achieved, at least formally. But the result says nothing about the stratification of men and women in the specific fields and positions.

When we look closer at the national statistics, we find that the Czech Republic's education system has a tendency for gender inequalities that are present in broader Czech society. To give an example, the last few years showed the expansion of humanities and nursing study programs.

But, these fields mostly attract women, who then compete for less well-paid positions than men. This directly contributes to the gender pay gap, which is currently at 22% in the Czech Republic - the third worst result in Europe.

The 2015 Shadow Report on Gender Equality in the Czech Republic lists many problems in the area of gender equality in education.

Let me mention some of them: gender equality is not seen as an important political value - the Educational Policy Strategy 2020 does not pay much attention to gender equality and it is not significantly included in the framework educational programmes nor in the criteria monitored by the Czech Schools Inspectorate.

Although the number of women in schools is several times higher than that of men, head teachers are almost exclusively men. The Czech Republic has been facing long term problems in attracting men to work as ordinary teachers.

So, why are we meeting here in the Czech Republic, why is this event organised by the Public Defender Rights and why is gender in education our topic today? The answer is simple: We are aware of our shortcomings in education and we would like to learn how we could improve that.

We wish to remove from society structural inequalities, including inequality in education.

I believe that for many of you, the following days will be as inspiring as they will be for my colleagues from the Office of the Public Defender of Rights and I hope you will gain new insight that prove useful for your colleagues back home.

Due to my responsibilities I cannot attend the whole seminar, so please let me comment on the current social and political situation.

Over the past months, Europe has been in a difficult situation that promotes intolerance, xenophobia and racism. Voices of intolerance are not heard only in the streets, but also in the top political offices as well. At moments like these, I realise how important, but also how very fragile, our institutions are.

Not all equality bodies in Europe are independent, they do not have the same powers, and some cannot work effectively. This is why I will promote a greater role for the national equality bodies in my communication with the European Commission, specifically Commissioner Věra Jourova.

I will also promote efforts aimed at including the standards formulated by Equinet over the past year in the European legislation. I realise that this will be a long-term effort, but one has to start someday.

Thank you for your attention and I wish you a fruitful and interesting seminar and courage to continue in your work.

Welcome speech by Evelyn Collins, Chief Executive of the Equality and Human Rights Commission for Northern Ireland and Chair of Equinet

The Czech Public Defender of Rights is part of the Equinet Board, and we are very pleased that they are involved at such a strategic level within the network. Equinet is grateful for the Defender's engagement with the European Commission, even at Commissioner level, to promote equality and non-discrimination

Why organize a capacity building on this topic?

A joint report of the Council and the Commission agreed in 2015¹ that the outbursts of violent extremism in Europe make it more important than ever to ensure that education plays its role in combating discrimination and ensuring that our shared human and civic values are passed on to future generations.

Gender equality is one of these shared values underpinning the European Union.

The same report highlighted several challenges related to gender equality in education in Europe:

- Gender stereotypes impacting gender gaps in education and training, as well as gender differences in educational choices.
- Bullying, harassment and violence in the learning environment which cannot be tolerated.
- Capacity building of staff at educational institutions which is necessary to ensure that learners experience inclusion, equality, equity, non-discrimination and democratic citizenship in their learning environments.
- Raising the attractiveness of the teaching profession for both genders is a crucial challenge. At the same time, young women are twice as likely to be economically inactive as young men.

These are crucial challenges for all our countries, something we as equality bodies experience in our daily work. Some of these issues were already raised in EQUINET PERSPECTIVE "The Persistence of Discrimination, Harassment and Inequality for Women" (2015), and the EQUINET PERSPECTIVE "Harassment on the basis of Gender and Sexual Harassment" (2015).

They are also some of the reasons why the European Parliament adopted a report in 2015 on empowering girls through education, calling on Member States to disseminate guidelines on gender equality to institutions of learning, including addressing gender equality in curricula and combating gender based violence.

What is the situation at the EU level?

The European Commission's strategic engagement for gender equality (2016-2019) highlights several challenges for gender equality in education:

- Higher school drop-out rates for boys
- Women are underrepresented in fields like Science, Technology, Engineering and Mathematics (STEM)
- Despite greater investment in education, young women are twice as likely to be economically inactive than young men

¹ 2015 Joint Report of the Council and the Commission on the implementation of the strategic framework for European cooperation in education and training (ET 2020) New priorities for European cooperation in education and training

These concerns are reflected in EIGE's Gender Equality Index for 2015, which highlights

- the disadvantage of men in higher level educational attainment (great variety between member states: no gap in Czech Republic, to 13.4% gap in Estonia);
- segregation of educational paths in the knowledge sector - overrepresentation of women in education (77%), health and welfare (73%) and humanities and arts (65%);
- the Index also suggests that there are fewer young people not in employment or education/training in countries with higher levels of gender equality;
- the proportion of women heads of higher education institutions was only at 15.5 % in 2010, with the bottleneck for women starting at the level of PhD candidates.

Yet education is not covered by EU Gender Directives (only discrimination on the basis of race is explicitly forbidden in the educational field in the relevant EU Directive). The Commission's assessment of its previous gender Equality Strategy (2010-2015) identified the need to combat gender stereotypes more effectively in schools and in media.

The current European Commission's strategic engagement for gender equality (2016-2019) recognizes that Member States are increasingly realizing the need to include targeted actions in the educational field in their strategies for gender equality.²

The targeted actions proposed include:

- Enhance digital skills among women and girls;
- Promote gender equality in all levels of types of education, including in relation to gendered study subject choices, using existing instruments.

Gender equality is mainstreamed in Erasmus+, and the Commission will launch a report on the status of gender mainstreaming in the work of the European Commission in 2017, where one of the sectors addressed will be education.

The European Commission launched two new working groups addressing educational challenges in January 2016, that look at promoting gender balanced educational choices and making the teaching profession more attractive to both genders

What do national equality bodies do and what do we hope from the seminar?

This seminar will introduce you to the important work our colleagues are doing to try to tackle the wide spectrum of gender inequalities in the field of education:

- Several excellent research projects
- Ensuring school curricula are gender sensitive
- Writing educational guides
- Promoting equality planning
- Preventing harassment
- Pursuing legal work to protect the rights of those not accessing their educational field of choice

These actions are in line with the complex mandates of our member equality bodies, and we hope that there will be something to take home for everyone. Many of us had education covered in their national law. Equality bodies are producing excellent report about these issues.

² Only three member states do not address education in their national action plans/strategies for gender equality

Allow me to share the example of the ECNI – report published in October 2015. It is clear that attainment levels by girls are much better than boys, but issues remain in the subject choices. It is important to promote equality planning in educational institutions. These actions are in line with the mandate of equality bodies. Strong, independent equality bodies with sufficient power and resources are needed to support this.

Additionally, we hope that our external speakers will give you some good ideas for how to refine this work, perhaps developing new partnerships or simply triggering some thoughts on how to develop further.

Equinet is aiming to put together a publication on Gender Equality in Education, using the learning of this seminar as a basis, so we are relying on you all to share your thoughts and discuss some conclusions we can take further.

Keynote address

Keynote address – Dr Victoria Showunmi

In order to unpack the concept of intersectionality and discover the different layers of identity, it can be useful for people to write a few words answering the questions “Who are you?” and “Where do you belong?”

Reflecting on our own personal characteristics is an essential part of any analysis, unearthing the particular angle we all have, which inevitably includes certain blind spots.

The Gender and Education Association was created in 1997 and has been active since 2003, seeking to ensure gender is not a blind spot in our educational system. The Association’s activities include

- 1) Promoting gender equality, feminist and alternative approaches to education, and to provide an influential feminist voice.
- 2) Generating knowledge on gender and education, acting as a source of expertise and knowledge for policy makers, as well as operating a network for the exchange of information about gender and education.

One of the members of the Association specifically addresses the role of social media as an informal form of education.

Other members have conducted a variety of projects, including GELS, a project about leadership in schools, with the aim of providing 50/50 representation of women and men in leadership positions. The Association hosts a network of schools and NGOs which want to promote gender equality and education in England, with the aim of connecting their work.

Some of the Association’s efforts target boys, while some target girls in elite schools, and there is likewise work on pedagogical approaches to promoting gender equality. Another important area addresses how gender intersects with race, ethnicity, and socio-economic status within the educational setting. The Association is involved in a European project on gender and education, with plans to promote a handbook on gender equality.

Dr Showunmi personally has two areas of research. The first area addresses gender leadership, while the second addresses black girls and young women. She conducted research with 160 women of color on identity and leadership.

Particular challenges are encountered when bringing this into schools and conducting interviews with black girls. There are strong intersectional concerns, and a need to be aware of different stereotypes. The educational setting must acknowledge that there are differences between white girls and girls of color in order to meet everyone’s needs equally. While it is clear that the gender stereotypes between boys and girls can lead to different educational outcomes, girls of color are subject to different stereotypes than white girls, which form the dominant group under the prevailing stereotype associated with “girls”. Girls of color are more likely to be labelled “loud” and “aggressive”, impacting the way they are treated by the educational system. Such differences in stereotypes become clear in

differentiated media representations of these discrete groups, demonstrating the prevailing existence of unacknowledged differences. Awareness therefore needs to be raised not only on conscious, but also on unconscious bias.

Promoting gender equality in education

PRESENTATION on Gender Equality in the Croatian Education System – by JOSIP GRGIC – Ombudsperson for Gender Equality

There are four different ombudsperson institutions in Croatia, all covering different aspects of anti-discrimination legislation. The Ombudsperson for gender equality covers the grounds of sex and/or gender, family or marital status, sexual orientation and gender identity, pregnancy and maternity rights in the areas of employment and beyond. Most of the complaints received concern domestic violence.

The Croatian Ombudsperson for Gender Equality is appointed by Parliament. The institution monitors the implementation of the act on Gender Equality, and reports to the Croatian Parliament annually. Of all of the recommendations, warnings, and proposals that the Ombudsperson issued in 2015 to all legal and physical persons in Croatia, 81% were fully adopted, 18% partially, while 1% were not adopted at all.

The Ombudsperson also monitors gender equality specifically in educational curricula. The mandate derives from the Croatian Act on Gender Equality, which specifies under its article 14. that

“(2) Subject matters related to issues of gender equality shall be an integral part of pre-school, primary and secondary school education as well as higher education and lifelong learning and additional training, and they shall include measures aimed at preparing both sexes for active and equal participation in all spheres of life.

(3) Subject matters referred to in paragraph 2 of this Article shall be used to promote non-discriminatory knowledge with regard to women and men, to eliminate inequality of sexes and gender-related stereotypes in the education process at all levels as well as to respect gender-related aspects in all areas of education.”

Over the years, the Ombudsperson has uncovered several examples of discriminatory practices in the educational setting.

2004. Catholic religious teaching programme in primary school

*„To talk about the whole meaning and relation of terms "love" and "sex" and judgement of **wrong** forms of sexuality (homosexuality, prostitution, incest, transvestism ...)”*

2005. Health education experimental programme (NGO 'GROZD')

Discrimination of common-law and same-sex couples, single parents, and homosexuality in general

2008. „Biology 8”, textbook for 8th grade of primary school

„Intentional abortion ends the life of a human being and endangers the woman’s health.”

2010. „With Christ through life”, catholic religious teaching textbook, 8th grade of primary school

„Medicine and psychology find a variety of causes, not explored completely, to such human condition.” (about homosexuality)

2008. „Together in love”, catholic religious teaching textbook, 7th grade of primary school

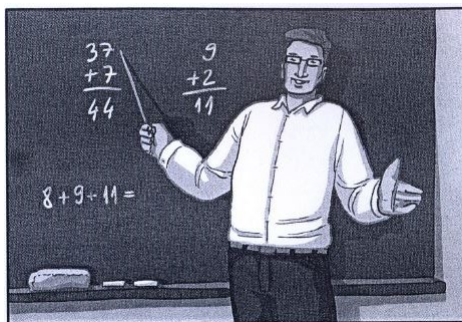
„Abortion is direct murder of an unborn child and the greatest betrayal of motherhood. Making an abortion turns the mother, a symbol of security and love, into a murderer of the most innocent being.”

Furthermore, every form of contraception is listed as "immoral birth control".

2011. „Gifted by life”, catholic religious teaching textbook, 3rd grade of secondary school

Included inappropriate descriptions of abortion and artificial insemination

The Ombudsperson has conducted analyses of school textbooks, investigating the topics children are encouraged to discuss and develop. Examples include children being asked to draw posters of a “typical man” and a “typical woman”, textbooks describing women as introducing their daughters to housework while fathers introduce sons to “everyday work” without assigning them tasks “immediately”, and perpetuating gender stereotypes by suggesting that men “achieve their objectives in love” by using “success, power and wealth”, while women “try to be attractive”. The analyses also showed that women are underrepresented in school textbook illustrations and text examples. It was noted that LGBTI persons remain stigmatized due to AIDS, and are largely absent from school curricula.





This is an example of language exam illustrations perpetuating gender stereotyped divisions of labor. The Ombudsperson issued a recommendation on this particular case, and new exam materials are currently being developed.

In 2012-2013, health education was introduced as a mandatory subject in primary and secondary schools. The Ombudsperson deemed the program to be in line with the relevant national and international legislation, and respectful of the applicable standards for anti-discrimination. There was one textual issue in the curriculum related to sexual orientation, but the Gender Equality Ombudsperson issued a recommendation, and the competent ministry promptly changed the text.

Currently, there is debate on the reform of the curriculum. 52 curricular documents are in circulation, which are to include a much wider variety of content on human rights and gender equality than the current curricula for preschool, primary and secondary school do. The Ombudsperson participates in the public debate, recommending in particular that sexual orientation is included as a mandatory topic with a focus on the non-discrimination message.

In conclusion, gender stereotypes permeate the educational system, perpetuating stereotyped gender roles and often spreading discriminatory content. However, policy makers are cooperative and generally respond positively to the Ombudsperson's opinions. This cooperation bodes well for the future of gender equality in education in Croatia.

PRESENTATION on Gender-related challenges in education – by ZUZANA MADAROVA – EIGE

Education is a complex system that can be examined at various levels. Micro-world of education is clearly shaped by ideas about behaviour of women and men, boys and girls. Gender stereotypes, internalized by students, teachers, and embodied in educational structures influence what boys and girls think about themselves and how they make their future life choices. The Member State level with a network of schools and non-formal educational facilities offers a broader perspective on rules, norms, institutions and national or local policies. Finally, at the EU level different educational systems, processes and results can be compared and assessed, knowledge can be shared and cooperation between MS and EU institutions can initiate policies and measures that could lead the way to more equal and educated European society.

The European Institute for Gender Equality is a knowledge centre on gender equality issues. It supports better informed policy-making at the EU and Member States levels by:

- providing of specific and reliable expertise and advice on gender equality;
- developing of unified and comparable European-level information on gender gaps;
- developing methodological standards to address them.

EIGE understands the importance of education in achieving gender equality and focuses on issues such as gender gaps in participation in education, horizontal and vertical gender segregation in education, drop out from school and implications of low educational attainment in the EU society, linkages between gender segregation in education and the labour market, etc.

There are various EIGE’s activities and tools with particular relevance to gender equality in education, e.g. Gender Equality Index, Gender Statistics Database, Gender Mainstreaming Platform, monitoring of the implementation of the Beijing Platform for Action in the EU, and forthcoming studies on different aspects of education and upscaling skills.

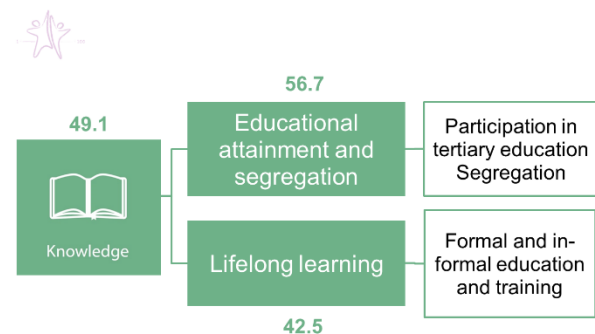
The Gender Equality Index provides a measure of the complex concept of gender equality. It



measures gender gaps within a range of areas relevant to the EU policy framework. The Index includes six core domains: work, money, knowledge, time, power and health; and two satellite domains: violence against women and intersecting inequalities. The satellite domains are as relevant as the core domain but cannot be included in the core index because they measure a phenomenon that only applies to a selected group of the population.

Each domain is further divided into sub-domains covering the key issues within the respective thematic areas. The Index provides one score for every country, every domain and subdomain. It shows where the country or the EU stands on the scale from 0 to 100 points, where 0 is absolute gender inequality and 100 is absolute gender equality. The Index allows meaningful comparisons between different policy areas, Member States and over time.

Domain of knowledge of the Index examines differences between women and men in their access to and participation in education and training. This domain measures gender gaps in

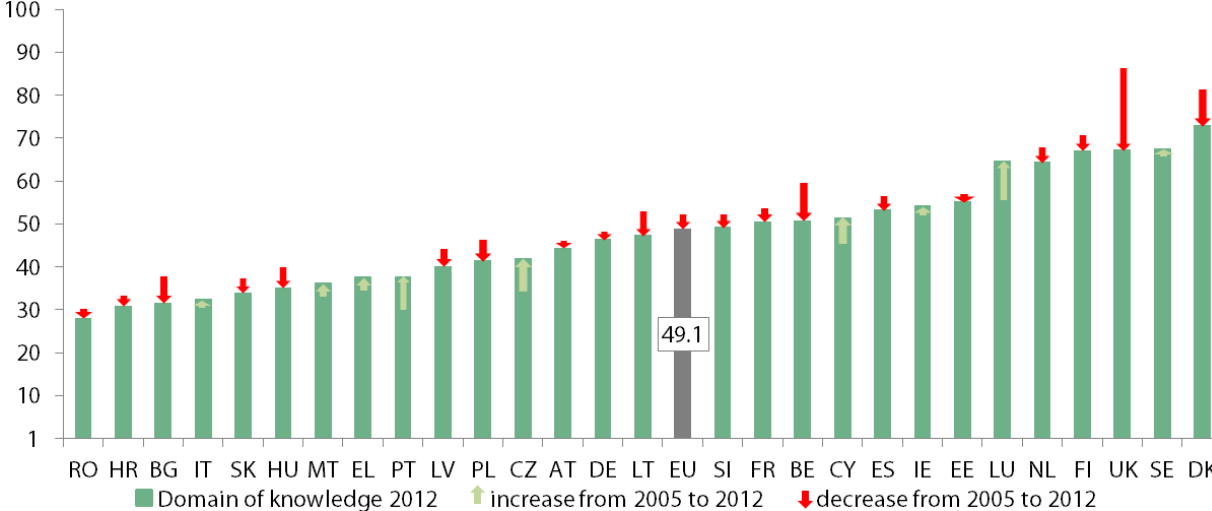


participation in tertiary education, gender segregation and lifelong learning.

On average, the EU-28 has reached a score of 49.1 and is almost halfway towards gender equality in the area of knowledge. The score decreased by 3 points between 2005 and 2012, showing the need for more

progress in this area. The decline in the overall score in the domain of knowledge is the result of decreased participation of adult population (aged 15-74) in formal and non-formal education and training (by 6.4 points).

Domain of Knowledge: Trend in Member States 2005-2012



Source: Gender Equality Index 2015

Educational attainment of women and men is steadily increasing and women are now outnumbering men at graduate level. This trend contributes significantly towards reaching the target of EU 2020 of increasing the share of the population aged 30-34 having completed tertiary education to 40 % in 2020 (European Commission, 2010b). However, women still are concentrated in the fields of study traditionally seen as ‘feminine’: these are ‘Education’ (77%), ‘Health and welfare’ (73%) and ‘Humanities and arts’ (65%).

In a context of rapid technological change, and where there has been a profound transformation in the labour market, lifelong learning is an area of crucial importance for both women and men. Increasing participation in lifelong learning can promote adaptability, employability, active citizenship and both personal and professional fulfilment for women and men. However, the majority of Member States remain far from the objectives of the Strategic framework for European cooperation in education and training (ET2020) which aims for 15 % of adults aged 25-64 to be involved in lifelong learning (Council of the European Union, 2009). The consistent consideration of the gender perspective when examining participation in lifelong learning is crucial because only then can it be established whether policies promoting the increased participation in lifelong learning do justice to both women and men (Council of the European Union, 2007a).

References can be found in the *Gender Equality Index 2015. Measuring gender equality in the European Union 2005-2012*. Report, available at: <http://eige.europa.eu/sites/default/files/documents/mh0215616enn.pdf>. More information on the Gender Equality Index available at: <http://eige.europa.eu/gender-statistics/gender-equality-index>.

Other sources of information:

- **Gender Statistics Database** is a comprehensive knowledge centre for statistics and information in various aspects of gender equality. It contains gender statistics from all over the European Union and beyond, at the EU, MS and European level. Currently it contains *243 indicators on education and training*. Available at: <http://eige.europa.eu/gender-statistics/dgs>
- **Gender Mainstreaming Platform:** is a tool aimed at support various institutions and organisations with the integration of a gender perspective in their work. It helps to improve individual competences to mainstream gender throughout the different stages of the process of policy/programme/project development and implementation. *Education is one of the policy areas concerned*. Available at: <http://eige.europa.eu/gender-mainstreaming>
- Research note on gender, skills and precarious work prepared for the Maltese presidency of the Council of the EU. Forthcoming in 2017.
- Report on implementation of the Beijing Platform for Action focused on gender segregation in education and the labour market prepared for the Estonian presidency of the Council of the EU. Forthcoming in 2017.
- Study on main gender challenges in education in the EU – 28 country profiles and a summary report on the EU. More information on the three projects available at: <http://eige.europa.eu/news-and-events/news/eige-takes-depth-look-gender-equality-classroom>

PRESENTATION on Challenges in ensuring gender equality in education –by Irene Rosales – European Women’s Lobby (EWL)

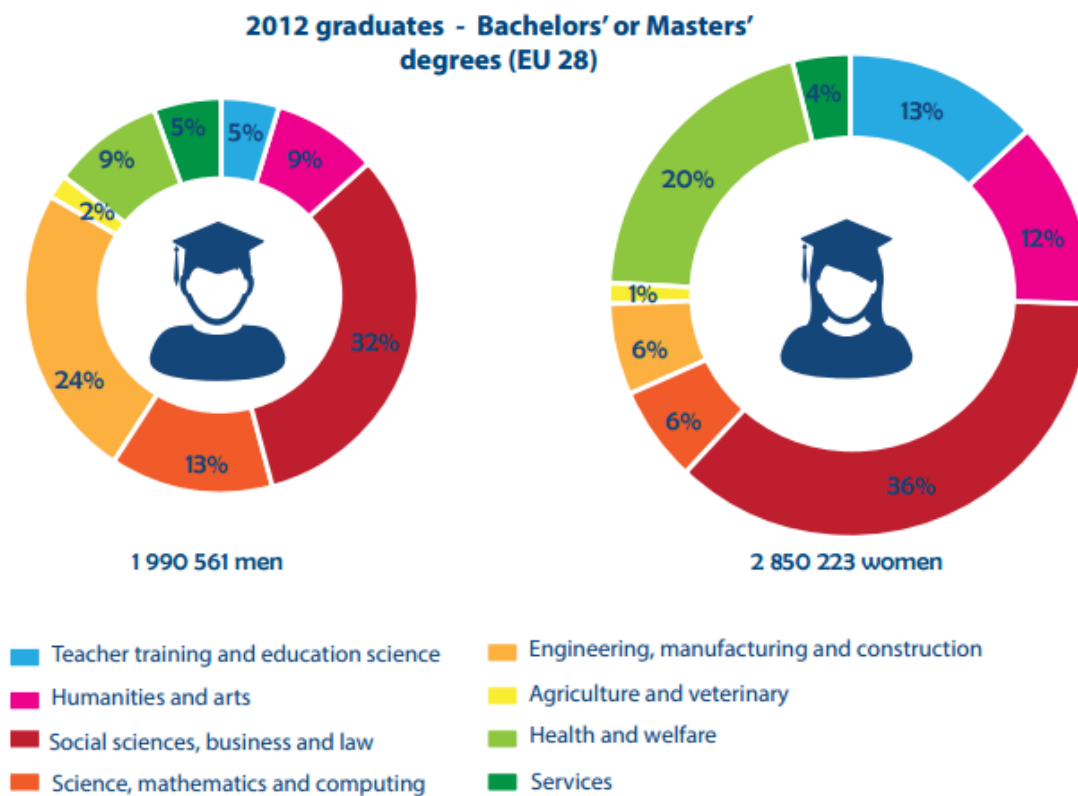
Changing the prevailing culture of sexism and stereotypes, while promoting positive roles for both women and men is one of the strategic priorities of the European Women’s Lobby for 2016-2020. This aim is rooted in a number of worrying facts, including statistics coming from the educational field.

- Boys, especially from disadvantaged backgrounds, drop out of school more than girls: 9,5% of girls and 12,4% of boys (2014).
- 63.9% of women aged 15-24 are likely to participate in education compared to 59.3% of men
- Women are more likely to be enrolled in tertiary education: 41%
- Yet while women far outnumber men in completing higher education, men prevail at the level of PhD graduates.

Equal access to education is still not a reality in Europe for all girls: some girls with disabilities, from ethnic minority background, migrant background and refugees face particular barriers in the education system. Retaining a focus on intersectionality is thus crucial.

Statistically, education choices are highly gendered in the EU. In all EU Member States, women are

underrepresented in fields of study that traditionally male associated: math, science, technology and engineering, subjects that are linked to better occupational outcomes and higher wages while the sectors where women are overrepresented are less remunerated and less valued socially.



This gender segregation has a clear impact on employment and the labour market, where the gender pay gap and employment opportunities follow the gendered division of labor which starts with educational choices.

- Gender pay gap EU 28: 16,1% (2014) ranging from 2% in Slovenia to 28,3% in Estonia
- Gender employment gap EU 28:
- male employment rate : 70.1 %
- female employment rate : 59.6 %
- With the same level of education: **men are 55.8% more likely to be employed.**
- Gender horizontal occupational segregation

Within the field of education, the higher the level of education provided, the more men prevail among the jobholders in the EU, while leadership positions in the education sector are statistically more often occupied by men.

- Primary education: 9 out of 10 teachers are women
- Secondary education: 3-4 teachers out of 10 are men
- Tertiary education: 6 out of 10 teachers are men

- 15.5% of institutions in the Higher Education Sector were headed by women and just 10% of universities had a female rector (2012)

There are several challenges in changing the current culture of sexism and stereotypes. One manifests as the “hidden curriculum”, where the whole education system is conveying a stereotyped message about the appropriate roles, choices, and behavior of women and men. Such stereotypes can be found implicitly in the educational materials as a result of unconscious biases, in the examples used and the language formulated. But such stereotypes are often explicitly reinforced in the formal curriculum as well, where the role of women in history, science, literature and mathematics is often neglected, and women’s movements are frequently passed over in silence. Finally, the impact of violence against women and girls has serious consequences for educational performance and choices, as women and girls experience disproportionate amounts of violence, sexist remarks, harassment, and bullying both online and offline.

The European Women’s Lobby demands that efforts are focused at:

- Fighting gender stereotypes at every school age, **giving high importance to early stages of education.**
- Training all education professionals about gender stereotypes, unconscious gender bias and gender equality in order to ensure that the all the students despite their gender are able to develop their fullest potential. Specific training to ensure early identification of sexual harassment and bullying is key as well..
- Integrating gender equality, human rights and sexuality education in the curriculum.
- Gender mainstreaming and gender budgeting in educational policies.
- Including the prohibition of discrimination on the basis of sex and gender in education and media in the European Legislation.

Women’s rights organisations have a longstanding experience in raising awareness about sexism, gender stereotypes and gender inequalities, and stand ready to lend their experience and expertise to reaching these goals. Building on their experience and counting with the collaboration and partnership of women’s organisations is key to achieve progress towards more gender equality in the educative sector.

GENDER SENSITIVE TEACHING

WORKSHOP session on

How to cooperate with publishers of school books? – by Nathalie Schlenzka, FADA

Nathalie Schlenzka opened the workshop by explaining the reason why the German Federal-Antidiscrimination Agency (FADA) started to work with publishers of school books. Several studies show that textbooks and teaching materials contain gender stereotypes despite legal requirements banning them (e.g. school curriculum laws). This shows there is a clear need to continue to raise awareness on this issue. She pointed out there is a lack of explicit standards in publishing houses, while at the same time there is a lack of expertise among publishing houses and the authors of textbooks and teaching materials. The main objective is to improve textbooks, making them more gender sensitive and free of discrimination and bias.

FADA tackles this issue through different actions targeting managers of publishing houses, editors and authors of textbooks. Generally, these actions are focused on formative workshops for editors, the development of internal rules and standards for publishing houses concerning discrimination and stereotypes; the improvement of information sharing and network building with external experts and providing them with relevant informational materials.

The theoretical background of these actions are to a great extent based on explaining to the actors involved in publishing school books what discrimination is, the forms of discrimination that may occur, and the prevalence levels of discrimination based on gender. FADA also explains the reality of discrimination in schools and the dynamics that can be created in the class room, where homogeneity can be seen as an ideal, set against heterogeneity. The crucial role textbooks play in promoting equal treatment and the reduction of stereotypes is demonstrated.

Within the classroom, textbooks create a reality. Those depictions, accurate or not, are seen as objective and neutral by students, defining what is seen as “normal” (in line with the normative power of books). This has a clear impact on students: micro aggressions (continuously repeating experiences of exclusion and degradation); stereotype threat (stereotypes that negatively influence school performance, fear of not fitting in or conformity with ‘normality’ stereotypes); and ‘othering’ – making them feel different.



Source of picture:
Edelhoff, Christoph
(Ed.): Notting Hill
Gate 1.

The potential of textbooks and teaching material as instruments preventing discrimination and reducing stereotypes are immense. They contribute to raising awareness of gender-related stereotypes and roles, as well as the recognition of causes and forms of gender-related division of labor. Books should ultimately mirror diversity, equality and equal treatment as positive elements and values of our society.

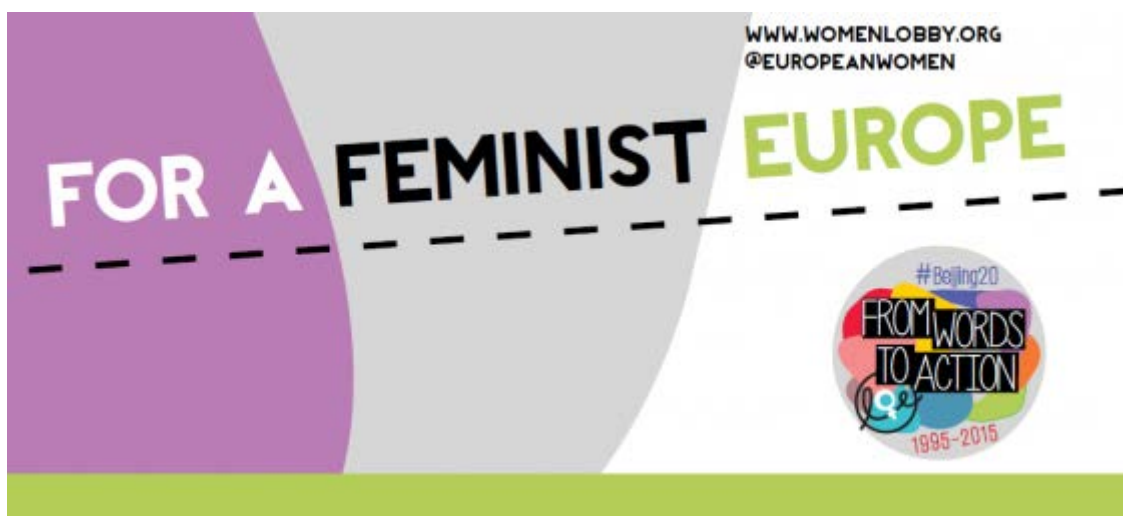
The analysis of textbooks is done from several different perspectives. Firstly, the production of knowledge is scrutinized (Is a gendered perspective reflected? Are new debates and ideas on gender reflected?), but the linguistic and visual level is likewise examined (Gender sensitive language; avoiding usage of words that reproduce stereotypes; Visual equal representation of all gender groups), as well as the content-based level (Are traditional gender roles challenged or are there approaches to discuss gender roles and gender identities?).

Main learning points:

During the discussion, participants agreed on the fact that even if addressing equality in school books has a great impact on education in terms of equality, **it is quite difficult to tackle it legally**. Secondly, participants highlighted the **importance of informing and interacting with all those involved in the publishing process**: publishing houses, Ministries, experts and teachers. Moreover, participants also discussed the **crucial need to gender mainstream school books**.

Germany: discrimination in textbooks is not something you can bring to court, so there is a need to find other means of tackling this. One way is for equality bodies to engage with publishing houses directly.

WORKSHOP session on How to work with civil society when designing outreach programs? – by Irene Rosales, European Women’s Lobby



How can equality bodies engage with Civil Society Organisations in promoting gender equality in education?

There were two main objectives of this workshops: to share experiences in supporting gender sensitive teaching in cooperation with women’s rights organisations; and to discuss strategies for different national contexts.

Irene Rosales presented two EWL members’ projects: Finland and Estonia.

The project from Finland entitled “Gender sensitive in early childhood education –equal encounter un nursery schools” is managed by the Feminist Association Uoni and funded by the Ministry of Education and Culture. Its main objective is to bring the concept and practices of gender sensitivity to the early education field in the Finnish speaking educational sector.

In Finland, there is high occupational segregation. There are some meaningful projects concerning equality in schools, but few in the field of early education. Meanwhile, research had shown that there are many gendered elements in everyday life in nursery schools. One of these elements is the existence of high levels of bullying related to gender norms. The project activities can be summarized in three main pillars: research and systematic observation of the activities in nursery schools, including videotaping behavioral patterns; follow-up training programme reaching around 2000 educators; and developing tools such as brochures or checklists for teachers to guide them when they develop their activities.



TASA-ARVOINEN VARHAISKASVATUS

The results were clearly positive. The educators started to give more attention to girls, while girls were encouraged to participate more actively at the same time. The educators started to ask the boys to help out more often, allowing everybody to speak and be heard. Finnish legislation of the early education is changing and will foreseeably promote equality and gender sensitivity.

In Estonia, the project “Integrating Gender into Teacher Education and Training” is managed by the Estonian Women’s Associations Roundtable (EWAR) and funded by the EEA and Norway grants. The main goal is to integrate the gender perspective into teacher education and training, raising awareness among educators by developing a comprehensive system of support to achieve the objective.

Estonia has high rates of gendered educational choices as well as significant occupational segregation along gendered lines. The Estonian gender pay gap is one of the highest in Europe, according to Eurostat. Research shows teachers are in many cases unaware of “gender”, making it impossible to address gender inequalities.

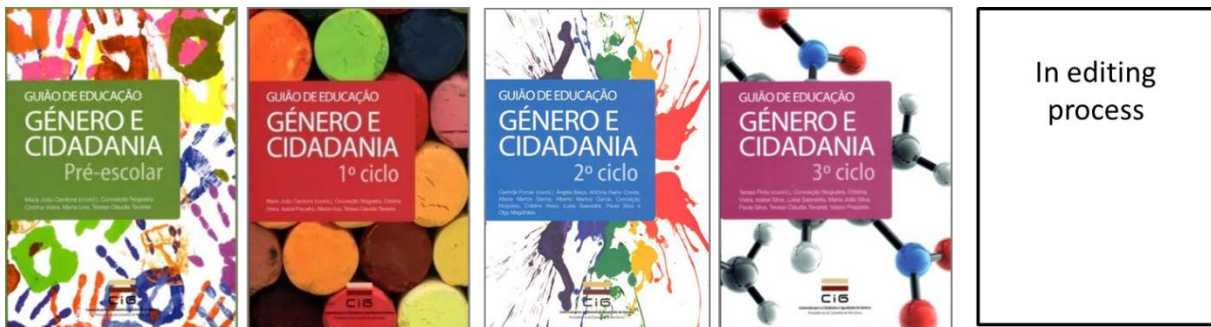
The project’s main activities are focused on research, including quantitative and qualitative surveys on attitudes; analysing teachers’ education curricula giving suggestions for (elective, optional) course development on gender issues (at Tallinn University and University of Tartu, for example); focus on outreach, including producing brochures for trainings for pre-school, basic and upper secondary school, and vocational school teachers; producing visual content, social media, printed media; and organizing roundtable meetings with key players in the field of gender and education. Using these tools, the project seeks to create a solid basis for a comprehensive system to promote gender equality in education and society generally in Estonia. One of the biggest challenges is getting continued funding to make the results of the project sustainable and to keep gender and education high on the agenda.



After discussion, all participants agreed on the following **main learning points**:

- 1) The importance of keeping fluid communication with NGOs/CSOs on a day to day basis, including the organization of meetings/roundtables.
- 2) NEBs get inspired by cooperating and involving CSOs
- 3) Building the capacity of NEBs to initiative projects on gender equality in education, highlighting their role in raising awareness in cooperation with women’s rights organisations and public institutions.
- 4) To encourage the State to follow up on initiatives.
- 5) To pay special attention to the importance of addressing the curriculum of teachers, which is the target group. Equality Bodies should initiate activities in this field (e.g. to train trainers). This would be possible if they had more funding and resources to multiply the effect of their activities.

WORKSHOP session on How to develop educational guides on gender and citizenship for school curricula? – by Teresa Alvarez, Commission for Citizenship and Gender Equality



What is the connection between the education guides project and the educational system? To be successful, one must see what is possible within the existing structures of the education system. How can we sell gender equality to the system, taking into account the needs of the system (not necessarily the same as the needs of equality)? In Portugal, citizenship education is a cross-cutting issue in the education curriculum, but is not an independent subject per se. However, gender equality was nearly absent from citizenship education, and the guides set out to rectify this situation.

Teachers often do not consider gender equality to be an important or even necessary part of formal education. There is a lack of culture of caring in education, which leads to risky behavior among students. Particularly many girls suffer from inferiority complexes.

One cannot expect schools not to be sexist when society is generally sexist. That means we have to work with society as well. Currently, there are forms of sexism that didn't exist in the past, especially in the virtual world, while curricula remain typically male, white and European in most countries.

Systemic change can be challenging, although we can make smaller changes at other levels.

The Guides project was developed from the academic year of 2008-2009. CIG's intervention in the education field was carried out in cooperation with higher education institutions, schools and teachers. The Ministry of Education only became involved in the last few years.

The Guides project is the final phase foreseen in the action strategy. Education Guides were designed to mainstream gender equality into the education system, in an **effective** and **permanent** way. There are Five Education guides on gender and citizenship. Two of them have been translated into English and are available online. The Guides were distributed by national school network libraries, as well as to teacher training facilities. Application of the guides is very important and it is also used for in-service training, which is mandatory for teachers for career progression.

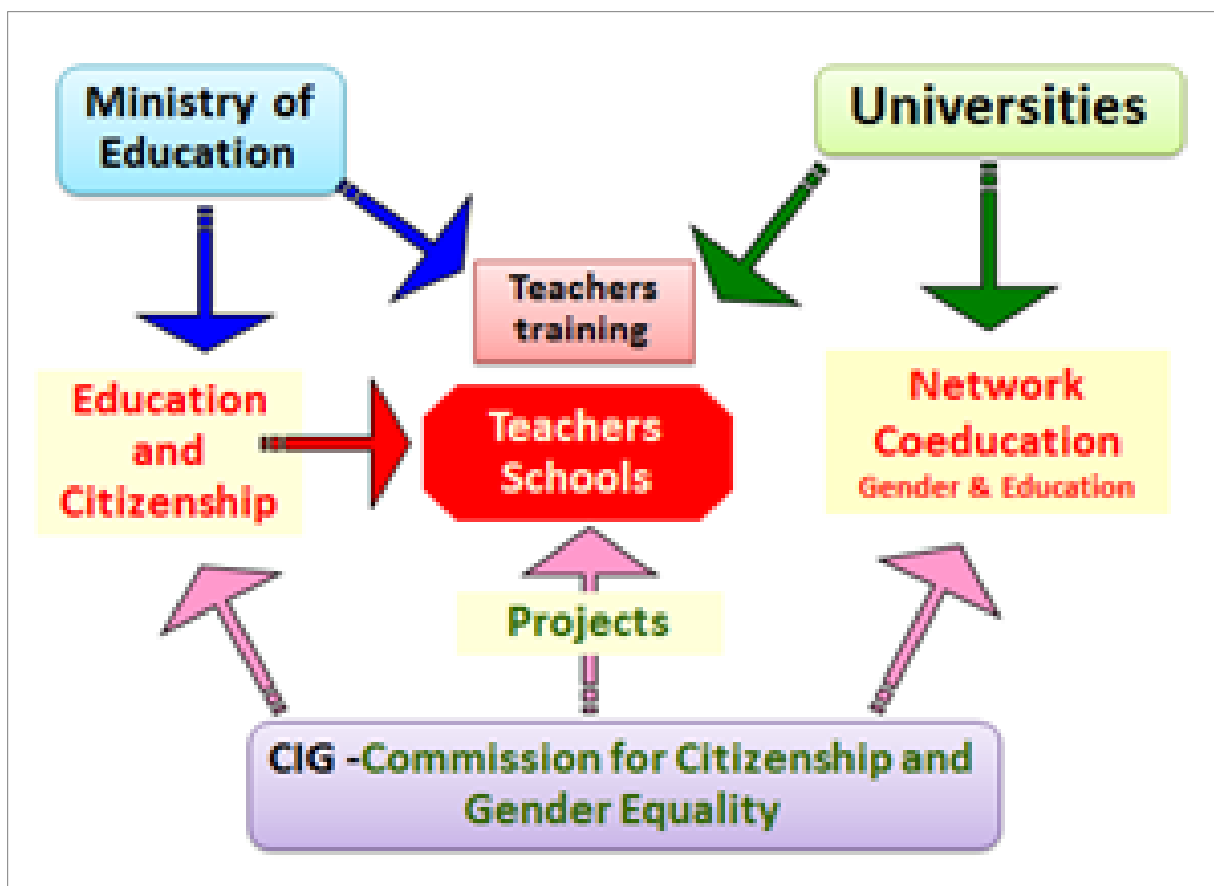
The Guides: one guide for each school cycle, but any guide can be adapted in other cycles. Citizenship education is a cross-curricular subject with no specific programme area. Gender equality was nearly absent in recommendations for citizenship education in 2008, but now it's one of the four key objectives.

Teacher training: in-service training provided by universities and higher schools of education, as well as school teachers' training centres (starting to work with them), and aim to work with teachers' professional associations. Teachers do not consider gender equality as an important or needed issue

for formal education. They say this as girls do well in school and women are present in many different subjects (including science, etc.).

Project partners:

- Higher education institutions (teachers, researchers, teacher trainers) – 26 authors participate in the informal networks organized by CIG, comprised by teachers in gender equality. They wouldn't work in the education sector without this network.
- Have cooperation with 1 pilot school cluster – teachers and educators tested several activities of the guides and made suggestions
- Ministry of Education (ME) has validated the guides, which means they are legitimate tools in education. Provide teachers' training on application of these guides.



How is the curriculum in action? At what level do we want to work?

The Guides can be used by any teacher in any school year in any subject. Teachers shouldn't have to change what they do, but rather incorporate it into the existing program. They should structure the design of their practice based on gender equality. Added value of the guides is gender issues (braided in with some aspects of the curriculum and of citizenship).

The aims of the Guide are:

1. To place gender perspective and equality between men and women at the center of "Education for Citizenship"

2. To integrate gender equality in the pedagogical practices and in schools' projects (changes in individual and collective teaching practices to integrate gender perspective in all school subjects, such as ensuring that history lessons mention both women and men)
3. To integrate gender studies and women's studies in the curricula (providing scientific knowledge)
4. To introduce gender issues in schools' organizational culture and making-decision (sustaining individual and collective school changes)

The intersection of gender with some thematic areas has been identified as the main priority in order to overcome gender asymmetries. Gender sensitivity and knowledge levels are different in each educational cycle. Preschool and the 1st cycle focuses on the environment, work of families, stories, and work of kindergarten. 2-3 cycle has some thematic areas integrated with the curriculum.

The guides address different thematic areas depending on the level of education they are to be applied in:

- Leisure (children's playful activities and generational change and continuity)
- Local Heritage (where are the women?)
- Characters (children's books; old and new versions)
- Body (sport activities; (re)thinking the body)
- Health (risk behaviours; sexual health; drug addiction)
- ICT (technology and spaces; internet safety; computer games)
- Decision-making (media; leadership, careers; time use)
- Vocational Choices
- Portuguese Literature | English | Philosophy
- Biology/Natural Science
- History | Economy
- Art and Culture History | Physical Education
- Integration Area

These thematic areas were identified based on the current structure of the Portuguese educational system. ICT education is a priority for the Ministry of Education, there is already a national health education program in place for basic education, sexual education is mandatory, yet it has no separate school subject, the school psychology service already provides vocational guidance, and the thematic areas are in line with the national reading plan which all schools must follow. Decision making has received a separate area as leadership is something that we learn. Boys leading and girls following is a learned pattern of behavior. There is no one way (male dominant form) of being a leader.

Preschool	1st cycle	2nd cycle	3rd cycle	Secondary
Educational environment and the relationships with families		A set of cross-cutting thematic areas		Scientific knowledge
Personal and Social Development ; Communication and expression; Knowledge of the world	Mathematic; Portuguese; Environmental Study; Artistic and Physical Expressions	Playful Activities in Free Time; History and Heritage; Characters in Children Literature	Body, and Movement; Education and Health; Leadership; ICT; Vocational Choices	Portuguese Literature; English; Philosophy; Biology/Natural Sciences; History; Economy; Art and Culture History; Sport/Physical Education; Integration Area

Application of the guides: CIG chose to focus on teacher training as that was found to be most practical. Teachers were asked to choose one or two suggestions from the guides, and then were asked to evaluate the challenges in implementation, as well as identify opportunities to continue working on this over the next few years.

Results: ensure the compulsory hours of sex education (used before guides were even in schools via website). These were applied in cross curricular areas, in curricular subjects, in multiannual school projects, by other teachers of the same school who hadn't attended training (same type of class, same school year, same cluster) resulting in a multiplier effect in the schools. -> reinforce collaborative work between teachers (horizontal and vertical articulation). Teachers showed increased knowledge and critical awareness about these questions and began to change their way of designing educational practices. They realized the complexity of educating from a gender perspective.

Participants agreed on the following **main learning points**:

- 1) Mainstreaming gender equality in education has to answer the needs and priorities of the education system itself.
- 2) Must be part of a medium term strategy.
- 3) Needs partnerships effectively engaged in promoting equality between women and men.
- 4) Integrating gender equality into existing curricula make the subjects more accessible to students through relevant examples without increasing learning burden on pupils.

- 5) The strategy is to cater to the needs of existing educational structures since there are negative experiences when tackling stereotypes directly in separate materials.
- 6) Initiative lies within the NEB, implying there is a need for an adequate legal background in the NEB's mandate.

In response to questions from participants, Ms Alvarez provided the following further commentary:

Gender in Portugal is not seen as a relationship between men and women, or as a divide between men's and women's issues. There is a need to look at relationship of power. The Portuguese school system has many mixed schools where pupils with a disability or with a minority ethnic origin attend mainstream classes. There is significant diversity in schools, so addressing intersectionality is natural in this context.

What is the relationship between equality and education, esp. institutionally speaking? All the work on gender in education has been carried out by the equality body. In the 3rd year of the project, the ministry of education started to get interested as the guides were a great success. The Ministry of Education has the mandate to reinforce the importance of citizenship education, so in the 3rd year of the project, the Ministry of Education took on gender equality as part of this mandate.

The basic law in education was published in 1998, close to the 1974 revolution. At the time, it successfully included that 'schools must provide equal opportunities to boys and girls in vocational education. Should be regulated in legal instrument' (but this latter provision hasn't been implemented). 20 years later, another law on textbooks included stereotypes, but not as mandatory. It merely pointed out that it would be good for schools to address this issue when validating text books. Government priorities have an impact too. The first guides were validated in 3 weeks. With the change in government, we have been waiting for validation since June 2015.

In 2004-5, the Portuguese equality body realized that they needed to go further in promoting gender equality in education, and that's when they changed the priority of their strategy. It is absolutely necessary to work with associations of teachers (chemistry teachers, history teachers, etc.), teacher trainers, and ensure that the knowledge generated at universities is made available to schools.

Public schools have the same curricula as private schools in Portugal. Religious schools have the possibility to go further in the educational curriculum, adding elements, but must teach the core curriculum. 80 percent of children in Portugal go to public schools.

Preschool follows the curricular orientation of the Ministry of Education. So the guides give examples of what educators could do without any new thematic subjects being introduced. It is more a question of including gender issues in the examples utilized by teachers. For instance, a French teacher used examples of relationships between men and women to illustrate linguistic and grammatical principles. The teaching takes gender into account, students are more interested, as the school subject comes closer to their personal experience. Our concern is not to introduce things that aren't on the curricula. Instead, we wish to use gender as a horizontal thematic area cross cutting the curriculum.

COUNTRY EXAMPLE 1

In **France**, the French equality body tried years ago to edit text books to show that there were gender stereotypes present in the curriculum. Received a large wave of criticism from parents, teachers, and other stakeholders. With the new government, primary schools brought in experimental text books addressing the myths behind many gender stereotypes, such as “Are women more or less intelligent than men?”, “Can men attend dance class?” etc. This was discussed with children who were 3-4 years old. There was a public outcry against the initiative, so it was stopped. It became clear that a strong segment of society didn’t want “gender theory” to be taught to their children. It became clear that this topic was not something that you could easily talk about in French society, which showed itself to be surprisingly conservative!

COUNTRY EXAMPLE 2

In **Poland**, antidiscrimination learning for children aged 4-5 years was carried out, but parents reacted by claiming that the equality body wanted to change the gender of their children. This educational initiative commenced 3 years ago, as it had been approved by the previous government. Currently, there is no one specialised on the labour market as no one wanted to go to professional schools. Government wanted to rebuild this and open to gender equality in professional schools. This will be a focus for the Polish equality body. Girls generally choose educations as hairdressers, in the caring professions, etc., while boys choose to train as mechanics, etc.

COUNTRY EXAMPLE 3

In the **UK**, at UCL, a campaign was conducted on “Why is my curriculum white?” It started off with the question ‘why is my professor not black?’ Students on social media drove the discussion, so that ultimately, the policy and higher education funding levels have had to address the issue. Students paying tuition fees and bringing money to the institution must be listened to. Student voices can drive change if they use social media successfully.

Main learning points:

- 1) Important to integrate gender equality into existing curricula, working directly with teachers, and making gender equality more accessible to students without adding anything to curricula.
- 2) Separate learning materials on gender alone are not successful.
- 3) The current project was an initiative by the CIG in Portugal, and was not necessarily foreseen in the text of the law.

COMBATING DISCRIMINATION IN EDUCATION

PRESENTATION on How does the Equality Ombudsman promote gender equality in education? by Anna Werner – Swedish Equality Ombudsman



The ombudsman's overall goal is to promote equal rights and opportunities, and to combat discrimination.

The legal base for the work carried out by the Equality Ombudsman

- Act concerning the Equality Ombudsman (2008:568)
Gives the agency a broad mandate
- Discrimination Act (2008:567)
Ban on discrimination based on seven grounds + positive action
- Parental Leave Act (1995:584)
Ban on unfavourable treatment due to parental leave



Two aspects of the discrimination act are particularly salient in this context.



Chapter 2

If you attend a school, a preschool or some other activity regulated by the Education Act, the body responsible for that institution is prohibited to discriminate against any child, pupil or student participating in or applying for the activities.

If an education provider becomes aware that a child, pupil or student participating in or applying for the providers's activities considers that he or she has been subjected in connection with these activities to harassment or sexual harassment, the education provider is obliged to investigate the circumstances surrounding the alleged harassment and where appropriate take the measures that can reasonably be demanded to prevent harassment in the future.

Chapter 3

Chapter 3 regards active measures to bring about equal rights and opportunities including promoting gender equality.

According to chapter 3 in the discrimination act the education provider has a responsibility to take active steps to prevent harassment.

Recent cases taken to court on sexual harassment in school illustrate this point. An example was in the case of a student who was harassed, but the teacher did not follow up. The Court ruled that the school was not taking appropriate measures to prevent harassment in the future.

Chapter 3 of the Act also foresees **active measures** to be taken, providing a broad legal framework.

Chapter 3, Active Measures

Active measures to bring about equal rights and opportunities in education

- Goal oriented (3rd chapter, section 14)
- Preventing and hindering harassment (3rd chapter, section 15)
- Equal treatment plan (3rd chapter, section 16)

The **goal orientation** prescribed in the law demands a push for equal rights. Finally, education providers have to provide an **equal treatment plan** every year, including measures they intend to implement over the coming year and a report on how the former plan has been implemented. The equal treatment plan should thus form part of a continuous work process. It should provide an overview of the activities aimed at promoting equal rights

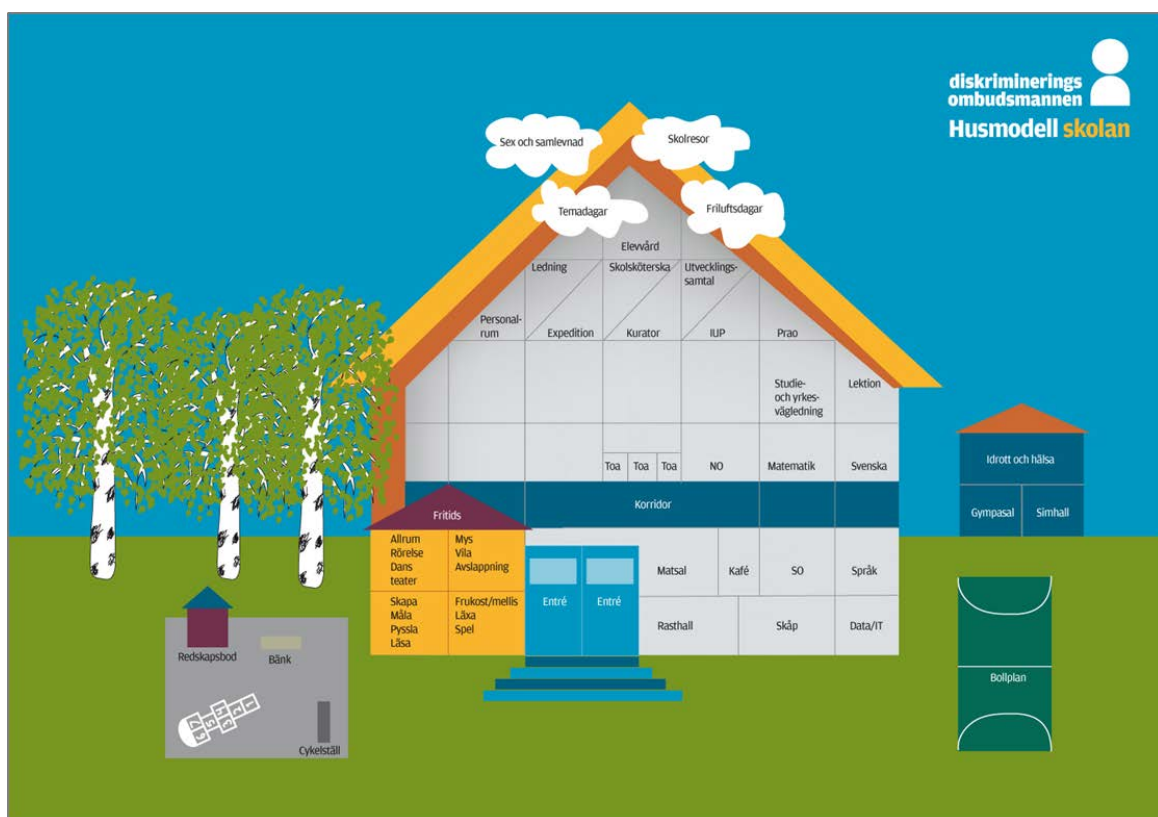
and hinder harassment. The discrimination act thus requires annual follow up of how the measures planned have been implemented.

The follow-up should include an evaluation of whether the activities have had their planned effect. The activities for the following year should go hand in hand with the follow-up from the previous year. Chapter 3 doesn't regulate in further detail what the plan has to contain.

Equal treatment plan

- **Education provider has to draw up a plan every year**
- The plan has to contain **overview of measures needed** to promote equal rights and opportunities and prevent and hinder harassment
- Account of how the measures planned during the year **have been implemented** and **what is planned** for the next coming year.

Different tools are available for education providers to **analyze** their environment and support their work in promoting equal rights. One such tool is the "house model".



The model aims to support education providers in getting an overview of their own work. It guides the education provider on how to move from room to room and subject to subject, to identify areas where pupils may be at risk of discrimination and/or harassment and how best

to promote equal rights. Do all the pupil’s have the same possibilities to influence the educational setting and agenda regardless of gender? Are all pupils seen and safe? Is the situation the same for all men/women, boys/girls? What about transgender persons? Are these circumstances ensured during school outings as well? Who uses the football pitch? The analysis can be conducted together wiht students, and should be combined with interviews of pupils.

Another tool that helps to identify how education can affect men and women differently is a mapping exercise, addressing different areas in the educational field.

Introduction for new pupils	Internet, social media	Language, norms, stereotypes, harassment	Contacts with pupil’s homes	Internship	The school’s website
The relationships between staff and pupils	Outings and school trips	Physical environment	What is tolerated when it comes to harassment		Tests, results and grades
School healthcare	Planning education, courses and different subjects	The social climate between pupils	Rules and routines		

Each area has its own set of issues that it should address.

Introduction for new pupils: are pupil’s introduced to school so their families feel welcome no matter constellation?

Communication: are the language or norms such that some pupils find them discriminatory? What are the norms when it comes to gender? How do members of staff communicate with each other, does the way they communicate say something about their values when it comes to gender or sexual orientation? How does staff communicate with families?

School healthcare: what knowledge does staff have about sexual orientation, about gender, and stereotypes?

Competence of the staff: does the staff have knowledge of the discrimination act? Do they know how to see and question their own teaching and if it differs related to gender? Do they have knowledge on gender, sexual orientation and transgender issues?

A good equal treatment plan is not enough. It’s the work that gives effect, particularly goal oriented work is important. An environment free from discrimination is crucial for pupil’s learning. Promoting gender equality contributes to good results, both for the pupil and for the school. Here are some success factors and main challenges:

- Equality has to form part of the ordinary work, and it requires committed education providers, solid principles, and the involvement of all staff, pupils and parents.
- Systematic and goal-oriented: The Equal Treatment Plan has to be part of the education provider's work, and must be carried out systematically.
- "The whole school" must be included, both staff and pupils should participate. If the pupils are involved, they will have a greater understanding of the purpose of the equal treatment plan and it will serve to educate both staff and pupils. The plan has to address the identified needs of the school.
- Analyse the situation, for example using the "house model".
- Knowledge on discrimination and norms is crucial. All staff need to know what harassment and sexual harassment is. Important that the staff has time to discuss values, norms and discrimination grounds.
- The work has to be norm critical, and be able to reflect critically on what both staff and students consider "normal"
- Follow up! How the work is followed up is important for the development of the education provider's forthcoming measures.

PRESENTATION on How the Ombudsman works to prevent harassment in the school setting – by Miko Lempinen, Ombudsman for Equality in Finland

The Ombudsman for Equality in Finland works in a very similar framework to that which exists in Sweden. Schools have to prepare an annual equality plan, which should then be monitored and followed up.

According to the School Health Promotion Study carried out every second year by the National Institute for Health and Welfare, approximately 60% of girls in 8th and 9th grade had experienced sexual harassment.

A number of these sexual harassment cases take place in schools. Schools have the duty to intervene in harassment in a manner that puts an end to it. The experience is, however, that schools may find it difficult to handle sexual harassment, for one reason or another. One reason is that these cases are never reported. Another reason is that the school personnel may not recognize all the forms that sexual harassment can take and consequently do not know how to handle a case.

This is the case in spite of the fact that the Finnish Equality Act places an obligation on schools and other educational institutions to draw up an annual, operational equality plan where special attention shall be given, amongst other things, to measures aimed at the prevention and elimination of sexual harassment. The review by the Ombudsman on the quality of the equality plans drawn up in educational institutions shows that this work can currently be described as modest.

In order to tackle the issue, the Ombudsman for Equality in Finland initiated an awareness raising campaign against sexual harassment in schools in 2014. The materials, which can be downloaded for free from the website *Not in Our School*, consists of teaching material which aims at promoting the creation of a culture of anti-harassment where every child, student,

teacher and everyone else working in the school knows what harassment is, knows that harassment is not acceptable and knows what to do and whom to turn to if harassment takes place. The teaching material offers the basis for a discussion in class without the need to reflect on any personal experiences.

The Office of the Ombudsman for Equality has made an effort to integrate this material into its work with schools and other educational institutions. It is therefore fair to describe it as teaching material on sexual harassment rather than a campaign on sexual harassment, as a campaign may all too often be short lived and separate from an organization's main activities. During its first two years, the website had over 15 000 visitors.

The work of the Equality Ombudsman has been facilitated by the fact that the promotion of equality is now comprehensively included in the new National Basic Curriculum for both comprehensive schools and schools providing secondary education. In addition, together with the Finnish National Board of Education, the Ministry of Education, the Ministry for Social Affairs and Health, the Ombudsman prepared a Handbook on promoting equality in schools providing basic education (1-9 grade). One of the red threads of this Handbook, as well as the training sessions based on the Handbook that were carried out in 2016 around the country, is sexual harassment and harassment based on sex or gender. As of the end of 2016, over 6000 copies of the Handbook have been distributed to elementary schools and providers of basic education (municipalities). Yet much remains to be done.

PRESENTATION on How to assist the setting up of a complaint structures in the educational setting? – by Nathalie Schlenzka – FADA

Education is a devolved competence at the regional state level in Germany. Yet 10-20 per cent of the cases received by local anti-discrimination counselling bodies concern the field of education. FADA as the German equality body has a weak mandate on addressing complaints itself, but has found that it is important to work in the area of education.

Prevalence of discrimination in the educational setting

There is significant **discrimination in the field of education** in Germany. 23,7% of all people in Germany have experienced discrimination in the field of education in the last 24 months ([representative survey](#) of persons age 14 and above conducted on behalf of FADA in 2015). The Integration barometer of 2012 showed that 23,7% of all people with migration backgrounds have experienced discrimination in schools. The FADA survey of 2013 revealed that 6% of people with a disability have experienced discrimination in schools, whereas the FRA survey of 2013 demonstrated that 68% of LGBT-people have experienced negative comments in school. FADA's data from 2015 shows that socioeconomic background (low income of parents and/or low educational background of parents), religion, ethnicity/'race', disability, gender/gender identity are all linked to discrimination in schools. Not all the grounds are equally affected, with social background being the factor showing the highest correlation with discrimination. Intersectionality, where different grounds of discrimination

are linked, particularly around the fulcrum of gender, is a big issue, but there is a lack of legal protection.

The data cited addresses both higher and lower levels of education. Yet smaller scale studies indicate that more discrimination is experienced in schools than at universities. There is a conspicuous lack of data on younger children, and there is currently no data on sexual harassment in schools.

Examples of discrimination in schools mainly involve teachers, student teachers, pupils, and other school staff. The persons and structures responsible are the teachers, schoolmates, other parents, text books, internal rules of the school, and the daily routines at the educational establishment.

There are instances of both direct and indirect discrimination, as well as sexual harassment.

Gender equality in the field of education

Gender specific issues have been identified in the field of education. Intersectional discrimination often affects Muslim girls, and boys with “a low socio-economic background”. Gender stereotypes still prevail, defining ideas about typical characteristics, achievements, and career aspirations (such as the belief that Muslim girls are not interested in careers). Gender-specific attributions and expectations at school can have a negative impact on girls (e.g. with regard to their choice of subjects and a future career aspiration), but also for boys (e.g. success at school) and may thus ultimately lead to discriminatory outcomes.

There is a lack of gender sensitive textbooks, and sexual harassment does occur even though it is not well documented. A growing number of complaints on gender identity are identified, where discrimination against trans* and intersexual pupils often concerns non-acceptance of name change, bullying, and a general lack of support.

Provision of legal protection

Legal protection is weak in the education setting, as the federal General Equal Treatment Act does not cover the field of education. It only provides protection to teachers and other staff members as employees in the educational setting, and to pupils at private schools as customers of a service. There is no anti-discrimination legislation at the level of the individual German states, and the school laws at the individual German state level are not always explicit in prohibiting discrimination, do not regulate complaints procedures and complaints structures, and often only provide for informal complaints or reactive measures.

International conventions, such as the UN Declaration of Human Rights, the UN declaration on the Rights of the Child, and the UN Declaration on the Rights of Persons with Disabilities contain relevant provisions banning discrimination. Additionally, concrete protective provisions governing schools follow from several of the conventions under international law, as well as from the EU Charter of Fundamental Rights. The German Basic Law, Article 3, stipulating the right to equality before the law, is also relevant.

Nevertheless, there are particular challenges associated with bringing discrimination claims forward in the educational setting:

- Topic might be a taboo at the school;
- Lack of protection against victimisation;
- Lack of information on discrimination and sexual harassment;
- Lack of persons to approach in case of discrimination;
- High legal barriers to bring complaint forward;
- No (transparent) complaint structure in the school;
- No external complaint structure;

In its report to the German parliament in 2013, FADA issued a number of recommendations. FADA's report highlighted the following:

- School laws should incorporate clearly formulated discrimination bans
- School laws should be amended to grant pupils and their parents rights to information and counselling as well as separate and effective right of complaint
- Transparent and independent complaint structures should be set up outside the school
- Complaint management structures should be set up inside the school
- Mandatory development of anti-discrimination concepts by individual schools
- Schools should focus on the issue of discrimination and sexual harassment (for example anti-bias training, projects, further education)

As legislative change is a lengthy process, FADA is seeking to engage with the problem through alternative avenues. In this context, FADA aims to inform schools and actors around school on discrimination and sexual harassment in schools as well as its effects in order to break taboos around the subject. To raise awareness on legal obligations of schools and school authorities, to assist schools in setting up internal complaint mechanisms, and to assist civil society organisations and state actors to set up external complaint mechanisms lobby work.

In order to reach these aims, FADA cooperates with civil society organisations working with schools (e.g. parent associations), specialised NGOs working on discrimination in schools and anti-discrimination counselling services, school administration and school staff, pupils, and trade unions for teachers (GEW). FADA conducts workshops, lectures and holds talks, publishes papers in professional journals, performs counselling of NGOs and public stakeholders, cooperates with teachers' trade unions, promotes networking and exchange, and is currently preparing an in-depth information guide on anti-discrimination measures for schools and possible complaint structures.

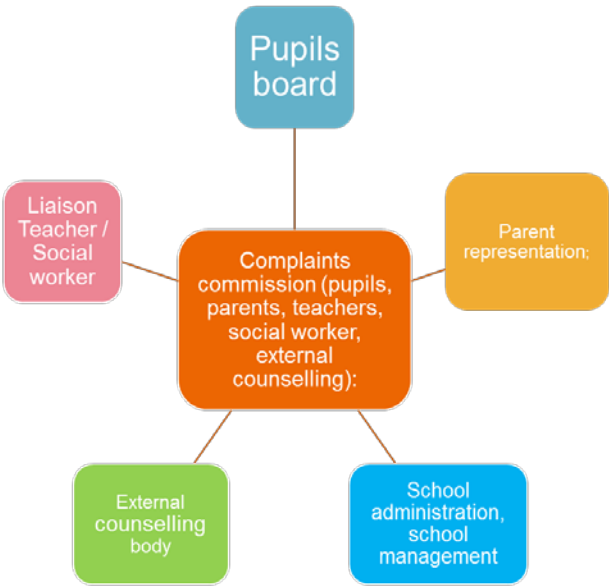
Even though FADA receives individual complaints by students, it has only limited possibilities to support them, since educational matters have to be regulated by the Federal States. Therefore FADA works with education providers to support them in setting up internal complaint mechanisms to address non-discrimination. Certain schools already have such mechanisms, but it is strictly on a voluntary basis and is not mandatory.

Internal complain mechanisms are set up for teachers and pupils, but such complaint mechanisms are not well implemented and there is a low level of awareness in schools that

such support is available. Sensitivity to different target groups is often necessary, as girls, for instance, do not always feel free to speak with male school ombudspersons.

Several schools have begun implementing internal complaints mechanisms, but they are generally weaker than external mechanisms. The student body is the first point of contact, meaning pupils and parents have the initiative. The contact points for complaints are then normally social workers or liaison teachers, but there can often be reluctance on the part of students or parents to bring complaints forward within the school structure for fear of reprisals or other negative consequences. Pupils and parents are represented in all mediation processes and included in discussions on how to move forward on any given case. There is also a possibility to seek external counseling services.

In conclusion, internal complaints structures can function well when harassment takes place between students. However, using internal complaints structures can become problematic if harassment takes place between students and teachers as pupils or parents may suffer from a lack of trust vis-à-vis the school after experiencing harassment in any form from staff at the school. Additionally, internal complaints structures cannot handle complaints that address issues of harassment and unequal treatment in access to school.

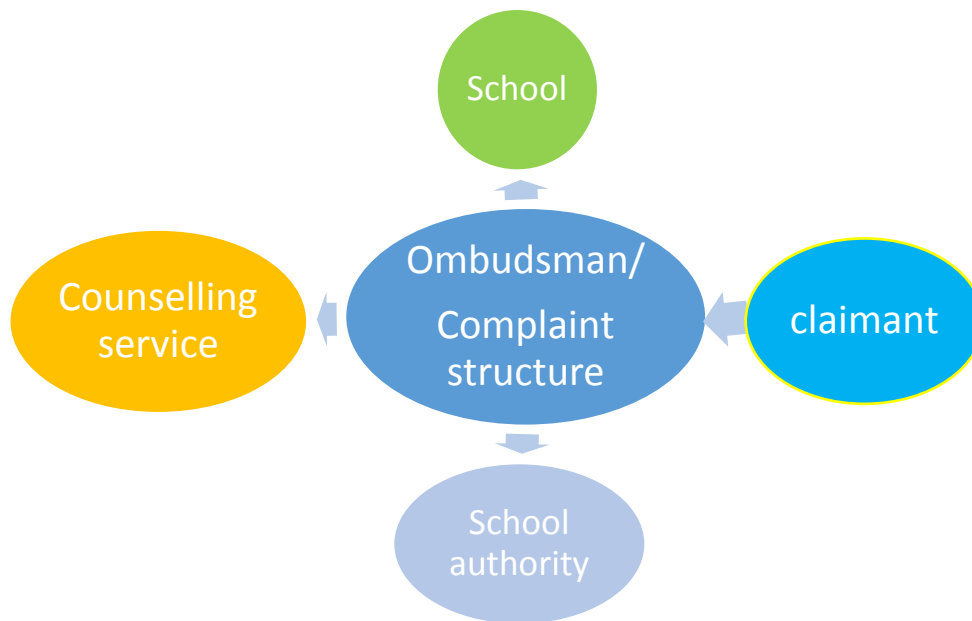


Model of internal complaints mechanism

External complaint structures are therefore able to provide more comprehensive coverage for different types of complaints and are arguably more successful than internal ones. Up until now, there is only one contact point for complaints concerning discrimination in education at the ministry of Education in Rhineland-Palatinate which receives 500 complaints a year from schools and kindergartens. However this complaints structure is not fully independent and has other structural shortcomings.

FADA considers that external complaint structures need to have an independent legal mandate. They should be state financed, neutral, and publicly known, thereby generating trust. It also should have transparent working procedures and complaint processes, granting

anonymity to complainants. It should be accessible, barrier free, and use a multilingual, interdisciplinary and horizontal approach covering all discrimination grounds.



Model of an external complaint mechanism

The external complaint mechanism should receive complaints, inform the complainants on complaints procedures, investigate claims, determine the circumstances, hear the persons involved, request information from the school or inspect school records, and issue recommendations. The complaint mechanism should also inform the claimants of other complaints structures, such as ombudsmen. Although the external complaint mechanism should receive and process complaints, and should be able to issue recommendations and support schools in preventing harassment from taking place, only the school authority has the power to issue sanctions.

There is a model project planned in Berlin, as well as discussions on possible pilot projects underway in Hamburg and North-Rhine-Westphalia.

PRESENTATION on Research on violence, harassment and bullying in schools – by Antonietta Gatt, NCPE

“Violence, harassment and bullying are human rights issues that profoundly affect the lives of children.”

- United Nations, 1989

The NCPE conducted [research on the prevalence of violence and harassment](#) in schools in Malta with the aim of analysing the subject from a gender perspective in order to identify how different forms of violence, harassment and bullying in schools affect girls and boys. It also aimed to identify emerging trends, circumstances, types and causes of violence, harassment and bullying in schools, and to establish a contemporary view of the patterns

and processes of such forms of violence in schools. Finally, it hoped to analyse the effects, the immediate and potential long-term consequences on boy/girl victims and perpetrators.

The research also aimed to identify the victims' response to violence and highlight victims' efforts for help or to stop the violence, to identify barriers encountered by victims and identify the victims' needs and whether such needs are met. It examined perpetrators' characteristics and risk factors triggering violence, analysed the effectiveness of preventive measures, as well as the current protocols, policies and existing structures within schools that aim to combat violence.

In planning the research, NCPE relied heavily on both the global and the local principles underlying the fight against violence and harassment in the school setting.

- "All children have the right to be protected from violence..." (UNICEF, 2014)
- "States parties shall take all the appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity..."
- "States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence..." (UNCRC)



In Maltese law, harassment is defined in the following way:

"alarming a person or causing them distress"

"to subject the person to any unwelcome act, request or conduct, including spoken words, gestures or the production, display or circulation of written words, pictures or other material"

There is also a prohibition to incite hatred against a person or group of persons, in connection with their gender, gender identity, sexual orientation, race, colour, language, ethnic origin, religion or belief or political or other opinion.

The guiding definition used in the research was the one provided by Dan Olweus:

"A person is bullied when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other persons, and he or she has difficulty defending himself or herself" ~Dan Olweus



Important elements in the definition include:

1. aggressive behaviour that involves unwanted, negative actions
2. a pattern of behaviour repeated over time

3. an imbalance of power

The methodology of the research was qualitative, employing 50 structured in-depth interviews with stakeholders and 8 peer streamed semi-structured focus groups with students, parents, and teachers.

The results showed that bullying occurs in the school, but also outside the school on bus transport for example, or in the form of cyber-bullying. This raised the important question of who is responsible when bullying occurs outside the school?

The reasons underlying bullying are multifold, and include factors such as peer pressure, an element of power, being different in some way, low self-esteem, jealousy, the desire to impress friends, or to stop being the victim yourself.

The gender element in bullying was broken down and analysed as forming part of differential and gendered reward systems in society, where boys and girls are rewarded for different types of behaviour which result in different types of bullying. The aggressive behaviour that boys are rewarded for was analysed as resulting in more arguments and physical threats and violence. The docile behaviour girls are rewarded for was analysed as resulting in more mockery, and social and emotional isolation.

GIRLS	BOYS
Girls are rewarded for being docile.	Boys are rewarded for masculine and aggressive behaviour.
Isolation	Physical violence
Emotional	Threats
Mockery (appearance, weight)	Arguments

The impact of bullying on children is severe and in the short term results in low self-esteem, less self-confidence, low emotional well-being, lower educational achievement, and issues with attention span. In the medium term it results in a loss of desire to go to school, leading to early school leavers. The long-term impact is vulnerability and insecurity, which might lead to the victim becoming bullies themselves, reinforcing a vicious circle.

The research explored the way both students and parents perceive the efforts of their school at tackling bullying. According to students, the challenges include a limited faith in the school, the fact that reporting is not confidential, fear of retaliation from the bully, and the fact that any services provided by the school are not child-friendly. Parents likewise highlight limited faith in the school, but focus more on bad practices of the school administration and a lack of proper intervention.

Effective interventions were achieved by training all school staff, especially the teachers, developing non-academic skills along with parents, and placing the focus on the need of the students rather than make the children fit into the goals of the schools.

Several approaches to dealing with diversity in schools were identified. The most important was the need for all parties to learn to respect one another. Practical measures highlighted were establishing anti-bullying focus points, introducing Diversity Weeks, making a Human Library available to staff and students, introducing a Buddy System or Circle of Friends, and using Peer Preparation Programmes. Strengthening work on diversity can be achieved by focusing on diversity from early education, including diversity in the curriculum, using more non-formal activities and having a stronger online presence by the school, as well as giving children a voice.

Restorative justice measures were also explored, where the underlying principles is for the “School [to] aim to restore as far as possible the relationships between the students in a context where the needs of victims and bullies are addressed.” (*Addressing Bullying Behaviour in Schools Policy (2014)*). Such measures can help to identify the cause of the problem, to understand the behaviour in bullies and for the bully to understand the victim’s feelings. However, serious concerns remain with such measures. Many have mixed feelings about whether measures can really work. There is concern that bullying will start again once bully leaves room where treatment is taking place, while not every victim is ready to forgive. The power imbalance between victim and perpetrator remains.

A rights-based approach to bullying focuses on the right of every child to receive an education without feeling threatened or afraid, and the right of the perpetrator to access help and support. In this approach, education about rights and responsibilities should start from a young age.

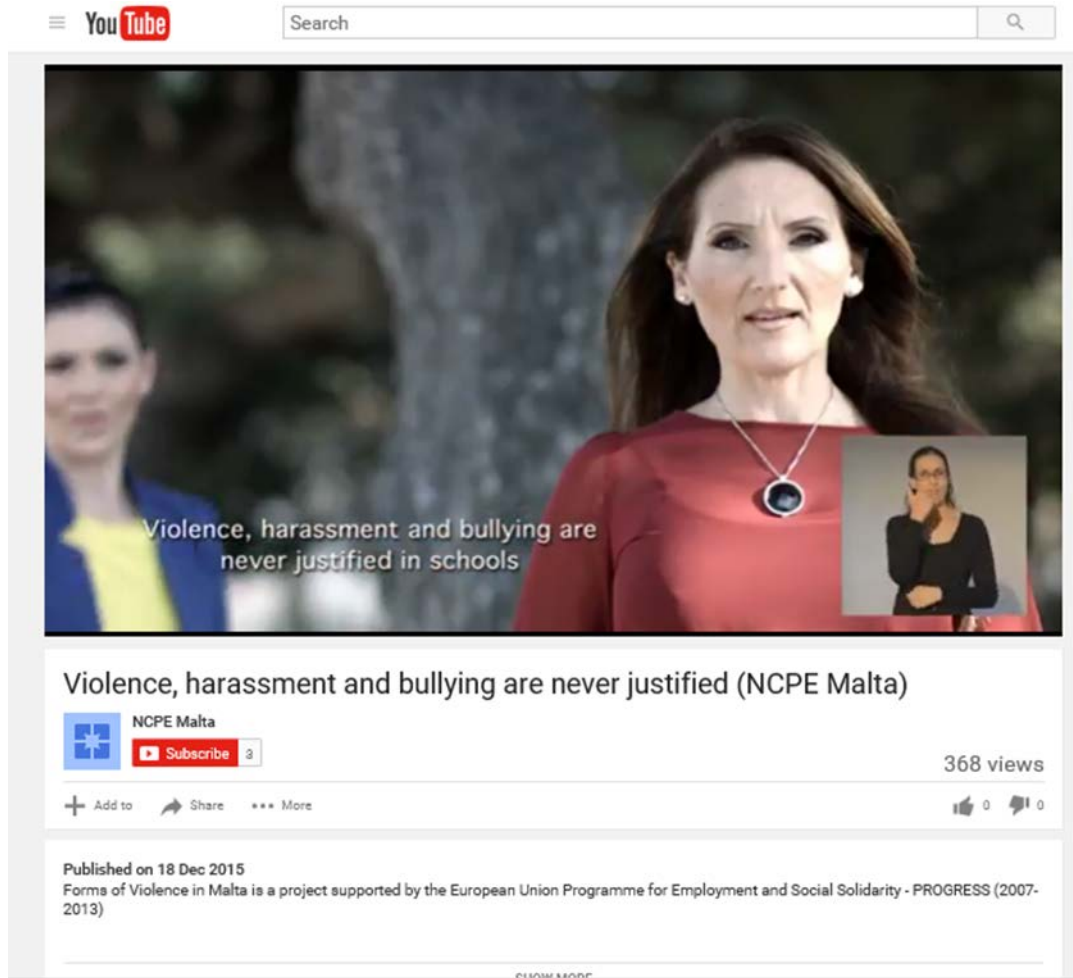
The whole-school approach focuses on the need for a holistic strategy to combat bullying.

“The Addressing Bullying Behaviour in Schools Policy adopts a whole school approach philosophy. This approach is defined as a unified collective and collaborative action ... that has been strategically constituted to improve student learning behaviour and well being and the conditions that support these.”

- Addressing Bullying Behaviour in Schools Policy (2014)

Bullying is everyone’s problem - not just the victim’s, and not just inside the school system. It therefore requires the inclusion of non-academic members of staff as well. Everyone should be on board, and training should reach everyone, so that everyone will be committed to a violence-free school environment – not only the school administration. The research concluded that the whole-school approach resulted in the greatest decline in student bullying. Yet in order to achieve results, proper and continuous monitoring of measures implemented is necessary, using feedback collected from children and parents.

The NCPE made the results of its research known through a video clip which was aired on national television and on Facebook.



The image shows a YouTube video player interface. At the top, there is a search bar with the text "Search" and a magnifying glass icon. Below the search bar is the video player area, which displays a woman in a red dress speaking. The video title is "Violence, harassment and bullying are never justified (NCPe Malta)". The channel name is "NCPe Malta" with a "Subscribe" button. The video has 368 views and 0 likes. The video was published on 18 Dec 2015. The description mentions that the video is part of a project supported by the European Union Programme for Employment and Social Solidarity - PROGRESS (2007-2013).

Violence, harassment and bullying are never justified in schools

Violence, harassment and bullying are never justified (NCPe Malta)

NCPe Malta

Subscribe

368 views

Add to Share More

Published on 18 Dec 2015

Forms of Violence in Malta is a project supported by the European Union Programme for Employment and Social Solidarity - PROGRESS (2007-2013)

The main recommendations highlighted were to

- Foster fairness, respect and dignity for all persons within the school community
- Educate on the value of diversity
- Provide a clear understanding of the term “bullying” to prevent different interpretations
- Provide training to all school staff

PREVENTING HARASSMENT IN THE EDUCATIONAL SETTING

WORKSHOP on How to work on equality planning in educational establishments? – by Anna Werner, Swedish Equality Ombud

Anna Werner started her workshop by elaborating on the following question: How does the Equality Ombudsman promote gender equality in education?

She explained that the Swedish Equality Ombudsman's (DO) work is based on three laws. The Act concerning the Equality Ombudsman (2008:568), giving the institution a broad mandate; the Discrimination Act (2008:567), including the main ban on discrimination based on seven grounds and positive action; and the Parental Leave Act (1995:584), with the ban on unfavorable treatment due to parental leave. DO promotes and monitors the Discrimination Act through investigation of individual complaints, and follows up on active measures to prevent discrimination, as well as the Parental Leave Act's prohibition against disadvantaging individuals due to parental leave. The protection against discrimination is based on civil law. Civil society in Sweden can also bring cases to court.

Anna highlighted two aspects of the Discrimination Act.

On the one hand, Chapter 2, with the Prohibition of discrimination and reprisals stipulates that if a student attends a school, a preschool or any other activity regulated by the Education Act, the body responsible for that institution is prohibited to discriminate against any child, pupil or student participating in or applying for the activities. If an education provider becomes aware that a child, pupil or student participating in or applying for the providers' activities considers that he or she has been subjected in connection with these activities to harassment or sexual harassment, the education provider is obliged to investigate the circumstances surrounding the alleged harassment and, where appropriate, take the necessary measures that can reasonably be demanded to prevent harassment in the future.

On the other hand, Chapter 3, prescribing active measures to bring about equal rights and opportunities, including promoting gender equality. According to chapter 3 in the discrimination act, the education provider has a responsibility to take active steps to prevent harassment. This also applies if you are a student at a university or a college.

Chapter 3, section 14 of the Act states that the education provider is to conduct goal-oriented work to actively promote equal rights and opportunities for children, pupils or students participating in or applying for the activities, regardless of sex, ethnicity, religion or other belief, disability or sexual orientation.

Chapter 3, section 15 states that an education provider is to take measures to prevent and hinder any child, pupil or student who is participating in or applying for their activities from being subjected to harassment associated with sex, ethnicity, religion or other belief, disability or sexual orientation or to sexual harassment.

Chapter 3, section 16 states that an education provider, as referred to in Section 14, is to draw up a plan each year containing an overview of the measures needed to (1) promote equal rights and opportunities for the children, pupils or students participating in or applying for the activities, regardless of sex, ethnicity, religion or other belief, disability or sexual orientation, and (2) prevent and hinder harassment referred to in Section 15. The plan is to contain an account of which of these measures the education provider intends to begin or implement during the coming year. An account

of how the measures planned under the first paragraph have been implemented is to be included in the next year's plan.

One of the key elements is the Equal treatment plan. The discrimination act requires a yearly follow up of how the measures planned have been implemented. Education providers have to draw up a plan every year. The plan has to contain an overview of measures needed to promote equal rights and opportunities and prevent and hinder harassment. This is also a way to account for how the measures planned during the year have been implemented and what is planned for the next coming year.

The follow-up should also include an evaluation of whether the activities have had their intended effect, and that the activities for the following year should go hand in hand with the follow-up from the previous year. Chapter 3 doesn't regulate in more detail what the plan has to contain, other than to state how the measures planned have been implemented.

There have to be different tools for education providers to promote equal rights. One of these is the "house model", a good way to begin goal oriented work for equal rights. This model is often used for reflections and discussion about the work of education provider. The purpose is to discover where and when pupils are at risk of being discriminated or harassed. This is combined with, for example, interviews with pupils, observations, etc. It can be used by staff, and can be elaborated together with pupils. It's about finding/identifying where the risks are and what is needed to prevent discrimination and harassment and promote equal rights.

The logic behind is dictated by how to move from room to room, and subject to subject. Do all the pupils have the same opportunities to influence the education agenda regardless of their gender? Are all pupils seen/safe? Are the conditions the same for men/women, boys/girls? For transgender persons? Does everyone have access to school outings? Who uses the football pitch?

Participants agreed on the following **main points**:

- 1) Legal framework – is there an obligation to have an equality plan and is implementation monitored?
- 2) A challenge is that education is a highly ideological/politicized topic.
- 3) There is a need for intersectional equality plans.
- 4) Knowledge of equality issues is key.

WORKSHOP on How to build a campaign to prevent harassment in educational institutions? – by Miko Lempinen, Ombudsman for Equality in Finland

This workshop started with an introductory *tour de table*, informing of any promotional work done against harassment in schools:

Country example Belgium

A working group provides guidelines and informs querents about different organisations which can intervene in harassment cases.

Country example Malta

There are specialized trainers who provide training on harassment related issues on a regular basis

Country example Norway

The Ombud is planning a campaign on harassment this year or the next, so it is interesting to hear about others' experiences here.

Country example Lithuania

The Ombud has produced a publication on sexual harassment in all fields.

Country example UK

Unions take a good lead in combating harassment in the educational setting, as does the university itself.

Country example Czech Republic

Currently serious underreporting as regards harassment in schools. An expert group deals with this on Roma and persons with disabilities, but gender is not included. They would like to include this next year. The Czech school inspectorate can go into schools to see if the relevant guidelines and the applicable law are fulfilled.

The so-called “milder forms” of sexual harassment and harassment based on gender are the forms most commonly found in the school setting in Finland. A National School Health Promotion survey is conducted every second year by the National Institute for Health and Welfare, measuring what happens to students/pupils (not only in school) linked to health and wellbeing in different contexts.

It is a challenge to find out what has already been done in the field. It is possible to find good campaigns from earlier years with good materials, but they were usually short-lived projects. It is always a challenge to identify who will be responsible for continuing the campaigns after funding period is over.

Schools in Finland are obligated to draw up annual operational equality plans in cooperation with students/pupils and the personnel. Special attention shall be given, amongst other things, to measures aimed at the prevention and elimination of sexual harassment and harassment based on sex or gender. However, one cannot deal with a topic if one does not know what one is talking about. To properly address harassment based on sex or gender and sexual harassment, one must avoid speaking in abstract terms and break the issue down into its different forms. Has the victim received sexual messages, phone calls, etc.? It is also important to note that some forms of harassment are classified as sexual harassment in the legislation only when it occurs repeatedly.

The definition of ‘sexual harassment’ states: where any form of unwanted verbal, non-verbal or physical conduct of a sexual nature occurs, with the purpose or effect of violating the dignity of a person, in particular when creating an intimidating, hostile, degrading, humiliating or offensive environment. This definition is based on DIRECTIVE 2006/54/EC OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 5 July 2006 on the implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation (recast).

It is crucial to understand what this means in order to deal with it. If this happens to me, do I know who to turn to and what I can expect to happen when I report an incident? Victims of sexual harassment also have to know that they can speak with an adult confidentially.

It is not uncommon that schools deny that sexual harassment occurs in their school. The reason is often that there are no reported cases. One mandatory part of the equality plan is a survey on how students feel about the situation in their school, addressing for example whether they have been subject to sexual harassment or harassment based on sex or gender.

Participants shared their experiences from their own national contexts:

COUNTRY EXAMPLE 1

In the UK, sex texting is included in the definition of sexual harassment in schools.

A personal example of discrimination took place in the casting of the play Goldilocks and the three bears. One of the speaker's daughter was cast as mummy bear. The little girl became sad as she wanted to be Goldilocks, but was not cast due to her color. There are distinct issues around how we perceive being a young girl with a different skin colour.

COUNTRY EXAMPLE 3

In the Czech Republic, the Defender staged a theatre performance called Diversity, which was about a girl who was excluded because of her hair. The audience had to fill the roles of the different characters.

COUNTRY EXAMPLE 2

In Finland, teaching materials on sexual harassment are used, allowing students to discuss the topic without having to share personal stories. Making it more general can make it easier to talk about it.

COUNTRY EXAMPLE 4

In Austria, the prohibition from sex and sexual orientation in education is not currently included in the legislation. Schools themselves decide how it is dealt with. There is a need to include it in law in order for the equality body to have a mandate to work on this.

Several countries raised the issue of expectations of gender conformity in the way pupils wear their hair, an issue potentially intersecting with race discrimination

Currently in the UK, many girls commit suicide because of harassment. There are examples of cases in Finland, Norway, and Ireland as well. As a result, the following question arose: what would you like to do on this topic if you had the necessary resources?

- 1) Collect data to gather knowledge on the topic. Data collection should be tailored to the school setting, as education providers say that no harassment takes place. It is necessary to break the facts down: Have children received messages of a sexual nature over the past year? Yes or no? Does it happen regularly? Etc.

COUNTRY EXAMPLE 1

In Lithuania, one cannot go to schools to conduct surveys. Parents have to be informed and provide their consent. Not everyone will participate and the result will not necessarily be representative.

COUNTRY EXAMPLE 2

In Malta, independent research is carried out with focus groups outside the school setting, so there is no need for the school's agreement.

COUNTRY EXAMPLE 3

The experience in Finland shows that it is important not to talk about sexual harassment in an abstract way. Ask questions that are easy to understand: have you received sexually loaded messages, been touched in some parts of your body, etc.? Once survey results are analyzed, schools realise that some forms of sexual harassment take place on a daily basis and that the school has to deal with it. Finland had a number of partners collaborating in developing survey questions, including four public authorities, as well as teachers. There is a need for political will to support awareness raising, critical mass support and civil society support. It has been proven that a few campaigns are not sufficient to tackle the issue. Social media abuse is not sufficiently addressed when discussing this.

COUNTRY EXAMPLE 4

Czech Republic, a one teacher died this year after being bullied by her students. There was no discussion of the gender dimension (the teacher was a woman, the students were boys), or the age issue (she was over 60). The government is currently looking at changing the law as it doesn't cover all the pertinent issues. The case raised awareness on this issue in the Czech Republic, and the equality body would like to use this work in 2017.

REACHING TARGET AUDIENCES

The Danish Institute of Human Rights and the French Defender of Rights have used accessible communication materials such as a cartoon on stereotypes, and how you choose your profession, and short films.

Equality bodies with a mandate to work on Gender and Education: Romania, Norway, Lithuania, Hungary, and the Czech Republic. If they were to receive a complaint, they could take the case. Some may not have a mandate on sexual harassment (and particularly no reported cases), but they would deal with it if they could.

On the other hand, harassment in the workplace is taken seriously. Why is it not taken as seriously in education, where our children are going every day?

Different combinations of harassment taking place between student/student, teacher/student, student/teacher makes it complicated to handle cases.

Multiground equality bodies have to have adequate resources and prioritise well, and will often choose an issue based on topical affairs.

All participants agreed on **the following main points:**

- 1) Gaps in the legislation (limiting the mandate of equality bodies)
- 2) Data collection
- 3) Expanding knowledge (particularly working with partners)

The group also agreed that there is not much experience on this issue, and the resources focused on this might also be used on other topics.

Finland prioritizes carrying out surveys in schools, but this is not the case elsewhere. If one wants to address a problem in a credible manner, one must know what is happening. Then one can take

action, ideally with partners, such as the National board of education, Ministry of Education and other ministries that also work on non-discrimination.

WORKSHOP on How to assist setting up complaints structures in schools? – by Nathalie Schlenzka, FADA

Three main points agreed upon by participants of this workshop were:

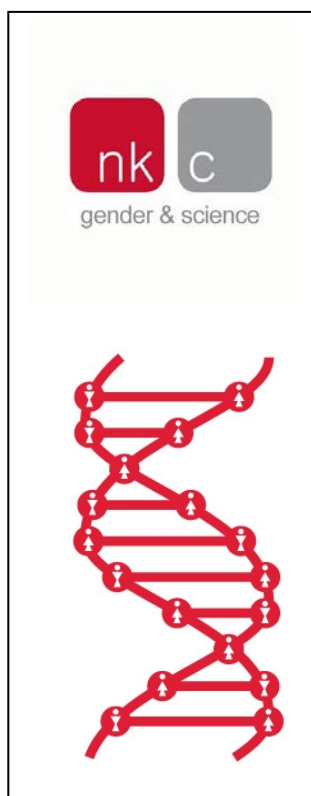
- 1) **There is a gap between legal protection and reporting.** Research and statistics can highlight existing problems. This implies the need to decide who conducts the research. In some cases, the credibility of government-led research is not accepted by NGOs, while in other cases the objectivity of NGOs is questioned by governments.
- 2) **Young people don't know their rights.** This should be tackled in several ways. In France, young professionals work with the Defender of Rights to raise awareness in schools, using eLearning tools for children. In Norway, cooperative mechanisms between schools, teachers, and the institutions were applied to raise awareness. In Belgium, media kits for children on their rights are developed with civil society and promoted by regional representatives. In Greece, seminars tackling this issue are held at schools and run by young advisors.
- 3) **Internal complaints mechanisms work for bullying between pupils.** However, this does not adequately address structural problems, or conflicts between teachers and students. It has been confirmed that it is difficult to prove harassment or bullying, and special training to handle complaints from minors is needed.
- 4) There should be cooperation with the Ombudsmen for children, and they should benefit from their own European network.

A rising issue is cyber bullying. There is still not much experience in this field, so special attention should be dedicated to it.

PROMOTING DIVERSITY IN EDUCATION FOR WOMEN AND MEN

PRESENTATION on Gender Equality in Science, Technology, Engineering and Mathematics in the Czech Republic – by Marcela Linkova – Gender equality in STEM in the Czech Republic

BASIC STATISTICS



The proportion of women among researchers has not changed between 2001 and 2014 despite major increases in the percentage of women among students, as well as the total number of researchers. The overall number of researchers in the Czech Republic increased between 2001 and 2013 by 76.1%. In 2014 women made up 27.2%, the lowest since 2001.

Horizontal segregation is slightly increasing: The proportion of women is the lowest in the two areas with the largest R&D expenditures (BES and technical sciences and engineering)

BES employs 41.2% of researchers, with 151.2% increase since 2001 but 14.9% were women in 2014, down from 19.4% in 2001.

Technical sciences employs 38.7% researchers, with women making up only 14%; proportion of women among MA students up by 11.1 and among PhD students by 5.2 percentage points since 2001.

Natural sciences employs 28.8 researchers, with 96.3% increase since 2001 but 26% were women in 2014, down from 30.2% in 2001, the lowest ever.

The proportion of women in leadership and managerial positions is one of the lowest in Europe, suggesting that the Czech Republic is unable to utilize the talent pool it has educated.

Source: Tenglerová, H. 2015. *Monitorovací zpráva o postavení žen v české vědě za rok 2014*. Praha: Sociologický ústav AV ČR, v.v.i.

NATIONAL CONTACT CENTRE FOR GENDER AND SCIENCE

The national contact center conducts research, provides support and serves as an advocacy centre for gender equality in research. Established in 2001, it is as of 2015 an independent research department at the Institute of Sociology of the Czech Academy of Sciences and is the only such centre in Central and Eastern Europe.

The center monitors and provides statistics through annual monitoring reports on the position of women in research. It investigates the state administration, particularly the

- Ministry of Education and its Annual priorities, Milada Paulova Award, advisory bodies
- Office of the Government: advisory roles, consultation, recommendations
- Public administration
 - Research funding organizations: eligibility rules and age limits
 - Proportion of women in leadership positions
- Cultural and institutional change: public research and higher education institutions
 - Working Group for Change, support for Horizon 2020 applicants (NCP for gender equality)

The center focuses on destereotypization through a mentoring programme for secondary school women students, which has proven successful in attracting young women into the field of STEM. There is also a mentoring program for young researchers in order to prevent erosion.

It engages in international cooperation, particularly with the European Commission, European Institute for Gender Equality international projects, networks (EPWS, RINGS, AtGender)

It conducts research in the fields of sociology of science, sociology of gendered organization, science and technology studies, public policy, and investigates research governance, research assessment and excellence, career paths, mobility, work life balance, attrition, sexual harassment in HE, public policies in R&D, gender equality policies, gender equality implementation in institutions.

The center works with higher education providers in order to support structural change, taking a systemic approach to promoting gender equality in research.

The center's communication and outreach work focuses on social and other media, newsletter, and public events.

STRUCTURAL BARRIERS TO GENDER EQUALITY IN RESEARCH

There is insufficient policy attention and a lack of interest at institutional level characterized by a policy of inactivity (Tenglerová 2014) where Work-Life Balance is perceived as a personal problem of women researchers and is marginalized to an issue of “making a good choice”. Institutions do not translate their understanding of the dilemma into awareness that they may have responsibilities to support women in balancing these responsibilities.

Family policies in the Czech Republic are quite conservative and there is a lack of institutional childcare. The design of parental leave and the norm of good motherhood encourages women to stay home with the child for 3 years. Additionally, unavailable and unaffordable institutional day-care, especially for children under 3 years of age compounds the problem. There were 43 nurseries in 2013, compared to 1,043 in 1990.

“Employment impact of parenthood indicator” is one of the highest in Europe in the Czech Republic. While in 2013 the employment rate of women with children under 6 years of age in the EU-27 was on average 15 percentage points below that of women without children, in the Czech Republic the value has been for many years around 40 percentage points (i.e., one of the highest) (EC 2014: 2).

Organization of research and higher education puts particular stress on women researchers.

- From institutional to competitive funding
- Temporary contracts: contract research staff
- Research assessment and heightened competition usually does not take into consideration career breaks due to family commitments
- International academic mobility is often needed for career progression, but is a challenge for parents with family commitments
- Job precarity and instability
- Conditions for combining work and private commitments

RESEARCH FUNDERS: CZECH SCIENCE FOUNDATION

Age limits on funding can have a negative impact on women who have career breaks due to family commitments. The center successfully changed a funding requirement from 35 years to being a more relative figure of 8 years from doctorate, but this time limit does not stop for family related career breaks (i.e. maternity or paternity leave).

Grant implementation: postdoctoral grants

- Impossible to postpone start date due pregnancy & childbirth
- Impossible to interrupt implementation due to childcare
- Complaint lodged to Ombud in 2012, with ruling in 2013

Grant implementation: Junior Grants

- Age limits ok, provision for maternity and parental leave BUT
- Mobility demands: 6-month postdoctoral fellowship abroad (can be divided into 2 3-month fellowships)
- Maternity/parental leave do not constitute serious family circumstance that warrants an exemption from the mobility rule
- Lack of transparency: refusal to publish statistics on applicants, recipients and granted

WORKING GROUP FOR CHANGE

The working group for change was established in 2015 with the aim of promoting cultural and institutional change along with structural change for gender equality. The working group consists of public research institutions, public universities, research funding organizations, and policy makers and follows the dominant approach to advance gender equality in the European Commission and Member States.

The three main priorities of the Working Group are

- Gender balance in decision-making
- Gender balance in teams and work life balance
- Gender dimension in research and innovation

The objectives of the Working Group are

- Raise awareness
- Build competences
- Share experience
- Exchange best practices

RECOMMENDATIONS TO EQUALITY BODIES

When dealing with gender equality in the higher education setting, it is necessary to be aware of the specificities of the research profession. These specificities include:

- Instability of competitive funding versus job security (unlimited contracts)
- Stress on fast return from parental leave
- Protection of mothers/parents on the labour market versus lack of protection under temporary contracts
- The status of doctoral fellows as students (cannot choose duration)

Responsibilities of public research funding and performing institutions

- Accountability and oversight
- Soft enforcement of anti-discrimination legislation

When it comes to discrimination complaints received in this setting, it is crucial to distinguish between personal cases versus systemic discrimination. The question of who is willing to file a complaint is a challenge, as the limits of individual complaints in a highly competitive and uncertain environment increases the risk of underreporting. Another sensitivity is that there is only one single grant system in the Czech Republic, which makes victims reluctant to file any complaints.

PRESENTATION on Promoting gender equality in education as an employer – by Denise Price, Queen’s University Belfast SWAN Initiative Project Manager

Queen’s University Belfast is a major employer in Northern Ireland, and as such attracting and retaining the best talents on staff is essential and a priority for the university. This of course includes women talents. There are many challenges related to gender equality at the university, but of particular note are the lack of women at senior level and the gender pay gap amongst the professoriate.

The Queen’s equality and diversity journey began in the summer of 2000 when 600 women from across the University attended ‘Listening Seminars’ the findings of which led to the establishment of the Queen’s Gender Initiative. QGI has been championed by successive Vice-Chancellors and Queen’s has gone from a place where female staff reported a tangible sense of isolation to becoming a Times Top 50 Employer for Women.

Notable QGI outcomes include a successful Peer Mentoring Scheme for female research and academic staff. The scheme offers a holistic approach and encompasses issues not normally covered in formal appraisals, such as work-life balance, and aims to support Mentees develop self-reliance in their career planning.

The Scheme has recently been extended to include a Pilot Programme for Leadership for Professors and Senior Managers and the strong support for gender equality is evidenced by the number of senior male colleagues, including Pro Vice-Chancellors, who have offered to share their experience and act as Mentors. As a part of the initiative, the university commissioned art to make notable women more visible at the university campus.



“Out of the Shadows”: Women at Queen’s University Belfast

Following on from the impetus of the QGI, women from Queen’s University Belfast participated in founding ECU Athena SWAN in 2005, along with motivated women from nine other UK Higher Education Institutions. Athena SWAN has become a recognised quality mark for gender equality in Higher Education, and it is based on commitment to a Charter of Principles. The Athena SWAN quality mark has now been extended to Australia, via the Australian Academy of Science and to Ireland, via Higher Education Authority.



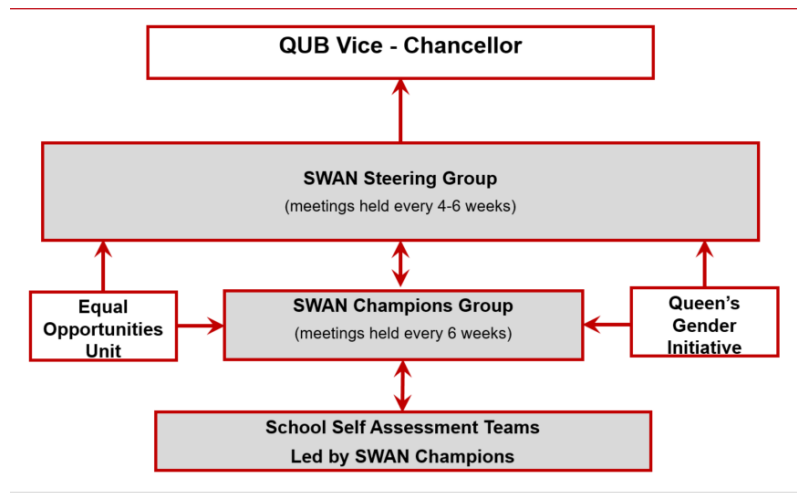
Applications for Awards are peer reviewed and begin with an audit of all female and male staff and students in the University over 3 years. Data is examined to determine the gender profile of recruitment and promotion patterns, the gender profile of decision making committees and the uptake of family friendly policies including maternity, paternity and adoptive leave.

Action Plans, demonstrating intersectional solutions and actions to address the inequalities and challenges identified in the data, are prepared and form an important part of the application.

Queen’s holds an institutional Athena SWAN Silver Award, which has been renewed three times. Criteria for Gold Institutional Awards have recently been set and Queen’s aims to apply for an Institutional Gold Award at the earliest possible opportunity.



There are challenges in applying for the award, as well as in implementing the action plans to promote gender equality. The workload is very high, and staff preparing the applications can see it as an administrative burden. There is also the risk that once the award has been granted, there is a temptation to step back and rest on one’s laurels. In Queen’s experience, it is therefore important to have engaged senior management in order to overcome these challenges and responsibility for Queen’s work with Athena SWAN includes close coordination with senior colleagues.



The structures play an important role in ensuring accountability and authority and maintaining consistent practices in line with the Charter principles.

There of course rewards. The process not only benefits existing staff and students, who enjoy an improved culture and improved opportunities for career progression, but holding an Award is a clear demonstration of commitment to equality and diversity to prospective staff, and students. Another positive impact is that funding bodies increasingly expect evidence of engagement in equality programmes such as SWAN as a pre-requisite for funding.

Following are some reflections from Heads of Schools involved in Athena SWAN at Queen's.

The greatest positive is the focus it gives to a discussion of gender issues within the School. I have been surprised by how deeply entrenched some attitudes are

We were aware of the University's gender equality procedures. Importantly, the SWAN process helped us review and develop procedures and wholeheartedly embrace positive attitudes in support of staff and students

The School is much more open – what is fair for women is fair for all

We have developed a method for helping people on maternity leave restart their research on their return and have a better understanding of meeting times

Comments from the Heads of Schools at the university, underlining the positive contribution that participation in Athena SWAN provides

Other members of staff involved in Athena SWAN have likewise spoken of the positive difference participation has made.

complete transformation in the presence of women at senior and managerial levels in the past two years

It has provided amazing opportunities to meet a broader spectrum of people than possible in my daily activities

It has provided opportunities to meet and discuss career related items with other more senior staff across the university, who have provided much support and positive role models

The SWAN initiative has been very positive among the staff in not only highlighting the issues associated with career progression, but also in raising awareness

High awareness of gender-related career progression issue amongst PDRAs and PhDs”

Within our School there have been demonstrable changes towards a more balanced gender representation in School representatives (DR, DE roles and academic representatives on SMB) and the resultant effect for senior committees such as SMB, PGR, promotion and recruitment

Comments from Athena SWAN champions

At an Institutional level, the Action Plan, *Mainstreaming the Gender Perspective in Queen’s University*, builds on the previous institution-wide gender equality work which has successfully embedded the principles of gender awareness and gender equality. The key actions implemented by the university to recruit, retain and advance women talent are:

- Flexible and part-time working
- Provision of comprehensive childcare
- Sharing of pastoral care roles
- Central maternity leave fund
- Provision of teaching-free period
- Mentoring programmes
- Annual promotion seminar
- Targeted numbers of female Honorary Graduates, guest speakers and external examiners
- Queen’s Gender Initiative
- Accountability for equality and diversity

The challenge now – wholly endorsed and led by the Vice-Chancellor – is to fully mainstream SWAN charter principles in all aspects of the Institution: educationally, culturally and systemically.

PRESENTATION on Challenges faced by persons pursuing non-traditional educational paths – by Frederique Ast, French Defender of Rights

2004 saw the creation of the first equality body in France, namely the High Authority against discriminations and for the promotion of Equality (HALDE). In 2011 there was a merger of the HALDE and three other independent institutions: the Ombudsman, the Children's Defender, and the National Commission for Ethics in Security (CNDS) which collectively became the Defender of Rights, an independent constitutional authority.

Tackling discrimination through individual complaints on twenty one protected grounds is one of the four core missions of the Defender. The twenty one protected grounds are the following:

- origin, ethnicity, race, nationality
- gender
- family status
- pregnancy
- physical appearance
- name
- state of health, disability, loss of independence, genetic characteristics
- lifestyle
- sexual orientation
- age
- political opinions
- religion
- trade union activities
- place of residence
- sexual identity

The Defender deals with all forms of discrimination, both direct and indirect, that is prohibited by law or under international conventions duly ratified by the French State, as stated in the Organic Law no. 2011-333 of 29 March 2011.

The Defender deals with discrimination in private and public employment, including in vocational training, in public service operations, including in education, in regulation, and in goods and services, including transportation, health, housing, banking, insurances, etc.

The Defender received joined cases concerning private beauty training centres refusing male applicants to their training programs, where the training leads to certificates in aesthetics and cosmetics. The beauty and wellness market is a growing market segment. It comprises 10% of the business industry in France, with stable 7% annual growth for the past 10 years, and 15% growth in the eyelashes and nails industry in 2013 only. The industry is worth EUR 3,542 billion in France, it comprises 46 699 undertakings and employs 48 021 persons. Gender equality in the industry is therefore not a marginal issue.

The world of beauty care represents a highly gendered culture. Women are overrepresented in the industry, with 88% of hairdressers and beauticians being women. However, there has

been a recent evolution of the market, with a boom in cosmetics for men in the 2000s and statistics suggesting that 50% of spas customers are now men. There have also been complaints of male customers for refusal of access to beauty centres by female beauticians.

The French Defender of Rights received an individual claim by a male victim relating to the refusal of his application by a private beauty training centre on the ground of his sex. It was also reported that other beauty training centres refused male applicants. This led to an ex officio investigation by the Defender, as it was deemed that the refusal of these applications was both systematic and systemic. The respondents reacted differently to the ex officio investigation.

Training Centre A had a lack of gender diversity based on the lack of appropriate facilities, as they had no separate changing rooms. This argument has already been rejected in former decisions, namely in decisions ex-HALDE no. 2010-197 and 2010-255 of 11 Oct. 2010 which stated that the layout and narrowness of the facilities cannot justify the exclusion of girls from attending the boarding school of a prestigious school in France, as excluding them is not an appropriate aim.

Centre B expressed regrets and called it an “unfortunate incident”, and exhibited willingness to debunk gender stereotypes. They changed their practices by ensuring :

- equal treatment of male and female applications
- change of the communication support taking gender diversity into consideration
- during open day, they provide information that the training is open to girls and boys
- Information sharing with another beauty training centre that has experience with gender diversity
- 4 male applicants : 2 withdrawals + 2 experiencing difficulties to find contracts of apprenticeship
- Accommodation of male and female changing rooms

The Defender of Rights acknowledged this change of practice.

Centre C had a different approach. They argued that 99,9% of the trainees are female and it is therefore normal that communication support refers to a female public. « This profession is female-dominated. Inversely other sectors are overrepresented by men. That is just the way it is ».

However, the center had no systematic refusal of male candidates. They had had 10 male trainees since 1989, three of them blind. These male candidates have had to be prepared to be the only man in a classroom with 23 women classmates, and to work in pairs with them, including being waxed, made up, and nail polished.

Training Centres D and E maintained that they could not accept male candidates as it would infringe on the privacy of the women receiving training in their facilities. The trainees are also models for each other, practicing bikini wax techniques, bust care, etc. while working in pairs. Moreover, some trainees are minors. The respect for their privacy was therefore considered paramount by the centers, which stated that it would therefore be impossible to

have mixed classes. Due to the low number of male applicants, it would also be impossible to organise separate classrooms.

In its analysis, the Defender of Rights used both the national and international legal framework prohibiting gender discrimination in access to vocational training. Art. 1 of the ILO Convention no.111 prohibits gender discrimination within the field of work and labour, including vocational training. Art. 14 ECHR in conjunction with art. 2 Protoc no. 1 prohibits gender discrimination within the field of education (construed broadly), and Art. 14b of 2006/54 Directive prohibits direct or indirect discrimination on grounds of sex in the public or private sectors, in relation to access to all types and to all levels of vocational guidance, vocational training, advanced vocational training and retraining, including practical work experience.

The French legal framework likewise has several provisions prohibiting gender discrimination and promoting gender diversity. Art. 1 of the French Constitution states that the Law favours the equal access of women and men to professional and social responsibilities. Art. 2-2 Law no. 2008-496 27 May 2008 implements the 2006/54 Directive cited above. Art. 225-1 and 225-2 of the Criminal Code prohibits the refusal to provide a service on the ground of sex. Art. 15 Law no. 2014-288 5 March 2014 promotes gender diversity. It states that training centres shall encourage gender diversity by raising awareness, by leading educational guidance policies and by promoting the advantages of diversity. The articles also states that training centers shall tackle gender-based job segregation. As such, there is a legal duty in place for training centers to encourage gender diversity in France.

The law also provides for exceptions to the principles of non-discrimination. In EU law, direct discrimination may be justified by a genuine and determining occupational requirement as stated in Art. 14 of 2006/54 Directive: "Member States may provide, as regards access to employment including the training leading thereto, that a difference of treatment which is based on a characteristic related to sex shall not constitute discrimination where, by reason of the nature of the particular occupational activities concerned or of the context in which they are carried out, such a characteristic constitutes a genuine and determining occupational requirement, provided that its objective is legitimate and the requirement is proportionate."

This exception has been strictly interpreted by the CJEU in the Johnston Case. The ECtHR case-law states that only "very weighty" reasons can justify difference of treatment based on gender. The traditional distribution of gender roles in society cannot justify the exclusion of men, as highlighted by the Konstantin Markin Case where Mr Markin was refused parental leave.

The main legal question at stake in the analysis was therefore whether it is justified for a training centre to refuse male candidates from beautician's training because of privacy/decency? It became a question of balancing two fundamental rights, namely privacy and non-discrimination.

There is no recent case law dealing with this issue. The ECJ 8 Nov. 1983 European Commission v. UK (case 165/82) case justified refusal of access of men to the training and

occupation of midwives, stating that it was an occupation traditionally engaged in by women. The judgment considered that in the 1980s, this was a sphere in which respect for the patient's sensitivities is of particular importance, but the position was to be kept under review in the light of social developments. Concl. AG Rozès stated that "I do not consider that the alleged specific nature of the conditions in which the occupation of midwife is practised in the UK in such as to justify (...) the discriminatory rules against men. The guarantee of a free choice for patients, which is maintained in the proposed British rules, is a condition which is necessary and sufficient to allay the fears expressed by the Government". The exception to the applicable non-discrimination rules was lifted immediately after the judgment.

There is also an outdated judgment which has since been overwritten by the Konstantin Markin case, namely the ECJ 12 July 1984 Hofmann (case 184/83) justifying the refusal of parental leave to fathers.

The Defender considered a relative comparison with other occupations and training where students face nudity, namely occupations like gynecologists, midwives, urologists, etc. where the occupation and training is open to both men and women. The Defender also recognized that in the professions named above, students do not work in pairs and practise on their own bodies, and medicine students are not normally minors.

As such, the Defender recognized that the protection of minors, decency, and the protection of trainers is a legitimate aim. The question of proportionality was the issue that remained, and the Defender finally considered that it was disproportionate to exclude all male applicants given the limited cases of beauty care involving nudity. Other training centers had succeeded in overcoming the challenge, and less drastic measures may be found, such as using external models, training using simulation-based systems, gathering male trainees over different training centres, etc.

The ex officio investigation resulted in the Defender of Rights Decision MLD no.2015-305 3 December 2015a, which included a number of recommendations to both the training centers concerned and the French Ministry of Education. The training centres were asked to stop discriminating against male applicants, to change their communication support, and to promote gender diversity by adopting the good practices of other training centres. The training centers duly followed up by changing their communication support and introducing separate changing rooms.

The Ministry of Education was asked to raise the awareness of all beauty training centres and schools concerning the prohibition of gender discrimination, and to contribute to the dissemination of the good practices in promoting gender diversity. The Ministry followed up by issuing a general instruction to all education authorities to raise the awareness of all schools, professional high schools, centres of apprenticeship, and beauty training centres concerning the prohibition of gender discrimination, promoting the good practices encouraging gender diversity. The instruction also directed them to accept male applicants, develop gender neutral communication, accommodate separate changing rooms, and call on

male external models for male trainees (to reconcile training requirements with decency and privacy requirements).

FACILITATING LESS TRADITIONAL EDUCATION CHOICES FOR MEN AND WOMEN

WORKSHOP on How to get more men into health professions? – by Frode Ronsberg and Maja Malm, Trondheim Municipality

The starting point for the program is that gender balance in a work place is not only a political goal, but improves the atmosphere of any given workplace. Given that the care profession in Norway is highly feminized, it is desirable to recruit more men into this sector, which begins with making the relevant educational choices.

MEN IN HEALTH PROFESSIONS

One of the most important things for men in the program is to have someone to identify with. They act as role models for each other, and reassure each other every day that they have made the right choice. Frode is a trained nurse, but now works in recruitment. Of the group of 10 men that they were in his training course, none are now nurses. It's not enough to recruit men. It is necessary to retain them as nurses working in the care sector.

The educational program needs to offer these men the opportunity to learn from each other. Many have not studied for several years and are afraid to go back to school. The project offers a compressed 2 ½ year course for men who are adult learners and therefore have a certain experience. Most of them have been unemployed at some point, or are currently unemployed.



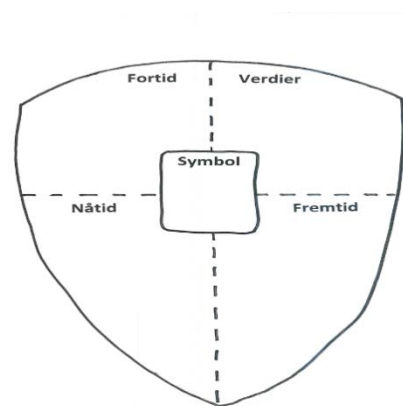
The students are proud of the team spirit that is cultivated in the program. Promotion and branding is crucial. Taxi ads, t-shirts, mugs, and hats are all used when recruiting. It serves to bring in applications, but it also helps to gain media coverage; a popular article was written with the title “Macho men take care of the elderly”, which promoted the program and creates a positive image for the effort to get more men into the care sector.



The procedure for recruiting men into health professions is the following:

1) Recruitment: A targeted strategy is applied to make participants feel appreciated. It is emphasized that male employees have a future in health professions. Group interviews take place – ten men at a time are interviewed simultaneously, usually divided into groups depending on their age. Although they often start the interview unsure about wanting to join, by the time they've finished after 3 hours, they don't want to leave. There are around 800 applicants for 240 positions in the educational program, so it is a competitive process with its own dynamic.

The applicants' first assignment in the interview process is to draw their own shield, including images of the past, present, and future, of their values, and finally their personal symbol. They present their shield in front of the other applicants and the others give feedback on why they think the presenter would be a good candidate to the program. This exercise gauges applicants' empathy skills, and is a good way to map the applicants.



Recruiters always start with a 20 minute presentation in order to explain the healthcare sector in Norway. The goal is to get the applicants to show themselves worthy of belonging to the healthcare sector. At this stage, the applicants are usually unemployed and life is not necessarily good. So they truly appreciate the positive feedback they receive from others, and are uplifted by the positive comments of other applicants.

2) Following the interviews, the recruiters cross check applicants' references, trying to check with former employers that their references are in order.

3) Once a group of 30 applicants are chosen, they commence a 12 week trial period. During this time they have a tutor. At the beginning of the trial period, they have a short ceremony to celebrate their success in getting into the program, when they all eat cake together and play the "we are the champion" song. It is often a moment where applicants get goosebumps, as they finally experience that they are wanted on the labor market. The applicants get the opportunity to thank whoever they want, including thanking themselves for breaking down barriers to their progress.

The program focuses on recruiting people with empathy. Applicants need to have sufficient Norwegian language skills to participate in education, but otherwise there is no focus on diversity in the recruitment process.



Many participants dread going back to school. Motivation gives them energy to do the extra work. Many receive better grades than they did in school (if they even went to upper secondary school), and the recruits are proud and dedicated. There is an amazing team spirit where they help each other out.

The program coordinators also do their utmost to support this team spirit. They organize a full day programme in April-May each year, where 20 men who have already started the program co-organise the day with those who are just starting their education. That brings together about 50 adult men on their way to a new, unconventional career. Guests include older men living alone, and the new and older recruits work together in a mentoring system with role-models supporting the newer recruits.

Experiences derived from the project and “the winning recipe”: we have created a trend with this program, focusing on men recruiting men. The project has created something new and quite unique in Norway. So far, 42 men have passed the trade examination through the program. It all started with just one class, but now there are more classes. 50 per cent of the participants got an A in their final exam, which is an unofficial Norwegian quality record.

The program coordinators speak to everyone about the project, including trying to work with the media. If the media doesn't listen the first time, they try and try again with new tactics the following week. (Here is a photo of the promotional video developed for the program, a satirical video entitled “The Hunt for Men in Health”.)



The 12 week trial period is the key to success. 30 recruits go through the initial trial period training, but only 20 men get into the final project. The Men in Health project only call the successful recruits, the others are informed by the local welfare centre.

The educational programme is customized for adults: it is compressed, predictable, and financially feasible. Recruits get a salary and welfare benefits. During the 2 and a half years, they don't get a full wage, but afterwards they do, and they can take extra shifts to add to the money.

Most men do not even know they want to do this, hence the need for branding and awareness raising. Once they are in the program, everyone completes the education. Nowhere else does everyone who starts also finish. It opens up for new career paths, and increases pride in the entire sector. There will be a lack of 57,000 health care professionals in Norway in the future, so this is a job for the future.

Most nursing homes in Norway are publicly run and owned. Salary level plays an important part in recruitment, but the general trend is that salaries increase when more men join a profession. The program applicants are usually unemployed, so the prospect of work with a stable income is a bonus. Receiving a job at the end of the training program is not guaranteed. But experience shows that the men are generally well accepted, and usually get a position as an auxiliary or healthcare worker.



The project is now sponsored by Norwegian government. There is also a new project to recruit Men in Kindergartens under development as well.

There is now an initiative to go to schools to show that men can do these jobs as well.

Participants agreed on **three main points**:

- The importance of trend creation: men recruiting men (modeling and role models)
- Need innovative initiatives
- Need a proactive approach, both from recruiters and recruits
- Competitive process (both recruitment and training, with no employment guarantee)
- Increases a sense of pride in the sector
- More men in a given profession has shown to increase the salary level for the whole sector

WORKSHOP on How to retain women talent in higher education and research? – by Denise Price, Queen’s University Belfast

How to retain women talent in higher education and research?

The workshop started with a brainstorming exercise showcasing different national examples of higher education and measures which have been taken to address gender equality.

Participants shared different national insights:

COUNTRY EXAMPLE 1

In **France**, there was a case of a woman who could not obtain her PhD because she temporarily stopped her studies due to maternity. There was an age limit to apply for the program. It was understood that this was a case of indirect discrimination on the basis of gender and age. The University eventually dispensed with the age limit. This shows how an indirect barrier because of an age limit can affect more women.

COUNTRY EXAMPLE 2

In **Northern Ireland**, equality bodies have a key role in talking to higher education about positive action. A clear example is the experience with Queen’s University Belfast. Equality bodies play a key role in helping to understand what is lawful and what is not. University is a significant employer. Queen’s University is a member of a network managed by the Equality Commission for Northern Ireland (STEM Charter). IT companies are also encouraged to sign up to the STEM Charter.

COUNTRY EXAMPLE 3

Findings from the institute of statistics in **Albania** show that there is greater participation of men in PhD programs at universities. Women are working mainly in administration. The Scissors diagram is applicable: the number of female students is greater during undergraduate studies, however, as time goes by, the numbers cross and it is not reflected in higher strata and leadership positions.

COUNTRY EXAMPLE 4

There is a long tradition of equality work at **German** universities. The number of female and male students are quite similar. These figures change dramatically when gender equality at the level of professors is checked. What is happening in the recruitment process? Similarly as in the UK, there is an ongoing research assessment exercise every 5 years. In that process, every member of the academic staff is asked to submit evidence on the impact of their work (e.g. number of publications). The number of outputs is key. There is a set of transparent academic standards. If the requirement is to submit 5 papers, maternity leave will be taken into account and there will be a pro rata

Is there any research assessment exercise?

GERMANY: There is a mechanism, but is it not very strict. It includes some gender aspects, and is clearly linked to funding. Including a gender component can also help to get funding sometimes.

MACEDONIA: if you are employed by a university during maternity leave, you receive a reimbursement. But if not, there is no financial support

POLAND: The same assessment procedure is used in every university. PhD programmes can be extended for the period of maternity/parental leave, this has been provided for in the labour law.

SWEDEN: There was a case surrounding a program for women PhD applicants where it was only possible to apply if you were a woman. Men applicants filed a complaint against this practice as a form of gender discrimination. It was held that the program was unlawful. In order to understand the context it should be noted that in Sweden, more women than men pursue higher education.

It was noted that in many countries, PhD students are categorized as students, and this is a source of significant problems. There should be a push to recognize them as workers

A tension was identified between the traditional ethos of science combined with neoliberal reforms in many countries. As a consequence, researchers only focus on competitive areas of research. The question of how to reconcile gender equality with competition was raised.

Participants agreed on **the following main points:**

- Employment status for PhDs is instrumental to bringing change in their positions, especially as regards reconciling an academic career with care responsibilities.
- There is a need to improve understanding of affirmative action.
- There is a need to change the image of researchers in order to ensure a diverse profile of persons considering academic careers.

CONCLUSIONS

Closing speech by Anne Gaspard, Executive Director of Equinet

The European Commission's strategic engagement for gender equality (2016-2019) recognizes the need to work in a targeted manner to ensure gender equality in the educational field, and oversees that the Member States address education in their national gender equality strategies.

Equality bodies have an important role to play in ensuring that these strategies have a direct impact for citizens on the ground, and that they result in an effective fight against discrimination.

Equinet works closely with the Commission to ensure that your voices – the voices of equality bodies – are heard and that your concerns are on the European Commission's agenda.

Gender equality is one of the fundamental values underpinning the European Union, and it is in all of our interests to ensure that this fundamental value is transmitted to future generations in inclusive, respectful and harassment free learning environments.

Your input at this seminar will therefore be valuable in contributing not only to improving the work of equality bodies, but hopefully also in improving the accuracy of the European Commission's actions in this field.

We are grateful that you have shared your conclusions on the main challenges and further work in promoting gender equality in education.

Equinet will put together a publication on Gender Equality in Education next year, so your thoughts and conclusions will be reflected in the publication, which we will disseminate among decision makers in Brussels .

Additionally, our host Anna Sabatova has generously offered to speak about the cause of equality bodies to the Czech Commissioner Vera Jourova, so you may rest assured that your messages will have a further reach.