

PROJECT

“Career ROCKET: Respect, Opportunities, Choice, Knowledge, Equality and Training”

(RACHETA - Respect, Alegere, Cunoaștere, Hotărâre, Egalitate, Training, Angajare)

ID proiect: **JUST/2015/RGEN/AG/ROLE/9706**

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Analysis of school curricula and development of guides and training tools for teachers, educators and students

PRELIMINARY STUDY BASED ON

**THE QUESTIONNAIRE FOR EVALUATION OF TEACHERS’ ATTITUDES TOWARDS GENDER EQUALITY AND
NEEDS ASSESSMENT FOR ADDRESSING GENDER STEREOTYPES IN CAREER CHOICE**

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Bucharest, October 2017

Aspects to be addressed:

- 1. Gender equality, by:**
 - The importance of equality between men and women;
 - The significance of gender equality;

- 2. Gender equality in curriculum documents / products:**
 - School textbooks and study materials present texts and images that: (1) promote gender equality; (2) create or confirm stereotypes about men and women and their roles;
 - Difference between girls and boys as regards: (1) the interest in the subject being taught and (2) the registered school progress;
 - Working tools: (1) take into account differences between girls and boys in terms of interest in the subject and the progress of the school; (2) facilitate the introduction of gender issues and gender equality themes in the subject matter;

- 3. The issue of gender equality addressed in the implemented curriculum, by:**
 - Addressing gender issues in teaching;

- 4. Teacher training on gender issues, by:**
 - The gender issues encountered in the professional training for teaching activity;
 - Experience of participating in trainings related to gender equality in the last 3 years;
 - The extent to which **gender issues and topics related to gender equality were included teachers' qualification trainings received by teachers;**

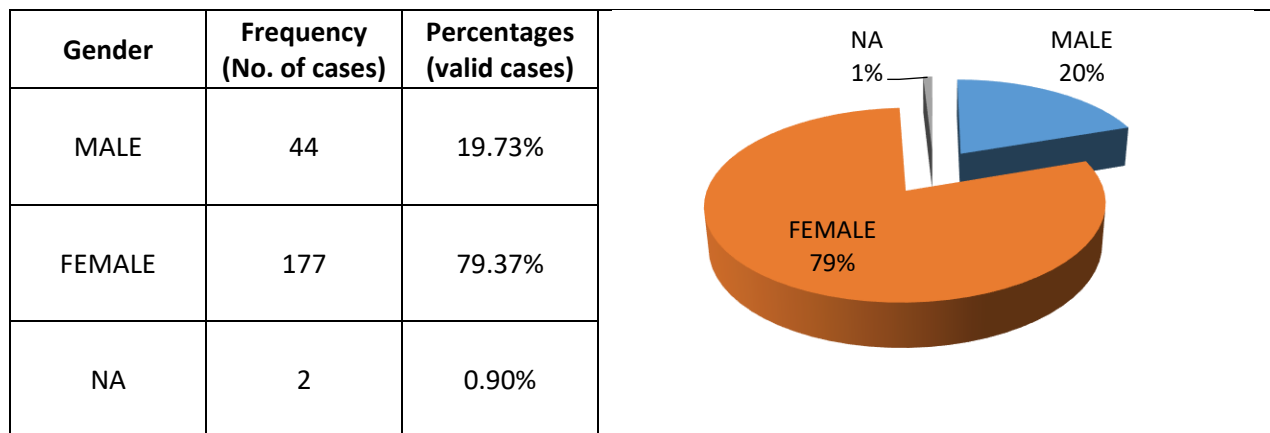
- 5. The interest expressed in participating in the training activities organized within the project:**
 - Interest expressed in participating in training on gender mainstreaming in education;

Main findings:

Cases distribution by region: In Romania 233 questionnaires were applied to teachers from 6 high schools: 3 from Bucharest and 3 from 3 different counties (Bacau, Ialomita and Giurgiu).

	Frequency	Percentages
Bucuresti	98	43.95%
Giurgiu	43	19.28%
Bacau	47	21.08%
Ialomita	35	15.70%
TOTAL	223	100%

Teachers' distribution by gender. From the total of 223 teachers there are 177 females (79.35%) and 44 (19.73%) males. Two of them (representing 0.90%) decided to not divulge their gender. The ratio between the two genders is similar at national level if we take into account the statistical data presented by the Romanian National Institute for Statistics for 2016¹: out of the total of 174244 teachers, 133931 were women, representing 76.86%).



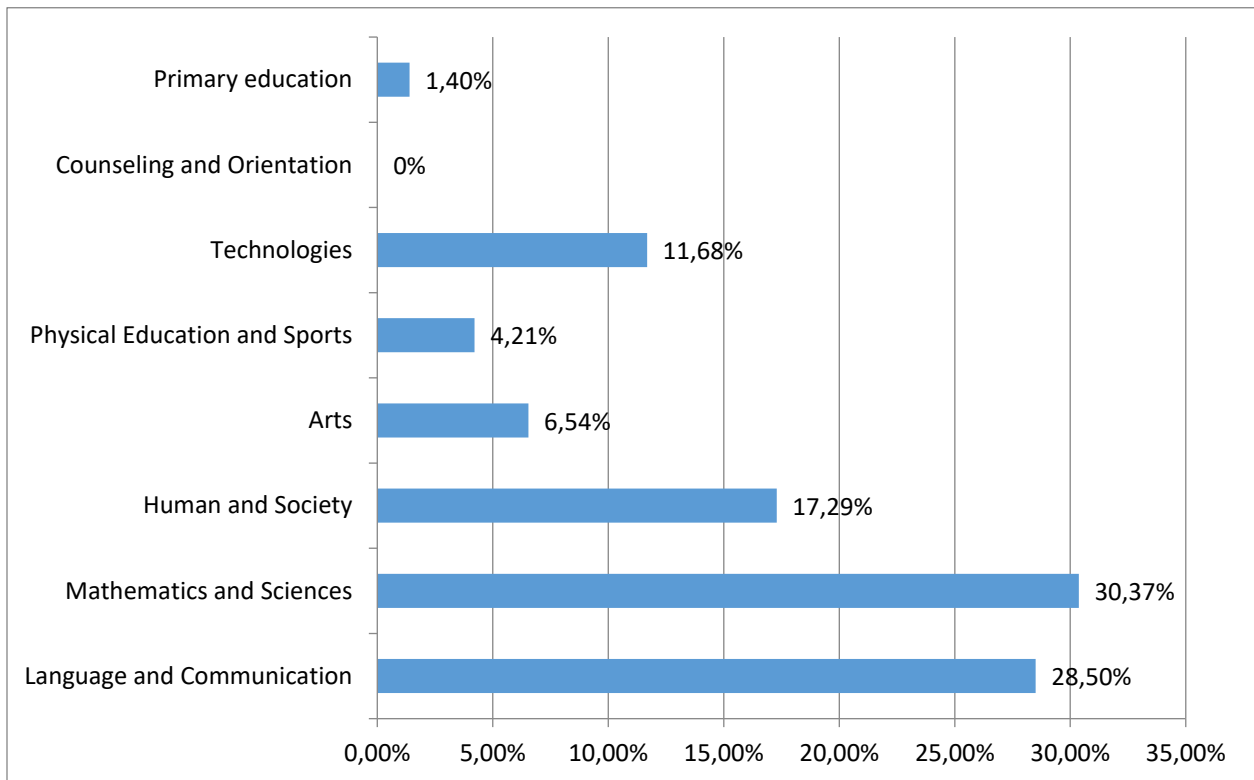
¹ <http://statistici.insse.ro/shop/index.jsp?page=tempo3&lang=ro&ind=SCL104A>

Teachers' distribution by curricular areas. Curricular area - represents a group of school disciplines that share similar objectives and methodologies and provide a multi- and / or interdisciplinary vision on the subject matter. The Romanian National Curriculum is structured in seven curricular areas, designated on the basis of epistemological and psycho-pedagogical principles and criteria. Curricular areas have been selected in accordance with the learning outcomes, taking into account the importance of the various cultural fields that structure the human personality, as well as the connections between these areas. The curricular areas agreed upon in Romanian education are the following:

1. Language and Communication: Romanian Language and Literature, Foreign Languages (French, English, Spanish), Ancient Languages (Latin);
2. Mathematics and Sciences: Mathematics, Biology, Chemistry, Physics;
3. Human and Society: Social Sciences (civic education, logic, psychology, pedagogy, sociology, economy, philosophy), Geography, History, Religion;
4. Arts (Music, Drawing);
5. Physical Education and Sports;
6. Technologies (Technological education; Informatics);
7. Counseling and Orientation
8. Primary education

Curricular areas remain the same throughout the duration of compulsory schooling and high school, but their share on cycles and classes is variable. In our research, accordingly with teachers' declarations they are teaching:

- Mathematics and sciences (30.37%)
- Language and communication (28.50%)
- Human and society (17.29%)
- Technologies (11.68%)



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Gender equality approach:

The vast majority of teachers, regardless of sex, said that equality between men and women is important (over 93% for both cases)

	Total cases	Percentage	Number of women	% Women	% of Women from total	Number of men	% Men	% of Men from total
YES	209	93.72%	166	93.79%	75.11%	41	93.18%	18.55%
NO	7	3.14%	5	2.82%	2.26%	2	4.55%	0.90%
I DON'T KNOW	7	3.14%	6	3.39%	2.71%	1	2.27%	0.45%
TOTAL	223	100%	177	100%	80.09%	44	100.00%	19.91%

Seven of eight situations presented were considered significant in terms of gender equality by most teachers (over 68%, see the table below), except the last one concerning the equal access to sport who

was considered important by less than 50% of interweaved teachers (43.95%). Comparing the responses of women and men, it can be noted that there are no big differences (less than 10, between the percentages obtained) regarding

- to be equal before the law (2.1)
- to be treated equally in society (2.2)
- to receive equal payment for equal work (2.3)
- to have equal opportunities for professional development (2.5)
- to have equal access to sports (2.8)

Also, there are consistent differences (over than 10, between the percentages obtained) regarding:

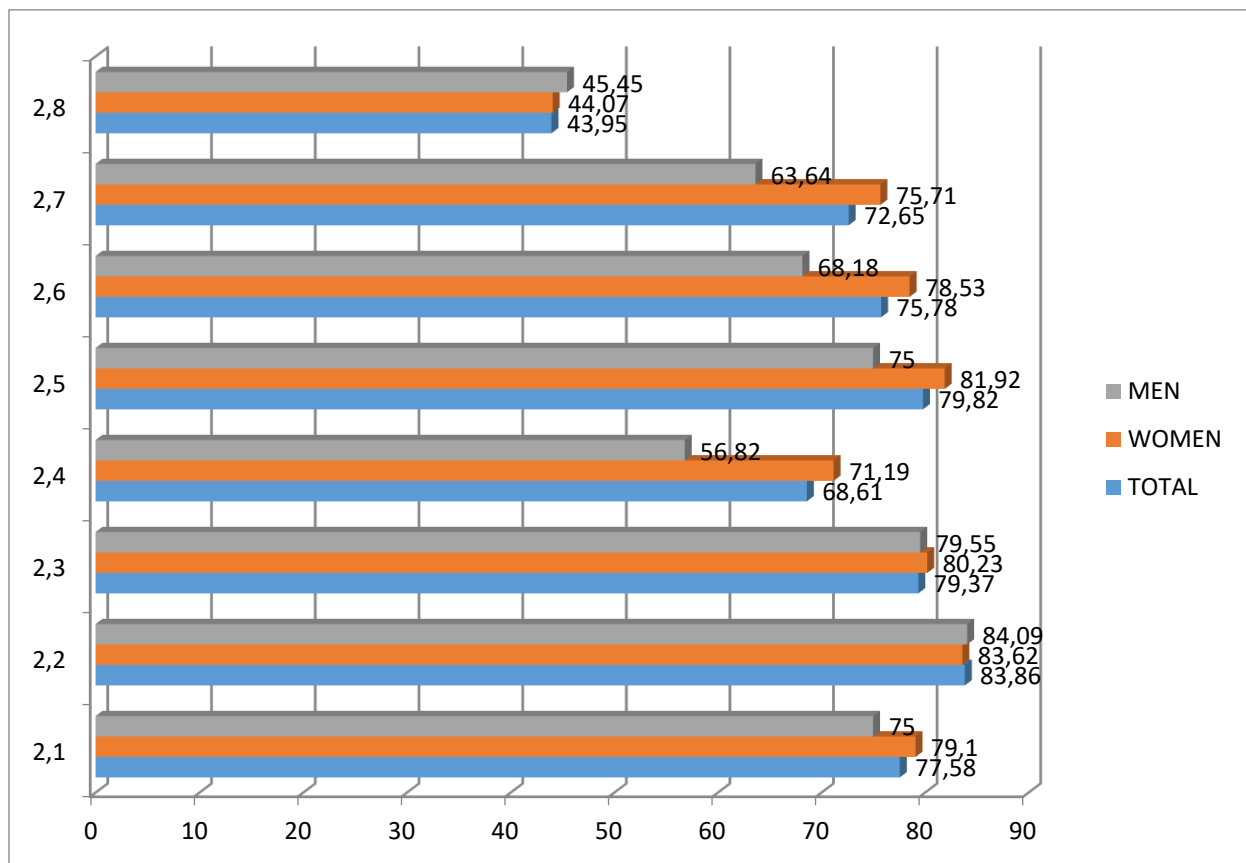
- to have equal rights and responsibilities in the family (2.4)
- to have equal access to education (2.6)
- to have equal rights for decision making (2.7)

With the emphasis on the fact that **women**, in most cases, consider those issues to be significant in defining gender equality.

		TOTAL		WOMEN		MEN	
		No. of cases	%	No. of cases	%	No. of cases	%
2.1	to be equal before the law	173	77.58	140	79.10	33	75.00
2.2	to be treated equally in society	187	83.86	148	83.62	37	84.09
2.3	to receive equal payment for equal work	177	79.37	142	80.23	35	79.55
2.4	to have equal rights and responsibilities in the family	153	68.61	126	71.19	25	56.82
2.5	to have equal opportunities for professional development	178	79.82	145	81.92	33	75.00
2.6	to have equal access to education	169	75.78	139	78.53	30	68.18
2.7	to have equal rights for decision making	162	72.65	134	75.71	28	63.64

		TOTAL		WOMEN		MEN	
		No. of cases	%	No. of cases	%	No. of cases	%
2.8	to have equal access to sports	98	43.95	78	44.07	20	45.45

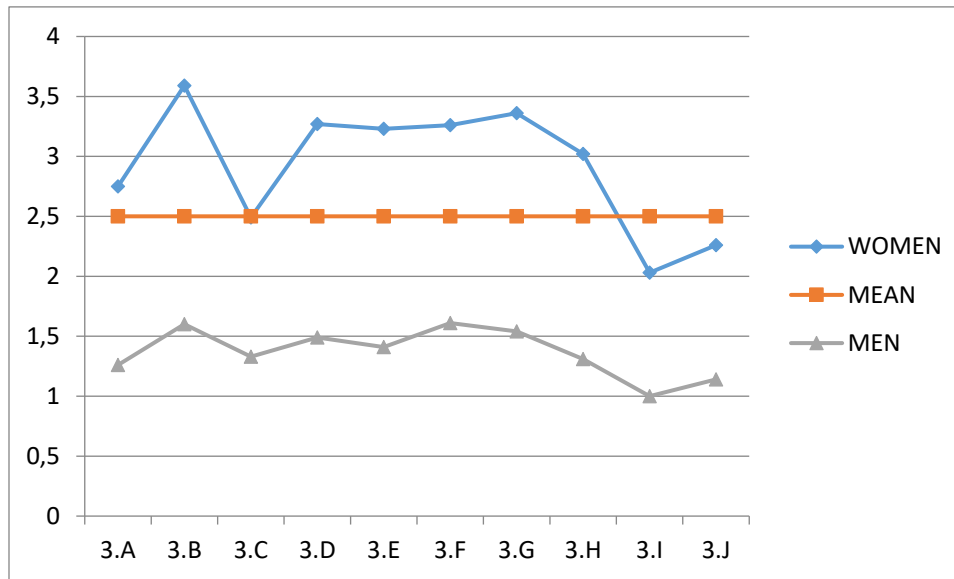
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Teachers were asked to express their agreement concerning **10 statements concerning different social aspects conflicted from the gender point of view**. Every statement was ranged on a measurement scale from **“strong agreement”** (point 1) to **“strong disagreement”** (point 4). This format made possible to have calculated an aggregate indicator in order to express participants’ general tendencies. If the median value of the scale is 2.50, all aggregate values under two will illustrate positive appreciation and

a high level of agreement with a specific statement and, all values over two express a low level of agreement with a specific statement.

		TOTAL	WOMEN	MEN
3.A	<i>Women are more suited to develop in the field of humanitarian and social sciences than in the field of mathematical and technical sciences</i>	2.85	2.75	1.26
3.B	<i>It is normal for the leadership positions at work to be taken by men</i>	3.57	3.59	1.60
3.C	<i>Men are better in the technical and engineering professions</i>	2.54	2.49	1.33
3.D	<i>Leadership positions in politics does not suit women</i>	3.32	3.27	1.49
3.E	<i>It is normal for the woman to give up on her career development if this hinders her to take care of her family</i>	3.19	3.23	1.41
3.F	<i>It is normal for the man to put his career before their family because he is the one responsible for providing for the family</i>	3.29	3.26	1.61
3.G	<i>It is less important for girls to choose a career that gives them an opportunity for higher earnings</i>	3.37	3.36	1.54
3.H	<i>Men are not good at taking care of young children and therefore should not work in kindergartens</i>	3.04	3.02	1.31
3.I	<i>There are professions in which men are better than women and others in which women are better than men</i>	2.14	2.03	1.00
3.J	<i>It is easier for a man to find a better paid job than it is for a woman when they have equal qualifications</i>	2.30	2.26	1.14

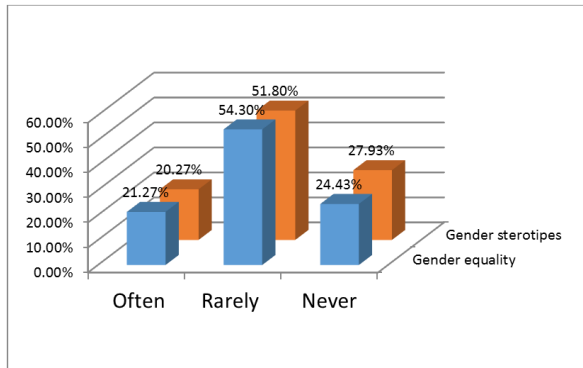


Speaking in average terms, most of women's responses are placed above the median (2.50), indicating a general disagreement with all ten statements, while the men's responses are below the median, indicating their general agreement to the same statements.

Gender equality in curriculum documents / products:

Majority of teachers (over 78%) appreciate that school textbooks and study materials present texts and images that rarely and/or never (1) promote gender equality or (2) create or confirm stereotypes about men and women and their roles.

Textbooks and study materials present texts and images that:	Encourage gender equality		Create or confirm stereotypes about men and women and their roles	
	Frequency	Percentages (valid cases)	Frequency	Percentages (valid cases)
Often	47	21.27%	45	20.27%
Rarely	120	54.30%	115	51.80%
Never	54	24.43%	62	27.93%
NR	2		1	
TOTAL	223		223	



Accordingly with teachers' perception the gender approach is ignored but, still, the textbooks and study materials are lacking creating or confirming stereotypes about men and women and their roles.

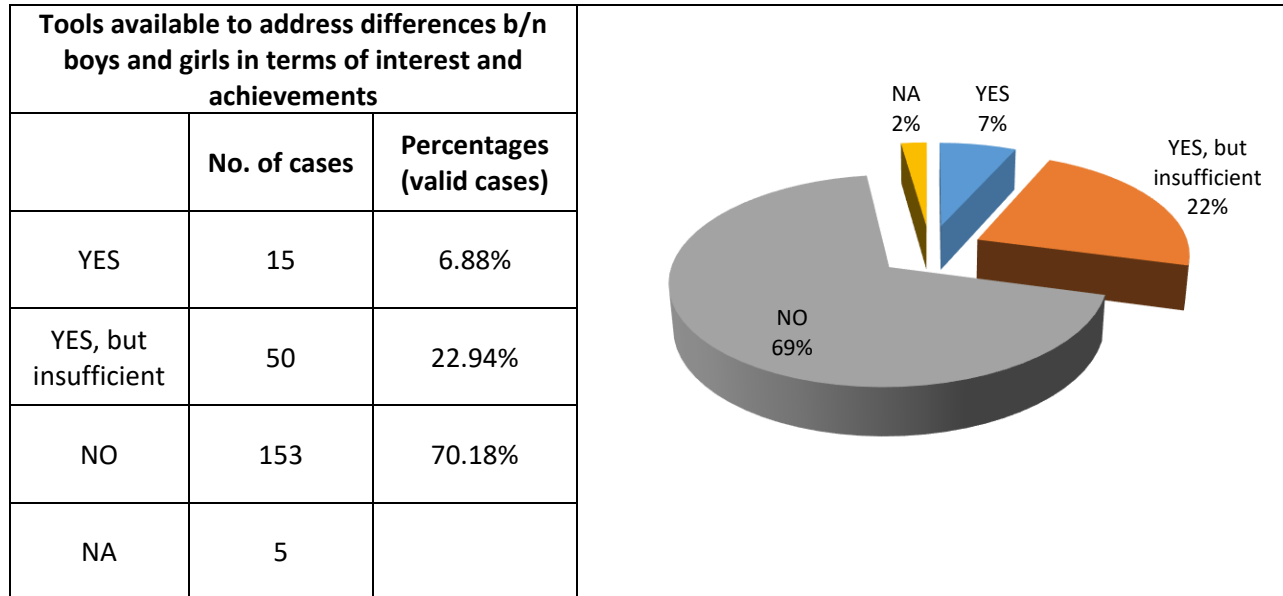
Teachers (over 83% of them) consider that there are not significant difference between girls and boys as regards: (1) the interest in the subject being taught and (2) the registered school progress.

	Interest in school subject		Achievements	
	No. of cases	Percentages (valid cases)	No. of cases	Percentages (valid cases)
YES, significant	36	16.29%	37	16.82%
YES, but insignificant	94	42.53%	85	38.64%
NO	91	41.18%	98	44.55%
NA	2	-	3	-
TOTAL	223	100%	223	10%

Majority of teachers who point significant difference between boys and girls concerning their interest for a particular school subject (36 cases, representing 16.29% from total of 223 cases) specify that **girls** – 22 cases, representing 61.11% - (female students) are mostly interested in Languages and communication, Human and Society, Arts and Primary Education and **boys** (male students) – 14 cases representing 38.89% - in Technologies and IT and Physical and Education and Sports. As far as the interest in Mathematics and Science is concerned, the number of teachers who consider boys more interested in these disciplines is slightly equal to the number of those who consider girls more interested in math and science.

	School Subject	Significant interest in a particular school subject expressed by:			
		Girls		Boys	
		No. of cases	%	No. of cases	%
		22	61.11%	14	38.89%
1	Languages and Communication	13	59.09%	0	0.00%
2	Mathematics and Sciences	5	22.73%	4	28.57%
3	Human and Society	2	9.09%	0	0.00%
4	Arts	1	4.55%	0	0.00%
5	Physical Education and Sports	0	0.00%	1	7.14%
6	Technologies and IT	0	0.00%	7	50.00%
7	Counseling and Orientation	0	0.00%	0	0.00%
8	Primary education	1	4.55%	0	0.00%
	No answer	0	0.00	2	14.29

Also, most of the teachers (70.18%) say they have no tools **available to address differences between boys and girls in terms of interest and achievements**. A lower percentage (22.94%) states that they have these tools but they insufficient and only 6.88% say they have these tools available.



The issue of gender equality addressed in the implemented curriculum. Teachers were requested to specify the intensity of approach different gender topics in their activity (curricular or extracurricular activities). For an efficient illustration of the data, we present the data distribution according to the curricular areas:

School Subjects / Topics	Language and Communication	Mathematics and Sciences	Human and Society	Arts (Music & Drawing)	Physical Education and Sports	Technologies & Informatics	Primary Education
1. Gender equality	3	3.22	2.87	3.15	2.67	2.91	2
2. Traditional roles ²	2.91	3.18	2.9	3.33	3	2.95	2.33
3. Contemporary images ³	2.69	3.08	2.86	2.83	3.13	3.05	2.5
4. Female figures ⁴	2.56	2.85	2.83	3	3.17	2.91	1.33

² Traditional female and male roles in the family and society

³ Contemporary images of men and women in literature, media and society

⁴ Female scientists, writers, artists and public figures

School Subjects / Topics	Language and Communication	Mathematics and Sciences	Human and Society	Arts (Music & Drawing)	Physical Education and Sports	Technologies & Informatics	Primary Education
5. Gender based violence	3.04	3.04	2.83	3.15	2.86	2.73	3.67
6. Gender inequality ⁵	3.1	3.15	2.79	3.46	3.43	2.71	3.5
7. Gender stereotypes ⁶	3.15	3.13	2.86	3.17	3	2.9	3.5
8. Relationships ⁷	2.76	2.89	2.81	3.17	2.75	3.09	3
TOTAL CASES	61	65	38	14	9	25	3
% from 223	27.35	29.15	17.04	6.28	4.04	11.21	1.35

Teachers have expressed the extent to which they use various gender-specific themes in their didactic work: **often** (in more than half of the course hours), **rarely** (in more than a quarter of the class hours but no more than half of these), **very rarely** (in less than a quarter of the class hours) and **never**. This format made possible to have calculated an **aggregate indicator** in order to express participants' general tendencies. If the median value of the scale is 2.50, all aggregate values under two express a high level of use of gender topics in teaching activity and, all values over 2.5 express a low degree of use of these topics. The general trends calculated for each discipline and for each aspect have values over 2.5 in all cases, which suggest a low level of use of these themes.

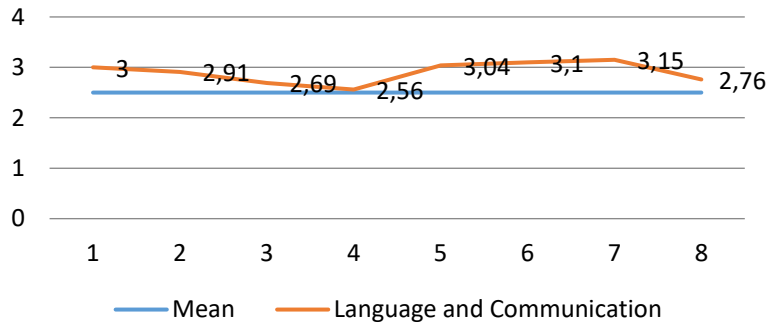
Overall trends for each discipline and each topic have values over 2.5 in all cases, which means low usage of these topics (generally less than 25% of class hours). The graphical representations below illustrate that all average scores are placed on the upper half of the measurement scale, indicating that the themes are approached more or less rarely.

⁵ Gender inequality in the labour market

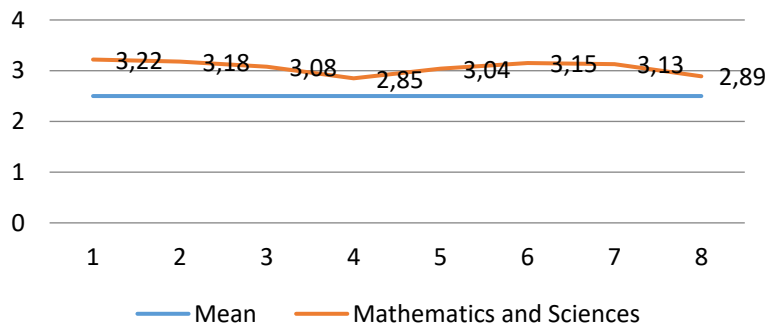
⁶ Gender stereotypes and professional development

⁷ Relationships between men and women in family and society

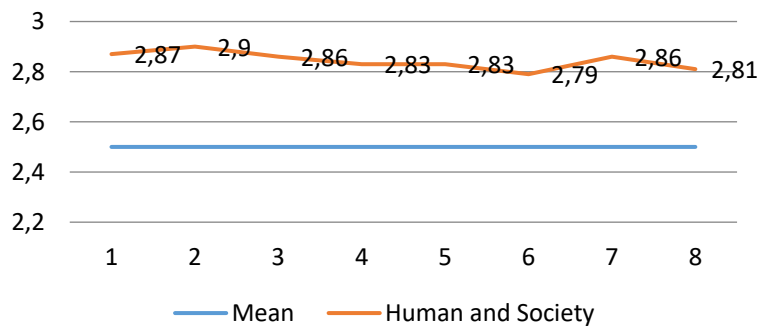
Language and Communication



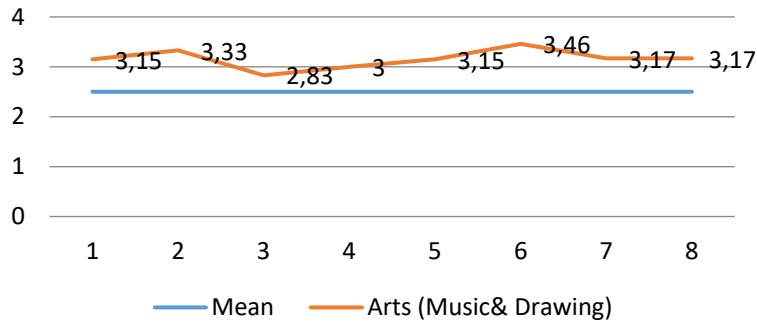
Mathematics and Sciences



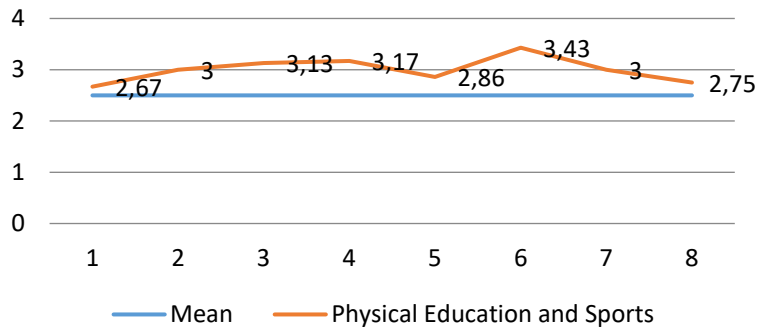
Human and Society



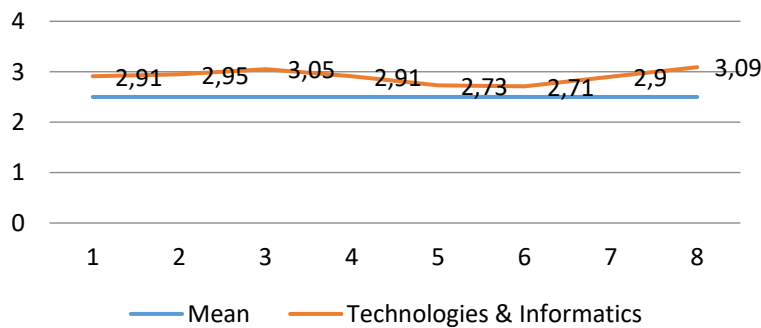
Arts



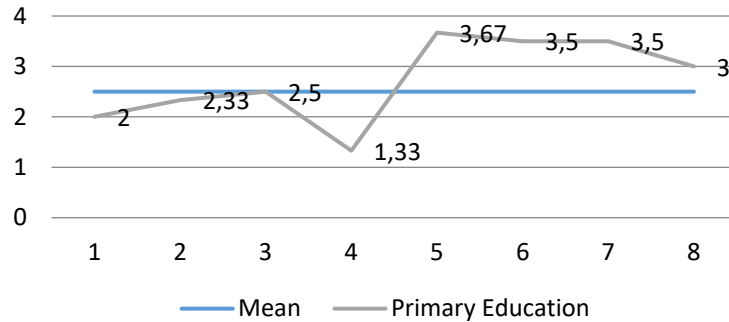
Physical Education and Sports



Technologies and Informatics



Primary Education



The only exception is **primary education**. Thus, the teachers for primary education who participated in this study appreciate that they use the **representative images of women** (topic 4) in the teaching activity in more than a quarter of the classes. Other topics further addressed are **gender equality** (topic 1), the **traditional roles of women and men in family and society** (topic 2), the **contemporary image of women and men in literature, media and society** (topic 3).

Concerning the **access to materials and tools that facilitate the introduction of gender issues and topics related to gender equality** in their classes their subjects, only a small part of the interviewed teachers has appreciated that they have a full access (34 cases from 223, representing 16.19%). These appreciations are made mostly by professors teaching Language and Communication subjects (16.67%) and Human and Society subjects (18.92%) and Arts subjects (14.29%).

A significant part considered that they have access to materials and tool but those are insufficient (73 cases, representing 34.76%). The biggest weights are represented by, again, the appreciations of the professors who teach languages, social sciences and arts. Most of the teachers state that they have no access to any kind of materials and tools. There are 103 cases, representing 49.05% from the total of interviewed teachers. Here, the biggest shares are of professors teaching Mathematics and Science subjects (72.55%), Technologies and IT subjects (60%) and Physical Education and Sports (55.56%).

	School subject	Access to materials and tools that facilitate the introduction of gender issues and topics related to gender equality				TOTAL
		YES	YES, but insufficient	NO	NA	
		34	73	103	13	
		16.19%	34.76%	49.05%	NA	
1	Language and Communication	10	23	25	2	60
		16.67%	38.33%	41.67%	3.33%	100.00%
2	Mathematics and Sciences	10	15	74	3	102
		9.80%	14.71%	72.55%	2.94%	100.00%
3	Human and Society	7	14	14	2	37
		18.92%	37.84%	37.84%	5.41%	100.00%
4	Arts	2	4	6	2	14
		14.29%	28.57%	42.86%	14.29%	100.00%
5	Physical Education and Sports	1	3	5	0	9
		11.11%	33.33%	55.56%	0.00%	100.00%
6	Technologies and IT	1	5	15	4	25
		4.00%	20.00%	60.00%	16.00%	100.00%
7	Counseling and Orientation	0	0	0	0	0
		0.00%	0.00%	0.00%	0.00%	0.00%
8	Primary education	0	1	1	0	2
		0.00%	50.00%	50.00%	0.00%	100.00%
0	NA	3	6	0	0	9
		33.33%	66.67%	0.00%	0.00%	100.00%

Teachers were invited to express their agreement with 5 statements concerning **the role of gender approach in school and career choices**. As previous, every statement was ranged on a measurement scale from “**strong agreement**” (point 1) to “**strong disagreement**” (point 4). Also, “non-answers” and “I don’t know answers” were eliminated. This format made possible to have calculated an aggregate indicator in order to express participants’ general tendencies. If the median value of the scale is 2.50, all aggregate values under 2.5 will illustrate positive appreciation and a high level of agreement with a specific statement and, all values over two express a low level of agreement with a specific statement.

	Statement concerning the role of gender approach in school and career choices.	Aggregate indicator
A	It is important to discuss in school topics related to gender equality	1.91
B	Gender stereotypes influence career choice	2.20
C	Schools should tackle negative gender stereotypes that affect career choice	1.77
D	The school has a role in achieving gender equality in the labour market	1.67
E	Schools should provide information about different careers and their relation to subjects taught at school	1.52

Based on the value of aggregate indicator calculated for each statement, it can be observed that teachers express their agreement concerning the school significant role in:

- Providing information about different careers
- Achieving gender equality in labour market
- Tackling negative gender stereotypes that affect career choice
- Discuss in school topics related to gender equality
- The role of gender stereotypes in influencing career choices.

Teachers training on gender issues

Most of the teachers (99 from 223, representing 44.40%) mentioned that in their **initial training** as teachers weren’t any topics related with gender equality. Another significant part (88, representing 39.46%) specify that in their initial training there were topics related to gender equality but not enough. Only 36 (16.14%) noted that that their initial training contained topics related to gender equality.

In the last three years only 20 teachers from 223 (8.97%) participated in training related to gender equality. The rest of them (203) mentioned that, in the last three years, they did not take part in training related to gender equality.

Other qualification trainings received by interviewed teachers included often gender issues and topics related to gender equality only in 22 cases (9.87%). Beside 3 non-answers, the rest of 198 (88.79%) mentioned that their trainings rarely or never includes gender issues and topics related to gender equality.

The interest expressed in participating in the training activities organized within the project

Over half from interviewed teachers (125 cases from 223, representing 56.05%) expressed their **interest in participating in training on gender mainstreaming in education**, 39 (17.49%) there are not interested and 59 (26.46%) are not sure about this.

	No. of cases	Percentage s (valid cases)	Interest in participating in training on gender mainstreaming education	
YES	125	56.05%	I AM NOT SURE	59
NO	39	17.49%	NO	39
I AM NOT SURE	59	26.46%	YES	125

125 participants, representing 56.05% expressed their intention to participate in training courses on gender mainstreaming in education. If we add to the number of those who want to participate in training on gender mainstreaming in education those who said they are "not sure", the number rises to 184, which means 82.51% of the total subjects interviewed.

Topics of interest, to be addressed during the trainings, were considered as:

- To enhance their knowledge on gender equality and gender mainstreaming (79, 63.20%)
- To enhance their knowledge and skills on teaching gender topics related to their own school subject (78, 62.40%)
- To enhance their knowledge on introduction of gender issues in school curricula (91, 72.80%)
- Methods and tools to integrate gender issues in their own subject's curricula (69, 55.20%)
- Methods and tools to encourage boys and girls to be equally interested in their own school subject (59, 47.20%)
- Exchange experience in introducing issues and topics related to gender in teaching practice (68, 54.40%).

Conclusions:

The vast majority of teachers, regardless of sex, said that equality between men and women is important (over 93% for both cases). Seven of eight situations presented were considered significant in terms of gender equality by most teachers (over 68%), except the one concerning “the equal access to sports” significant for less than 50% of interviewed teachers (43.95%):

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- to be equal before the law
- to be treated equally in society
- to receive equal payment for equal work
- to have equal opportunities for professional development
- to have equal access to sports
- to have equal rights and responsibilities in the family
- to have equal access to education
- to have equal rights for decision making

Majority of teachers (over 75%) appreciate that **school textbooks and study materials** present texts and images that rarely and/or never (1) promote gender equality or (2) create or confirm stereotypes about men and women and their roles. Accordingly with teacher’s perception the gender approach is ignored but, still, the textbooks and study materials are lacking creating or confirming stereotypes about men and women and their roles.

Concerning **the access to materials and tools that facilitate the introduction of gender issues and topics related to gender equality** in their classes their subjects, most of the teachers (103 cases, representing 49.05%) states that they have no access to any kind of materials and tools.

About **the role of gender approach in school and career choices**, interviewed teachers express their agreement concerning the school role in: providing information about different careers (1.52), achieving gender equality in labour market (1.67) and tackling negative gender stereotypes that affect career choice (1.77). They are not so convinced concerning: importance of discuss in school topics related to gender equality (1.91) and the role of gender stereotypes in influencing career choices (2.20).

A large proportion of teachers (over 80%) said they did not have specific gender-specific training, and in this sense they expressed their willingness to participate in gender mainstreaming training in education, being in interested:

- To enhance their knowledge on gender equality and gender mainstreaming (79, 63.20%)
- To enhance their knowledge and skills on teaching gender topics related to their own school subject (78, 62.40%)
- To enhance their knowledge on introduction of gender issues in school curricula (91, 72.80%)
- Methods and tools to integrate gender issues in their own subject’s curricula (69, 55.20%)

- Methods and tools to encourage boys and girls to be equally interested in their own school subject (59, 47.20%)
- Exchange experience in introducing issues and topics related to gender in teaching practice (68, 54.40%).

Most teachers are aware of the need to gender mainstreaming into education in general, but are more reluctant about how this can be applied from the perspective of their own study discipline. Although most of them (56.05%) want to participate in training, an important segment is those that are not yet decided (26.46%). The data illustrate a greater interest in the knowledge plan than in the practical one, teachers being more interested in "improving their knowledge" than having access to "methods and tools for gender mainstreaming" in the subject.

Thus, it is imperative within the project to facilitate access to both knowledge and working methods by focusing on resources, experience, creativity and the interest expressed by teachers in addressing gender issues from the perspective of the school subjects they teach.