

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

"Entry (baseline) study on teachers' and students' attitudes towards gender equality"

PRELIMINARY STUDY BASED ON

THE QUESTIONNAIRE FOR EVALUATION OF STUDENTS' ATTITUDES TOWARDS GENDER EQUALITY AND
NEEDS ASSESSMENT FOR ADDRESSING GENDER STEREOTYPES IN CAREER CHOICE

“AUR” –A.N.S.R.U.

Bucharest, October 2017

Aspects to be addressed:

1. Gender equality, by:

- The importance of equality between men and women;
- Perception toward existence of gender equality in Romania
- The significance of gender equality;

2. Occupation approach from gender equality perspective:

- Statements concerning traditional female and male roles in family and society;
- Jobs suitability from gender perspective;
- Gender attributes

3. The issue of gender equality addressed in school

- Addressing gender issues during school subjects;
- School role in career choices: key aspects approached in school;

4. Career orientation

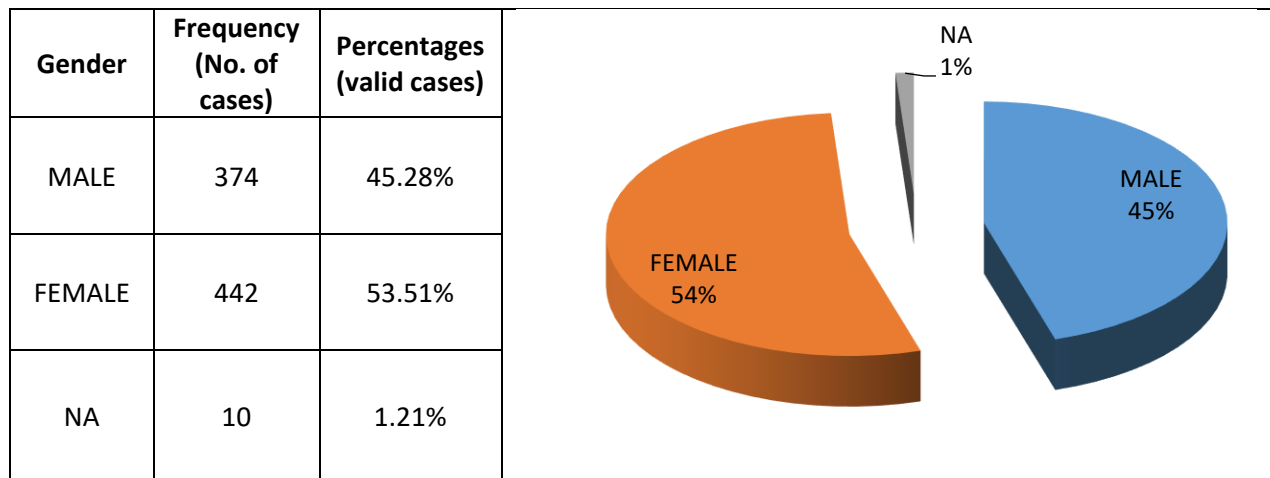
- Starting the career counseling process (10);
- Professional choices (11)
- Factors that influence student choices in career (12).

Main findings:

Cases distribution by region: In Romania 826 questionnaires were applied to students from 6 high schools: 3 from Bucharest and 3 from 3 different counties (Bacau, Ialomita and Giurgiu).

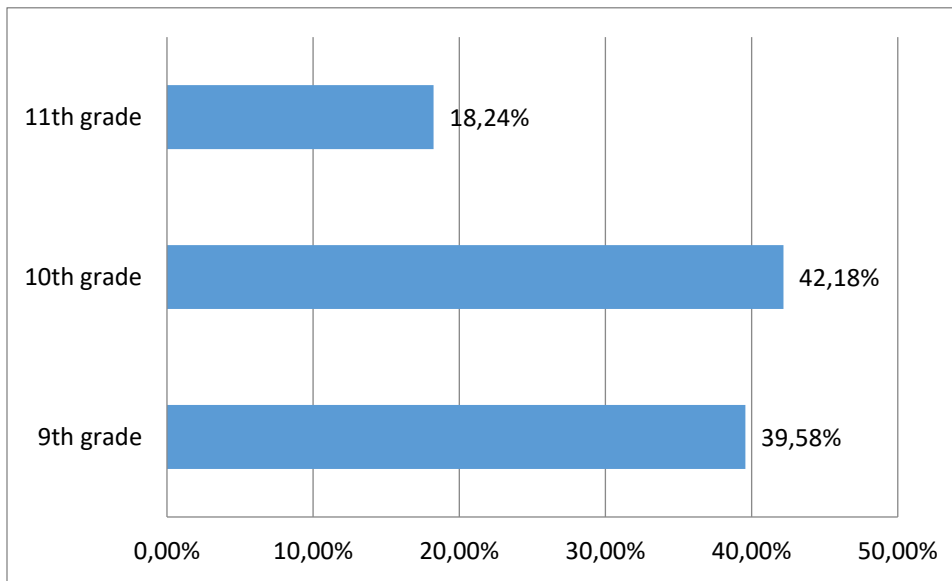
	Frequency	Percentages
Bucuresti	432	52.30%
Giurgiu	169	20.46%
Bacau	128	15.50%
Ialomita	97	11.74%
TOTAL	826	100%

Students' distribution by gender. From the total of 826 students there are 442 females (53.51%) and 374 (45.28%) males. Ten of them (representing 1.21%) decided to not divulge their gender.



Students' distribution by grades. The questionnaire was addressed to high school students; mainly from 9th, 10th and 11th grade. 20 students did not specify their grade and the rest of 806 are distributed as following:

9 th grade	319	39.58%
10 th grade	340	42.18%
11 th grade	147	18.24%



Gender equality approach

The vast majority of students, regardless of sex, said that equality between men and women is important (over 90%), highlighting girls expressed their accord with this statement in a higher percent than boys (93.44% in comparison with 86.10%).

	Total cases	Percentage	Number of girls	% Girls	% of Girls from total *)	Number of boys	% Boys	% of Boys from total *)
YES	744	90.07%	413	93.44%	50.61%	322	86.10%	39.46%
NO	54	6.54%	23	5.20%	2.82%	31	8.29%	3.80%
I DON'T KNOW	28	3.39%	6	1.36%	0.74%	21	5.61%	2.57%
TOTAL	826	100%	442	100.00%		374	100.00%	

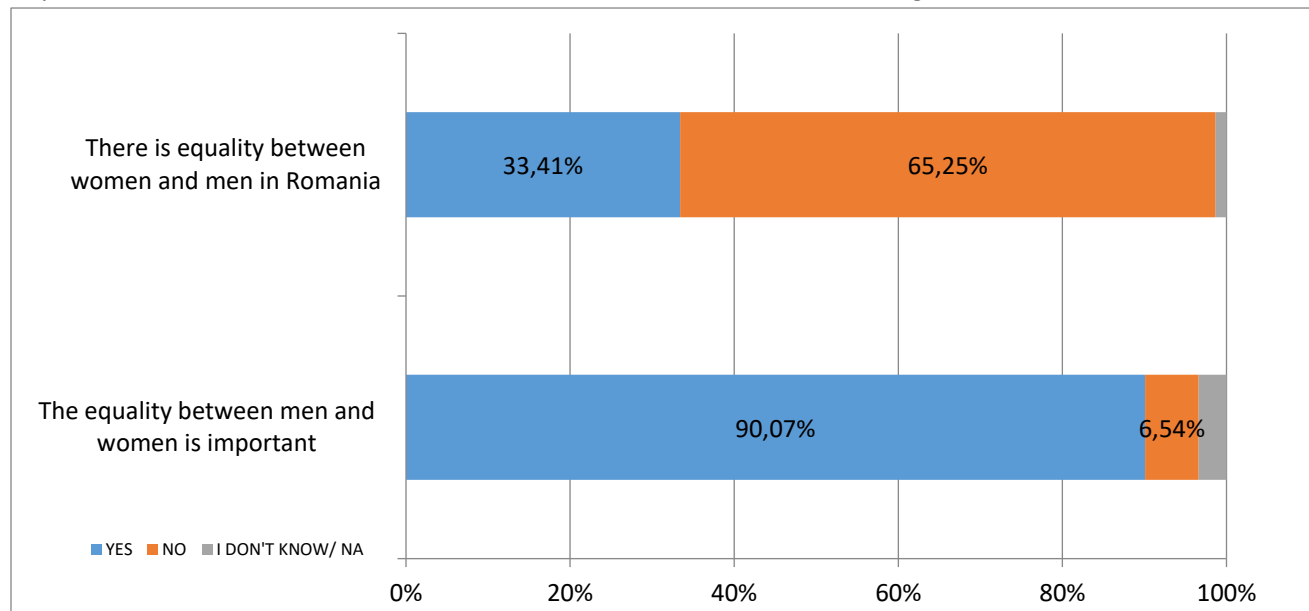
***) after those 10 cases on non-responses concerning gender have been eliminated (816 valid cases)**

When students were asked whether there was equality between women and men in Romania, they preferred to give much more reserved answers. It has to be highlighted that girls considered in a significant higher proportion than boys that, in Romania, there is not equality between men and women.

	Total cases	Percentage	Number of girls	% Girls	% of Girls from total *)	Number of boys	% Boys	% of Boys from total *)
YES	276	33.87%	114	25.79%	14.16%	159	42.51%	19.75%
NO	539	66.13%	319	72.17%	39.63%	213	56.95%	26.46%
NON ANSWER	11	-	9	-	-	2	-	-
TOTAL	826	100%	442	100.00%	-	374	100.00%	-

***) after "NON-Answer" cases have been eliminated (805 valid cases)**

So, accordingly with students' perception, the concept the equality between men and women is important but, in terms of facts, in Romania, this goal is not achieved:



How students are describing the equality between men and women?

Three of eight situations presented were considered significant in terms of gender equality by most students (over 50%, see the table below).

- to be equal before the law (3.1)
- to be treated equally in society (3.2)
- to have equal access to education (3.6)

Right below the benchmark of 50% is:

- to receive equal payment for equal work (3.3)
- to have equal rights and responsibilities in the family (3.4)
- to have equal opportunities for professional development (3.5)
- to have equal rights for decision making (3.7).

At the other hand the equal access to sport seems to be important for only 15% of them. Beside of all these items, in children opinion, other fields with significance concerning gender equality are:

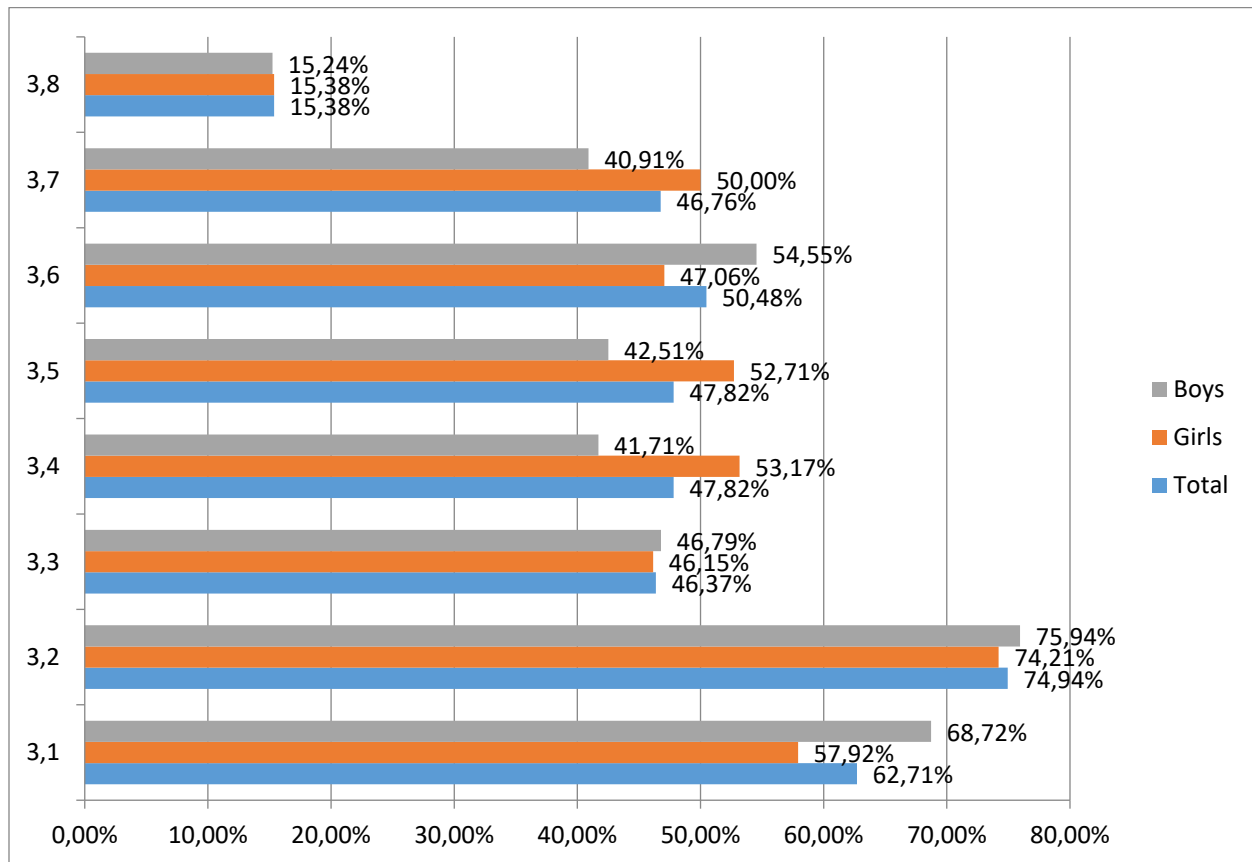
- cooking
- army
- video gaming

with accent on career skills and equal rights and opportunities empowered by Human Rights Declaration.

		TOTAL		Girls (443 valid cases)		Boys (374 valid cases)	
		No. of cases	%	No. of cases	%	No. of cases	%
3.1	to be equal before the law	518	62.71%	256	57.92%	257	68.72%
3.2	to be treated equally in society	619	74.94%	328	74.21%	284	75.94%
3.3	to receive equal payment for equal work	383	46.37%	204	46.15%	175	46.79%
3.4	to have equal rights and responsibilities in the family	395	47.82%	235	53.17%	156	41.71%

		TOTAL		Girls (443 valid cases)		Boys (374 valid cases)	
		No. of cases	%	No. of cases	%	No. of cases	%
3.5	to have equal opportunities for professional development	395	47.82%	233	52.71%	159	42.51%
3.6	to have equal access to education	417	50.48%	208	47.06%	204	54.55%
3.7	to have equal rights for decision making	378	46.76%	221	50.00%	153	40.91%
3.8	to have equal access to sports	127	15.38%	68	15.38%	57	15.24%

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In terms of distribution by gender of, both girls and boys consider that is important: (1) to be treated equally in society; (2) to be equal before the law and (3) to have equal access to education. But after this the order of options start to differs. Girls consider that “equal rights and responsibilities in the family” is a significant aspect in defining gender equality, as boys mentioned that is important “to receive equal payment for equal work”.

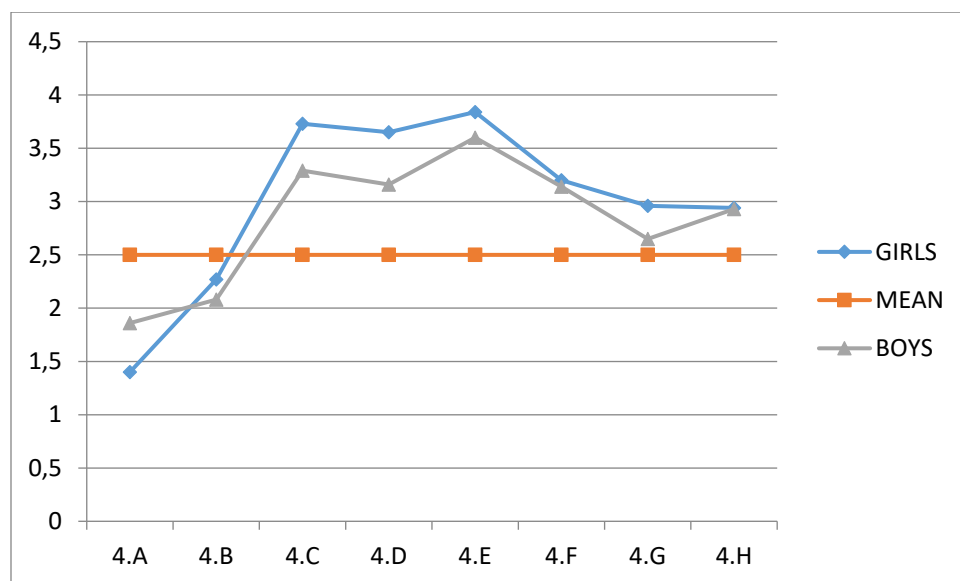
Occupation approach from gender equality perspective:

Traditional female and male roles in family. Students were invited to express their agreement with 8 statements concerning **different aspects of traditional female and male roles in family**¹.

		TOTAL	GIRLS	BOYS
4.A	<i>The man should participate actively in house work</i>	1.61	1.4	1.86
4.B	<i>The woman should be employed and also do the house work</i>	2.18	2.27	2.08
4.C	<i>The woman should stay at home and should not be employed</i>	3.53	3.73	3.29
4.D	<i>The one who earns more money should be the one making the important decisions in the family</i>	3.42	3.65	3.16
4.E	<i>It is not as important for the women to be educated as it is for the men</i>	3.73	3.84	3.6
4.F	<i>Men are not able to take care of young children</i>	3.17	3.2	3.14

¹ 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 this value will illustrate positive appreciation and a high level of agreement with a specific statement and, all values over 2.50 express a low level of agreement with a specific statement.

		TOTAL	GIRLS	BOYS
4.G	<i>It is not normal for the father to take a parental leave instead of the mother even though the law allows it.</i>	2.81	2.96	2.65
4.H	<i>Men cannot cope well with housework.</i>	2.93	2.94	2.93



A quick overview over the chart above show out that both girls and boys are agreeing with the statement that “the man should participate actively in house work”. Beside this they are disagreeing (with various intensities) that:

- The woman should be employed and also do the house work
- The woman should stay at home and should not be employed
- The one who earns more money should be the one making the important decisions in the family
- It is not as important for the women to be educated as it is for the men
- Men are not able to take care of young children
- It is not normal for the father to take a parental leave instead of the mother even though the law allows it.
- Men cannot cope well with housework.

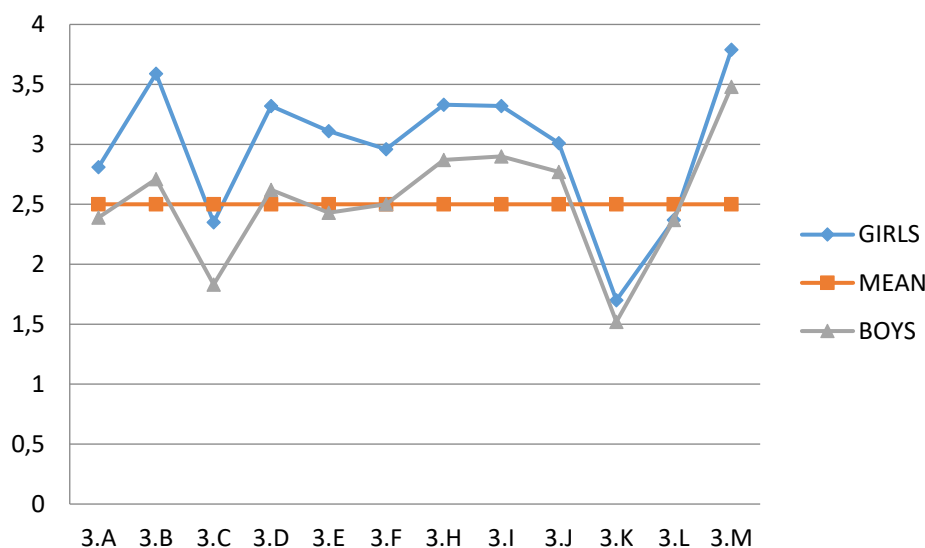
All this supporting the affirmation validated in the beginning of the questionnaires, respectively that the gender equality in important.

Traditional female and male roles in society. Students were asked to express their agreement concerning **12 statements² concerning different social aspects conflicted from the gender point of view.**

		TOTAL	GIRLS	BOYS
6.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>	2.61	2.81	2.39
6.B	<i>It is normal for the leadership positions at work to be taken by men</i>	3.18	3.59	2.71
6.C	<i>Men are better in the technical and engineering professions</i>	2.10	2.35	1.83
6.D	<i>Leadership positions in politics does not suit women</i>	3.00	3.32	2.62
6.E	<i>Men are better with computers than women</i>	2.80	3.11	2.43
6.F	<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>	2.74	2.96	2.50
6.H	<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>	3.11	3.33	2.87
6.I	<i>It is less important for girls to choose a career that gives them an opportunity for higher earnings</i>	3.12	3.32	2.90
6.J	<i>Men are not good at taking care of young children and therefore should not work in kindergartens</i>	2.90	3.01	2.77
6.K	<i>There are professions in which men are better than women and others in which women are better than men</i>	1.61	1.70	1.52

² 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 this value will illustrate positive appreciation and a high level of agreement with a specific statement and, all values over 2.50 express a low level of agreement with a specific statement.

		TOTAL	GIRLS	BOYS
6.L	<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>	2.37	2.37	2.37
6.M	<i>There should be a difference in the payment of men and women when they do the same work</i>	3.64	3.79	3.48



Speaking in average terms, most of girls' responses are placed above the median (2.50), indicating a general the disagreement with all twelve statements (excepting two), while the boys' responses are mostly around the median value, indicating their difficulty in express a clear statement (expecting one).

Beside this, is a general agreement that:

- Men are better in the technical and engineering professions
- There are professions in which men are better than women and others in which women are better than men

and also an general disagreement that:

- There should be a difference in the payment of men and women when they do the same work

Professional suitability from gender perspective. Students interviewed show a quite broad perspective on this issue, pointing that most of the jobs listed are equally appropriate both for women and men:

		More appropriate for women	More appropriate for men	Equally appropriate
Lawyer	Avocat	6.80%	10.80%	82.4%
Architect	Arhitect	6.30%	23.39%	70.3%
Web Designer	Designer Web	15.75%	21.49%	62.76%
Construction Engineer	Inginer constructii	0.85%	72.28%	26.88%
Nuclear physicist	Fizician nuclear	2.31%	49.21%	48.48%
Manager	Manager	8.00%	13.09%	78.91%
Journalist	Jurnalist	24.03%	4.25%	71.72%
Surgeon	Chirurg	3.65%	24.42%	71.93%
Automobile mechanic	Mecanic auto	1.21%	83.52%	15.27%
Kindergarten teacher	Educator	47.39%	2.91%	49.70%
Electrician	Electrician	1.22%	81.90%	16.89%
System Administrator	Administrator sistem	4.17%	41.10%	54.72%
Nurse	Asistent medical	48.42%	1.22%	50.36%
Painter – Artists	Pictor	6.93%	10.09%	82.99%
Grocery shop assistant	Vanzator magazin alimentar	27.55%	2.55%	69.90%
Writer	Scriitor	5.83%	13.73%	80.44%
Hair dresser	Coafor (coafeza)	44.53%	1.95%	53.53%
Teacher in physics	Profesor de fizic	4.37%	20.75%	74.88%
Pediatrician	Pediatru	29.44%	7.66%	62.90%

		More appropriate for women	More appropriate for men	Equally appropriate
IT Engineer	Inginer IT	1.22%	50.36%	48.42%
Farmer	Fermier	2.19%	63.26%	34.55%
Fashion designer	Designer moda	46.17%	3.16%	50.67%
Entrepreneur	Antreprenor	6.11%	20.17%	73.72%
Programmer (Software Developer)	Programator software	2.2%	44.25%	53.55%
Cosmetician	Cosmetician	69.21%	2.91%	27.88%
Business assistant	Asistent afaceri	9.94%	13.94%	76.12%
Police officer	Polițist	2.41%	28.46	69.12%

Those who consider one profession exclusive for one gender or other are very few. Accordingly with obtained data there are:

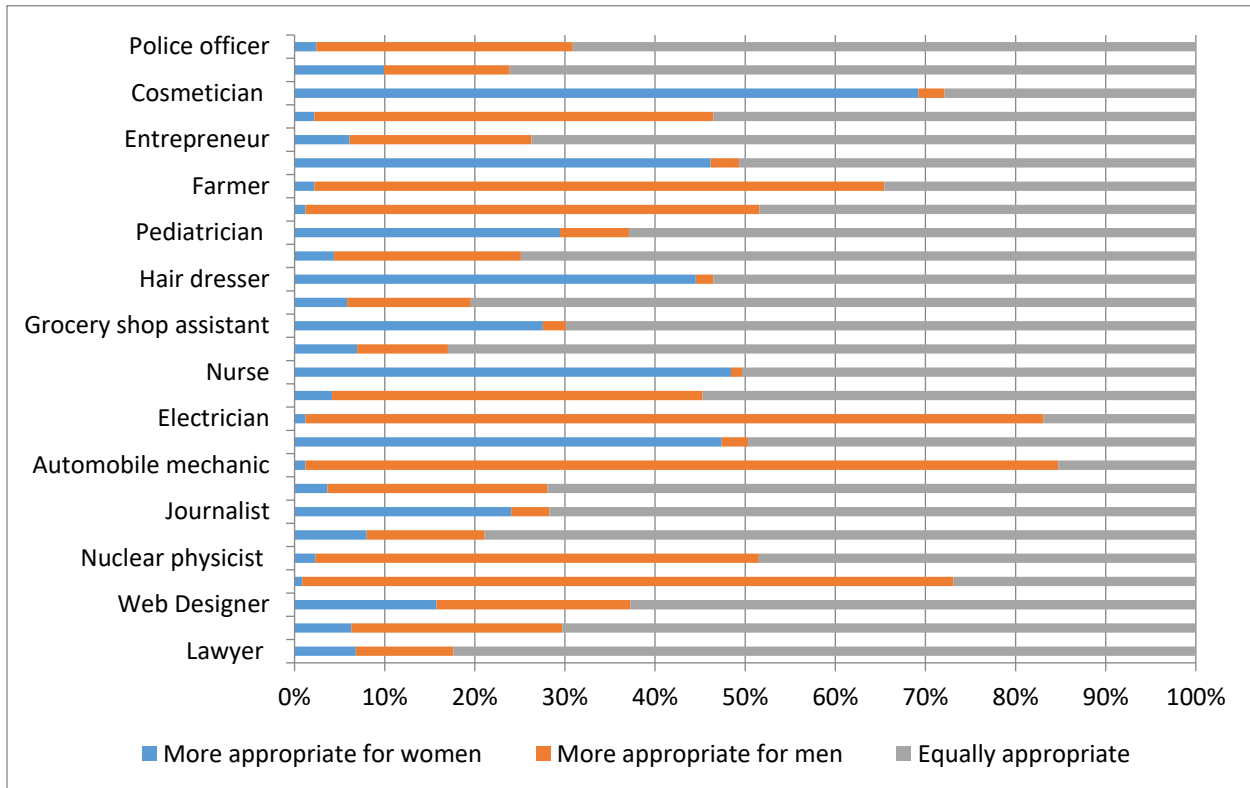
- Professions considerate equally appropriate for both genders (including a difference between answers highlighting adequacy for an gender or other is less than 10%): lawyer, web designer, manager, painter, writer, business assistant;
- Professions considerate equally appropriate for both genders (but, supplementary, the percent indicating women adequacy are higher than those for man):

	More appropriate for women	More appropriate for men	Equally appropriate
Journalist	24.03%	4.25%	71.72%
Kindergarten teacher	47.39%	2.91%	49.70%
Nurse	48.42%	1.22%	50.36%
Grocery shop assistant	27.55%	2.55%	69.90%
Hair dresser	44.53%	1.95%	53.53%
Pediatrician	29.44%	7.66%	62.90%
Fashion designer	46.17%	3.16%	50.67%

- Professions considerate equally appropriate for both genders (and, supplementary ,mostly for men)

	More appropriate for women	More appropriate for men	Equally appropriate
Lawyer	6.80%	10.80%	82.40%
Architect	6.30%	23.39%	70.30%
Web Designer	15.75%	21.49%	62.76%
Manager	8.00%	13.09%	78.91%
Surgeon	3.65%	24.42%	71.93%
System Administrator	4.17%	41.10%	54.72%
Painter – Artists	6.93%	10.09%	82.99%
Writer	5.83%	13.73%	80.44%
Teacher in physics	4.37%	20.75%	74.88%
Entrepreneur	6.11%	20.17%	73.72%
Programmer (Software Developer)	2.20%	44.25%	53.55%
Business assistant	9.94%	13.94%	76.12%

- Professions considerate more appropriate for women (Cosmetician)
- Professions considerate more appropriate for men (Construction Engineer, Nuclear Physicist, Automobile Mechanic, Electrician, IT Engineer, and Farmer).



In depth analysis shows the most chosen career options both for girls and boys, and, also, their considerations concerning the most appropriate choices for the opposite gender.

	What are boys thinking about jobs adequacy? Percentages			What are girls thinking about jobs adequacy? Percentages		
	Women	Men	Equally	Women	Men	Equally
Lawyer	7.26	17.74	75	6.56	5.2	88.24
Architect	6.7	32.17	61.13	6.11	16.06	77.83
Web Designer	13.24	28.65	58.11	18	15.72	66.29
Construction Engineer	1.34	76.2	22.46	0.45	69.23	30.32
Nuclear physicist	2.96	55.11	41.94	1.81	44.44	53.74
Manager	7.77	21.98	70.24	8.37	5.88	85.75

	What are boys thinking about jobs adequacy? Percentages			What are girls thinking about jobs adequacy? Percentages		
	Women	Men	Equally	Women	Men	Equally
Journalist	29.84	6.72	63.44	19	2.26	78.73
Surgeon	5.36	31.1	63.54	2.27	18.41	79.32
Automobile mechanic	1.34	87.67	10.99	1.13	79.86	19
Kindergarten teacher	51.74	3.75	44.5	43.89	2.26	53.85
Electrician	1.61	86.29	12.1	0.91	78	21.09
System Administrator	7.36	43.87	48.77	1.6	39.04	59.36
Nurse	57.1	1.61	41.29	41	0.91	58.09
Painter – Artists	10.78	15.09	74.12	3.62	6.11	90.27
Grocery shop assistant	39.25	2.69	58.06	17.87	2.49	79.64
Writer	8.58	23.32	68.1	3.18	5.91	90.91
Hair dresser	54.18	2.43	43.4	36.28	1.59	62.13
Teacher in physics	5.91	27.42	66.67	2.94	15.16	81.9
Pediatrician	33.42	8.63	57.95	25.4	7.03	67.57
IT Engineer	1.61	60.05	38.34	0.91	42.6	56.49
Farmer	3.49	66.94	29.57	1.14	60	38.86
Fashion designer	52.55	4.83	42.63	40.68	1.82	57.5
Entrepreneur	10.03	24.93	65.04	2.73	16.17	81.09
Programmer (Software Developer)	2.43	53.37	44.2	2.06	36.84	61.1

	What are boys thinking about jobs adequacy? Percentages			What are girls thinking about jobs adequacy? Percentages		
	Women	Men	Equally	Women	Men	Equally
Cosmetician	74.26	4.56	21.18	65.38	1.58	33.03
Business assistant	14.48	20.91	64.61	5.66	8.37	85.97
Police officer	2.54	40.96	56.5	2.36	17.73	79.91

Here are first 7 jobs first ranked both by boys and girls concerning their options on career choices made by men and women:

<p>Professions that are most adequate for women, in boys opinions:</p> <ul style="list-style-type: none"> - Cosmetician (74.26%) - Nurse (57.1%) - Hair dresser (54.18%) - Kindergarten teacher (52.74%) - Fashion designer (52.55%) - Grocery shop assistant (39.25%) - Pediatrician (33.42%) 	<p>Professions that are most adequate for men, in boys opinions:</p> <ul style="list-style-type: none"> - Automobile mechanic (87.67%) - Electrician (86.29%) - Construction Engineer (76.20%) - Farmer (66.94%) - IT Engineer (60.05%) - Nuclear physicist (55.11%) - Software Developer (53.37%)
<p>Professions that are most for adequate for women, in girls opinions:</p> <ul style="list-style-type: none"> - Cosmetician (65.38%) - Kindergarten teacher (43.89%) - Nurse (41.00%) - Fashion Designer (40.68%) - Hair dresser (36.28%) - Pediatrician (25.40%) - Journalist (19.00%) 	<p>Professions that are most for adequate for men, in girls opinions:</p> <ul style="list-style-type: none"> - Automobile Mechanic (79.86%) - Electrician (78.00%) - Construction Engineer (69.23%) - Farmer (60.00%) - Nuclear physicist (44.44%) - IT Engineer (42.60%) - System Administrator (39.04%)

Girls, more than boys do, consider that these professions are suitable both women and men. The exceptions are 4 cases out of 27 in which certain professions are considered mainly masculine (construction engineer, automobile mechanic, electrician, and farmer).

In turn, boys appreciate in a smaller percentage than girls that some professions are appropriate for both sexes and in a (significantly) higher number that some professions are, significantly masculine. Excepting farmer, all are included in STEM category: construction engineer, nuclear physicist, automobile mechanic, electrician, IT engineer, software developer.

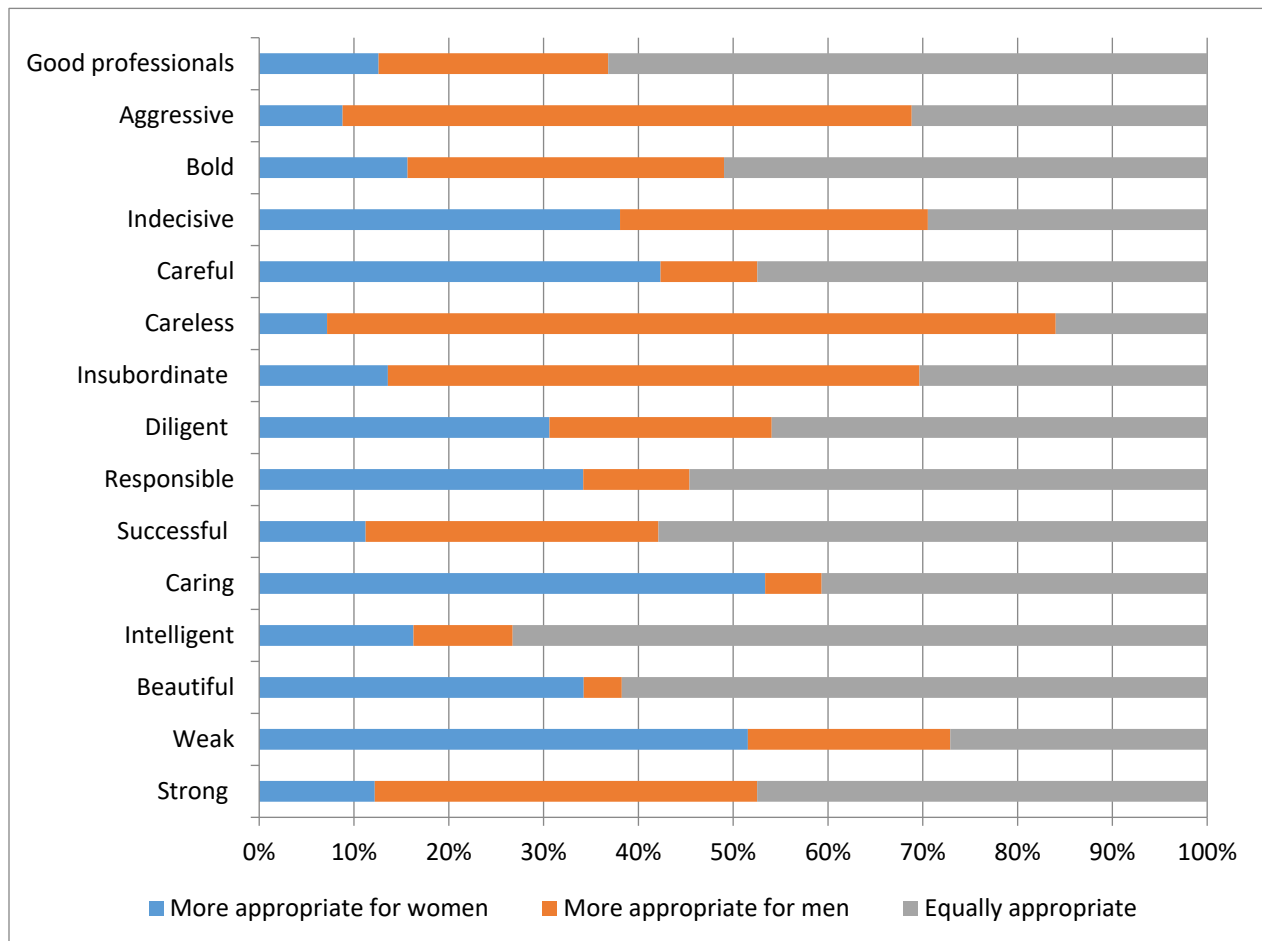
Preliminary conclusions:

- Most of the students consider majority of occupation listed as equally adequate for both genders;
- Despite the girls' conviction that 23 of the 27 occupations are appropriate for both genders, and in spite of general disagreement with the statement that “women are more suited to develop in the field of humanitarian and social sciences than in the field of mathematical and technical sciences” (question 6 in questionnaire), both girls and boys considerate that best jobs for women are in beauty and fashion (cosmeticians, hair dresser, and fashion designer), health care (nurse, pediatrician) and education (kindergarten teacher).
- Another statement concerning traditional role of male and female in society (question 6) states that “men are better in the technical and engineering professions”. This statement is confirmed by students (both girls and boys) opinions concerning the most adequate professions for men. Here are automobile mechanic, electrician, construction engineer, farmer, IT engineer, nuclear physicist and software developer.

Gender attributes. Specific qualities from gender perspective. The student were asks to express their opinion concerning the qualities that they consider as specific to one gender or the other. There were 15 attributes, randomly chosen listed.

	More appropriate for women	More appropriate for men	Equally appropriate
Strong	12.19%	40.34%	47.47%
Weak	51.54%	21.36%	27.1%
Beautiful	34.23%	4.02%	61.76%
Intelligent	16.28%	10.45%	73.27%
Caring	53.36%	5.96%	40.67%
Successful	11.22%	30.89%	57.89%
Responsible	34.18%	11.21%	54.61%

	More appropriate for women	More appropriate for men	Equally appropriate
Diligent	30.62%	23.44%	45.93%
Insubordinate	13.58%	56.07%	30.35%
Careless	7.16%	76.86%	15.98%
Careful	42.34%	10.21%	47.45%
Indecisive	38.06%	32.47%	29.46%
Bold	15.65%	33.38%	50.97%
Aggressive	8.79%	60.05%	31.16%
Good professionals	12.6%	24.21%	63.18%



	What are boys thinking? Percentages			What are girls thinking? Percentages		
	Women	Men	Equally	Women	Men	Equally
Strong	5.97	64.77	29.26	17.03	19.46	63.5
Weak	59.09	14.55	26.36	45.25	26.62	28.14
Beautiful	36.45	3.87	59.68	32.29	4.25	63.46
Intelligent	14.86	17.34	67.8	17.73	4.93	77.34
Caring	51.93	7.72	40.35	54.82	4.68	40.5
Successful	7.95	45.08	46.97	13.16	20.76	66.08
Responsible	26.44	20.06	53.5	40.29	4.37	55.34
Diligent	29.65	33.72	36.63	31.25	15.83	52.92
Insubordinate	17.32	51.96	30.73	9.82	61.35	28.83
Careless	12.06	72.34	15.6	3.69	80.18	16.13
Careful	35.62	16.1	48.29	48.22	5.21	46.58
Indecisive	50.25	29.15	20.6	28.79	35.41	35.8
Bold	13.9	41.36	44.75	16.3	26.9	56.79
Aggressive	10	61.58	28.42	7.88	58.62	33.5
Good professionals	10.41	37.92	51.67	14.11	13.19	72.7

From the general data analysis in the table, it can be noted that of the 15 listed attributes, 6 are considered not to have a gender component (**beauty, intelligence, successful, responsibility, boldness and professionalism**) and 9 have more or less gender accentuated as follows:

- Women (and girls) are judged to be **weak** and **caring** and, more than men, are **diligent, attentive** and **indecisive**;
- Men (and boys) appreciate being **insubordinate, careless** and **aggressive** and, more than women, are **strong**.

In-depth data analysis, based on gender segregation, confirms answers to previous questions that assign women professions requiring **caring, carefulness, responsibility** (cosmetics, hair care, educator, nurse, and pediatrician). So:

- The boys think about themselves, more than the girls think about themselves, that they are **intelligent** and **successful**, but very few boys (under 10%) think about girls being strong or successful;
- What girls consider as "**aggressiveness**" of boys, they attribute it as "**power**";
- Both girls and boys consider that a defining feature of girls is that they are "**caring**", but where girls consider "**responsibility**" and "**carefulness**" as the main characters, boys noticed "**beauty**" and "**indecisiveness**".

The issue of gender equality addressed in school

The issue of gender equality addressed during the school subjects. Students were requested to specify their observations concerning the intensity with which different gender topics are addressed during school classes (curricular or extracurricular activities). Therefore they use a 4 steps measurement scale starting with **often** (score 1) till **never** (score 4).

Topics	Often	Rarely	Very rarely	Never	Aggregate indicator	School subjects mentioned by students:
1. Gender equality	16.87%	26.97%	24.90%	31.26%	2.71	In 25.88% of cases are mentioned: History, Literature, Foreign Languages, Social Sciences, Religion, Mathematics, Career Counseling
2. Traditional roles ³	17.57%	29.74%	21.85%	30.84%	2.66	In 26.84% of cases are mentioned: Geography, History, Literature, Foreign Languages, Social Sciences (including Civic Education), Religion
3. Contemporary images ⁴	18.57%	24.21%	19.26%	37.96%	2.77	In 22.37% of cases are mentioned: Geography, History, Literature, Foreign Languages, Social Sciences (including Civic Education), Religion

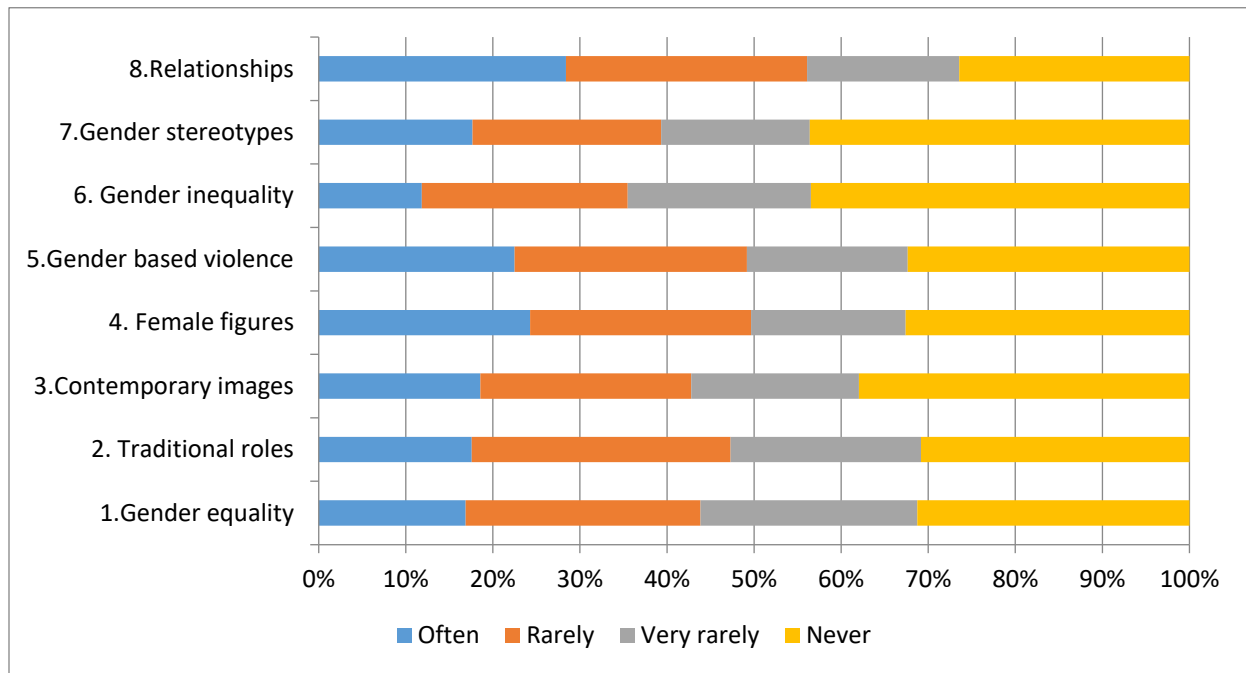
³ Traditional female and male roles in the family and society

⁴ Contemporary images of men and women in literature, media and society

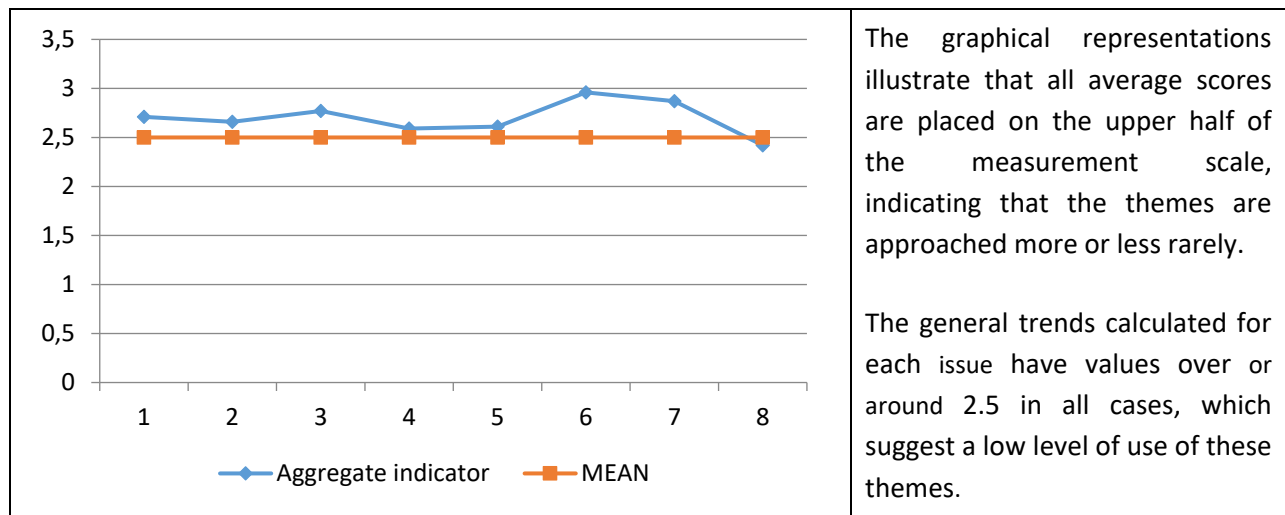
Topics	Often	Rarely	Very rarely	Never	Aggregate indicator	School subjects mentioned by students:
4. Female figures ⁵	24.27%	25.38%	17.75%	32.59%	2.59	In 22.13% of cases are mentioned: History, Natural Sciences, Sciences (Physics and Chemistry), Social Sciences, Literature, Foreign Languages
5. Gender based violence	22.50%	26.67%	18.47%	32.36%	2.61	In 18.62% of cases are mentioned: Mathematics and Sciences, Literature and Foreign Languages, Social Sciences (including Civic Education), Natural Sciences, Geography and History
6. Gender inequality ⁶	11.83%	23.66%	21.05%	43.47%	2.96	In 14.63% of cases are mentioned: Career Counseling (including Entrepreneurial Education), Social Sciences (including Civic Education), Mathematics and Physics, Literature and Foreign Languages, History
7. Gender stereotypes ⁷	17.67%	21.65%	17.08%	43.59%	2.87	In 13.66% of cases are mentioned: Career Counseling (including Entrepreneurial Education), Literature and Foreign Languages, Social Sciences (including Civic Education), History, Mathematics
8. Relationships ⁸	28.39%	27.69%	17.48%	26.43%	2.42	In 21.16% of cases are mentioned: Natural Sciences, Social Sciences (including Civic Education), Religion, History, Literature and Foreign Languages

Occasional referrals regarding the use of gender-related themes in teaching are mainly found in **Language and Communication** subjects, **Human and Society** subjects, and, to a lesser extent, in **Mathematics and Sciences** subjects.

⁵ Female scientists, writers, artists and public figures
⁶ Gender inequality in the labour market
⁷ Gender stereotypes and professional development
⁸ Relationships between men and women in family and society



The measurement scale format for answering made possible to have calculated an **aggregate indicator** in order to express participants' general tendencies. If the median value of the scale is 2.5, all aggregate values under two express a high level of use of gender topics in learning activities and, all values over 2.5 express a low degree of use of these topics.



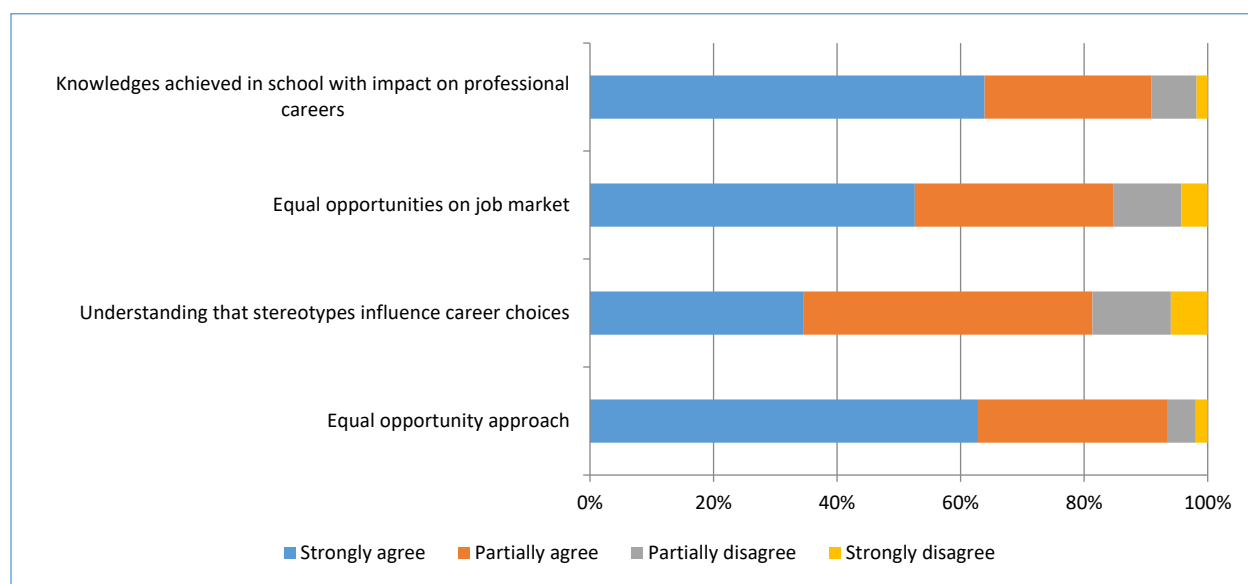
The graphical representations illustrate that all average scores are placed on the upper half of the measurement scale, indicating that the themes are approached more or less rarely.

The general trends calculated for each issue have values over or around 2.5 in all cases, which suggest a low level of use of these themes.

School role in career choices: key aspects approached in school. The students were asked to express their opinion concerning 4 statements about the role of the school in discussing issues related to gender equality, the role of gender stereotypes in career choices, the significance of gender equality on the

labor market and correspondence of the knowledge acquired at school with impact on professional careers. For this, the students had 4 corresponding response variants placed on a measurement scale starting from **strong opinion disagreement score** (score 1) at a **strong disagreement score** (score 4). As with previous questions, it was possible to calculate an **aggregate indicator** to measure the central trend of students' options. Measurements show values that are below the median scale (2.5), indicating a high degree of agreement with each statement.

		Strongly agree	Partially agree	Partially disagree	Strongly disagree	Agregate indicator
A	It is important to discuss in school topics related to gender equality	62.82%	30.57%	4.66%	1.94%	1.46
B	Gender stereotypes influence career choice	34.62%	46.72%	12.68%	5.98%	1.19
C	The school has a role in achieving gender equality in the labour market	52.60%	32.18%	10.95%	4.27%	1.67
D	It is important to receive information about different careers and their relation to areas of knowledge	63.87%	27.06%	7.28%	1.79%	1.47



Therefore, it can be said that, students consider that:

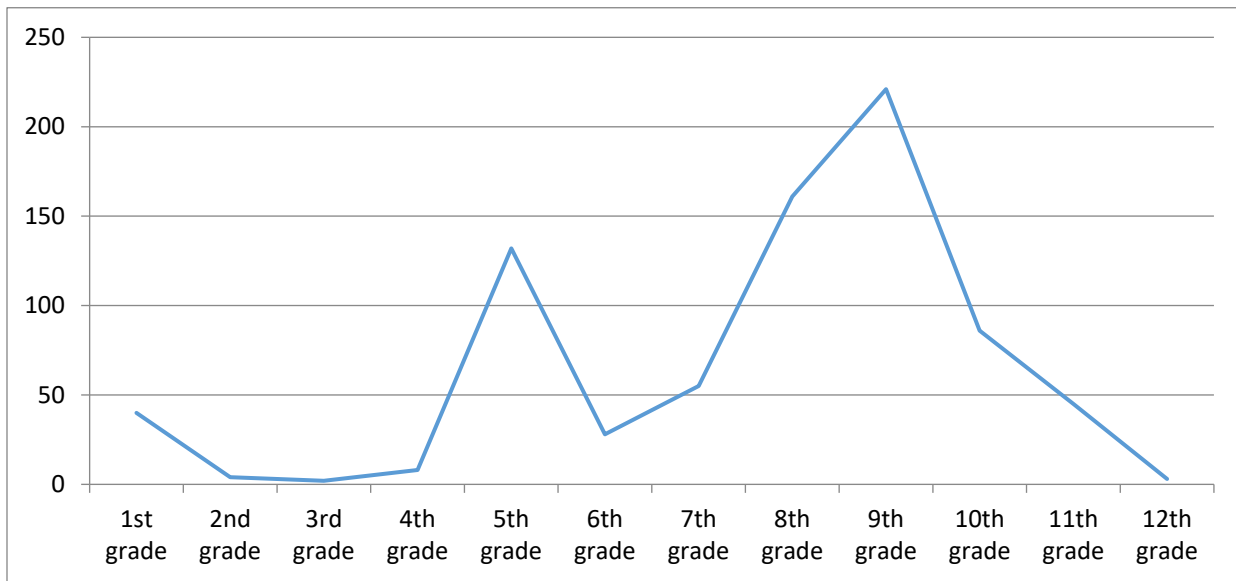
- It is important to discuss in school topics related to gender equality (1.46);

- Gender stereotypes influence career choice (1.19);
- The school has a role in achieving gender equality in the labour market (1.67);
- It is important to receive information about different careers and their relation to areas of knowledge (1.47).

Career orientation

Starting the career counseling process. Beside few students considering that a good start is in primary school (54 students, representing 6.88%) and other 134 (17.07%) considering 10th to 12th grades in high school, majority sates that the best time to start career counseling is gymnasium (5th to 8th grade) and first grade in high school (597 cases representing 76.05%).

Grade	No. of cases (valid cases: 785)	Percent
1 st grade	40	5.10
2 nd grade	4	0.51
3 rd grade	2	0.25
4 th grade	8	1.02
5 th grade	132	16.82
6 th grade	28	3.57
7 th grade	55	7.01
8 th grade	161	20.51
9 th grade	221	28.15
10 th grade	86	10.96
11 th grade	45	5.73
12 th grade	3	0.38



Professional choices. Out of the 374 boys, 299 (79.95%) and 442 girls, 359 (81.22%) made their career choices:

Career	Boys	% Boys	Girls	% Girls
Non Answer	75	20.05%	83	18.78%
Total cases	299	79.95%	359	81.22%
TOTAL	374	100.00%	442	100.00%

In total, there have been 88 professions chosen. The top 5 career choices for girls are: architect, physician, policeman, psychologist and lawyer (representing 172 cases, accounting for 47.91% of the 359 options). The top 5 career choices for boys are: architect, electrician, IT engineer, doctor and policeman (130 cases, accounting for 43.62% of the 299 options).

What are first 5 career choices for girls?	No. of Girls	% Girls
Architect	39	10.86
Doctor	70	19.50
Policewoman	27	7.52
Psychologist	16	4.46
Lawyer	20	5.57
	172	47.91%

What are first 5 career choices for boys?	No. of Boys	% Boys
Architect	35	11.74
Electrician	18	6.04
IT Engineer	27	9.06
Medic	25	8.39
Policeman	25	8.39
	130	43.62%

Factors that influence students' choices in career. Asked to specify the factors with the greatest impact in their professional choices, the students mentioned in the first place, the role of **parents and relatives** (the decisive factor for 49.03% of students), **the information on the internet** (27.72%) and **some teachers** (27.24%). The **school role** in the process is preceded by **the friends' role**. On the last place places we find **the role of the school counselor**, which has impact only for 3.39% of the students.

Factors with impact in students' career choices	No. of cases	Percentages
Certain teacher/s	225	27.24
School as a whole	193	23.37
Information on TV	98	11.86
Information from the internet	229	27.72
Parents and relatives	405	49.03
Friends	179	21.67
Career consultant	28	3.39

Conclusions:

Accordingly with students' perception, the concept the equality between men and women is important but (over 90%), in terms of facts, in Romania, this goal is not achieved (66.13%).

In terms of distribution by gender of, both girls and boys consider that is important: (1) to be treated equally in society; (2) to be equal before the law and (3) to have equal access to education. But after this the order of options start to differs. Girls consider that "equal rights and responsibilities in the family" is a significant aspect in defining gender equality, as boys mentioned that is important "to receive equal payment for equal work".

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Professional suitability from gender perspective:

Most of the students consider majority of occupation listed as equally adequate for both genders;

Despite the girls' conviction that 23 of the 27 occupations are appropriate for both genders, and in spite of general disagreement with the statement that "women are more suited to develop in the field of humanitarian and social sciences than in the field of mathematical and technical sciences" (question 6 in questionnaire), both girls and boys considerate that best jobs for women are in beauty and fashion (cosmeticians, hair dresser, and fashion designer), health care (nurse, pediatrician) and education (kindergarten teacher).

Another statement concerning traditional role of male and female in society (question 6) sates that "men are better in the technical and engineering professions". This statement is confirmed by students (both girls and boys) opinions concerning the most adequate professions for men. Here are automobile mechanic, electrician, construction engineer, farmer, IT engineer, nuclear physicist and software developer.

Gender attributes. Specific qualities from gender perspective

Based on students' opinion, do not have a gender component: **beauty, intelligence, successful, responsibility, boldness and professionalism** and 9 more, are more or less gender accentuated as follows:

- Women (and girls) are judged to be **weak** and **caring** and, more than men, are **diligent, attentive** and **indecisive**;
- Men (and boys) appreciate being **insubordinate, careless** and **aggressive** and, more than women, are **strong**.

In-depth data analysis, based on gender segregation, confirms answers to previous questions that assign women professions requiring **caring, carefulness, responsibility** (cosmetics, hair care, educator, nurse, and pediatrician).

- The boys think about themselves, more than the girls think about themselves, that they are **intelligent** and **successful**, but very few boys (under 10%) think about girls being strong or successful;
- What girls consider as "**aggressiveness**" of boys, they attribute it as "**power**";
- Both girls and boys consider that a defining feature of girls is that they are "**cares**", but where girls consider "**responsibility**" and "**carefulness**" as the main characters, boys noticed "**beauty**" and "**indecisiveness**".

The issue on gender equality addressed during the school subjects can be found in activities in school only rarely or very rarely. Occasional referrals regarding the use of gender-related themes in teaching are mainly found in **Language and Communication** subjects, **Human and Society** subjects, and, to a lesser extent, in **Mathematics and Sciences** subjects.

In students opinion **school has an important role in approaching issues related to gender equality** in that:

- It is important to discuss in school topics related to gender equality (1.46);
- Gender stereotypes influence career choice (1.19);
- The school has a role in achieving gender equality in the labour market (1.67);
- It is important to receive information about different careers and their relation to areas of knowledge (1.47).

Most of the students consider that the best time to start career counseling is gymnasium (5th to 8th grade) and first grade in high school. Top career choices for girls are: architect, physician, policeman, psychologist and lawyer. Top career choices for boys are: architect, electrician, IT engineer, doctor and policeman.

The factors with the greatest impact in students' career choices are **parents and relatives** (the decisive factor for 49.03% of students), **the information on the internet** (27.72%) and **some teachers** (27.24%). The **school role** in the process is preceded by **the friends' role**. On the last place places we find **the role of the school counselor**, which has impact only for 3.39% of the students.

Going through students' answers to this questionnaire, we can conclude that both girls and boys are interested in gender-based education, they have clearly formulated expectations and can accurately identify the key vulnerable aspects of gender mainstreaming education.