



# 'Equality in Education' Priority Areas:

Social Inclusion and Gender Mainstreaming:  
Best Practice Manual – EdGATE Interim Report

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# Foreword

'The regions of the enlarged Europe are confronted with similar economic and social challenges, in particular the rapidly evolving technological changes, the need for sustainable development, the progress of the information society and its consequences, trade globalisation, safety of supplies, unemployment, and the continuing need to promote equality of opportunities.'

Jean-Pierre Berg, Head of the ECOS Unit, Innovative Actions, European Regional Development Fund (2002)

Education definitely plays an important role to meet these challenges. The function of education in this regional development process is manifold. It could act as an ice-breaker to overcome barriers and prejudices; it could also function as a supporter and promoter of regional development; but it could also be a door-opener for new perspectives.

Having this in mind educational experts from ten regions across Europe decided to set up a network within the framework of the EU Programme INTERREG IIIC in order to share experience, develop ideas and to initiate projects for the benefit of their regions - in other words they decided to open a gate - the 'EdGATE'.

To fulfil the tasks they set themselves means a lot of work and commitment of the partners involved. The results achieved so far are very promising and the impact on regional development is more than could have been expected or dreamt of.

At this interim stage of the project let me take this opportunity of thanking all those who have contributed to the project.

In particular I would like to thank the EdGATE Teams in the partner regions and the continuous support of the Joint Technical Secretariat (JTS) of INTERREG IIIC East.

My special thanks go to the coordination team in Vienna guided by its highly committed Project Coordinator - Stuart Simpson.

*Franz Schimek, Head of Project*

## Impressum

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# Introduction: EdGATE, the 'EdGATE Vision' and European Networking

## What is EdGATE?

EdGATE (Education Gate) is a network to foster professional educational exchange between institutions and their representatives from all over Europe with the aim of strengthening economic and social cohesion. 12 partners from ten regions are involved in the project.

EdGATE is part-financed by the EU in the context of INTERREG IIIC, a programme that helps Europe's regions form partnerships to work together on common projects; by sharing knowledge and experience. These partnerships enable the development of solutions to common economic, social and environmental challenges. There are currently 270 INTERREG IIIC projects running involving 2700 local and regional actors from 50 countries.

EdGATE is:

### **Management and Coordination**

Organisation of the project.

### **Regional Implementation**

Regional decision-makers are cooperating to find ways and means how specific project outputs can help strengthen their regions.

### **Mobility and Exchange**

Regional experts are meeting to exchange best practice models and to develop new educational concepts for their regions.

### **Pilot project: European Regional College (ERC)**

Regional experts are developing a concept for a new type of European school for the 6-18 year-olds (the European Regional College (ERC) – the 'EdGATE vision').

### **Dissemination**

Information and publicity measures are informing an interested public about the progress and outcomes of the project.

## The EdGATE Vision – MOBILITY for Europe – a MOBILE Europe - The European Regional College (ERC)

A modern united Europe needs **MOBILITY**. Why?

The European labour market is in a process of transition. Citizens, if necessary, might have to move to other European regions. An important consideration for parents contemplating such a move is the type of schooling for their children. If families have to move to another region, they will want to find a school that, in terms of its basic concept, is similar to the one attended at home.

In this context, one of the main aims of EdGATE is to develop a new educational concept for a European Regional College (ERC) that will enable European students aged 6–18 to become mobile in a united Europe of tomorrow.

**MOBILITY of Communication** – ERC students will be perfect European ambassadors with outstanding competence in their mother tongue plus English plus another European language. They will learn to listen to others and communicate without difficulty.

**MOBILITY of Thinking** – ERC students will learn to be mobile in thinking, studying according to a European Curriculum and focusing on European themes in a new study field called 'European Studies'. They will learn to understand European issues and positively contribute to the region and the wider society they are living in.

**MOBILITY of Interaction** – ERC students will learn to work and cooperate with other European students either at their own ERC or in other European regions. They will learn to face challenges, solve problems and look for common solutions with colleagues from all over Europe.

## European Networking – EdGATE Component 3: Mobility and Exchange

An important aim of EdGATE is to bring together regional educational institutions, their experts and decision-makers in a lasting Europe-wide network.

Shared knowledge and experience is being used in a networking process to identify best practice and develop joint concepts to improve regional educational policies, which in turn are helping to strengthen economic and social cohesion within the European Union.

**Component 3: Mobility and Exchange** is dedicated to networking *between* the regions. It is also the component in which the majority of content work is being carried out. The aim is, in joint exchange between the regions, to understand and describe the connection between educational measures and a positive regional economical development.

**Goals:**

- Building durable networks between the project partners, regional representatives and regional experts, which are supporting and fostering a dynamic exchange of knowledge and experience between the various regions and varying actors, and as a result documenting the connection between education and regional development
- Fostering and supporting exchange between regional experts through workshops and study visits
- Fostering and supporting partner mobility
- Exchanging and comparing *Best Practice*
- Producing *Best Practice Manuals*, containing examples of best practice in various educational areas – in the EdGATE context they are called *Priority Areas*. Based on this *Priority Areas New Models Catalogues* are being developed
- Supporting the development of a concept for a European Regional College.

In the context of this component, workshops and study visits are being carried out focusing on the eight listed Priority Areas. These Priority Areas represent the central content axis of the EdGATE operation and can be divided into the following four emphases areas:

<p><b>Equality in Education</b></p> <p>1) Social inclusion 2) Gender mainstreaming</p>	<p><b>Europe in Education</b></p> <p>5) European dimension in education 6) Modern language tuition</p>
<p><b>Quality in Education</b></p> <p>3) Quality assurance 4) Teacher education</p>	<p><b>Vocation in Education</b></p> <p>7) Vocational education 8) ICT (e-inclusion)</p>

Results are being implemented at regional level and will contribute to the development of the concept for a new type of regional school for students aged 6-18 (the European Regional College - ERC) for the benefit of the ordinary European citizen – the 'EdGATE Vision'.

**Priority Areas Workshop 1 'Equality in Education' focussing on Priority Areas 1) Social Inclusion and 2) Gender Mainstreaming**

On 2-3 May 2005 Regional Experts from the EdGATE partner regions met in Schwerin, Mecklenburg-West Pomerania (DE) to exchange Best Practice models from their regions in the Priority Areas: 1) Social Inclusion and 2) Gender Mainstreaming.

The following publication will give insight into the varying models and challenges throughout Europe in the area of 'Equality in Education' – Social Inclusion and Gender Mainstreaming - based on spoken and written statements made by these experts as well as drawing conclusions and making suggestions for the way ahead.

*For updates on the Priority Areas 1) Social Inclusion and 2) Gender Mainstreaming visit 'Project Results' at [www.edgate.eu.com](http://www.edgate.eu.com)*

# Introductory Statement

## Gender Mainstreaming

*'Gender equality is a human right and a prerequisite to overcoming hunger, poverty and disease. It means equality in education, at the workplace, equal control over resources and equal representation in public and political life.....gains made over the last decade in women's rights in critical areas such as participation in economic and political decision making and sexual and reproductive rights, continue to be challenged world wide. The gains remain as fragile as the democratic institutions and procedures that should give them legitimacy and protection.'*

*(The Millennium Goals Report 2005, (European Commission))*

## Social Inclusion

*'We cannot put people away from ourselves anymore than, as environmentalists have shown, we cannot throw something away. There is no 'away'. We live in complex interdependencies with the planet we inhabit. Whatever we do, whatever is done includes us all; no matter what strategies we may use in an attempt to distance ourselves. Action that excludes and diminishes others excludes and diminishes ourselves.'*

*(M. Ballard 1992)*

## Gender mainstreaming and Social Inclusion in a European context

The presumption of gender mainstreaming and social inclusion moves us on as Europeans, from regarding the many admirable projects and initiatives which promote for example, women's rights in the work place or boys into traditionally female areas of work, as an answer to gender equality. Instead, gender mainstreaming and associated legislation sees gender issues as central to all aspects of society; education, work and family. It empowers society by suggesting that 'bolt-on' projects resolve particular issues and promote change only as long as those projects sustain themselves. For real change to happen institutions have to change at the centre. Awareness raising and action about gender equality needs to happen as a matter of course in education. Gender mainstreaming, therefore gives educators the opportunity to be part of changing society for the better.

## Gender mainstreaming in the City of Edinburgh

The Scottish Parliament introduced a Gender Mainstreaming Law in February 2006. This is much needed legislation. In Scotland, the parliament recognises the need for gender equality in political representation and 45% of Scottish MPs are female. This practice is not reflected in many other areas of Scottish life. Men, for example, account for only 10% of entrants into primary teacher training; women account for 75% of all teachers but are five times less likely to become heads of primary or secondary schools: only 3% of early years carers in nursery schools are male and 12% of the public are prejudiced against men working in childcare. It is hoped that the new gender mainstreaming legislation will provide opportunities under general social inclusion legislation to address some of these issues. There are some very good projects within the city which address gender equality: the new legislation should help those in all areas of education to bring the beliefs and equal rights policies which inform these into the centre of learning and teaching whether it is recruitment for teachers, teacher training, classroom teaching or pre-school play and learning.

## Social Inclusion in a changing Europe

Social inclusion legislation allows all peoples of Europe to be equal in the eyes of the law. It forces us to work to understand each other and to respect each others' differences; whether the difference is a result of race, gender, sexuality, age or any of the myriad things which allows one group to marginalise another. In a Europe where boundaries change and political and economic groupings are frequently redefined, learning of this kind is essential to the wellbeing of groups and individuals and of us all. As with gender inequality the biggest change to be made in order to enable success is changing peoples' beliefs, attitudes and prejudices. Educators can have a major impact in this area across areas the curriculum and at all stages.

## Social Inclusion in the City of Edinburgh

The Scottish Parliament has passed a number of laws relating to social inclusion in both society in general and in education in particular. The details of this legislation make it law for example that all children have the entitlement to be educated within mainstream provision. More important than the detail is the work in education which has set about changing attitudes within society and within the teaching community to allow social inclusion to happen. There is still a very long road to travel but, significantly, a teacher union survey of 2000 which suggested that more than 60% of teachers in Scotland believed that social inclusion could not work has recently been overturned by another survey by the same union which suggests that an equal number of teachers now see inclusion as being of positive benefit to education and as being largely achievable. Many initiatives related to social inclusion (for instance initiatives to support children who are **looked after away from home** (in local authority care) have come from national legislation and are embedded in the policies and practices of many schools, in health care, in social work and in the Children's Panel system. Scotland, and therefore Edinburgh, is beginning to develop an holistic, inclusive approach to groups and individuals at risk of exclusion.

Lynne Pratt, EdGATE Regional Expert, Edinburgh

# Equality in Education - Social Inclusion

## A journey through the EdGATE landscape

**Explanation:** In many cases, regional educational policy is identical with national educational policy.

For this reason the following statements taken from written and spoken statements from the EdGATE Regional Experts before and during the Priority Areas Workshop 1 'Equality in Education' focussing on the Priority Area 1) Social Inclusion (2-3 May 2005 in Schwerin, Mecklenburg-West Pomerania (DE)) quote the country.

In some cases, the region is mentioned where it refers to local and regional educational measures.

**There is legislation which makes social inclusion in education a legal imperative in all of the regions. But is legislation enough for successful social inclusion?**

In the *Ukraine* state boarding schools offer special education to students with disabilities and students with social difficulties according to their abilities. For students unable to attend school due to ill health outreach teaching is provided.

In *Scotland* there is no national template for social inclusion, different schools offer different models in response to legislation and to local need. Parents can request a placement in a mainstream school for a child with additional support needs and where reasonable, local authorities must accommodate this request.

In *Poland* there is also a movement towards integrated classes and schools have to accommodate students with disabilities where possible.

In *Germany* children and young people who need to develop their mental, physical, psychological, social and communicative skills are entitled to special pedagogical support at school, but only if the conditions concerning space, equipment and personnel can be guaranteed. The inclusion of children with special needs in mainstream education has to be organised in the vicinity of the child's home.

*Austrian* legislation provides the possibility of the integrated teaching of disadvantaged and non-disadvantaged pupils. But the final decision where the child will go to school rests with the parents. In many areas of Austria, parents find it difficult to find an integrative school for their child.

In *Croatia* there is a similar situation, social inclusion is regulated by law, however the type of integration is chosen by the parents.

In *Bosnia Herzegovina* there are laws to support the so called 'Salamanca Statement'. The Statement begins with a commitment to 'Education for All', recognising the necessity and urgency of providing education for all children, young people and adults within the regular educational system. It states that children with special educational needs must have access to regular schools. But there is the unsolved problem of the familiarity with these laws and how they should be put into practice. Therefore a plan to enable teachers to diagnose children's difficulties and then to teach them accordingly and effectively should be developed.

Mr Ceric, Regional Expert from Sarajevo, says:

*'A big part of social inclusive education involves changing the attitudes of parents, teachers, children and the community towards inclusion which is often prejudiced and stereotypical.'*

**A law that affirms the equal right to education for all is not enough to make successful inclusion possible. To make it successful all involved have to be aware of the issue. Who is the social inclusion target group?**

Social inclusion focuses on ethnic minorities, people with disabilities and unprivileged persons. In the different regions, there are varying programmes that support the inclusion of these groups.

In *Vienna* 35% of children have a first language that is not German. Often the cultural background of these children presents formidable challenges to their inclusion at school. It is up to the teachers to recognise the differing cultural backgrounds and different language needs of their students. One example of best practice is that all official papers between school and home must be in the mother tongue of the family.

To support Croatian children who have settled in Germany, *Croatia* has an exchange programme with *Germany* to teach these children.

Ms Quade, Regional Expert from Schwerin/Greifswald, points out:

*'These teachers are part of our school system. There is the possibility to ask for teaching assistants at the school commission.'*

In the *Ukraine* children with different first languages are educated in community schools within their linguistic minority until they have mastered the national language.

In contrast to the *Ukraine* in *Scotland* children whose first language is not English are included from the beginning in their local school. Additional support is given by 'English as a second language' teachers.

In *Bosnia Herzegovina* children have to have individualised educational programmes. There are similar programmes in *Scotland*, *Germany* and *Croatia*. These programmes help teachers plan teaching in a way that will include children with additional special needs. They are worked out with the individual in mind but offer valuable understanding to classroom teachers for the type of methodology they might have to pursue.

In *Poland* there are also programmes promoting ethnic cultures. Children and their cultural background are integrated into schools. Boarding schools have been set up for Roma children where they can study together and where attention is paid to their particular culture.

There have also been initiatives to introduce the neighbouring languages to schools, which are situated near national borders i.e. the *Ukraine* border (Ukrainian), the *Czech Republic* border (Czech), etc. This has proved to be a successful way of inclusion.

A further challenge is the organisation of holidays for disadvantaged children.

Children from rural areas also pose a problem. Some children do not attend school regularly because, although they are entitled to do so, the school may be inaccessible to them or their parents might want them to stay at home to help on the land. E-learning programmes are being developed to face this challenge.

*Romania* has to deal with similar problems.

Mr Puisor, Regional Expert from Calarasi, points out:

*'Programmes for the integration of children from rural areas or for Roma people have been initiated. There is a project regarding a second learning chance for Roma girls and boys who left school before 8<sup>th</sup> Grade. The regular curriculum is not appropriate for them, and disaffected children will not opt for extra support.'*

*Scotland* has similar problems with disaffected young people. For these young men and women the traditional curriculum is no longer appropriate; they often come from families where they are not encouraged to value education. This is a very new development and at present only a few institutions have begun to implement measures in response to it.

Understanding the challenges that different ethnic groups pose means also taking into account that they might possibly come from different religious backgrounds. An important question to consider is whether religion helps or hinders inclusion.

The concept of the European Regional College should consider religious education or philosophy as an opportunity to learn about other religions in the sense of comparative studies of varying religions

## Examples of Social Inclusion Best Practice in the EdGATE regions

At the start of the school year 2005/06 *Mecklenburg-West Pomerania* initiated projects for integrative learning. The general topic of these projects is: 'Supporting instead of Selecting'. The first project is taking place at primary level. Children with assumed learning difficulties start at normal primary schools. They are taught in diagnostic classes where the aim is to help young children with learning difficulties to learn at normal schools. Teachers in these classes receive extra lessons for the specialised work.

The second project is for children at secondary level. Children with special educational needs who are attending a special school and who show a positive development concerning learning can change to comprehensive schools from Grade 6 onwards. In this way they have the possibility to attain a school leaving certificate after Grade 9. Comprehensive School teachers who teach these children also receive extra lessons.

In *Kiev* teachers, with the help of the Main Board for Education and Science, have launched distance learning via the Internet for children with severe disabilities who cannot leave their homes due to their disabilities. This is the first programme of its kind in Kiev.

In *Vienna* there are several models of integrated education. One model involves the teaching of disadvantaged and non-disadvantaged students in joint classes by a team of teachers (primary, lower secondary and special educational needs teachers).

Another model is special tutor classes, where according to their respective, needs children are given additional lessons by a special educational needs teacher within the framework of conventional school classes.

In *Bosnia Herzegovina* there are a number of programmes, which promote social inclusion at all levels of the educational system, prepared and implemented by domestic professionals (from the governmental and non-governmental sector) with support from the International Community (organisations such as the OSCE, OHR, UNICEF, UNESCO, Council of Europe, European Commission, World Bank, etc.). There have been several projects implemented at pre-school, primary and secondary levels which still influence the integration process in a positive way.

## Equality in Education – Gender Mainstreaming

### A journey through the EdGATE landscape

**Explanation:** *In many cases, regional educational policy is identical with national educational policy. For this reason the following statements taken from written and spoken statements from the EdGATE Regional Experts before and during the Priority Areas Workshop 1 'Equality in Education' focussing on the Priority Area 2) Gender Mainstreaming (2-3 May 2005 in Schwerin, Mecklenburg-West Pomerania (DE)) quote the country. In some cases, the region is mentioned where it refers to local and regional educational measures.*

**Gender mainstreaming is still as necessary today as it ever was because equality between men and women has unfortunately not yet become a practical reality. A gap remains in most European countries and women are still discriminated against in many areas such as job application and salary.**

**Gender mainstreaming, which aims precisely at putting equality between women and men into practice, can be applied to all aspect of social life.**

**In this respect, school plays a decisive role in fostering and promoting democratic values, attitudes and behaviours.**

In most of the EdGATE regions gender mainstreaming is explicitly integrated into curricula. However, in the *Ukraine* gender mainstreaming is not a major issue.

Ms Berezska, Regional Expert from Kiev, says:

*'As the issue of gender mainstreaming is not a serious problem in our society, either for the reason of historical development or any other, educational authorities do not treat this question as a separate policy.'*

In *Bosnia Herzegovina* gender equality legislation stipulates that teachers must eliminate any elements in the curriculum that contain stereotypical roles for men and women and to implement contents that promote gender equality at all educational levels.



In *Poland* it is the same. The Polish curriculum advises teachers to discuss different roles of men and women against the backdrop of prevailing stereotypes.

Gender mainstreaming is embodied as a general principle of education in *Austrian* curricula. But like in other countries, Austrian schools have to challenge the negative stereotyping of both genders.

Ms Schäffer, Regional Expert from Vienna, calls attention to following:

*'Gender mainstreaming is often misunderstood and is seen to be only about feminism, whereas it is about equality for both genders, male and female. It is about suiting interests and challenging stereotypical understanding.'*

In *Scotland* some schools recognise the differences between boys and girls and differentiate subject disciplines to suit their interests. Sometimes the teachers can change the curriculum content to suit needs and interest.

In *Mecklenburg-West Pomerania* a project called 'Gender mainstreaming aspects in the new curriculum for primary education' established a new curriculum for primary education. However, this new curriculum only presents the framework for the daily work at school. The commitment to gender mainstreaming must come from the teachers; and they must be trained to present and implement gender mainstreaming.

Ms Rasan-Krizanac, Regional Expert from Zagreb, states:

*'Teachers training institutions should play a role in sensitising teachers and including gender perspectives in teacher training.'*

Ms Smoczynska, Regional Expert from Cracow, declares:

*'There is legislation to promote equality by law but there exists a gap between law and reality.'*

This sentence sums up the situation in all the EdGATE regions dealing with the issue of gender mainstreaming. Despite legal regulations there is a gap between the targeted and the every day situation.

There are varying projects which aim at reducing the gap.

## **Examples of Gender Mainstreaming Best Practice in the EdGATE regions**

In *Romania* a project called 'Save the image of our girls' was implemented in the village of Sarulesti. This project was initiated to stop Roma girls leaving school at the age of 10-12 and Roma boys at the age of 14-16. The provisions included a doctor informing the young girls about contraception and abortion. Another task was the exchange of ideas between young and old women regarding their family life with the aim of identifying and possibly improving the status of young women in family and society. Almost 30 students and their parents were involved and it is planned to implement this programme in other communities.

In *Vienna* a project called 'PAIS' was implemented at one Viennese school. This project was based on research, which showed among other things that boys' demands or needs must define the methodology used by the teacher and that boys demand a disproportionate amount of teacher time. The project was about learning in its widest sense and focused on learning to cooperate and collaborate and to promote mutual understand. It also challenged boys to accept responsibility; and challenged both boys and girls to take on non-stereotypical roles. In this way learning leads to an increased democratic awareness and to social competence.

In *Poland* there are several implemented and planned projects dealing with the issues of providing men and women equal access at all levels of state education, preventing stereotypical beliefs.

In *Bosnia Herzegovina* the Gender Centres of the Federation of Bosnia Herzegovina and Republika Srpska, implemented the introduction of gender components in the educational process. The aim of this strategy is to introduce gender mainstreaming at all levels of the educational system though the inclusion of gender principles in teaching aids and textbooks.

# Summary and Outlook

## Social Inclusion

- The law is in place for inclusion but it is not yet in place in the classroom and school practice. Because of different needs in different countries the responses to this problem have to be different. There is no one template for inclusive education although there are similarities in the needs.
- Money and resources are crucial to initiate inclusion; therefore national financing is required as well as sustainable projects.
- Team work and networking is important. A variety of institutions have to work closely together with the school to find the best solution for the individual. There is a link here to quality assurance for disadvantaged children.
- Teacher training is a crucial issue; it is necessary to design a programme for teachers to diagnose and teach in order to cope with social inclusion. An exchange of teachers with different specialisations across the borders is advisable.
- Head teachers play an important role in the issue of social inclusion; therefore training at management level is important.
- A careful look at the curriculum is needed to attract children back to school. Differentiation in methodology is required.

All Regional Experts agree that legislation on social inclusion will only be effective if a financial plan is in place. The implementation of social inclusion is expensive. In particular social inclusion needs a suitable infrastructure and a functioning network to be effective. This requires financial support; and yet most countries have suffered cuts to their educational budgets. However, having enough money is not necessarily the only prerequisite for successful social inclusion.

Ms Pratt, Regional Expert from Edinburgh, states:

*'Money is only a short-term solution. Only long term sustainable projects are effective. This involves changing attitudes to inclusion. It also includes training teachers so that they do not see inclusion as an extra which somebody else has the responsibility for.'*

## Gender Mainstreaming

- In most regions there are laws in place which promote gender equality in society and in education.
- The law does not change traditional attitudes or expectations in society. Schools, therefore, have a crucial role to play in promoting gender equality.
- Gender equality is not just about girls – as it is sometimes interpreted; it is also about boys e.g. boys' underachievement in some countries.
- Gender mainstreaming needs to be implemented across the curriculum, not only in certain subjects:
  - Gender mainstreaming needs to be considered in the context of the teaching aids used in the classroom; e.g. how are males and females represented in textbooks?
  - Gender mainstreaming also needs to be part of the methodology of teaching. Who works with whom, and for how long needs to be taken into consideration.
  - More young men need to be brought into teaching e.g. including male community workers in classroom work.

At all levels of society there has to be an understanding of the principles of gender mainstreaming. Initially, the main emphasis was put on the fight for equal rights for women. Now the equality between both genders has to be placed at the centre of interest.

In this context, it will be necessary to change teacher training and teaching materials. Only when teachers become aware of the issues of gender mainstreaming can they offer appropriate teaching.

# EdGATE Social Inclusion and Gender Mainstreaming Regional Experts

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## The EdGATE Partners

There are 12 partners from ten European regions involved in the EdGATE operation. Five regions are in EU Member States and five regions are from so-called Third Countries. The European Office of the Vienna Board of Education is the Lead Partner (LP).

### Partners:

**European Office, Vienna Board of Education (AT) - (Lead Partner)**

**Moray House School of Education, University of Edinburgh (UK)**

**Cracow Pedagogical University (PL)**

**Federal Ministry of Education and Science, Bosnia Herzegovina (BiH)**

**Office for Education and Sport, City of Zagreb (HR)**

**Department of Education, City Assembly of Belgrade (SCG)**

**School Inspectorate of the County of Calarasi (RO)**

**Open & Distance Learning Centre, Calarasi (RO)**

**Main Education and Science Board, Kiev City State Administration (UA)**

**Ministry of Education, Science and Cultural Affairs, Mecklenburg-West Pomerania (DE)**

**Institute for School and Further Education, Mecklenburg- West Pomerania (DE)**

**State Institute for Schools, North-Rhine Westphalia (DE)**

