

Mervi Heikkinen (Editor)

PROMISING NORDIC PRACTICES IN
GENDER EQUALITY PROMOTION
IN BASIC EDUCATION AND
KINDERGARTENS



Mervi Heikkinen (Editor)

PROMISING NORDIC PRACTICES IN
GENDER EQUALITY PROMOTION
IN BASIC EDUCATION AND
KINDERGARTENS

© copyright University of Oulu and authors

email: mervi.heikkinen@oulu.fi

ISBN: 978-952-62-1155-8

Oulun yliopiston kasvatustieteellisen tiedekunnan elektronisia julkaisuja 11

ISSN: 1455-8025

Heikkinen Mervi (editor), Promising Nordic Practices in Gender Equality Promotion in Basic Education and Kindergartens

Authors:

Mervi Heikkinen, Women's and Gender Studies at the University of Oulu, Finland

Mia Heikkilä, Mälardalens Högskola, Sweden

Cecilie Nørgaard, Educational and Gender Sociologist, Mangfold, Denmark

Ole Bredesen Nordfjell, Reform – Resource Centre for Men, Norway

Auður Magnús Auðardóttir, the Department of Education and Youth at the city of

Reykjavik and Bergljót Þrastardóttir, the Centre for Gender Equality, Iceland

Abstract

Nordic collaboration in issues of gender equality has a history spanning four decades. In recent years, the issue of gender equality in schools and preschools has received extensive attention. The reasons for this attention are one, that the development of Nordic societies has caused pressure to update gender equality laws to bring about equality and equity in schools; and two, that boys have begun to fall behind girls' achievements academically in many western countries, drawing attention again to gender issues. Changes in legislation create pressure for educational professionals to develop their practices. However, gender-equality promotion practices vary considerably between Nordic countries and between regions of single countries.

In this project, funded by the Nordic Council of Ministers, participants gathered and compared data on current 'promising practices' relating to gender equality promotion at schools and kindergartens in each Nordic country. This project identified the following as the most promising practices for furthering gender equality in education: one; gender mainstreaming in education, both in teaching and learning; two, gender equality planning at schools (GEP); three, recruiting gender equality educators to municipalities; four, creating a national or a Nordic gender-equality certificate for educational institutions to acquire; five, promoting gender balance and diversity among educational staff; and six, gender equality work with the parents of students. Each practice is itself an influential activity; together, these six practices present a systematic approach to the development of the organisation of education, and a comprehensive strategy for promoting gender equality in education.

This project report aims to contribute discussion on the issues, 'Can one speak of a 'Nordic equality model' in education?' and, 'How can Nordic countries benefit

from a joint gender equality promotion?’ and ‘Can Nordic gender equality promotion be beneficial for non-European countries?’

Keywords: education, gender equality promotion, Nordic countries, promising practices.

Acknowledgements

We would like to express our gratitude to the Nordic Council of Ministers for funding the “Mapping Promising Nordic Practices for Gender Equality Promotion in Basic Education and Kindergartens” project. The coordinating body NIKK has been a great administrative support during the whole duration of the project. Special thanks to Vesa Komulainen for the extensive and professional work with proofreading and the layout of the report.

4th February, 2016

Mervi Heikkinen

Table of Contents

Abstract	
Acknowledgements	4
Table of Contents	5
1 Introduction	7
2 Gender Equality Promotion in Early Childhood Education and Basic Education in Denmark	15
Assessing Danish practices – an evaluative summary	15
2.1 Research, background and visions for Denmark.....	16
2.2 Legislation	21
2.3 Organisation	25
2.4 Education	29
2.5 Resources.....	31
2.6 Examples of promising practice.....	32
Appendix – Danish Research and Educational Materials.....	37
3 Gender Equality Promotion in Compulsory Education in Finland	50
3.1 Introduction	50
3.2 Legislation	52
3.3 The organisation of the promotion of gender equality	54
3.4 Education	56
3.5 Resources for the promotion of gender equality in education	58
3.6 Practical examples of the promotion of gender equality	58
3.7 Other web-materials related to gender equality promotion.....	63
3.8 References	65
4 Gender Equality Education in Compulsory Schools in Iceland	67
4.1 Background.....	67
4.2 Legislation	69
4.3 Organisation	70
4.4 Education	72
4.5 Resources.....	73
4.6 Examples – The promising practices	74
4.7 Research.....	76
References.....	78
5 Gender Equality in Early Childhood Education and in Schools in Norway	80
5.1 Background and research.....	80

5.2	Legislation.....	83
5.3	Organisation.....	86
5.4	Education.....	91
5.5	Resources	94
5.6	Examples	95
5.7	References, state of the art reports and learning materials	99
5.8	References	100
6	Gender Equality in Preschools and Schools in Sweden	105
6.1	Background.....	105
6.2	Legislation.....	109
6.3	Organization.....	111
6.4	Education.....	112
6.5	Resources	113
6.6	Examples	113
6.7	References.....	117
7	The Promising Nordic Practices	120
7.1	Gender mainstreaming in education, in both teaching and learning.....	120
7.2	Gender equality planning at schools (GEP).....	121
7.3	Gender equality educators to municipalities.....	121
7.4	Gender equality certificate for educational institutions	122
7.5	Gender balance and diversity among educational staff.....	122
7.6	Gender equality work with the parents of students	123
8	Conclusion	124
	Authors	128

1 Introduction

Mervi Heikkinen, PhD, Women's and Gender Studies at the University of Oulu

During recent years, gender equality in schools and preschools has received considerable attention, particularly in Finland, Sweden, and Norway. The reason – we contend – is an overall development of gender equality and anti-discrimination policies in Nordic societies. Nordic countries have updated their laws to include legislation on gender equality and equity in schools, so as to better provide equality for all students. Changes in legislation offer an opportunity to promote gender equality at schools, but challenge staff to improve their skills in the promotion of intersectional gender equality. This project report aims to arrive at an understanding of gender equality promotion in schools and kindergartens, through collaboration with participants from each Nordic country, so as to develop perspectives on gender mainstreaming in education.

A need currently exists for practical knowledge of how to conduct gender equality work in educational institutions. Practices of gender equality promotion in Nordic countries vary, meaning that Finland, Sweden, Norway, Denmark and Iceland can learn from each other directly. Moreover, Nordic experiences in gender equality promotion may be beneficial to other countries, both in Europe and abroad, encouraging gender equality in education worldwide.

Nordic project collaborations on gender equality issues have a four-decade-long history. The promotion of gender equality was adopted as a goal of education in Nordic countries in the late 1970s. In the 1980s, several cooperation and research networks on education and gender were created on both national and Nordic levels. Since this collaboration began, the Nordic Council of Ministers has been an important source of funding for gender equality projects such as ‘BRYT’ (1985 to 1989) and ‘NORD-LILIA’ (1992 to 1994). Number of EU-funded gender-equality promotion projects have been executed ever since (Brunila, Heikkinen & Hynninen, 2005). The Nordic research, development, and education work is still on-going and needed. In autumn 2014 our team received funding from the Nordic Councils of Ministers for ‘Mapping promising Nordic practices in gender equality promotion at basic education and kindergartens.’ The continuation of our Nordic research and collaboration network on education is ensured until autumn 2016 through the ‘Promising Nordic Practices – on-line education and platform for educators on Gender Equality and Equity Promotion’ project funded by the Nordic Councils of

Ministers. The project aims to develop Nordic in-service education on gender equality and form a platform for further collaboration.

The Nordic countries are acknowledged as forerunners in gender equality initiatives. Olsen's (2011) comparative analysis of Norway, Sweden, and Finland and the Anglo-Saxon nations – the UK, US, and Canada – gives rise to important perspectives on equality. In the Nordic countries, significant gains include the redressing of social inequalities, particularly group social inequalities; the establishment of labour movements, women's groups, and civil rights groups; and effective collaboration and organisation between other actors. Anglo-Saxon nations have emphasised the protection of individual liberal rights as it becomes visible in its most generally recognisable form, the universal declaration of human rights. Nordic gender equality work also extends to the above sectors. However, researchers have argued – and we concur – that cumulative ideals of equality begin with a basic understanding of equality as foundational or intrinsic, followed by equal opportunity and equality of condition, and ending with equality of outcomes, which is the most far-reaching ideal of equality (Lynch 2000, Olsen 2011). Nordic equality has a lengthy history, while schools in Nordic societies have for decades developed their infrastructure towards greater gender equality. Nonetheless, progress in gender equality has been slow. Nordic gender-equality researchers (Magnusson *et al.* 2008) define the current situation as a 'contradiction' between the seemingly universal acceptance of general discourse on gender equality, scepticism about the practical consequences of that discourse, and resistance to attempts to create gender equality. This contradiction is crucial to an understanding of the complexities of promoting gender equality. Furthermore, gender equality and active citizenship have been principles in Nordic compulsory education. However, they do not necessarily appear covered readily by subjects taught in schools. Also, all teachers do not receive gender equality education as part of their initial training (e.g. Lehtonen, Palmu, & Lahelma 2014). Civil society may be viewed as generally incorporating a dimension of ethics and solidarity, although one should not overemphasise the goodness of civil society, in which problems exist as in any human activity. Nevertheless, the starting point is equality between individuals and the goal is the public good. Citizenship education stands typically on human rights and can serve as a strategy and instrument for fostering social inclusion and preventing violence. While offering an important foundation for discussing human values, human rights also encompass important limitations from a perspective of citizenship education.

Gender and equality are phenomena that are constructed, maintained, produced, and reproduced in relations between individuals, groups, societal structures and – very effectively – in the field of education. More nuanced conceptual and practical knowledge and understanding is needed therefore on the promotion of intersectional gender equality – and on strategies for planning its inclusion in organisational work, such as education within schools.

Feminist traditions have articulated strategies for gender equality – including liberal feminism, radical or ‘cultural’ feminism, and postmodern feminism – that respond to the following fundamental, macro-level questions: ‘What is the problem of gender equality?’ (Verloo and Lombardo 2007, 22) and, ‘How could the problem of gender inequality be solved?’ (ibid. 26). Intersectional gender equality promotion proposes that each individual, regardless of gender, should have access to rights and opportunities and be treated according to the same principles, norms, and standards. The solution to inequality is – therefore – to seek the inclusion of difference and recognition of non-hegemonic, gendered identities. Originating from this approach is the idea that positive action requires a consideration of gender in both student selection and student participation in decision-making. The ‘equality as diversity’ perspective, in turn, problematises the gendered world; its proposed solution is the adoption of diversity politics, a process that implies the continuous questioning of established meanings and categories for the purpose of displacing those meanings and categories. Strategy for change should also, according to ‘equality as diversity,’ involve empowerment as an expression of on-going feminist debate over the meaning of gender equality (Verloo 2005, Verloo & Lombardo 2007). The diversity perspective persists as debate on ‘intersectionality,’ which is perhaps the most challenging current feminist debate on gender equality.

The debate on intersectionality concerns how gender equality is framed in the context of the multiple differences and inequalities existing because of race, class, age, sexual orientation, ethnic origin, ability, and other complex issues that maintain inequalities. Some feminists, in debating intersectionality, have expressed concern about ‘*losing gender*’ in gender equality (Squires 2005). However, the current political and theoretical debate acknowledges the relevance of intersectionality in policy-making on gender equality. Verloo and Lombardo (2007: 26) conclude that, ‘[t]he debate on the relationship between gender equality and other inequalities, while clearly relevant, seems to be still at an embryonic stage when it comes to policymaking,’ and that ‘at an embryonic stage’ particularly aptly describes the practical work currently being conducted to achieve gender equality in organisations. Moreover, the implementation of gender equality policy, whose

function is to promote practical gender equality work in organisations, faces challenges relating to 'equality' as an idea. How does one understand equality and apply that understanding to practical work? Such challenges notwithstanding, 'positive action measures', that target the special needs of certain groups, can significantly promote good practices and eliminate obstacles.

Gender mainstreaming from an intersectional perspective has yet to be tested systematically in schools; it requires a more complex approach to promoting gender equality than do equal treatment or positive action. Gender mainstreaming concerns the integration of gender equality into processes, policies, and practices. Tools such as gender-disaggregated statistics – and equality indicators for policy formulation, delivery, monitoring, and evaluation – will be constructed and developed to serve gender equality planning at schools. Rees (2007) contends, however, that gender mainstreaming moves beyond a concern over numbers. She argues that in an educational context, the focus should be on countering the gendering of education itself and challenging the idea of the gender neutrality of the social construction of excellence and merit.

Additionally, the principles of gender mainstreaming centre on the respect and dignity of the individual; sexual harassment and bullying are prohibited. For an individual, encouraging organisational cultures that discourage competition and encourage communality, joint responsibility, and participation – for instance, through gender equality planning – lift gender equality promotion and education to a new level by framing them as a citizenship skill.

The theory of gendered organisations formulated by Joan Acker (1990, 1992, 1998, 2000, 2006) provides an analytical structure for this project. Its framework facilitates the identification of diverse organisational dimensions, such as the structures, processes, and resources of gender-quality promotion in education. In her theory of gendered organisations, Acker identifies and presents how gender is reproduced and maintained in an organisation. Documents that define the activities of an organisation form part of its structure. Such documents include the legislation and agreements that direct organisational activities – that is, laws – as well as all information materials and publicly presented values. In schools, organisational structures include basic curricula and plans for intersectional gender equality. When examining organisational processes, attention shall be focused on the dimensions of processes that reproduce and maintain gender within organisations. In describing such organisational processes, one may refer to activities composed of conversations and manners of thinking and acting, which define the everyday functions of an organisation. Acker (1992) separates these processes into four

dimensions: divisions, interactions, images, and self-definitions. In practice, these processes are intertwined rather than separate entities. In addition to economic, ideological, and political resources, working human bodies are the resources of an organisation. Embodiment and sexuality arrange an entire organisation by creating divisions (for example, break facilities), interaction, images, and self-definition. The gender in organisations links to other societal structures that maintain and produce gender, and which determine the status of bodies in a society as a whole. ‘Organisational resources’ may be understood, moreover, as simple financial resources; they may also refer to work and additional assignments for employees, such as gender equality work in schools.

Acker contends that, to avoid oversimplifying realities, a gender category must be understood as complicated fundamentally by class, race, ethnicity, and other differences (Acker 1992, 2006). One should view class, race, and gender as complexly related aspects of the same on-going practical activity, rather than as relatively autonomous intersecting systems (Acker 1992, 2000). In current western societies the most important aspect is sexuality (Acker 2006). Heterosexuality is readily presumed, an assumption, in the interactions fundamental to organisational activities. Homosexuality – in turn – is disruptive of organisational processes structured around assumptions of heterosexuality because it flouts those assumptions and continues to carry a stigma that creates disadvantages for lesbians and gays, transsexuals and transgenders, queer and gender non-conformatives. (Cardona Lopez & Heikkinen, 2015). A more nuanced understanding and study is therefore necessary in order to develop organisational policies and practices to promote gender equality and equity in schools and early childhood education. Educational institutions are critical locations for investigating the continuous creation of complex inequalities because societal inequality may also originate in those organisations (ibid.). Organisations such as schools are, increasingly, the focus of attempts to alter patterns of inequality; such attempts include the defining of inclusive intersectional gender equality and the promotion of intersectional gender-equality practices.

We examined the data collected in the project through a feminist organisation analysis that focuses on three levels – structures, resources, and processes – and aims to discover how gender equality policies and practices are implemented by school actors, including teachers, other staff members, and the students themselves. The results of this mapping have been made available to Nordic education policy-makers and educational practitioners in schools.

In those results, we cover three principle areas: *one*, a structural level analysis, including analysis of gender equality as an educational goal in legislation and national curricula; *two*, a resource level analysis; including analysis of a school culture from a perspective of gender equality and of in-service training for staff members; and *three*, process level analysis, including an examination of practices and pedagogies for how kindergartens and schools promote gender equality and equity. On the basis of the United Nations' 'Convention on the Rights of the Child' (1989), children are entitled to be heard and to form their own opinions. In this project, we were interested in particular on approaches focusing clearly on the participation of children. This is also an innovative aspect: too often gender equality promotion activities in basic education, have not taken children into account as active participants of the development work.

Structural improvements in gender equality have consequences for social interaction on individual, organisational, and societal levels. Gender equality becomes a practical reality only through actions and empowered agencies. The quality of social relations and our orientations in those social relations are central; it is important therefore to attend specifically to those structures that educational organisations maintain. Nordic gender-equality politics and ideology, which have a strong foundation in the Nordic model of the welfare state, provide unique possibilities for furthering discussion on gender equality and equity, and for achieving practical work to promote intersectional gender equality in education.

This project aimed to generate a practical understanding of the possibilities and challenges of gender equality promotion in the Nordic countries and their educational institutions, particularly in compulsory schooling and early childhood education. National data gathering is carried out in each Nordic country participating in the project; namely, Finland, Sweden, Norway, Denmark, and Iceland.

The following chapters of this publication present country reports from each Nordic nation. Each of these country reports are structured to offer information under the following headings: *one*, national background in gender equality promotion and research; *two*, legislation relating to gender equality promotion in education; *three*, national organisation of gender equality promotion in education; *four*, regulations or requirements for gender-aware education for professional educators; *five*, available resources for promoting gender equality in educational institutions; and *six*, practical examples of national gender equality promotion.

The report ends with a proposal for promising Nordic practices, which are introduced very briefly and would require further practical elaboration – a task

which will take on our follow-up project. A concluding chapter summarises the discussion on this round.

References

- Acker J (2006) Inequality Regimes. Gender, Class, and Race in Organizations. *Gender & Society* 20(4): 441–464.
- Arnot M (2011) Addressing Gender Conflict, Sexuality, and Violence: Feminist Perspectives on the Challenges Faced by Global Citizenship Education. In Alexander HA, Pinson H & Yonah Y (eds) *Citizenship, Education, and Social Conflict. Israeli Political Education in Global Perspective*. New York, Routledge: 83–99.
- Baker J, Lynch K, Cantillon S & Walsh J (2004) *Equality from Theory to Action*. Houndmills, Palgrave Macmillan.
- Brunila K, Heikkinen M & Hynninen P (2005) Difficult but doable – Good practices for equality work. University of Oulu, Kajaani University Consortium, Adult Education Unit/ The National Thematic Network.
- Cardona Lopez J A & Heikkinen M (2015) Bridging conceptual divides related to sex, gender and sexuality in teacher education. *Education in the North*, 22 (Special Issue), pp. 24–48.
- Gundara SJ (2010) Citizenship Education in a Social Democratic and Cosmopolitan Europe. *Finnish Journal of Ethnicity and Migration* 5: 3, 49–57.
- Lehtonen J, Palmu T & Lahelma E (2014) Negotiating Sexualities, Constructing Possibilities: Teachers and Diversity. In Moreau MP (ed) *Inequalities in the Teaching Profession. A Global Perspective*. Palgrave Macmillan, New York: 118–135.
- Lykke N (2010) *Feminist Studies. A Guide to Intersectional Theory, Methodology and Writing*. NY: Routledge.
- Lynch K (2000) Research and Theory on Equality and Education. In Hallinan MT (ed) *Handbook of the Sociology of Education*. Springer: 85–105.
- Magnusson E, Rönnblom M & Silius H (2008) Introduction. In Magnusson E, Rönnblom M & Silius H (eds) *Critical Studies of Gender Equalities: Nordic Dislocations, Dilemmas and Contradictions*. Göteborg, Makadam Publishers: 7–23.
- Olsen GM (2011) *Power & Inequality: A Comparative Introduction*. Oxford, Oxford University Press.
- Rands K (2009) Considering Transgender People in Education: A Gender-Complex Approach. *Journal of Teacher Education* 60(4): 419–431.
- Rees T (2007) Pushing the Gender Equality Agenda Forward in the European Union. In Danowitz Sagaria MA (ed) *Women, Universities and Change. Gender Equality in the European Union and the United States*. New York, Palgrave Macmillan: 1–21.
- Squires J (1999) *Gender in Political Theory*. Cambridge/Oxford, Polity Press.
- Squires J (2005) Is mainstreaming transformative? Theorising Mainstreaming in the context of Diversity and Deliberation. *Social Politics* 12(3): 366–388.

- Verloo M & Lombardo E (2007) Contested Gender Equality and Policy Variety in Europe: Introducing a Critical Frame Analysis Approach. In: Verloo M (ed) *Multiple Meanings of Gender Equality. A critical frame analysis of Gender Policies in Europe*. Budapest, Central European University Press: 21–49.
- Verloo (2005) Mainstreaming Gender Equality in Europe. A Frame analysis Approach. *The Greek Review of Social Research*. Special Issue: Differences in the Framing of Gender Inequality as a Policy Problem across Europe 117(B’): 11–34.
- Verloo M (2006) Multiple Inequalities, Intersectionality and the European Union. *European Journal of Women’s Studies* 13(3): 211–228.
- Yuval-Davis N (2011) *The Politics of Belonging. Intersectional contestations*. London, Sage.

2 Gender Equality Promotion in Early Childhood Education and Basic Education in Denmark

Cecilie Nørgaard, Educational and Gender Sociologist, Mangfold

Assessing Danish practices – an evaluative summary¹

The Danish part of the report, *‘Mapping promising Nordic practices in gender equality promotion in early childhood education and basic education’*, puts forth the argument that Denmark contributes with crucial research in the field of knowledge about gender diversity, gender equality and intersectional perspectives in the (Danish) educational system. At the same time, there is an evident lack of gender perspectives in teacher training (Læreruddannelsen) while current legislation for Danish schools hampers the possibilities for operationalizing the research-based knowledge into practice. This entails that gender practice in the school system in Denmark is based to a large extent on myths rather than on knowledge. From these myths, dominant cultural gender norms give rise to a practice where boys and girls are met with different and gender-stereotyped expectations. In other words, Denmark has no systematized norm-critical practice when it comes to gender diversity and gender equality in the educational system.

This also results in a disconnection on the organisational level, where dominant actors in (touch with) the field of education do not have any tradition for responding to the commitments from the European Union (EU) law on mainstreaming. The organisation of Danish action and resources is therefore conjoined, all too frequently, to separate and isolated initiatives rather than to systematized schemes working on a structural level.

In 2014, the education and training of educators (Pædagoguddannelsen) implemented a new reform that added, among other initiatives, a module on *‘Gender, sexuality and diversity’*. This module could potentially serve to change the gender practice at the early childhood education-level in Denmark into a professional gender practice. However, as long as there is no systematization, no evaluation and no regulations (such as requirements on gender policies in institutions, action plans counteracting stereotypes, in-service training on gender

¹ The research is done before June 2015

consultants, etc.), whether or not the new knowledge will actually be activated and put into practice remains an open question.

A Danish vision for future work on gender in early childhood education and basic education touches upon professional advancement and has all to do with accepting research-based knowledge as being equally important to other forms of knowledge in the professional arenas around children and youth. In practice, this requires an upgrading and a fulfilment of the lacking legislative, organisational and economic priorities mentioned above. More concretely, the vision involves carrying out the Danish initiative, a strategic common Nordic tool – a Gender Certificate – in order to raise the status of – and to continuously challenge – knowledge and practice on gender diversity, gender equality and intersectional perspectives in early childhood education and schools.

Based on this Nordic research project, it is our recommendation that Denmark:

- Implement research-based gender perspectives in teacher training, mirroring the new Danish module for the education of educators.
- Implement the law on mainstreaming in all teaching plans for all Danish schools and early childhood education, in accordance with the EU's recommendations.
- Ensure a clear organization and structure, the distribution of responsibilities and closer collaboration between Danish ministries, municipalities, principals and other relevant actors in order to promote gender equality and gender diversity in the Danish educational sector.

2.1 Research, background and visions for Denmark

In the course of providing brief overviews of some important findings in the research, some Nordic comparative studies have found, in common, that educational practice in schools is often framed within an understanding of a biological gender approach (Heikillä 2013; Nystrøm 2010; Reisby & Knudsen 2005):

- Boys and girls are typically expected to have different needs, abilities, desires, dreams and challenges.
- In the classroom, the girls are often paired with boys, so as to keep the boys quiet.
- Children are often divided according to sex when it comes to planning group activities.

- Boys are met with lower expectations in terms of their capacity for concentration and contemplation.²

In addition, research points to the need for more diverse and more nuanced understandings of gender in early childhood education and school (Gerlach 2008; Kofoed & Søndergaard 2008; Staunæs 2004):

- Teachers have difficulties identifying and to some extent acknowledging diversity between children because they focus too much on the difference between boys and girls. This is critical since the aforementioned studies have found that the differences among girls' neurological potentials is, on the average, more varied than neurological differences that can be spotted between girls and boys. In other words, the diversity *within* gender categories is greater than it is *between* them.

For a list of Danish research and educational material on gender diversity and gender equality, please see the attached overview in the appendix, which can be found at the end of this report: *Danske forskere under temaet 'køn og pædagogik i børneinstitutioner og folkeskole fra 1990 og frem'*.

A guiding notion and a paramount vision – emanating variously from a Danish, a Nordic and an international perspective – make for a broader understanding, acceptance and acknowledgement that the root causes of gender inequality are to be found in the way children are approached; this is also applicable in professional arenas like early childhood education and schools. Gendered societal norms and behaviour, if not challenged or at least reflected upon, will continue to be reproduced and will become a lived reality for generations to come. To put this differently, if society generates more possibilities for both girls and boys instead of barriers based on traditional gender norms, then individuals and society will experience fewer gender-specific problems in the long run. In this way, human capabilities, on both the individual and the community levels, will flourish in various life sectors – without limitations. To achieve this, it is therefore imperative that the law of Gender Mainstreaming in the educational sector be implemented.

From a Danish perspective, a clear vision is to promote and implement research-based knowledge of gender diversity and gender equality in teacher training and in-service training. Through this, teachers ought to be provided with

² Heikillä, Mia. (2013), *Hållbart jämställdhetsarbete i förskolan och skolan i Norden*, Nordiska Ministerrådet / Nyström, E. (2010), *Nordisk forskning om genus och jämställdhet i skola och utbildning: 2005–2009*, NIKK, Nordic Council of Ministers/ Reisby, K., & S.V. Knudsen (2005), *Køn, ligestilling og skole 1990–2004*, NIKK – Nordisk institutt for kunnskap om kjønn

an opportunity to reflect critically upon their own notions of and their ways of understanding gender diversity, gender equality and intersectional perspectives in their professional practices.

The current situation in early childhood education and schools

As an extension of the on-going debate on boys' underachievement in education, a common explanation in the public debate in Denmark is often anchored in a biological approach and results in arguments like, "*Boys are not as good as girls at concentrating and sitting still in the classroom*". Such arguments ultimately lead to teachers to having lower expectations of the boys. There is a risk that such practices can turn into self-fulfilling prophecies, thus leaving both the pupils and the society at large worse off.

A similar, dominant argument is embodied in the accusations levelled at a general 'feminization' of the Danish school system, despite the fact that the gender ratio of teachers in Denmark is approximately 40% male/60% female.³

There is, however, a growing awareness in the field of research about these special terms for boys in schools in relation to traditional gender perceptions. In a socio-cultural perspective, culture (regarded as society, teachers and parents) recreates gender-specific problems by repeating traditional and structural perceptions of gender. These structures are enhanced by a lack of knowledge about gender stereotypes and by a lack of knowledge about how to actively identify these.

Gender equality promotion in early childhood education

The social system in Denmark that covers children aged zero to six is divided into two distinct pedagogical settings; one for children aged zero-three years (vuggestue); and another for children aged three-six years (børnehave). Educators working within the field, however, have the same educational background. The gender ratio in institutions for children of age zero-three is only 4% male/96% female. At the early childhood education level, children aged three-six, the gender allocation is 8% male/92% female.⁴

³ <https://www.folkeskolen.dk/533208/laereruddannelsen-tiltraekker-flere-maend-end-tidligere>

⁴ Buch Leander, Else-Marie (2014), *Når børn bliver farligt selskab*, Århus universitet

During summer 2014, the Danish Government implemented a new reform covering the education and training of educators working in early childhood education. This initiative is explained in greater detail in chapter 2.4 on Education.

Lately, an increased focus on paedophilia has led to policies and guidelines for male educators working in some Danish pedagogical institutions. It has been found that 12% of Danish pedagogical institutions have precautionary written guidelines especially targeting male educators' practices.⁵ It could be argued that such policies and guidelines are based on myths rather than on research-based knowledge and moreover, that such guidelines maintain and reproduce stereotypical perceptions and expectations of gender.⁶

Gender equality promotion in the Danish school system

The Danish educational system is allocated into nine to ten years of basic education and an additional three years of secondary and higher education. The system in Denmark offers nine years of mandatory primary and lower secondary school, while the tenth year is optional. About 87% of all Danish children attend the public "basic schools" (Folkeskole), while the remaining 13% attend various private schools. Today, more than 1600 public schools in Denmark offer basic education. 98% of all Danish children attend pre-school class before they start going to basic school at the age of six or seven. The maximum number of pupils in a classroom is 28.⁷ The gender allocation at the teacher-training program (Læreruddannelsen) was 42% male and 58% female in 2013; this signals an increase for males of 2 percentage points since 2010.⁸

Unfortunately, when it comes to gender equality, the situation in schools and the situation of the training of teachers are not yet as advanced as is the case for early childhood education. The Danish requirement of differentiation in teaching obliges the teachers to meet every child on the child's level, in every sense – both socially and professionally. But even though the school system in Denmark is built on the idea of equality and equal worth, in a broad sense, there is still no specific mention, for instance, of 'counteracting stereotypes' or of any strategic tools for

⁵ Buch Leander, Else-Marie (2014), *Når børn bliver farligt selskab*, Århus universitet

⁶ For a more thorough elaboration of gender equality at the early childhood education level in Denmark, please see: Olesen, Jesper, Aggerholm, Kenneth and Kofoed, Jette (2008), *Flere end to slags børn - en rapport om køn og ligestilling i børnehaven*, Learning Lab Denmark, Danmarks Pædagogiske Universitetsskole and Aarhus Universitet

⁷ <http://www.dlf.org/service-menu/english/the-folkeskole>

⁸ <http://www.dlf.org/nyheder/2013/september/flere-maend-vil-vaere-laerere>

teachers enabling them to implement and ensure gender equality in their teachings. It therefore seems relevant to question what the current legal framework is worth in relation to gender equality, gender diversity and identity in the educational system.

The curricula in schools covering gender is limited to two of three compulsory themes⁹ that Danish teachers are obliged to touch upon during other teachings. These themes, that is to say, are not being allocated any determined amount of hours and, in scope, they can accordingly be likened to the theme covering road safety.¹⁰

The first theme covering gender is called '*Education, worklife and labour*' (Uddannelse og job), which includes perspectives on '*equality and equal worth*'. The aim of this theme is for the teacher to touch upon these issues during other teachings.¹¹ The second is '*Health and Sex Education and Family Studies*' (Sundheds- og seksualundervisning og familiekundskab) and contains two topics: Health and Wellbeing; and Gender, Body and Sexuality (Sundhed og trivsel and Køn, krop og seksualitet).¹² Unfortunately, the didactic guidance for the teacher is very limited and the curricula offers only elementary concepts of gender and sexuality but fails to provide references to relevant materials or suggestions; the curricula fall short of providing inspiration for the teacher on how to approach the students.

Research-based gender perspectives are still not an elaborate part of the everyday structure and content of teachings in Danish schools. Therefore, when it comes to knowledge about and ways of understanding gender stereotypes in ensuring children equal opportunities for participation in schools, the professionals are left largely to their own immediate interests, concerns and experiences.

At this point, there do not seem to be any concrete plans about professionalizing gender practice any further in early childhood education or in schools in Denmark.¹³ It is still too soon to detect or to conclude anything from the

⁹ The three themes are: 'Teachings on road safety', 'Education, worklife and labour' and 'Health- and Sex- Education and Family Studies', and can be read in greater detail by looking at: <http://www.emu.dk/omraade/gsk-1%C3%A6rer>

¹⁰ <http://www.emu.dk/modul/sundheds-og-seksualundervisning-og-familiekundskab-m%C3%A5l-1%C3%A6seplan-og-vejledning#cookieaccepted>

¹¹ Læseplan for emnet uddannelses-, erhvervs- og arbejdsmarkedsorientering http://uvm.dk/~media/UVM/Filer/Udd/Vejl/PDF08/laeseplan_og_vejledning.pdf

¹² Undervisnings Ministeriet, *Læseplan for emnet sundheds- og seksualundervisning og familiekundskab*

<http://www.emu.dk/sites/default/files/L%C3%A6seplan%20for%20sundheds-%20og%20seksualundervisning%20og%20familiekundskab.pdf>

¹³ The Ministry of Children, Gender Equality, Integration and Social Affairs, 10, has confirmed this observation. March 2015.

recent adaptation of a gender perspective in the education and training of educators in Danish early childhood education (this has been discussed in chapter 0).

2.2 Legislation

Early childhood education

According to Danish law, institutions invested with the responsibility of educating children of, respectively, age zero–three years and age three–six years are required to formulate teaching plans (læreplan). These plans are supposed to include and create room for activities such as play, learning (adapted to the child’s age) and development in the day care setting. When preparing the pedagogical plans, the composition of groups of children must be taken into account.¹⁴ In short, the plans are expected to take diversity and differentiation into account. There is, however, no *specific* mention of gender and gender equality and no requirement is stipulated for the educational staff to have knowledge about gender and gender equality.

Schools

The legal framework for the Danish public school system requires the school to prepare its pupils/students to participate in-, to take responsibility for-, and to understand their rights and duties in a free and democratic society. The school should therefore be shaped by intellectual freedom, equality and democracy.¹⁵ In addition, the school builds on values such as equality and equal worth in a broader sense.

The Danish Law of Differentiation of Teaching¹⁶ says that teachers are obliged to meet every child on the child’s level in every sense – both socially and professionally. However, it does not say anything, for instance, about ‘counter-acting stereotypes’, and there is no specific mention of gender diversity, or of gender equality or equity; it could therefore be said that Danish legislation is, to a certain extent, *gender blind*, in the sense that structural gender inequality and

¹⁴ Bekendtgørelse af lov om dag-, fritids- og klubtilbud m.v. til børn og unge (dagtilbudsloven)
<https://www.retsinformation.dk/Forms/R0710.aspx?id=167441#Kap2> chapter 2, §8

¹⁵ Bekendtgørelse af lov om folkeskolen
<https://www.retsinformation.dk/forms/r0710.aspx?id=163970>, chapter 1, §1, stk. 3

¹⁶ <http://uvm.dk/Den-nye-folkeskole/Udvikling-af-undervisning-og-laering/Inklusion-og-undervisningsdifferentiering>

gender stereotypical practices are not being acknowledged. Nor are there any legal requirements for teachers to teach about these particular topics (for a fuller description of mandatory curricula, see chapter 0 on the current situation in Danish schools).

The Danish Gender Equality Act

The purpose of the Danish Gender Equality Act is to “*promote equality between women and men, including equal integration, equal influence and equal opportunities in all areas and functions of society (...) including equal opportunities to obtain education and teaching.*”¹⁷

Denmark is therefore obligated to promote and ensure gender equality in the educational sector. Unfortunately, this is not always the case. To some extent, this means that Denmark is not currently living up to its legal obligations in terms of promoting and ensuring gender equality in education.

Another relevant aspect of legislation in relation to ensuring gender equality in the educational sector is the Danish mainstream commitment.¹⁸

According to the Danish Gender Equality Act, all public authorities in Denmark are legally required to work for and to incorporate/include equality in all planning and administration in their areas/fields of expertise.¹⁹ All Danish politicians and public administrators are thus holding a dual role, as they are both responsible for their respective areas while also having to focus on strengthening equality in their areas, both on the national and the municipal levels.²⁰

EU legislation

In 2007, the EU Committee of Ministers adopted a recommendation (CM/Rec(2007)13) on Gender Mainstreaming in education. This recommendation includes a range of initiatives and emphasizes the importance of implementing “*gender mainstreaming at all levels of the education system and in teacher education, with a view to achieving de facto gender equality and improve the*

¹⁷ 1999/1 LF 193, Forslag til lov om ligestilling, www.retsinformation.dk. (bemærkningerne til § 19 I Ligestillingsloven)

¹⁸ <http://ligestillingsvurdering.dk/>

¹⁹ <http://ligestillingsvurdering.dk/ligestillingsvurdering>

²⁰ Institut for Menneskerettigheder (2014): *Målbar ligestilling*
http://menneskeret.dk/files/media/dokumenter/udgivelser/ligebehandling_2015/maalbar_ligestilling_jan2015.pdf

quality of education.”²¹ The Committee further underlines the importance of strengthening gender equality in areas such as teaching materials, educational and career guidance, media and monitoring practices.²² Denmark is obliged, according to the terms set forth in Articles 2 and 3 in the Treaty of the European Union (2009), to ensure non-discrimination and equality between women and men.²³

One example of an educational initiative that has been taken, as one link in the Mainstreaming Commitment, is the DUR-Project, which will be explained in detail in Chapter 2.6, which covers promising practices.²⁴

Despite a few studies that have been made of Danish practices that are pertinent to Gender Mainstreaming²⁵, the public debate has unfortunately not aimed any distinct focus on the Gender Mainstreaming Commitment.

International legislation

Denmark has an international commitment to promote gender equality and equal treatment through CEDAW (the Convention on the Elimination of all Forms of Discrimination Against Women).

During Denmark’s most recent examination in 2015, the CEDAW Committee recommended, *“that the State party establish time-bound objectives regarding educational initiatives and the involvement of the educational sector”*²⁶. The Committee further recommends that Denmark *“take new measures to accelerate the achievement of substantive gender equality in all areas under the Convention in which women continue to be disadvantaged or underrepresented, and also to combat stereotypes concerning the traditional roles of men and women in the family*

²¹ <https://wcd.coe.int/ViewDoc.jsp?id=1194631&Site=CM>

²² <https://wcd.coe.int/ViewDoc.jsp?id=1194631&Site=CM>

²³ The European Commission – Justice (2011): *Gender equality in the European Union*
http://ec.europa.eu/justice/gender-equality/files/brochure_equality_en.pdf

²⁴ Oxford Research (2014) *Kortlægning af good practice og effekter i de offentlige myndigheders arbejde med ligestillingsvurdering på udvalgte serviceområder*
<http://sm.dk/publikationer/kortlaegning-af-good-practice-og-effekter-i-de-offentlige-myndigheders-arbejde-med-ligestillingsvurdering-pa-udvalgte-serviceomrader>

²⁵ See: Oxford Research (2014) *Kortlægning af good practice og effekter i de offentlige myndigheders arbejde med ligestillingsvurdering på udvalgte serviceområder* and Institut for Menneskerettigheder (2015): *Målbar Ligestilling – Statistik som værktøj til fremme af ligestilling i kommunerne*.

²⁶ Concluding Observations on the Eighth Periodic Report of Denmark (2015), Gender Mainstreaming, 14.

http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CEDAW%2fC%2fDNK%2fCO%2f8&Lang=en

and society”²⁷. The Committee is therefore aware of Denmark’s challenges with regard to Gender Mainstreaming and gender stereotyping, also in education. Specifically, the Committee was concerned about “*the continued prevalence of stereotypical educational choices by women and girls as well as by men and boys, resulting in the underrepresentation of women and girls in fields of study traditionally dominated by males, such as science, technology, engineering and mathematics*”²⁸.

As a result, it seems safe to say that Denmark currently does not live up to its legal obligations or its international obligations and is, at the moment, failing to honour the EU recommendations by, for instance, abstaining from including gender equality as part of teachers’ training and part of everyday school practice. In 2014, The Danish Institute for Human Rights presented a similar critique, stressing the need to strengthen the efforts being made with gender equality and mainstreaming in Denmark, especially at the municipal level.²⁹ In addition, the Institute recommends that the Ministry of Education clarify the content of the Danish gender equality obligation and that the Ministry expand its implementation in relation to student counselling activities to cover all relevant educational authorities.³⁰

²⁷ Concluding Observations on the Eighth Periodic Report of Denmark (2015), Temporary special measures, 16

http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CEDAW%2fC%2fDNK%2fCO%2f8&Lang=en

²⁸ Concluding Observations on the Eighth Periodic Report of Denmark (2015), Education, 27, a.

http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CEDAW%2fC%2fDNK%2fCO%2f8&Lang=en

²⁹ Institut for Menneskerettigheder (2014) *Målbår Ligestilling*

http://menneskeret.dk/files/media/dokumenter/udgivelser/ligebehandling_2015/maalbar_ligestilling_jan2015.pdf (page 225)

³⁰ Institut for Menneskerettigheder (2013) *Vejledere viser vejen Hovedrapport*

http://menneskeret.dk/files/media/dokumenter/nyheder/vejledere20viser20vejen_imr_2013.pdf

2.3 Organisation

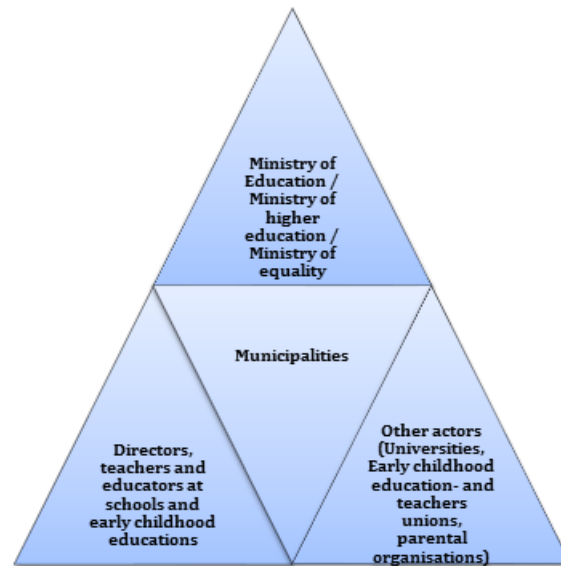


Fig. 1. Danish institutions involved with the promotion of gender equality in education.

There are currently no State-led, systematized practices or any other specific organisation of legislative or financial initiatives that broadly cover gender equality in the educational sector in Denmark. In other words, the model above simply shows the partners that are involved or could potentially be involved.

A future vision for this area would be a clearer organisation of the promotion of gender diversity, gender equality and intersectional awareness in curricula and action-plans in education; at this point in time, such a clearer organisation is non-existent in most areas in Denmark. An aspect of this vision would be to integrate ministerial activities between the Ministry of Children, Gender Equality, Integration and Social Affairs, the Ministry of Education and the Ministry of Higher Education and Service, which appear in the figure above. Integrating ministerial practices would ensure that the legislative mechanisms carry out the municipalities', the educational institutions' and the other actors' work on gender equality promotion.

Listed below are some of the organisations, ministries and specific projects that, independently, target the issue. Included are also actors that could potentially

contribute to the organisation of actions in promoting gender equality and gender diversity.

Ministries

The Ministry of Children, Gender Equality, Integration and Social Affairs is responsible for all policies covering gender equality; this entails that all other ministries (including The Ministry of Higher Education and Service and The Ministry of Education) are obliged to report back to the Ministry of Children, Gender Equality, Integration and Social Affairs on concrete initiatives related to gender equality. Part of this is accomplished through an annual assessment of gender equality, which is part of the Danish Mainstreaming Commitment (further described in chapter 2.2 covering legislation).

The Ministry of Children, Gender Equality, Integration and Social Affairs is a very large ministry that, since February 2014, covers several areas of momentous political importance. As a consequence, the ministry has been criticized for deprioritizing its former focus on diversity and gender equality.³¹ What is also worth mentioning, in addition, is that all the ministers that have been working with gender equality in Denmark were simultaneously holding other ministerial posts.

The Ministry of Higher Education and Service is responsible for policies covering the educational sector, including science, technology and innovation. The purpose of the ministry is to ensure that students, researchers and teachers, as well as businesses and public institutions in Denmark, enjoy better conditions for carrying out research, study and innovation.

Unlike the case in some other Nordic countries, the Ministry for Equality and the Ministry for Education are not interlinked in Denmark. Although the Ministry of Higher Education and Service has focused distinctively on gender equality in science, research and higher education, there has been a glaring lack of promoting gender equality at the lower levels of the educational ladder, including professionalizing and challenging educators' (up until the new reform adopted in summer 2014) and teachers' knowledge of and ways of understanding gender diversity, gender equality and intersectional perspectives. According to representatives from the ministry, there are currently no planned activities and no

³¹ <http://www.dr.dk/Nyheder/Politik/2014/10/27/1027054941.htm><http://reelligestilling.dk/manu-sareen-paa-graensen-mellem-loegn-og-spin/>
<http://jyllands-posten.dk/livsstil/ECE6817779/Feministisk+manifestation+/>

planned allocation of financial resources for promoting gender equality in the educational sector.

The Ministry of Education covers all governmental policies on education and teaching which have to bear on primary, lower and upper secondary education, on higher education and on adult education and training. The Ministry of Education administers the national online portal, EMU,³² that offers free access to educational materials and online resources for schools and day-care facilities. The site presents the best practices and guides to didactic practice in education and other teachings: amongst other things, there is educational material on gender, ethnicity and equality.³³ For a further elaboration of curricula covering gender and diversity, see chapter 0 covering Gender equality promotion in the Danish school system.

Municipalities

Unlike some of the other Nordic countries, Denmark does not have a tradition for employing gender equality consultants, either at the national or the municipal level. Upon investigating the three largest municipalities in Denmark, it comes to light that neither Copenhagen nor Odense has any employees working specifically with gender diversity and gender equality in education. The municipality of Aarhus (the second largest in Denmark) is, however, engaged in gender equality promotion: In March 2015, the Equality Council of Aarhus presented its most recent Action Plan for gender equality in 2015–2016.³⁴ Part of the Action Plan focuses on gender equality in day-care facilities and in schools, through initiating a collaborative process, in order to strengthen reflections of teachers' and educators' gendered expectations.³⁵ Nonetheless, it has not been possible, for the most part, to detect any systematized actions that are promoting gender equality and gender diversity at the municipal level, as a result of the lack of resources, the lack of political will and the lack of accessible and relevant knowledge.

³² <http://www.emu.dk/>

³³ Nørgaard, Cecilie & Vittrup, Bonnie, Undervisningsministeriet (2009) *Udsigt til indsigt – om køn, etnicitet og ligestilling*, Undervisningsmateriale 4.–6. klasse inkl. elevdel og lærerdel <http://www.emu.dk/modul/udsigt-til-indsigt-om-k%C3%B8n-etnicitet-og-ligestilling>

³⁴ <http://www.aarhus.dk/da/politik/Byraadet/Byraadsmoeder/Tidligere-moeder/2015/2015-03-18/Referat-5e06/Ligestillingsudvalgets-handleplan-2015-1.aspx> and Aarhus Kommune (2015) *Ligestillingsudvalgets handleplan 2015–2016*, <http://www.aarhus.dk/~media/eDoc/1/8/3/1832000-2699650-3-pdf.pdf> page 2

³⁵ Aarhus Kommune (2015) *Ligestillingsudvalgets handleplan for ligestilling og mangfoldighed 2015–2016*, <http://www.aarhus.dk/~media/eDoc/1/8/3/1832000-2713004-1-pdf.pdf> page 12

Universities

Since 1982, the University of Copenhagen has had a centre for gender research. The aim of the centre is to offer education and to conduct new research on gender studies.³⁶ During summer 2014, Copenhagen University launched a Gender Certificate scheme, where students can upgrade and qualify their knowledge of gender and gender equality. The scheme is considered a pilot-project that will run from 2014–2016 and will subsequently be evaluated for consolidation and continuation in 2017.³⁷

Roskilde University also has a research centre, which is called Centre for Gender, Power and Diversity, that works to present new understandings of how constellations of power operate and interact with other social and societal categories. In 2010, the centre published a research project on gender, technology and teaching.³⁸

Copenhagen Business School focuses on diversity and gender equality through its Diversity and Inclusion Council but currently does not offer any courses or classes that specifically focus on gender equality and gender diversity.³⁹

At Aalborg University, the gender research centre at the Department of Culture and Global Studies (FREIA) covers a wide selection of fields in and across sociology, political science, statistics, anthropology, philosophy, history and European, international and post-colonial studies, all with a starting point in the field of gender.⁴⁰

The Danish School of Education, DPU (Institut for Uddannelse og Pædagogik), part of Aarhus University, is the central hub for educational and pedagogical research in Denmark. A substantial part of Danish research focusing on gender dynamics in educational settings has been conducted at DPU, for instance, by looking into how the best conditions for education, learning and skill development – throughout life – are brought forth.

³⁶ Københavns Universitet, Det Humanistiske Fakultet, Center for Kønsforsknings årsrapport 2014 http://koensforskning.ku.dk/center/_rsrapport_CfK_2014.pdf/

³⁷ <http://koensforskning.soc.ku.dk/gendercertificate/omgendercertificate/>

³⁸ Jensen, Tine & Krøjer, Jo, Roskilde Universitet (2010) Inklusion i interaktiv deltagelse i Folkeskolen: Et forskningsprojekt om køn, teknologi og læring

³⁹ <http://www.cbs.dk/cbs/organisation/direktion/nyheder/cbs-mangfoldighed-inklusion>

⁴⁰ <http://www.en.cgs.aau.dk/research/research-groups/freia>

Other relevant actors

Actors like KVINFO (The Danish centre for research and information on gender, equality and diversity) / www.kvinfo.org, The Danish Institute for Human Rights (an independent state-funded institution with a mandate to promote and protect human rights and equal treatment in Denmark and abroad) / www.humanrights.dk, and some NGOs like 'Sex & samfund' are working, in educational settings, with gender perspectives – among other perspectives in their activities. In addition, Mangfold / www.cecilienorgaard.com, is a strategic consultancy firm that is *specifically* targeting gender in pedagogical practices. Mangfold / www.cecilienorgaard.com is working on promoting gender diversity and gender equality in the education sector and on operationalizing research-based knowledge about gender for use in various educational practices. Mangfold has also provided the Danish contribution to this report. Finally, the free service provided by Århus and Copenhagen municipality / www.normstormerne.dk offers education; so does www.konipaedagogik.dk and individual actors like the writer and lecturer Mads Ananda Lodahl / www.almindelig.com, who is also teaching children and adults about gender-related issues.

The primary recipients of the offered services are Danish ministries, municipalities, NGOs, educational institutions and other relevant stakeholders.

2.4 Education

As described in chapter 0 (covering the current situation in Danish early childhood education and schools), there is currently no particular focus on gender in Danish schools. But since the summer of 2014, the Danish government has introduced reforms in the education and training of educators in early childhood education. Two goals of these reforms are to prioritize gender equality and to give the students an independent and mandatory course at the outset of their education. A separate module was formed, which was called '*Gender, sexuality and diversity*'.

This particular module consists of various perspectives and discourses covering gender, sexuality, gender equality and different types of family structures. Central to the module is socio-psychological and sociological knowledge about how individual, social, institutional and cultural factors structure, create and reproduce human identity, gender, norms, values and ability to act and behave in a diversified culture. This knowledge sheds light on how gender equality and gender

identity unfold and on how gender equality and gender identity are negotiated and handled in a pedagogical practice.⁴¹

The goal of the module is to enable students to act in, assess and evaluate pedagogical environments and activities supporting children, youngsters and adults in their further development and relations.⁴²

At neither the early childhood education level nor the basic school level is there, as of yet, any in-service training available, and it is still not a requirement for educational staff to have knowledge about gender and gender equality. It is still too early to detect any effects of the latest reforms and the financial initiatives in the area but the hope is that educators and professionals will obtain an advanced understanding of gendered practices and challenges within themselves and in their professions.⁴³

In Denmark, there is accordingly no systematized additional training or further education for educators, teachers and professionals already working with children (aged zero–16). Currently, no forms of in-service training are being provided and there are no requirements – either in early childhood education (zero–six years) or in pre-schools or basic schools – that gender pedagogues or consultants be employed: therefore, this will happen on a strictly voluntary basis. In-service or any other additional training in understanding and sensitizing gender are currently not being provided by the state/government. Danish teachers, principals, administrators, student counsellors and other professionals therefore do not have any possibilities to qualify or to expand their knowledge of gender diversity and gender equality in the educational sector, except for on a strictly voluntary basis. Moreover, becoming the principal or the director of a school or an early childhood education does not require any certain education; the result of this is that the situation for such leaders can be likened to that of the other professionals that have just been mentioned.

⁴¹ <http://www.ft.dk/samling/20111/almindel/fiv/bilag/205/1118757.pdf> and <http://ufm.dk/aktuelt/pressemeldelser/2014/tre-millioner-til-undervisning-i-kon-og-ligestilling-pa-paedagoguddannelsen>

⁴² Professionshøjskolen UCC (2014) *Studieordning, Pædagoguddannelsen*
https://ucc.dk/files/ucc.dk/studieordning_paedagoguddannelsen_september_2014.pdf

⁴³ <http://sm.dk/nyheder/2013/ny-million-pulje-skal-gore-gul-stue-mere-attraaktiv-for-mandlige-paedagoger>

2.5 Resources

Various Danish Governments has been engaged in negotiations throughout the years, where finances have been allocated to specific projects and initiatives: for instance, through the Pool for Specific Projects (Satspuljemidler), currently running from 2015–2018, and through the annual government budget (Finansloven) that determines Denmark’s planned spending. Gender diversity and gender equality in the educational sector are, however, neither parts of the current 2015–2018 Pool nor parts of the annual government budget for 2015.⁴⁴ Nonetheless, some ministerial initiatives have been adopted within the past few years:

- In the national action plan for 2015, (Redegørelse/Perspektiv- og Handlingsplan for 2015), The Ministry of Children, Gender Equality, Integration and Social Affairs specifically focuses on **gender-segregated/‘traditional’ educational choices**.⁴⁵ Furthermore, during its 2015 presidency of the Nordic Council, the Ministry plans to focus on gender, education and population flows.⁴⁶ Another initiative at the Nordic Council will be to map gender-segregated educational choices, with a specific **focus on girls’ studies in science, technology, engineering, and math (STEM) fields**. The project is expected to map out the challenges in recruitment and retention of girls studying in the STEM-fields and also to include a handbook with practical tools, examples and recommendations to actors in the educational system.⁴⁷
- In 2014, the Danish Ministry of Higher Education and Science allocated a pool of DKK three million **to boost the reform of the education of educators working in Danish early childhood education**, and especially the focus on gender. During December 2014, relevant educational facilities were able to apply for funds that were allocated specifically for targeting education and gathering relevant knowledge covering gender equality, family related issues, diversity and sexuality.

⁴⁴Finansministeriet, *Aftale om Finansloven for 2015*

Forslag til finanslov for finansåret 2015 – Tekst og anmærkninger § 15. Ministeriet for Børn, Ligestilling, Integration og Sociale Forhold

⁴⁵ Ministeriet for Børn, Ligestilling, Integration og Sociale Forhold, *Redegørelse / perspektiv og handlingsplan 2015* Afgivet til Folketinget af minister for børn, ligestilling, integration og sociale forhold den 26. februar 2015

⁴⁶ The argument being that since more women are graduating from higher educations, the rural–urban population flow is already being distorted in terms of gender.

⁴⁷ Ministeriet for Børn, Ligestilling, Integration og Sociale Forhold, *Redegørelse / perspektiv og handlingsplan 2015* Afgivet til Folketinget af minister for børn, ligestilling, integration og sociale forhold den 26. februar 2015

- Another initiative introduced by the Ministry of Children, Gender Equality, Integration and Social Affairs in 2013, and based on hard evidence, points out **a severe shortage of men (only 7%) working in early childhood education** (children aged zero–six years). Another ministerial initiative is therefore the allocation of DKK 1.8 million to increase the number of male pedagogues working in Danish early childhood education. This project will end in the summer of 2015 and will be evaluated thereafter.⁴⁸
- In 2012, the Government allocated DKK 10 million to ten specific **projects focusing on gender equality in the educational system**. Selected projects from this pool are described in the next chapter of this report (chapter 2.6) on Examples of promising practice.⁴⁹

2.6 Examples of promising practice

Since there is no systematized or structured organisation of gender diversity and equality promotion, at the national level, in the educational system, promising practices in Denmark more or less amount to smaller projects and initiatives, such as publications, books and local pedagogical experiments. As mentioned in chapter 2.1 covering *Research*, there is a wide range of Danish research covering the field. However, due to the lack of systematization, this knowledge is hardly ever operationalized on any greater, structural scale. However, a few examples of more substantial projects can be set forth:

One example, on a concrete level, where the children are participating in producing gender diversity and gender equality:

- There is only one educational institution in Denmark, the early childhood education, Jordkloden, that bases its pedagogy on nuancing perceptions of gender diversity and gender equality. The early childhood education has a clearly announced gender policy applicable to both the staff and the children.⁵⁰

Quoting from their gender policy: ‘Gender, body and sexuality policy’:

‘Jordkloden’ believes in opening doors for kids by presenting them with all kinds of educational activities, regardless of gender. The institution does not engage in gender-segregated activities, and this provides the children with far better

⁴⁸ <http://sm.dk/nyheder/2013/ny-million-pulje-skal-gore-gul-stue-mere-attraktiv-for-mandlige-paedagoger>

⁴⁹ <http://sm.dk/nyheder/2012/10-nye-projekter-skal-skabe-mere-ligestilling-for-unge>

⁵⁰ <http://www.jordkloden.net/>

opportunities to develop their individual personal and social skills. As educators, the members of the teaching staff are committed to a reflected and professional practice and they are therefore striving to move their own personal and common stereotypical assumptions about sex and gender into the background. Instead, they create environments where children can feel safe to be themselves and to make friendships – also across gender lines. These are their methods and the guidelines that pertain to the gender sensitive educational practice.⁵¹

- When you start an activity, offer all the children the chance to be part of the activity: especially when it comes to classical gender stereotyped activities, think about potentially including everybody – such as working with beads, cutting/pasting or physically demanding match-type games like soccer, Go-carts etc.
- Please avoid gendered terms like “girls” and “boys” or gendered slang for these personal pronouns. Instead, say “children”, “young people” or something else.
- Remember to suggest children to play with various kinds of toys, whether it is a boy or a girl: Lego, dolls, kitchen stuff, cars and animals, and pair with playmates that the child is maybe not used to playing with.
- When encouraging children to help lift something heavy, try to motivate all of the children and tell them that they are powerful and helpful all through the process.
- When you want to teach children to be caring, involve all of the children who are close by.
- Try doing some things yourself that you do not usually do: be a handyman, take up the dirty dishes, start a physical battle, play football, arrange a running battle, make pearl necklaces or whatever it might be.
- When you need to contact the child’s home, remember to call on both of the parents, equally.
- When running the family interview, ask early on about the family constellation rather than assume it as a given that the child is living with both his/her mother and a father.
- When singing, reading or telling stories, try to change gender of the characters, in order to open opportunities for ways of apprehending gender identities other than the gender stereotypes. You can also talk to the children about the roles

⁵¹ <http://www.jordkloden.net/index.php/paedagogik/kon-go-sexualitet>

and be critical of stereotypical standards, and open up opportunities for things to be different.

- Try to act and reflect with your colleagues about other opportunities. Try out new roles and swap roles regularly.
- Be critical when you hear children and colleagues express themselves stereotypically and try to provide alternatives.

Examples on a more structural level:

- In late 2014, The Ministry of Children, Gender Equality, Integration and Social Affairs published a report mapping good practices in public authorities' work on gender equality evaluations at the municipal level, covering Denmark, Finland, Norway and Sweden.⁵² The report highlighted the following relevant Danish initiative: the municipality of Copenhagen has initiated an interdisciplinary effort evolving around **men as caregivers**, as one aspect of the overall effort to promote gender equality in the municipality. More specifically, the project is aimed at ensuring diversity in areas that are traditionally dominated by women. It is the hope that the project will ultimately lead, for example, to an increase in more men in pre-schools and in early childhood education.⁵³
- As part of the pool of DKK ten million that was allocated in 2012 and is described further in the Resources chapter, the municipality of Roskilde has initiated the **DUR-project** (Drenge-Uddannelse-Roskilde) on counselling and educational orientation, with the express purpose of identifying methods to make educational counselling more relevant and tailored to boys. The project is based on statistical data showing how boys are over-represented in the group that falls short of finishing their secondary education and showing also that boys, when compared with girls, generally exhibit poorer performances at their final examinations in primary school.⁵⁴ By including personal perspectives and boys' experiences in the educational system, the goal is for the student

⁵² Oxford Research (2014) *Kortlægning af good practice og effekter i de offentlige myndigheders arbejde med ligestillingsvurdering på udvalgte serviceområder – på kommunalniveau* <http://sm.dk/publikationer/kortlaegning-af-good-practice-og-effekter-i-de-offentlige-myndigheders-arbejde-med-ligestillingsvurdering-pa-udvalgte-serviceomrader>

⁵³ Oxford Research (2014) *Kortlægning af good practice og effekter i de offentlige myndigheders arbejde med ligestillingsvurdering på udvalgte serviceområder – på kommunalniveau* (page 32–33)

⁵⁴ <https://drengeuddannelseroskilde.wordpress.com/> and <http://www.fremtidenerdin.dk/uu-vejledere/case-drenge-og-uddannelse-i-roskilde>
<http://www.menneskeret.dk/projekter/koensmainstreaming-uddannelses-erhvervsvejledningen>

counsellor to suggest educational options for boys in a legitimate, relevant and meaningful way. The idea is to enhance motivations for and reflections upon educational choices. The initiative constitutes an attempt to generate equal opportunities for boys and girls in the educational sector.⁵⁵

- A more tangible vision is the Danish initiative of a common Nordic Gender Certificate,⁵⁶ also fuelled by and building upon the conviction that the greatest effort for gender equality has to be carried out in professional arenas around children. The idea is based on, among other theories and ideologies, the globally accepted strategy of Gender Mainstreaming.

The guiding notion behind the basic idea is that **The Nordic Gender Certificate** for early childhood education and schools can be achieved by complying with certain specified requirements of research-based knowledge about gender. The certificate should be seen as a simple and united Nordic tool to raise focus on – and enhance development, publicly, for – the principle of gender equality in the Nordic societies. More specifically, the target audience is professionals in educational institutions, including principals, teachers and school educators. The gender certificate will be obtained through a certification course that is given to the institution, and accordingly not to the individual teacher/principal. In this way, it is the educational institution that gains the new knowledge and is expected to follow requirements that will further the implementation of the certificate.

Overall, the Nordic countries have an unrivalled knowledge and experience in the field of gender equality. It is our belief that if we share this knowledge and experience, it will manifest and develop Nordic cooperation and will increase Nordic competences and competitiveness and – last but not least – it is our belief that all of the Nordic countries will experience the benefits and synergies of sharing and acting together. The main purpose of the Nordic Gender Certificate is therefore to:

- Accelerate Nordic gender equality by counteracting gender stereotypes and gender-based discrimination through the educational sector – and thereby

⁵⁵ Oxford Research (2014) *Kortlægning af good practice og effekter i de offentlige myndigheders arbejde med ligestillingsvurdering på udvalgte serviceområder*
<http://sm.dk/publikationer/kortlaegning-af-good-practice-og-effekter-i-de-offentlige-myndigheders-arbejde-med-ligestillingsvurdering-pa-udvalgte-serviceomrader>

⁵⁶ Initiated by Cecilie Nørgaard; now being driven forward by a Nordic network for Nordic gender certificate. Read more about it, here: <http://www.nikk.no/en/news/nordic-network-for-gender-equality-certification-in-education/>

break down barriers and make good use instead of all the resources and potentials available in the Nordic region.

- Increase awareness, knowledge and potentials in research-based knowledge on gender and Gender Mainstreaming in education.
- Raise the status of Gender Mainstreaming and gender equality through the visibility of efforts.
- Mutually motivate and secure the value of transfer between the Nordic countries' efforts toward bringing about Gender Mainstreaming in education.

In short, The Nordic Gender Certificate should be regarded as a strategic tool for change, comparable to the Nordic Ecolabel.

Appendix – Danish Research and Educational Materials

Danske forskere under temaet 'køn og pædagogik i børneinstitutioner og folkeskole fra 1990 og frem'

Prepared by Katrine Kladakis, KVINFO, 01.04.2015

Forsker	Titel & Forskningsområde	Litteratur
	Aarhus Universitet, Institut for Uddannelse og Pædagogik (DPU)	
Dorte Marie Søndergaard	Professor i social-psykologi på DPU, Aarhus Universitet, Institut for Pædagogisk Psykologi, 2002-	Kofoed, Jette & Søndergaard, Dorte Marie (2008): "Blandt kønsvogtere og -udfordrere: Camouflagekaptajner og diversitetsdetektiver på spil i børnehaven", i: <i>Dansk Pædagogisk Tidsskrift</i> , nr. 2. Søndergaard, Dorte Marie (2003): "Subjektivering og nye identiteter – en psykologi i et pædagogisk felt", i: <i>Kvinder, køn & Forskning</i> , nr.03/4. Søndergaard, Dorte Marie (2000): "Kønnet subjektivering", i: <i>Kvinder, køn & Forskning</i> , nr. 1.
Dorthe Staunæs	Lektor på DPU, Aarhus Universitet, Institut for Pædagogisk Psykologi. Staunæs har bl.a. forsket i etnicitet og køn i folkeskolen.	Staunæs, Dorthe & Baagøe, Steen (2011): "Mænd, drenge og uddannelse", i: <i>30 forslag: en politik for mænd og drenges ligestilling</i> . Beck Marie Valentin; Madsen Svend Aage (red.), København, Tænketanken VM. Viden om mænd. Staunæs, Dorthe (2007): "Besværlige drenge", i: <i>Kognition & Pædagogik</i> , årg. 17, nr. 64. Staunæs, Dorthe (2007): "Subversive analysestrategier – eller governmentality med kjole, fjerboa og sari", i: <i>Magtballader</i> , Jette Kofoed & Dorthe Staunæs (red.), København, Danmarks Pædagogiske Universitetsforlag. Staunæs, Dorthe (2007): "I biologiens vold", i: <i>Weekendavisen</i> , 30.03.2007. Staunæs, Dorthe (2005): "Pæne piger og dumme drenge – pædagogik med (den selvfølgeligelige) forskel som diktat og gennemsnit som rettesnor – er det særlig smart?", i: <i>Kvinder, køn & forskning</i> , årg. 14, nr. 3. Staunæs, Dorthe (2005): "From culturally avantgarde to sexually promiscuous troubling subjectivities and intersection in the social transition from childhood into youth", i: <i>Feminism & Psychology</i> , vol. 15, nr. 2. Staunæs, Dorthe (2004): <i>Køn, etnicitet og skoleliv</i> , København, Samfundslitteratur. Staunæs, Dorthe (2004): "Kedelige tørklædepiger og billige blondiner" i: <i>Den lille store forskel: om unge og kønsroller</i> , Aarhus, CDR-Forlag. Staunæs, Dorthe (2003): <i>Etnicitet, køn og skoleliv</i> , Ph.d.-afhandling, Institut for Kommunikation, Journalistik og Datalogi, Roskilde Universitetscenter.

Forsker	Titel & Forskningsområde	Litteratur
Jette Kofoed	<p>Lektor på DPU, Aarhus Universitet, Institut for Læring.</p> <p>Kofoed forsker i køn og kønssocialisering i folkeskolen og børneinstitutioner, og mobning.</p>	<p>Staunæs, Dorthe (2003): "De perfekte, de kedelige og de billige. Om (hetero)seksualiseret etnicitet blandt 14-årige", i: <i>NIKK Magasin</i>, nr. 1.</p> <p>Staunæs, Dorthe (2003): "skæve køn, skæve etniciteter", i: <i>Kvinder, køn & Forskning</i>, nr. 1.</p> <p>Jette Kofoed & Jessica Ringrose (2012): "Travelling and sticky affects: Exploring the meanings of sexualized cyberbullying through a Butlerian-Deleuzian-Guattarian lens", i: <i>Discourse: Studies of Cultural Politics of Education</i>, vol. 33, nr. 1.</p> <p>Kofoed, Jette & Ringrose, Jessica (2010): "Displaced and fixed affects: re-thinking the meanings of sexualized cyberbullying among teenagers", konferencebidrag til: <i>Affective Fabrics of Digital Cultures: Feelings, Technologies, Politics</i> Manchester.</p> <p>Kofoed, Jette; Aggerholm, Kenneth & Olesen, Jesper (2008): <i>Flere end to slags børn: en rapport om køn og ligestilling i børnehaven</i>, Learning Lab Denmark, Danmarks Pædagogiske Universitetsskole Aarhus Universitet.</p> <p>Kofoed, Jette; Søndergaard, Dorte Marie (2008): "Blandt kønsvogtere og -udfordrere: Camouflagekaptajner og diversitetsdetektiver på spil i børnehaven", i: <i>Dansk Pædagogisk Tidsskrift</i>, nr. 2.</p> <p>Kofoed, Jette (2008): "Appropriate Pupilness: Social Categories intersecting in school", i: <i>Childhood</i>, vol.15, nr.3.</p> <p>Kofoed, Jette (2007): "Ansvar for egen elevhed: suspensive komparationer på arbejde", i: <i>Magtballader</i>, Jette Kofoed & Dorthe Staunæs (red.), København, Danmarks Pædagogiske Universitetsforlag.</p> <p>Kofoed, Jette (2006): "Selecting the Team: Doing Whiteness and Masculinity", i: <i>AMID Working Paper</i>, nr. 57.</p> <p>Kofoed, Jette (2005): "Holddeling: Når der gøres maskulinitet og hvidhed", i: <i>Kvinder, køn & Forskning</i> nr. 3.</p> <p>Kofoed, Jette (2005): "Elevpli: Arbitrære punktummer i skoleliv og forskning", i: <i>Nordiske Udkast</i>, årg. 33, nr. 2.</p> <p>Kofoed, Jette; Cawood, Sarah Højgaard m.fl. (2005): "Børn og barndomme", i: <i>Kvinder, køn og Forskning</i>, årg. 14, nr. 3.</p> <p>Kofoed, Jette (2003): <i>Elevpli: inklusion-eksklusionsprocesser blandt børn i skolen</i>, Ph.d.-afhandling, Institut for Pædagogisk Psykologi, København, Danmarks Pædagogiske Universitet.</p>

Forsker	Titel & Forskningsområde	Litteratur
Malou Juelskjær	Malou Juelskjær er lektor i social-psykologi på DPU. Hun er del af forskningsprogrammet 'Organisation og Læring' ved Institut for Uddannelse og Pædagogik.	<p>Juelskjær, Malou (2013): "Gendered subjectivities of spacetime matters", i: <i>Gender and Education</i>, vol. 25, nr. 6.</p> <p>Juelskjær, Malou (2009): <i>En ny start: bevægelser igennem tid, rum, krop og sociale kategorier via begivenheden skoleskift</i>, Ph.d.-afhandling, København, Danmarks Pædagogiske Universitets Forlag.</p> <p>Juelskjær, Malou (2008): "Resisting and committing to schooling. Intersections of masculinity and academic position", i: <i>International Journal of Qualitative Studies in Education</i>, vol. 21, nr.1.</p> <p>Juelskjær, Malou (2007): "Rummenes modstand: Subjektivering set i et spatielt perspektiv", i: <i>Magtballader</i>, Jette Kofoed & Dorthe Staunæs (red.), København, Danmarks Pædagogiske Universitetsforlag.</p> <p>Cawood, Sarah Højgaard & Juelskjær, Malou (2005): "Kropslig subjektivering", i: <i>Kvinder, køn & forskning</i>, årg. 14, nr. 3.</p> <p>Kofoed, Jette; Cawood, Sarah Højgaard m.fl. (2005): "Børn og barndomme", i: <i>Kvinder, køn og Forskning</i>, årg. 14, nr. 3.</p> <p>Juelskjær, Malou (2001): <i>Køn og skoleliv: En analyse af kønskonstitueringer</i>, Roskilde, Roskilde Universitetsforlag.</p>
Sarah Højgaard Cawood	Cawood er Ph.d. fra DPU, 2007 Hendes ph.d. om unge, medier og seksualitet bygger på feltarbejde i folkeskolens ældste klasser.	<p>Cawood Højgaard, Sarah (2008): "Enactende kræfter og subjektiveringsprocesser", i: <i>Unge pædagoger, Tema: Køn og skole</i>, nr. 1.</p> <p>Cawood, Sarah Højgaard (2007): <i>Velkommen til Pussylund: unge positionerer sig i et seksualiseret medielandskab</i>, Ph.d.-afhandling, København, Danmarks Pædagogiske Universitetsforlag.</p> <p>Cawood, Sarah Højgaard & Juelskjær, Malou (2005): "Kropslig subjektivering", i: <i>Kvinder, køn & forskning</i>, årg. 14, nr. 3.</p> <p>Kofoed, Jette; Cawood, Sarah Højgaard m.fl. (2005): "Indledning: Børn og barndomme", i: <i>Kvinder, køn og Forskning</i>, årg. 14, nr. 3.</p>
Laura Gilliam	Lektor på DPU ved Institut for Uddannelse og Pædagogik og er tilknyttet Forskningsprogrammet Barndom, ungdom og institution.	<p>Gilliam, Laura (2015): "Being a good, relaxed or exaggerated Muslim: religiosity and masculinity in the social worlds of Danish schools", <i>Making European Muslims: religious socialization among young Muslims in Scandinavia and Western Europe</i>, Mark Sedgwick (red.), New York, Routledge.</p> <p>Gilliam, Laura (2015): "Dobbelt udsathed: Etniske minoritetsdrenge veje til positionen som skolens ballademagere", i: <i>Udsatte børn og unge: en grundbog</i>, Torsten Erlandsen m.fl. (red), København, Hans Reitzel.</p> <p>Gilliam, Laura (2009): <i>De umulige børn og det ordentlige menneske: identitet, ballade og muslimske fællesskaber blandt etniske minoritetsbørn</i>, Aarhus, Aarhus Universitetsforlag.</p>

Forsker	Titel & Forskningsområde	Litteratur
	Gilliam beskæftiger sig med identitet, etnicitet, køn og religion – samt børns identitetsforståelser og sociale fællesskaber i skolen, og har bl.a. gennem feltarbejde i en folkeskole undersøgt, hvordan særligt drengene med anden etnisk baggrund end dansk udvikler en "ballademager-identitet".	Gilliam, Laura (2009): "Clash: når urolige drenge slår sig på skolen", i: Politiken, 02.11.2009. Gilliam, Laura (2009): "Gammelt mønster: nye drenge", i: <i>Skolebørn</i> , nr. 1. Gilliam, Laura (2007): "Ballade og muslimsk rettro som oppositionel kulturel form: Etniske minoritetsdrenge kulturkonstruktion i skolen", i: <i>Barn</i> , vol. 25, nr. 3–4.
Cathrine Hasse	Forskningsleder, professor, Danmarks Pædagogiske Universitetsskole, Aarhus Universitet. Hun har bl.a. arbejdet med uddannelsesforskning, køn og pædagogik, samt med universitetskulturer inden for naturvidenskab og humaniora.	Hasse, Cathrine (2008): "Konstruktioner af køn i skolekulturer", i: http://www.forskningsdatabase.dk/Search.external?operation=search&search-query=au:%22Hasse+Cathrine%22Skolen / Morgen , årg. 11, nr. 8.
Dorte Kousholt	Lektor ved Institut for Uddannelse og Pædagogik på DPU og er tilknyttet forskningsprogrammet Diversitet, Kultur og Forandring	Kousholt, Dorte (2011): "Kapitel 4. "Vilde drenge" – perspektiver på køn i børnehaven", i: <i>Børnefællesskaber og familieliv: børns hverdagsliv på tværs af daginstitution og hjem</i> , København, Dansk Psykologisk Forlag. Kousholt, Dorte (2006): <i>Familieliv fra et børneperspektiv – fællesskaber i børns liv</i> , Ph.d.-afhandling, Institut for Psykologi og Uddannelsesforskning, Roskilde Universitet.
Björg Kjær	Lektor ved Institut for Uddannelse og Pædagogik på DPU og tilknyttet Forskningsprogrammet Barndom, ungdom og institution. Hendes forskning tager afsæt i pædagogiske antropologiske perspektiver	Kjær, Björg (2011): <i>Børn og barndom på fritidshjem: et folkløst studie af fortolkning og forhandling om barnlig identitet</i> , Ph.d.-afhandling, Aarhus Universitet. Kjær, Björg (2003): "Børns køn, alder og etnicitet: Bermudatrekant eller spændstig triade", i: <i>Kvinneforskning</i> , nr. 3.

Forsker	Titel & Forskningsområde	Litteratur
Eva Gulløv	Lektor ved Institut for Uddannelse og Pædagogik på DPU. Tilknyttet Forskningsprogrammet Barndom, ungdom og institution - pædagogisk antropologiske perspektiver	Gulløv, Eva (1999) <i>Betydningsdannelse blandt børn</i> , Gyldendal, København.
Grethe Kragh-Müller	Lektor ved Institut for Uddannelse og Pædagogik (DPU). Tilknyttet Forskningsprogrammet Diversitet, Kultur og Forandring	Kragh-Müller, Grethe (2008): "Drengenhjerner og skoleliv: Kan vi indrette børns skoleliv efter forskelle i drenge- og pigehjerner?", i: <i>Dagbladet Information</i> , 14.03.2008. Kragh-Müller, Grethe (1995): "Problemer og konflikter i drenge- og pigegrupper", i: <i>Milde/vilde drenge/piger</i> , Ole Løw & Else Skibsted (red.), København, Akademisk Forlag.
Charlotte Ringsmose	Psykolog, Ph.D, Professor MSO på DPU, Institut for Uddannelse og Pædagogik – Forskningsprogrammet Diversitet, Kultur og Forandring	Ringsmose, Charlotte & Knoop, Hans Henrik (2008): <i>Køn og Læring</i> , København, Dansk Psykolog Forlag. Ringmose, Charlotte (2007): "Tal om køn" i: <i>Kognition & pædagogik</i> , årg. 17, nr. 64.
Roskilde Universitets Center		
Steen Baagøe Nielsen	Lektor ved Institut for Psykologi og Uddannelsesforskning på RUC. Centerleder for VELPRO – Center for Velfærd, Profession og Hverdagsliv. Forsker bl.a. i mænd/ maskuliniteter og pædagogik, og mænd i omsorgsfag.	Nielsen, Steen Baagøe (2015): <i>Kortlægning af forsknings- og udviklingsbaseret viden til kvalitetssikring og -udvikling af pædagoguddannelsens nationale modul: Køn, Seksualitet og Mangfoldighed</i> . Nielsen, Steen Baagøe; Mogensen, Kevin (2015): "Måske er jeg bare en følsom mand?": Om pædagogstuderendes erfaringer med sammenhænge mellem faglighed og køn i pædagogisk uddannelse og arbejde", København, Frydendal Akademisk. Nielsen, Steen Baagøe & Mogensen, Kevin Holger (2013): "Forståelse for drenge? Om behovet for teoretiske perspektiver på køn og uddannelse under forandring", i: <i>Drenge og maskuliniteter i ungdomsuddannelserne</i> , Christian Helms Jørgensen (red.), Roskilde Universitetsforlag. Nielsen, Steen Baagøe (2011): <i>Nordiske mænd til omsorgsarbejde!: En forskningsbaseret erfaringsopsamling på initiativer til at rekruttere, uddanne og fastholde mænd efter finanskrisen</i> , Roskilde, Roskilde Universitet. Staunæs, Dorthe & Baagøe, Steen (2011): "Mænd, drenge og uddannelse", i: <i>30 forslag: en politik for mænd og drenges ligestilling</i> . Beck Marie Valentin; Madsen Svend Aage (red.), København, Tænketanken VM. Viden om mænd.

Forsker	Titel & Forskningsområde	Litteratur
		Nielsen, Steen Baagøe (2008): "Mænd i kvindefag : om kønnede arbejdsdelinger, kvalifikationer og barrierer for integration af mænd i daginstitutioner" i: <i>Lige muligheder - frie valg?: om det kønsopdelte arbejdsmarked gennem et årti</i> , Ruth Emerek & Helle Holt (red.), København, SFI - Det Nationale Forskningscenter for Velfærd.
		Nielsen, Steen Baagøe (2008): "Mænd i kvindefag: om kønnede arbejdsdelinger, kvalifikationer og barrierer for integration af mænd i daginstitutioner", i: <i>Socialforskningsinstituttet</i> , nr. 24.
		Nielsen, Steen Baagøe (2007): "Mænd og daginstitutioner: om kønnets betydning for det pædagogiske arbejde", i: <i>Vera: tidsskrift for pædagoger</i> , nr. 44.
		Nielsen, Steen Baagøe (2005): <i>Mænd og daginstitutioners arbejdets modernisering: teoretiske, historiske og etnografiske perspektiver på sammenhænge mellem køn, pædagogisk arbejde og organisering i daginstitutioner</i> , Ph.d.-afhandling, Institut for uddannelsesforskning, Roskilde universitetscenter.
		Nielsen, Steen Baagøe; Hjort, Katrin Erna (2003): "Hvad ved vi egentligt om mænd og omsorg? Om omsorg, maskulinitet og forskning i forandring", i: <i>Mænd og omsorg</i> , Steen Baagøe Nielsen & Katrin Erna Hjort, København, Hans Reitzel.
		Nielsen, Steen Baagøe (2003): "Mænd søges! – om herskende forståelser af behovet for mænd i daginstitutioner", i: <i>Mænd og omsorg</i> , Steen Baagøe Nielsen & Katrin Erna Hjort, København, Hans Reitzel.
		Nielsen, Steen Baagøe (2003): "Vi trænger til nye kræfter, sagde lederen, og ansatte en mand – om barrierer for mænd omsorg i daginstitutioner", i: <i>Mænd og omsorg</i> , Steen Baagøe Nielsen & Katrin Erna Hjort, København, Hans Reitzel.
		Nielsen, Steen Baagøe (1999): "'Rigtige mænd er en mangelvare"- om ligestilling og daginstitutioner i 90'erne", i: <i>Mænd på vej</i> , Ervø, Søren; Nanna Mik-Meyer & Peter Andersen Hove (red.), København, Ligestillingsrådet.
		Kampmann, Jan; Nielsen, Steen Baagøe & Weber, Kirsten (1998): "Hvorfor er der så få mandlige medarbejdere i daginstitutioner?: notat udarbejdet for Socialministeriet og Det Tværministerielle Børneudvalg", Roskilde, Roskilde Universitet.
		Nielsen, Steen Baagøe (1998): "Kønnet der blev væk", i: <i>Omgå og omgås: Modernisering og uddannelsestænkning i pædagoguddannelsen</i> , Ejler Johansen; Jan Kampmann & Weber Kirsten (red.), Roskilde, Roskilde Universitet.
		Weber, Kirsten; Nielsen, Steen Baagøe (1997): "Agurkesnak og hurtige aftrækkere: om oplevelsen af kønnet kvalifikation og institutionskultur i praktikken", i: <i>Jagten på den mandlige omsorgskompetence</i> , Roskilde, Roskilde Universitet.

Forsker	Titel & Forskningsområde	Litteratur
Jan Kampmann	Professor på Institut for Psykologi og Uddannelsesforskning på RUC.	Kampmann, Jan (2003): "Køn er bare noget vi leger! – om "de stakkels drenge" og nye forståelser af køn i børneforskningen", i: <i>Mænd og omsorg</i> , Steen Baagø Nielsen & Katrin Erna Hjort, København, Hans Reitzel.
	Forsker bl.a. i barndom, ungdom og familielever	Kampmann, Jan (2000): "Børnekultur, køn og læreprocesser i børnehave og indskoling", i: <i>Kvinder, køn & Forskning</i> , nr. 1.
		Kampmann, Jan; Nielsen, Steen Baagø & Weber, Kirsten (1998): "Hvorfor er der så få mandlige medarbejdere i daginstitutioner?: notat udarbejdet for Socialministeriet og Det Tværministerielle Børneudvalg", Roskilde, Roskilde Universitet.
		Andersen, Peter Ø.; Kampmann, Jan (1991): <i>Kønnets betydning for børns interaktion og relationsdannelse - en litteraturgennemgang. Rapport i projektet: "Børns socialiseringsprocesser og pædagogik i 0-6 års institutionen"</i> , Institut for Pædagogik, Københavns Universitet.
Kirsten Grønbæk Hansen	Lektor på Institut for Psykologi og Uddannelsesforskning på RUC.	Hansen, Kirsten Grønbæk (2011): "Kønnede fællesskaber i skolen", i: <i>Fællesskab i skolen</i> , Elsebeth Jensen & Svend Brinkmann (red.), København, Akademisk Forlag.
	Køn, krop og hverdagsliv	Jensen, Tine; Krøjer, Jo & Hansen, Kirsten Grønbæk (2010) <i>Inklusion i interaktiv deltagelse i folkeskolen: Et forskningsprojekt om køn, teknologi og læring</i> , Roskilde, Roskilde Universitet.
	Kompetencer: psykologi, psykoanalyse, psykologisk kønsforskning, køn og læreprocesser, kønnet i forskningen	Hansen, Kirsten Grønbæk (2008): "Køn i skolen mellem biologi og diskurs", i: <i>Dansk Pædagogisk Tidsskrift</i> , nr. 2. Hansen, Kirsten Grønbæk (1999): "The gender meaning of understanding and creativity in math education", konferencebidrag til: <i>Gasat 9 Conference, Accra</i> .
Jo Krøjer	Lektor på Institut for Psykologi og Uddannelsesforskning på RUC.	Krøjer, Jo (2014): "Omsorgsfulde drenge og urolige piger: Køn og mangfoldighed i skolen", i: <i>Elevens læring og udvikling</i> , Ole Løv & Else Skibsted (red.), København, Akademisk Forlag.
	Subjekt, teknologi og social praksis	Krøjer, Jo (2012): "Drengelærer og pigeelærer: – Hvordan skabes køn i skolen?", i: <i>Psykologi for lærerstuderende og lærere</i> , København, Akademisk Forlag.
	Forskningsområder: Arbejdsmarked, Køn, Etnicitet, Ligestilling Videnskabsteori, Videnskabshistorie, Videnskabssociologi, Forskningspolitik	Krøjer, Jo & Jensen, Tine (2012): "Teknologi – et kønnet skoleeksempel", i <i>Er der spor? Feminisme, aktivisme og kønsforskning gennem et halvt århundrede</i> , Frederiksberg, Frydenlund. Krøjer, Jo & Helms, Stine Constance (2011): "Drengelærer imellem frihed og kontrol", i: <i>Kognition & Pædagogik</i> , årg. 21, nr. 82.
		Jensen, Tine; Krøjer, Jo & Hansen, Kirsten Grønbæk (2010) <i>Inklusion i interaktiv deltagelse i folkeskolen: Et forskningsprojekt om køn, teknologi og læring</i> , Roskilde, Roskilde Universitet.

Forsker	Titel & Forskningsområde	Litteratur
Peter Møller Pedersen	Ph.d. i Uddannelsesforskning fra RUC. I sin afhandling ser han nærmere på, hvordan der i pædagogfaget reproduceres en traditionel kønnet arbejdsdeling mellem kvinder og mænd, som er med til at fastlåse en traditionel kønsforståelse i uddannelsen.	Pedersen, Peter Møller (2005): <i>Fordelinger og fordoblinger - et studie i kønskonstruktioner og social læring i pædagoguddannelsen</i> , Ph.d.-afhandling, Roskilde Universitetscenter. Pedersen, Peter Møller (2003): "Når mænd skal være pædagoger – refleksioner over en manderekruiteringskampagne", i: <i>Mænd og omsorg</i> , Steen Baagø Nielsen & Katrin Erna Hjort, København, Hans Reitzel.
Kenn Warming	Tidligere ansat på RUC. Ph.d. Har beskæftiget sig med: Arbejdsmarked Kønsarbejdsdeling Kønsroller på arbejdsmarkedet Ligeløn Sociologi Køn, Etnicitet, Ligestilling Kønsarbejdsdeling Kønsmainstreaming Kønsroller Maskuliniteter	Warming, Kenn (2013): <i>Mænd i omsorgsfag: en interviewundersøgelse af mænds oplevelser og erfaringer som professionelle i tre kvindedominerede</i> , Ph.d.-afhandling, Roskilde Universitet. Warming, Kenn (2012): "For Better or For Worse: Experiences of Men in Caring Occupations", i: <i>Men, Masculinity and the Common Good in an Era of Economic Uncertainty</i> , Phillip Ward Schnarrs & James P. Maurino, Tennessee, Men's Studies Press. Warming, Kenn (2011): "Jeg vil lave noget, hvor jeg kan finde en livsglæde og føle, at jeg gør en forskel: Mænds motivationer for at vælge omsorgsarbejde", i: <i>Tidsskrift for Arbejdsliv</i> , vol. 13, nr. 2. Warming, Kenn (2006): "Mænd i kvindedominerede arbejdskulturer: Et studie i kønsstereotyper, maskulinitetskonstruktion og manderoller", Roskilde Universitetscenter. Warming, Kenn (2006): "Når mænd arbejder i kvindefag: en sociologisk interviewundersøgelse med fokus på redefineringer af arbejdsfunktioner samt maskuliniseringsstrategier inden for fire kønsmærkede professioner i Danmark", Roskilde Universitet. Sjørup, Karen; Reinicke, Kenneth & Warming, Kenn (2006): "Mænd som udøvere og modtagere af omsorg", i: <i>Uddannelsesnyt FS8</i> , vol. 17, nr. 1.
Christel Stormhøj	Sociolog, lektor, ph.d. ved Institut for Samfund og Globalisering, RUC. Køn, krop og hverdagsliv	Stormhøj, Christel (2008): "Køn i skolen", i: <i>Unge pædagoger, Tema: Køn og skole</i> , nr. 1.

Forsker	Titel & Forskningsområde	Litteratur
	Københavns Universitet	
Mons Bissenbakker Frederiksen	Lektor i kønsstudier ved Institut for Nordiske Studier og Sprogvidenskab Beskæftiger sig primært med Køn seksualitet, racialisering/ national identitet og affekt.	Frederiksen, Maja Bissenbakker (2011): "Dannelse og dissonanser. Danskfagets in- og ekskluderende konstruktioner af køn og etnicitet", i: <i>Studier i nordisk</i> , vol. 2008-2009. Frederiksen, Maja Bissenbakker (2010): "At kende kønnet - det banale køn i folkeskolens danskfag", i: <i>Åbne og lukkede døre: en antologi om køn i pædagogik</i> , Ane H. Kirk m.fl. (red.), København, Frydenlund. Frederiksen, Maja Bissenbakker (2008): "Når kategorierne går i blodet: køn som identitet og tema i danskfaget", i: <i>På kant med historien: studier i køn, videnskab og lidenskab tilegnet Bente Rosenbeck på hendes 60-årsdag</i> , Karin Lützen & Annette K. Nielsen (red.), København, Museum Tusulanum. Frederiksen, Maja Bissenbakker (2008): <i>Dannelse og dissonanser: en normativitetskritisk undersøgelse af det danskfaglige curriculums subjektkonstruktioner specielt med henblik på italesættelsen af køn og etnicitet</i> , Ph.d.-afhandling, Københavns Universitet, Museum Tusulanum. Frederiksen, Maja Bissenbakker (2007): "Hvem passer skolen?", i: <i>Universitetsavisen</i> , nr.3.
Anja Rosdahl	Ph.d. Københavns Universitet, Det Humanistiske Fakultet, Institut for Nordiske Studier og Sprogvidenskab	Rosdahl, Anja (2014): "Køn i undervisningen?: En analyse af elevers og læreres positioneringer i danskundervisningen i 9. klasse", Ph.d.-afhandling, Københavns Universitet.
Karen Borgnakke	Professor ved Københavns Universitet, Institut for Medier, Erkendelse og Formidling. Hun beskæftiger sig med køn og pædagogik og forsker bl.a. i læring i gymnasiet og i børne- og ungdomskulturen.	Borgnakke, Karen (2011): "Lad os få flere køn i skolen", i: <i>Undervisere.dk</i> . Borgnakke, Karen (2006): "Diskurser om pædagogik og køn: Udviklingstræk, teser, tolkninger og analysekategorier: Mellem uddannelsessystemet som genussystem, den funktionelle kønsneutralitet og den kønnede praksis", arbejdsrapport, Institut for Medier, Erkendelse og Formidling, Københavns Universitet. Borgnakke, Karen (1990): "Projektkatalog om forskning i pædagogik og køn", <i>Forum for kvindeforskning</i> , København, Danmarks lærerhøjskole, 1990.
Eva Bertelsen	Adjunkt ved Institut for Medier, Erkendelse og Formidling, KU	Bertelsen, Eva; Christensen, Gerd (2012): "Køn og alder som skæbnelæsskaber?", i: <i>Klassisk og moderne pædagogisk teori</i> , 2. udgave, Peter Østergaard Andersen m.fl. (red), København, Hans Reitzel. Ellegaard, Thomas m.fl. (2008): "Redaktionel indledning", i: <i>Tema: Kønnet i Pædagogikken, Dansk Pædagogisk Tidsskrift</i> , vol. 56, nr. 2.

Forsker	Titel & Forskningsområde	Litteratur
Syddansk Universitet		
Katrin Hjort	Professor Uddannelsesvidenskab Institut for Kulturvidenskaber SDU	Hjort, Katrin & Baagøe Nielsen, Steen (2003): "Omsorg, maskulinitet og forskning i forandring – en indledning", i: <i>Mænd og omsorg</i> , Steen Baagøe Nielsen & Katrin Erna Hjort, København, Hans Reitzel. Hjort, Katrine (2003): "Mænd er forskellige... gør mænd forskel? – om mænds betydning for pædagogisk arbejde!", i: <i>Mænd og omsorg</i> , Steen Baagøe Nielsen & Katrin Erna Hjort, København, Hans Reitzel
Christian Gerlach	Professor mso, Cand.psych, dr. psych. Institut for Psykologi PsychMeasure	Gerlach, Christian (2008): "Kønsforskelle, hjerne og kognition", i: <i>Dansk Pædagogisk Tidsskrift</i> , nr. 2.
Aalborg Universitet		
Harriet Bjerrum Nielsen	Adjungeret professor ved Institut for Læring og Filosofi, Aalborg Universitet. Beskæftiger sig med kønsidentiteter med et særligt fokus på børn og unges skoleliv. Det meste af sin forskerkarriere har hun tilbragt i Norge. Den norske forskning fremgår derfor ikke af oversigten.	Nielsen, Harriet Bjerrum (2014): "Tid og rum - børn og køn: temporalitet som metodisk og teoretisk dimension i børne/ungdomsforskning og i kønsforskning", Tiltrædelsesforelæsning, i: <i>Kvinder, køn & Forskning</i> , årg. 23, nr. 3. Nielsen, Harriet Bjerrum (2008): "Hvilket køn har skolen?", i: <i>Unge pædagoger, Tema: Køn og skole</i> , nr. 1.
Mette Lykke Nielsen	Lektor, Center for Ungdomsforskning, Institut for Læring og Filosofi, Ålborg Universitet. Hun har primært beskæftiget sig med unge og uddannelsesvalg, men hun har lavet interviews med elever fra folkeskolens ældste klasser.	Nielsen, Mette Lykke (2011): "God Girls and Bad Girls - om unge kvinders succes og nederlag i skolelivet og om det kønnede uddannelsesvalg", i: <i>Ungdomsskolen</i> , nr. 8. Nielsen, Mette Lykke (2010): "Taberdrenge og vinderpiger?", i: <i>Ungdomsforskning</i> , årg. 4, nr. 3.
Niels Ulrik Sørensen	Lektor ved Institut for Læring og Filosofi, Aalborg Universitet.	Sørensen, Niels Ulrik (2010): "Bag generaliseringerne", i: <i>Ungdomsforskning</i> , årg. 4, nr. 3.

Forsker	Titel & Forskningsområde	Litteratur
Karen Egedal Andreasen	Lektor ved Institut for Læring og Filosofi, Center for Uddannelsesforskning på Aalborg Universitet.	<p>Andreasen, Karen Egedal (2008): <i>Karakterer, kultur og tolkninger: et kvalitativt studie blandt 57 unge i folkeskolens 9. klasse, af hvordan de tolker karaktererne med reference til forskellige sociale kontekster, og en diskussion af disse tolkede betydningers mulige konsekvenser</i>, Ph.d -afhandlinger, Aalborg, Institut for Uddannelse, Læring og Filosofi, Aalborg Universitet.</p> <p>Andreasen, Karen Egedal (2007): "Karakterer og køn: et narrativt perspektiv", konferencebidrag til: <i>Past, present, future – From Women's Studies to Post Gender research</i>, Umeå.</p> <p>Andreasen, Karen Egedal (2007): "Om køn, karakterer og evaluering i grundskolen", i: <i>Børn & Kultur – I Samfund?</i>, Ulf Palmenfelt (red.), konferencerapport.</p> <p>Andreasen, Karen Egedal (2006): "Pige- og drengeskole. Kompetenceudvikling og brugen af prøver og karakterer i folkeskolen", BIN-Norden.</p>
Sune Qvotrup Jensen	Lektor ved Institut for Sociologi og Socialt Arbejde, Det Samfundsvidenskabelige Fakultet, Aalborg Universitet.	Qvotrup, Sune (2013): "Skolen som arena for andengørelse, tilpasning og modstand", i: <i>Drenge og maskuliniteter i ungdomsuddannelserne</i> , Christian Helms Jørgensen (red.), Roskilde Universitetsforlag.
Tanja Kirkegaard	Tidligere ansat som ph.d. ved Institut for Kommunikation Det Humanistiske Fakultet, Aalborg Universitet	Kirkegaard, Tanja (2007): "Køn og marginalisering i folkeskolen", i: <i>Kognition & pædagogik</i> , årg. 17, nr. 64.
UCC Professionshøjskole		
Helle Bjerg	Docent ved UCC og ekstern lektor på DPU	Bjerg, Helle (2013): "Hegemonisk maskulinitet - genbesøgt", i: <i>Kvinder, Køn & Forskning</i> , år.22, nr. 3-4.
Andet		
Susanne V. Knudsen	Susanne V. Knudsen er professor emerita i pædagogisk tekstforskning, Høgskolen i Vestfold, Norge, 2005-2014. Her er det udvalg af hendes forskningsproduktion, der vurderes at stamme fra en dansk forskningskontekst.	<p>Knudsen, Susanne V. (2012): "Intersektionel kønspædagogik", i: <i>Norsk pædagogisk tidsskrift</i>, nr. 6.</p> <p>Knudsen, Susanne V. (2010): <i>Køn i skolen: køn, pædagogik og pædagogiske tekster</i>, København, Frydenlund.</p> <p>Reisby, Kirsten & Knudsen, Susanne V. (2005): <i>Køn, ligestilling og skole 1990-2004. Rapport med oversigt over forskning i førskole, skole, videregående skole, når det gælder køn og pædagogiske ligestillingsstrategier samt ligestilling i uddannelsespolitikken i de nordiske lande.: evalueringsrapport om ligestilling i skolen</i>, NIKK, Nordisk Ministerråd.</p> <p>Knudsen, Susanne V. (2003): "Kønsparadokser i skolen", i: <i>NIKK magasin</i>, nr. 2.</p>

Forsker	Titel & Forskningsområde	Litteratur
Cecilie Nørgaard	<p>Cand.pæd.soc. fra Århus Universitet/ DPU og Københavns Universitet</p> <p>Selvstændig uddannelses- og kønssociolog med firmaet Mangfold / www.cecilienorgaard.com, der formidler viden om køn og udvikler strategiske løsninger til fremme af forskningsbaseret viden om køn i uddannelsessystemet.</p> <p>Har blandt andet forfattet en række fagbøger og undervisningsmaterialer til folkeskolen om køn, etnicitet, seksualitet og ligestilling.</p>	<p>Nørgaard, Cecilie (2015): "100 visionære år – men stereotyperne består" i <i>Øjeblikke af frihed Kvinderådet</i>, Peoples Press.</p> <p>Nørgaard, Cecilie (2014): "Forventninger skaber virkelighed", Vejlederforum.dk.</p> <p>Nørgaard, Cecilie (2011): "Skolen disciplinerer kønnet", KVINFOs webmagasin.</p> <p>Nørgaard, Cecilie & Vittrup, Bonnie (2010): "Dét, de siger, bliver man selv! – Om kønskompetencer i skolens praksis", i: <i>Åbne og lukkede døre: en antologi om køn i pædagogik</i>, Ane H. Kirk m.fl. (red.), København, Frydenlund.</p> <p>Nørgaard, Cecilie & Vittrup, Bonnie (2008): Leder: "Kønnet – Den blinde vinkel i skolen", i: <i>Unge pædagoger, Tema: Køn og skole</i>, nr. 1.</p>
Bonnie Vittrup	<p>Cand.pæd. i didaktik fra Århus Universitet/DPU</p> <p>Tidligere forskningsassistent på DPU</p> <p>Vittrup har formidlet viden om køn i relation til elevernes individuelle læreprocesser og skolens overordnede pædagogiske praksisser og har forfattet en række undervisningsmaterialer til folkeskolen om køn, etnicitet, seksualitet, ligestilling til folkeskolen.</p>	<p>Vittrup, Bonnie (2014): "At kommunikere køn - om, til og med drenge og piger i danskundervisningen", i: <i>Kommunikationskritisk kompetence</i>, Jeppe Bundsgaard m.fl. (red.), København, Gyldendal.</p> <p>Vittrup, Bonnie (2013): "Kønskonstruktioner i komparative undersøgelser: og kønsdidaktiske interventioner", i: <i>Cursiv</i>, nr. 12.</p> <p>Vittrup, Bonnie (2013): "Køn i standardiserede undersøgelser - og komplekse effekter", i: <i>Kvan – Et Tidsskrift For Læreruddannelsen Og Folkeskolen</i>, vol. 33, nr. 97.</p> <p>Nørgaard, Cecilie & Vittrup, Bonnie (2010): "Dét, de siger, bliver man selv! – Om kønskompetencer i skolens praksis", i: <i>Åbne og lukkede døre: en antologi om køn i pædagogik</i>, Ane H. Kirk m.fl. (red.), København, Frydenlund.</p> <p>Nørgaard, Cecilie & Vittrup, Bonnie (2008): Leder: "Kønnet – Den blinde vinkel i skolen", i: <i>Unge pædagoger, Tema: Køn og skole</i>, nr. 1.</p>

Forsker	Titel & Forskningsområde	Litteratur
Anne-Mette Kruse	Cand.pæd fra DPU	<p>Kruse, Anne-Mette (2003): "Single-sex Settings: "Pedagogies for Boys and Girls in Danish Schools", i: <i>Equity in the Classroom: Towards Effective Pedagogy for Girls and Boys</i>, Caroline V. Gipps (red.), Routledge.</p> <p>Kruse, Anne-Mette (1998): "Pige- og drengpædagogikker: Praxis og perspektiver", i: <i>Likt og ulikt. Kjønnssdimensjonen i pedagogisk tenkning og praksis</i>. Anne Lise Arnesen (red.), Oslo, Høgskolen i Oslo. HiO-rapport, nr. 2.</p> <p>Kruse, Anne-Mette (1996): "Approaches to teaching girls and boys: Current debates, practices, and perspectives in Denmark", i: <i>Women's Studies International Forum</i>, vol. 19, nr. 4.</p> <p>Kruse, Anne-Mette (1992): ""We have learnt not just to sit back, twindle our thumbs and let them take over". Single-sex settings and the development of a pedagogy for girls and a pedagogy for boys in Danish schools", i: <i>Gender and Education</i>, vol. 4, nr. 1-2.</p>
Undervisningsmaterialer – til skole		
Nørgaard, Cecilie & Vittrup, Bonnie		Nørgaard, Cecilie & Vittrup, Bonnie (2011): "Om Vold", undervisningsmateriale, København, Danner, http://www.danner.dk/danish-hjaelp-og-radgivning/viden-om-vold/danish-materialer/undervisningsmateriale/
Nørgaard, Cecilie & Vittrup, Bonnie		Nørgaard, Cecilie & Vittrup, Bonnie (2009): "Udsigt til indsigt – om køn, etnicitet og ligestilling", Undervisningsministeriet, http://www.emu.dk/soegning/udsigt%20til%20indsigt
Nørgaard, Cecilie & Vittrup, Bonnie		Nørgaard, Cecilie & Vittrup, Bonnie (2009): "Brug din stemme! - om køn, etnicitet og demokrati", Københavns Kommune
Nørgaard, Cecilie & Vittrup, Bonnie		Nørgaard, Cecilie & Vittrup, Bonnie (2007): "Seksualitet, køn og normer", Copenhagen Gay & Lesbian Filmfestival, www.cgfff.dk
Nørgaard, Cecilie & Vittrup, Bonnie		Nørgaard, Cecilie & Vittrup, Bonnie (2006): "Skolens bog om køn og ligestilling: Elevens bog", København, Forfattere og Informations Forlag
Sex & Samfund		Temamateriale 'Normer for køn og seksualitet' http://www.sexogsamfund.dk/Default.aspx?ID=30498#210456 , Sex & Samfund
Institut for menneskerettigheder m.fl.		Fælles europæisk undervisningsmateriale om seksualitet og køn 'It takes all kinds' http://teachers.ittakesallkinds.eu/app_dev.php/dk/guide
– til børnehaver		
Windfeldt, Louise & Clante, Katrine		Windfeldt, Louise & Clante, Katrine (2008), 'Den dag da Rikke var Rasmus og Frederik var Frida', Ministeriet for Ligestilling, http://miliki.dk/fileadmin/ligestilling/PDF/boernehaver/Frederik_web.pdf
Jesper Olesen & Kenneth Agerholm		Jesper Olesen & Kenneth Aggerholm (2008), 'Børnehaver med plads til PippiPrinser og PiratPrinsesser', Ministeriet for Ligestilling, http://miliki.dk/fileadmin/ligestilling/PDF/boernehaver/inspirationsguide_boernehaver.pdf

3 Gender Equality Promotion in Compulsory Education in Finland

Mervi Heikkinen, PhD, Women's and Gender Studies at the University of Oulu

3.1 Introduction

Finland adopted the promotion of gender equality as an educational goal in the late 1970s, taking steps to remove gender-biased material from its national curricula and educational organisations. However, neutral talk about pupils and students did not eradicate gender divisions; nor did information campaigns aimed at affecting career choices in both sexes. In the 1980s, the Finnish Ministry of Education appointed a committee whose function was *one*, to assess experimental and research activities supporting gender equality; *two*, to launch pilot projects; and *three*, to create proposals for implementing the equality objective in legislation. The mandate of that committee specified expressly the goal of ‘widening the career choices of girls and boys.’ However, we contend, promoting equality in the Finnish education system requires further reforms in thought and practice.

In 1985, the Nordic Council of Ministers funded the ‘AVAA – BRYT’ project (1985 to 1989), whose experiments in education stood on the idea that schools – as part of Finland’s education system – produce men and women who fall into gendered categories of societal labour segregation; and on the idea that one should view such segregation as cultural rather than biological in nature. Efforts were made to widen the scope of occupations considered possible for both sexes by studying and analysing different occupations.

‘NORD-LILIA’ (1992 to 1994), another project produced by the Nordic Council of Ministers, aimed to incorporate gender equality issues into Finnish teacher training curricula. A gradual increase of women’s and gender studies in the educational sciences has created expertise on gender issues, enabling the inclusion of gender issue studies as required in Finnish university teaching degrees. However, the long-cherished idea of problematising gender in the content and practice of teacher training has not yet materialised in Finland in a comprehensive manner.

In 1985 and 1994, the national core curriculum of Finland defined the promotion of gender equality as a matter of educational guidance and counselling. However, the 2004 national core curriculum extended the obligation for the promotion of gender equality to teaching in general, and, in the upcoming 2016 curriculum, gender equality promotion will become even more tightly determined,

requiring skills and knowledge from teachers that they do not currently necessarily receive in their initial teacher education. The need for in-service training focusing on the promotion of gender equality will therefore become increasingly more acute and important. On behalf of our project network, we have initiated a joint Nordic online education entitled 'Nordic Gender Equality Promotion E-training: Six promising gender equality practices in Early childhood and Basic education' that will be piloted during the spring 2016.

In their study of thirty years of gender equality work in Finland, researchers Brunila, Heikkinen, and Hynninen (2005) contend that the perception of male and female as two inherently different beings results in easy comparisons and juxtapositions that, in practice, create difference and disparity in education, working life, and other areas of life, contributing to segregation. Brunila, Heikkinen, and Hynninen argue that perceiving gender as inherently different creates a disparity that is particularly hard to overcome. An obstacle to overcoming such disparity is the hierarchical nature of organisations, management, and leadership practices, which creates inequality and – with the perception of two different and unequal genders – efficiently prevents the advancement of equality. Finland therefore requires new approaches to the promotion of gender equality.

The Finnish government has outlined future gender equality policy until the year 2020 in its report 'Government Report on Gender Equality' (Publications of the Ministry of Social Affairs and Health, 2011:4). The report, the first of its kind, aims to reinforce the long-term, systematic promotion of gender equality and emphasises commitment to the implementation of gender equality policy on all levels. Moreover, the report examines the goals and measures of the policy, its effectiveness, and developments in gender equality over the past ten years.

According to the report, comprehensive schools should consider the active promotion of gender equality as practically important; for instance, by extending the required gender equality planning (GEP) to basic education. The report states clearly that it is crucial to integrate GEP into teaching and other practices at educational institutions. It also asks that the Finnish government ensure that education policy planning and development include goals and actions to promote gender equality. The report promises a gender mainstreaming of preparation and decision-making in teaching and education, drawing on existing research data and gender equality efforts in experimental and development projects.

The 2011 government report on gender equality asks, moreover, that the promotion of gender equality and gender awareness be integrated into every teacher training programme. The Finnish government wants providers of teacher training

to include gender equality and awareness content and perspectives in all basic and further training for teachers, student counsellors, and guidance counsellors. Achieving these aims – continues the report – requires incorporation of the results of the ‘gender equality and gender awareness in teacher training’ project into teacher training programmes, as well as promotion of research supporting gender-awareness in both teacher training and the work of teachers. The Ministry of Education and Culture also intends to support universities by introducing, into teacher training, practices that were generated by the gender equality and awareness project. Training in gender-aware pedagogy will be offered to future kindergarten teachers and to early childhood education professionals. Teacher training in crafts will also be revised, allowing for the development of crafts into a subject that offers the same content to all pupils and which takes into account the research on ‘learning outcomes in crafts’ completed by the National Board of Education in 2011.

The report also attends to the content of school books, which – we assert – is particularly important, because teaching materials influence the ideas youngsters form of girls and boys and being men and women. The Ministry of Education and Culture is currently developing ways to enhance gender awareness and promote a more diverse image of men and women in teaching material, in cooperation with the publishers of that material. In September 2011, the National Board of Education commissioned and completed a study of gender images in basic education textbooks by Tainio & Teräs (2010). The study focused on textbooks used in basic education in literature, in primary language studies – in Finnish, ‘kirjallisuus’ and ‘äidinkieli’ – and in student counselling. The researchers chose for analysis literature and primary language study material for Grade 3, 6, and 9 classes, and scrutinised all student counselling material used in basic education. The books selected were those published by WSOY, Otava, Tammi, and Edita that followed the current curriculum and were purchasable in a shop. Fifty-one titles, including study books and related exercise books, conformed to the criteria in question.

3.2 Legislation

Amendments to the ‘Act on Equality Between Men and Women’ or ‘Equality Act’ and to the ‘Non-Discrimination Act’ came into force in early 2015. The Non-Discrimination Act covers the majority of grounds for sexual discrimination, including age, ethnic origin, and sexual orientation. The new Equality Act, which prohibits discrimination against people on the basis of gender, introduces regulations concerning non-discrimination towards transsexual and intersexual

persons. Both acts also carry obligations to promote equal treatment, although the Equality Act is more detailed in this respect.

The obligation to engage in equality planning applies to educational institutions and, from early 2015, to Finnish basic education. The law aims to enforce work in systematic gender equality in basic education, on the basis that the inclusion of gender equality planning in basic education is vitally important. Educational choices and future plans are made gradually, starting early in a life. The ten-year Finnish basic education offers an opportunity to elaborate on life choices and on current and future aspirations. Education and skills in gender equality – for example, a grounding for gender responsibility – form at a young age and impact the choices people make.

We believe that it is crucial to begin discussion on gender equality in education and learn to discuss matters of equality openly. In terms of gender equality planning, this means that a given educational institution will commission a survey of its state of equality; and that the results of that survey will create an image of the state of equality in the school in question, helping to identify problems relating to it. Attention should be given to the selection of students, to grading, to preventing gender and sexual harassment, and to maintaining a feeling of safety among students. Moreover, in planning gender equality in basic education, girls and boys can be asked how they feel about the support they receive from their teacher. Appropriate measures to influence any relevant issues will then be discussed, decided upon, and drafted into the ‘Equality Plan’ so as to improve the situation identified. The execution of activities to promote gender equality in educational institutions should – we argue – be collective in nature.

The Finnish ‘Act on Equality between Women and Men’ (Section 5 (206/1995)) ordered the implementation of gender equality in education and training as follows: ‘Authorities, educational institutions and other bodies providing education and training shall ensure that women and men have equal opportunities for education, training and professional development, and that teaching, research and instructional material support attainment of the objectives of this Act.’ The Act on Equality specified the following measures to promote gender equality in Finnish educational institutions (Section 6b (232/2005)).

(1) Educational institutions must prepare a gender equality plan annually in cooperation with staff and student representatives. The plan must include a survey of the gender equality situation within the institution and of related problems, and the necessary measures that are planned for implementation with the purpose of promoting gender equality. Special attention must be given to the attainment of

gender equality in student selections and when organising teaching and evaluating study performance, and to measures to ensure the prevention and elimination of sexual harassment and gender-based harassment.

(2) The gender equality plan must include an assessment of the extent to which measures previously included in it have been implemented and of the results achieved.

(3) The gender equality plan may be incorporated into the curriculum or some other plan drawn up by the educational institution. Instead of an annual review, agreement may be made within the institution that the gender equality plan will be prepared no less than once every three years.

(4) This section does not apply to the education providers and schools referred to in the Basic Education Act (628/1998).

Amendments to the Act on Equality between Women and Men (January 1, 2015) ask for systematic gender equality promotion in basic education. Gender equality plans will be introduced for this purpose, their implementation mandatory in compulsory schools. The act specifies the following steps for gender equality planning: one, a survey of the state of equality in a given institution and of problems relating to it; two, implementation of required policies and an improvement in practices, aiming to solve the problems in question; and three, an evaluation of previous policies and practices and their results. Attention is given to student selection, student grading, and the prevention of sexual harassment. Equality planning in basic education may involve asking girls and boys – for instance – how they feel about the support they receive from their teacher. A gender equality plan may form part of a school curriculum, or part of another plan for an educational institution.

3.3 The organisation of the promotion of gender equality

The Finnish national administration of education and training has a two-tier structure. The Ministry of Education and Culture is the ‘highest’ education authority, responsible for all publically funded education in Finland and for preparing educational legislation and all necessary decisions pertaining to legislation. It answers for its share of the state budget to the Finnish government. The Finnish National Board of Education is – in turn – the national development agency responsible for primary and secondary education and for adult education and training. The board has a range of tasks: *one*, to follow the development of educational objectives, content, and methods, according to a performance

agreement with the Ministry of Education and Culture; *two*, to implement national education policies; *three*, to prepare the national core curricula and requirements for qualifications, developing education and teaching staff; and *four*, to offer services to the education sector and administrative services. It also helps the Ministry of Education and Culture prepare education policy decisions. The Finnish National Board of Education is managed by board members who represent political decision-making, local authorities, teachers, and social partners. Besides the Ministry of Education and Culture and National Board of Education, the Ministry of Health and Social Affairs is also involved in promoting gender equality in education in Finland, and is responsible for the national promotion of gender equality. At the Ministry of Social Affairs and Health, gender equality is promoted by the following bodies: the Gender Equality Unit, the Ombudsman for Equality, the Council for Gender Equality, and the Gender Equality Board.

Reports on education policy objectives, on measures taken in government programmes – and on government action plans for gender equality in basic education, upper secondary education, and vocational education – indicate that the principle of ‘gender mainstreaming’ does not work optimally in Finnish education (Kuusi, Jakku-Sihvonen, & Koramo, 2009). Gender equality policy has repeatedly targeted both de-segregation in various sectors and levels of education and the reduction of gender segregation in educational choices and optional subjects.

Kuusi *et al.* (2009) stated that development proposals for education and research in Finland do not consistently incorporate the goals of the above government action plans, and that the Finnish national core curricula rarely includes aims to achieve gender equality. This rarity and inconsistency – they state – does not encourage the further development of gender-sensitive teaching and counselling. In principle, gendered conceptions and attitudes are no longer present in curriculum subjects. However, gender orientations exist in optional studies, from basic education to gender-segregated vocational education. In the future, contend Kuusi *et al.*, national core curricula, requirements for vocational qualifications, and local curricula should define objectives and procedures that guide pupils towards gender equality more comprehensively and clearly. Researchers suggest that local curricula be followed and evaluated in this light (Kuusi *et al.* 2009); that the ‘target’ in curriculum subjects be set at a deeper position; that the specific character of both genders as learners be studied and supported in an unprejudiced manner; and that particular attention be paid to assessment, so that teachers can test pupils on their actual knowledge and skills.

In many instances, gender equality planning (GEP) – which Section 6b of the ‘Act on Equality between Women and Men’ obliges educational institutions to implement – is still in its initial stages. The impact of GEP should be reinforced, we assert, in changes to the atmosphere and learning culture of an organisation, to alterations in educational choices and practices at school, and to transformations in the link between gender equality planning and curriculum work. The ombudsman for equality is the state officer responsible for monitoring the implementation of the Equality Act. If the law is not observed, the ombudsman will try to rectify the situation by providing guidance and advice. If this rectification does not produce results, the ombudsman may introduce penalties. Legislation creates frameworks for gender equality promotion. However, a gender equality plan on paper is not, in itself, the most significant element in achieving gender equality; rather, collective activities based on that plan are most important.

It is crucial, we contend, that educational institutions promote the equal treatment of employees, students and pupils in everyday activities. To that purpose, institutions need training to develop sufficient skills and the vocabulary to discuss gender equality. Kuusi *et al.* (2009) argue that educating the teaching and management staff of educational institutions plays a key role in gender equality work, because those staff members are responsible for the implementation of gender equality legislation, including gender equality planning. The education sector of Finland is highly gender-segregated; more profound measures for desegregation are needed on all levels of education, measures that can be included in the gender equality plans of educational institutions.

3.4 Education

Teachers working in early childhood education and at a primary and secondary level in schools must have a Master's degree to qualify for their posts. Teaching in Finland is a respected profession and entrance to university teaching programs is competitive; approximately ten percent of applicants to university education programs are accepted, salaries are comparatively high, and teaching positions are points of competition between multiple applicants. This – we contend – is reflected in the quality of teachers in Finland. The results of student learning are also comparatively high when compared to those of other OECD countries.

A tendency exists in schools and teacher education to think that gender equality has already been achieved. It may even be assumed that teachers know how to treat people equally, whether younger or older, without specific training. Conversely,

research on school practices has made clear that schools and educational institutions maintain many problematic inequalities, hierarchies, and divisions related to gender and other differences. Moreover, initial teacher education fails to provide tools to tackle issues and problems of gender equality and equity. Sufficient support does not exist to educate teachers in becoming gender-aware and to advance equality in school practices. The ‘Gender equality and gender awareness in teacher training’ (TASUKO) project sought to support teacher educators, teachers, and educational administrators by implementing the ‘Act of Equality between Women and Men’ (Finnish Law 609/1986, 5§), which defines particular responsibilities for schools towards the creation of gender equality. The project, funded by the Ministry of Education (2008–2011), stood on sustainable networking among gender researchers in education. It had a wide network of experts, teacher-educators, and education researchers in all the Finnish universities. A goal of the TASUKO project was to review the current curricula of departments with teacher education. Its principle aim was to promote gender equality issues in teacher education by encouraging change in both the curricula and pedagogies. Lahelma concludes (2011), and we concur, that ‘gender awareness – or an awareness of ethnicity or sexuality – is not a personal characteristic that teachers do or do not have. Theoretical knowledge of gender in relation to other dimensions of differences is needed, as is practical pedagogical training. Moreover, knowledge of gendered injustices also sensitises teachers to inequalities based on other differences’ (Lahelma, 2011, 272).

However, in relation to gender equality in education, no professional qualification is required of staff members. This is for several reasons. Finnish universities have the autonomy to design curricula for their educational professionals. Practically speaking, no means currently exist to *ensure* gender equality awareness and gender responsibility in the initial stages of education programmes for educational professionals. Gender studies in universities provide optional courses for all students, and, depending on the teacher conducting a course, gender analyses may be included in the contents of that course. However, it is the responsibility of a student himself or herself to obtain knowledge and training on gender issues as attached to pedagogical skills. Therefore, one might state that university programmes for educational professionals view gender equality as ‘voluntary.’ Recent changes in legislation challenge institutions to regard gender equality as an issue of basic citizenship skills. Plenty of online material in Finland is available on the promotion of gender equality, but teacher educators use this material comparatively seldom. Aiming to meet the needs of educators already in

the field, the ‘Gender Equality and Diversity in Compulsory Education’ project implemented in-service education for teachers from 2013 to 2014, with the financial support of the National Board of Education. The following chapter describes the programme in question.

3.5 Resources for the promotion of gender equality in education

The ‘Gender Equality in Education’ (English), ‘Tasa-arvokasvatuksessa’ (Finnish), or ‘ Jämställdhetilärande’ (Swedish) study package supports a gender perspective on pedagogical work conducted in early childhood learning – including day care and pre-school – and in Finnish comprehensive schools from grades one to nine. The website offers material and interviews designed to aid everyday pedagogical work as it pertains to gender equality. The open, online study package is available in Finnish, Swedish, and partly in English.

Website: <http://www.tasa-arvokasvatuksessa.fi/english>

The ‘Gender Equality in Early Childhood Education’ website was created within the ‘Gender sensitivity in early childhood education: equal encounter in nursery schools’ project (2012–2014), funded by the Finnish Ministry of Education and Culture and managed by the Finnish Feminist Association Union. The website comprises material in Finnish, Swedish, and English, including content entitled, ‘Early childhood and gender: ideas for a workshop for students and professionals of early childhood education.’

Website: <http://www.tasa-arvoinevarhaiskasvatus.fi/in-english/>

Currently, no specific budgets or other financial resources targeting gender equality promotion are available for teachers and schools. However, various project funding possibilities are accessible and have been employed to improve **gender responsibility** in education.

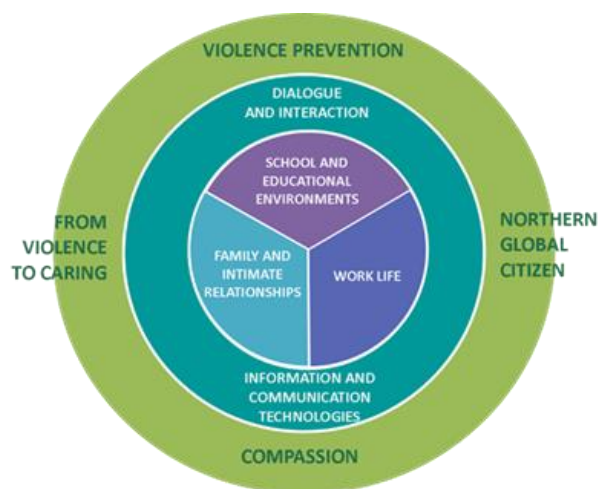
3.6 Practical examples of the promotion of gender equality

The promising practices that have been used or are currently in use or are planned to put in practice.

Participatory research in education has enabled the production of educational material in areas important to gender equality promotion. The central areas important to furthering gender equality in education are *one*, addressing gendered

violence in education; *two*, advancing gender equality planning in schools and *three*, guiding gender equality promotion in education. The following sub-chapters describe these topics, offering practical examples and links by which a reader can become more closely acquainted with the themes in question.

Methods of addressing gendered violence in education are elaborated upon in ‘Violence and the Frames for Compassion and Non-Violence,’ a 25 ECTS study program targeting various professionals, including teachers. ‘Gender Equality and Equity,’ a 20 ECTS in-service education programme for school personnel, promotes gender equality at schools and early childhood education online. Gender equality planning in the Finnish compulsory school system is an addition that became an obligation on January 1, 2015, when the amendment to the Law on equality between men and women came into force. The Finnish National Board of education is producing a guidebook for schools, providing practical examples of how to actively promote gender equality in education. The guidebook will be published in late 2015.



Addressing gendered violence in education

Why should we take violence into serious consideration when discussing the promotion of gender equality?

One hindrance to gender equality is the continuum between gendered power and violence. A hegemonic and heterosexist culture builds hierarchies of power using

gender and sexuality; it employs violence or the threat of violence as an expression of power and control over individuals or groups. We argue that all violence is gendered – as specified as ‘gender-related’ or ‘gender-based’ violence – if it is an expression of power and control over individuals or groups because of their gender. Gendered violence is a verbal, visual, or other-sense conduct or structure that stands on disrespectful, subordinating, or undervaluing attitudes towards a person or gender. In some way, it aims to subordinate or silence that person or gender but does not necessarily involve sexuality as directly as sexual violence does (Sunnari *et al.* 2003). Heikkinen *et al.* (2008) contend that gender and sexual violence in its various forms is one of the greatest obstacles to gender equality and human rights. Gender and sexual violence is a structural discrimination: it is in-built into existing systems, policies, and practices. The most crucial factor in preventing violence is to develop non-violent structures for action, supporting the development of non-violent selves and agencies (see for example Kappeler, 1998), and to develop a pedagogy of non-violence (Heikkinen *et al.* 2008). Work on curriculum development and professional qualification criteria that aims to integrate a non-violent approach and a consideration of gender equality issues into those criteria (Heikkinen *et al.* 2008) has yielded few results yet. However, the online study program detailed in this chapter aims to contribute in that respect.

Violence and the Frames for Compassion and Non-Violence

‘Violence and the Frames for Compassion and Non-Violence’ is a 25 ECTS study programme that affords participants an interdisciplinary, multi-professional understanding of the phenomenon of violence. The programme approaches violence intersectionally, attending to how gender and other socio-cultural dimensions are at play in understanding violence. The studies offer participants opportunities to better recognise violence, prevent and intervene in violence, and construct caring, compassionate non-violence.

The programme comprises five courses that can be experienced as a whole or by selecting courses according to one’s interests. All the courses in question occur in an e-learning environment. The programme lasts an entire academic year, from September to late May. The programme and courses are suitable one, for students with various disciplinary backgrounds; and two, for professionals already in working life.

The program consists of the following courses: *one*, ‘Violence and the Premises for Compassion’; *two*, 417215A ‘Multiple forms of violence in global

contexts'; *three*, 417216A 'Sexual exploitation, trafficking, and prostitution'; *four*, 417217A 'Practices for Preventing and Intervening in Violence and Constructing Compassionate Environments'; and *five*, 417218A 'Equality and Compassion as Foundation for the Theory and Culture of Non-violence.'

'Violence and the Frames for Compassion and Non-Violence' is a 25-ECTS, online study programme.

The website is in English, Finnish, and partly in Russian:
<http://www oulu.fi/wgs/fvc>

Gender equality planning at compulsory school

What do educational staff need when aiming to promote gender equality and conduct gender equality planning in the compulsory school system?

Promoting gender equality in a profound manner, should – we contend – form part of the structures of an organisation, influencing its processes, resources, and entire function and climate. Systematic gender equality planning is a tool that provides the necessary continuity and sustainability for encouraging gender equality. In a compulsory school system, a gender equality plan aids in systematically planning gender equality through an approach focusing on participation between teachers and administrators. It also encourages gender equality education on a classroom level.

In aiming to encourage educational staff to promote gender equality, it is important that staff members recognise and analyse gender equality and equity issues in education; that staff members know the central idea and theories of equality and equity – and the central politics and international policies of gender equality; and that they know and have experienced gender mainstreaming in their own work. As initial teacher education curricula do not include courses on gender equality, gender equality education should be offered as additional, voluntary-based, in-service training.

Moreover, in aiming to promote organisational change towards greater gender equality, it is important to have several staff members from each educational institution with the professional competences described.

The above issues were stated as educational goals in the in-service programme implemented for the first time in the academic year of 2013 to 2014, and in a blended learning setting.

Gender Equality and Equity: in-service education for school personnel

The online education programme concentrated on four core approaches to promoting gender equality at kindergarten and in schools. Gender equality was considered

1. as a pedagogical issue, home and school collaboration, and educational responsibility;
2. as part of human interaction involving cultural competence and collaboration;
3. as a question of the wellbeing of children and the prevention of marginalisation by supporting participation and belonging;
4. as a democratic education including education in the rights and responsibilities of citizenship according to the current legislation.

A principal point of interest in the above in-service education was to spur collaboration between pupils and parents, supporting active participation and involvement in promoting gender equality. The programmes focused, in particular, on educational staff working in early childhood and elementary education. The development team were responsible for longitudinal research, data collection, and following up with pupils throughout their experience at compulsory school. The in-service education used information and communication technology and social media to support and encourage mutual interaction and learning in teachers.

Gender Equality and Equity: in-service education for school personnel is a 20-ECTS online study programme.

Website in Finnish: <http://tasa-arvosuunnittelu.blogspot.fi/>

Guidebook for teachers for the promotion of gender equality

How to do the practical gender equality promotion work in compulsory education?

In aiming to meet the current challenges that schools face as a consequence of the recent amendment to the gender equality law, the National Board of Education is preparing a guidebook for schools and teachers. The guidebook aims to show how to practically promote gender equality at school.

The guidebook has three main chapters: *one*, 'Is gender equality a reality?'; *two*, 'Promoting gender equality in compulsory school'; and *three*, 'Gender Equality as a tool for systematic gender equality work.' Chapter one, 'Is gender equality a reality?', discusses the contemporary challenges of gender equality in

Finnish society, as well as gender segregation, the diversity of gender identity and gender expression, gender-based harassment, and sexual harassment. Chapter two discusses practical gender equality promotion in terms of gender awareness and a socio-cultural understanding of gender. Gender-sensitive educational material is highlighted as important, as is gender-aware guidance and counselling. Chapter two also provides examples of how to promote equality in each age group, giving examples of how to promote gender mainstreaming in all school activities, with active student participation. Collaboration between schools and home is – the guidebook contends – important in promoting gender equality, and encompasses discussion with parents about gender equality. It raises for consideration a school's responsibility to prevent gender and sexual harassment. The third and final chapter of the guidebook focuses on gender equality planning as a tool for systematic promotion of gender equality. It frames gender equality planning as school development with the following phases: mapping a current situation, agreeing on required measures, documentation, agreement and information delivery, execution, evaluation, and follow-up. Appendices include a vocabulary of gender equality, measures to evaluate the current gender equality situation at a school, and study materials and further reading on gender equality and gender in education.

The TASA-ARVO ON TAITOLAJI guidebook, published by the Finnish National Board of Education:

Link to Finnish version:

http://www.oph.fi/julkaisut/2015/tasa_arvoty_o_on_taitolaji

Link to Swedish version:

http://www.oph.fi/publikationer/2015/jamstalldhetsarbete_ar_en_kunskapsfraga

3.7 Other web-materials related to gender equality promotion

A list of valuable materials produced with links and available languages.

ALLIES: The Teachers' and Parents' Alliance for Early Violence Prevention in Preschool (ALLIES) (2010–2012) was an international, two-year research and development project that aimed to develop caring, community-based measures to prevent school violence. Implemented within a preschool context in dialogue with parents, the school community, and other supportive professionals, ALLIES examined ways to prevent non-systematic and systematic violence. It examined hidden, subtle, and normalised violence through gender-sensitive, holistic

perspectives. ALLIES was funded by the European Commission Daphne III Programme and coordinated by Women's and Gender Studies at the University of Oulu, Finland.

Website in Finnish, Icelandic, Italy, and English:

http://wwwedu.oulu.fi/Apropos/allies/ALLiES_eGUIDE.htm

ARBAX: Against Racial Bullying and Xenophobia (ARBAX) was a multilateral project funded by a grant from the European Union Lifelong Learning Programme (2012–2014). The project aimed principally to contribute to prevent and combat bullying in schools, focusing in particular on racial bullying. Multiethnic school environments resulting from migration and globalisation are experiencing new forms of violence directed towards pupils from different social, cultural, and ethnical environments. ARBAX shows pupils how different identities and cultures can peacefully coexist and how ethnic stereotypes and prejudices can contribute to incidents of bullying. The project designed an ICT tool comprising a 3D video game and a social network accessible by pupils, intended to form the centre of an anti-bullying, anti-racism, and anti-xenophobia campaign.

Website in English: <http://www.schoolbullying.eu/en/home>

EMPOWERING CARE: This EU Daphne-funded project (2012–2014) focused on female minors in residential care under the legal responsibility of public authorities. Such girls are vulnerable because multiple risk factors of violence – including gender, age, parental neglect, and reclusion – intersect in their life. Qualitative research was conducted on the experiences of violence and abuse, perceptions of gender roles, and intimate relationships of girls from fourteen to eighteen years of age in residential care in Catalonia, Bulgaria, Cyprus, Italy, and Finland. The project produced a research-based handbook for professionals with guidelines for the empowerment of girls in residential care.

Website in Catalan, Bulgarian, Greece, Italian, Finnish and partly in English:

<http://www.empoweringcare.eu/the-project/>

NOT IN OUR SCHOOL: Stop sexual harassment at school. Schools have a responsibility to intervene in sexual harassment and to create a culture with a zero tolerance for sexual harassment. In 2014, the office of the gender equality ombudsman produced educational material with which schools might discuss sexual harassment with students.

Website in Finnish, Swedish, and partly in English:

<http://www.eimeidankoulussa.fi/?lang=en>

TASUKO: The Finnish national project (2008–2010), 'Gender Awareness in Teacher Education aimed at a greater awareness of inequalities taking form in the

practices and processes of schools and education,' produced a wiki website offering a collection of gender equality publications and gender equality promotion projects. Website in Finnish:
<https://wiki.helsinki.fi/display/TASUKO/Koulutuksen+tasa-arvohankkeet>

3.8 References

- Brunila, Kristiina, Heikkinen, Mervi & Hynninen Pirkko (2005) Difficult but doable – Good practices to equality work. http://www.kajaaninyliopistokeskus oulu.fi/proj/womenit/difficult_but_doable.pdf
- From Violence to Caring-gendered and sexualized violence as the challenge in the life-span. Conference proceedings (2008) Toim. Sunnari, Pihkala, Heikkinen, Huuki & Manninen. <http://jultika oulu.fi/Record/isbn978-951-42-9008-4>
- Gendered and sexualised violence in educational environments (2003) Vappu Sunnari, Jenny Kangasvuo, & Mervi Heikkinen (Eds.) <http://jultika oulu.fi/Record/isbn951-42-7150-5>
- Government Report on Gender Equality” (Publications of the Ministry of Social Affairs and Health 2011:4). Report on-line: http://www.stm.fi/c/document_library/get_file?folderId=2765155&name=DLFE-15811.pdf
- Heikkinen, Mervi; Pihkala, Suvi & Sunnari, Vappu (2008) Constructing a pedagogical approach for an e-learning programme on gender and sexual violence. In From Violence to Caring 4.-5. Dec 2008, University of Oulu. Conference proceedings. Sunnari et al (eds.). Kasvatustieteiden tiedekunnan elektronisia julkaisuja 8. <http://herkules oulu.fi/isbn9789514290084/>
- Heikkinen, Mervi; Pihkala, Suvi & Sunnari, Vappu (2012) A European E-Learning Program on Gendered and Sexualized Violence: Developing a Feminist Pedagogy of Non-Violence. In Feminist Cyberspaces. Pedagogies in Transition. Collingwood et al (eds.). Cambridge Scholars Publishing, 176-201.
- Heikkinen, Mervi (2012) Sexist harassment as an issue of gender equality politics and policies at university. Acta Universitatis Ouluensis. Series E, Scientiae rerum socialium 131.
- Huuki, Tuija (2010) Koulupoikien statuskamppailu väkivallan ja välittämisen valokiilassa. [The status work of school boys in the light of violence and caring.] Doctoral Thesis. Acta Universitatis Ouluensis E 113. Juvenes Print, Tampere. <http://herkules oulu.fi/isbn9789514263613/isbn9789514263613.pdf>
- Huuki, Tuija & Renold, Emma (2015) Crush: mapping historical, material and affective force relations in young children’s hetero-sexual playground play. Discourse: Studies in the Cultural Politics of Education, [Special Issue: Fabulous monsters: alternative discourses of childhood in education]. <http://dx.doi.org/10.1080/01596306.2015.1075730>
- Huuki, Tuija & Sunnari, Vappu (2015) Standing by...standing off — troublesome compassion in the relationships of school boys. Gender and Education 27(5), 555-574.

- Koulutus, sukupuolisosialisaatio ja teknologia - näkökulmia segregatioon (WomenIT) (2005) Toim. Leena Teräs. Oulun yliopisto, Kajaanin yliopistokeskus. [Education, Gender Socialisation and Technology – Perspectives to Segregation]
- Kuusi, Heli; Jakku-Sihvonen, Ritva & Koramo, Marika (2009) Education and gender equality. Ministry of Social Affairs and Health, report 2009:52. http://www.stm.fi/c/document_library/get_file?folderId=1082856&name=DLFE-10902.pdf
- Lahelma, Elina (2011) Gender Awareness in Finnish Teacher Education: an Impossible Mission? In *Education Inquiry*, 2(2), 263-276.
- Manninen, Sari. (2010). ”Iso, vahva, rohkea - kaikenlaista. Maskuliinisuudet, poikien valtahierarkiat ja väkivalta koulussa”. Doctoral thesis. *Acta Universitatis Ouluensis* 112. Juvenes Print, Tampere. <http://jultika.oulu.fi/Record/isbn978-952-62-0037-8>
- Tainio, Liisa & Teräs, Tiina (2010): Gender images in basic education textbooks. [Sukupuolijäsennys perusopetuksen oppikirjoissa.] *Raportit ja selvitykset 2010: 8*. Helsinki: Opetushallitus. http://www.oph.fi/download/126079_Sukupuolijasennys_perusopetuksen_oppikirjoissa.pdf
- Sunnari, Vappu (2010) “I cannot speak about it”. *Physical Sexual harassment as experienced by children at school in Northern Finland and Northwest Russia*. VDM Verlag Dr. Müller.
- Sunnari, Vappu (1997) *Gendered structures and processes in primary teacher education – challenge for gender-sensitive pedagogy*. *Northern Gender Studies* 4. University of Oulu. Oulu: Oulun Yliopistopaino.

4 Gender Equality Education in Compulsory Schools in Iceland

Auður Magnús Auðardóttir, the Department of Education and Youth at the city of Reykjavik and Bergljót Þrastardóttir, the Centre for Gender Equality, Iceland

4.1 Background

Education about gender equality at all school levels has been mandatory by law in Iceland since 1976 (The Act on Equal Status and Equal Rights of Women and Men no. 10/2008) and applying gender mainstreaming when planning school practices and school policies since 2000. Educational institutions as well as other public institutions in Iceland are also according to the act obliged to have action based gender equality plans promoting gender equality in the workplace and in their work with students. However, research shows that teaching on gender equality is sporadic in Icelandic schools. Several studies show this trend. Áslaug Pálsdóttir's thesis (2008) shows that pre-school teachers reinforce gendered stereotypes in their work with children by failing to notice or counter them. Eygló Árnadóttir's and Þorgerður Einarsdóttir's research (2010) shows that even though gender equality work within schools is obligatory according to the gender equality act and the national curriculum the majority of compulsory schools do not have a systematic approach to education on gender equality. Árnadóttir and Einarsdóttir conclude that this is due to lack of interest in the matter, and those in power to organise teaching not willing to approach the issue in a systematic and holistic way. This lack of will manifests itself in various ways, such as reluctance to realize objectives and a lack of financial resources in the field.

Furthermore Þorgerður Einarsdóttir and Ingólfur Á. Jóhannesson (2011) come to similar conclusions. They note that legal requirements regarding education on gender equality are not fulfilled. This may be due to a vague legal framework, lack of interest and overestimation of gender equality in society. They moreover point out that education on gender equality is reliant upon individual teachers or staff members and lack responsibility on behalf of the institution.

Several attempts have been made to promote interest in education on gender equality. These attempts have unfortunately mostly been limited both in time and scope and hence short lived (Einarsdóttir and Jóhannesson, 2011). In 1992–1994 Iceland participated in the NORD-LILIA project funded by the Nordic Council of Ministers. The project was to promote gender in teacher education but was not

followed up by policy makers in education nor gender equality and it is uncertain what knowledge remains in the school system today that could be related to the NORD-LILIA project.

In 2008 a project on gender equality in pre- and compulsory schools was launched; a cooperative project between the Centre for Gender Equality, the Ministry of Welfare, the Ministry of Education, Science and Culture and five municipalities. The project lasted for one year. One pre-school and one compulsory school in each of the five municipalities took part in the project by conducting different gender equality projects, e.g. from increasing the number of men among the staff in pre-school and eliminating stereotypes to subject based changes such as making education on the Icelandic settlement more gender equality focused. One of the suggestions for improvement following the project was to make gender studies a compulsory course in teacher education and strengthen that focus in the further education of teachers. A thesis on this project and its findings shows that the project had positive impact on those who participated. However, many of the aims for long-lasting effects of the project had, 5 years later, not been fulfilled. Some of the schools were still working with the material created in the project in 2008 but many were not. In most cases it was up to individual teachers to carry on the torch (Skúladóttir, 2013). Not involving educational leaders, headmasters and teachers in the preparation of the project was one of the main weaknesses of this endeavour. One of the suggestions for future equality projects was that it should be initiated by teachers themselves, rather than with a top-down method, from the gender equality authorities to school level. Gender equality projects should according to many be constructed at the school level where the implementation takes place and by teachers who can seek gender education and administration from gender equality experts (Guðbjörnsdóttir, 2009).

Thus, neither project, NORD-LILIA nor the project Gender Equality in Pre- and Compulsory Schools, were, on the whole, very successful in sparking institutional change or spreading to other schools, and therefore not sustainable.

A recent project is also worth mentioning. The Centre for Gender Equality and the Ministry for Education have for the last two years (2013–2015), in line with the Gender Equality Act, asked pre-, compulsory and music schools to submit their gender equality action plans. This project has included guidance on how to make gender equality plans as well as seminars for teachers on gender equality education. The project has concluded with good results. Now 96% of the compulsory schools have satisfactory action oriented gender equality plans, 80% of the preschools and 74% of all music schools also have satisfactory plans and adequate information on

how they meet the requirements set by the Gender Equality Act. Many action plans are very well constructed and ambitious but it is also evident that school personnel and many principals lack knowledge on gender issues which would have aided in the construction of the plans as well as future promotion of gender equality in their schools.

4.2 Legislation

Iceland has had a special legislation intended to ensure equality between women and men and their equal status in all respects since 1976. The aim of the act is to establish and maintain an equal status and equal opportunities for women and men, and thus promote gender equality in all spheres of society. The Gender Equality Act has been revised four times since it was first amended; in 1985, 1991, 2000 and 2008 in accordance with the development of the global understanding of the gender equality concept and possible approaches to gain gender equality (Einarsdóttir, 2006). Since 1976 the act on the equal status and equal rights of women and men has obligated schools on all school levels in Iceland to teach about gender equality focusing on the preparation of girls and boys for the labour market. Article 23 was intended to affect the views of children when it comes to gender equality in society. The article states that students shall be taught about gender equality and both boys and girls shall be prepared for equal participation in society, in family and work life. Schools are also obliged to prepare their teaching material in a way that does not discriminate the genders or portray negative stereotypes. The article also states that schools shall use gender mainstreaming when planning school practices and pedagogy. Schools are also obliged to make their gender equality plans similarly to other enterprises and institutions with more than 25 employees in Iceland, but this obligation is stated in the Gender Equality Act. The Ministry of Education, Science and Culture shall monitor the fulfilment of these requirements.

The requirement to teach about gender equality does not appear in the law on compulsory schools until in 2008 when it becomes a new subject within social studies. Learning and teaching objectives shall also be such as to prevent discrimination on various grounds:

“Learning and teaching objectives and the manner of operation of compulsory schools shall be such as to prevent discrimination on the basis of national origin, gender, sexual orientation, place of residence, social background, religion, health, handicap or general situation.” (Article 24)

Until 2011 the educational policy in Iceland emphasized the necessity to prepare girls and boys for participation in the labour market and stated that students should learn to treat people equally, regardless of gender, religion, sexual orientation, disabilities etc. At this time equality, and more specifically gender equality was not considered to be a field to study.

This changed in 2011 when a new national Curriculum Guide for pre-schools, compulsory schools and upper-secondary schools was published. The curriculum is based on six fundamental pillars and the guidelines in the curriculum are based on these pillars. The fundamental pillars are sustainability, literacy, health and welfare, democracy and human rights, equality and creativity. The pillars all derive from laws on preschool, compulsory school and upper secondary school as well other laws *e.g.* The Act on Equal Status and Equal Rights of Women and Men no. 10/2008 which stipulates legal obligations on schools concerning gender education and teaching. The fundamental pillars are based on concepts that are to be seen in the working processes, communication and learning communities in schools. They are to be evident in all activities in schools, in school subjects and fields of study, both regarding knowledge and skills the students acquire and adopt in schools (The Ministry of Education, Science and Culture, 2012). Equality as it is set up in the new curriculum guide is an umbrella concept that comprises several factors: “*age, class, culture, descent, gender, disability, language, nationality, outlook on life, race, religion, residence, sexual orientation*” (p. 20). Equality education should be taught at all school levels and should address how the previous factors can result in privileges and discrimination for people (The Ministry of Education, Science and Culture, 2012).

In the curriculum guides the obligation stated in the Gender Equality Act concerning gender equality education is noted and particular emphasis is placed on how different discrimination practices can intersect. The guide also refers to important learning material and the use of knowledge presented in new studies, such as gender studies, queer theory, disability studies and multicultural studies.

4.3 Organisation

The Ministry of Education, Science and Culture is responsible for the implementation of legislation pertaining to all school levels from pre-primary and compulsory education through the upper secondary and higher education levels. This includes the tasks of creating curriculum guides for pre-primary, compulsory and upper secondary schools, issuing regulations and planning educational reforms.

The ministry shall, according to the Gender Equality Act, have a special gender equality counsellor who is to monitor the schools, especially the secondary schools, since the compulsory schools and pre-schools are run by the municipalities. The gender equality counsellor works closely with the Centre for Gender Equality when it comes to the gender equality action plan of the government.

The Centre for Gender Equality is in charge of administering the Act on Equal Status and Equal Rights of Women and Men No. 10/2008 where several responsibilities are put on schools, including setting a gender equality action plan for the school and educating about gender equality and implementing gender mainstreaming in all school policies and practices. Schools are also obliged by the act to prepare their teaching materials in a way that does not discriminate the sexes or portray negative stereotypes. The gender experts in the Centre for Gender Equality have offered guidance and seminars for school personnel as well as classroom visits in compulsory and upper secondary school. Research on school books at the compulsory school level has been conducted focusing on the manifestation of the genders and the texts in these books. The findings triggered necessary discussion on stereotypes reflected in the texts and pictures in school material in Iceland which resulted in necessary guidelines for future authors of educational material.

So far the gender equality action plans are not echoed in the school curriculums, but it is only recently that the schools have action plans approved by the Centre. Hopefully some change will be evident in the coming years. The gender equality action plans give the authorities an opportunity to monitor the gender equality work of schools, how the schools as workplaces ensure gender equality in the workforce as well as their teaching practices.

The Centre for Gender Equality has an education role when it comes to gender equality education and has offered schools educational visits, seminars for school leaders and teachers as well as students. The Centre has assisted schools in applying for funds to implement gender equality education and publish handbooks on best practices produced during the project established in 2008.

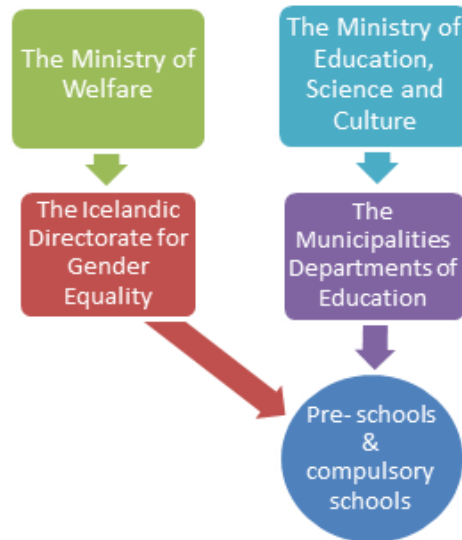


Fig. 1. Organisation of the gender equality in the educational sector in Iceland.

4.4 Education

Despite the requirements stated in the gender equality legislation, there is no emphasis on gender equality education for teachers. Since the act was first issued this emphasis can be detected in the government gender equality action plans but this education is not mandatory in teacher education today.

Gender studies and teacher education in Iceland first became an issue around 1990, with the participation in the Nordic project Nord-Lilia. At the University of Iceland a course on gender and education has been taught since 1990, but as an optional course only for secondary school teachers. A gender studies course is taught at the University, but in the Faculty Political Science. At the University of Akureyri an optional course on gender equality and multicultural education is taught in the teacher education program but teacher education students are not offered an existing course on gender studies in the Department of Humanities and Social Sciences.

Guðný Guðbjörnsdóttir and Steinunn H. Lárusdóttir (2012) have examined how education on gender and equality is being performed in the education of teachers and other professionals at the School of Education in the University of

Iceland. Eight focus groups were interviewed as well as administrators and data was also gathered by sending a questionnaires to teachers, but findings were inconclusive due to a low response rate. Main findings showed that the teachers understood the concept of equality in a broad sense, and saw themselves as being equality oriented. The teachers tended to ignore or show resistance to gender equality issues and focused on gender as a binary essentialist concept. Some teachers saw prejudice, homophobia and gender stereotypes as a problem in schools as well as in teacher education. These teachers have suggested more clarity in policy and discussion in the School of Education on gender and education. The research also showed that a long tradition of study courses offered in the School of Education does not welcome newer issues such as gender or gender equality.

Following the current educational policy the Ministry of Education, Science and Culture has published handbooks for schools on the main pillars presented in the curriculum guide. These handbooks are to explain the pillars in more depth and give instruction on how teachers can implement the pillars in their classrooms and teaching practices.

4.5 Resources

There are no specific funds available for schools to promote gender equality education. There is a gender equality research fund administered by the Prime Ministry. Grants have been handed out to applicants annually since 2006 (apart from 2009 and 2010). No research project within the field of education and equality has been funded by this research fund since its establishment in 2006.

The Centre for Gender Equality has been a partner with several compulsory schools applying for gender equality funds when it comes to teacher education and publication of handbooks and instructional material for teachers. These funds are administered by the Ministry of Education, Science and Culture.

In the parliamentary resolution on a four-year gender equality action programme (2011–2014) 2.1 million Icelandic krona were to finance handbooks on gender equality for pre-school students, education on gender equality should be established within universities, the implementation of gender equality education in pre-schools and compulsory schools (continuing an older project) and teacher education in gender equality.

http://jafnretti.is/D10/_Files/Gender%20Equality%20Action%20Programme%202011-14.pdf

The city of Reykjavik has provided a budget for gender equality promotion in pre-schools and compulsory schools by creating the position for a project manager for equality at the Department of Education and Youth. The position is permanent so there is leeway for development and sustainability.

4.6 Examples – The promising practices

Project Manager for Equality – City of Reykjavik

In October 2013 a new position, project manager for equality, was established within the Department of Education and Youth at the City of Reykjavik. This is the first position of its kind in Iceland and was initiated by members of the city council. The project manager's task is to support the implementation of gender equality in pre-schools, compulsory schools and after school programmes.

In April 2015 the project manager had held around 30 workshops for school staff on equality, mostly for pre-school staff but also for youth workers in after school programmes and compulsory school teachers and staff. The workshop will continue to be available for Reykjavik's pre-schools, compulsory schools and youth-centres. The workshop has been well received. It introduces the gender system in a broad sense and its manifestation among children and youth. Among the topics discussed are gendered stereotypes and their negative impact, girls' anxiety and negative body image, boys' masculinity culture and how it affects their achievements in school. In relation to the last topic the teachers are introduced to research that shows the connection between boys wanting to distance themselves from everything that they consider feminine and their effort at school (*e.g.* Younger and Warrington, 2005). Boys, according to Younger and Warrington, see studying and complying with the school's culture as a feminine thing so they must choose between being masculine and performing well at school. During the workshop the question "how is a good and neat handwriting described?" is always met with the same answer – it is described as being "girly". So in a culture that devalues everything feminine and "girly", it is no surprise that boys do not see it as valuable to have a neat handwriting and study hard for an exam. The connection between the gender system and heterosexism and transphobia and the multiple marginalisation of disabled girls. These discussions serve as an introduction to intersectional feminism. Participants are then offered several projects to deepen the discussions.

The challenge to make equality work sustainable remains. The workshops give a chance to open discussions on the matter and provide some ideas on how to create opportunities for equality work both at the individual and at the structural level. So far, the project manager has not been able to provide a follow up concerning if and how the schools and youth centres are making changes in their practices. There are, however, plans on creating a self-evaluation toolkit for schools and youth centres in connection to equality as well as strengthening the equality aspect of the evaluation the Department of Education and Youth does every year on a number of its schools and youth centres.

In addition an educational website has been launched: www.jafnrettistorg.is where teachers and other staff in schools can acquire knowledge and practical advice about teaching and education on the topic of education and equality. The lack of learning materials in Icelandic on these issues is one of the barriers for a sustainable education on equality in schools.

Another challenge also prevails. How to ignite interest in those schools and teachers who simply are not interested? As stated earlier school development is most fruitful if the initiative comes from the schools and teachers themselves rather than from the administration. So far the project manager for equality at the Department of Education and Youth has only been working with the schools and youth centres that have volunteered to take part in a workshop. As of now, the hope is that the word on the workshop on gender equality will spread out and that all of the schools and youth centres will, in the end, want to participate and furthermore be interested in making gender equality practices sustainable within their organisations. The interest will spiral and interest will be awoken. The future will tell us if this plan will be fulfilled or if other measures will be necessary.

Feminist/Equality Clubs in Compulsory Schools.

Feminist associations have been established in many upper secondary schools in Iceland, so many that they have now formed a National Alliance of Upper Secondary Feminist Associations. This might be due to the fact that many of these schools now teach gender studies as an optional course, sparking interest in feminism among the students. This trend of establishing feminist associations might now be spreading to the compulsory schools. At least three schools now have a feminist/equality club, initiated by the students. They are open for teenagers 13–16 years old, both boys and girls. One of the clubs; *Femínistafélag Háteigsskóla & 105*, has had support from a youth worker in the school's youth centre, who says

that the staff at the youth centre has been “*planting feminist seeds*” among the kids for some time now by, for example, asking questions about gendered stereotypes. These discussions led to the formation of the feminist association last fall – an idea that came from the teenagers themselves. This is a mixed group of teenagers, both boys and girls who work together. They received a grant from the “school-development fund” and are using this money to create a workshop on equality for 10–12 years old students in their school. This workshop will be a part of the school’s teaching on equality, a part of the curriculum for the 10–12 year-olds this spring.

In another school, Réttarholtsskóli, an Equality Club called Libra was established in April 2015. This club does not have support from staff members. They have had several meetings where they discuss various aspects of feminism and discuss feminist art and films.

In the upper secondary schools gender study courses have created a fruitful environment for the feminist associations, igniting interest in the subject. In most of the compulsory schools this support system is not available. Thus it will be of great importance that the schools will offer some support for the associations now that the students have taken the initiative. This could be done by support from a staff member or/and by increasing direct teaching in gender studies and feminism in the schools’ curriculum.

4.7 Research

In the late 20th century the so called boy-discourse was very prominent in Iceland and still the discussion on gender and education echoes this focus. This discourse emphasised the low achievement of boys compared to the achievements of girls, and that too much of teachers’ time was spent on getting the boys to do their schoolwork. This discourse was connected to the discourse on the high number of women graduating from universities and the lack of male teachers who were considered necessary role models for boys in the school system. Ingólfur Ásgeir Jóhannesson (2004) has analysed this in detail and in his book *Karlmennska og jafnréttishugmyndir* he does a critical analysis of the subject. He criticizes the view that men are better role models than women as teachers and points out that the discourse on boys and their achievement should be analysed in a wider perspective.

In the 21st century research on gender and education has focused on the different status of students when it comes to power, voice and hierarchy in the

classroom, on gender stereotypes and their effect on the experience, gender relations and the educational and occupational choices of students.

New findings from research on gender and pre-school practices and the experience of girls and boys in the pre-school indicate that parents' choice of children's literature and popular culture in their homes was based on their children's gender (Þórðardóttir, 2012).

Looking at recent research on students' understanding of gender roles in society indicates that younger generations, the students in compulsory school in Iceland are holding rather conservative views towards the roles of women and men which indicates that gender equality education is needed in Iceland (Hjálmsdóttir & Bjarnason, 2009). These findings are also to be seen in a study on the views of young people in secondary schools, especially among boys (Bjarnadóttir & Guðbjörnsdóttir, 2011).

Research on gender based educational and occupational choices of young people in Iceland shows that young men have more negative views than older men towards women who choose typical male occupations (Pétursdóttir, 2009; Ríkarðsdóttir & Jóhannesson, 2012).

Stereotypical views on occupations are reflected in research showing that it is easier for girls than boys to choose typical men's education and jobs than vice versa because of prejudice in society (Jónsdóttir, 2006).

Research on the views and social relations of students in primary and secondary schools portrays stereotypical attitudes regarding the roles of girls and boys in relation to gendered discourse and power, but the latter is usually attributed to boys rather than girls (Magnúsdóttir, 2006; Þórðardóttir, 2012). When studying the views and experiences of LGBT student in secondary schools, Jón Ingvar Kjaran (2014) found out that LGBT students face difficulties when coming into the open with their feelings, although the scale and scope of these difficulties varied among the participants. Institutionalized heterosexism is interwoven into the school culture and social interaction of teachers and students. In addition, gender and sexuality in the upper secondary school are still constructed around the discourse of heteronormativity.

The above research indicates that discourse and ideas about gender are both essential and contradictory when it comes to women's and men's roles in Icelandic society. The patriarchal gender system is very visible and tangible, which creates a challenge for future work on implementing the current education policy, especially the fundamental pillar: equality.

References

- Árnadóttir, Eygló, & Einarsdóttir, Þorgerður. (2010). Jafnréttisfræðsla í skólum. Frá dauðum lagabókstaf til jákvæðrar aðgerðaskyldu [Gender equality education in schools. From dead letter law to positive action]. *Stjórnsmál og stjórnsýsla*, 1 (6), 95–121. Reykjavík: University of Iceland. <http://skemman.is/handle/1946/9126>
- Bjarnadóttir, Gerður, & Guðbjörnsdóttir, Guðný. (2011). „Kynjakerfið og viðhorf framhaldsskólanema“ [The gender system and attitudes of students in upper secondary school]. *Netla*, 1–16. <http://netla.hi.is/greinar/2011/alm/004/004.pdf>
- Einarsdóttir, Þorgerður. (2006). Kynjakerfið: Úrelding í augnsýn eða viðvarandi kynjahalli? [The gender system: in sight or continuous gender gap?] Úlfar Hauksson (Ed.). *Rannsóknir í félagsvísindum VII* (pp. 247–272). Reykjavík: The Social Science Research Institute.
- Einarsdóttir, Þorgerður, & Jóhannesson, Ingólfur Á. (2011). Kynjajafnréttisfræðsla í skólum Hindranir og tækifæri. [Gender equality education in schools: Hindrances and opportunities]. *Netla*, 1–15. <http://netla.hi.is/menntakvika2011/030.pdf>
- Guðbjörnsdóttir, Guðný. (2009). Minnisblað um jafnréttisfræðslu í skólastarfi, til forseta Menntavísindasviðs [Memo on gender equality education in school practices]. <http://vefir.hi.is/kennaramenntun/wp-content/uploads/2010/03/GG-jafnrétti-og-kennarmenntun1.pdf>.
- Guðbjörnsdóttir, Guðný, & Lárusdóttir, Steinunn Helga (2012). „Þotulið“ og „setulið“ Kynjajafnrétti og kennaramenntun [The Jetset and the Couchset: Gender Equality and Teacher Education]. *Netla*. Reykjavík: University of Iceland.
- Hjálmsdóttir, Andrea & Bjarnason, Þóroddur. (2009). „Og seinna börnin segja: Þetta er einmitt sú veröld sem ég vil“...? Breytingar á viðhorfum 10. bekkinga til jafnréttismála, 1992–2006 [“And later the children say: This is exactly the world I want” Changes in the attitudes of 10th graders to gender equality issues 1992–2006]. *Uppeldi og menntun*, 17, 75–86. Reykjavík: Tímarit Kennaraháskóla Íslands.
- Jónsdóttir, Steinunn. (2006). *Úr viðjum vanans -hindranir á vegi ungra karla á leið í hefðbundin kvennastörf* [Leaving old habits – Obstacles in the way of young men going into women’s traditional jobs]. Unpublished MA-Thesis from the University of Iceland
- Jóhannesson, Ingólfur Á. (2004) *Karlmennska og jafnréttishugmyndir* [Masculinity and gender equity upbringing]. Reykjavík: Rannsóknarstofa í kvenna- og kynjafræðum.
- Jóhannesson, Ingólfur Á. (2006). “Different Children—A Tougher Job”. Icelandic Teachers Reflect on Changes in Their Work“. *European Educational Research Journal*, 5 (2), 140–151. DOI: 10.2304/eej.2006.5.2.140
- Kjaran, Jón Ingvar. (2014). Queering the Icelandic upper secondary schools: heteronormative discourse and the experiences of queer students in Icelandic upper secondary schools. Doctoral Thesis. Reykjavík: The University of Iceland. <http://hdl.handle.net/1946/19480>

- Magnúsdóttir, Berglind R. (2006). Námshegðun leiðtoga í unglingabekk í ljósi rannsókna og kenninga um menningarauðmagn [The behaviour of leaders in teenage classroom in the light of research and theories on cultural capital]. *Tímarit um menntarannsóknir*, 3, 42–59. Reykjavík: Háskólaútgáfan. http://fum.is/wp-content/uploads/2011/06/FUM_3_arg1.pdf
- Pálsdóttir, Áslaug. (2008). “*Þeir nenna ekkert að teikna þessir strákar*”: Um kynbundnar staðalmyndir og áhrif þeirra á nám í leikskóla [They don't like to draw these boys: About gender stereotypes and their influence on learning in preschool]. Reykjavík: University of Iceland
- Pétursdóttir, Gyða M. (2009). *Within the Aura of Gender Equality. Icelandic work cultures, gender relations and family responsibility. A holistic approach*. Reykjavík: The University of Iceland.
- Ríkarðsdóttir, Katrín B., & Jóhannesson, Ingólfur Á. (2012). Er hægt að bjóða kynjakerfinu birginn? Reynsla átta kvenna af smíðum og tölvunarfræði [Can the patriarchal system be challenged? The experience of eight women as carpenters and computer scientists]. *Netla*. Menntavísindasvið Háskóla Íslands. <http://netla.hi.is/greinar/2012/ryn/010.pdf>
- Skúladóttir, Sandra Rut. (2013). *Kynjafræði í skólum. Eðli og afdrif tillagna í lokaskýrslu þróunarverkefnisins Jafnréttisfræðsla í leik- og grunnskólum*. Reykjavík: The University of Iceland. <http://skemman.is/stream/get/1946/16882/38823/1/SandraRutSk%C3%BAIad%C3%B3ttir.pdf>
- The Act on Equal Status and Equal Rights of Women and Men no. 10/2008. <http://www.althingi.is/lagas/143b/2008010.html>
- The Compulsory School Act No. 91/2008. <http://www.althingi.is/lagas/nuna/2008091.html>
- The Ministry of Education, Science and Culture (2012). The national curriculum guide for compulsory school. Reykjavík: The Ministry of Education, Science and Culture. <http://brunnur.stjr.is/mrn/utgafuskra/utgafa.nsf/RSSPage.xsp?documentId=C590D16CBC8439C500257A240030AE7F&action=openDocument>
- Younger, Mike, & Warrington, Molly. (2005) *Raising Boys' Achievement*. Cambridge: University of Cambridge Faculty of Education. <http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/RR636.pdf>
- Þórðardóttir, Þórdís. (2012). Að læra til telpu og drengs Kynjaðir lærdómar í leikskóla. *Netla*. Reykjavík: The University of Iceland.

5 Gender Equality in Early Childhood Education and in Schools in Norway

Ole Bredesen Nordfjell, Reform – Resource Centre for Men, Norway

5.1 Background and research

Research

Updated and relevant gender research of children and their communities and institutions is paramount for the understanding of the status quo and which efforts are needed on the national and local level. Here are some examples of recent questions and publications:

- Gender based violence and harassment (Bendixen & Kennair 2014). The survey shows that sexual harassment is prevalent in upper secondary schools in the middle of Norway, and that both boys and girls are targeted by boys.
- School drop-out (especially of boys and boys of immigrant background) (Høydalh 2014)
- Gender differences in school achievement (Bakke-Hansen *et al.* 2014).
- Gendered traditional occupational tracks (Reisel & Brekke 2013)
- Perceived need for perfection and psychological wellbeing (school achievements, personal appearance and leisure time activities) (Hegna *et al.* 2013)
- How are gender, class and ethnicity relevant for children's everyday school life and identity work? *New gender, other demands?* umbrella project 2008–2012 (Nielsen 2014).

Some of the research published has been funded by the Norwegian Research Council and some reports have been commissioned by the government.

The dissemination of this knowledge is also of importance. There is an information service for gender research – Kilden, and an information service for educational research has been newly established that will have a great possibility to also disseminate existing research on gender and education to teachers and key actors (Kunnskapsdepartementet 2015)

Gender equality policies in education and the action plan 2011–2013

Since 1997 different governments have put forward action plans with ambitions for gender equality in early childhood education and also for other levels of education: The action plan periods have been as follows: 1997–2000, 2004–2007, 2008–2010 and 2011–2013. (Barne- og familiedepartementet 1997, 2004, Kunnskapsdepartementet 2008, Barne-, likestillings- og inkluderingsdepartementet 2011). There is significant continuity from plan to plan, even though the plans differ in scope and in the level of education that is included. The current government (Solberg) has announced that it will put forward a white paper (with actions) in autumn 2015 that reflects its views on gender equality policy, including a chapter about “children and education”.

The latest action plan (Barne-, likestillings- og inkluderingsdepartementet 2011) gives an impression of which are identified as the biggest problems and also which actions are deemed necessary to improve the situation. The plan had a duration from 2011 till 2013, but some of the actions have been continued in 2014 by the Solberg government. In the area of “kindergarten and education” the plan describes fifteen actions (action 15–29), an overall goal and four indicators of gender equality. Several of the activities, goals and indicators focus on three issues:

Male teachers and men in early childhood education. The importance of increasing the number of men working in educational institutions is highlighted in this and former plans. “The percentage of men employed in early childhood education institutions and schools” is one of the indicators of gender equality in the plan. The corresponding action in the plan is the continued work of the recruitment teams, one in each of Norway’s 19 counties (action 16).

The teachers’ and staff awareness of gender equality. The awareness of gender equality is described as limited, and improvement of this has been set as an overall goal for the educational sector: “Gender equality for the future – To promote the awareness of gender equality in kindergartens and teacher education”. This goal has been included in the action plans since the first plan in 1997. The designated action in the plan is day courses for employees in early childhood education (action 15). Approximately 35 day courses were held throughout Norway to improve knowledge about practical work for gender equality.

Gender traditional choice in education and occupation. It is central to the plan to contribute to occupational choices free of traditional gender roles. It is specified in one of the indicators and several of the actions. Girls, boys and pupils with immigrant background are underrepresented in several study programs in

upper secondary education. A development towards a more balanced distribution of the pupils by gender and immigrant background is specified as one of the indicators for equality in the plan. Minor actions in the plan are designated to contribute positively to this goal:

Action 21: Short films about equality and gender roles

Action 23: Guidance for choice of education

Action 24: The school subject of Career Choice (Gender mainstreaming of this new subject in secondary school)

Action 27: The gender perspective in the training of counsellors

An account of the actions in the plan has been written by the Directorate for Children, Youth and Family Affairs, but this account has not yet been released.

Assessment of the national gender equality policies

Despite the governmental goals and efforts, assessments show that developmental work for gender equality has a low priority compared to other institutional goals. The assessment of the implementation of *the Framework Plan for Kindertjenestene* (Østrem *et al.* 2009) showed that gender equality had the lowest priority of the goals set in the framework plan. This finding is echoed in the status report on schools (Støren *et al.* 2010) as well as the recent status report on early childhood education (Opheim *et al.* 2014).

In short the status reports reveal that there is little activity going on in the educational institutions aimed at promoting gender equality. Studies of early childhood education (for instance Kunnskapsdepartementet 2010) also show that many managers and employees have a polarised and stereotypical understanding of gender that may contribute negatively to the gender equality situation.

The conferences and seminars provided by NGOs and the county governors (such as the 35 day courses) give a basis for reflection on gender and non-discrimination, but they provide little basis for influencing practice in educational institutions. For the limited competency building to have such an effect you would probably need support from the structures of implementation in the educational institution (counselling by a gender expert, requirement for a gender equality plan). To date, no such structures of implementation have been provided.

Based on some of the official indicators of gender equality, there has been progress towards gender equality, like number of men working in early childhood education and untraditional occupational tracks. There has been a significant increase of women in occupations related to medicine, law, economy and

management. Men are still grossly underrepresented in the public sector occupations of teaching and care, but there has been a slight increase of men in the nursing and care occupations (Reisel & Brekke 2013). In the area of early childhood education from 1997 to 2014, the figures show that the percentage of men working in the sector has increased from 6.6 to 11.5 percent (Statistics Norway)

A thorough examination of both the gender equality situation and the policy was done by experts in the Commission for Gender Equality (Barne-, likestillings- og inkluderingsdepartementet 2012). To reach the government's ambitions, the Commission for Gender Equality called for a significantly higher activity level and improved structure to promote gender equality.

This conclusion about the situation in Norway is also recognized by other gender equality experts, such as Mia Heikkilä (2014) in a mapping of Nordic gender equality policies; "practical work for gender equality does not seem to have support from the state level".

5.2 Legislation

The wording and high standard of the *Gender Equality Act* from 1978 is mirrored in the specific acts for early childhood education and schools. The education shall actively promote gender equality. This is laid down both in the *Kindergarten Act* and in the *Education Act*.

The same standard of gender equality legislation has not been laid down for the after-school arrangements. There is no mention of gender equality in the regulations for after-school arrangements (Utdanningsdirektoratet 2013). The legislation for after-school arrangements sets lower standards in other respects as well. For instance, there is no requirement for the managers and staff to have a pedagogical education.

Neither the laws nor the national curricula require the early childhood centres or schools to have any documentation or planned efforts for gender equality. An exception is the new *Act Relating to the Prohibition Against Discrimination on the Basis of Sexual Orientation, Gender Identity and Gender Expression* (Ministry of Children, Equality and Social Inclusion 2013). The act gives managers of educational institutions an obligation to "preclude and seek to prevent the occurrence of harassment" on these grounds.

There is an additional regulation permitting the use of moderate action to positively discriminate men to improve gender balance in care and pedagogical work with children. This addition to the *Gender Equality Act* gives municipalities

and managers in education a tool to use, or not to use. For your information: the *Gender Equality Act* gives a general permission to use moderate positive discrimination of women to improve the gender balance. (Barne-, likestillings- og inkluderingsdepartementet 1998)

The Kindergarten Act (Lov om barnehager 2005)

This act regulates all national early childhood education centres. Content (pedagogical practice/thinking), qualification of employees and educational planning are regulated in the act. It is stated in section 1 of the act that “the kindergartens shall promote democracy equality and counteract all forms of discrimination”.

Section 2 of the act, related to content, states that kindergartens shall:

- promote equality in the care, upbringing and learning provided by them
- take children’s gender into account (Kunnskapsdepartementet 2005)

It also states that the more specified *Framework Plan* laid down by the ministry shall provide regulations for the content and tasks in the national early childhood education institutions.

Framework Plan for Kindergartens (Rammeplan for barnehager 2006)

This plan regulates the content and tasks of all national early childhood education centres. Gender equality is highlighted in the first part about the social mandate of early childhood education:

“The equality of the genders shall be reflected in the education provided by kindergartens. Kindergartens shall teach the children to relate to and create an equal society. Kindergartens shall base their activities on the principle of the equality of the sexes. Boys and girls shall have the same opportunities to be seen and heard, and shall be encouraged to participate jointly in all activities in the kindergartens. Staff must reflect on their own attitudes towards and on society’s expectations of boys and girls.” (Kunnskapsdepartementet 2006a, section 1.3)

The second part of the plan describes the key concepts and subjects of early childhood education (caring, play, learning and social competence). It is stated in this part that:

“All children in kindergartens regardless of age, gender, ethnic background and ability level must be given equal opportunities to participate in meaningful activities with their peer groups.” (Kunnskapsdepartementet 2006a, p. 17)

The third part of the plan, about planning and collaboration, does not mention gender.

The Education Act (Opplæringsloven 1998)

This act regulates all national schools, both private and public, primary as well as upper secondary schools. The act sets standards of practical nature, as well as core pedagogical and human values. The value of equality is mentioned in this way:

“Education and training shall be based on fundamental values in the Christian and humanist heritage and traditions, such as respect for human dignity and nature, on intellectual freedom, charity, forgiveness, *equality* and solidarity, values that also appear in different religions and beliefs and are rooted in human rights. [...]

Education and training shall provide insight into cultural diversity and show respect for the individual's convictions. They are to promote democracy, *equality* and scientific thinking. [...]

All forms of discrimination must be counteracted.”

(Kunnskapsdepartementet 1998, section 1-1. The objectives of education and training)

Regulation under the Education Act (Forskrift til opplæringsloven 2006)

One of the tasks of secondary and upper secondary schools is to give children input on their potential, and inspire them forward on their educational and occupational tracks. The schools and their occupational counselling services have been criticized for being gender blind, not knowing that they are reproducing gender stereotypes about occupations. For integration of gender relevance, this regulation has been one of the government's measures for improvement:

“The individual pupil is entitled to two different forms of necessary counselling: social educational counselling and educational and vocational counselling. [...] “The pupil shall get the necessary support he/she needs to develop and to access his/her own resources without regard to *traditional gender roles*.” (Kunnskapsdepartementet 2006b, section 22.1 On the right to counselling)

Act on Prohibition Against Discrimination on the Basis of Sexual Orientation, Gender Identity and Gender Expression (2013)

Norway has separate laws promoting equality and against discrimination on different grounds; gender, disability, religion and ethnicity. This act made sexual orientation, gender identity and gender expression part of the national legislation in 2013. Section 14 of the act puts a special responsibility on the managers of educational institutions to counteract harassment on these three grounds:

“The managements of organisations and educational institutions shall, within their areas of responsibility, preclude and seek to prevent the occurrence of harassment contrary to section 8.” (Ministry of Children, Equality and Social Inclusion 2013, section 14. Duty of organisations and educational institutions to preclude and prevent harassment)

Section 8. Prohibition against harassment: “Harassment on the basis of sexual orientation, gender identity or gender expression shall be prohibited. “Harassment” shall mean acts, omissions or statements that have the effect or purpose of being offensive, frightening, hostile, degrading or humiliating. (Ministry of Children, Equality and Social Inclusion 2013)

5.3 Organisation

The organisation of practical work for equality in schools and early childhood centres can be understood to be structured at two levels; (1) a structure related to the action plans for gender equality provided by the Ministry of Children, Equality and Social Inclusion and the Ministry for Education and Research, and (2) a structure at the local and institutional level.

In this chapter the reports on the status of gender equality in schools and early childhood education are used to illuminate these structures and how the work for gender equality is organized. The reports show that there is some activity for promoting gender equality at (2) the institutional level, but it is described as low.

Therefore it seems that the structure and actions initiated by the (1) governmental level are too limited to have the wanted impact.

The variety of projects, reports and actions for gender equality in education put forward over the years gives the impression of a diversity of efforts and a high level of activity. The reason why this is not reflected in the status reports is simply because the efforts are so few on an annual basis in relation to the number of children, teachers, early childhood education centres (6300) and primary and secondary schools (3000).

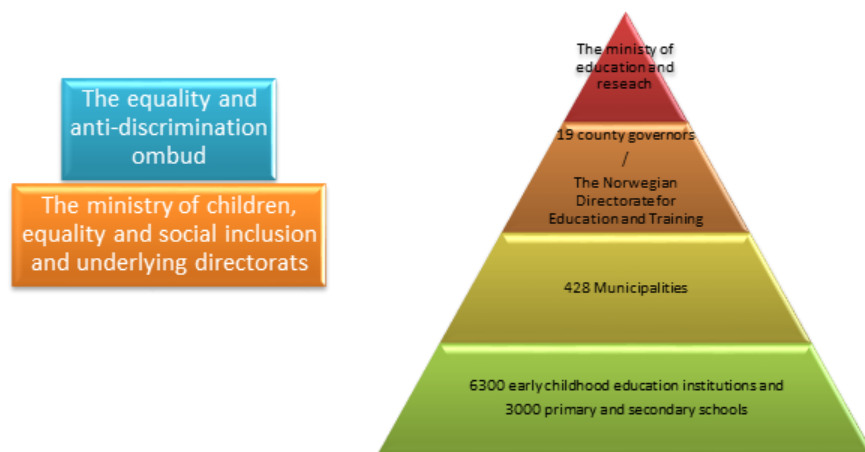


Fig. 1. Organization of gender equality promotion in the educational sector in Norway.

The organisation of work for gender equality at the governmental and state level

There have been few laws and regulations put forward by governments to promote gender equality in education. The government and the Minister of Education and Research alone or together with the Minister of Children, Equality and Social Inclusion have put forward action plans for gender equality for education. The county governors and the Directorate for Education and Training have been responsible for effectuating different tasks under the action plans. The Directorate for Education and Training has been responsible for commissioning the abovementioned status reports, state of the art reports and materials to support early childhood centres and schools in their gender equality efforts. See chapter 0 for an

overview of commissioned state of the art reports, for instance on gender differences in school outcomes. See chapter 0 for an overview of the leaflets, learning materials and other resources.

The offices of the 19 county governors have had the responsibility for regional conferences and seminars, making the actions plan and the government's goals for gender equality known in the municipalities and institutions. The introduction of the commissioned materials to early childhood centres and schools has also been a task of the county governor's office. The county governors have also had the responsibility to organise regional teams for the recruitment of men for work in early childhood education, as well as distribute limited funds for local gender equality projects.

The organisation of work for gender equality at the municipal level

It is the municipality that has the responsibility to provide early childhood education and schools according to the legislation. If there are any complaints, it is the county governor's office duty to receive the complaints, to resolve them and, if necessary, to carry out inspections. Other than rulings regarding complaints of unlawful gender separation, the county governor has not made any rulings or inspections connected with gender equality (to the knowledge of the Norwegian partner).

The municipalities have the duty to account for the gender equality situation in the annual report. This reporting is limited to the municipal responsibility not to discriminate between men and women employees. No one has any responsibility to oversee the reports or to do random inspections. The procedure of annual reports has been criticized for being pro forma, since failure to report and not to work against discrimination has little consequence.

The organisation of work for gender equality in early childhood education centres

According to the Kindergarten Act, each early childhood centre must have a manager who is responsible for the provision of statutory pedagogical services. One of the important duties is to have, revise and follow an annual curriculum (Årsplan). The annual curriculum of the centre must reflect the goals, values and objectives of the care, activities and daily routines. There is, however, no duty to make or follow a plan for equality or anti-discrimination, but about one third of the

managers report that they include some concept of gender equality within the annual curriculum. (Opheim *et al.* 2014)

What is done, and who is doing was a key question in the latest status report on gender equality in early childhood education (Opheim *et al.* 2014). The main result is that the manager and employees do give some thought to gender equality, but no or little actual activity is put into action. The managers' reports on efforts for the recruitment of men may give an indication of the work put in to gender equality. Recruitment of men is an officially prioritised goal for gender equality, and it is also a goal that is easy to quantify. The report (Opheim *et al.* 2014) shows that:

- 29 per cent have taken moderate action for the recruitment of men to the centre.
- 26 per cent have “sent” staff to courses or seminars about the recruitment of men.

The importance of gender equality is reported in different ways. In the qualitative interviews, several of the informants mention examples where colleagues or themselves have treated children in a gross stereotypical fashion. Managers and employees stress the importance of gender equality especially in relation to the development of friendship, social competency and parent-home cooperation.

The researchers give several explanations why gender equality is not a prioritised issue. For one, it is regarded as an issue of the past. Secondly, gender equality is perceived by many as something already achieved, taken for granted and therefore unnecessary time use. An additional explanation may be that managers and employees see the relevance, but do not have sufficient knowledge on how to follow up in practice. In other words, the basic expertise on gender and equality and how translate this knowledge into practice is too low.

The organisation of work for gender equality in schools

It is the principal who is the responsible person for making sure that the school follows the requirements of school and anti-discrimination legislation.

As we have previously mentioned, there is no requirement for schools to have a gender equality plan, and almost no one does (Støren *et al.* 2010). But integration of gender equality in the annual work plan may not be what is needed for the schools. Many schools do not have an annual work plan. In practice, other tools are more relevant for managing schools; results in national tests, surveys on student satisfaction/work environment and more.

The results from the status report on schools (Støren *et al.* 2010) give an indication on how the work for gender equality is organised:

- Of the schools with an annual work plan, gender equality has the lowest priorities of the issues mentioned.
- Only a small number of schools have discussed gender-related issues in the school council or other councils at the school.
- Few have any knowledge of the National Action Plan for Gender Equality 2008–2010. (0–13 per cent are familiar with it)
- 60 per cent of secondary schools report participation in projects/initiatives about gender stereotypes and occupations.
- Very few primary schools are concerned about gender stereotypes and occupations.
- 72 per cent of primary schools have had initiatives to promote boys' reading skills.
- 28 per cent of secondary schools said they have focused on girls and science.
- Three out of four schools report to have worked actively against gender related bullying.

In the municipalities the after-school arrangement is often defined as part of the primary school services and the responsibility of the principal. Although the after-school arrangements have gradually evolved into a significant learning arena for many children in Norway (Foss 2011), it is not defined as a pedagogical service, hence the focus on pedagogy is low. This is probably also reflected in the low degree of attention on gender equality, but it is difficult to say for sure, since the after-school arrangement is not included in the status reports commissioned by the government.

The after-school arrangements have have been criticized in previous studies for reproducing traditional gender roles, particularly for engaging girls in women's traditional household activities, whereas boys are left to themselves to play football or do other outdoor activities. An example recently published in the news indicates that this situation may not have changed. An invitation to the children and parents in the week plan: "Friday: Your new look – with the after-school arrangement. Hair styling, nail varnishing and more. There will be something for the guys as well." (Aftenposten 2014)

5.4 Education

The legislation for schools and early childhood education sets, as mentioned above, a high standard.

In this chapter the training of early childhood and primary school teachers is mapped out. Does the education at the universities and the university college measure up to these high demands, so that they can provide these standards in everyday practice? The short answer is no.

Firstly, the requirement to train students in gender equality is lower than the requirements for the institutions to promote gender equality. This is the case both for early childhood centres and for schools. The legislation requires, as mentioned earlier, both types of institutions to actively promote gender equality. The different curriculums for students/teacher educations do not require such a practical ability.

Secondly, there are no formal requirements for gender competency or competency about non-discrimination for assistants working in early childhood education and in the after-school arrangement. There is a particular historical development behind this shortage.

The lack of formal requirements about gender equality competency is to some degree compensated by the lectures and conferences that county governors and NGOs provide on an ad-hoc basis. The critical question is how many teachers or assistants, if any, from the local early childhood centre have lately attended a gender equality seminar, and if so, whether they have attained the ability to actively promote gender equality or not.

Mapping and status reports

The curriculum for the training of teachers for early childhood and primary education highlights the importance of knowledge about human rights; gender and equality (see the mapping of curriculums below). But skills to *actively* promote equality and combat all forms of discrimination are not mentioned. However, a survey shows that about half of the teachers in early childhood education report that they have such skills. In the panel survey early childhood teachers were asked: "To what extent have the bachelor studies in early childhood education enabled you to counteract unfortunate gender roles in the kindergarten?" 56 per cent of them answered "to some" or "to a great extent". 40 per cent answered "to a very small or to a small extent". 4 per cent rest category (Askland & Nordfjell 2008).

The Gender Loops project also made a small survey of how gender equality is taught to early childhood education students (Nordfjell & Askland 2007). The survey indicated a low priority, with gender equality primarily treated as a separate issue in the two subjects of pedagogy and social sciences. The processes for improvements called for by the researchers in the project have not been followed up. The national curriculum has been changed since then, but the wording is not stronger, and the recommendations for developing gender into a cross-sectional issue have not been followed up by the university colleges.

To counteract gender stereotypes, the researchers point towards the importance of the subjects of arts and crafts and language and literature. In autumn 2015 a Nordic webpage genustest.no is to be launched. The webpage funded by the Nordic Council of Ministers has resources on how to analyse and use picture books to promote gender equality in early childhood education. The resource webpage is also a tool to be used in the subject of literature and language in the education of early childhood teachers throughout the Nordic countries.

Another important question is that of gender competency of assistants in early childhood education and schools in Norway. Over half of the employees in Norwegian early childhood education have no formal pedagogical training, and the same goes for most of the employees in after-school arrangements. To date there is no requirements for competency in pedagogy or gender equality/anti-discrimination, neither on an institutional nor on an individual level.

The formal qualification requirements mentioned above do not give the whole picture. The employees in early childhood education and primary schools also participate in lectures and courses on gender equality and non-discrimination. 38 per cent of the managers of early childhood education report that someone in his or her staff has attended courses/conferences on gender equality over the past three years (Opheim *et al.* 2014). The day course in gender equality, mentioned as action 15 in the action plan, has been one of the offerings, similarly to information meetings and small conferences organised by the county governors. It must also be mentioned that different NGOs offer a great variety of lectures, courses and seminars about gender, sexuality and non-discrimination, some also providing course materials. The funding is coming both from the state and from foundations. Examples:

- Pink expertise, teaching about heteronormativity and LGBT
http://www.llh.no/nor/prosjekter/rosa_kompetanse/

- Course about transsexuality (Harry Benjamin ressurscenter)
http://hbrs.no/no/forside/info/kurs+konferanser/Bestille+foredrag/kurs.b7C_wtbIWI.ips
- Week 6, materials and support for school teachers about gender, sexuality and sexual harrasment (Sex og politikk)
http://sexogpolitikk.no/seksualundervisning/uke_6/
- My sister, performance and discussion about sexual harassment for upper secondary school (Riksteateret *et al.*)
<http://www.kun.nl.no/filer/rapporter/2013/Sluttrapport%20sostra%20mi.pdf>

The national curriculums for early childhood teacher education

An overall national standard of competency that future early childhood teachers must meet is laid down in two separate documents.

(1) The general requirements and scope of early childhood teacher education at the universities and university colleges is set in the *Regulation for the Framework Plan for Kindergarten Teacher Education*. Equality is mentioned as one of the issues that the teacher education programmes must provide. The student must:

- “have broad knowledge about children's rights and about what is characteristic of an inclusive, equal, healthy and developing kindergarten environment.
- know the national and international research and development of relevance for the profession of early childhood education, and to keep updated within this field of knowledge.” (Kunnskapsdepartementet 2012a, p. 2 section 2 Learning outcome)

(2) *National Requirements for Kindergarten Teacher Education* is more detailed and also sets requirements for the different subjects that future early childhood teachers must learn about. Competency about equality and diversity is highlighted in the part that describes the general competency on the child's development, play and learning that a future early childhood teacher must have. The student must:

- “in his/her reflection about children's integrity show an understanding of democracy, human dignity and *equality*” (Kunnskapsdepartementet 2012b, p. 16)

Equality is also mentioned in three of the subjects that the future early childhood education teacher should master. (Kunnskapsdepartementet 2012b)

Nether the Framework plan or the more detailed Requirements make any demands for a student's ability to *actively* promote gender equality or to counteract discrimination.

National curriculums for primary school teacher education

The standards for the primary school teacher education programs are also laid down in two separate documents.

(1) In the *Regulation for the Framework Plan for Primary School Teacher Education* equality is mentioned as "knowledge" that both teachers in lower (1.–7.) and higher (5.–10.) grades must have. "The candidate [must] have knowledge about children's developmental environment, *equality and identity work*." (Kunnskapsdepartementet 2010a)

There is also a relevant mention under the heading "General competency". In his/her general competency it is expected that "The candidate [...] can strengthen the international and multicultural dimension in the school practice and contribute to the understanding of the indigenous status of the Sami people". (Kunnskapsdepartementet 2010a)

(2) The more detailed *Regulations for Primary School Teacher Education* require that students have knowledge about Sami people, multicultural society and human rights. The regulation does not require any general knowledge about gender equality. Gender equality is, however, mentioned in three of the subjects that the future teachers must learn about – social science, physical education, religion and arts/crafts. (Kunnskapsdepartementet 2010a, 2010b)

To actively promote gender equality or to counteract discrimination is not mentioned in either of the two plans. It is not mentioned in the part about skills that the university colleges must provide to their students in the *Regulation for the Framework Plan*, and it is not set as a requirement in the more specific *Regulations for Primary School Teacher Education* (Kunnskapsdepartementet 2010a, 2010b).

5.5 Resources

By virtue of the action plans the county governors have had a small budget for gender equality. The funds are for sharing of experiences, for instance conferences, for developmental work and for actions for the recruitment of men in early childhood education. In the previous action plan period each of the 19 county governors got 170,000 NOK (approximately 20,000 Euros) to attract men to the

professions by a recruitment team. (Barne-, likestillings- og inkluderings-departementet 2011)

5.6 Examples

The national policies for the promotion of men working in early childhood education

A practice in Norway that has been seen as promising and has received attention from other Nordic and European countries is the relatively high percentage of men working in early childhood education. As you can read in this report, it has been a national goal to increase the percentage of men working in early childhood education for a long time, since the first action plan in 1997.

Unlike the policy of the fathers' quota, the policies to promote men in early childhood education have not been an important subject for social research. The issue has mostly been subject to small-scale action research. In addition, the status reports for gender equality in kindergartens have made comments about how the percentage and numbers of men have changed.

There is therefore not too much knowledge to build on to make a case description. Most of the content for this case description is from the article by Ole Nordfjell and Steen Nielsen (2011) which is the most thorough work to date: *Hvordan har det blitt 8400 menn ansatt i norske barnehager?* [How come 8400 men are working in Norwegian kindergartens?]

If improved gender balance is a goal, there is a success story to be told. There is a development from a no-men-all-women-sector to a sector with 10,850 men that constitutes 11.5 percent, and 83,000 women that constitutes 88.5 percent women (Statistics Norway 2014).

There are several reasons for the increase of men in early childhood sectors that are reported in Nordfjell and Nielsen's (2011) article.

- The work life motivation and value orientation of some of men. In 1990 new groups of men vocalised their interest in having a meaningful work life contributing to the social and psychological development of children. This motivation is comparable and parallel with the related reorientation of men in general towards the care of children in families.

- The relatively high unemployment rate of men in the years 1989 to 1995 was a significant contribution to 1700 new male employees and a two percentage-point rise to 6.6 percent men in the period (Statistics Norway 1995).
- The low threshold to recruit men as pedagogical assistants to work in the sector. In the beginning of the 1990s and in the 2000s there has been an explosive growth of the sector. The major bulk of the new employees have been assistants with no formal pedagogical education hired primary on the basis of personal qualifications, social skills and private caring experiences. This has lowered the threshold both for the men to try out work in early childhood centers, and also for the childhood centers to try out male workers.
- The government’s policies have also been a contribution to the recruitment of men. Since the first policy in 1997 until 2014 the percentage of men has increased from 6.6 to 11.5 percent (Statistics Norway). It is likely that the continuity and long time span of the policies have been important for the increase. The policies are described as low cost, giving official recognition to the cause, networking and knowledge sharing. The measures in the policies have been very concrete and taking advantage of men’s own motivation for care work and the need for new labor in the sector.

It is difficult to say how much of the change can be attributed to the government policies and how much can be attributed to other courses. Other and stronger measures are probably necessary to improve gender balance in the sector in the future. There is still a need for new labor in the sector, but primarily for educated early childhood teachers. Scholarships have been proposed for men who choose to study early childhood education. (The gender equality commission proposed scholarship for all students, women and men, in all studies with a large gender imbalance). An affordable but less effective measure that has currently been put into practice in several municipalities is that of “Adolescent boys as a play resource”.

Adolescent boys as a play resource

“Adolescent boys as a play resource” is about work practice in a local early childhood education centre. In the short run it provides the children in the centre with an additional play resource. It is an affordable measure to make a greater number of boys familiar with care work, and in the long run the goal is to increase the number of men in the sector. It started out as a project in the municipality of

Lillehammer and Lundgaarsløkka barnehage in 2009. Since then the measure has received considerable positive media attention, and attention from the educational authorities (Utdanningsdirektoratet 2014). The county governors in different parts of Norway have given financial support for a spread, and the county governor of Hedmark has published an information video: <https://www.youtube.com/watch?v=TzNqdJilvpw>

The long term goal, is as mentioned, to increase the number of men in the sector. In the short term the goal is to give adolescent boys a positive and realistic impression of work in an early childhood education centre. One or two boys are “hired” as a “play resource” and work from 15 to 17 o’clock two times a week, and/or in school holidays (longer time). The “play resource” is recruited through the local school. Male early childhood teachers have information meetings and distribute application forms. The play resources are paid for their work. Each “play resource” is given a male early childhood teacher as a mentor, and he is given the opportunity to talk about his expectations and discuss his personal contribution to the children. The boys are an additional resource, a supplement. In practice they contribute to a diverse set of activities, like drawing, painting, building with Legos, dancing and music, ball plays, water activities, reading and so forth.

The experiences with the measures in three early childhood centres in the municipality of Lillehammer have been subject to a limited evaluation (Johannesen and Lauritzen 2015). 145 adolescent boys have been in play practice in the three centres since 2009, and have filled in evaluation forms. 64 per cent report that they would like to work in “barnehage” in the future, 36 per cent report maybe and 21 per cent report no. The overall impression is that for the great majority the practice has been a very positive experience. For instance, some report that the practice has contributed to their personal growth. The practice has been very popular, with a significantly higher number of applicants than there are practice positions. The assessment does not go into details, but the impression is that the boys are expected to partake in all daily routines, in both activities often associated with women and activities often associated with men.

The measures target adolescent boys, while girls are excluded. The legitimacy and implications of this design are not discussed in the evaluation. It may signal that men need to be catered in the early childhood sector, or you could argue that the measure makes up for a traditional imbalance. Generally, young women are much more familiar with care work than young men.

Permanent board for the promotion of equality in education

A permanent board was one of the recommendations by the Commission for Gender Equality to the government (Barne-, likestillings- og inkluderingsdepartementet 2012, p. 322).

The full name is *Permanent Board for the Promotion of Equality in Teacher Education and in Learning Materials*, pointing to the two major tasks of the recommended body: gender equality in teacher education and in learning materials. The commission, like this report, is pointing to evidence of a lack of training in gender equality within teacher education. It gives a poor basis for work for gender equality in the pedagogical practice in schools and in early childhood education. Experience shows that it is challenging for the institutions themselves to improve the situation without any external help and push. Therefore the commission suggests that this resource should be established to strengthen gender equality in teacher and early childhood teacher education

The commission also criticises the existing arrangement in which it is left to the publishers themselves to monitor if the learning materials live up to the gender equality standards. The contents of textbooks used in schools are also of great importance for gender equality, and they are protected with a designated legislation. To monitor and to work with the publishers should be the task of an independent body. The commission therefore suggests this as an additional task for the permanent board. The permanent board should provide professional input on issues related to equality, on gender and other grounds of discrimination to the publishers, but the concrete work on the content of the learning materials must still be done by the publishers.

The commission suggests that the Permanent Board should be modelled after the existing Committee for Gender Balance in Research. This committee has been working very well. The committee has eight members from different universities, university colleges and the Research Council of Norway (professors, heads of research institutions, student representatives and other staff in the sector). Like the committee, the commission suggests that the Permanent Board should be established as an independent professional committee or board which can administratively be anchored into a directorate for equality. The task for the directorate is to have a secretariat function.

The commission for gender equality made recommendations to the government for all areas of society (Barne-, likestillings- og inkluderingsdepartementet 2012). In the area of early childhood and compulsory education, three major

recommendations were made. 1) Pedagogy for Gender Equality programme. A central element of the programme is to raise the level of competency in gender equality in the sector. Price tag: 30 million NOK annually. 2) Permanent Board for the Promotion of Equality in Education. Price tag: 3 million NOK annually. 3) Programme for Prevention of Sexual Harassment. Price tag: 30 million NOK over a 10-year period.

The political opposition at the time (now in government) criticised recommendations for being too costly and enhancing national bureaucracy. Neither the government at the time nor the existing government have yet gone along with these and the other recommendations by the Gender Equality Commission. The commission has responded that it finds the criticism strange compared to other areas of politics, because if results are to be achieved – discrimination ended and gender equality promoted – it is obvious that personal resources and an organisation with designated responsibilities are needed.

5.7 References, state of the art reports and learning materials

State of the art reports

- *Kunnskapsstatus om kjønnsrelatert mobbing blant barn og unge* (Helseth 2007)
- *Er mannlige lærere viktige for gutters skoleprestasjoner?* (Bakken 2009)
- *Kjønnsforskjeller i skoleprestasjoner: En kunnskapsoppsummering* (Backe-Hansen m. fl. 2014)
- *Kjønnslikestilling og flerkulturelle perspektiver rådgivningsutdanningene* (Schulstok og Svoen 2014)

Learning materials and resources for gender equality, sexuality and anti-discrimination

- *Temahefte om likestilling i det pedagogiske arbeidet i barnehagen* (Kunnskapsdepartementet 2006)
- *Temahefte om menn i barnehagen, om å rekruttere og beholde menn* (Kunnskapsdepartementet 2006)
- National nettside om rekruttering av menn til barnehager mennibarnehagen.no (DMMH 2009–)

- *Veileder for bruk av moderat kvotering i barnehager* (Kunnskapsdepartementet og Reform 2011)
- *Veilederer for likestilt pedagogisk praksis* (Knyttet til tiltak 15) (DMMH m.fl. 2012)
- *Verdispill: Søt eller tøff – et fritt valg?* (knyttet til tiltak 15)(DMMH m.fl. 2012)
- *Seksualitet i skolen – Perspektiver på undervisning* (bok) (Røthing og Svendsen 2009)
- *Seksualitet og kjønn: Et ressurshefte for lærere i grunnskolen* (Utdanningsdirektoratet 2011)
- Ressursside om seksuelle helse trakassering seksuelltrakassering.no/ (Fylkesmannen i Sør-Trøndelag m.fl. 2011)
- *Pappa* (En av fire undervisningsfilmer om likestilling) minstemme.no/faglige-ressurser/pappa (Snøball film 2013)
- *Min stemme.no* nettside om demokrati og den norske grunnloven med undervisningsressurser om likestilling minstemme.no/likestilling (Kunnskapsdepartementet 2013)
- kilden.forskningsradet.no
- genustest.no and gendertest.no

5.8 References

- Aftenposten (2014). Foreldre så rødt da de leste dette: Nå snur rektor og avlyser «Bli ny»- dag. 5.sep. 2014 <http://www.aftenposten.no/familie-og-oppvekst-old/Foreldre-sa-rodt-da-de-leste-dette-7691892.html>
- Askland, L. og Rossholt, N. 2009. *Kjønnsdiskurser i barnehagen. Mening, makt, medvirkning*. Oslo: Fagbokforlaget
- Aune, Helga (2012). *Opplæringslovens og barnehagens formålsbestemmelser. I Jakhelln og Welstad (red.): Utdanningsrettslige emner, Cappelen Damm Forlag, 2012.* https://www.utdanningsforbundet.no/upload/Tidsskrifter/Bedre%20Skole/BS_3_2014/BS-0314-WEB_Aune.pdf
<http://kilden.forskningsradet.no/binfil/download.php?did=8259>
- Bakken, A. (2009). Er mannlige lærere viktige for gutters skoleprestasjoner? *Tidsskrift for ungdomsforskning*, 9(2): 25–44 file:///C:/Users/Ole/Downloads/3882_1.pdf
- Bakke-Hansen, Elisabeth, Walhold, Kristine & Huang, Lihong (2014). *Kjønnforskjeller i skolprestasjoner : En kunnskapsoppsummering*. NOVA Rapport 5/2014. Oslo: Norsk institutt for forskning om oppvekst, velferd og aldring.
- Barne- og familiedepartementet (1997). *BFDs prioriteringer når det gjelder å bidra til at barnehagen skal være en arbeidsplass for både kvinner og menn 1997–2000*.

- Barne-, likestillings- og inkluderingsdepartementet (1998). *Forskrift om særbehandling av menn*. <https://lovdata.no/dokument/SF/forskrift/1998-07-17-622>
- Barne- og familiedepartementet (2004). *Den gode barnehagen er en likestilt barnehage: Handlingsplan for likestilling i barnehagene 2004–2007*. <https://www.regjeringen.no/globalassets/upload/kilde/bfd/pla/2004/0001/ddd/pdfv/205598-q-1071-likestilling.pdf>
- Barne-, likestillings- og inkluderingsdepartementet (2011). *Likestilling 2014: Regjeringens handlingsplan for likestilling mellom kjønnene* [handlingsplan 2011–2013]. https://www.regjeringen.no/globalassets/upload/bld/likestilling/likestilling_2014.pdf
- Barne-, likestillings- og inkluderingsdepartementet (2012). *Politikk for likestilling NOU 2012:15* (Norges offentlige utredninger).
- Bendixen, Mons & Leif Edward Ottesen Kennair (2014). *Resultater fra prosjekt Seksuell helse og trakassering i videregående opplæring 2013–2014*. NTNU. PSYKOLOGISK INSTITUTT. https://www.ntnu.no/documents/10470/0/Rapport+Seksuell+Trakassering+STFK+2014_korrigert.pdf/2b059c9e-034a-4d65-913c-412f635e7d2e
- Bredesen, Ole (2004). *Nye gutter og jenter – en ny pedagogikk?* Cappelen akademisk forlag.
- Eide, Trude Hella og Tonje Lauritzen (2012) *Frie og likestilte valg? Sluttrapport fra følgeforskningen av prosjektet Fritt valg – 10-årssatsingen for likestilling på Sørlandet*. ØF-Rapport 9/2012, Østlandsforskning. <http://www.ostforsk.no/wp-content/uploads/2014/11/092012.pdf>
- Foss, Vigdis (2011). Usynlige læringskulturer i skolefritidsordningen. I *Barn* nr. 2, årgang 27. Norsk senter for barneforskning. <http://www.ntnu.no/documents/10458/401506704/Foss.pdf/90e54ecc-d7be-4d62-bb31-9c03dd6cc57e>
- Foss, V. og Sataøen, S.O. (2013). Mannlege studentar treng ei betre tilpassa utdanning. I: *Første steg*, nr. 3/2013.
- Fritt valg 10-årssatsningen for likestilling på Sørlandet (20??) *Integrert arbeid for likestilling i grunnskolen* [Kjønn og likestilling i fagplan arbeidet] http://www.frittvalg.no/media/4252642/Integrert_likestilling_skole.pdf
- Hegna, Kristinn; Ødegård, Guro & Strandbu, Åse (2013). En "sykt seriøs" ungdomsgenerasjon? : unges liv og levekår. *Tidsskrift for Norsk Psykologforening*. s 374–377. http://www.psykologtidsskriftet.no/?seks_id=319851&a=4
- Heikkilä, Mia (2014). *Kartlegging av jämställdhet inom utbildningsområdet i Norden och de självstyrande områdena – med fokus på policys, nationella insatser och kartläggningar åren 2005–2014*. Nordisk Ministerråd.
- Helen, Eva og Granholm, Magdalena T. (2009). *Sverd og bamser – genusarbeid i barnehagen og skole*. GAN Aschehoug.
- Helseth, H. (2007). Kunnskapsstatus om kjønnsrelatert mobbing blant barn og unge på oppdrag av Utdanningsdirektoratet og Høgskolen i Nesna (www.utdanningsdirektoratet.no).

- Høydahl, Even (2014) *Innvandrere og norskfødte med innvandrerforeldre i Drammen*. Rapport 2014/23. Oslo–Kongsvinger: Statistisk sentralbyrå.
https://www.ssb.no/befolkning/artikler-og-publikasjoner/_attachment/182519?_ts=14715f5ebc0
- Johannesen, Nina og Lauritzen, Tonje (2015). *Evaluering av Lekeressurs-prosjektet i barnehagen*. Likestillingssenteret. Østlandsforskning. Hamar.
<http://www.fylkesmannen.no/Documents/Dokument%20FMOP/Barnehage%20og%20oppl%C3%A6ring/Barnehage/Lekeressurs-rapport.pdf>
- Kunnskapsdepartementet (1998). *Opplæringsloven*. <https://lovdata.no/dokument/NL/lov/1998-07-17-61>
- Kunnskapsdepartementet (2005). *Lov om barnehager*. <https://lovdata.no/dokument/NL/lov/2005-06-17-64>
- Kunnskapsdepartementet (2006a). *Rammeplan for barnehagens innhold og oppgaver*. <https://lovdata.no/dokument/SF/forskrift/2006-03-01-266?q=rammeplan+for+barnehagens>
- Kunnskapsdepartementet (2006b). *Forskrift til opplæringsloven*. <https://lovdata.no/dokument/SF/forskrift/2006-06-23-724>
- Kunnskapsdepartementet (2008). *På vei mot en likestilt barnehage. Sluttrapport fra Handlingsplan for likestilling barnehagene 2004–2007*.
- Kunnskapsdepartementet (2008). *Handlingsplan for likestilling i barnehage og grunnopplæring 2008–2010*.
- Kunnskapsdepartementet (2010). *Nye barnehager i gamle spor? Hva vi gjør og hva vi tror. Status for likestillingsarbeidet i norske barnehager i 2010*. Likestillingssenteret Hamar.
- Kunnskapsdepartementet (2010a). *Forskrift om rammeplan for grunnskolelærerutdanningene for 1.–7. trinn og 5.–10. trinn*. <https://www.regjeringen.no/nb/dokumenter/forskrift-om-rammeplan-for-grunnskolelar/id594357/>
- Kunnskapsdepartementet (2010b). *Nasjonale retningslinjer for grunnskolelærerutdanningene 1.–7. trinn*. https://www.regjeringen.no/globalassets/upload/kd/rundskriv/2010/retningslinjer_grunnskolelaererutdanning_1_7_trinn.pdf
- Kunnskapsdepartementet (2010c). *Nasjonale retningslinjer for grunnskolelærerutdanningene 5.–10. trinn*. https://www.regjeringen.no/globalassets/upload/kd/rundskriv/2010/retningslinjer_grunnskolelaererutdanning_5_10_trinn.pdf
- Kunnskapsdepartementet (2012a). *Forskrift om rammeplan for barnehagelærerutdanning*. <https://www.regjeringen.no/nb/dokumenter/rundskriv-f-04-12/id706946/>
- Kunnskapsdepartementet (2012b). *Nasjonale retningslinjer for førskolelærerutdanning*. Rundskriv. https://www.regjeringen.no/globalassets/upload/kd/rundskriv/2012/nasjonale_retningslinjer_barnehagelaererutdanning.pdf

- Kunnskapsdepartementet (2015) Nettsiden Kunnskapscenter for utdanning.
<http://www.forskningsradet.no/prognet/kunnskapscenter/KSU/1247146831358?lang=no>
- Kverndokken, Kåre (2013). *Gutter og lesing*. Bergen: Fagbokforlaget/LNU.
- Mathiesen, I.H., Buland, T. & Bungun, B. (2010). *Kjønn i skolens rådgivning – et glemt tema?* Rapport A13924, Trondheim: SINTEF.
- Ministry of Children, Equality and Social Inclusion (2013). *Act relating to the prohibition against discrimination on the basis of sexual orientation, gender identity and gender expression* <http://www.ub.uio.no/ujur/ulovdata/lov-20130621-058-eng.pdf>
- Nielsen, Harriet Bjerrum (2014). *Forskjeller i klassen – Nye perspektiver på kjønn, klasse og etnisitet i skolen*. Oslo: Universitetsforlaget.
- Nordfjell, Ole & Leif Askland (2007) OVERVIEW - OF THE NORWEGIAN LEGAL AND POLITICAL REQUIREMENTS IN EDUCATOR TRAINING AND EARLY CHILDHOOD EDUCATION INSTITUTIONS. Reform – resource centre for men, Oslo University College. [a publication from the Gender Loops project]
- Nordfjell, Ole og Askland Leif (2007). *Gender Loops. Om integrering av perspektiver på kjønn og likestilling i førskolelærerutdanningens fagplaner*. Reform. Høgskolen i Oslo. <http://reform.no/wp-content/uploads/2010/08/2009%20Gender%20Loops%20for%20forskolelærerutdanningen.pdf>
- Nordfjell, Ole & Nielsen, Steen Baagøe (2011). Hvordan har det blitt 8400 menn ansatt i norske barnehager? Steen Baagøe Nielsen (red.) *Nordiske mænd til omsorgsarbejde: En forskningsbasert erfaringsopsamling på initiativer til at rekruttere, uddanne og fastholde mænd efter finanskrisen*. VELPRO Roskilde Universitet.
http://www.skiftjob.dk/files/files/antologi_nordiske_maend_til_omsorgsarbejde.pdf
- Opheim, Vibeke; Waagene, Erica; Salvanes, Kari Veia; Gjerustad, Cay; Holen, Solveig (2014). *Hvem skal trøste Knøttet – hvem kan endre mønsteret? Statusundersøkelse – Likestilling i barnehagen*. Rapport nr. 30. Oslo: NIFU.
<http://hdl.handle.net/11250/274293>
- Overå, Stian (2013). *KJØNN – BARNDOM – SKOLELIV: Faglige og sosiale inkluderings- og ekskluderingsprosesser i barneskolen*. Oslo: Universitetet i Oslo.
- Reform – ressurscenter for menn (2009). *Gender Loops – Eksempelsamling. Praksiser som kan fremme likestilling og kjønnssensitivitet i barnehagen*.
<http://www.udir.no/Upload/barnehage/Pedagogikk/Likestilling/Gender%20lops.pdf?epslanguage=no>
- Reisel, Liza og Idunn Brekke (2013). *Kjønnssegregering i utdanning og arbeidsliv: Status og årsaker*. Rapport. Oslo: Institutt for samfunnsforskning.
file:///C:/Users/Ole/Downloads/R_2013_4_web_secured.pdf
- Røthing, Åse og Stine Helena Bang Svendsen (2009). *Seksualitet i skolen – Perspektiver på undervisning*. Cappelen Damm.

- Sataøen, Svein Ole (2014). *Barnehagelærerutdanninga: Ansvar for likestilling og likeverd i barnehagen?* Høgskolen i Bergen. Senter for utdanningsforskning. [Foredrag] <http://dmmh.no/media/dokumenter/kurs/2014/gutt-eller-jente/dmmh2014.pdf>
- Schulstok, Torild og Brit Svoen (2014) *Kjønnslikestilling og flerkulturelle perspektiver i rådgivningsutdanningene (KLF-RU) «Synlig som et tema, men integrert som en tilnærming» Sluttrapport for KLF-RU-prosjektet* (ikke offentlig tilgjengelig)
- Slåtten, M.V., Rossholt, N., Kasin, O. 2010. *Rekruttering av menn til førskolelærerutdanning og arbeid i barnehage*. HiO-rapport 2010 nr 6. Høgskolen i Oslo.
- Støren, Liv Anne, Waagene, Erica, Arnesen, Clara Åse & Hovdhaugen, Elisabeth (2010). *"Likestilling er jo ikke lenger det helt store..." Likestillingsarbeid i skolen 2009–2010*. Rapport 5/2010. Oslo: Norsk institutt for studier av innovasjon, forskning og utdanning.
- Utdanningsdirektoratet (2011). *Seksualitet og kjønn: Et ressurshefte for lærere i grunnskolen*. http://www.udir.no/Upload/Brosjyret/5/Udir-Ressurshefte_Seksualitet-del1-2_REV2011.pdf?epslanguage=no
- Utdanningsdirektoratet (2013). *Regelverk for skolefritidsordningen*. <http://www.udir.no/Regelverk/Finn-regelverk-for-opplaring/Finn-regelverk-etter-tema/Leksehjelp/Regelverk-for-skolefritidsordningen-SFO/>
- Utdanningsdirektoratet (2014). Gutter som leke ressurs. I: *Magasinet*, s. 52–55. http://magasinet.udir.no/2014/wp-content/uploads/2014/05/UDIR_BHG2014_WEB.pdf
- Utdanningsforbundet (2013). *Likestilling – et sammensatt landskap*. Temanotat 7/2013: https://www.utdanningsforbundet.no/upload/Publikasjoner/Temanotat/Temanotat%202013/Temanotat_2013_07.pdf
- Østrem, Solveig med flere. 2009. *Alle teller mer*. Rapport 1:09. Høgskolen i Vestfold.

6 Gender Equality in Preschools and Schools in Sweden

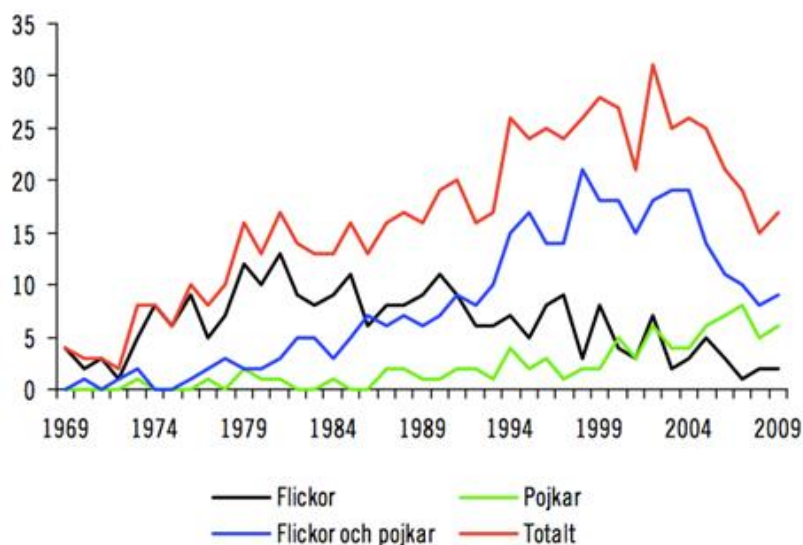
Mia Heikkilä, PhD, Mälardalen University

6.1 Background

In Sweden there are at the moment several different movements pushing forward questions about norms, gender and destructive categorization of people. As for schools and gender norms, the question is at the moment mostly highlighted through on-going debates about boys and schools, and more precisely about boys and school accomplishments. Different national and international statistics show how boys' performance is getting worse. This debate can be criticized, however, since it is putting together all boys, although research shows that this does not concern all of them (Nyström 2013, Wernersson 2009, 2010, Kimmel 2010). The media is focusing on preschools for a number of issues, but since most parents are very satisfied with the Swedish preschools, not much criticism is brought up. It is discussed, however, whether there should be more male teachers in preschools drawing on the former government's wishes to raise the rate of male staff at preschools. There are also other movements and NGOs interested in other gender equality questions, but looking at the on-going debate in the media there is a positive and constructive discussion that is feminist friendly – if you choose to express it in feminist terms.

In Sweden it is hard to get an overall picture of on-going research on gender equality issues related to preschools and schools. An earlier report (Bondestam 2010) presented various aspects of research on gender equality and education from 1969 to 2010. Areas of interest were scrutinized in the report. This has changed over time and can be illustrated in a chart.

Figur 3 Flickor och pojkar som subjekt i publikationer (n=678)

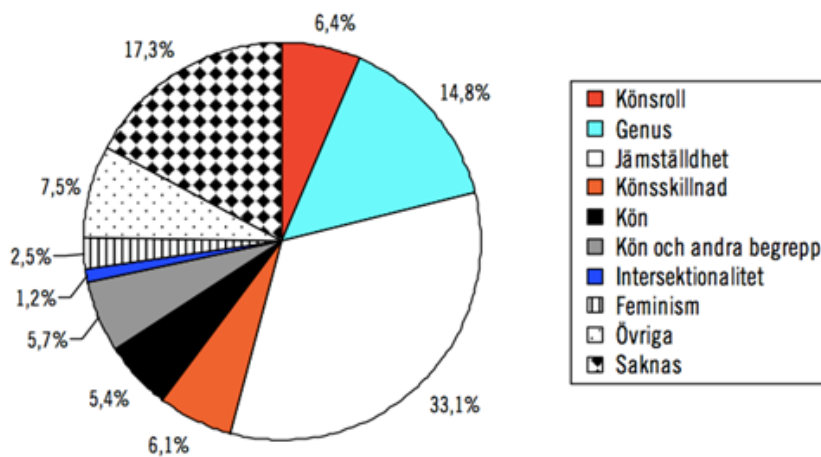


(Bondestam 2010)

This chart shows the number of publications found, with the total number of publications on this area shown in red. In black you find the number of publications on girls only, and in green the number of publications on boys, while the blue line represents publications related to both girls and boys simultaneously. What this chart shows is how areas of interest vary, and how the number of publications on boys rises and the number of publications on girls is going down in the case of Sweden. It seems, though, as if the most common way to do research in this area and publish your results is to include both girls and boys.

Another chart shows another perspective on Swedish publications on gender equality and education during the last 40 years. It shows that there are also a variety of concepts used to understand gender equality in education.

Figur 4 Teoretiska begrepp i forskningsfältet (n=1505)



(Bondestam 2013)

This chart shows that gender equality is the most common concept (33.1%) used in the 1505 publications that were analyzed. Gender is also a common concept, used in 14.8% of the publications. In 17.3% of the publications it was not possible to analyze any distinct concept, which is also interesting. Does this mean then that there are publications without a clear gender perspective? 6.1% used gender difference, 6.4% used sex roles and 5.4% used sex. The rest of the concepts presented in the chart were variations or combinations of the abovementioned concepts.

There is a lot of research going on, however, and different perspectives on these issues are brought to light through good research (cf. Heikkilä 2015). Gender equality issues in preschools have been focused on in research lately, and Dolk (2013), Hellman (2010), Odenbring (2010) and Eidevald (2009) are researchers who have presented research within that area. Among the newest research publications I would include Öhrn and Holm (2014) who have problematized the focus on school results from a qualitative point of view. Wernersson (2009) also reported a large research project on gender issues in preschool and school.

Five major governmental investigations involving gender equality in the education system were presented in Sweden during 2006–2014. The Delegation for

Gender Equality in Preschool presented its final report entitled *Gender equal preschool* (SOU 2006:75). It describes the importance of gender equal treatment of children, how all children should be actively and equally included in preschool. Findings also suggest that many preschool staff still find it difficult to deal with gender assignment as it is formulated in the curriculum for preschools. The final report also describes a number of projects that were awarded funding by the Council for Equality in Preschools.

A Delegation for Gender Equality in Schools existed between the years 2008 and 2010 and issued both an interim report (SOU 2009: 64) and a final report (SOU 2010: 99) as well as a wide range of research summaries in areas related to gender equality in schools. The delegation highlighted the various themes analyzed and discussed by many; gender and learning, gender-segregated education choices, gender differences in school performance, psychosocial health and gender, special educational, degrading treatment, honor problems and concrete methods for change. The delegation gave several suggestions for changes, and as part of the process of change the National Agency for Education then commissioned carried out projects related to gender equality.

The Delegation for Gender Equality in Higher Education (SOU 2011: 1) also published a series of reports in parallel with its mission. These focused on gender equality efforts at universities, higher education, structural sexism, etc. In its conclusions the delegation highlighted that the lack of gender equality is still a major issue in higher education and that they advocate efforts to change structures that are liable to discriminate against women. The proportion of female professors remains low, while the percentage of female students is high. The delegation, however, suggests that this description of the reality in the area of universities is flawed and needs to be nuanced and analyzed. In the final report the Delegation presents some equality projects in higher education that were awarded funding for various development projects to promote gender equality in higher education. Significantly few of them involved students, while most were aimed to implement projects focused on the employees' daily lives. There was not educational work in higher education to any major extent in the projects.

The Sami Parliament adopted a Gender Equality Program in 2014 in which the school is identified as part of the beneficiaries of the program endeavors. The Sami School Board was to develop its own program for gender equality for Sami schools. The equality program defines gender mainstreaming and gender-specific projects as working methods that will be used to achieve the goals of gender equality program.

The publication *Hold and hold out!* (In Swedish: Håll i och håll ut! 2014, only in Swedish) described the experience of gender mainstreaming in municipalities and counties in Sweden based on a six-year program called Sustainable Gender Equality. Sweden's municipalities and county councils have had funding from the Swedish government that they have allocated to local governments to establish projects to create gender equal municipalities and counties with a focus on users. There are several examples in it of how education services are working to integrate the gender perspective in its operations in various ways.

In summary, the work done in Sweden is at the moment extensive and includes both government investigations and surveys and practical work. The Swedish government has allocated plenty of resources to gender equality work, while various other Nordic countries have invested a lot in practical gender equality work.

6.2 Legislation

In Sweden there are two different acts that regulate gender issues in preschools and schools. The *Discrimination Act* and the *Education Act* both have content related to gender and preschools/schools. The main goals are set in the Education Act and they are formulated according to the idea of general equality and human rights, with gender equality mentioned as one of the issues within this area.

The Discrimination Act says like this in the part where education is regulated:

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

(<http://www.government.se/content/1/c6/22/65/47/4174d196.pdf>)

The Discrimination Act regulates the practical work that preschools and schools need to do in order to prevent discrimination and harassment in the school system. This Act does not regulate gender equality specifically but discrimination and harassment, which makes these two acts focus on somewhat different aspects of gender issues, but still compatible. The Discrimination Act has, however, demands on preschools and schools to prepare gender equality and anti-discrimination plans, which might lead to most preschools and schools working according to the Discrimination Act before using the more undemanding Education Act. The first

chapter (among other places as well) of the Education Act (SFS 2010:800) says like this about (gender) equality issues:

Design of education

5 § The teaching shall be designed in accordance with fundamental democratic values and human rights of human life, individual freedom and integrity, the equal worth, gender equality and solidarity between people.

Everyone working within the school system must promote these human rights and actively discourage all forms of degrading treatment.

(my translation from http://www.riksdagen.se/sv/Dokument-Lagar/Lagar/Svenskforfattningssamling/Skollag-2010800_sfs-2010-800/?bet=2010:800#K1)

The Education Act leaves more to the preschools and schools to organize and plan their work by themselves, while the Discrimination Act, and the National Authority working with this Act, has made templates for schools to follow in order to work according to the law. The National Authority of Education has not done/set forward/produced corresponding templates relating to the requirements set forth in the Education Act.

In the national curricula for preschools, the compulsory school system, the senior high and vocational schools there are several parts regulating and demanding schools to take action against discrimination and stressing gender equality. This means gender equality both in terms of the content of education but also in perspectives on teaching in the classroom and how it is organized. The different national curricula specify what preschools and schools should do and are formulated like this:

”The school should actively and consciously further equal rights and opportunities for women and men. The way in which girls and boys are treated and assessed in school, and the demands and expectations that are placed on them, contributes to their perception of gender differences. The school has a responsibility to counteract traditional gender patterns. It should thus provide scope for pupils to explore and develop their ability and their interests independently of gender affiliation” (Curriculum for the compulsory school, preschool class and the recreation centre 2011, p. 10)

6.3 Organization

The Swedish organization for gender equality issues in preschools and schools is not really clear, and there is not only one actor that can be involved in on-going gender equality work.



Fig. 1. Swedish gender equality promotion institutions.

This picture shows four of the largest actors at the national level. Above these four there is, self-evidently, the government. The government itself does not do/conduct any actions but gives different kinds of assignments to these national authorities and organizations. Three of these are national authorities and one is an organization where all municipalities are members. The schools are run by municipalities, which means that the municipalities and independent schools are responsible for whether or not gender equality work is done in them.

It is worth noting that the National Agency of Education and the Swedish Schools Inspectorate are supervisors for the Education Act, and the Equality Ombudsman supervises the Discrimination Act. The Swedish Association of Local Authorities and Regions has its own agenda depending on the members' needs and wishes.

To summarize the Swedish organization, we also need to emphasize the great responsibility that the principal has. He/she is the one who decides whether or not the work should be granted a budget, who should work with these issues, etc. The organization can be summed up under these bulletpoints:

- The principal is responsible for the promotion of gender equality.
- The work can be organized differently depending on local circumstances, and the work done does not have to be reported anywhere/to anyone specific.
- Preschools, primary schools, senior high schools and universities must have written plans for promotion of equality and gender equality, and there are templates for this provided by the Equality Ombudsman
- The Swedish School Inspectorate takes gender equality into consideration when doing school inspections and quality controls, while the National Agency for Education steers and supports municipalities, preschools and schools in gender equality work depending on the government's assignment to the authority.

6.4 Education

These acts also relate to what the requirements are upon graduation from a teacher education program. In terms of the degree awarded by Swedish universities, the requirements and qualification have been stated by the parliament:

You should as a teacher

- Demonstrate the ability to communicate and anchor the school's core values, including human rights and fundamental democratic values ,
- Demonstrate the ability to prevent and counteract discrimination and other degrading treatment of students,
- Demonstrate the ability to consider, communicate and establish a gender equality and equality perspective in educational activities,

In consequence, universities can interpret these requirements differently, and they also do so. Some universities have a great amount of knowledge on gender equality issues in the courses offered by them, while others have less. This is probably dependent on to what extent gender related research is conducted at the university, and at the department responsible for the various courses.

In the principal's education, which is all in all one semester and it is a requirement that all principals should have gone through this education, there is no regulated content around gender equality issues (Skolverket 2010).

6.5 Resources

There is no special budget or special resources for gender equality promotion work in preschools and schools. If a preschool or school needs certain resources they need to apply from different funds or if there happens to be development finance possible to apply for. So this is something that the principal should put resources on as many see gender equality issues as directly related to the quality of a preschool or school.

6.6 Examples

In this part of the text, the promising practices are presented that have been used or are currently in use or are planned to be put into practice in Sweden. There are a number of examples that could be included in this part. It has been hard to choose examples, and I immediately need to stress that the choices made are subjective from my point of view, since very clear criteria were not formed in the project and since the situation in the Nordic countries seems to be very different as regards these kinds of examples.

In this part of the report concerning Sweden, I have chosen to focus on three different examples, presenting them. One is a preschool, one is a compulsory school and one is a publisher.

I have chosen these three examples for different reasons. The main reason is because all of them include working *systematically* with a vision towards a more gender equal society. These examples represent a perspective of not only looking at gender equality as an important perspective for change towards a gender equal society but also clearly including other categories in their work, such as ethnicity and functionality. Two of these three examples are also dependent on a headmaster/principal having knowledge about gender issues and realizing its importance for the preschool/school to achieve its assignment, which says something about the circumstances under which they work. According to an analysis made in an earlier publication (Heikkilä 2013), organizational issues seemed important in order to make the gender equality work sustainable. In shaping an organization to “take care of” gender equality related issues, the principal or headmaster is a very important facilitator. In Sweden he or she develops the school budget, which in practice means that he/she makes decisions that influence what kind of everyday work is done on issues like gender equality, for instance.

The publisher is obviously a company but still with a clear idea of marketing – OLIKA – which is the name of the publisher meaning “different” in Swedish, making gender equality one perspective among many in their marketing.

I have focused on three focal questions in my presentation of good examples;

- What perspectives do these examples represent?
- How can these perspectives become *visible* in everyday work that is done?
- What can be said about the *environment* of the school/preschool/company?

Hedlunda Preschool in Umeå and Nicolaigården in Stockholm

Preschools have a clear assignment based on the national curricula in terms of gender equality. It is stated in them that preschools shall prohibit discrimination and promote gender equality in a number of different ways (Heikkilä 2015). This is in line with the quotation from the curricula mentioned earlier in the text. In this presentation I will focus on Hedlunda Preschool and also include information from Nicolaigården, a preschool located in the Old Town in Stockholm.

In both of these preschools, Nicolaigården and Hedlunda Preschool, the preschool directors are very clear about the need and importance of working on gender equality. In Hedlunda Preschool in Umeå, in the northern part of Sweden, the local politicians have created a certain gender profile for this preschool meaning that this preschool should enhance gender equality issues. They also have a local assignment from the local politicians saying they ought to spread knowledge about gender equality issues that is developed while working on gender issues at preschool level. For this purpose they have a researcher who has been working part time at the preschool.

I visited Hedlunda Preschool and interviewed both the preschool director and the researcher and walked around the preschool. It was very interesting to discover their systematic approach towards everyday work. The systematic approach was not related only to gender issues, but there was a general focus on creating transparency at the preschool not only for all staff, but also for the parents and children. They did a lot of pedagogical documentation, which also strengthened the impression of a quality focused preschool. The preschool director told me they have plenty of staff collective reflections on gender issues, but it seldom gets affective, as the discussions among the staff are kept on a professional level. They are able to keep the gender equality issue at a professional level, knowledge-based and done in order to improve their quality as a whole.

They have tried to focus on diversity when recruiting new staff members, but never giving up on formal competence. They have made very clear directions on what staff they need and have recruited staff on this basis – gender knowledge was one of the aspects that the applicants had to reflect on when applying for a job.

Hedlunda Preschool is a new preschool that started its work in September 2014, which also makes it almost impossible to say anything about the outcomes of the work done. But it is of great interest for both politicians, the preschool staff and researchers to see what effects can be achieved when working systematically with gender equality issues in a preschool like this.

Frejaskolan in Gnesta

This compulsory school with grades 7 to 9 identifies violence as a common dilemma that most teachers had to handle and relate to. They found an organization doing volunteer work, problematizing hegemonic masculinities and the limitations that come with unreflected norms about masculinity. This organization used workshop methods to work with both teachers and pupils on these issues, using materials that can be found at www.machofabriken.se.

I visited Gnesta, a small municipality about a one-hour train ride south-west of Stockholm, to talk to the principal of the school and also to some other persons working on gender issues in the municipality. Also here the principal was very clear about the importance of gender issues and how gender equality contributes to a safe and secure learning environment. They accomplished, according to her, a much safer environment at the school with much fewer verbal harassment incidents, and they also forbade “joke violence” among friends – something that a group of boys were doing most of the time.

This safe and secure gender environment, where I have added the word “gender” to the description, became big news in Swedish media during 2013. This happened because the school started seeing how the academic accomplishments for all pupils, though mostly boys, improved, and how they could relate it to the project done on violence.

Is not clear how the development has continued with the new boys and girls in the schools. It would be interesting to study this further to be able to say something about the sustainability of the actions taken.

The publisher OLIKA

This example is perhaps somewhat odd in relation to the other ones. This example is a small book publisher that only publishes children's books and has done so since 2007. Its website is www.olika.nu and there is also an English part available. On their website they express themselves like this:

1. Our stories mirror the contemporary society. The children's every-day reality shows a magnificent diversity in ways of being and ways of living. By broadening the scope of children's literature and including new ways of life, more children will be able to find identification and thereby increase their self-esteem.
2. Our stories both challenge and broaden the narrow gender stereotypes so often found in children's literature. We offer a "gender check" as an added quality control for all those who find it important to provide children with equal opportunities in life. We are also aware of how we portray different ways of forming a family, ethnicity and disabilities.
3. We only print in environmentally sustainable ways and use printing houses that are FSC-certified or certified by the Swedish "Svanen".

OLIKA has become a "member" of both families and preschools and schools, since they offer pictures of reality in their books that are not stereotypical and do not specify any social category. The themes brought up in their books are gender related, related to functionality, related to ethnicity and problematize these themes as any cultural expression do. But there are also books looking at how social categories that in some settings are minority positioned can be normalized and thereby even more included.

Writing about a company in this kind of a text is somewhat exceptional, since it might be interpreted as marketing. It is not the case, as I definitely do not know the publishers, but am a frequent reader of their books. Why I still wanted to include this publisher is because it has been around for eight years and is an established publisher in the Swedish society, which can be seen and interpreted as a sign that the Swedish society and book buying market is both supportive and appreciative of its presence. Such unstudied non-governmental influencers on attitudes can be seen as important factors for society to keep up a non-normative understanding of individuals.

6.7 References

- Dolk, K. (2013). Bångstyriga barn. Stockholm: Ordfront.
- Eidevald, C. (2009). Det finns inga tjejbestämmare. Jönköping: Högskolan i Jönköping.
- Heikkilä, M. (2013). Hållbart jämställdhetsarbete i förskolan och skolan i Norden. Köpenhamn: Nordiska ministerrådet.
- Heikkilä, M. (2015). Lärande och jämställdhet i förskola och skola. Liber: Stockholm.
- Hellman, A. (2010). Kan Batman vara rosa? Göteborg: Acta Universitatis Gothoburgensis.
- Jacobson, Magnus (red.) (2014). Håll i och håll ut!: erfarenheter av jämställdhetsintegrering i kommuner och landsting. Stockholm: Sveriges kommuner och landsting
- Kimmel, Michael S. (2010). Boys and school: a background paper on the "boy crisis". Stockholm: Fritzes.
- Nyström, A.-S. (2012). Att synas och lära utan att synas lära: en studie om underprestation och privilegierade unga mäns identitetsförhandlingar i gymnasieskolan. Diss. Uppsala:Uppsala universitet. <http://urn.kb.se/resolve?urn=urn:nbn:se:uu:diva-164049>
- Odenbring, Y. (2010). Kramar, kategoriseringar och hjälpfröknar: könskonstruktioner i interaktion i förskola, förskoleklass och skolår ett. Diss. Göteborg: Göteborgs universitet
- Skolverket (2010). Rektorsprogrammet. http://www.skolverket.se/om-skolverket/publikationer/visa-enskild-publikation?_xurl_=http%3A%2F%2Fwww5.skolverket.se%2Fwtpub%2Fws%2Fskolbok%2Fwpubext%2Ftrycksak%2Fblob%2Fpdf2173.pdf%3Fk%3D2173
- Wernersson, I. (red.) (2009). Genus och jämställdhet i förskola och skola. Göteborg: Acta Universitatis Gothoburgensis.
- Wernersson, I. (2010). Könsskillnader i skolprestationer. Stockholm: Fritzes.
- Öhrn, E. and Holm, A.-S. (red.)(2014). Att lyckas i skolan. Göteborg: Acta Universitatis Gothoburgensis.
- SOU 2006:75. Delegationen för jämställdhet i förskolan. (2006). Jämställdhet i förskolan: om betydelsen av jämställdhet och genus i förskolans pedagogiska arbete: slutbetänkande. Stockholm: Fritzes offentliga publikationer.
- SOU 2009:64. DEJA - Delegationen för jämställdhet i skolan (2009). Flickor och pojkar i skolan: hur jämställt är det?: delbetänkande. Stockholm: Fritze
- SOU 2010: 99. Delegationen för jämställdhet i skolan (2010). Flickor, pojkar, individer: om betydelsen av jämställdhet för kunskap och utveckling i skolan: slutbetänkande. Stockholm: Fritzes.
- SOU 2011:1. Delegationen för jämställdhet i högskolan (2011). Svart på vitt: om jämställdhet i akademien: betänkande. Stockholm: Fritze
- Curriculum for the preschool 1998, revised 2010; http://www.skolverket.se/om-skolverket/publikationer/visa-enskild-publikation?_xurl_=http%3A%2F%2Fwww5.skolverket.se%2Fwtpub%2Fws%2Fskolbok%2Fwpubext%2Ftrycksak%2Fblob%2Fpdf2704.pdf%3Fk%3D2704

Curriculum for the compulsory school system, the preschool class and the recreation centre (Lgr11); http://www.skolverket.se/om-skolverket/publikationer/visa-enskild-publikation?_xurl_=http%3A%2F%2Fwww5.skolverket.se%2Fwtpub%2Fws%2Fskolbok%2Fwpubext%2Ftrycksak%2Fblob%2Fpdf2687.pdf%3Fk%3D2687
Skollagen 2010:800 (the Education Act)
Diskrimineringslagen 2008:567 (the Discrimination Act)

Other references and weblinks

Research summaries from the Delegation of gender equality in schools (2008-2010):
I Women, men and gender equality in textbooks in history (SOU 2010: 10)
II Women, men and gender equality in textbooks in social studies (SOU 2010: 33)
III Knowledge relief? A meta-analysis of Swedish research on gender and school (SOU 2010: 35)
IV Swedish research on gender and school from 1969 to 2009. A bibliography (SOU 2010: 36)
V Gender differences in school performance - ideas about the causes (SOU 2010: 51)
VI Biological factors and gender differences in educational attainment (SOU 2010: 52)
VII Boys and school: A background paper on the boy crisis (SOU 2010: 53). The report is also published in English titled: Boys and School: A Background Paper on the "Boy Crises"
VIII Children's perspectives on gender in school. A knowledge (SOU 2010: 66)
IX Boys 'and girls' mental health in schools: a systematic review (SOU 2010: 79)
X The school and adolescent psychosocial health (SOU 2010: 80)
XI Becoming aware and change their attitudes. Gender equality work in schools (SOU 2010: 83)
XII Honorary related problems in school. A knowledge and research survey (SOU 2010: 84)
XIII: Review, läskvalitet and School - Three contribution to the discussion of gender equality in schools (SOU 2010: 97).

Links and other material from official authorities, etc.

The discrimination Ombudsman: <http://do.se/sv/Forebygga-diskriminering/Utbildning/Likabehandlingsarbete-i-forskolan/>
The National Agency for Education: <http://www.skolverket.se/skolutveckling/vardegrund/sju-timmar-om>
Jämställ.nu
Genusskolan: <http://genus.se/meromgenus/teman/skola>

Commercial gender consultancies:

<http://www.genuspedagog.se>

Machofabriken: www.machofabriken.se

Utmana: <http://www.utmana.org/UTMANA-organisationer.html>

<http://www.jamstallskola.se>

<http://jamstallt.se>

7 The Promising Nordic Practices

Mervi Heikkinen, PhD, Women's and Gender Studies at the University of Oulu

Nordic countries view gender equality as important; each nation has specified the advancement of gender equality as a task for its educational institutions. However, despite four decades of projects, legal demands, and recommendations, Nordic gender equality still appears to be a goal that *will* be achieved in the future, rather than a contemporary reality. The 'Mapping Promising Nordic Practices in gender equality promotion at basic education and kindergartens' project elaborated on the current and most promising practices regarding the promotion of gender equality in education, and identified common Nordic challenges and gaps in national practices of promoting gender equality. The project focused in particular on practices that aim to systematically influence the organisation of gender equality promotion, affecting its fundamental structures and acquiring those practices with the potential to be the most influential on a national and Nordic level.

In achieving an overview of and comparing practices for promoting gender equality in each Nordic nation, our aim was to gain insights on how to develop national practices. This project identified the following as the most promising practices for furthering gender equality in education: *one*, gender mainstreaming in education, both in teaching and learning; *two*, gender equality planning at schools (GEP); *three*, recruiting gender equality educators to municipalities; *four*, creating a national or a Nordic gender-equality certificate for educational institutions to acquire; *five*, promoting gender balance and diversity among educational staff; and *six*, gender equality work with the parents of students. Each practice is itself an influential activity; together, these six practices present a systematic approach to the development of the organisation of education, and a comprehensive strategy for promoting gender equality in education.

7.1 Gender mainstreaming in education, in both teaching and learning

In Finland, Sweden, Norway, Denmark, and Iceland, a considerable amount has already been done towards achieving gender mainstreaming; specifically, by promoting gender equality as a goal of education nationally. Gender mainstreaming in education is already evident in the gender equality legislation of Nordic countries, stipulated in particular by the law regarding compulsory schools and school

curricula. Furthermore, the current Nordic Council of Ministers co-operation programme on gender equality from 2015 to 2018 and the Council of Europe Gender Equality Strategy 2014–2017 as well as the European Council of Ministers recommendation on gender mainstreaming in education (CM/Rec(2007)13) provides strong support for gender mainstreaming. However, more professional competence is needed. The education of educators and teachers requires further consideration on all levels. The education of principals and administrators should receive particular attention. In-service education on the promotion of gender equality shall be made readily available to education personnel, including student counsellors. In a follow up project the aim is to contribute to this matter by creating a Nordic on-line education on gender equality promotion.

7.2 Gender equality planning at schools (GEP)

The governments of some Nordic countries – namely, the governments of Sweden, Iceland, and Finland – aim to enforce gender-equality planning in compulsory schooling. In Finland, schools will complete plans for the promotion of gender equality by August 2016. Moreover, expectations exist in Finland that obligating schools to make systematic gender equality plans will produce an awareness of the related issues and create measureable results. The Finnish government has specified that students be included in the planning process from its inception, in a participatory approach between students and teachers. The approach will enable students to learn to promote gender equality as a life or citizenship skill. The Finnish National Board of Education produced a guidebook on promoting systematic gender equality work and gender equality planning at school. The guidebook is available on line.

In Finnish: Tasa-arvotyö on taitolaji. Opas sukupuolen tasa-arvon edistämiseen perusopetuksessa. Oppaat ja käsikirjat 2015:5.

http://www.oph.fi/julkaisut/2015/tasa_arvotyö_on_taitolaji

In Swedish: Jämställdhetsarbete är en kunskapsfråga. Guide för främjande av jämställdheten i den grundläggande utbildningen. Guider och handböcker 2015:4.

http://www.oph.fi/publikationer/2015/jamstalldhetsarbete_ar_en_kunskapsfraga

7.3 Gender equality educators to municipalities

In Nordic societies in general, and in schools and teacher education, tendencies exist to view gender equality as having already been achieved. It may even be

assumed that teachers know how to promote equality without specific training. Research on school practices has, on the other hand, made it clear that schools and educational institutions maintain problematic inequalities, hierarchies, and divisions related to gender and other differences. Moreover, initial teacher education in often fails to provide tools to tackle issues and problems concerning gender equality and equity issues. Support for educating teachers to become gender-aware and for advancing equality in school practices has fallen short. Particular municipalities in Sweden and Iceland have hired specific persons responsible for educating staff members in educational institutions. In this way, additional support for gender equality promotion was made available and in-service education contents and other activities are based on actual needs in the local area.

7.4 Gender equality certificate for educational institutions

In the municipality of Falun, Sweden's gender equality certification for preschools and schools has been in use since 2006 (Heikkilä 2013). In the Nordic council of ministers, an initiative was launched to establish a Nordic gender equality certificate for educational institutions that fulfil a number of specified criteria. The initiative was not passed as it was thought too costly and difficult to execute in the Nordic countries. The idea, however, is good by bringing to a discussion qualification criteria for educational institutions which aim to promote gender equality. The idea of the joint Nordic gender equality certificate is a promising practical tool for organisational development, but the idea could be further developed on a national level at first.

7.5 Gender balance and diversity among educational staff

Nordic countries, especially Norway has been taking active steps to increase the number of male workers in education *e.g.* by introducing and taking into an action a practice where teenage boys are given an opportunity to work in early childhood education institutions in this way getting an experience on a profession and later on considering the field as a choice for a career. The discussion on the equally shared responsibility of education and care has been long going on and it should not be confused with the "the proper education of boys" discourse that Ingólfur Ásgeir Jóhannesson (2006) elaborated. The need for men in primary and early childhood teaching is sometimes argued as a shortage of male role models in early childhood education, and as a needed counteract for primary schools that are characterized

feminine values. We actually need to understand how the conceptions of masculinity and gendered power relations may have a greater influence on boys and schools than teachers' gender. Therefore from "gender responsibility" perspective we shall aspire towards more equally shared division of labour in all sectors of life including also care giving and decision making. Improved gender balance and diversity among educational staff would provide a good starting point for systematic gender equality and diversity work within educational organisations, but also in collaboration with diverse families and parents.

7.6 Gender equality work with the parents of students

Finland, as part of gender equality planning at school, has regarded collaborations between parents and education professionals as important in promoting gender equality. The Finnish Parents League (http://www.vanhempainliitto.fi/in_english) coordinates collaboration nationally through local branches. The league aims to combine parents' resources to build an environment for the learning and growth of all children and young people. The relationships of parents to teachers and school systems is an important part of joint education, as are contributions by parents and families to their child's learning outside school. This area of collaboration is critical for successful gender equality education and sustainable gender equality work. It is clearly needed to develop further systematically throughout the Nordic countries.

8 Conclusion

Mervi Heikkinen, PhD, Women's and Gender Studies at the University of Oulu

All the Nordic nations do not use all the six identified promising practices; however, they are being applied to some extent in each nation. We hope that the practices will lead to development of the national promotion of gender equality, both in Nordic countries and autonomous areas – as part of cross-Nordic collaboration – and elsewhere. This project allowed us to devise new innovations to enable Nordic countries to collaboratively develop a reinforcing of the promotion of gender equality in education. It is evident, moreover, that one of the most important issues in furthering Nordic gender equality in education is joint collaboration and the creation and maintenance of networks for Nordic gender-equality promotion and education activists. Our long-term commitment is to be productive and efficient; joint collaboration is needed towards this goal. We are thankful for the Nordic council of ministers for the opportunity to strengthen our contacts through this project.

One principle aim of this project is to launch discussion, following recent Nordic research, on the current situation of gender awareness in schools and teacher training. In this project, national gender equality experts introduced research findings and new ideas on how to develop pedagogical practices to promote gender equality and how these practices might function in practice. Several similarities exist between Nordic societies and school systems. Goals in Nordic gender-equality work in schools and early childhood education include the reinforcement of a long-term, systematic promotion of gender equality, stressing commitment to the implementation of gender equality policy at all levels. When elaborating upon the issue of a common Nordic solution for gender equality promotion in education, one may view the background of the Nordic welfare state – from equal citizenship to equity as foundations of education – as evidence of values shared by all the Nordic nations.

In an extensive study on the promotion of sustainable gender equality in early childhood education and schools in Nordic countries (2013), Mia Heikkilä argued that ‘...the gender equality work of the Nordic countries differs, and it cannot be said that there is an existing common Nordic model for how gender equality in preschools and schools is best promoted.’ We propose, however, on the basis of the work in this project, that significant similarities exist in how each Nordic nation approaches gender equality in education; that these similarities may be

foundational to promoting gender equality in schools; and that we cannot afford to overlook them. We contend that three principles form a platform for cross-Nordic gender equality education: one, that the Nordic welfare state offers a useful backdrop for work on gender equality and gender responsibility; two, that gendered citizenship exists in Nordic democratic societies; and three, that equality is a founding principle of education for all residents of Nordic countries, from equal access to opportunities and results in education.

Heikkilä (2013) contends that existing national gender equality policies inform and influence local practices, the national curriculum being the most important of those practices. It is therefore crucial to have explicit gender equality content in the curriculum. Heikkilä (2013, 33–40) identifies three work stages in the development of an organisation; a private, internal, and external stage. Each stage has its own distinctive epistemology, leadership, goals, organisation, and climate relating to considerations of work to achieve gender equality. Towards conducting successful gender equality work, it is important to profile or identify the stage of an organisation's promotion of gender equality within its structures. One can also employ identified organisational stages in the systematic planning and advancement of gender equality.

However, despite a four-decade-long tradition of gender equality promotion in education, constraints to the further development of gender equality include a deep gender segregation that divides the labour market. Migration has also brought challenges to educational inclusion; an increase in socio-economic segregation has become already visible. Regional development in Finland – including rural to urban movements and concentrations of students in larger school units – has created new challenges for equal education also geographically, including long schooldays for those who have to travel, bigger student groups, and less time for instruction for those who need individual support. Overall, one might approach these educational challenges through the umbrella term 'intersectional gender inequality.'

Gender equality education in Nordic countries is nonetheless in an initial phase; it is yet to be systematically included in compulsory education, despite that it has been listed as a guiding principle, a foundation of the curriculum of compulsory school. Its practical execution has been 'on the way' for forty years. Part of the problem is that gender equality education is not included systematically in the curricula of initial professional educators, nor it is required as a professional competence area in the personnel recruiting process. Much is still to be accomplished in systematically including gender equality education in all sectors of education and levels of curricula.

We contend that the current epoch requires closer study with the aim of gaining knowledge of how gender equality policies become formulated and became part of an educational praxis in the work of teachers and student education. How might teachers and students overcome collectively overt and covert sexism, the individualistic values of a contemporary society, and political unwillingness to support an approach to gender equality?

The following dimensions frame the current arguments for gender equality policy improvements: *one*, gender equality promotion will become a citizenship skill for all; *two*, gender equality promotion will be a required practical professional skill for educators; and *three*, gender equality promotion can be practiced in and during the entirety of compulsory school, systematically, in the form of participatory gender-equality planning activities and – in more general terms – as part of everyday school activities and classes.

As long as educational practitioners are not fully aware of the practical and structural hindrances to equal participation and learning in educational organisations, those practitioners will be incapable of supporting a full development of themselves or their students.

In this joint Nordic project, discussion between professionals working to promote gender equality in order to identify promising Nordic practices has been – and will be – a fascinating endeavour that aims to visualise possibilities for joint Nordic collaboration. We envisage the next step as a Nordic ‘centre of excellence’ or online portal for gender equality promotion at schools and in early childhood education, providing research-based, in-service education.

References

- Council of Europe. Gender Equality Strategy 2014–2017. http://www.coe.int/t/dghl/standardsetting/equality/02_GenderEqualityProgramme/Council%20of%20Europe%20Gender%20Equality%20Strategy%202014-2017.pdf
- Council of Europe. Recommendation CM/Rec(2007)13 of the Committee of Ministers to member states on gender mainstreaming in education. <https://wcd.coe.int/ViewDoc.jsp?id=1194631&Site=CM&BackColorInternet=C3C3C3&BackColorIntranet=EDB021&BackColorLogged=F5D383>
- Heikkilä, Mia (2013) Hållbart jämställdhetsarbete i förskolan och skolan i Norden. Med lärande exempel. TemaNord 2013:557.
- Jóhannesson, Ingólfur Ásgeir (2006) To Be a Male Role Model – Or To Be a Teacher: Notes on the Discourse About Men Primary Teachers in Iceland. NORMA, Nordic Journal for Masculinity Studies Vol. 01, Issue 1, 2006, 82–95.

Together for Gender Equality – a stronger Nordic Region. Nordic co-operation programme on gender equality 2015–2018. Norden. <http://norden.divaportal.org/smash/get/diva2:786318/FULLTEXT01.pdf>

Authors

Auður Magnús Auðardóttir is a sociologist with emphasis on gender studies. She was the project manager for equality at the Department of Education and Youth at the city of Reykjavik from 2013–2015. The position was new in 2013 and she was responsible for the development of it and implementation in Reykjavik's preschools, compulsory schools and youth centres. She is currently the director of Samtökin '78, the national queer organisation of Iceland.

Bergljót Þrastardóttir is an advisor at the Centre for Gender Equality in Iceland, a governmental institution and a PhD student in Educational Science at the University of Iceland. Her PhD thesis is on gender relations and policy enactment in compulsory schools in Iceland. In her work for the Centre for Gender Equality she has written booklets and handbooks on gender mainstreaming and how to create gender equality plans in the workplace, gender assessment and gender equality in Iceland.

Mia Heikkilä is senior lecturer and researcher in education at School of Education, Culture and Communication at Mälardalen University, in Västerås in Sweden. Her research interests are gender in kindergartens, play and learning and gender equality in society. She has worked as gender expert at the Swedish National Agency for Education and on different gender issues in education to the Swedish government. *Lärande och jämställdhet i förskola och skola* (2015) is her recent book that is a research based textbook on gender equality issues in preschool and compulsory school, written in Swedish.

Mervi Heikkinen is a postdoctoral researcher in Women's and Gender Studies, Faculty of Education at the University of Oulu, Finland. Her main research interest incorporates the sociology of education with a special interest in power processes, gender equality, organization, participation, and intersectionality. She has 15 years of experience in projects related to gender, equality and violence. She is currently leading projects on intersectional gender equality promotion, increasing democratic participation in Europe and prevention of gendered violence in a lifespan.

Cecilie Nørgaard is an independent educational- and gender-sociologist, communicating research-based knowledge on gender and diversity in both scientific and creative work, primarily for use in political and/or educational

institutions. Her expertise is to develop innovative ideas, consult, analyze and convey gender perspectives in/through education in Denmark and in the Nordic countries. The main theme in her work (several books, educational materials, films, lectures etc) is to professionalize gender practice among educators, teachers and other professionals through strategical, political and/or concrete solutions/projects/products. Her company Mangfold/www.cecilienorgaard.com is based in Copenhagen, and has one employee besides Cecilie herself. She holds an MA in educational sociology and gender studies, and a teacher training degree.

Ole Bredesen Nordfjell is a senior adviser at Reform, the national knowledge centre for men and gender equality in Norway. He is a sociologist with a specialization in the study of gender and masculinities. He is experienced in scientific and developmental projects in gender and education. In 2004 *Nye gutter og jenter – en ny pedagogikk?* was published, written in Norwegian, about gender and education in the Nordic countries. In 2015 the website Gendertest.no was published about gender and literature in early childhood education. One of his research and developmental interests is the gender imbalance of teachers and staff in education and care work.