

EDUCATION AND **GENDER EQUALITY:**
LEARNING LESSONS,
MOVING FORWARD

Monday 17 November 2014

Queen Elizabeth II Conference Centre,
Westminster, London



Introduction

‘Education and Gender Equality: Learning Lessons, Moving Forward’ took place at the end of the Education International (EI) campaign year, ‘Unite for Quality Education’. The EI campaign sought to secure quality education for every child and young person on the planet. This goal, alongside a number of other concerns about equality for girls and women, helped to shape the development of the Conference programme.

The Conference sought to explore and highlight:

- why education equality for women and girls is a local, national and international priority;
- how sexist behaviour towards girls and women in schools impacts on teaching and learning;
- the role that schools and teachers can play in increasing participation and securing better outcomes for girls;
- what is known about effective policy and practice interventions to raise girls’ educational participation and achievement in schools; and
- how government administrations and civil society organisations can secure positive outcomes for women and girls in education.

Haldis Holst, Deputy General Secretary of EI, chaired the Conference. EI represents organisations of teachers and other education employees. It is the world’s largest federation of unions, representing 30 million education employees in about 400 organisations in 170 countries and territories across the globe.

Drawing on her experience over the last two decades from her home country of Norway and elsewhere, Haldis identified that achieving gender equality requires a recognition that educating for gender equality must focus both on girls and women, and boys and men. Gender equality cannot be achieved without boys and men changing. Haldis also stressed the need to address issues related to access, the content of the curriculum, school or college environment, student achievement and student choice.

In addressing the Conference, Bonnie Greer, playwright and author, drew on her own life experience. Bonnie was taught by the Oblate Sisters of Providence which had a profound influence on her life. The Oblate Sisters were founded at a time when black people were enslaved in the southern states of the USA. They opened their first school in Baltimore in October 1831. They also ran orphanages and held evening classes for black women. The Sisters undertook this work even though they faced great risks and at a time when the Klu Klux Klan was lynching black women. According to Bonnie, efforts to reduce inequalities are premised on inequality being the norm, inevitable, a fact of life. Instead, government and civil society organisations should work to make equality the norm. Unions play an important role in challenging negative attitudes towards equality and in bringing people together to develop thinking and practice on equality.

Maintaining World Class Schools: Education and Gender Equality

Chris Keates, NASUWT General Secretary



Chris Keates was elected General Secretary of the NASUWT in 2004, and re-elected in 2009 and 2014. The NASUWT is the largest teachers' union in the UK. It represents teachers and school leaders in all sectors and in all the UK nations.

World-class education is about public education for all. A public service ethos, where schools act in the public interest and where the educational entitlements of learners are universally understood and applied across all schools, is vital.

World-class education is also about ensuring that schools and colleges have quality tools, resources and facilities, and where qualified educators work together effectively in social dialogue to make a real difference to children's outcomes. This requires sufficient funding and investment in resources. It also demands a quality workforce where teachers have the time, skills and support to be effective leaders of learning in their classrooms.

It is vital that schools and other institutions work together to tackle disadvantage and poverty. If world-class education is to be realised, then it is also critically important to ensure equality for women and girls, including their participation in and access to education.

The UK is in the top 20 education nations on the planet according to the Organisation for Economic Co-operation and Development (OECD) and Education International (EI). Further, Pearson Education identifies the UK as the second best education system in Europe and the sixth best in the world. Whilst the NASUWT does not endorse the use of crude rankings to define the quality of education systems, such evidence is useful in helping to understand the strengths as well as the weaknesses of UK public education.

A common feature of world-class education systems is that they recognise and understand that quality and equality go hand in hand. The UK has achieved a number of successes over the last 30 years. For example, girls' attainment has risen year on year and the proportion of girls achieving five good GCSEs now outstrips that for boys. Also, according to the World Economic Forum, women's enrolment in further and higher education is higher in the UK than in any other comparable country.

But nothing can be taken for granted. Austerity and other policy reforms have damaged gender equality since 2010 and equality for women and girls is openly under attack. Some politicians speak about girls' attainment over the attainment of

boys. The policy agenda to recruit more men into teaching is based on the spurious assertion that women make inferior educators of boys, and boys need adult role models of the same sex. Cuts have led to the closure of services to protect women from violence and abuse, and early years education and childcare provision.

Since the 2008 global financial crisis, around one million more women in the UK have moved into low-paid, insecure jobs. Research by the Fawcett Society reveals that female under-employment has nearly doubled, to 789,000 since 2008. There has also been significant growth in the use of zero-hours contracts and casualisation of the workforce, a trend which is also found in teaching.

Government data on teachers' pay shows that gender inequality and the pay gap between women and men persists and is widening. Over 90% of teachers in primary schools are women, yet only half of headteacher posts are filled by women. In maintained primary schools, the gender pay gap is 6.6% for classroom teachers. This rises to 9.9% in primary academies. In maintained secondary schools the pay gap is 7% for classroom teachers, rising to 8% in secondary academies. This highlights the need to ensure that gender equality is an explicit objective when policies are being developed.

Since 2010, the lack of a meaningful approach or genuine commitment to embedding gender equality in policy and practice developments, and the move away from national frameworks of entitlement, are increasing gender inequality.

The NASUWT conducts an annual survey of teachers. The Big Question survey provides the most comprehensive dataset on the experiences of teachers, including women teachers. The 2014 survey found that, increasingly, women teachers feel disrespected and unsupported in their role: 31% of women teachers do not feel respected as professionals, 52% do not feel valued by school management and 88% do not believe they are managed in a way that empowers them. Workload is the number one concern amongst women teachers, followed by concerns about pensions, pay, school inspection and curriculum reforms.

The NASUWT has major concerns that the Millennium Development Goals of securing education for every child on the planet and eliminating all forms of gender disparity in education will not be met by 2015. Around 58 million children are out of school globally, and 32 million of these are girls; two thirds of the 774 million people in the world who cannot read are women; and many girls in school experience threats to their education, as recent events in Nigeria and Pakistan highlight.

The denial of girls' education is an affront to civilised society. It is incompatible with the universal rights of the child and it undermines social and economic inclusion.

The NASUWT supports the work of EI, including its Gender Equality Action Plan. The Plan sets out the priorities of education trade unions to make progress on gender equality in education by 2015. However, the challenge to gender equality will persist beyond 2015.

On World Teachers' Day 2013, the NASUWT launched a declaration on gender equality. The Union is proud of the achievement which brought together organisations from around the world, including EI, UNESCO and the British TUC.

Gender equality must be kept on the agenda and it is vital to take practical steps to make a difference. The NASUWT launched a Gender Equality Challenge on International Women's Day in March 2015. The Challenge is open to all UK schools and colleges, encouraging them to demonstrate their contribution to:

- challenging sexism;
- ending the sexualisation of girls;
- tackling violence including female genital mutilation (FGM), forced marriage and homophobia;
- promoting the positive and progressive contribution of women to society, economic, cultural and political life.

The Gender Equality Challenge recognises the efforts of schools and colleges in challenging gender stereotyping in education, in the arts and in the cultural sphere. It celebrates action towards gender equality in careers education, sport and the humanities and sciences. Teachers and schools are invited to take up the challenge.

Further information

Fawcett Society (November 2014) *The Time to Act is Now: Fawcett's Gender Pay Gap Briefing*. Downloadable from: www.mbsportal.bl.uk/taster/subjareas/hrmemoryrelat/fawcettsociety/17062514timetoactgenderpaygap.pdf

NASUWT (2013) *Maintaining World Class Schools*. Downloadable from: www.nasuwt.org.uk/consum/groups/public/@journalist/documents/nas_download/nasuwt_010997.pdf.

NASUWT (2014) *The Big Question 2014: an opinion survey of teachers and school leaders* Downloadable from: www.nasuwt.org.uk/consum/groups/public/@press/documents/nas_download/nasuwt_012741.pdf.

OECD (2011) *Building a High-Quality Teaching Profession: Lessons from around the world. Background Report for the International Summit on the Teaching Profession*. Downloadable from: www.oecd.org/fr/edu/scolaire/programmeinternational/pourlesuividesacquisdeselevespisa/buildingahigh-qualityteachingprofession/lessonsfromaroundtheworld.htm.

OECD (2012) *Preparing teachers and developing school leaders for the 21st century: Lessons from Around the World*. Downloadable from: www.oecd-ilibrary.org/education/preparing-teachers-and-developing-school-leaders-for-the-21st-century_9789264174559-en.

Pearson (2012) *The Learning Curve: Lessons in Country Performance in Education*. London: Pearson. Downloadable from: <http://thelearningcurve.pearson.com/reports/the-learning-curve-report-2012/preface>.

Gender-equal classrooms: pedagogy and practice – learning lessons from Sweden and education systems across the world

**Professor Gaby Weiner, Visiting Professor, University of Sussex, and
Honorary Research Fellow, Manchester Metropolitan University**



Gaby Weiner has worked at various universities in the UK and Sweden and is currently Visiting Research Professor at Sussex University and Visiting Professorial Research Fellow at Manchester Metropolitan University. She has written widely on gender and social justice in education.

Gender equality can only be achieved if the issue remains on the agenda. Too often, gains are lost because the issue of gender equality falls off the agenda. One question, therefore, is: how do you keep gender equality on the agenda?

It is important to recognise that policies and practice cannot be transferred easily across countries. Commitment and context are the critical factors in determining the effectiveness of gender equality policy and practice.

In Sweden, gender equality appears to be a high priority. It is embedded in the concept of nationhood. Gender equality is symbolic and part of the country's branding. This contrasts with the UK, where the branding is along the lines of 'we are open for business!'

In Sweden, gender equality is part of 'the discourse', meaning that every policy will say something about gender equality. There is also a high female visibility in the press and media. Further, there is a feminist presence in Swedish politics. This operates in two ways. Firstly, all parties state that they support feminism. Secondly, a feminist party won a seat in the European Parliament in recent European elections.

There has been a high level of investment in research into gender equality in Sweden. This includes research into gender and education, and gender and politics. There is nothing similar in Britain.

In Sweden and Finland, gender is perceived to be about both women and men. This means that there is talk about masculinities and femininities. In contrast, in the UK, the focus tends to be on tackling women's inequality.

Gender is not well-developed through pedagogy and practice in schools in Sweden. For example, gender equality is not picked up through programmes of

work and curricula. Rather, it simply appears to be part of the 'habitus'. Further, some people argue that the approach is only surface deep and does not work in a country that has become ethnically diverse.

There is a strong commitment to gender equality within the European Union (EU). However, there are a number of obstacles to achieving gender equality within the EU. Significantly, gender equality is not mandatory and some countries do not prioritise the issue. Whilst the UK Government made an active contribution to debates about gender equality up to 2010, since 2010 it has shown no interest in gender equality matters. The economic downturn has also had an adverse impact on gender equality programmes. For instance, countries such as Spain are not providing the 'match funding' needed to support programmes. Further, where EU countries undertake education-related gender equality work, there is a narrow focus on pupils' attainment and achievement.

A number of factors impact on educational attainment. Evidence demonstrates a relationship between poor attainment and poverty, large family size and parents being in unskilled or low-skilled jobs. In contrast, those students who do best tend to come from higher socio-economic backgrounds, be female, and have highly educated parents.

Classroom practice has an important bearing on gender equality. There are a number of things that schools and teachers can do to improve gender equality. Evidence from the EU study indicates attention is often paid to the content of the curriculum, including pictures in books and the representation of women. However, other factors are also important. For instance, giving students the freedom to choose the subjects they study may lead to gender-stereotyped subject choices. Evidence suggests that a National Curriculum helps to reduce gender stereotyping in subjects. Student motivation and children's attitudes to education and learning are also important factors in determining education outcomes.

Evidence reveals that it does not matter whether a teacher is male or female: the key issue is the individual teacher's attitude. This is important because it challenges the commonly expressed concern that there should be more male teachers working in primary schools, providing positive role models to boys.

Some evidence suggests that girls tend to do better in course work, whilst boys do better in exams. However, this evidence is not clear cut.

In a number of countries, including Sweden, concerns have been raised about the feminisation of teaching. This is not a problem in Finland; it is interesting to note that teaching is a highly valued and respected profession in Finland.

Single-sex education is sometimes cited as a way of improving gender equality outcomes. This tends to be an issue for former British colonies. Most other countries do not have single-sex schools. There is some evidence to suggest that boys and girls in single-sex schools are more likely to choose non-gender-

stereotypical subjects. There are also indications that single-sex groupings in co-educational schools can be effective in specific instances.

Concerns are often raised about the performance of boys. This is not limited to the UK. However, this often then means that boys' underperformance dominates debates and agendas.

There are a number of factors that support gender-equal classrooms. These include:

- teachers being aware of and making extensive use of data about pupils' performance, including patterns of performance;
- using teaching methods that engage both girls and boys;
- schools being organised in ways that challenge sub-cultures – for example, 'laddish culture' and hyper femininity;
- schools supporting teachers to promote gender-equality practice;
- the use of mentoring, although the quality of mentoring, whether that involves pupils, teachers or others, is the most critical point in determining whether mentoring is effective;
- schools challenging macho/sexist role models and promoting a wide range of role models to both girls and boys;
- parental involvement in the school; and
- co-operative working to share information about what works in a school or local context and build on effective practice.

Further information

Gender Differences in Educational Outcomes: Study on the Measures Taken and the Current Situation in Europe, can be downloaded from the European Commission website: http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/120EN.pdf.

Education, Audiovisual, and Culture, Executive Agency (EACEA P 9 Eurydice) (2010) *Gender Differences in Educational Outcomes: Study on the Measures Taken and the Current Situation in Europe*, European Commission.

For further information about Professor Gaby Weiner and her other publications: www.ces.ed.ac.uk/people/gw.htm.

‘Not for people like me?’ – why 30 years of interventions have failed to increase the proportion of girls in engineering

Professor Averil Macdonald, WISE Campaign



*Averil Macdonald is Professor Emerita of Science Engagement at the University of Reading and leads on diversity for SEPnet, the South East Physics Network of nine physics departments. She was awarded the international **Bragg Medal and Prize (1999)** by the Institute of Physics, London, the accolade of **Woman of Outstanding Achievement in Science (2007)** in recognition of her work in Science Communication, the prestigious **Plastics Industry Award for Personal Contribution to the Industry (2007)** and an Honorary Doctorate (2010) by the University of York.*

Averil is a Trustee of the Science Museum Group, sits on the Science and Technology Facilities Council (STFC) Advisory Panel for Public Engagement, is a Director of the Cheltenham Festivals and of WISE, the Campaign for Women in Science and Engineering, and sits on the Court of Imperial College. At European level Averil chairs Forum for Physics in Society in the European Physical Society and sits on the EU Helsinki Group for Gender in Research and Innovation advising the EU Commission on gender issues.

The Women in Science and Engineering (WISE) Campaign report, ‘Not for people like me?’ *Under-represented groups in science, technology and engineering. A summary of the evidence: the facts, the fiction and what we should do next*, was published in November 2014. The report looks at why 30 years of interventions have failed to increase the proportions of girls in engineering and science.

It is important to expose a few myths about girls and science. It is not true that girls do not study science. More girls than boys study science, technology, engineering and maths (STEM) subjects at both A-level and degree level. Girls also outperform boys in these subjects. However, girls are much more likely to study sciences linked to medicine. For example, girls are more likely to choose biology and much less likely to choose physics. Thirty years of action has made little difference in terms of the number of girls studying physics.

Does it matter? Yes it does. More than 36,000 engineers will be needed during the next decade. Only selecting from half the population will mean ‘trawling to greater depths of mediocrity’.

The UK has the lowest proportion of women working in STEM subjects in the European Union (EU). Just 9% of the engineering workforce is female. In Germany the figure is 19% and in Latvia it is 23%. Focusing on apprentices, whilst 14,500 engineering apprentices in the UK are male, just 400 are female.

Looking at the role of schools in supporting and encouraging girls to consider the widest range of subjects and career options, there is wide variation between

schools. In single-sex schools, girls are two and a half times more likely to take a STEM subject than in a co-educational school. Teachers need to question what was happening in their school. If, for example, only 20% of girls in the sixth form study physics, 30% economics and 40% maths, then there are serious issues to address in that school.

It is important to adopt a whole school approach to challenging and changing practice. It is important to examine strategies and structures within the school and consider the role that they play in reinforcing gender stereotypes.

Moving on to interventions, schools have encouraged pupils to consider choosing science and engineering; 'one-off' interventions such as sending scientists into school to blow things up, or inviting female scientists to give a presentation, do not work. However, competitions aimed at encouraging students to become more involved in science do not encourage girls into science and engineering. They make it less likely that girls will take such subjects. Showing pictures of girls in hard hats and asking them to build things and solve problems do not work.

Physics needs to be seen as more than just 'enjoyable' if more girls are going to opt to study the subject. Messages about STEM subjects and careers tended to focus on 'doing'. This means that people who might see themselves in terms of their character are being ignored. Too many people come into school and talk about what they do, not who they are. Shifting the focus might encourage more girls to consider STEM subjects and careers. This would mean that speakers would not just talk about what they do but also about the types of people they are.

Mothers need to be engaged in discussions about potential career choices for girls. Evidence shows that it is almost impossible to get girls to consider STEM subjects unless mothers are comfortable with them making this choice. It is important to build 'people like me' into the equation. This is the challenge for schools.

The University of London will be launching a three-year project, 'The Girl at the Door', in March 2015. This will be a collaborative project that involves children, schools, community groups, artists, social scientists and several university departments. It will involve investigating and presenting images of gender equality. The project will conclude in 2018 with an exhibition and events celebrating 100 years of women getting the vote.

Further information:

Professor Averil Macdonald, WISE Campaign (November 2014) *'Not for people like me?' Under-represented groups in science, technology and engineering. A summary of the evidence: the facts, the fiction and what we should do next* downloadable from: www.wisecampaign.org.uk/files/useruploads/files/news/not_for_people_like_me.pdf.

Institute of Physics (December 2013), *Closing Doors: Exploring gender and subject choice in schools*. Downloadable from: www.iop.org/education/teacher/support/girls_physics/closing-doors/page_62076.html.

Further information about the WISE Campaign's work can be found at: www.wisecampaign.org.uk.

The 2015 Millennium Development Goals and Beyond: International Development, Gender Equality and Education

Christianne Cavaliere, Director of Partnerships, A World at School



A World at School is a movement to get every child into school and learning by 2015. The organisation works with businesses, faith and civil society groups and individuals to campaign to effect change.

The Millennium Development Goal, made by world leaders in 2000, committed to every child around the world having the chance of an education. However, in the year of that deadline, 58 million primary aged children are out of school globally and millions more are not learning; 31 million girls are out of school and 500 million are likely to leave education before they should finish. Over half of these children live in conflict-affected countries.

An additional 4 million teachers are needed to achieve universal primary education by 2015 and at least 93 countries have a severe shortage of teachers. Sixty-three per cent of the additional teachers needed to achieve universal education are in sub-Saharan Africa.

A World at School sees mobilising different groups as key. More than 100 members of the Global Business Coalition for Education, over 500 global youth ambassadors in 88 countries, 30 faith-based organisations representing six major religions and more than 300 Non-governmental Organisations (NGOs), civil society and social justice organisations are working with A World at School to campaign for universal education.

A World at School has launched UpForSchool to petition for every child to have an education. The aim is to make this the largest petition in history. Schools are encouraged to get involved with the campaign and make use of the toolkit that A World at School has produced. Teachers are asked to sign the petition and involve their students in collecting 1000 signatures.

Further information about the UpForSchool campaign can be found at www.aworldatschool.org/teachers.

Gender Equality and the Post-2015 education agenda: status, issues and prospects, Maki Hayashikawa, Chief of Section, Learning and Teachers in the Division for Teaching, Learning and Content, UNESCO

In 2011, 101 out of 161 countries with data had achieved gender parity in primary education compared to 91 in 1999. In lower secondary education, 66

out of 160 countries achieved parity. More girls are completing lower secondary education. Women's political participation is increasing and, in January 2014, 46 countries saw women hold more than 30% of the seats in Parliament. However, 30.6 million girls at primary level and 34.3 million girls at lower secondary level were out of school and, by 2015, 31 countries would still have severe gender disparities in lower secondary education.

The quality of education cannot exceed the quality of teachers. Insufficient progress has been made to improve the quality of the teaching profession in the last 20 years. There is a chronic teacher shortage in some countries, and teachers are often working against formidable odds.

There are some significant gender equality issues in the teaching profession. These include gender bias and stereotyping in teacher training, the feminisation of the workforce, especially in primary education, and discrimination that prevents women teachers from developing and achieving their potential.



The Muscat Agreement (May 2014) sets seven targets. These are feeding into discussions about the post-2015 development goals.

The Muscat Agreement targets are:

1. at least one year of free and compulsory pre-primary education;
2. completely free and compulsory quality basic education for at least nine years;
3. youth and adult literacy at proficiency levels;
4. skills for work and life through training and vocational education and training, upper secondary and tertiary education;
5. education for sustainable development global citizenship;
6. qualified, professionally trained, motivated and well-supported teachers;
7. financing of education at 4-6% of GDP or 15-20% of public expenditure on education.

There is likely to be a single stand-alone goal on education in the post-2015 development agenda with measurable global targets and related indicators. The education target must have universal relevance, be rights-based and ensure both equity and inclusion.

Further information about UNESCO's work can be found at <http://en.unesco.org/>.

www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/ED_new/Beyond2015_UNESCO-UNICEF-Flyer.pdf for a summary of the MUSCAT Agreement targets.

www.beyond2015.org/content/relevant-research for reports and research about a global development framework post-2015.

UNESCO (2014) *Teaching and Learning: Achieving quality for all: EFA Global Monitoring Report 2013/14*, UNESCO Publishing, Paris. (downloadable from: http://unesco.nl/sites/default/files/dossier/gmr_2013-4.pdf?download=1).

www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/BetterLife_ENG.pdf for a summary of UNESCO's work to promote gender equality through education.

Education and Gender Equality: VSO's experience, Purna Shrestha, Global Education Research and Advocacy Adviser, VSO

Voluntary Services Overseas (VSO) works in 16 countries to provide support on education-related programmes. The organisation has also been campaigning on the role of education for the last 15 years or so.

VSO programmes are working towards four common outcomes:

- increased access and quality of services;
- greater social accountability;
- increased access of natural resources, market opportunities and decent employment conditions; and
- better design and implementation of policies.

In Nepal, VSO established the project to improve the learning outcomes of 7,500 marginalised girls, including ensuring that they completed basic education. VSO has been working with local communities to support and promote girls' right to education. It has also identified and supported 'Big Sisters' who can support girls and challenge both girls and communities to adopt positive attitudes to girls' education and rights. VSO has also worked with teachers and managers to establish more girl-friendly environments in schools. Further, it is working with the ministry of education to develop and implement policies and practices that support girls' education.

In Ghana, VSO has worked to improve rates of participation in education of girls and children with disabilities. The programme is being implemented with the support of between 10 and 20 international volunteers. Focusing on gender, a number of gender clubs have been established and 12,000 girls have actively participated in these clubs.

In Cambodia, children's stories have been used to raise awareness of sensitive issues such as child labour.

An animated story had been produced to highlight the difficulties that marginalised women drawn into prostitution face in Tanzania. This included practical information about how women might empower themselves in the short and/or long term to improve and change their lives.

Gender and Development, Rohini Corfield, ex-VSO Volunteer and Volunteer Advocate for VSO

The Women in Power report reveals that women make up two thirds of the world's workers and produce 50% of the world's food. However, women are effectively shut out of decision making in many countries. Also, around two thirds of the 1.4 billion people globally who live in extreme poverty are women. The Women in Power Campaign seeks to ensure that women gain positions of power and are empowered to make decisions about matters that affect them and their families.

VSO proposes a stand-alone goal on gender equality and women's human rights. This goal covers:

- the elimination of violence against women and girls;
- women's access to and control of economic resources and employment and reduction of the burden of unpaid care work;
- participation and influence in politics and public life;
- a guarantee of sexual and reproductive health rights including prevention of maternal deaths and access to reproductive health care;
- universal access to and completion of quality and responsive pre-primary, primary and lower secondary education.

Further information about VSO's work can be found at: www.vso.org.uk. This includes links to case studies about VSO projects in different parts of the world: www.vso.org.uk/about/stories.

Information about the Women in Power Campaign can be found at: www.vso.org.uk/wip.

Learning Through Values

Rob Bowden and Rosie Wilson, Lifeworlds Learning



Lifeworlds Learning works with schools and other education settings nationally and internationally. Much of the organisation's work is focused on values, sustainable development and global learning.

Schools and colleges have a significant role to play in shaping learners' attitudes and behaviours more generally. Lifeworlds Learning supports schools and colleges to embed value-based approaches across all areas of policy and practice.

'Values' is a highly contested term that can be interpreted in very different ways. However, 'values' can be used to guide learning experiences and 'values-based' education is often promoted as a means of tackling 'moral decay', addressing globalisation, multiculturalism or to balance the perspectives and the views of the powerful. Values-based education is often referred to as a way in which wisdom can be created. In Shanghai, values-based education is being used as a means of promoting greater global citizenship.

Values-based education is particularly important in societies where a wide range of knowledge and information is readily accessible.

Schools are values-led. All decisions taken in schools reflect explicit (or implicit) values. If values are agreed across school communities, they can provide a powerful motivation for learning.

Lifeworlds Learning has undertaken evaluations which show a positive relationship between the promotion of values and improved attainment, achievement and behaviour.

Values-based education can be used to build bridges between individuals and groups in states of conflict and this can be particularly important in schools and colleges. More broadly, global perspectives on learning provide a valuable means for addressing unnecessary conflict because they allow learners to explore different values and engage with significant and challenging issues constructively.

Further information about Lifeworlds Learning's work can be found at: www.lifeworldslearning.co.uk/.

Other programmes that help schools to address values and embed equality through the curriculum include Unicef's Rights Respecting Schools Award: www.unicef.org.uk/rrsa.

Education for Healthy Living – Identifying and Supporting Girls who suffer Abuse

Annie Ruddleston, Policy and Organisation Support Officer, and Liz McKean, Co-Director, Ending Violence Against Women (EVAW) Coalition

The UN defines violence against women as ‘any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life’.

The NSPCC has found that one in three teenage girls has experienced sexual violence and one in six children have experienced sexual abuse. An EVAW-YouGov survey found that almost one in three 16 to 18 year olds have experienced groping or other unwanted sexual touching at school.

A major part of the EVAW Coalition’s work involves educating people and challenging the media response.

The EVAW Coalition focuses, in particular, on challenging:

- Domestic Violence;
- Unwanted sexual touching;
- Sexting often leading to coercive sex;
- Sexual abuse;
- Forced marriage;
- FGM.

Most of the EVAW Coalition campaigns are preventative campaigns.

Schools and other youth settings can influence young people’s lives and so have an important role to play in preventing violence against women. Schools should consider:

- Would girls and women in your school or setting feel able to report abuse?
- Would girls and women be confident that steps would be taken to address their abuse?
- Does the educational environment support girls and women to do this?

The EVAW Coalition is involved in a number of projects to empower young women. These include:

- Rewind and Reframe project – which challenges sexism and racism in music videos;
- [Thisisabuse.direct.gov.uk](https://thisisabuse.direct.gov.uk) – a Home Office website which provides information about abuse and sets out what those experiencing abuse should do;

- The Bristol Ideal www.bristolideal.org.uk – a set of standards for schools developed by the local authority to challenge domestic violence and abuse.

The EAVW Coalition would like to see compulsory sex and relationships education to teach pupils about issues such as sexual consent, healthy and respectful relationships, gender stereotypes and online porn. EAVW wants to see this underpinned by teacher training and statutory guidance for schools that forms part of wider work to prevent abuse of girls and women.

The EAVW Coalition would like schools to appoint a violence against women and girls (VAWG) lead to raise awareness of the issues. Specialist VAWG support services in the community and funding to enable women's projects to deliver prevention programmes in schools and the community should also be made a priority.

Further information about the EAVW Coalition can be found at: www.endviolenceagainstwomen.org.uk/.

The EAVW Coalition produces a range of resources for schools and teachers. Copies of these materials can be found at: www.endviolenceagainstwomen.org.uk/resources-for-schools-teachers.

Saria Khalifa, Youth Programme Lead, FORWARD

The Foundation for Women's Health Research and Development (FORWARD) is an African diaspora women-led, UK-registered campaign and support charity that works to safeguard and promote the sexual and reproductive health and rights of African girls and women. The organisation addresses a number of issues including FGM and child marriage.

The World Health Organization (WHO) definition of FGM is: 'all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons'.

Schools need to cover the issue of FGM in a factual way. This should include making it clear that FGM is illegal in the UK; that it is child abuse; and that it has long-term medical implications as well as emotional ones.

FORWARD gives presentations to schools on FGM.

FORWARD sees its role as one of educating young people to educate their families and influence their own communities.

FORWARD begins any training from the premise that there may be a girl in the room who has experienced FGM. Their materials avoid shock tactics, avoid stigma, avoid victimisation and allow validation of personal experiences. FORWARD believes that girls will only disclose experiences if they are in a safe environment. Girls need support and help to challenge FGM. Girls aged 5 to 8 years old are the most vulnerable group.

Further information about FORWARD's work can be found at: www.forwarduk.org.uk/. The website includes a range of resources on FGM.

Jenny Barksfield, Deputy Chief Executive Officer, PSHE Association

The PSHE Association is an educational body that adopts a whole school approach to personal, social and health education (PSHE) as part of the curriculum. The Association works with teachers, advisors and others who work in education.

The PSHE Association is concerned that often insufficient time is given to PSHE. The Association believes that PSHE should be embedded in the curriculum and focused on meeting the needs of the young person.

The Association advocates that PSHE empowers young people.

Teachers should receive appropriate training and support in order to deliver good quality PSHE; school policies must also reflect and support what happens in the classroom; schools should create safe environments, provide 'next steps' support; and have named teachers or staff who are able to respond when issues arise.

Current Ofsted guidance on inspecting safeguarding in maintained schools makes it clear that safeguarding includes child sexual exploitation, sexting, gang activity and youth violence, domestic violence, FGM and forced marriage. The PSHE Association website endorses the view that 'it is difficult to see how safety and safeguarding can be good if PSHE education provision is poor'.

Further information about the PSHE Association's work can be found at: www.pshe-association.org.uk/. The Association has a range of resources available on its website, some of which have been quality assured by them. The resources include member-shared practice. Details of available resources can be found at: www.pshe-association.org.uk/resources_search.aspx?ResourceTypeID=3. Some of the resources are only available to members of the PSHE Association.



Increasing Girls' Participation

Dr Victoria Showunmi, Using Feminist Critical Race Theory and Intersectionality to Explore Black Girls' Narratives about the British Educational System

Society and the media convey the message that it is better to 'be more white' in order to be more successful. This 'shadism' reflected a westernised perception of beauty.

There have been reports of parents putting pressure on black girls to 'behave more white' and to avoid other black girls who were perceived as 'bad influences'. This isolated the girls both in and outside of school.

Girls are also expected to be strong and resilient, to keep their head down and succeed, which has led to the perception that *'While boys continue to provoke anxiety and resources, girls are seen as managing well on their own'* (Francis 2010). As a result, girls do not receive the attention, support or recognition that they need.



Girls are not given the space to open up and explore or explain their feelings and experiences.

Factors that black girls identify as influencing their behaviour include:

- recognising (and having to negotiate) the 'power of whiteness';
- labelling by teachers, e.g. assuming black girls will be loud and destructive;
- friendship groups and 'blame by association';
- identity threat or fit;
- poor teaching;
- stress which led to them 'giving up';
- teacher racism – for example, more black pupils are excluded than white pupils;
- the curriculum causing an 'identity crisis'. What is taught does not reflect the student's life experience. Dr Showunmi gave an example from an African Studies course.

Professor Averil Macdonald, WISE Campaign, Girls and STEM: What works and what doesn't

It is good practice to engage girls in STEM subjects and careers:

- Do not try to change the girl to fit science (or other 'masculine' subjects). Instead, show how the subject is a fit for her;

- Provide a broad range of role models with only a few high-powered, daunting examples, as this is unattractive to girls;
- Avoid elitist events;
- Avoid competitions;
- Encourage girls to take the triple award for science at GCSE as it gives them greater confidence to progress into STEM A-levels or equivalent;
- Employ consistent and sustainable interventions, not one-off special events;
- Provide high-quality careers education information advice and guidance (CEIAG) especially before they are 10 years old;
- Hold girl-only events – (too often schools reinforce gender stereotyping especially in option choices and ‘sacrifice the girls’ to give advantage to the boys – an example of this is the reluctance to hold girl-only events); equality of experience is not the same as equality of opportunity.
- Engage parents, especially mothers, they are the biggest influence;
- Create an attractive environment and good teacher-pupil relationships – this is particularly important to girls.

Further information about the WISE Campaign’s work can be found at: www.wisecampaign.org.uk.

Further information about issues raised in Professor Macdonald’s presentation see the WISE Campaign website (above) and the Institute of Physics website for further information: www.iop.org/ and the following reports:

Professor Averil Macdonald, WISE Campaign (November 2014) *‘Not for people like me?’ Under-represented groups in science, technology and engineering. A summary of the evidence: the facts, the fiction and what we should do next.* downloadable from: www.wisecampaign.org.uk/files/useruploads/files/news/not_for_people_like_me.pdf.

Institute of Physics (December 2013), *Closing Doors: Exploring gender and subject choice in schools.* Downloadable from: www.iop.org/education/teacher/support/girls_physics/closing-doors/page_62076.html.

Institute of Physics (October 2012), *It’s different for girls: the influence of schools.* Downloadable from: www.iop.org/education/teacher/support/girls_physics/file_58196.pdf.

Mobilising for Girls' and Women's Equality – The Ugandan Experience

Mrs Margaret Rwabushaija and James Tweheyo, General Secretary, UNATU



The Uganda National Teachers' Union (UNATU) was founded in 2003 and represents teachers in primary, secondary and tertiary education. It has 159,000 members (out of a potential 180,000).

In Uganda, there is recognition of the need to improve girls' education and women's status in society. The Ugandan government is committing more resources to education.



However, whilst girls' enrolment in education is rising at all levels, the drop-out rate for girls is much higher than for boys.

Focusing on primary education, statistical records suggest that there are just over 108,000 boys in primary education compared to just over 77,000 girls. In 2014 just 48% of girls completed primary education: data suggests that there are almost 20,000 boys in secondary schools but fewer than 7,000 girls.

Barriers to girls accessing education include the cost of education, as parents have to provide uniform, books and other equipment. Parents may have to choose which of their children will be educated and they will usually choose boys. School environments often do not cater for girls. For example, there may be no separate toilets, and facilities for menstruation management may be inadequate. Violence is often a problem in schools and this may lead to parents removing their daughter from school. Also, girls are at increasing risk of abuse. Early marriage and pregnancy leads to girls finishing their education.

There is a direct correlation between the presence of female teachers and girls' retention rates in school.

The Ugandan government has adopted a number of strategies to improve girls' involvement in education. These include universal education programmes, reviewing the curriculum to ensure that it is more gender sensitive, affirmative action strategies that award girls extra points in university admission processes and a national strategy for girls' education.

Broadly, the Ugandan Government has made some commitments to increase women's participation in public life. In 1997, the constitution was amended to require boards to have at least one third of women as members. Also, there are 121 districts in the country and each district must put a woman forward for parliament. This means that 121 of the 300-plus parliamentarians will be women.

The UNATU programme, Teacher Action for Girls (TAG), aims to enhance girls' education and seeks to make a difference to girls' education in the most challenging areas of Uganda, particularly in the northern region of the country. The project is being run in partnership with the Canadian Teachers' Federation (CTF).

The TAG aims to enhance teachers' knowledge, skills, values and attitudes as well as improve girls' participation in education. In addition, the programme helps to promote UNATU and the union is using the programme to increase its membership.

Teachers are considered to be well placed to raise pupils' awareness of issues such as abuse and the programme seeks to empower girls by giving them the skills and knowledge to challenge abuse. More than 1,700 teachers, education officers and other staff in regions have been trained and mentored to become gender advocates and raise awareness of HIV. UNATU has developed a TAG training manual which covers these issues. The manual was developed in partnership with the Ministry of Education and the Ministry of Gender, Labour and Social Development. This has helped UNATU to be seen as a key stakeholder.

The TAG project has been successful for a number of reasons. These include: the need to involve men and boys in the project; the benefit of using a cascading model of training and a multi-stakeholder approach; the critical importance of ensuring that gender issues are addressed in mainstream policy planning and decision making; the need to involve learners in the development of the project; and the importance of monitoring and evaluating the impact and effectiveness of the project.

Further information about the work of UNATU can be found at: www.unatu.org and www.educationincrisis.net/country-profiles/africa/item/454-uganda.

Jennifer Moses, National Official, Equality & Training, NASUWT

One billion people worldwide had not received an education and two-thirds of these are girls and women. In the United Kingdom, whilst more women than men complete tertiary education, men still dominate in leadership positions and the best-paid jobs. This picture is reflected in teaching.

There is a recruitment and retention crisis in education and many teachers were nearing retirement. Schools need to recruit and develop from the widest pool of people.

The annual World Economic Forum Global Gender Gap Report shows that the UK's performance on equality is declining. For example, in 2006, the UK was in 9th place; in 2010, the UK had dropped to 15th; and in 2014, the UK was in 26th position.

The UK's performance was particularly weak when focusing on the proportion of women in parliament – the UK was in 64th position.

The NASUWT recognises that sexism is a major issue in schools. Sexist, racist, homophobic and ageist forms of abuse are also issues in UK schools.

The NASUWT is committed to challenging and eliminating discrimination and unfair practice and believes that every school must actively promote equality through policies and practice. For example, the NASUWT has commissioned research to look at women teachers' career development, including examining barriers to career progression. The Union also organises consultation conferences for women teachers. The number of women attending these conferences has grown substantially and the conferences provide an important means for supporting women members to become more actively involved in the Union. They also help to ensure that the NASUWT addresses the issues of particular concern to women teachers. The NASUWT also picks up equality issues through national negotiations and policy work. So, for example, it has pressed governments to require schools to record and report all forms of bullying and harassment, including gender-related bullying and harassment. However, whilst the previous Labour Government agreed to introduce such requirements on schools, the Coalition Government scrapped the regulations.

Further information about the NASUWT's equality work, including research and publications about equality matters, can be found on the Union's website: www.nasuwt.org.uk.

McNamara, Professor Olwen; Howson, Professor John; Gunter, Professor Helen; and Fryers, Andrew (2008) *No Job for a Woman? The Impact of Gender in School Leadership*, NASUWT, Rednal. The report can be downloaded from:

www.nasuwt.org.uk/consum/groups/public/@journalist/documents/nas_download/nasuwt_010995.pdf.

Conclusion – NASUWT Gender Equality Challenge

Gender equality remains a significant challenge for schools and colleges, for policy makers and governments across the UK and internationally. In spite of a wide range of issues and concerns, there are many examples of the steps that teachers, school leaders, schools, colleges, policy makers and governments can take to promote gender equality and improve gender equality outcomes.

Schools and colleges should identify practical steps that they can take to improve practice and to secure equitable opportunities and outcomes for all. The Conference identified a number of factors that help to shape gender equality practice:

1. **Context is critical.** It is not appropriate to simply copy a policy or practice. It is essential to understand why a particular policy or practice works. This means that it is important to examine and understand the various social and political factors that influence policy and practice in a school, college or education system.
2. **Gender equality must be a priority and remain a priority.** Evidence indicates that effective practice may be established which results in positive outcomes. However, these improvements are reversed or lost if gender equality moves down the agenda.
3. **Actions to improve gender equality outcomes should be sustainable.** ‘One off’ interventions have limited impact or do not work.
4. **Gender equality should be a strategic, whole school/organisation issue.** It is important to link work to improve gender equality outcomes to other policies and practice. It should be clear how each individual policy will contribute to gender equality. All those in the school or organisation should be responsible for improving gender equality outcomes.
5. **Gender equality is about both girls/women and boys/men.** Policies and practice to improve gender equality outcomes need to consider the implications for boys and men as well as girls and women.
6. **The culture and ethos of a school, college or organisation may support or undermine gender equality.** It is important to consider the values that the school or organisation wishes to promote and how gender equality is addressed within these. It is also vital to consider if there are sub-cultures that undermine efforts to achieve equality. Securing gender equality may involve cultural change.
7. **Gender equality is about rights and responsibilities.** Every child should have a right to high-quality education. Particular attention needs to be paid to girls’ education as many more girls than boys are out of education.
8. **Co-operation and collaboration are important if teachers are to improve gender equality outcomes.** Teachers and pupils in schools and colleges in

the UK have an important role to play in working together to campaign for quality education for all.

9. **Schools and colleges have an important role to play in educating young people about gender equality, including gender-related violence and abuse.** This includes empowering them to challenge and prevent such violence and abuse.
10. **All policies and strategies should be reviewed and evaluated for their effectiveness in securing gender equality outcomes.**

These points will help schools and colleges develop their gender equality work and respond to the Gender Equality Challenge.

As part of its commitment to gender equality, the NASUWT is inviting schools, colleges and organisations involved in education to sign up and commit to a set of Gender Equality Challenge Principles that support and champion equality for women and girls.

1. A commitment to advancing equality for women and girls in education, employment and economic participation, ensuring they can enjoy and exercise their full human and equal rights in society.
2. The provision of high-quality public education that ensures the full and equal participation and access of women and girls.
3. An end to discriminatory policies, practices and attitudes that prevent the full and equal participation of women in employment.
4. Action to end violence against women and girls with funded support for preventative programmes that recognise and address social and cultural norms.
5. A commitment to promoting the positive and progressive contributions of women to society, economic and cultural life.
6. Action to end the sexualisation and objectification of women and girls in education and society, recognising the important role of education for men and boys.

The Gender Equality Challenge will run from International Women's Day on 8 March 2015 until World Teachers' Day in October 2015. The NASUWT will be working with partner organisations, including the TUC, Education International, End Violence Against Women, Freedom Charity, WISE campaign, National Council for Women, the Anti-Bullying Alliance, and the Fawcett Society to identify and promote examples of gender equality good practice. Examples and resources will be included on the NASUWT website and the Union encourages teachers, school leaders and others committed to equality and world-class education to share and promote the resources.



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