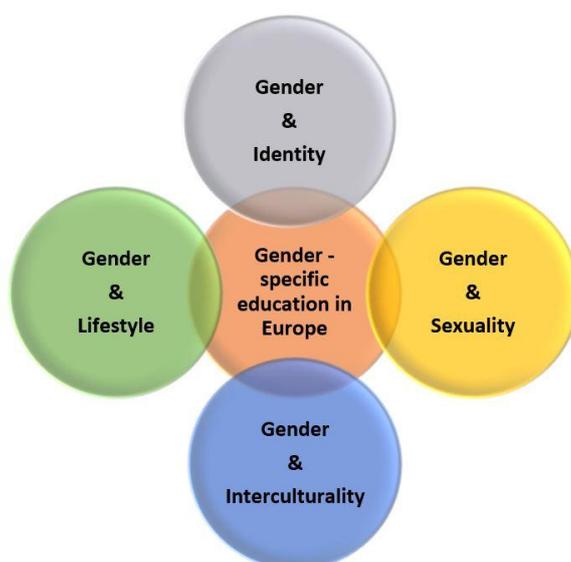


## **Manual and ECTS sheets to the internet-based curriculum "EDucation & GEndeR"**

The equal rights of the genders is a national and international issue with the highest priority. One of the most recent announcements about gender issues of the European Commission states: *"All school and college programmes, from pre-school to university, including professional and occupational training courses, should involve a core module on gender equality."* (...) This announcement became the starting point of a multilateral COMENIUS project that is realised under the title 'EDGE: EDucation & GEndeR' is/was realised between October 2011 and September 2014. The project network combines European help resources, academical opportunities and great practical experiences. 13 partner organisations from 12 European countries (including Turkey) worked together in this project, supported by the European Commission.

The project focusses on the realisation of the goal mentioned above and wants to counter the deficit in gender-equitable acting in the participating countries - and obviously everywhere in Europe.

The curriculum 'Gender and Education' consists of 5 modules. Each module corresponds to a study time of about 90 hours, and to 3 study points (ECTS). Students can collect 15 ECTS points in total when realising the complete curriculum, but it is not necessary to follow the complete curriculum as a curriculum. Although the content of the separate modules is linked to each other, it is not absolutely necessary to process all modules. The curriculum can be used modular as well.



## **Core module: Gender-equitable education and training in Europe**

We made an inventory first to prepare this module. 12 researches per country (Belgium, Germany, Estonia, Great Britain, the Netherlands, Norway, Austria, Poland, Spain, the Czech Republic, Turkey and Hungary) demonstrate how many attention gender-specific aspects have had from a historical point of view and which meaning they nowadays get in the educational systems of these countries. A study with app. 2800 students and app. 280 teachers compares the aspects on the gender themes below in the countries mentioned above. These researches in each country and a comparative analysis are set out as well in the publication "Education & Gender: Gender-specific education in different countries. Historical aspects – current trends" (Holz, Shelton) 2013. That's why the results are available on the internet and in printed form as well.

### **The main goals and key objectives of this module are:**

- Be able to distinguish the historical development of several educational systems in the gender aspect.
- To be able to analyse goals and tasks of gender-specific acting;
- To be able to define gender-specific acting inside and outside the school;
- To be able to compare and analyse European countries regarding gender-specific acting.

### **Content:**

- Gender-Fair Education In Austria
- Gender: a never-ending story
- The past, the present and the future situation of gender specific education in the Czech Republic
- Gender mainstreaming in Germany
- Gender research in Estonia against the background of traditional education
- Education for gender equity in Spain, a socio-cultural and historical analysis
- Gender-equitable education and training in Hungary
- Girls ignite education
- "Gender equality is no longer the big issue..." Gender specific education in Norway
- From history to the present - faces of Gender in Poland
- Gender and Education in Turkey
- Upsetting the Apple Cart: Overachieving Girls, Underachieving Boys
- Gender specific education in 12 European countries – a comparison

### **Information about:**

- the start situation

- competences to develop
- didactic methods
- study and work time
- modalities for evaluation and
- course material

you can find on the ECTS sheet to this module.

[http://www.education-and-gender.eu/edge/Curr\\_text/ects\\_en/ECTS\\_EN\\_Gender\\_in\\_Europe.pdf](http://www.education-and-gender.eu/edge/Curr_text/ects_en/ECTS_EN_Gender_in_Europe.pdf)

When this first module is finished, the partners of this project have developed four other modules that correspond in their totality to the web-based gender-specific curriculum of 15 study points, resulting in the expansion of the co-educative landscape with gender-equitable aspects. The curriculum consists of the modules 'Gender & Identity', 'Gender & Sexuality', 'Gender & Interculturality' and 'Gender & Lifestyle'. Each module includes, besides a general introduction, four to five researches (texts), like curriculum analyses, the comparison of schoolbooks, theoretical and scientific texts etc...

Moreover, to each of these themes best practices for education are created and tested with 200 pupils between 12 and 14 years old. Interested readers can click here (add hyperlink) or on the project site [www.education-and-gender.eu](http://www.education-and-gender.eu) for more information on the results.

### **Module 1: Gender & Identity**

From the introduction to module 1:

[http://www.education-and-gender.eu/edge/Curr\\_text/mod\\_en/M1\\_Intro\\_en.pdf](http://www.education-and-gender.eu/edge/Curr_text/mod_en/M1_Intro_en.pdf)

*People are as they are! - Whether they are grown-ups or youngsters, they all have an idea of how and who they are: they have an identity.*

*This module shows that people develop this identity during their life; their language helps them because people like to tell about themselves...*

*A distinction is made in literature between psychological and social identity: Identity as a psychological construction means that a human being "identifies" with something, taking an (external) feature of a group identity as a feature of himself. Identity as a social construct has been ascribed to someone by society; it is always linked to playing certain roles in life. Both points of view are covered in this module starting from a gender-specific point of view.*

#### **The main goals and key objectives of this module are:**

- Discussing theoretical basic principles of the social construct of gender.
- Making a difference between biological and social gender and determining it.
- Describing body conception by youngsters, relating self image and external image.

- Selecting national characteristics.
- Describing the 'visibility of women and men/girls and boys in European schoolbooks for foreign-language education'.
- Observing causes for the lack of identification possibilities for girls and boys in relation to a changing role model.
- Explaining links between communication in youth language and identity in certain European countries.

**Content:**

- Theoretical principles about socialisation
- Gender-specific socialisation - Backgrounds
- Socialisation actor "peer group"
- Body conception by young people in six European countries: self image - external image
- About the 'visibility of women and men/girls and boys in European schoolbooks for education in foreign languages'
- Analysis of schoolbooks for the education in English as foreign language
- Communication and identity in youth language
- Gender, identity and digital media
- Profile pictures on Facebook as means of communication

**Information about:**

- the start situation
- competences to develop
- didactic methods
- study and work time
- modalities for evaluation and
- course material

you can find on the ECTS sheet to this module.

[http://www.education-and-gender.eu/edge/Curr\\_text/ects\\_en/ECTS\\_EN\\_Identity.pdf](http://www.education-and-gender.eu/edge/Curr_text/ects_en/ECTS_EN_Identity.pdf)

**Module 2: Gender & Sexuality**

From the introduction... to module 2:

[http://www.education-and-gender.eu/edge/Curr\\_text/mod\\_en/M2\\_Intro\\_en.pdf](http://www.education-and-gender.eu/edge/Curr_text/mod_en/M2_Intro_en.pdf)

*Sex education is an important part of the education of youngsters and affects especially four aspects of human development: the social, personal and cognitive components and the behaviour. Sex education mostly takes place in school because here you can find and*

*discuss several opinions and attitudes about the male and female sexuality and the definitions in the interaction with the other gender. One of the main tasks of a school consists in a critical enquiry of the classical gender stereotypes, so the pupils are ready to meet the expectations of society. Sex education has always been a sensitive theme. The economic and social developments and the globalisation around the world contribute to the slowly changing attitude of people towards sexuality.*

*The phenomenon of sexuality, and moreover the different points of view and ideas, is the most visible in the cultural context. Several interpretations of sexual behaviour are deeply rooted in the cultural traditions.*

**The main goals and key objectives of this module are:**

- To explain the actual situation regarding to relationships and sex-education in Spain, Germany, Estonia, Belgium, Poland and the Czech Republic.
- To analyse the theme Gender and Sexual Health. The focus is on sexual health, health measurements and themes that are closely related, e.g. sexual rights and what is known as 'normal sexual behaviour'.
- To present gender in relation to social components from a multiple perspective.
- To distinguish (and to explain) the difference between gender and trusted relationships (to be able to make a difference between 'love' and 'trusted relationships').
- To understand several aspects in gender and sex education in relation to school in several European contexts.

**Content:**

- Relationships and sex education
- Gender and sex education
- Gender and sexual socialisation
- Gender and intimate relationships
- School, gender and sex education

**Information about:**

- the start situation
- competences to develop
- didactic methods
- study and work time
- modalities for evaluation and
- course material

you can find on the ECTS sheet to this module.

[http://www.education-and-gender.eu/edge/Curr\\_text/ects\\_en/ECTS\\_EN\\_Sexuality.pdf](http://www.education-and-gender.eu/edge/Curr_text/ects_en/ECTS_EN_Sexuality.pdf)

### **Module 3: Gender & Interculturality**

From the introduction to module 3:

[http://www.education-and-gender.eu/edge/Curr\\_text/mod\\_en/M3\\_Intro\\_en.pdf](http://www.education-and-gender.eu/edge/Curr_text/mod_en/M3_Intro_en.pdf)

*Based on a catalogue of criteria, the development of national curricula in Belgium, Estonia, Hungary, Turkey and the Czech Republic have been analysed. The legal circumstances and the implementation of the national curricula are investigated, with special attention to gender-specific and intercultural aspects. During the investigation, specific similarities and comparable goals in Belgium, Estonia, Hungary and the Czech Republic have been identified. The Turkish curriculum has different highlights for each form of education and each level of education. To make the analysis ready to compare, the curricula for the education in English as foreign language in the secondary school have been involved.*

#### **The main goals and key objectives of this module are:**

- To explain gender-specific and intercultural pedagogical aspects in several countries.
- To query interculturality in history schoolbooks in Belgium, Estonia, Hungary and Turkey.
- To be able to investigate if students in teacher education are able to transfer an "intercultural fundamental approach".
- To query the feminisation in education: is primary education a women's world?.

#### **Content:**

- Gender-specific and intercultural pedagogical aspects in several countries: analysis of the national curricula in Belgium, Estonia, Hungary, Turkey and the Czech Republic.
- How is interculturality presented in the history schoolbooks in Belgium, Estonia, Hungary and Turkey: an analysis of history schoolbooks for 13-14 year olds;
- Description of pictures in history schoolbooks, one for each country
- Teacher education - does it increase an "intercultural attitude"?
- What does "intercultural competence" mean in Belgium?
- Students teacher education in Estonia: insights about intercultural competences
- About the intercultural attitude of Hungarian students teacher education
- Intercultural competence - what students in Turkey think about it
- The feminisation of education: is primary education a women's world?
- Why do women become teachers?
- The professional image of teachers in primary and secondary schools in Turkey
- About the feminisation of the profession of teacher, eg. Austria

#### **Information about:**

- the start situation
- competences to develop
- didactic methods
- study and work time
- modalities for evaluation and
- course material

you can find on the ECTS sheet to this module.

[http://www.education-and-gender.eu/edge/Curr\\_text/ects\\_en/ECTS\\_EN\\_Interkulturality.pdf](http://www.education-and-gender.eu/edge/Curr_text/ects_en/ECTS_EN_Interkulturality.pdf)

#### **Module 4: Gender & Lifestyle**

From the introduction to module 4:

[http://www.education-and-gender.eu/edge/Curr\\_text/mod\\_en/M4\\_Intro\\_en.pdf](http://www.education-and-gender.eu/edge/Curr_text/mod_en/M4_Intro_en.pdf)

*Lifestyles have their origin most of the times in ideas that determine a corresponding style feeling, certain characteristics and similar patterns in behaviour as being suitable for a certain group. These categories develop depending on the offer of goods and services that manufacturers link to a specific group. In several life environments, there are distinct differences between women and men / girls and boys. Differences are also visible within groups of the same gender. Consumption and production, spare time and education/work in their own form of expression have to be approached more accurately to understand this phenomenon. At the same time, the correlation of age and life style will become clear as well.*

#### **The main goals and key objectives of this module are:**

- Presentation of the link, the effects of the emotional wellbeing of boys and girls on the learning behaviour at school.
- Clarification of how e.g. "Outdoor Life Experiences" the "possibilities of self-experience and development of gender identity in friluftsliv" in Norway belongs to daily life.
- To clarify the lifestyle 'friluftsliv' in Norway.
- Characterisation of several aspects of children and young people growing up.
- To explain the connection of processing tasks of boys and girls on their way to adulthood.
- To analyse the question: is "Body culture - a theme in the transition of the child to adulthood?"
- Discussion between several European authors whether digital media, with special attention to social networks and the use of it take a (special) place in the life of boys and girls.

**Content:**

- Emotional wellbeing, gender and young people
- Reinforcement of the "I" or reduction of the common sense
- Possibilities on self-experience and gender identity in the friluftsliv in Norway
- Friluftsliv - Tradition and trends
- Pedagogical value and goals of friluftsliv
- Friluftsliv and "doing gender": nature , identity, gender
- On their way to adulthood - From school into working life - example: Austria
- Phases of searching and orientation with respect for young people with a migration background
- Educational paths of young people in Austria and differences in gender
- Risk factors of the unskilled and their unfavourable professional situation
- Requirements for the first job en characteristics of the "ideal job"
- Body culture - a theme in the transition from childhood to adulthood?
- Gender, lifestyle and social networks: youth environments, self presentation and social networks:
- Body culture anno 2013

**Information about:**

- the start situation
- competences to develop
- didactic methods
- study and work time
- modalities for evaluation and
- course material

you can find on the ECTS sheet to this module.

[http://www.education-and-gender.eu/edge/Curr\\_text/ects\\_en/ECTS\\_EN\\_Lifestyle.pdf](http://www.education-and-gender.eu/edge/Curr_text/ects_en/ECTS_EN_Lifestyle.pdf)

As already mentioned above, each time 2 best practices have been developed for each module, the modules 'Gender & Identity', 'Gender & Sexuality', 'Gender & Interculturality' and 'Gender & Lifestyle'. They are just listed here. To see the complete version of the theme, you need to click on the corresponding title.

**Module Gender & Identity**

- [Communication](#)
- [Gender stereotypes](#)

### **Module Gender & Sexuality**

- [Sexual rights](#)
- [Changes of the body during puberty](#)

### **Module Gender & Interculturality**

- [Visitor - game: "Where do our visitors come from?"](#)
- [Interculturality - Equality and diversity of ethnical groups and cultures](#)

### **Module Gender & Lifestyle**

- [Emotional wellbeing](#)
- [Activities in open air](#)

In the modules of this curriculum gender-specific terms are used in several ways. The topic gender has different meaning in the corresponding countries and should be taken into account. The variety of terms used in the partner countries should be maintained which is reflected in this curriculum.