Creating Gender-Inclusive Vocational Education and Training and Economies for All

Regional Challenge Fund

Webinar

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Please allow me to introduce myself …

- Dr Dragan Stanojević
- Assistant professor at the Department of Sociology, Faculty of Philosophy, University of Belgrade.
- Main areas of interest: youth, family, social inequalities

Resources:

Understanding Social Inequalities in the Educational Process - Guide for Teachers, Educational Counsellors, and Other Employees in Secondary Education and Training

by Dragan Stanojević and Ivana Živadinović

Aim of the presentation

The core theme of this presentation is **gender inequalities** from sociological lenses.

Two questions:

How do we recognise gender inequalities and discrimination?

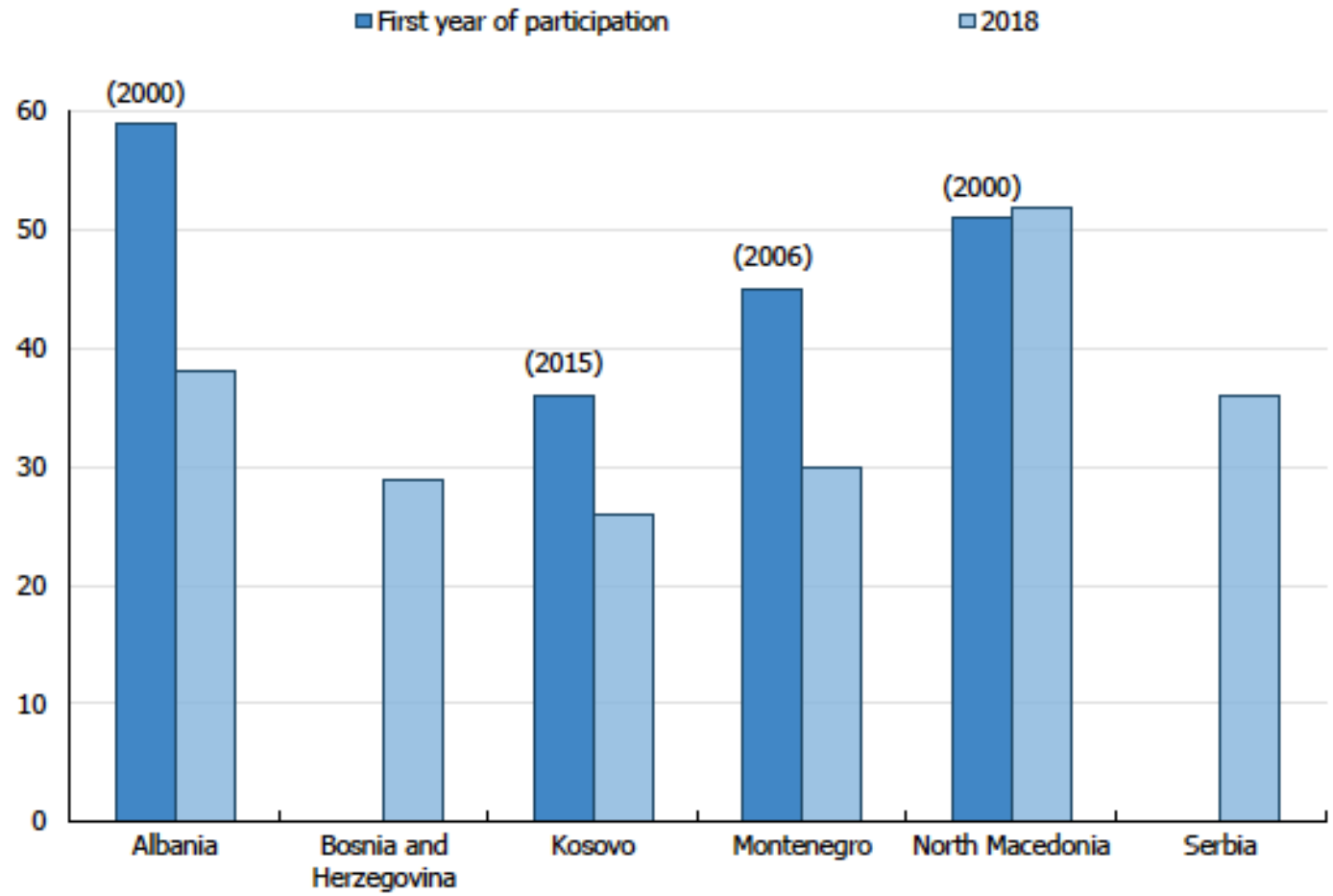
How do we deal with them in the classroom and „male dominanted enviroment“ (VET)?

Poll

Some facts

Figure 1.7. Differences in reading performance by gender over time

Results are shown as the difference between girls and boys (girls minus boys)

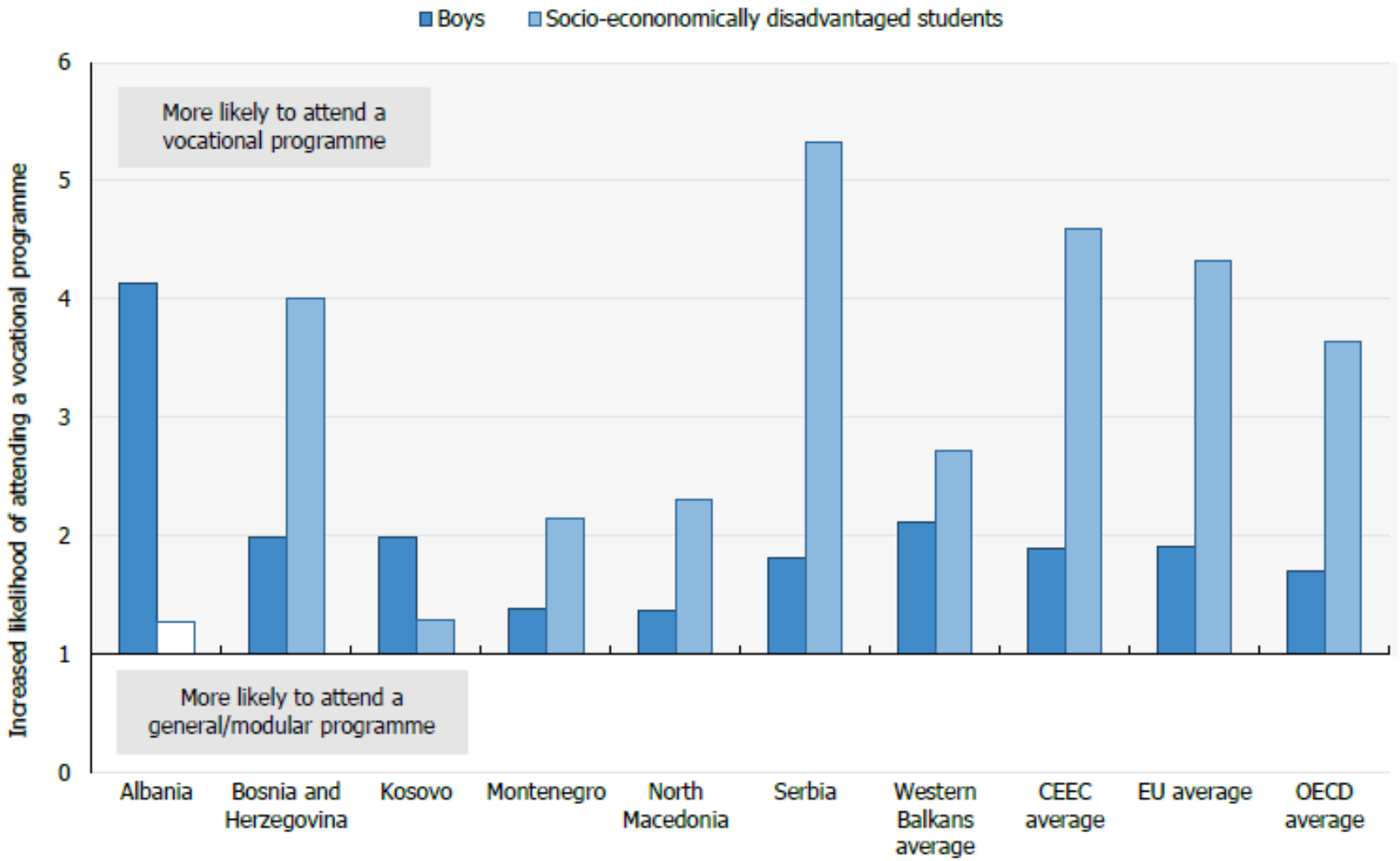


Source: OECD 2020

Note: Serbia participated in 2006 and 2009 but did not meet reporting standards that allowed for disaggregation by gender. Bosnia and Herzegovina participated for the first time in 2018.

Source: OECD (2019[5]). PISA 2018 Database. https://www.oecd.org/pisa/data/2018database/ (accessed 17 November 2020). Tables II.B1.7.29, Table II.B1.7.30.

Only students in upper-secondary school



Source: OECD 2020

Notes: Values that are statistically significant are shaded.
Results based on logistic regression models; one for each variable.
Reference categories are girls and socio-economically non-disadvantaged students.

Share of female students by field of study

Share of students (in %)

B 1

	Female students	Field of study: Education	Arts and Humanities	Social Sciences, Journalism and Information	Business, Administration and Law	Natural Sciences, Mathematics and Statistics	ICTs	Engineering, Manufacturing and Construction	Agriculture, Forestry, Fisheries and Veterinary	Health and Welfare	Services
AT	56	72	66	65	55	52	22	33	63	68	53
AZ	51	72	65	55	45	67	49	30	26	54	25
CH	53	72	62	67	46	45	13	23	70	71	67
CZ	57	78	65	63	58	55	18	27	74	73	47
DE	50	76	64	62	53	48	23	26	61	73	43
DK	58	72	64	63	54	55	26	31	60	77	56
EE	61	89	68	64	64	58	31	37	72	86	53
ES	57	n.d.	n.d.	n.d.	n.d.	n.d.	n.d.	n.d.	n.d.	n.d.	n.d.
FI	58	84	71	70	59	59	27	28	66	83	65
FR	56	77	69	68	59	48	32	27	50	73	41
GE	53	66	71	71	57	48	42	24	37	47	46
HR	59	72	64	70	68	48	26	36	61	74	52
HU	55	79	64	63	58	41	16	30	50	67	56
IE	53	81	61	64	53	53	22	25	66	73	48
IS	66	80	64	74	59	57	27	41	79	82	t.f.c.
LT	58	80	65	69	64	39	18	23	t.f.c.	75	t.f.c.
LV	58	85	69	67	67	62	22	25	55	75	48
MT	59	73	62	74	58	54	23	46	n/a	66	t.f.c.
NL	54	66	57	71	48	46	19	25	58	74	52
NO	61	72	65	68	54	49	27	31	62	80	46
PL	59	85	68	65	64	62	16	35	60	73	60
PT	54	79	54	62	57	53	16	29	59	77	43
RO	56	95	63	73	65	58	31	34	52	67	53
SE	61	79	64	63	62	55	39	34	66	76	42
SK	59	78	64	68	62	65	21	24	68	72	42
av.	**57**	**78**	**65**	**67**	**58**	**53**	**25**	**30**	**60**	**72**	**49**

Eurostudent: 2023

Recognising gender inequalities in schools and classrooms

How to recognise discrimination based on gender

Gender stereotypes

Stereotypes suggest that individuals of certain identities are naturally superior and entitled to more resources (e.g., positions, power, prestige).

Common gender-based assumptions:

- **Men**: Organized, ambitious, stronger.
- **Women**: Communicative, emotional, creative.

These assumptions are often the result of **socialization**, not biological differences.

Challenges in education

Stereotypes can shape teacher, parent, and peer expectations, limiting students' interests and choices.

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Importance of linking agriculture and gender

Gender equality and sustainable agriculture are interconnected, enhancing production and reducing risks (World Bank, 2009).

- **Access to resources**

  Men primarily own land and properties in the Balkans, limiting women's power despite their capabilities.

- **Market participation**

  Women represent nearly half of agricultural workers but have limited access to credit and subsidies.

- **Risks**

  Women face higher agricultural risks due to outdoor work and limited safety measures.

- **Knowledge and organization**

  Gender disparities in access to information and group participation reduce community potential.

Breaking gender stereotypes

- **Learning through positive role models**

  Schools should have male and female instructors demonstrating various tasks, showing that men and women can perform any job equally well.

- **Instructor's role and impact**

  The presence of both male and female teachers performing diverse tasks (e.g., a female teacher driving a tractor or a male teacher milking a cow) sends powerful, stereotype-breaking messages.

  Balanced gender hiring policies for teaching and support staff are essential to provide diverse role models.

Using gender-neutral language

- **Avoid gendered phrasing**

  Say, “Can someone from the class take this?” instead of “Can a student/boy take this?”

  Avoid emphasising gender even for physically demanding tasks.

- **Maintain neutral language**

  Even in all-boys classes, use neutral language for tasks with traditional gender associations.

Balancing classroom roles equitably

- **Review gender based roles**

  Assess if roles traditionally taken by boys or girls are justified.

  Rotate riles such as maintaining discipline or classroom tasks equally between boys and girls.

- **Inclusive Involvement**

  Engage boys in typically feminine-associated tasks (e.g., decorating for events) and vice versa.

  Alternate leadership roles between boys and girls.

- **Balanced representation**

  Suggest proportional representation (boys and girls) for student council or similar positions.

  Apply this principle to other group leadership activities.

Historical examples of changing gender roles

Industrial revolution (19th Century Europe)

The shift from shared farm work to factory jobs increased gender inequalities.

Men worked in public spheres (factories), while women were confined to private/domestic spheres.

This separation initially reinforced gender inequalities but laid the groundwork for later gender rights movements.

Progress toward Equality

The late 19th and 20th centuries marked significant struggles for gender equality.

Women have proven capable in previously considered male-dominated roles (e.g., engineers, politicians, scientists).

Shift in professions

Historically, male-dominated roles like teaching and caregiving have transitioned to predominantly female professions.

Today, patient care is provided by "nurses," although it is now common for women to perform these jobs, in the past, when this profession was first established, it was exclusively carried out by men.

Did you know that men originally wore high-heeled shoes?

Makeup and wigs

WWII impact: The massive mobilisation of men led to a labour shortage.

Women in factories: Women filled roles traditionally seen as male-only, including welding and metalwork.

Post-War shift: Proved women's capabilities, leading to their sustained presence in the workforce.

Example: Eugenia Powell Deas and Gladys Theus were noted for their speed and shipyard welding skills during WWII.

Class on gender topics

Introduction:

Define and discuss gender, gender roles, gender inequalities, and stereotypes.

Group discussion on gender Iiequality:

Recognise where gender inequalities or discrimination occur in society and the school environment.

Divide students into smaller groups (5-6 students) for a 10-minute discussion with these guiding questions:

- Where do you observe gender inequalities and stereotypes in society?
- Do you see any gender inequalities or stereotypes among students at school?
- Do teachers display gender inequalities or stereotypes towards each other or students?

Each group presents their thoughts, followed by a teacher-led class debate to evaluate these practices critically.

Highlighting positive examples:

Identify examples where women have succeeded in traditionally male-dominated fields or men have excelled in historically female-dominated roles.

Focus on examples from agriculture and household organisations (Gačanica et al., 2020).

Breaking gender stereotypes

Stereotypes affect everyone

Gender stereotypes are not just about the opposite gender; they also create biases about one's gender.

> **Boys**: Those who do not meet ideals of masculinity (e.g., athletic, strong, ambitious) may face ridicule, social exclusion, and even bullying.
>
> **Girls**: Those not seen as “feminine” (e.g., appearance, style) can also face discrimination and isolation.

Non-conformity to these standards can lead to discrimination and peer violence.

Challenging stereotypes and embracing diverse expressions of personality and identity is crucial.

Teachers guide students by promoting universal values such as honesty, knowledge, empathy, and social skills.

Inclusive student participation

Equal opportunity in responding: Ensure that all students, regardless of gender, grades, or background, can participate.

Avoid bias: Don’t favour extroverted students, girls, or those from more educated families.

Inclusive practices: Use methods like random selection (e.g., by upcoming birthdays) to involve everyone.

Practical lessons: Include both boys and girls in all activities, regardless of perceived gender roles or academic performance.

Avoid privileging: Ensure all students, regardless of grades, participate in important tasks, avoiding favouritism.

Encourage silent students: Carefully prompt less active students to contribute, praising aspects of their answers to build confidence and promote dignity.

- Thank you

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