

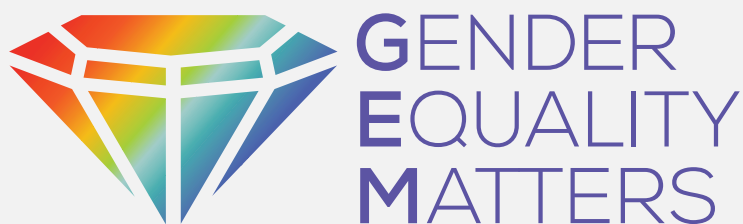


An tIonad Náisiúnta Taighde agus  
Acmhainne don Fhrithbhulaíocht  
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#GEMConf21



## Gender Equality Matters (GEM) Conference Book of Abstracts



11<sup>th</sup> and 12<sup>th</sup> of February 2021

Hosted online by DCU Institute of Education



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# Paper Presentations

## A Gender Perspective on Children's Rights within Peace Agreements



Dr. Benjamin Mallon and Dr. Ashling Bourke (Dublin City University)

Many children experience rights abuses during conflicts however girls may experience particular rights violations. Girls may be at risk of recruitment and use by armed groups (e.g. United States Department of State, 2012) and vulnerable to sexual exploitation and gender-based violence (e.g. Coomaraswamy, 2010; McKay, 1998). Conflicts affect girls' access to services. For example, girls are at an increased risk of violence within schools in conflict-affected contexts (Winthrop and Kirk, 2008) with their right to protection from violence and their right to education compromised. In post-conflict settings, the importance of gender-sensitive approaches to children's reintegration is recognised (Wessells, 2016).

Peace agreements can be seen as "a set of understandings between some of the protagonists to a conflict as to how to resolve or at least manage that conflict" (Bell, 2000, p.6). They represent one aspect of a wider peace process and a commitment to conflict resolution through dialogue rather than direct violence. Peace agreements typically include significant human rights components focused on ensuring access to power, addressing past human rights abuses, aligning with international law (Bell, 2000). Peace agreements have increasingly incorporated a gender dimension, considering issues faced by women and girls, however gender perspectives often lack robustness (Bell & O'Rourke, 2010; Bell, 2015). Whilst international human rights law recognises children as rights-holders, children appear largely absent from peace processes and peace agreements (Field, 2014, 2019; Cohn, 1999; UN Peacemaker).

This paper contributes to "stories of peace processes" (Bell, 2000, p. 321) providing insight into the inclusion of children within peace agreements before considering, with a gender perspective, the associated conceptualisations of children's rights. The paper draws on a quantitative analysis of all peace agreements (n = 1789) from approximately 100 jurisdictions from 15/02/1990 to 23/12/2018 contained within the 'Peace Agreement Access' (PA-X) Tool, a publically available database. The main dependent variables of children's rights (categorised as Participation, Provision, and Protection) were analysed against independent variables including United Nations inclusion as signatories, date, geographical region, and stage of peace agreement. The paper considers the extent to which children are represented within peace agreements, explores how rights are conceptualized as provision (e.g. education and healthcare), protection (from violence, and specifically sexual violence) and participation within these agreements. Most importantly the paper considers how this analysis corresponds to the wider literature on the rights violations experienced by girls within armed conflicts and gender-based approaches to peacebuilding (Bell, 2008; Bell & McNicholl, 2019).

**Benjamin Mallon** is an Assistant Professor in Development and Intercultural Education in the School of STEM Education, Innovation & Global Studies in the Institute of Education, Dublin City University. He researches and teaches in the area of Global Citizenship Education, with a particular focus on pedagogical approaches which address conflict, challenge violence and support the development of peaceful societies.

**Ashling Bourke** is an Assistant Professor in Psychology and Human Development at the Institute of Education, Dublin City University. Her research interests include Children's Rights, Wellbeing Across the Lifespan, Adversity, Sexual Violence and Abuse, Family Relationships, Implicit Attitudes, Sexual Health, and Relationships and Sexuality Education.

## Context Matters: A Sociological Analysis of Gender-based Bullying and Gender Inequality in Schools



Dr. Audrey Bryan (Dublin City University)

This paper advances a sociological perspective on gender-based bullying and gender inequality in schools. Sociological approaches to gender-based violence are critical of the “gender blind” quality of mainstream bullying literature, and highlight the role that bullying plays in enforcing cultural expectations about gender and sexuality and insuring that people perform their gender “correctly”. From a sociological perspective, schools are understood as “microsystems embedded in a larger cultural context,” wherein broader social policies, discriminations or legislative scenarios “trickle down and impact school cultures” (Pearson and Wilkinson 2018, p.198). As such, schools typically reflect dominant social structures and values, particularly in relation to the norms and behaviours associated with normative gender and sexual identities and are important sites of gendered sexual socialisation wherein children come to understand gender-specific rules and codes of conduct associated with conducting oneself as “proper” girls or boys with respect to sexuality and sexual behaviours” (Gansen 2017, p.256).

This paper seeks to explicate how schools themselves sustain the conditions that produce gender and sexuality-based bullying, with reference to particular institutional features and structural dimensions of schools that play a role in the construction, normalization and celebration of hegemonic gender identities that are antithetical to more diverse forms of gender and sexuality. As such, it illuminates aspects of school culture that reflect, promote, normalise and enforce the gendered structures that underpin gender and sexuality-based violence which are not addressed in school based anti-bullying procedures and initiatives in order to highlight the limitations of these approaches. It identifies a number overlapping aspects of schooling that are involved in the production and reproduction of normative gender and sexual identities, namely, the role that teachers play in gendered sexual socialisation; status hierarchies, peer group culture and student interactions and sport. The analysis seeks to highlight the role that schools play as sites where the social construction of gender gets played out and are based on the idea that schools serve as both institutional agents in the process where the structures and practices of schooling serve to define gender for students and teachers and as the settings and physical spaces where other agencies, such as the agency of students and teachers, are at play. The paper concludes with a consideration of practical steps and curricular interventions (e.g., in SPHE) that educators can take to ensure greater gender equality in their schools.

**Audrey Bryan** is an Associate Professor of Sociology at the DCU Institute of Education. She teaches courses across the range of programme offerings on the Humanities (Human Development) and Education programmes. Audrey is the Research Convener within the School of Human Development, a post which she has held since 2016. Her academic background spans the fields of Comparative and International Education, Sociology, Applied Social Research and Psychology.



## Education on Gender and Sexual Diversity as a Political Battlefield: The Experience of implementing the GEM project in Greece



Dr. Margarita Gerouki (post-doctoral researcher, University of Jyväskylä) and Ms. Natalie Kazouli (educator)

The aim of this presentation is to discuss education on gender, gender-based violence and sexuality in Greece based on experience from the implementation of the GEM European Project. Educating young persons in Greece on sexuality and gender for the last twenty years has been and still is, a challenge. Topics on gender and sexuality are mentioned in the Curriculum of both primary and secondary sector. Moreover, related issues are being introduced in the classroom through focused educational programs developed by Universities in cooperation with various organisations and NGOs. Usually those materials derive from specialised research projects funded by the EU. Finally, in a governmental level operates the General Secretariat for Gender Equality for combating the inequality gap in the labour market, preventing and combating violence against women, also stereotypic perceptions about the roles of the sexes, reinforcing women's participation in decision-making centres.

In our presentation, we will argue that there is a huge distance between what is proposed as a theoretical and optimal learning context regarding gender and gender-based violence and what is actually being implemented in the Greek school context. We would discuss in more detail how gender and sexuality topics have been introduced in the Greek Curriculum the last twenty years. Then we will analyze the way and extent curriculum notions have been transformed into real classroom practices. We acknowledge as opposing forces to the endeavour of gender equality the following: a) the solidified patriarchal perceptions on gender and sexuality matters, still dominant in the Greek society and b) the emergence of anti-gender movements rhetoric deriving among others, from right-wing parties and religious bodies which have gained space within the EU political sphere.

During the implementation of the GEM project in Greece, as we will argue here, licence to proceed at schools was being delayed by the Greek Ministry of Education for six months and until all aspects of LGBTQ dimensions were removed. Notwithstanding, during that time there was a change of government from the previous left to the center-right direction. At the same time, in the light of these delays parents were questioning the validity of the project, obstructing further classroom implementation. Our aim is to use the experience of implementing the GEM project in Greece in order to map the current situation and draw attention to major obstacles that prevent a systematic discussion on issues of sexuality and gender as part of classroom teaching.

**Margarita Gerouki** holds a Ph.D. in Education from the University of Helsinki, a Master's Diploma in Health Sciences from the University of Jyväskylä, a Master's in Political Sciences from the University of Crete and a degree on Primary Education.

**Natalie Kazouli** holds a Degree in Pre-school Education and a Master's in Education from the University of Crete.

## Gender Equality in Primary Schools: Students' Perspectives



Dr. María Jesús Rodríguez Entrena, Prof. María Paz Prendes Espinosa, Dr. Francisco José Montiel Ruiz and Dr. Pedro Antonio García Tudela (GITE, University of Murcia).

The Gender Equality Matters project is co-funded by the European Commission's Rights, Equality and Citizenship (REC) Program. Addressing sexual and gender diversity from an educational perspective is one of the great challenges facing the education system in general and inclusive education in particular.

The general objective of GEM is to raise awareness, educate and challenge attitudes and behaviour towards gender stereotypes, gender-based harassment and gender-based violence. This paper presents the assessment of the project by students through a mixed methods research approach that is based on quantitative (questionnaires) and qualitative (focus groups) techniques. In total, 202 students from 10 schools in the Region of Murcia have participated in this project. It is intended to measure the set of knowledge and skills acquired by students in relation to content such as gender stereotypes, gender-based intimidation and gender violence. In addition, students participate in the needs assessment regarding the content worked in class and make different proposals to meet specific needs.


These actions are based on an approach established on human rights and equality through which to support training aimed at promoting gender equality. Specifically, the project in Spain has been implemented in the last cycle of Primary Education (5th and 6th grade). The central point of the project is gender equality, understood from the broadest sense and including respect for affective-sexual diversity and the suppression of gender stereotypes. GEM educates and raises awareness among school-age children about gender equality. It empowers children to challenge gender stereotypes and roles, and to promote respect for others through self-assessment and specific training.

The results of this research determine that students improve their knowledge of content related to gender equality. The main suggestions of the students to improve gender equality in their schools are to increase the number of talks they receive about these contents because they value them very positively. On the other hand, regarding the specific contents preferred by the students to work on more in the future, they are the contents related to the LGBTI community and to Equality in general.

**María Jesús Rodríguez Entrena** is an Associate Professor at the Department of Didactics and School Organisation, Faculty of Education. She has taught modules on school management and leadership, curriculum planning and educational inclusion, in undergraduate, graduate and doctoral programmes. She also coordinates the Master programme on Inclusion and Exclusion: policy, programmes and practices.

**Paz Prendes-Espinosa** is a Full Professor in Educational Technology at the University of Murcia (Spain), Head of the Research Group in Educational Technology and Editor of RIITE, an online scientific journal about research in Educational Technology. She is also the secretary of Edutec which is an international association to promote the development of Educational Technology. Paz





is the coordinator of the PhD Programme in Educational Technology at the University of Murcia. Experience as Coordinator of Virtual Education and Coordinator of Educational Innovation in the same university.

Francisco José Montiel Ruiz is a graduate of Primary Education with speciality in Physical Education. He completed a master's degree that enables him to be a teacher in Post Primary. He is also a graduate of Pedagogy. Francisco holds a PhD in Educational Technology and currently is a collaborator of the Research Group in Educational Technology at University of Murcia.

Pedro Antonio García Tudela delivers the Interuniversity Doctoral Program in Educational Technology and enjoys a FPU-MECD predoctoral contract in the Department of DOE from University of Murcia. He is a Graduate in Primary Education with a Mention in Intercultural Education and Learning Difficulties. Their main lines of research are: educational technology and gender equality, and Smart Learning Environments (SLE).



## Examining Irish Primary School Children's Perceptions towards Gender and Gender Roles in History



Mr. Peter Whelan (Institute of Education, Dublin City University)

History is a subject that can play an important role in promoting the principle of equity between boys and girls (DES, 2006). By teaching a dynamic and varied curriculum, incorporating the lives of "men, women and children" (NCCA, 1999, p. 6) a climate of inclusivity and equality can be fostered. However, many commentators believe that schools in Ireland are failing to incorporate the perspectives of women into the historical narrative (Waldron & Pike, 2005; Raftery, Redmond, Valiulis & Harford, 2007; Cullen, 2009). These studies suggest that history is predominantly taught in classrooms from a male-dominated viewpoint where the contributions and experiences of women are often marginalised or ignored. Deficiencies with curriculum design, textbook publication and policy on the continuous professional development of teachers have all been identified as stumbling blocks to a gender-balanced history curriculum.

This failure to include a gender-balanced view of women limits children in their overall knowledge of history and contributes to the continuation of gender inequities in our society. As Blumberg (2008) observes, if female figures are underrepresented in historical accounts and if male and female historical figures are depicted in gender-stereotyped ways, girls' and boys' visions of who they are and what they can become will be considerably constrained.

In light of these research findings and existing perspectives, a small-scale research study was undertaken with 28 fifth class pupils from a primary school in North County Dublin with the purpose of:

- Examining how primary school children construct both men and women as historical agents.
- Identifying if boys and girls at primary level have different perceptions of gender roles in history.
- Using any gained knowledge to make recommendations to improve the delivery of a gender-balanced history curriculum
- Adding to debates with regards to proposed changes to the Revised Irish History Curriculum.

Semi-structured interviews that incorporated flexible participatory activities were used to determine the prevailing attitudes of primary level children towards gender and gender roles in history. In the presentation, the findings to these semi-structured interviews will be shared and discussed.

**Peter Whelan** is a lecturer in History Education at the Institute of Education, DCU and works in the area of Initial Teacher Education (ITE). His current work is focused on the research, development and facilitation of ITE, post-graduate and continuing professional development courses in history education. Peter is currently completing a Doctorate in Education (Queen's University Belfast).



## Ensuring Gender Equality and Optimal Health and Well-being for Girls and Women through Comprehensive Sexuality Education, grounded in Human Rights



Dr. Ashling Bourke, Dr. Benjamin Mallon and Dr. Catherine Maunsell (Dublin City University)

Access to comprehensive sexuality education (CSE) is grounded in fundamental human rights. We argue for the importance of universal access to CSE to ensure gender equality and optimal sexual health and well-being for girls and women. We situate this paper within the Convention on the Rights of the Child (CRC) as it applies to all children and addresses, amongst other issues, the right to health (Article 24) and the right to protection from sexual exploitation (Articles 34 and 35) (Horn, Peter, & Russell, 2017). Howe and Covell (2005) argued that the Convention provides for the right to education, rights in education and rights through education. We argue that gender equality, gender-identity, and optimal sexual health and well-being can be addressed through CSE. Given that sexual and reproductive ill-health predominantly affects women and adolescents (Glasier et al., 2006), they are likely to disproportionately benefit from the protective effect of CSE on sexual health outcomes. CSE plays a pivotal role in the protection of children and young people from sexual abuse and exploitation by addressing issues such as sexual knowledge, comfort, and consent.

CSE also plays an important role in the child or young person's sense of gender identity. Supporting children's understanding of gender as a social category is critical as it is typically the first collective social identity that children learn and is associated with a range of stereotypes used to make inferences about others (Ruble et al., 2004).

The paper argues for these protective roles of CSE in preventing adverse outcomes but will also argue that CSE should empower girls and women to be in control of their relationships and sexual well-being across their lifespan, allowing them to make informed decisions about their sexual behaviours and reproductive health. Indeed, included in the definition of a rights-based approach to CSE is the expansion of its goals beyond reducing adverse sexual health outcomes to the inclusion of sexual expression and pleasure (Berglas et al., 2014).


In summary, this paper argues that CSE, grounded in human rights, offers an important framework towards addressing significant local and global challenges. With reference to Sustainable Development Goals 3, 4, and 5, in particular, CSE grounded in human rights presents the opportunity to: ensure healthy lives and promote well-being for all at all ages; ensure inclusive and equitable quality education and promote lifelong learning opportunities for all; and achieve gender equality and empower all women and girls.

**Ashling Bourke** is an Assistant Professor in Psychology and Human Development in Dublin City University. Her primary areas of expertise are in social, developmental, and forensic Psychology. She is an active researcher and has published her research in a number of areas, including; sexual health behaviours in Ireland, sex education, children's rights, child sex abuse, violent offending behaviour, and child protection.

**Benjamin Mallon** is an Assistant Professor in Development and Intercultural Education in the School of STEM Education, Innovation & Global Studies in the Institute of Education, Dublin City University. He researches and teaches in the area of Global Citizenship Education, with a particular focus on pedagogical approaches which address conflict, challenge violence and support the development of peaceful societies.

**Catherine Maunsell** is an Associate Professor of Psychology and Human Development at the Dublin City University, Institute of Education. Kay maintains an active research and publications profile in the broad fields of developmental psychology, teacher education, social justice, and human rights. She is the Principal Investigator on the TEACH-RSE research project (IRC Coalesce 2019/147).

## An Investigation into Early Years Educators' Attitudes, Beliefs, and Views on Gender

 Mr. Finn Bourke (Dublin City University)

The aim of this study was to investigate early childhood (EC) educators' attitudes, beliefs and views on gender in early years' settings. It was undertaken as part of a final year dissertation on the Bachelor of Early Childhood Education in Dublin City University. In today's society gender is 'increasingly recognised as a multi-dimensional spectrum' (Austin, 2016, p. 215). However, for many when thinking about gender it is associated with biological facts and reproductive capabilities (Kane, 2013). Research has shown that adults interact with children differently depending on the sex of the child (Pomerleau, Bolduc, Malcuit & Cossette, 1990) and that attitudes influence internalised gender discourse and gendered behaviour of children (Shutts, Kenward, Falk, Ivegran & Fawcett, 2017; Kelly-Ware, 2016)

This study used an interpretivist approach and qualitative methods to investigate the views of early years' educators working in sessional and full day-care settings in the Republic of Ireland. A small-scale exploratory instrumental case-study focused on four educators working with children from birth to five years of age. A semi-structured interview schedule was designed to explore participants' attitudes, beliefs and understanding in relation to aspects of gender, including definitions of gender, gender stereotyping and general neutral practices in EC.

Participation was voluntary. Participants were provided with a plain language statement and consent form prior to interviews. Research was undertaken in line with the ethical guidelines of the university.

Initial findings suggest that participants understanding of gender is binary. While there was little understanding of the term gender neutral practices, some participants named strategies in place in their setting to deemphasise gender stereotypes. Participants highlighted the influence of parents and the impact of learned behaviours on children's understanding of gender.

This study has implications for initial teacher education and CPD. Educators' awareness of the influences of gender development and practice in enabling children to express the gender they are rather than the prescribed gender at birth are vital for breaking down a binary view of gender. Further research into EC educators' perspectives on gender and the impact this can have on children is recommended.

**Finn Bourke** is a final year student studying Early Childhood Education and Care in DCU at QQI level 8. At the time of this abstract submission, he was working on his dissertation which focuses on early childhood educator's views on gender in the early years' classroom. Finn's research is now completed and his findings will be shared in his paper presentation.

## Women in STEM: Research among Female University Students in Italy



Dr. Valentina Guerrini

The theme of the presence of women in technical-scientific studies careers has become one of the central issues on the agenda of national and international institutions, in the field of research and training policies, especially in European context.

Despite the academic success of girls, their percentage in university exceeds that of men, they graduate first and obtain higher marks (Eurydice 2010; Observa 2015, 2017; OECD 2017); their integration into the world of work is far from easy, especially if they decide to pursue a scientific career. The contribution will report the data of a research carried out in Italy among female university students in STEM disciplines using a semi-structured interview.

The objectives of the research aimed at discovering their motivations, their expectations at the end of university studies, the difficulties encountered during their studies and also their relationship with scientific disciplines since secondary school. In fact, as other researches have already shown (Erlicher Mapelli 1991, Allegrini 2012, Colella 2011), the way in which science disciplines are presented by teachers greatly influences the students' relationship with the subjects themselves.

From the research findings, there is a clear need for a renewal of science education and a gender-sensitive orientation, which has already become a priority on the equality policy agenda in some European countries. The voices of these female students represent a valuable contribution to gender research, describing, for example, the relational and didactic dynamics experienced in a predominantly male university context, where differentiation and discrimination against women are still felt today.

**Valentina Guerrini** is a Post-doctoral Researcher in General and Social Pedagogy. She is a temporary professor at the University of Florence. Valentina's research's interests include: gender education and gender discrimination in educational and professional contexts, intercultural education, preventing radicalization.

## Findings from an Early Childhood Education STEM Initiative to Target the Under-Representation of Women in STEM



Dr. Sinéad McNally, Dr. Eilish McLoughlin, Dr. Clíona Murphy, Dr. Odilla Finlayson, Dr. Judy Lovett, Dr. Therese Farrell, Dr. Therese Gilligan and Ms. Weiyi Liu

This paper reports on findings from the evaluation of an educational initiative to promote young girls' early engagement in STEM and address the persistent underrepresentation of women in STEM disciplines. The initiative, *Let's Talk about STEM - Language Supports for Early Science Engagement*, is a collaboration between STEM education and psychology to deliver a pilot programme to address the underrepresentation of women in STEM by targeting girls' early motivations to learn about science. This project delivered a targeted short-term STEM education programme for parents and educators of young children and focused on the potential impact of language on children's perception of, and motivation to engage with, science. In particular, it emphasised girls' views of themselves as capable users of, and investigators in, science. This rounded approach to early childhood science education capitalised on best practice with young children by promoting engagement in science through nurturing relationships among key adults in young children's lives.

This project was funded by Science Foundation Ireland, and was led by the Institute of Education and the Centre for the Advancement of STEM Teaching & Learning (CASTeL) at DCU.

The project delivered educator workshops and parent science coffee mornings. Parents, early childhood educators, infant classroom teachers and informal STEM educators were invited to participate in the workshops. During interactive hands-on workshops, different activities parents and educators can use to increase children's motivation to participate in science learning. Educators and parents were presented with findings from international research studies around the potential of language to differentially impact boys and girls in their earliest motivations around science learning.

Findings from the evaluation of the initiative show that participating educators enjoyed the workshops and that they would like to participate in more workshops in the future. The vast majority of educators agreed that at the end of the initiative they had become conscious of the use of language in teaching science in classroom contexts. Parents reported a strong interest in science for young children. However, our findings also indicated a lack of confidence among many parents in doing science activities with their young children, with mothers significantly less likely to be confident in science activities. Overall, the initiative highlighted great enthusiasm for science learning among young children, as well as parents and teachers and recommendations for next steps in supporting early science engagement will be discussed with a special focus on supporting girls' earliest science learning.

**Sinéad McNally** is an assistant professor in psychology (birth to six) at the School of Language, Literacy and Early Childhood Education and Literacy at DCU's Institute of Education. Sinéad specialises in children's early language and learning skills, including the development of young children with Autism Spectrum Disorder. Sinéad leads the Early Language and Learning Lab at the IoE which examines children's language and cognitive development with a special focus on play, science and inclusion in early education.



## **An investigation of the impact of an industry-focused gender intervention on the confidence levels and STEM career knowledge of female undergraduate students in the STEM disciplines.**

 Ms. Tracey O'Connell (University of Limerick)

Gender equality in the context of Science, Technology, Engineering and Mathematics (STEM) Education has emerged as a significant area of interest in recent years. The research reported in this study focuses on an investigation of the appropriateness and ultimately the impact of an industry-focused gender intervention on the self-perceptions and career aspirations of female undergraduate students in the STEM disciplines. Thirty second and third year female students studying STEM disciplines at University engaged in the WiSTEM<sup>2</sup>D Programme, a university and industry collaboration.

Bronfenbrenner's (1989) Ecological Systems Theory was used to investigate the influence of the programme on participating students. Participating students in the programme were surveyed prior to their engagement with the programme to capture their views regarding their experience of STEM. The main themes explored were confidence levels in a variety of STEM situations, perceptions of STEM, their knowledge of STEM and STEM Careers. Female students were surveyed post-programme which allowed analysis of pre and post and an examination of the changes of participants.

Preliminary findings revealed, 60% (n=30) of the students did not know the types of career positions they were qualified to apply for on completing their degree. The main factors affecting the students' confidence and progression at university were: large class sizes, self-doubt, peers' attitudes and male dominated environments. In total, 70% (n=30) of the students had experienced negativity in society around STEM. Students' confidence levels grew significantly, where pre programme, 6.7% of students described themselves as confident asking questions in a lecture environment, whereas post programme, 57% described themselves as confident in lecture environments with asking questions. These findings imply that more supports need to be in place in order for students to be informed about STEM Careers at post-primary level and at university. The findings presented in this research have identified barriers in STEM Disciplines and the need for initiatives at Higher Education in Ireland.

**Tracey O'Connell** completed her undergraduate degree in Technology education in the University of Limerick. She is currently completing the EHS Structured Research Masters Programme under the supervision of Professor Merrilyn Goos and Dr. Regina Kelly. Her area of study is Gender Inclusivity in STEM Education. Tracey is interested in the areas of STEM Education, female student's participation in STEM Disciplines in higher education and global initiatives relating to gender equality in STEM Disciplines.

## Investigating the Impact of Adopting a Three-strand Approach to Tackle the Gender Imbalance in Physics at Lower Second Level in Ireland



Ms. Deirdre O'Neill and Dr. Eilish McLoughlin (School of Physical Sciences & Centre for Advancement of STEM Teaching and Learning, Dublin City University).

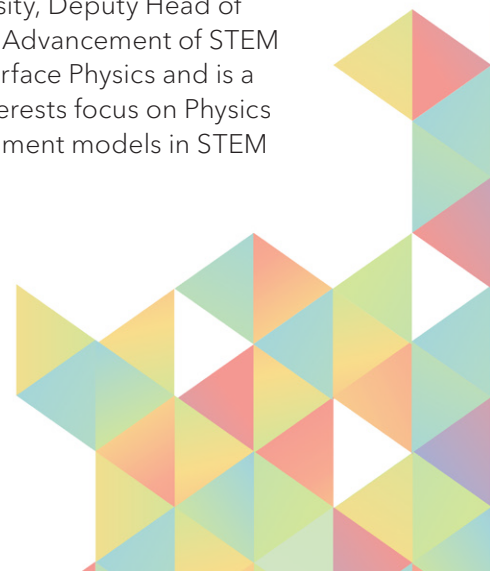
Researchers have reported that gender stereotypes can undermine the intrinsic motivation of students, particularly girls, about Maths and Science. In many cases those persisting in heavily stereotypical fields, conform to the culture of the field e.g. females participating in physics, position themselves as aligned with the stereotypes (brainy, nonfeminine and hard) they themselves define as the culture of physics. Past studies hypothesize that unless the culture of the field is changed in male dominated subjects then there will be little change in the profile of those that continue in the field.

According to the State Examinations Commission, in 2019, 59,538 Irish students (49% female, 51% male) completed the end of lower secondary (Junior Cycle) science examination, which represented 93% of the national student cohort taking science despite science not being a compulsory subject at this level. However, the participation of students in physics at upper second level remains stubbornly low, particularly among girls. In 2019, the State Examinations Commission recorded 14% (7942) of the total student cohort (56,008) taking physics for the Leaving Certificate Examination and only 4% (2116) of this total student cohort were girls. In comparison biology was the most popular subject selected at upper second level with 61% (34,109) of the student cohort sitting the final examination, of which 37% were girls. This situation is not unique to Ireland, with many countries reporting low numbers of students continuing with physics when it is no longer a compulsory subject.

The objective of this study was to increase in-service teacher's awareness of unconscious bias and the negative influence that gender stereotyping can have on students. Professional learning workshops were facilitated with Irish second level science teachers to support them in embedding inclusive practices in their classrooms. This study will report on the three-strand approach adopted and present findings of the impact on 18 science teacher collected through post-workshop interviews. Although this study focussed on inclusive practices in physics education, the design and approach of this study will be illustrated as a model that can be applied across a wide range of subject disciplines.

**Deirdre O' Neill** is a Year 3 postgraduate science education researcher currently working to enhance science teachers' approaches to the teaching and learning of physics in Junior Cycle science and how to employ a whole school approach to addressing unconscious bias and gender stereotyping in order to encourage students to study physics.

**Eilish McLoughlin** is an Associate Professor of Physics at Dublin City University, Deputy Head of the School of Physical Sciences and Director of the Research Centre for the Advancement of STEM Teaching and Learning (CASTeL). She obtained her PhD in Experimental Surface Physics and is a Fellow of the Institute of Physics and a Chartered Physicist. Her research interests focus on Physics Education, including the development of curriculum, instruction and assessment models in STEM education, at all levels of education, from primary school to PhD level.



## The Anger that Moves: The Affirmative Dimension of Rage in the Italian Movement Against Gender Violence *Lucha y Siesta*



Dr. Nicoletta Mandolini (KU Leuven) and Dr. Valeria Venditti (University College Cork)

Rage and anger have largely been seen as disruptive, disquieting and threatening emotions. Often tied to violence or classified as personal negative reactions, these feelings constitute a taboo especially for women. In line with recent theoretical efforts to qualify rage as a prolific emotion for feminist politics (Traister 2018; Chemaly 2018), this paper (re)considers rage as a tool that triggers alternative political actions to address systemic injustices through non-conventional modes of protest.

Starting with a consideration of feminist's accounts of rage (Braidotti 2017) and its political uses (Lorde 1984), we will look at how rage has guided feminist interventions against gender-based violence in contemporary Italy, paying particular attention to resistance practices and discourses developed by movements for the maintenance of bottom-up services of women's shelters in Rome, the Italian capital.

The aim of this paper is to think of anger as a "heretical and generative idea" (Lorde 1984: 129) that serves the purposes of political change. To do so, we will look at the experience of *Lucha y siesta*, a feminist Roman collective that supports survivors of domestic abuse, recently threatened with eviction. After the local administration decided to sell the buildings where the collective run its projects, *Lucha y siesta* started an extensive campaign based on public engagement and the work of comic artists and illustrators. The collective prompted artists from all over Italy to create images and posters with collages of joyfully angry *luchadoras* (epithet used in Mexico to indicate women wrestlers) and affixed them on the walls of many Roman neighbourhoods. Meanwhile, "*luchadoras-masks*" were distributed online to facilitate a bottom-up, diffused and creative participation to the protest.

While rage and anger, undoubtedly, dominate *Lucha y siesta's* political operation (as the figure of the *luchadora* suggests), these feelings reclaim a space without resorting to violence, nor to traditional ways of dissent. Rather, in intermingling material and virtual practices, the strategies adopted by *Lucha y siesta* to counteract gender violence and the institutions that legitimise it, convey anger and rage by capillary spreading around the city a powerful demand to be heard and seen.

The figure of the *luchadora* lets the fury explode in a mockery of the typical wrestler and in the creation of a new urban landscape where each wall can become the stage for rage while every person can dress their dissent up by wearing the mask to endorse *Lucha y siesta's* cause.

**Nicoletta Mandolini** is a FWO Junior Postdoctoral Fellow at KU Leuven (Belgium), where she is working on the project *Sketch That Story and Make It Popular. Using Graphic Narratives in Feminist Activism Against Gender Violence* (<https://www.sketchthatstory.com/>). Funded by the Irish Research Council, her doctorate project focused on the representation of gender-based violence and femicide in contemporary Italian journalistic and literary narratives. Among other articles on sexist abuse in contemporary Italian literature, she co-edited the volume *Rappresentare la violenza di genere. Sguardi femministi tra critica, attivismo e scrittura* (Mimesis 2018). She is an active member of the CASiLaC (Centre for Advanced Studies in Languages and Cultures) research cluster on Violence, Conflict and Gender that she co-convened from 2016 until 2019.

**Valeria Venditti** is an IRC Post-doc Fellow at University College Cork. Her works revolves around micropolitical practices, affirmative politics, gender deregulation and the critique of right. In 2019,



Routledge published her first monograph *The Law and Politics of Exclusion*. She has extensively published on the issue of identity rights and inclusive policies, both in peer-reviewed journals and on general websites and magazines.

## Fairness and Inclusivity in Transport: Recent Updates on EU Research Projects and Preliminary Results



Dr. Maria Chiara Leva, Dr. Mary Kinahan, Dr. Alberto Caimo, Carol Bruce (Technological University of Dublin); Yvonne Hail, Ron McQuaid (Stirling University); Elena Garcia, Sara Poveda, Francisco Santaremiggia (AITEC, Valencia, Spain); David Lainado (Eurocat, Barcelona); Chris Blanche (Genre et Cille, Paris).

Despite increasing technological advances in transport systems, and women's increasing participation in the labour market, there is considerable gender inequality regarding women's roles in the transport sector. Several studies have shown that there are differences between men and women in mobility behaviour and participation in transport-related jobs. In particular, there is marked gender segregation with the sector, with women employees typically placed in gender-typical positions, with 60% of female employees holding positions in the human resource department compared to only 3% of train drivers (European Commission, 2016). Several studies have shown that there are differences between men and women in mobility behaviour and participation in transport-related jobs. Nevertheless, most data and statistics in transport apply very simplistic categories, e.g. in terms of gender that is translated into binary male/female variables, but that lacks context such as age, class, ethnicity, disability, caring responsibilities etc. (European Commission, 2016).

Given recent technological advances and societal changes, there is an important shift in transport and mobility. This shift should be seen as an opportunity for remodelling transport systems to become more inclusive, safe and secure for women, from both the employment and service perspective. In order to seize this opportunity, a deep understanding of women's needs linked to their physical and psychosocial characteristics is required. Thus, the DIAMOND project aims to use such technological advances and innovations, to (i) analyse real-world scenarios where these gender inequality issues exist, and (ii) take concrete action, to create a fair and inclusive transport system.

The main aim of our research, as part of the broader DIAMOND project, is to examine women's employment in the transport sector by examining women's needs in terms of recruitment, retention, and promotion in railways, freight transport and logistics sectors.

Preliminary data on women's employment was gathered via focus groups in Dublin, Ireland. The focus groups, that included public transport employees and transport experts and industry representatives, were asked to discuss and assess the definition of fairness as an employee in the transport sector, fairness characteristics as well as transport employee's needs and barriers. Initial results indicate agreement with the working fairness definitions, as well as highlighting needs and barriers for employees.

Based on these piloting, an employee satisfaction survey was developed that examined a range of topics including employee's work community, job characteristics, company culture, safety and security, training, access to amenities (e.g., female facilities), adaptability, and job satisfaction. As part of the inclusive nature of our research personal circumstances were also included, (e.g., caring and parenting responsibilities) supports provided for personal circumstances (e.g., childcare services) as well as including questions on health and well-being (e.g., long term illness or disability). Data is currently being collected analysed in a number public transport organisations that were willing to pilot it in Ireland, in Spain and in Poland. This questionnaire is currently being translated in order to be administered by other partners and stakeholders across the EU. Further on line interviews with employees of the participant are being used to identify critical areas and underpinning causal factors and or to identify possible improvement plans. While the data of the

questionnaire is going to be analysed using factor and regression analysis to identify key drivers of user satisfaction or barrier to fairness in the workplace.

**Maria Chiara Leva** is a Lecturer in the Technological University of Dublin and visiting lecturer for Risk Assessment and Safety Management in the School of Engineering, associated PI in the Science and Technology in Advanced Manufacturing research centre and in the Centre for Innovative Human Systems in Trinity College Dublin. She is the co-chair of the technical committee on Human Factors for the European Safety and Reliability Association (ESRA), former chair of the Irish Ergonomics Society and co-chair of the Symposium on Human Mental Workload.

## WakeUplrishPoetry: Campaigning for Acceptable Standards in the Arts Sector



Dr. Kathy D'Arcy (University College Cork - Women's Studies).

In January 2020 Kathy and a group of women writers started the online campaign #WakeUplrishPoetry, which is an arts practitioner-led movement calling for acceptable standards of ethics and governance in the arts sector. This movement came about as a result of testimonies from women regarding sexual misconduct, bullying and harassment in the arts sector, and in poetry in particular, and was motivated also by recent MEAS (Measuring Equality in the Arts Sector) research on gender imbalance in and exclusion of BAME writers from the canon of literature in Ireland. I have some experience of campaigning and activism from the pro-choice movement which made organising this online campaign easier, and I'd like to present a description of how the campaign came together, the techniques we used, what has worked so far, outcomes, and learning outcomes regarding grassroots feminist online campaigning which may be of use to future activists.

**Kathy D'Arcy** is a Cork poet, feminist activist and writing teacher. She teaches reflexive writing on the UCC Women's Studies MA programme and has recently completed an IRC-funded PhD in Creative Writing on the theme of women's voices in Irish literature and history.

## Developing whole-school Gender Equality Charter Marks in order to overcome Gender Stereotyping in Education across Europe



Professor Maria Tsouroufli (Department of Education, Brunel University), Dr. D. Redai (independent gender scholar) and Dr. V. Guerrini (University of Florence).

This presentation reports on a project entitled 'Developing whole-school Gender Equality Charter Marks in order to overcome gender stereotyping in education across Europe' funded by the European Commission, Directorate-General Justice and Consumers. This was a partnership project between NGOs and Universities in the UK, Italy and Hungary from 2016 to 2019. The project involved:

- Recruitment of pilot schools and development of national Gender Equality Charter Mark (GECM) and a European wide framework developed in consultation with teachers and gender experts
- Compilation of international literature review on gender equality and stereotyping including issues of gender-based violence and country specific reviews of relevant work in schools.
- Qualitative baseline data collection and analysis.
- Consultations with teacher representatives and researchers aiming to offer support in addressing areas of concerns and implementing the GECM throughout the duration of the project.
- Last phase: Staff and student reflections on GECM implementation activities and identification of areas for future work.

In this presentation we reflect on the process and challenges faced in the development and implementation of gender equality charter marks in schools in Europe as well as the advantages and disadvantages of cross-cultural and multi-disciplinary research and intellectual collaboration. We also discuss how better to involve schools and support them in maintaining their commitment to promoting gender equality and suggest areas for future research that could inform whole school approaches and school engagement.

**Maria Tsouroufli's** work is concerned with social justice with a particular focus on gender inequalities in higher and professional justice and intersectionality.



## Gender Discrimination and Ethnic-religious Discrimination at School in Italy: Research in the Secondary School



Dr. Valentina Guerrini (University of Florence).

The paper will present the results related to a qualitative research conducted in three pilot schools in Italy, which adhere to the European Project "*Developing Gender Equality Charter Marks in order to overcome gender stereotyping in education across Europe*" through data collected in thirty interviews with secondary school teachers and three focus groups with year 11 to year 13 students in Italy.

Data from qualitative research confirm that gender discrimination and gender bullying still exist at school but stereotypes and discrimination are more common and stronger for girls belonging to other cultures, in particular for Muslim girls (D'Ignazi, Persi, 2013). Evidence from focus groups underline a stronger discrimination for girls who wear the veil, so they tend to isolate themselves and stay with other Muslim girls. The intersectionality of gender with culture, ethnicity and religion emerged in teachers' interviews, in particular because they perceive Muslim women and girls in a position of dependence on husbands and fathers and unable to manage their own lives. In particular, for students and teachers, the veil appears to be an "identity marker" that does not hinder integration with the Italian population.

**Valentini Guerrini** is a post doctoral researcher in General and Social Pedagogy, temporary professor at University of Florence. Research interests: gender education and gender discrimination in educational and professional contexts, intercultural education, preventing radicalization.

## Gender Equality in Primary Schools: Teachers' Perspectives



Dr. María Jesús Rodríguez Entrena, Prof. María Paz Prendes Espinosa, Dr. Francisco José Montiel Ruiz and Dr. Pedro Antonio García Tudela (GITE, University of Murcia).

"Gender Equality Matters (GEM): Tackling Gender-based Violence" is a European Project belonging to the call "Rights, equality and Citizenship Program 2016", project H2020 funded by the European Union. Partners from five countries (Ireland, Holland, Greece, Italy and Spain) participate, with the international coordinator being Dublin City University (Ireland). In Spain, the project is led by the group of research of Educational Technology from the University of Murcia.

Teacher training on equality and treatment of gender violence in classrooms is an increasingly demanded need in our schools. The main objective is to train the educational community (educators, students and parents) so that they know how to address attitudes and behaviors that undermine gender equality. With the purpose of designing training materials and strategies for Primary School teachers to work on gender equality in the classroom.

This paper presents the analysis of the implementation carried out by 13 primary school teachers belonging to 10 schools in the Region of Murcia. The characteristics, the procedure, the materials and the possibilities of the project have been evaluated through interviews and questionnaires carried out by the teachers.


The implementation of the project regarding teachers has consisted of the educational intervention with its students of 5th and 6th grade through five teaching units related to rights and equality; gender stereotypes; the relationship of stereotypes with the media; gender based bullying; the strategies and resources to responding gender based violence. All the materials and resources necessary for these didactic units were specified in a didactic manual designed by the project partners and adapted by the teachers themselves to their classroom context. The resources developed have been accompanied by a training course for the participating teachers in order to train them in the implementation of the project and raise awareness of the subject addressed.

Teachers mainly bet on participatory methodologies such as role dynamics or holding debates. This facilitates the appearance of questions that make students reflect collaboratively. In addition, teachers suggest that the ways of educational improvement related to these topics go through receiving more specific training. In conclusion, teachers value positively the implementation of this project in their classrooms and would recommend it unanimously to the rest of their workmates, which shows us that there is a latent need to continue learning in this field and that projects such as GEM are a first step in teacher training around gender equality and gender based violence.

**María Jesús Rodríguez Entrena** is an Associate Professor at the Department of Didactics and School Organisation, Faculty of Education. She has taught modules on school management and leadership, curriculum planning and educational inclusion, in undergraduate, graduate and doctoral programmes. She also coordinates the Master programme on Inclusion and Exclusion: policy, programmes and practices.

**Paz Prendes-Espinosa** is a Full Professor in Educational Technology at the University of Murcia (Spain), Head of the Research Group in Educational Technology and Editor of RIITE, an online scientific journal about research in Educational Technology. She is also the secretary of Edutec which is an international association to promote the development of Educational Technology. Paz is the coordinator of the PhD Programme in Educational Technology at the University of Murcia. Experience as Coordinator of Virtual Education and Coordinator of Educational Innovation in the same university.





**Francisco José Montiel Ruiz** is a graduate of Primary Education with speciality in Physical Education. He completed a master's degree that enables him to be a teacher in Post Primary. He is also a graduate of Pedagogy. Francisco holds a PhD in Educational Technology and currently is a collaborator of the Research Group in Educational Technology at University of Murcia.

**Pedro Antonio García Tudela** delivers the Interuniversity Doctoral Program in Educational Technology and enjoys a FPU-MECD predoctoral contract in the Department of DOE from University of Murcia. He is a Graduate in Primary Education with a Mention in Intercultural Education and Learning Difficulties. Their main lines of research are: educational technology and gender equality, and Smart Learning Environments (SLE).



## Women's Talk, Women's Work and Men .... Do



Dr Mel Duffy, Dr Maria Feeney and Professor Anne Lodge (Dublin City University).

One of the conundrums of sexuality education, relationships and practice is the unmovable feast of it remaining within the sphere of the woman. No, this is not 1900, rather it's 2020! So, the question becomes: What is it about sex, about sexuality, and relationships education that men do not engage. This is learned behaviour. Primary education through the feminisation of the profession constructs the notions of gendered workspaces. To a less extent the profession of second level education has also played into the socialisation of children the nature of women's and men's work. Women teach, men do. One can't help but wonder if women teach about sex, sexuality and relationship then how do men manage to do!! If the teaching of sex, sexuality and relationships become women's work how can we ask the next generation to take responsibility as adults for the relationships they have and expect them to engage in consensual sexual practices, if their educational experience is that of women being responsible for their knowing.

These musings emanated from a study that focused on the experiences and insights of students, parents/legal guardians, teachers and principals regarding the Relationship and Sexuality Education (RSE) programme in Irish second level schools. The methodology for this report emanates from the qualitative tradition, using hermeneutic phenomenology. This approach ensured all participant perspectives remained central to the study and ensured the significance of their voices.

In this paper we explore the meanings and experiences from the interview data that 22 teachers in six gave to being an RSE teacher/facilitator. We will engage with the gendered nature of RSE delivery and create a way of thinking about the impact this may have for future delivery of the programme.

**Mel Duffy** is a lecturer in the School of Nursing and Human Sciences, DCU where she teaches and supervises research in sociology and sexuality studies. She has pursued an active research programme in hermeneutic phenomenology & sociology. She is co-author with Dibley and S. Dickerson of *From Thinking to Practice: A guide to undertaking hermeneutic phenomenology research* which will be published by SAGE in 2020.

**Maria Feeney** is a post-doctoral research fellow in the School of Law & Government, DCU working on the 'Mapping the Lived Experience of Intersex/Variations of Sex Characteristics in Ireland' project. She co-authored with Dr. Peter Murray Church, *State and Social Science in Ireland: Knowledge, Institutions and the Rebalancing of Power, 1937-1973* (Manchester 2016) and co-authored with Dr. David Tuohy *Come&C. Growing in the Image and Likeness of God: a review of the Discipleship Project and the Five Marks of Mission in the United Dioceses of Dublin & Glendalough* (Messenger 2019).

**Rev. Anne Lodge** is Director of the Church of Ireland Centre in DCU. She is also a member of the School of Policy and Practice in the Institute of Education in DCU. She researches and writes in the areas of social justice, institutional culture, ethos and identity.



## Initial Teacher Educators' insights on gender and sexual equality when preparing teachers to teach Relationships and Sexuality Education RSE: Preliminary findings from the TEACH-RSE Research Project



Dr. Catherine Maunsell; Dr. Malgosia Machowska-Kosciak; Dr. Ashling Bourke; Dr. Claire Cullen; Dr. Aisling Costello (Dublin City University).

UNESCO (2019) advocates for the power of comprehensive sexuality education (CSE) to achieve gender and sexual equality. In an Irish context, the first strategic goal of the National Sexual Health Strategy 2015-2020 is that: 'Everyone in Ireland will receive comprehensive and age-appropriate sexual health education/information'. A goal which mirrors the UN's Sustainable Development Goals, including, SDG3: Good Health and Wellbeing, SDG 4 Quality Education and SDG5 Gender Equality).


While it is unequivocal that teachers play a central role in the provision of comprehensive sexuality education, another key player in the 'total ecology of teacher education' is that of the teacher educator (Wideen, Mayer-Smith and Moon 1998). Initial teacher educators, however, operate within certain socio-political structures that undoubtedly influence their professional choices - 'what Discourse we are in is often a matter of negotiation, contestation, and hybridity' (Bakhtin, 1986). This presentation aims to examine the type of wider socio-political discourses initial teacher educators engage within in constructing their understandings of gender and sexual equality and its positioning within the subject of Relationships and Sexuality Education RSE and more widely in Initial Teacher Education ITE.

As part of the TEACH-RSE research project (IRC Coalesce 2019/147) which, for the first time in an Irish educational context, investigates the role of Initial Teacher Education ITE in preparing teachers to teach Relationships and Sexuality Education RSE, this presentation will draw on preliminary findings from qualitative face-to-face interviews with a sample of Initial Teacher Educators drawn from a range of sites of primary and post-primary ITE across Ireland. The presentation will focus on their insights on gender and sexual equality in the contexts of Initial Teacher Education and the preparation of student teachers to teach Relationships and Sexuality Education.

Given the recent and wide-ranging changes in national social and educational landscapes, the Initial Teacher Educator's role as enabler of gender and sexual equality has been nevermore important, and warrants increased attention within Initial Teacher Education scholarship, practice, and policy.

**Catherine Maunsell** is an Associate Professor of Psychology and Human Development at the Dublin City University, Institute of Education. Kay maintains an active research and publications profile in the broad fields of developmental psychology, teacher education, social justice, and human rights. She is the Principal Investigator on the TEACH-RSE research project (IRC Coalesce 2019/147).

## Trans Children and the Necessity to Complicate Gender in Primary Schools

 Dr. Aoife Neary (School of Education, University of Limerick).

Trans children have become more visible in primary schools in recent years. Arising from a qualitative study with twelve parents of trans children (aged 5-13) and six primary school educators in Ireland, this paper explores how trans children experience two very different forms of celebratory rituals that are entangled with life in primary schools: birthday celebrations and religious rituals. These rituals are experienced as moments of affectively intense rupture for trans children, moments that shunt the violence of the disciplinary framework of gender into view.

Informed by theorising on gender norms and affect, this paper makes visible the cruel conundrum of navigating a gender frame that acts violently but at the same provides the very terms through which trans identities can be asserted and apprehended.

Ultimately, this paper provides an empirical illustration of the messiness of gender and argues for the necessity to complicate the framework of gender in primary schools.

**Aoife Neary** is a Lecturer in Sociology of Education in the School of Education, University of Limerick, Ireland.



## **Workshops**



## Gender Based Violence as a Cause and Consequence of Gender Inequality



Sarah Benson (Women's Aid).

Gender Based Violence takes many forms, including domestic violence, sexual violence, stalking and harassment, FGM, trafficking, prostitution, so called 'honour' crimes, forced marriage, violence in conflict and Femicide.

Domestic violence is one of the most common forms of gender based violence affecting huge numbers of women. While both women and men can be victims and perpetrators of domestic violence, the overwhelming majority of domestic abuse is perpetrated by men against women. Domestic violence experienced by women is usually also more frequent and severe.

Violence against women is internationally recognised as a consequence of gender inequality. In relation to domestic violence and abuse, this means:

- Societal norms value women less than men and endorse women's subordination to men. This supports domestic violence and creates stigma against women wanting to leave.
- Unequal access to resources, such as money and paid work, prevents women from leaving.
- Unequal political representation and lack of political priority for 'women's issues' is reflected in the lack of adequate and consistent funding for services and prevention.
- Systems that have been designed around the male norm often do not respond well to women's experiences. For example, the court system is not well equipped to respond to crimes against women, which are characterised by being committed by known and intimate perpetrators, often in a persistent pattern of abuse.

Violence against women acts as a barrier to gender equality. All forms of Gender Based Violence can impact on every facet of women's lives and therefore on their ability to participate equally in Irish society. Where women are subjected to multiple, often intersecting, forms of abuse, this ability is even further undermined. It has both short and long term impacts on women, including on their physical and mental health.

The high prevalence of domestic violence, the consequences of abuse not only affects the individual woman, but represents a barrier to gender equality at societal level.

This workshop proposes to:

- Look at how domestic abuse impacts critically on the three areas critical to gender equality - care, economic equality and leadership;
- Highlight how domestic violence and abuse intersects with other measures of Gender Equality as well as being fundamentally detrimental to women's health and well-being.
- Examine how the Government can address Gender Based Violence and the impacts on Gender Equality.

**Sarah Benson** is CEO of Women's Aid, the national organisation supporting women affected by domestic violence. For nine years prior to this role, Sarah was the Chief Executive Officer with Ruhama, an Irish NGO working nationally with women affected by prostitution including victims of sex trafficking. Sarah was the Irish Expert on Violence Against Women for the European Women's Lobby Observatory from 2010-2016 & and, between 2014 and 2019, the Chairperson of CAP International - a coalition of 30+ frontline services across the globe in 24 countries - working directly with those in prostitution/victims of sex trafficking.



## Inclusive Classrooms Supporting Gender Diverse Youth in Post-Primary Schools

 Hannah Solley (Transgender Equality Network Ireland)

This workshop is used in schools for staff training. It encompasses language and terminology and what it means to be transgender within a school context.

It looks at how we can best support a student through a social transition whilst in school and how staff and principals can prevent bullying and intrusive questions.

It also discusses how positive adult role modelling can be achieved and what this can mean to a gender non-conforming student within school on a day to day basis.

Finally, it looks at how we can normalise gender non-conformity by having open conversations and including such discussions within SPHE. Why there is a need for students to see themselves represented within the material that is being taught.

**Hannah Solley** is the family support and education officer in TENI. She supports and advises families of transgender people. She helps to link them to support groups and other services as and when it is needed.

## Gender Equality: “That’s The Name of the Video Game!”



Derek Laffan MSc (DCU) and Catherine Friend MSc (IADT)

Videogaming is typically an entertaining and engaging activity enjoyed by millions of people worldwide. However, with the intersection of gender, it can be argued that videogaming presents society with a series of challenges and opportunities for gender equality promotion. Challenges include how female videogame gamers and developers can experience abuse and harassment as was evidenced in the #GamerGate controversy that began in 2014. Opportunities such as inclusive game design strategies and promoting positive gamer identities to reduce stereotype threat can help society thrive towards the pathways to achieving gender equality more generally.

This workshop aims to demonstrate the intersection of gender in videogaming as a vital consideration in various gaming contexts. This workshop will draw upon socio-cultural (e.g. gamer identity) and psychological processes (e.g. the uncanny valley phenomenon) among others that in part contribute to the underpinnings of human behaviour attributed to our attitude and understandings of gender in gaming contexts. Attendees will be expected to apply their own research and industry experiences and think critically to what this workshop can offer for their own work and advocacy.

The workshop will involve presentation slides and explanations via Zoom. There will be also be short breakout room group exercises that involve attendees discussing content in small groups. There will be a list of resources for attendees, further readings, and an opportunity to ask questions.

**Derek Alan Laffan** works in the National Anti-Bullying Research and Resource Centre at Dublin City University as a research assistant on the *Gender Equality Matters* project. He has published his masters research on the topic of videogaming and wellbeing in the *Computers in Human Behavior* academic journal. Derek often writes for RTE and other national and international media about the psychological and societal impact of videogames and other technologies.

**Catherine Friend** is a postgraduate researcher in cybercrime and cyberpsychology. She has published her masters research on the topic of deception detection online in the *Cyberpsychology, Behavior, and Social Networking* academic journal. She currently works in Dún Laoghaire Institute of Art, Design and Technology (IADT) as a thesis supervisor to students on the MSc. in Cyberpsychology course offered at IADT.



## Changing the Temperature: SASS & the School Climate for LGBTI+ Students in Ireland



Matt Kennedy (Policy and Research Officer, BeLonG To Youth Services; PhD Student, University College Dublin).

BeLonG To Youth Services and the Teachers College, Columbia University conducted the School Climate Report 2019 which contained the largest research sample of LGBTI+ young people in schools in Ireland ever. The research examines indicators of a negative school experience, the effects of school climate on students, and school-based supports that can improve the lives of LGBTI+ young people. The study paints a bleak picture of the reality of school life for LGBTI+ students in Ireland. Findings indicate that in the 2018-2019 school year, the majority of students experienced homophobic remarks, many experienced harassment and some experienced physical and sexual assault. For many LGBTI+ young people in Ireland, school is an unwelcoming environment that excludes their experiences. Many of the findings have an intrinsic link to the relationship between heteronormativity and gender roles and norms. The School Climate Report indicated that young people who digressed from gender roles and norms were more likely to experience heightened levels of surveillance, scrutiny and victimisation from peers and staff alike. In this context, the research presents a complex dialogue surrounding the intersections of identity which may lead to bullying in the life of an LGBTI+ student in post-primary education in Ireland.

This workshop aims to present the complexity of the findings in a didactic way that engages the audience to interrogate the presumed known realities of LGBTI+ young people's lives and what these young people have narrated to be true in their own words through the research. After establishing the lived reality for LGBTI+ young people in post-primary schools in Ireland, this workshop will then offer an innovate solution.

The LGBTI+ safe and supportive schools' model is a collaboration between BeLonG To youth services and the HSE to ensure that LGBTI+ young people within Irish schools are safe, supported and included. This workshop aims to ensure that educators/researchers grasp a clear understanding of how to utilise the toolkit to inform their role, practice and promote inclusion within their organisation or institution. This workshop will utilise the toolkit across six keys areas: policy and planning, curriculum, safe and supportive environment, community partnership, direct support to young people and staff training and development. Following this workshop, educators/researchers will be able to identify anti-LGBTI+ bullying and deal with it effectively while addressing other aspects of school life indirectly influencing LGBTI+ bullying.

**Matt Kennedy** is a passionate poet, activist and novice boxer from Cork with over 5 years' experience in the fields of LGBTI+ activism, trans healthcare and reproductive justice. His undergraduate degree is in History and English from University College Cork, his Master's degree of Gender Studies and his current PhD is within University College Dublin in the School of Social Policy, Social Work and Social Justice. His master's thesis involved a queer autoethnographic exploration of his own trans masculinity and catalysed his PhD in Transnormativity and the Everyday Lifeworlds of Young Trans Individuals in Ireland. He is a recipient of the Irish Research Council Employment-Based PhD Scholarship and his employment partner is BeLonG To Youth Services, Ireland's National LGBTI+ youth service where he acts as the NGOs Policy and Research officer.