

Gender Aspects in Primary Education of Georgia

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Abstract

The paper sheds light on the education system of Georgia from the perspectives of gender equality. The judgements presented in the papers is based on the results of the rigorous research of primary school system and incorporates desk-research of education policy documents, analysis of teachers' in- and pre-service training programs provided by state institutions, and survey of and face-to-face interviews with the primary school teachers. The research shows that the education policy is mostly neutral towards the gender equality issues and improperly underlines the significance of gender-balanced education at primary school level; in in-and pre-service training programs aren't oriented on sensitization of teachers for the gender balanced education and thus don't equip them with necessary knowledge and practical skills. The teachers' survey and interview show stereotypical attitude towards the students based on gender. The paper incorporates recommendations which address all the important factors which lead to positive changes.

Keywords: education, gender equality, primary school teachers

1. Introduction

Pursuant to the explanations in social and political terms dictionaries and reference books, "socialization is a process when individual becomes personality and assimilates the knowledge, values and norms characteristic to the society"... and means the process when an individual masters social norms, laws, models of behaviour and values during which he/she elaborates the skills to live in a society and protect the social norms¹". If we discuss this issue in a gender context, it partly includes collection of different elements of stereotypical thinking that define human development potential deriving from not only the individual opportunities but those gender roles that are perceived by his/her society.

The school is one of the key socialization institutions for young generation, where perception and construction of gender roles begins as early as at primary school. Foucault's opinion (1967) partly shows well the impact of school on the formation of gender roles of individuals, as it is the school that properly establishes the perception of sexuality and legitimate behaviours deemed as norm by students. Women Association Report of the America University says: boys and girls receive sharp messages in primary school that girls don't deserve to be respected and this behaviour of boys is considered to be a norm for them and implies demonstration of their own superiority, and even showing force to others. Girls and weak boys are meant in "others", (Bale, 1992). Against this background, into account should be taken the special importance of the teacher as a social agent in contributing to the establishment and perception of student's own gender identity. The recent year researches prove that "teachers haven't fully realized and are not well informed and accordingly

¹ Social and political term dictionary-reference book / [edit.: group: Eduard Kodua and oth; publisher: Lasha Beraia] - Tb: Logo Press, 2004 p.351;. (series of social sciences/edit.: Marine Chitashvili). - ISBN 99928-926-9-2

deny that they have biased views about men and women and introduce them in practice” (Ayodeji Ifegbesan, 2010).

On the other hand, the curriculum and educational resources have significant impact on teaching approaches and methods of teachers. Yet, in 1989, after analysing the literature textbook, Sadker discovered that illustrations of men exceeded 3 times those of women. The same researcher, during analysis of the history book in 1992, found out those only 7 pages out of 621 regarded women.

As a conclusion, we may say that the formal “institutions” of education and primarily the school represents the key institute for gender socialization of students, teaching and enhancement of cultural expectations of men and women (Finn and others, 1980; Lee and others, 1994). Also, the role of the school is immeasurable due to its transformational nature and dynamic development potential. (School) “..... is the place that has an important autonomy to give birth to new and progressive identity” (Apple and Weiss, 1986).

2. Research methodology

The purpose of the research was to determine how well the existing education policy in the country and the made interventions contribute to establishment of gender equality values in schools of Georgia. The research included quantitative and qualitative methods and desk-research, survey through standardised questionnaire, and in-depth interviews were used as study research instruments. In order to answer the research question (a) The general education statistics and data were learnt and analysed; (b) The Law on Secondary Education, National Goals of General Education, general part of the National Curriculum and subject groups of Georgian Language and Literature, Social Sciences and Aesthetic Subjects, Mathematics and Sports as well as Teachers’ Professional Standard and Professional Code of Ethics, Rule of approval of textbooks were studied against the gender sensitiveness; (c) Teachers’ education programs run by six state universities and the professional development programs offered by the Teachers’ Professional Development National Centre at the Ministry of Education and Science evaluated; (d) Teachers of primary school have been surveyed through the standardized questionnaire. From the general totality of the population - 27557 teachers of primary school² from 2053 public schools 400 teachers have been selected through the two-stage cluster method where region and settlement type have been determined as stratification parameters. Quotes per each strata have been redistributed in proportion to the number of teachers (margin of error is 4,1% with the 90% of confidence level). Based on the stratified random selection principle, 40 interviewees out of 400 sampled teachers have been selected for in-depth interview. The geographical and regional distribution has been determined as stratification parameters. The aim of the interviews was to determine teachers’ awareness, learn better their attitudes and sensitivity re gender roles in the teaching approaches.

2.1. Research hypothesis

The research had tow hypothesis: (a) general education state policy in whole is not gender discriminative, though, at the same time, is not adequately sensitive to guarantee the equal opportunities to all students. (b) This type of policy has an impact on the formation of key social agents – teachers, their readiness towards gender-wise equal and stereotype free teaching.

2.2. Research limits

1. Since the study was focused on primary stage, it doesn’t enable to generalize findings to whole secondary education system. Accordingly, the research doesn’t determine how the revealed tendencies (at primary education level) are further reproduced at the next stages.

² Based on the base provided by the Information System of Education

2. The research provides no basis to conclude on the approaches used by teachers in practice regarding gender and we can only speak about their perceptions, expectations and attitudes as well as their perceived teaching approaches towards gender equality.

2.3. *Data collection and analysis*

Descriptive (data) analysis has been conducted. Frequency of scores, normal redistribution intensively, standard deviation, general linear model and mode were considered as required methods to see the results of the survey while comparing the different parameters. Quantitative data have been processed via Windows SPSS 19 version program. Qualitative data have been transformed into transcripts.

3. **Education context, education and gender redistribution**

The legislation in Georgia is not discriminative towards women and this attitude also implies equal opportunities for education. On March 26, 2010, Parliament of Georgia approved the law on Gender Equality with a necessary underlined precondition on equal treatment: “Recognition of equal rights and opportunities for men and women in domestic relations and other spheres of socio-political life, elimination of discrimination by gender in parallel to determination of education, labour and social conditions”. This law itself doesn’t contribute to establishment of equality principles at all levels of education and pursuing specialisation based on the education.

3.1. *Redistribution of students and teachers in education institutions by gender: Secondary education*

Based on the data of the Centre of Education Information Management Systems’, as of today, 554378 students study in Georgia, out of which 501091 are in public, while 53287 – in private schools. 262814 boys are in public schools, which is 52.4% of the total number, while 55.8% of total number falls at boys in private schools. From 2010 to 2014-2015, proportion among boys and girls has not significantly changed either in public or in private schools.

These data are interesting in terms of the proportion as well that differs between girls and boys in public and private schools. This presumably indicates that parents in Georgia try more to put investment in the education of boys rather than in girls. According to population survey³ 72% of the inquired assume that “University education is not more important for males than for females however 26% considers that men need more the higher education”⁴. The same survey says that if the parents have both - son and daughter and financial opportunity to pay for the university education of only one child, 44% would pay for the son while 22% would prefer to pay for the daughter⁵.

Against this background, it is also interesting to discuss the school dropout by sex and grades. The dropout rate is higher among boys. Also, at public and private schools sex redistribution of the school dropout actually shows similar dynamics. Ministry of Education cannot specify the reasons, factors and/or motivators that make students terminate education at early stage. If we reflect on the school dropout in percentages for both sex by grades, we will receive an interesting picture; indicator of boys who dropout school from 9th to 10th grades is higher; afterwards, the dropout rate of girls intensifies in 11th and 12th grades and is significantly higher. The grade 9th and 10th are the transitional period when the student decide to choose vocational education and transfer to the vocational institution or collage. Should be considered the data of the Ministry of Education and

³ Public Perception on Gender Equality in Politics and Business, research report, prepared by ACT within the UN joint program “Gender Equality Support in Georgia, 2013

⁴ Ibid

⁵ Public perception on gender equality in politics and business, research report prepared by ACT within the UN joint program “Gender Equality Support in Georgia, 2013

Science from October 2011 to January 2013 at public and private schools, before completion of the basic secondary education (until the 9th grade) and later higher secondary education (from 10th to 12th grades) 7367 girls terminated education⁶. Despite the fact that in most cases there exist no statistically specified data on the marriages of girls, there is an assumption that outflow of children from the education system is mainly conditioned by early marriage or household obligations not by the change of education profile. Public Defender also agrees with this assumption.

Table 1: Percentage indicator of school leaving at public schools in 2011-14 by percentage distribution of gender indicator by grades

School year	Gender %	1 st grade	2 nd grade	3 rd grade	4 th grade	5 th grade	6 th grade	7 th grade	8 th grade	9 th grade	10 th grade	11 th grade	12 th grade	Total dropout
2011-12	Girl	1.0	1.3	0.9	0.8	1.2	1.2	1.3	2.2	42.5	21.7	19.5	6.3	38.6
	Boy	0.6	0.8	0.7	0.7	0.9	0.9	1.3	1.7	47.0	22.4	17.6	5.5	61.4
	Total	0.8	1.0	0.8	0.7	1.0	1.0	1.3	1.9	45.3	22.1	18.3	5.8	13181
School dropout indicator total 2012-2013														
2012-13	Girl	1.7	2.6	2.5	1.9	2.3	2.3	2.9	8.6	16.3	24.9	22.1	12.1	42.5
	Boy	1.2	2.1	1.9	1.9	2.0	2.3	2.6	9.8	20.8	28.3	17.3	9.8	57.5
	Total	1.4	2.3	2.1	1.9	2.1	2.3	2.7	9.3	18.9	26.9	19.3	10.8	12443
School dropout indicator total 2013-2014														
2013-14	Girl	2.0	2.1	2.2	2.0	2.3	2.0	2.7	4.4	19.9	32.4	16.8	11.1	41.9
	Boy	1.4	1.4	1.8	1.6	2.0	2.3	2.9	3.2	24.6	39.1	12.7	7.0	58.1
	Total	1.7	1.7	2.0	1.8	2.1	2.2	2.8	3.7	22.6	36.3	14.4	8.7	13659

3.2 Vocational education and gender redistribution

Based on the data of National Statistic Office in vocational educational and training institutions (VET) in 2011-12, 199 females and 299 males were studying, while in 2012-2013 the number of females was 2282 and males 3526.

If we compare the indicator of school leaving in the 9th and 12th grades as well as the indicator of the vocational institution admission between the students of the age 15-17 by sex, we will see that 37% of the females who leave schools in the 9th and 11th grades still continues study in the VET institutions, while in case of males – 48.9% of the students (who have left schools) do the same. Number of the enrolled youth of age 15-17, in case of males is twice bigger than that of females. Accordingly, the indicator of those leaving the school when the school leaving indicator of females equals or outrun to that of the males, does not give us opportunity to say that more number of girls get enrolled in the vocational education before completion of the basic secondary education.

3.3 Tertiary education and redistribution of students by gender

Number of female student at the tertiary education is about 55% of the total number in 2011-2014. Total redistribution of students throughout four years obviously shows that the correlation between females and males does not significantly change. females at tertiary education are more represented in both Bachelors and Masters Programs. As for the vocational higher education, number of males

⁶ Relying on the Ministry of Education and Science data, from the article „Facts of forceful and arranged marriage at early age in Public Defender’s Report“, women’s rights, Misha Paresishvili, 31.03.2014. <http://www.netgazeti.ge/GE/105/News/29862/>

here exceeds females. Presumably males are motivated to get prepared for vocational activity of practical character, because vocational education gives more opportunity to men rather than to women to get employed in future.

Table 2: Redistribution of students by sex in the tertiary education stages in 2011-2014

Level of education	Bachelor's			Master's			Vocational higher education		
	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14
Year	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14	2011/12	2012/13	2013/14
Women State	56.90%	57.00%	53.60%	58.90%	55.00%	51.90%	44.60%	43.00%	45.10%
Men state	43.10%	43.00%	46.40%	41.10%	45.00%	48.10%	55.40%	57.00%	54.90%
Women private	51.80%	54.90%	55.20%	59.40%	53.60%	55.60%	45.90%	39.80%	42.80%
Men private	48.20%	45.10%	44.80%	40.60%	46.40%	44.40%	54.10%	60.20%	57.20%

The number of females at the doctorate stage of higher education also exceeds the number of males and in 2011 reached 58.5% of total number, while in 2012-13 – 55% and 55.5% accordingly. Despite the fact that gender redistribution by programs at the PhD level is rather different, women are still represented in majority at the final stage of higher education.

For comparison: in the European Union countries, male with researcher's qualification are 54% of the total number⁷. Out of this, the highest share indicator of women-researchers falls at Latvia, which is the only country, where women outrun men⁸. Number of women with PhD degree in Georgia is sharply higher than the average European country indicator. Still, we have to presume that for women, tertiary education level is more important to get a prestigious job than for men. As the last stage of higher education – PhD opens ways to academic activities, logically, women should represent the majority at higher education and scientific institutions, though the below given table reflecting the statistics of professor-lecturers, clearly outlines vertical segregation even at the higher education institutions; redistribution of the major personnel by sex is characterized with sound quantitative advantage for females. Though, if we discuss academic staff by academic positions, we will notice that number of male full professors twice exceeds the number of females. Positions of the associated professor, assistant-professor and lecturer are more occupied by females and representativeness increases as we move from higher to the lowest academic positions.

Table 3: Number of professor-lecturers in higher education institutions for 2012-2013 years

	Total		Full professor		Associated		Assistant-professor		Teacher/Lecturer		Other	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
Main personnel	6287		1515		2652		1284		538		298	
Woman	3154	50.2%	476	31.4%	1406	53.0%	741	57.7%	335	62.3%	196	65.8%
Man	3133	49.8%	1039	68.6%	1246	47.0%	543	42.3%	203	37.7%	102	34.2%
Invited	8466		376		470		91		3449		4080	
Woman	5240	61.9%	149	39.6%	231	49.1%	46	50.5%	2204	63.9%	2610	64.0%
Man	3226	38.1%	227	60.4%	239	50.9%	45	49.5%	1245	36.1%	1470	36.0%

As for the invited personnel, total number of female also obviously exceeds that of the males. Actually, similar redistribution is conditioned by big number of female teachers/lecturers which is 27% more than the number of males. Number of male full professors is noticeably bigger the

⁷ SHE figures 2012, Gender in Research and Innovation, statistics and indicators, http://ec.europa.eu/research/science-society/document_library/pdf_06/she-figures-2012_en.pdf

⁸ Euro-statistics, Data from the CDH 2009 voluntary data collection, published in June 2012. Most recent data: Further Eurostat information, Main tables and Database. http://ec.europa.eu/eurostat/statistics-explained/index.php/Archive:Careers_of_doctorate_holders

number of females. Number of the invited associated professors is almost equally redistributed among males and females with the minor advantage in favour of males; while number of women assistant professors is a bit higher than that of the men. In total, we may conclude that despite the quantitative advantage of women seeking for or having PhD degree, it is more complicated for females to start working at a higher academic stage than for males.

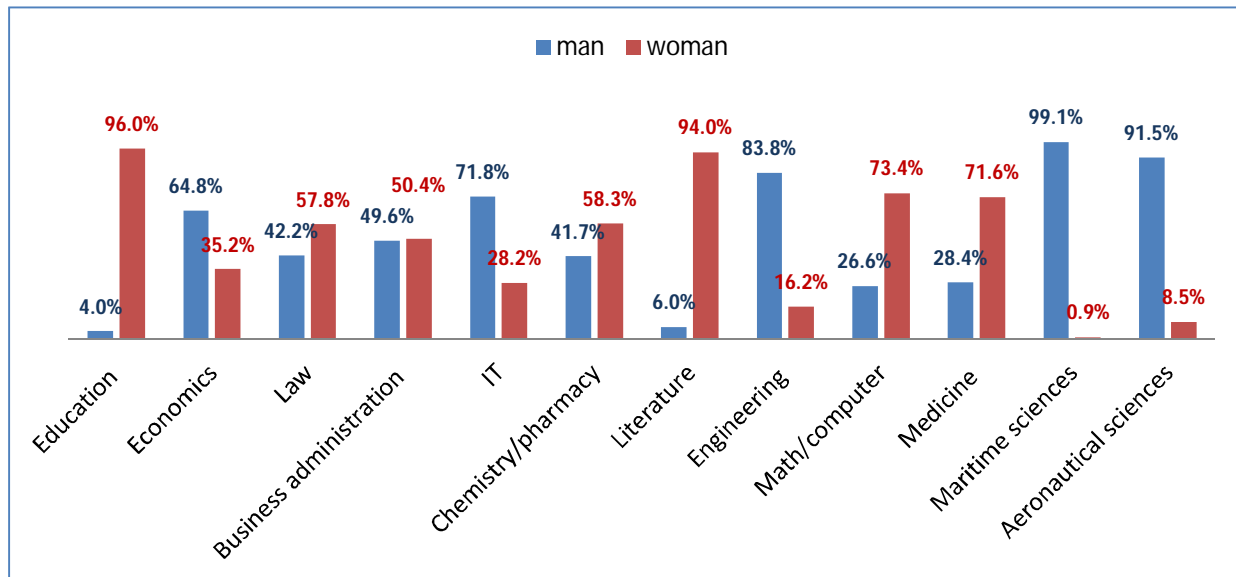
3.4 Redistribution of students by sectors and spheres

Apart from general quantitative indicator of those involved in the education process, interesting is also discussion of those indicators that measure academic attainments of students in different subjects and give opportunity to discuss the results by gender. Analysis of the students participating in the international researches by gender is important due to its high credibility.

Since 2006, Georgia has been participating in the International Research in Reading (PIRLS) conducted by International Association of Education Achievement Assessment (IEA) in cycles, every 5 years. It should be noted that in PIRLS in 2011, like in 2006, girls showed significantly better results almost in all participant countries, including Georgia. In the international research Trends in International Mathematics and Science Study (TIMSS), in which Georgia has been involved since 2007, there has been outlined slight but statistically significant difference between girls and boys in the 4th and 8th grades. Girls resolved the nature related tasks better than boys. This tendency continued in 2011 as well. Girls in both cycles of TIMSS (2007, 2011) showed higher results in the contents spheres of subjects in natural sciences than boys. In 2011, statistically essential advantage was assigned to girls in the life sciences.

These data are important and give us a chance to see the links and parallels among the achievements of students by sex and their selected professions. In 2013, 76% of the entrants who got enrolled in humanitarian sciences were female, when 67% of those enrolled in technical directions – males⁹. The data provided by National Assessment and Examinations Centre in 2014 on education fields and sex of entrants proves that these redistribution is not incidental.

Diagram 1: Redistribution of entrants by education fields and sex in 2014



⁹ Tamta Tvalavadze, technical trend - boys, humanitarian - girls, 21.11.2013, <http://www.humanrights.ge/index.php?a=main&pid=17371&lang=geo>

The tendency of redistribution of gender roles among students is obvious even in case of choosing the programs. The social norms existing in the society on gender role redistribution and functions is pressing at the higher level of education.

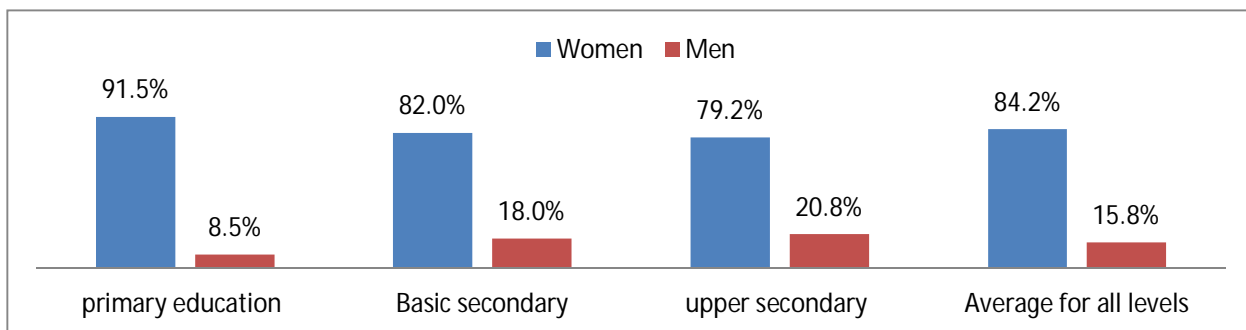
Redistribution of optional subjects at the national entrance examinations is also differentiated by sex. According to the data provided by the National Assessment and Examinations Centre, subject redistribution by sex in some subjects is more or less unequal. More than 80% of females chooses literature, 82.1% of males chooses physics. Also, mathematics, biology, chemistry and art are chosen extremely unequally.

So, “masculine” and “feminine” fields and disciplines that depend less on accomplishments of students by sex at the school level become sharper at tertiary level of education and is represented at all stages. For humanitarian science and art, like for health and social insurance programs, women with PhD degree constitute more than 70%.

3.5 Redistribution of teachers at different levels of education institutions

If we consider the fact that school is one of the most important social institutes for students' socialisation process, redistribution of teachers by gender in schools stirs up interest. Based on 2013-2014 year data, 67152 teachers are employed in Georgian schools, out of which about 84% is female and the rest 16% - male. Though, starting from basic secondary (VII-IX grades) and upper secondary (X-XII grades) education, between primary (I-VI grades) and secondary education stages, number of teachers is not similarly redistributed and share of male teachers (in total number of teachers) increases at basic secondary and upper secondary education stages. It should be noted that part of the teachers could teach several subjects and/or teach at different stages. The below given diagram reflects share of teachers by sex at each stage of school education for 2014-2015 school year and also, average share of female and male teachers for all stages.

Diagram 2: Proportional redistribution of teachers by sex in three stages of secondary education



From primary to upper secondary education stages, number of male teachers increases by 12.7%. This fact in itself could be conditioned on one hand by increase of number of subjects at every other stage as well as by the tendency of redistribution of gender professions that makes sharp differentiation among the “masculine” and “feminine” specialties. Though, actually, looking at the statistics of teachers' redistribution at each stage makes noticeable that one and the same subject, for example, mathematics or informatics at primary school are taught by more females than at basic secondary or upper secondary stages. Accordingly, even in the case when share of women teachers at schools is significantly higher than that of men, they are more oriented on higher stages of teaching. Statistics on sex redistribution of higher education does not give us opportunity to assume that similar redistribution comes out from the higher indicator of men with higher degree on the position of teacher. Better subject-related knowledge and high competences by male teachers are

neither confirmed by the teachers' certification exam results (by gender). Even in case if we consider that quite big number of men falls at the physical education (sports) teachers who have not had yet a chance to pass the teachers' certification exam, still we have to presume that gender redistribution between the stages of teachers can be discussed as an example of vertical segregation that is linked to better salary.

In school stage, the indicator of redistribution of males and females in school administration also indicates at vertical segregation. The case of two regional schools chosen based on the random selection principle, shows that from 34 schools of Khashuri (Easter Georgia) district, 18 are women directors (52.9%), and 16 – men, out of which, one (woman) is an acting director. In Chiatura (Western Georgia) district, from 45 schools, 26 are women directors (57.7%), while 19 – men¹⁰.

As a conclusion we may say that against the background of the given percentage redistribution and statistics, this redistribution gives basis to presume that even in such "feminine" sphere as education and more specifically – secondary education, obviously takes place horizontal and vertical segregation.

4. Review of education regulating documents in gender context

4.1 In Law of Georgia on General Education

Article 9 on "General Education" notes that everybody has a right to receive education (Law of Georgia on General Education, 2005). National goals of general education (2004) define the unity of those objectives that shall be met by the general education system of Georgia in whole.

„National goal of general education is to raise such citizen who will be law-obedient, tolerant; in the present dynamic, ethnically and culturally diverse world, inter-respect, inter-understanding and inter-cognition skills gain special importance in functioning of the society. The school shall equip the youth with human right protection and person respect skills to use for preservation of their own and others independence. The youth shall be able to implement the theoretical knowledge acquired re essential human rights and live and follow those principles”.

The goal implies creation of equal opportunities for the representatives of both gender and this goal is legalised. Despite that, none of the law articles and clauses specifies significance of gender equality principles at general education - school level.

4.2 National curriculum

Main part of the national curriculum also underlines the necessity of putting forward the students' individual characteristics and application of relevant approaches to these characteristics.

„Chapter VI. Main methodical guidelines“ article 31 and article 32 - sharply reflect the necessity of usage of individual approaches, also, the requirement of conducting the diverse education process required for development of equal opportunities, which in itself includes recognition of gender differences and introduction of those principles towards students of both sex.

The regulations absolutely correctly define the goal and the role of motivation. Also, unambiguously indicates that teacher's skills, competences, knowledge and knowledge-based approaches result in growth or on the contrary - decrease of students' motivation. Accordingly, teacher, who is gender-wise insensitive with stereotype visions fails to stimulate adequate motivation among students.

As for the subject programs, introduction of the main part of the subject program in *Georgian Language and Literature* underlines what importance it has in the formation of the students' identity. Despite the partial reflection of individual approach towards students as well as the goals/objectives of expression of different opinions in the subject program of Georgian Language

¹⁰ Data retrieved from the statistics of Educational Management Informational System, 2014

and Literature, it still cannot be considered gender sensitive as it nowhere sets up a specific obligation to consider the education resources and teaching from gender perspective.

The main part of the subject program in *social sciences* aims at establishment of humane ideology and full member of the society – citizen. Though, it does not mention the skills to respect each other and prevent/protect ourselves/others from discrimination in the daily lives; the knowledge description says nothing on consideration of the country interests in the social context.

As for the subject program in *visual and applied arts* - while describing the importance of the subject, goal and objectives, also the role of the subject in a person's identity, no emphasis is made on perception of the diversity in art that considers different gender vision and context. The role of the subject is also to develop civil awareness and communication skills. Though, no emphasis is made on the different socio-cultural origins, visions and perspectives.

Would be desirable if this *subject program in music* mentioned that music is the best way to express diversity and communication; also, would be good to mention folklore during teaching the history and particularities of Georgian music so rich with specific female musical traditions.

In parallel to elaboration of basic skills, the *subject program in mathematics* also establishes attitude towards this subject. Between the attitudes elaborated by and as a result of studying the mathematics, would be good if the subject program also developed belief in him/herself and others supporting better understanding that different gender has equal skills and opportunities to study the subject. The program would also underline the necessity of holding a balanced and equal teaching-studying process for both gender.

It is worth noting that the *subject program in sports* is the only one among all programs that vividly outlines and clearly expresses the necessity of provision of equal opportunities for students and anti-discriminative teaching-studying by sex. It also aims at elaboration of gender equality vision, strengthening of the required skills that shall be positively evaluated.

In spite of positive feature of the national curriculum should be outlined that gender difference, interests, teaching strategies and motivation are considered and reflected only in physical indicators.

4.3 Professional standard of teachers

New standard of a teacher that was amended on March 28 2014, based on the Minister's order №39/n, defines "Professional knowledge, skills and obligation of a teacher". Despite the fact that the standard puts clear emphasis on providing adequate conditions for students of different culture and needs, gender balance still cannot be considered under any of these parameters. Professional standard indirectly, but still obliges teacher to consider student's socio-personal peculiarities. Actually, teacher's attitude towards the existing gender differences would have been more obvious if physiological differences and distinctions were also mentioned along with the physical ones.

4.4 Code of Conduct of Teachers

The 11th clause of the fourth article of the Code of Ethics of Teachers "Relationship with students" visibly articulates the obligation of a teacher to show equal attention to all students despite their sex.

4.5 Textbook approval procedure

The textbook approval procedure is based is an on the basis of the Minister's Order dated February 25 2011 №30/n and is still in force, indicates that the book will not be assessed if it contains discriminative and/or discrediting elements in terms of sex. The procedure on classification does not explain what signs or elements can be considered discriminative or discreditable in the book. None of the components in the assessment criteria annex includes article that would oblige the author or publisher to consider that the book is developed for both female and male students and all the preconditions that have impact on the assessment must be considered in the gender context as well. Based on inadequate readiness of authors and publishing houses, vagueness of the procedure of

classification and neutral nature of the curriculum from the gender point of view, protection of gender balance and gender correctness became impossible considering the given explanations.

4.6 Conclusion

Review of legislator and regulatory documents of education shows that in total, education policy defining and regulating documents are not discriminative in terms of gender and don't promote gender inequality in education. Despite that, majority of the documents is not adequately sensitive to acknowledge gender as an important aspect of equality and stereotype free education. Accordingly, the legislative and regulatory sphere fails to provide clearly that gender equality is the primary condition for ensuring equal opportunities in education.

5. Analysis of teachers' professional development and education programs

Detailed analysis of the education programs and teachers' professional development training programs reveals that gender issues are not discoursed as part of professional knowledge and required competences. Accordingly, the on-going pre- and in-services in no form address the gender sensitiveness. This regards the courses oriented on the content/subject as well as methodical/pedagogical approaches. Accordingly, we may conclude that gender equality is not considered an important aspect of pedagogical professionalism of present teachers or future employees in the education system.

5.1 Professional development programs of teachers

As of today, teachers' professional development Centre has about 300 existing training-modules¹¹ that ensure continuous professional development of teachers, oriented on diverse training programs¹². These are: long-term training-courses oriented on knowledge acquisition and development of skills in a specific direction and short-term subject programs that help teachers to systematize their professional knowledge. Also, the teachers have an opportunity, referring from their own views, choose and free of charge attend the program that will be better adjusted their professional needs and will enable them to go through the effective professional development. Subject of each training program of the Teachers Professional Development National Centre (TPDC) is based on the analysis of the teacher's standard, national curriculum and teacher's needs¹³.

As for the training courses organized by the TPDC for development of general professional and specific subject skills of the teachers, on the basis of the information provided by the TPDC we may conclude that the TPDC does not have the program that argues gender in the context of education. We have neither found the general course of pedagogical practice that would have include gender in education content and/or pedagogical methodological context.

Based on information provided by the TPDC there are several long-term and short training courses only for teachers of geography and civic education where gender is incorporated as part of the training content. Even through the detailed analysis of the training modules reveal that in all cases the gender is reflected only in social, economic and political context, has only informational character and don't cover either gender in educational setting or represent gender from pedagogical perspectives. Consequently the teachers' in-service programs fail to equip teachers with relevant expertise and knowledge for meaningful analysis and unbiased perception of gender roles in order to incorporate further this vision in the gender balanced instruction process.

5.2 Teachers' education program in the universities

¹¹ Interview with the deputy Director of the Centre – Irina Abuladze, July 29, 2014

¹² Extract from the annotation of the training-program from the TPDC web-site.

¹³ Extract from the annotation of the training-program from the TPDC web-site

Presently, 8 state universities in Georgia has teachers' education program at Bachelor and Master Degree (Tabatadze, Gorgadze, 2014). Under this program, students are provided with courses oriented on acquisition of subject-specific and general-pedagogical knowledge, also on development of pedagogical skills through professional practice. Even in that case if gender/reproductive education is not part of the curriculum, considering the objectives and goals of the curriculum and general standard of teachers, the student should anyway get introduced to those strategies and approaches that will enable them in the beginning of their pedagogical career to respond effectively to the diverse needs and requirements of students.

Analysis of the BA and MA programs of six out of eight universities was conducted under the research. Five universities out of eight have MA programs for Teachers, while one isn't a Teachers' Education but Education Administration Program.

Notable is the fact that out of the 6 universities analysed within the study, only one (Ilia State University) has a course at MA level, which is fully oriented on gender socialisation and is delivered to students as a selective course. Iv. Javakhishvili State University has a gender program for all the three degrees of the university education carried out by the Faculty for Social and Political Sciences. Actually, the some of the program courses are fully integral to the teachers' education program through the interdisciplinary approach and gives a chance to students to discuss the education issues from the gender perspective; but, in real life, similar practice is not observed. Should be noted that gender related subject as a direct subject of the course is given at none of the education levels in other universities. Courses that have been named to review the issues related to gender and differences/peculiarities of students are absolutely identical. The syllabus, instructional approach, goals and objectives, results, mandatory and recommended literature – gender subject is given in none of those courses.

To conclude even if there is notable fragmental appearance of gender related issues in the courses of teachers' education university programs we can't assume that any of the Georgian universities incorporate the gender as an integral part of modern school pedagogy.

6. Analysis of gender attitude and personal practice by survey results

As we already mentioned, 400 education teachers of primary school have been interviewed within the frames of this research. The teachers' questionnaire includes questions based on Benet's intercultural education conceptual frame and those twelve sources of cultural identity that are determined by Kushner, McClelland, and Safford (2006) as impacting the teaching-studying process. Referring from the focus of the research, one source out of 12 has been analysed in details, which means cultural self-identification of humans by gender. Accordingly, teachers did not focus only on gender issues; this presumably, reduces the possibility that they were especially oriented on giving the "correct" answers to the questions on sex and gender roles. The questionnaire comprised of general issues on gender roles and gender differences, also included issues that should imply interaction of teacher directly with students and conclusions made on the basis of their professional experience.

The below given table shows the questionnaire covered statements and redistribution of teachers' answers per each regulation with percentage indicator.

Table 4: Percentage distribution of responses of teachers' survey

Regulations	Fully agree	Agree	Partially agree	Disagree	Categorically disagree
Woman has her own function; man has his own; everybody should do their job	25.4	41.9	12.3	15.2	5.2
Family management is a man's job; woman shall obey her husband	6.3	8.1	20.4	46.6	18.6
I feel comfortable in the presence of the opposite sex people	9.4	19.5	26.8	36.7	7.6
Woman is not weaker than man. Man and woman can equally occupy important positions and undertake responsibility	42.5	47.1	7.8	1.5	1.0
As a rule, girls are more talented than boys; boys are more talented than girls in physics and mathematics	6.8	25.8	33.9	29.4	4.1
Boys, as a rule, are lazy	4.6	28.3	40.0	22.8	4.3
Girls, as a rule, are more hardworking than boys	9.6	34.2	31.1	21.6	3.5
Woman should only think how to please a man	4.8	10.6	21.3	47.4	15.9

Teachers reveal less stereotypical attitude towards gender roles in those general statements that are not directly related to their professional experience. The same can be said about those statements where woman is shown from a discriminative position. In contrary teachers are biased sharp in case if the statements are directly linked with their professional practice. Based on the survey results, description of students is possible by gender differences; students differ sharply in terms of character and opportunities – by gender.

Statistically important deviation is not observed between the attitudes of the teachers by demographic signs, age, region and district, geographical location, language of teaching, gender, length of work or education.

7. Results of the teachers' face to face interviews

As we already noted in the research methodology, the main purpose of the in-depth, face-to-face interviews of teachers is to learn their awareness, clarify their vision on gender sensitiveness in education. The interviews should have shown how informed the teachers are about gender socialisation generally and in the school; are they well-aware and ready to see the necessity of gender balance, do they put emphasis on the education and child-centered instruction from the gender perspective, do they analyse school teaching and learning resources in this direction and finally, do they conduct gender balanced teaching in their classes.

Majority of the interviewed teachers lacks adequate information on gender issues. In their talks, they manifest obvious stereotypical attitude towards different physical and academic skills of different gender students. While sharing their own opinions, teachers mainly speak about their personal experience. In their personal teaching, they categorically exclude showing different approaches, giving different evaluation or expectations to students by gender.

Interviews showed that big part of teachers failed to explain the term gender and made no distinction between the meanings of gender and sex.

While mentioning gender as a term, teachers speak on gender equality and bring those examples that are connected with recent cases of domestic violence and femicide. Regarding redistribution of gender roles, majority of teachers agree that women and men are equal and no discrimination shall take place. On the other hand, gender equality is perceived by them as recognition of the fact that men and women shall be similar and this can never take place as they differ from each other. In terms of protection of gender equality, attention is frequently paid at the social status and family

condition of woman. Absolute majority of teachers considers that gender inequality is absolutely excluded in schools and the environment is attractive for girls in the same way as for boys.

While discussing the teaching-learning materials, none of the interviewed teachers focused their attention on reflection of gender aspects in the textbooks. In case of direct question they admit that they have never analysed the class materials in this direction.

To the question whether boys and girls like different subjects and whether boys study technical subjects more than girls, teachers mostly don't give a firm answer. Though, they admit that in real life, there exist different attitudes towards the subjects that can be "divided" by gender. According to teachers, more interest of boys towards the technical subjects and girls – towards humanitarian subjects can be explained by their natural inclinations and patterns. While assessing their own approaches, teachers also categorically exclude different approaches towards students of any sex. Though, in-depth the study discloses those tendencies that could pop out in the teaching process.

As a conclusion, we can say that teachers have absolute belief that there is equal attitude towards students by sex. The minor questions raised during the interviews give us basis to think that in case of higher understanding/awareness and more information, teachers would try to look at their own practice and analyse it in the context of gender sensitivity. Since the interviews don't give information on the practical work of teachers, personal attitudes, belief and expectations during the teaching process, we cannot speak on the discriminative methods and biased approaches but rather on those stereotypes that are revealed in redistribution of students by sex and gender roles.

8. General recommendations for ensuring gender sensitivity in the education policy

To ensure gender sensitive education, it is important to carry out a complex and dimensional policy that will cover the following aspects:

- Revision of the national curriculum and vibrant reflection of gender issues in it. Also, the curriculum shall set clear indicators related to the objectives and goals to be achieved. These indicators should include assessment mechanism for each aspect.
- Reflection of gender aspects in the subject groups and separate subject programs in the form of both content and competence is extremely important.
- Establishment of gender vision and its integration in teachers' education programs, which means envisaging a special course and/or presentation of methods and strategies within the frames of subject methodology and general pedagogical courses.
- Consideration of gender aspects within the school based professional development programs. It is necessary to recognize an importance of integration of gender equality and sensitivity in teaching and accordingly, pay attention to raising students' awareness on gender issues, also integrate gender equality and sensitivity issues in teaching approaches and methods for establishment of stereotype free ideology and development of student's positive vision of gender equality.
- Reflection of gender aspects in education policy defining and regulating documents, in particular, in the law on Education, in the national goals of general education, professional standard of teachers and Code of Ethics, also in the professional standard of Director and Code of Ethics - to improve the school environment by ensuring equality principles, prevention & prohibition of discriminative examples, reproduction & enhancement of stereotypes.

- While describing the teacher of each category in the document of professional standard, it is necessary to underline the requirement for the specific knowledge and relevant competences needed for conducting the stereotype free teaching.
- To reflect gender sensitivity as a necessary professional competence in the assessment system of teachers' professional development and career promotion.
- The description of the skills and qualifications needed for school process management shall also include that management implies competencies for creation of the environment based on equality principles.

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Tables and Charts

Tables

Table 1: Percentage indicator of school leaving at public schools in 2011-14 by percentage distribution of gender indicator by grades

Table 2: Redistribution of students by sex in the tertiary education stages in 2011-2014

Table 3: Number of professor-lecturers in higher education institutions for 2012-2013 years

Table 4: Percentage distribution of responses of teachers' survey

Diagrams

Diagram 1: Redistribution of entrants by education fields and sex in 2014

Diagram 2: Proportional redistribution of teachers by sex in three stages of secondary education