15 högskolepoäng

Examensarbete

Gender in school

An investigation on teachers’ views and work with gender

Therese Bergström Radojevic
Abstract

This degree project investigates teachers’ views regarding issues of gender in school. The main questions in this study are: To what extent do some teachers of English take gender into account in their teaching and how do they define gender? What are the same teachers’ views on gender roles, gender pedagogy and equality work in school?

I also want to take a closer look at teachers’ thoughts regarding boys’ poorer results in school. Research and PISA-reports show that girls outperform boys, irrespective of ethnicity and class.

Since my interest has been to gain insight into teachers’ daily work concerning gender I decided to base this degree project on questionnaires and interviews with teachers working at secondary school. I have also placed my study in the context of previous research on gender pedagogy and equality work.

The findings of this project imply that gender pedagogy not always is a natural part of teachers’ work in classroom, but there is awareness and the teachers I interviewed had a wish to get more time for these issues.

**Keywords:** Gender equality, gender pedagogy, gender role, gender awareness.
# Table of contents

Table of contents ................................................. 5

1. Introduction ..................................................... 7
   1.1 Background .................................................. 7
   1.2 Purpose and research question .............................. 9

2. Gender in the steering documents .............................. 10

3. Theory and concepts .......................................... 12

4. Methods ......................................................... 14
   4.1 Questionnaires .............................................. 14
   4.2 The interviews .............................................. 14
   4.3 Ethical guidelines .......................................... 16

5. Result and analysis ........................................... 17
   5.1 Definitions of gender ...................................... 17
   5.2 Teaching and educational materials ....................... 19
   5.3 Methods ..................................................... 20
   5.4 Boys’ poorer school results ............................... 22

6. Conclusion and discussion .................................... 24

References ......................................................... 26

Appendix ............................................................. 28
1. Introduction

What can teachers do to integrate gender perspective and equality into their teaching? As a teacher student I reflected a lot about these issues and on how difficult it is to break against traditional views. I consider myself to be a gender aware teacher, but the more I read and learn about gender, the more I understand how complicated these questions are and how deeply rooted conceptions of gender roles are in our minds. What can teachers do to break stereotypical ways of categorizing and viewing boys and girls? What methods and strategies do teachers use in class to create an equal environment? As a teacher I want to be aware of gender issues and give my pupils equal opportunities regardless of gender. That is why I decided to take a closer look at how different teachers work with and integrate gender in their teaching.

1.1 Background

We have come a long way with the equality work in Sweden. We have laws saying that men and women are equals and that we all have the same rights and obligations in society. The Education act says that children, irrespective of gender, should have the possibility to get an education. In 1927 girls were finally permitted to go to school on the same conditions as boys. However, schools were divided in girls’ and boys’ schools. During the 1960 and 70’s the concept of gender role was coined. Focus was on how to widen the male and female roles into a common human role. The new steering documents advocated a gender neutral environment in school where boys and girls should have the same conditions. The school was striving for an equal upbringing where boys should learn how to help with the household and girls were prepared for working outside the home. But according to Sandquist (1998), gender neutrality in school instead resulted in gender blindness and unawareness.

When compulsory school was first introduced in 1962 co-education was a matter of course. However, the new system was based on the old boy’s school, which of course meant that
boys’ interests and conditions were in focus. In other words boys and girls were supposed to be treated equally, but on the boys’ conditions (Ibid).

During the 1980s and 1990s the emphasis was, according to Sandqvist, on the differences between the two sexes and it was considered important to treat boys and girls in different ways. Today gender pedagogy in school focuses on the pupils as individuals. The pupils’ individual needs should be at the centre and the strategy is to adjust the circumstances to each pupil (Ibid).

In Swedish education, equality-related work was introduced in Lgr 69 (Ibid). In Lgr 80 equality work was concentrated on how to encourage students to choose less traditional education. The school should influence the pupils’ choice of education and occupation. In today’s curriculum equality is as a part of the main values. Boys and girls should be treated equally and have the same conditions in school (Ibid).

The last decades have seen a significant change in school results in terms of gender. Swedish school results from the 60’s to the present all show that girls have overtaken boys in educational achievement. Girls receive higher results and grades in all subjects, except Physical Education. Science and mathematics have traditionally been male-dominated subjects, but now girls have better grades in these subjects as well. That was not the case in the 80’s (Ibid).

Looking at research and school results from a time perspective, it can be seen that equality work in school and society have been successful for girls. The equality work has primarily focused on the girls. Modern boys seem to have traditional and undynamic gender roles in comparison to modern girls who have been able to develop their gender roles over the years (Björnsson, 2005).

According to Björnsson, several studies also show that loud boys, often with learning disabilities, get a lot of the teacher’s attention, in a negative way. Björnsson points out that boys, in general, get more reprimands and are more often criticized by the teachers than girls. Furthermore research and PISA-reports show that girls outperform boys, irrespective of ethnicity and class. Over the last twenty years new patterns of gender roles in school have developed. Boys’ school results decrease as the reading comprehension becomes poorer. Reading skills are decisive how pupils manage their education (Ibid).

The recent PISA-report shows wide differences between boys and girls in Swedish elementary schools. The biggest difference is in reading comprehension in Swedish, where girls received 51 points more than boys. In 2003 girls received 37 points more than boys, the reports show a downward trend regarding the boys’ result (OECD, 2003, 2013).
Björnsson also highlights boys’ negative attitude toward school work as one other possible reason of boys’ lower school result. There is an anti-study culture associated to the male gender role that can be difficult for teachers, and other adults, to discover because it often is very subtle (Ibid).

1.2 Purpose and research question

The purpose of my work is to find out how different teachers work gender-sensitive in their classroom. It is easy enough to read the steering documents about equality between boys and girls, but transforming the text into practice is not always an easy process.

My research questions are as follows:
- To what extent do some teachers of English take gender into account in their teaching and how do they define gender?
- What are the same teachers’ views on gender roles, gender pedagogy and equality work in school?

The two questions concern several aspects of teaching, for instance the selection and use of texts and the distribution of speech in class. They also concern what different methods and strategies they use to create a classroom based on the ideals of equality and respect for different values. In addition, the questions concern what difficulties, if any, teachers may encounter when it comes to gender and teaching? What do teachers, who work with gender perspective in their classes, feel they gain from their work? What differences, if any, have they observed? As for the first research question, investigating how teachers understand gender as a concept is necessary, since the teachers’ answers about their practices need to viewed against how they understand what gender is.

The reason I want to take a closer look at these questions is because I think it is an interesting and important topic but also because I find it very useful for me as a teacher to get insights into how other teachers work with these issues.
2. Gender in the steering documents

Schools in Sweden have to follow the guiding principles in the Education Act and the curriculum (Skolverket, 2014) these steering documents state the importance of the schools’ responsibility to give pupils the same possibilities regardless of sex. Already in the first chapter of the Education Act the subject of equality is brought up. The law says that all children irrespective of sex, social background and geographical place should have the same access to education. The subjects of gender and equality are presented as democratic rights:

Everyone should, regardless of geographical location and social and economic conditions, have equal access to education in the school system, subject to by special provisions of this Act. The Discrimination Act (2008: 567) contains provisions that have the aim of counteracting discrimination and in other ways promote equal rights and opportunities in education regardless of gender, gender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age. (Education Act chapter 1. § 8, p. 28)

Reading this quote you understand that equality is an important part in the world of school. Every teacher has the responsibility to make these principles become reality.

The present curriculum, Lgr11, is based on the values of equality and democracy and it makes it clear what the responsibilities are on both teachers and school:

The school should actively and consciously further equal rights and opportunities for women and men. The way in which girls and boys are treated and assessed in school, and the demands and expectations that are placed on them, contributes to their perception of gender differences. The school has a responsibility to counteract traditional gender patterns. It should thus provide scope for pupils to explore and develop their ability and their interests independently of gender affiliation. (Lgr11, 2011, p. 10)
I am going to relate my investigation to these excerpts from the steering documents by using them as a basis for my interviews and questionnaires, as well as for my degree project.
3. Theory and concepts

Gender can be defined in many ways. In this study, I will use the definition stipulated by the Swedish national secretariat on gender research. According to it, gender is a concept that includes the biological, cultural and social part of sex. The perspective of gender deals with our experiences and descriptions connected to gender and our view on female and male as two different groups. Gender focuses on the relation between women and men, not only on women as in feminism. Gender can be seen as the result of a process where individuals are socialized into a feminine or masculine role. This process is developed within specific social, cultural and hierarchical contexts (Nationella sekretariatet för genusforkning, 2012).

Equality is a concept that in Swedish could be divided up into two separate words; jämställdhet and jämlikhet. Jämställdhet concerns the equality between women and men and jämlikhet the equality between individuals. When I use the word equality in my degree project it is the first definition I refer to since English does not have any distinction between these two meanings of the word (Forsberg, 2012, p. 11).

To work in a gender sensitive way in school means to integrate the perspectives of gender that are stated in the steering documents and to integrate the values of equality into teaching. It also means to create possibilities for each pupil to grow and to develop their talents beyond discrimination and deeply rooted ideas on gender. To be able to manage this in a good way, teachers need all the knowledge they can get from the ongoing gender research (Berg, 2000, p.14).

Gender roles are socially constructed categories connected to women and men. In other words, there is a need to distinguish between gender and biological sex. The term “gender role” is an identity that tells the norm for how a woman or a man is supposed to act and be. This term is closely related to the concept “gender contract”; which indicates the social and cultural gender guidelines women and men follow. This contract is related to our culture, and it has an important role to play in terms of women and men’s positions and functions in society (Hirdman, 2004. p.11-14).

Judith Butler, an American professor at the University of California, argues that nobody is born one gender or the other. "We act and walk and speak and talk in ways that consolidate an impression of being a man or being a woman." (Butler, 2011)
Butler (2011) claims that gender is “performative” a phenomenon that is being produced all the time and reproduced all the time. Butler describes it as follows “To say that gender is performative is a little different because for something to be performative means that it produces a series of effects. We act and walk and speak and talk in ways that consolidate an impression of being a man or being a woman”.

Butler’s theory can be explained in the following way: gender is not determined by our biological sex, but by the actions we perform. (Ibid, 2011)

The Swedish social anthropologist, Fanny Ambjörnsson builds upon similar theories in her dissertation *En klass för sig*. Ambjörnsson also claims that gender is closely constructed and intersected with social class and ethnicity. (Ambjörnsson, 2004. p. 34)
4. Methods

Since gender is a topic that can be interpreted in a variety of ways I have intended, firstly, to investigate what gender means to the teachers in this study. Therefore, I decided to conduct qualitative interviews. I chose to do interviews because I think it is a good way to get more personal and thorough information from the informants. Qualitative interviews seem particularly appropriate in a study on gender since most people have views and opinions to share on the topic.

At the beginning of the research I handed out requests to forty teachers in four different schools, I received twelve requests back, and from their answers I chose four teachers for deeper interviews. The reason I chose these four teachers is because they had given interesting and also diverse views on the topic.

The reason I chose requests as a selection method was to get a quick overview and to get as diverse informants as possible, not to get specific information or results to use in this degree project.

4.1 The interviews

The interviews followed the ethical guidelines where the teachers were informed that all answers, as well as their participation, will be anonymous. (Johansson, Svedner, 2010, p.22)

The interviews were conducted in Swedish since the teachers preferred it to be in Swedish. I took notes during the interviews and translated it into English afterwards. Each interview took approximately one hour. Since I decided not record the interviews I am well aware that some valuable details may have been lost. The most noticeable consequence from not recording the interviews is that I have not been able to quote my informants as much as I wish.

I chose four guiding questions/areas to base my interviews on, all with gender as a starting point:
1. Definition of gender
2. Teaching and educational material from a gender perspective
3. Methods and strategies for the classroom, gender pedagogy
4. Boys’ poor school result

The teachers I interviewed work at two schools, in different towns with different recruitment areas. The first school (school 1) is an F-9 school and the second school (school 2) is a 7-9 school. Teacher A and B work at school 1 and teacher C works at school 2.

School 1 is a large compulsory school in Sweden. The school has approximately 450 pupils in secondary school. Teacher A is a woman, she has worked as a teacher for ten years. Teacher A describes school 1 as calm, traditional and well functioning school with a high percentage of study-motivated pupils. She teaches in grade 7–9.

Teacher B is a woman and she works at school 1 as well, she teaches in grade 7-9. She is in her 30s and she has worked as a teacher for four years.

Teacher C is a man in his 60s, he has worked as a teacher since the early 80s and he works at a secondary school in a city in the southern part of Sweden. The school is located in a socioeconomically segregated area. Teacher C teaches in grade 7–9.

I wanted to interview four teachers but unfortunately the fourth teacher had to cancel the interview due to illness and we never got the chance to schedule a new meeting.

Since I wanted to gain a deeper understanding of teachers’ views, approaches and attitudes on gender work in school I decided to use qualitative interviews in this degree project. (Johansson & Svedner 2010, p. 34) According to Johansson and Svedner there are two different types of interviews: The structured interview, which is based on specific questions and it is to some extent similar to questionnaires, all questions are formulated in advance. In the qualitative interview there are guiding questions but no pre-formulated questions that control the interview in one direction or the other. The informants’ answers lead the interview forward, therefore the questions vary from one interview to another. (Johansson & Svedner 2010, p. 34-35).
4.2 Ethical guidelines

The interviews followed the ethical guidelines stated by Humanistiska-samhällsvetenskapliga forskningsrådet, 1996. The teachers I interviewed were informed that all answers, as well as their participation, will be anonymous. I name no cities, schools or persons at all in my degree project. The teachers got my guiding questions in advance and they were clearly informed about the purpose of the interview. They were informed that they could ask me questions at any time during the interview, also that they could cancel the interview if they did not want to continue for some reason, without getting any negative consequences at all (Johansson, Svedner, 2010, p. 22).
5. Results and analysis

In this chapter I will present and analyze the result of this examination. My main questions are:

- To what extent do some teachers of English take gender into account in their teaching and how do they define gender?
- What are the same teachers’ views on gender roles, gender pedagogy and educational material in school?

As mentioned earlier I am also interested in the following sub-question:

- What are the teachers’ views of boys poorer school result?

5.1 Definitions of gender

I interviewed three teachers working at two secondary schools. Their teaching subjects are Swedish, social science and English, grade 7-9. I started each interview with a brief conversation about gender and their definition of the concept. My first informant defined gender as a product of both culture and social expectations.

To me gender is the differences between men and women, not only the physical differences, but also the roles on how women and men are expected to act. This roles are both cultural and social. Already at a very young age children have expectations on how a girl and a boy should behave. Girls are supposed to be sweet and sensitive princesses and boys are tough and loud warriors, if you don’t fit in the norm you might get into trouble. (Teacher A, 8/2-06)

In this quote my informant sees an early acclimatization into gender roles, already at a very young age children have expectations on how they should act and behave, there is a clear distinction between male and female roles. All my informants had a similar description of the concept gender, it has to do with different gender roles which are applied to boys and girls at a
very young age and these roles are an integral part in our culture and society. The equality work in Sweden has for many years been highlighted the issues of women and girls, but when it comes to education, it is the boys that receive lower grades and get poorer results.

It is more often the girls’ rights that are highlighted in gender and equality discussions. How can we help the girls to be braver? To speak more in class? To stand up for herself, and so on. What we tend to forget is that boys don’t always have the same options. A girl can dress up as a super hero or a cowboy but if a boy dresses in princess clothes or wear make up it is not accepted at all. A woman can choose to be an engineer or a police officer but when a man chooses to be, for example, a nurse or a pre-school teacher it is not as easy, our values and norms do not really accept men to have work that includes caretaking. (Teacher B, 8/2-06)

The Swedish government set up a committee, DEJA, to investigate gender roles in the Swedish school system. The committee came to a similar conclusion as my informant:

Equality is usually seen as women's issue. In the world of school, it is clear that equality would benefit both girls and boys. The traditional gender norms restrict girls and boys. Equality goes hand in hand with better knowledge and better opportunities for children and young people to learn a lot in school and forming their own lives without being limited by ideas about what girls and boys should do. Thanks to the fight for equality a young woman today can have ambitions to become anything - Prime Minister, firefighter, nurse or circus princess - without being questioned in her femininity. The young man who dreams of a career beyond a narrowly defined male role still risk to be questioned in his masculinity. (Ekström, 2011. p. 11-15)

The equality work over the years seems to be successful when it comes to female rights and their options to choose different education and careers. The female gender role has been widened while the male gender role has stagnated. But how do teachers work with and integrate these issues in their teaching? Teachers and school leaders needs support with good examples and useful methods based upon science and reliable experience (Ibid).
5.2 Teaching and educational materials

My second informant, working at a secondary school, teaching Swedish and social science in year 7-9, had some thoughts about this:

I wish we had more gender education when I went to the school of education. We probably had some, but I cannot remember that we read about useful methods. / . . / I have my own methods. I try to encourage my shy pupils, often girls, to speak out loud in class; I always try to distribute the speech so boys and girls have an equal amount of speech time. I also try to choose literature those appeals to both boys and girls. The study material is what it is, I don’t think about it in terms of gender, me and my colleagues pick the material that suits the subject best. Maybe we need more time to sit together, all colleagues, and look through our teaching material and books with our” gender glasses” on, but we don’t have the time, I’m afraid. (Teacher B, 8/5-06)

Heikkälä emphasizes the meaning of gender awareness when it comes to teaching and educational material. In two SOU reports (SOU 2010.10, SOU 210:33) educational material in history and social science were analyzed from a gender perspective. The result showed that all the analyzed material lacked gender awareness and therefore became worthless and reprehensible to use in teaching. Study materials which lack gender awareness create an inaccurate picture of society and maintain traditional gender roles (Heikkälä, 2011).

When I plan my lessons I think of my pupils as individuals, I want to give each of them the best possible conditions based on their level. I don’t see my pupils as boys or girls, I think. I see them as individuals. (Teacher C, 1/3-06)

The curriculum states that each pupil’s preconditions must be the basis of how the teaching is planned and structured. It should promote the pupils’ learning based on their backgrounds:

Teaching should be adapted to each pupil’s circumstances and needs. It should promote the pupils’ further learning and acquisition of knowledge based on pupils’ backgrounds, earlier experience, language and knowledge. (Lgr11, 2011, p. 10)
5.3 Methods

It is important to scrutinize our view on gender and equality. Even if we have each pupil’s needs as a starting point for the teaching, we must not forget that the curriculum set a strict framework for how equality shall be implemented in teaching and the education act gives the fundamental principles for the school’s values. As teachers we do not have the option not to follow the Education Act and the curriculum, equality must always pervade the teacher’s pedagogy and didactics.

My informants primarily looked at their pupils as individuals. Sex and gender was not really considered when planning lessons and classroom activities. But one informant had an earmarked lesson every week to work with fundamental value issues in her class. Equality, gender roles but also ethnicity and other issues related to the school’s value was the basis of these Swedish lessons. My third informant described gender work as an “extra task” laid on the teachers:

I cannot really say that I think of gender when I plan my lessons. There are too many ‘new things’ teachers should integrate in their teaching; gender and equality work, different projects, computers and internet / . . . / I think all of these things actually take time from the most important question in education, knowledge! (Teacher C, 1/3-06)

This teacher considered gender work as a passing trend, an extra task, not an attitude supposed to pervade teaching. He also meant since research shows that there are no differences between men and women, in terms of intelligence, there is no reason to include gender work in teaching.

Research shows that there are no intellectual differences between the sexes, there is no scientific support providing an unequal order of sexes, instead there is significant evidence that gender is a social structure. Similarly, there are no differences in intelligence, the differences between boys and girls are socially constructed. The society creates conceptions and norms on how children are expected to act according to gender (Wernersson, 2011).

The key to change, in education, is a deeper reflection on the didactic practice, since it is in this process children’s perceptions on gender roles are rejected or enhanced. If there are no gender perspectives in the didactics, the risk is stereotypical gender roles will guide the
teaching process. Furthermore that would be an obstacle for the personal development of the individual (Heikkälä, 2011).

What methods to work gender-sensitive are available for teachers to use in their classroom? I asked my informants what methods, if any, they use to create an equal classroom environment, where both girls and boys have equal conditions to learn.

I want my pupils, regardless of gender, to feel inner motivation, to get them to see meaningfulness in everything we do. / . . ./ Whether it’s about drama, technology, art or literature, or whatever it might be. My pupils don’t work on their own very often. I see a gain in collective learning and my pupils often work in pairs, boy and girl. (Teacher A, 8/2-06)

Sandra Harding is a professor in social science and comparative education at UCLA, Los Angeles. She writes about the dichotomy between male and female gender roles. She also underlines that the male gender role is superior the female, there is an imbalance. Harding describes how gender affects the way we think and reason. Gender is always present and it influences the way we interpret reality. It is described in three levels: symbolic (norms), structurally (how the work is organized) and individually (the gender identity).

An example of structural gender (organization) is that boys, according to research, gets more attention and help from the pedagogues in class comparing to the girls. Harding’s theory shows that you can work with gender and equality in class at several levels. In a symbolic way: discuss female and male roles in society and in a structural way: awareness of how you distribute the attention in class (jämställdskola.se, 2010).

5.4 Boys’ poor school results

My third informant had some thoughts on why boys generally speaking perform more poorly than girls:

The school has become more and more individualized over the last twenty years. The pupils are supposed to acquire knowledge by themselves; they are researchers and the teacher only a mentor, not supposed to give any answers. This method is, as I see it,
only advantageous to the motivated pupils, those who take responsibility for their own learning. Unmotivated pupils, or pupils with difficulties are disadvantaged by this method and I believe it to be a main reason for boys’ poor results. Boys are not, as much as the girls, mature and responsible. / . . . / We need structure, clarity and teachers with great knowledge in their teaching subject. (Teacher C, 1/3-06)

Both research and studies show the same thing. Boys get more attention and help from the teachers and they also get more opportunities to speak in class when teachers distributes questions.

The school is not a gender-neutral workplace, either for pupils or teachers. Multiple research has shown that girls and boys are treated differently, that the working methods, teaching materials and instructional arrangements privileges boys and girls' experiences are undervalued. (SOU 1998, p. 6)

Despite the extra attention and help in school boys get lower grades in all subjects, except PE, and lower results in different international investigations, such as PISA (the Program for International Student Assessment). The latest PISA-investigation (2013) showed a growing gap between Swedish boys and girls in all tested subjects, especially reading comprehension in Swedish. Girls in Sweden have over the last thirty years got better grades in almost all subjects except mathematics, technology and PE. In recent years, girls have overtaken boys in math and technology as well. (Heikkälä, 2011)
The percentage of Swedish pupils with complete grades (%)
6. Conclusion and discussion

In this section I will analyze the result from the interviews and discuss my findings. The purpose of this degree project is to gain deeper insight into other teachers’ daily work with gender. I also want to increase my own knowledge about gender pedagogy and its relevance for pupils’ results in school, in order to actively work with these issues in my everyday teaching.

The findings of my research show that my informants are well aware of the importance of equality work but they approach it in different ways. Teacher C didn’t want to call it gender equality at all, only equality between individuals, since he didn’t see any differences in terms of intelligence between women and men. His teaching was based on each individual’s ability, regardless of gender.

Teacher A emphasized that gender work in school over the years had been highly focused on the girls’, perhaps at the expense of boys? She was worried that she and her colleagues didn’t always have gender in mind when planning their teaching. Both teacher A and B wished for more gender pedagogy in the school of education. They also agreed that gender roles were more or less established already in pre-school and that these roles often are so fundamental in society that we don’t even reflect on them, therefore are they harder to counteract.

Referring to the outcome of my interviews there is a wishing for more gender pedagogy in the school of education, as well as there is a wish that the gender perspective is shifted from highlighting the girls’ situation to boys’ poor school result.

Since it is a couple of years ago I made these interviews it is possible that the situation already has changed. The latest PISA-investigations show an increased gap between girls’ and boys’ learning outcomes and the final grades show the same thing, the girls have higher grades in almost all subjects.

Teacher B has a lesson every week dedicated to equality work and she sees growing gender awareness among her pupils, during these lessons the classes discuss gender roles in society, equality between women and men etc. They also have role plays to make gender roles more visible. Teacher B also emphasizes the importance of distribution of speech in class, to ensure that boys and girls have an equal amount of speech time. She also makes an effort to
find good literature that suits both girls and boys, so they all can relate to the fiction, regardless of gender.

It is my impression that gender pedagogy in school mainly depends on each individual teacher’s attitude and awareness of the subject. School of education, as well as the municipalities, should take greater responsibility to ensure that gender work is implemented in the Swedish schools. Gender pedagogues are employed at some schools, but far from all.

In conclusion, gender should be a natural part of the development work in schools to promote that pupils, irrespective of sex, always have equal opportunities to succeed. It is the responsibility of each school to promote teachers with strategies to make sure that gender awareness becomes a natural part of the teacher’s attitude and teaching.
References


Nationella sekretariatet för genusforskning (2011) [http://genus.se/](http://genus.se/)


[http://skolverket.se/regelverk/skollagen-och-andralagar](http://skolverket.se/regelverk/skollagen-och-andralagar)


[http://skolverket.se/laroplaneramneochkurser/grundskoleutbildning/grundskola/laroplan](http://skolverket.se/laroplaneramneochkurser/grundskoleutbildning/grundskola/laroplan)


Appendix

The question areas for the interviews:

1. Definition of gender
2. Teaching and educational material from a gender perspective
3. Methods and strategies for the classroom, gender pedagogy
4. Boy’s poor school result