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Nota di contenuto	Chapter 1. A Whole-School Approach to Gender Equality: Rationale and Country Contexts; Helen Griffin, Dorottya Rédei and Valentina Guerrini -- Chapter 2. Developing Gender Equality Charter Marks in England, Hungary and Italy – working with schools; Clive Belgeonne, Viktória Mihalkó, Balázs Nagy, Dorottya Rédei and Areta Sobieraj -- Chapter 3. Research methodology; Maria Tsouroufli, Dorottya Rédei and Valentina Guerrini -- Chapter 4. Gendered ideas and practices in secondary schools in England; Maria Tsouroufli -- Chapter 5. Post-socialist

gender regimes and controversial ideas about gender equality in Hungarian schools; Dorottya Rédei and Ráhel Katalin Turai -- Chapter 6. Gendered and Racialized Regimes in Italian Secondary Schools; Valentina Guerrini and Maria Tsouroufli -- Chapter 7. Teachers' and students' views on the implementation of GECM in England, Hungary and Italy; Maria Tsouroufli, Dorottya Rédei and Valentina Guerrini -- Chapter 8. Whole-school approaches for promoting gender equality in secondary schools in England, Hungary and Italy: Reflections and conclusions; Maria Tsouroufli and Dorottya Rédei.

Sommario/riassunto

"This book is a must-read for teachers, trainers and scholars alike, and for everyone looking for honest information on pitfalls and potentiality when aiming for gender equality in schools." —Dr. Heidi Siller, Medical University of Innsbruck, Switzerland This book explores gender stereotyping and gender inequalities in secondary education in England, Hungary and Italy. The authors highlight the importance of addressing student and teacher attitudes if long-term changes in mindset are desired, as well as the underlying stereotypes that persist and linger in these educational contexts. Promoting a whole-school culture change approach, this book explores views of gender stereotypes from teachers and students concerning subject and career choices, as well as collaborative work with teachers, experts and NGOs in implementing and evaluating gender equality charters. Drawing on extensive research, this book employs an intersectional and cross-country approach: while the authors acknowledge the challenges and opportunities of researching gender equality frameworks across different countries, ultimately these link to the UN Sustainable Development goal of gender equality. Maria Tsouroufli is a Professor of Education at Brunel University London, UK. Her research explores the interface of gender with professional identities and policy implementation in secondary, higher and medical education in European countries. Dorottya Rédei is an independent scholar in gender and education. She has worked as a researcher and trainer at various international projects in gender and education at the Central European University and ELTE University, Hungary. She also works as an activist, a trainer and education specialist in Hungarian NGOs working with issues of gender and sexualities. .
