

**TOOLS, RESOURCES AND STRATEGIES TO DEAL WITH GENDER ISSUES FOR
TEACHERS IN EARLY CHILDHOOD EDUCATION AND FOR TRAINERS OF TEACHERS**

Prepared by: Social Innovation Fund

May of 2007

**LITHUANIAN OVERVIEW OF THE LEGAL AND POLITICAL GM
REQUIREMENTS IN THE AREA OF EDUCATOR TRAINING AND EARLY
CHILDHOOD EDUCATION INSTITUTIONS**

<p>Context: Political level</p>	<p>LITHUANIA</p>
<p>Legislation. Does legislation on this level exist? Does the country have a national apparatus to promote Gender Mainstreaming and to control this act</p>	<p>In year 1999 The Act on equal opportunities for women and men came into effect and in year 2005 The Act on equal opportunities came into effect as well. The provisions of these two special acts of antidiscrimination forbid the discrimination for the gender, origin, sexual orientation and religion. The Office of Equal Opportunities Ombudsperson controls the maintenance of these two acts. This Office is independent institution working under the Parliament. When a person encounters discrimination or harassment for the gender, age, sexual orientation, disability, race or origin, religion or creed in work, educational institution or service sector, he could complain to The Office of Equal Opportunities Ombudsperson.¹</p> <p>The 4 article of The Act on equal opportunities for women and men indicates that all educational institutions have to implement women and men equal rights ant to ensure equal conditions:</p> <ol style="list-style-type: none"> 1) when passing to vocational training, higher and high schools and refresher courses; 2) when assigning scholarships and lending credits for studies; 3) when choosing study programs; 4) when estimating knowledge. <p>All educational institutions according the competence have to ensure that study programs and handbooks do not contain promotion of women and men discrimination.²</p>
<p>Regulations/actions plans (which are not directly connected to early childhood education but have implications for the</p>	<p>National program on equal opportunities of women and men for the period 2005–2009 regarding the results of implementing latest programs’, the needs to continue useful tools and search for new tools by seeking for consistent and systematically solutions of the problems related to appropriate areas of gender equality.</p>

¹ <http://www.lygybe.lt/en/static.php?strid=2238>

² Lietuvos Respublikos Moterų ir vyrų galimybių įstatymas, Lietuvos žinios, 1998, Nr. 112-3100 (Įst. įsigaliojo nuo 1999 kovo 01 d.) http://skelbimas.lt/istatymai/moteru_ir_vyru_lygiu_galimybius_istatymas.htm

<p>ECEIs) Are there other policies relating to projects objectives. For instance existence of action plan combating gendered work life.</p>	<p>The main goals of the program – systematically, complexly and systematically solve the problems on equal opportunities of men and women; to ensure the gender aspect integration; to show specific problems of men and women and to solve it. For implementing equal opportunities of women and men in all areas of activities the strategy of gender related integration is used. This strategy is described as organization, reorganization, improvement, development and evaluation of political processes, seeking for including the aspect of gender equality to all areas of politics, all levels, all stages, all persons who participates in politics, and evaluation of any planned activity, laws, strategies and programs in all areas and all levels regarding to the effects on women and men³.</p> <p>Program’s tasks with the possible reference to pre-school education area:</p> <ul style="list-style-type: none"> ▪ to change men and women place’s stereotypes in countrie’s activities; ▪ to include gender equality questions to formal and nonformal educationa; ▪ to promote the cooperation of state and municipality institutions and agencies, educational institutions and non-governmental organizations, ensuring gender equality; ▪ to strengthen workers’ and jobholders’ skills helping to ensure women and men equal rights; ▪ to improve pedagogues’, police, law and order’s workers, environmental protection specialists qualification in gender equality questions; ▪ to disseminate Lithuanian experience in ensuring women and men equal opportunities in transnational extent. <p>The educational system of Lithuania is based on basic worth of nation, Europe and world culture: the affirmation of person’s value and dignity, love for fellow-man, natural equality, person’s liberty and rights, tolerance, democratic terms of society. One of the main objectives of education – to develop continuous, guarantying life long learning, accessible and socially proper educational system.</p> <p>The problems, related to gender equality, the educational system of Lithuania is facing with:</p> <ul style="list-style-type: none"> ▪ Pedagogues don’t have enough knowledge about gender equality. ▪ There are many girls in high schools, bet they choose the specialities that are not very promising in the aspect of career and income. ▪ There are big differences in number of women and men in the highest levels of education. <p>Possible tools for solutions of the problems:</p> <ul style="list-style-type: none"> ▪ To include the questions of gender equality to the programs of formal and informal education. <p>The principal of this tool – Ministry of Education and Science, the period of implementation – 2007–2009.</p> <ul style="list-style-type: none"> ▪ To organize the qualification development curses about gender equality for pedagogues and social pedagogues.
---	---

³ Lietuvos Respublikos Socialinės apsaugos ir darbo ministerijos internetinė svetainė
<http://66.102.9.104/search?q=cache:VhF6Yyq-caAJ:www.socmin.lt/index.php%3F85918894+Valstybin%C4%97+moter%C5%B3+ir+vyr%C5%B3+lygi%C5%B3+galimybi%C5%B3+2005%E2%80%932009+met%C5%B3+programa&hl=lt&ct=clnk&cd=4&gl=lt>

	<p>The principals of this tool – Ministry of Education and Science, Center of the Professional Development of Pedagogues, the period of implementation – 2007–2009.</p> <ul style="list-style-type: none"> ▪ To prepare educational material about gender equality for pedagogues and social pedagogues. <p>The principals of this tool – Ministry of Education and Science, Vilnius University, the year of implementation – 2008.</p> <ul style="list-style-type: none"> ▪ To prepare strategy „Women and education“. <p>The principals of this tool – Ministry of Education and Science, Vilnius University, the year of implementation – 2008.</p> <p>With the help of this tool we'll try to integrate to the space of researches on science of European Union.</p> <p>This strategy – the method of seeking for gender equality, the first time used in preparing United Nations Peking platform for action and later it was started to be used more widely in programmable documents of gender equality of European Union.</p>
<p>Status in the society/Official policies. Is it officially stated that early childhood education is a valued arena for children being and growth? How many children of all receive early childhood education?⁴ How many children have access to ECEIs? Child per adult ratio in ECEIs; Staffing and training (how are the educators trained? School and/or university?</p>	<p>The government supports pre-school education institutions network, helping both spouses to combine work and child's care and helping a child to overcome difficulties emerging in his early life. By the perception of society, pre-school children education institutions have two functions: educational and care. These functions are in middle of two politics – education and social.</p> <p>Pre-school education institution's founder could be municipality, joint stock company, foreign investment company, community or private person.</p> <p>Children till 3 years old are nurtured and 3-6 years old are educated in pre-school education institutions according to educational programs. In Lithuanian education classification pre-school education is classed as 0 level education.</p> <p>At the end of year 2005 there were 656 pre-school education institutions in Lithuania or 58 less than in year 2000. Pre-school education groups are established in general training schools. In year 2000 there were 259 groups, in year 2005 – 249 groups in the school. The number of country's pre-school age children attending pre-school education institutions is growing: in year 2000 – 41%, in 2005 – 53%, it makes 73% in the city and 18% in the village. The number of pre-school education institutions attendees in year 2005 – 90 021, in this number 77 767 are 3 years old and older. Average there are 17 children in every group, because there are 5 274 groups. 96 places fall to 100 children, in year 1995 – 84 places fell to 100 children. This number could be influenced by declining birth rate. In the city places are lacking and in the village they are not filled (there are 94 and 109 places accordingly).</p> <p>In year 2005 only 34 institutions were working during all the week, the remaining ones were working five-days- week; the work time of these institutions differs from 3-4 hours to working 9-12 and 24 hours a day. The most institutions work 9-10 hours a day – 359. In year 2005 there were 99 special pre-school education institutions and 4 484 children were attending them.</p> <p>During the last 5 years the number of pre-school education</p>

⁴ Why this question? Official policies or lack of policies go contrary to GM ideal, for instance signalize that mothers care are preferable to early childhood education. The questions may also frame to what extent the state's development in recognising the importance of childcare and early childhood education compared to more manly dominated sectors of society.

	<p>institutions' workers was declining. From year 2000 to 2004 this number declined in 4.4%. The number of teachers declined in 5.1% as well⁵. In year 2005 there were 12 136 workers, in this number for 9 421 working teachers and senior teachers fell 10 children. According to education level there are 56,4% working people having high education and 38,9% having higher education, in this number 68,8 and 87,9% have the pre-school education qualification. 93,6% senior teachers and 47,3% teachers have high education, in this number 74,3 and 90,0% have the pre-school education qualification. The majority (71,8%) of the people working in these institutions have 15 or more years pedagogic work experience and 5,7% are working less than 4 years. 2003-2004 majority of pre-school education pedagogues were middle aged, their age differed from 35 to 49 years. They made more than a half (56,6%) of all pre-school education institutions pedagogues⁶.</p> <p>Pre-school education institutions premises space for one child in a group – 6,4 m².⁷</p> <p>From year 2000 a one-year compulsory pre-school education is stated; it is intended “to help a child to become ready for successful learning under primary education program”⁸. When a child turns six, in this calendar year he has to begin pre-school education. Pre-school education institutions and general education schools implements one year pre-school education program. In Lithuanian education classification pre-school education is classed as 0 level education. Comparing with year 2000 the number of pre-school education groups has increased from 1076 to 2185; the number of children in these groups increased as well from 16,2 thousand to 33,1 thousand. In year 2005 there were 87% of all six-year old children were attending the pre-school education.⁹</p> <p>Girls attending the pre-school education level made 47,5 % of all attendees¹⁰.</p> <p>In year 2006 264 pre-school education pedagogues finished higher and high education studies, in this number 13 men. In year 2005 there were 12136 working pre-school education pedagogues, in this number 48 men.¹¹</p>
<p>Official language. What is the official term for Early childhood education, ECEIs and Teacher in the ECEIs?</p>	<p>Pre-school education forms the first nonofficial education level of Lithuanian education system. Its purpose is to help a child to meet “natural, cultural, ethnic, social and cognitive requirements”¹².</p> <p>In documents and statistical publications such institutions are called pre-school education institutions, they are divided into nurseries, nursery-kindergartens, kindergartens, kindergarten-schools and other schools¹³.</p>

⁵ Lietuvos švietimas skaičiais 2005, Švietimo ir mokslo ministerija, 2006, Vilnius, p. 34, http://www.smm.lt/svietimo_bukle/docs/apzvalgos/lietuvos%20svietimas%20skaiciais.pdf

⁶ Lietuvos švietimas skaičiais 2005, Švietimo ir mokslo ministerija, 2006, Vilnius, p. 35, http://www.smm.lt/svietimo_bukle/docs/apzvalgos/lietuvos%20svietimas%20skaiciais.pdf

⁷ Švietimas 2005, Lietuvos statistikos departamentas, 2006, Vilnius, p. 37-49, http://www.stat.gov.lt/lt/catalog/list/?cat_y=1&cat_id=3&id=894&PHPSESSID=b9fae3991fbec90387d9558fcd0ffc90

⁸ Lietuvos Respublikos Švietimo įstatymo 8 straipsnis, Nr. IX-1630, 2003-06-17, Valstybės žinios, 2003, Nr. 63-2853 (2003-06-28 nauja įstatymo redakcija)

⁹ Švietimas 2005, Lietuvos statistikos departamentas, 2006, Vilnius, p. 50-51, http://www.stat.gov.lt/lt/catalog/list/?cat_y=1&cat_id=3&id=894&PHPSESSID=b9fae3991fbec90387d9558fcd0ffc90

¹⁰ Valstybinė moterų ir vyrų lygių galimybių 2005-2009 metų programa, Valstybės žinios, 2005 09 29, Nr. 116-4202, <http://www.infolex.lt/scripts/sarasas2.dll?Tekstas=1&Id=87827>

¹¹ When searching for the information Social Innovation Fund applied to Lithuania's General Education Department of Ministry of Education and Science.

¹² Lietuvos Respublikos Švietimo įstatymo 7 straipsnis, Nr. IX-1630, 2003-06-17, Valstybės žinios, 2003, Nr. 63-2853 (2003-06-28 nauja įstatymo redakcija)

	A teacher is a person who educates 1-5(6) year old children according to pre-school education program. The teacher has to have high or higher education (special secondary education, achieved till year 1995) and to have finished one of the programs for pre-school education teachers' preparation or educatory studies course and to have teacher's qualification. ¹⁴
Research. ¹⁵ Is research on young children and gender equally being done? Is this research institutionalized?	<p>In year 1998 M. R. Jukienė made a research „Educational systems in pre-school education institutions and it's impact for the children cogitation development“. The conclusions of this research say that for the development of preschoolers' cognition the educational systems and his individual development have an impact¹⁶.</p> <p>In year 2004 a research „Possibilities for choosing the pre-school education in Lithuania“ was made. The goal of this research is to investigate parents' possibilities in choosing institutional pre-school education institutions and the quality of pre-school education institutions services in Lithuania.¹⁷ In delivered recommendation children gender equality question was not mentioned.</p> <p>During the qualitative research made under the project „Gender Loops“ in May-June, 2007 emerged that one lector of Klaipeda university specializes in researching the differences between boys and girls. However in the process of making this overview no published reports about the results of such researches in pre-school education institutions were found. Most of the research on gender and education focuses on the later stages of infant education.</p>
Women in the workforce. ¹⁸ What is the percentage of women in the workforce? What are women's average working hours a week?	<p>Female labour force participation: Year 2005, a 64,9 % labour force activity rate for women aged 15-64, of whom 9,1% worked part-time (5,1% of men worked part-time).</p> <p>(Source: Department of Statistics to the Government of the Republic of Lithuania (Statistics Lithuania)).</p>
Early childhood education institutions	
Auspices (Which ministries have responsibility for ECEI matters?)	Pre-schools (<i>nurseries, nursery-kindergartens, kindergartens, kindergarten-schools</i>) fall under the authority of and are financed by local governments. They are responsible therefore educational institutions' followed the National Education Strategy, prepared by Ministry of Education and Science and approved by Government. ¹⁹

¹³ Lietuvos Respublikos Švietimo įstatymo 7 straipsnis Nr. IX-1630, 2003-06-17, *Valstybės žinios*, 2003, Nr. 63-2853 (2003-06-28 nauja įstatymo redakcija)

¹⁴ Pavyzdinis auklėtojo pareigybės aprašymas, patvirtinta LR ŠMM ministro 2005 m. lapkričio 11 d. įsakymu Nr. ISAK-2249, www.smm.lt/ugdymas/docs/ikimokyklinis/aukletejo%20aprasas.doc

¹⁵ Research in this area is important for several reasons: Giving substance to GM goals as defined in this project, Identifying areas with higher and lower degree of equality or development, helping the sector understanding gender and working for gender equality.

¹⁶ *Lietuvos valstybingumas ir mokykla. Švietimo reforma ir mokytojų rengimas*. V tarptautinė mokslinė konferencija, Vilniaus pedagoginis universitetas, LR ŠMM, Heidelbergo pedagoginis universitetas, 1998, Vilnius, p. 53-58.

¹⁷ *Ikimokyklinio ugdymo pasirinkimo galimybės Lietuvoje*, tirimojo darbo atasakita, , Klaipėda: ŠMM, Klaipėdos universitetas, 2004,

¹⁸ A substantial number of ECEIs with high quality at reasonable prize level is a factor to increase women's wage work and thereby promote gender equality in the households.

¹⁹ Lietuvos Respublikos Švietimo įstatymo 54 straipsnis Nr. IX-1630, 2003-06-17, *Valstybės žinios*, 2003, Nr. 63-2853 (2003-06-28 nauja įstatymo redakcija)

<p>Persons with a mandate to work for Gender Mainstreaming.</p>	<p>There is nobody specifically in charge of overseeing Gender Mainstreaming in ECEIs. In 25th May 1999 the Government founded Office of Equal Opportunities Ombudsperson. This national institution is the main institution working on equal opportunities implementation. Each person has a right to file a complaint with the Equal Opportunities Ombudsman about the encountered discrimination.²⁰</p>
<p>Curriculum /education plans Does a curricula / education plan regulating all national ECEs exist? Does the regulating curricula/plan include gender issues? Is gender integrated or treated separate? Does the curricula/plan specify Gender Mainstreaming goals: Enlargement of gender identities Equal resources Gender competence and sensitivity More men</p>	<p>Requirements for preparation of teachers of pre-school aged children are defined by the standard of preparation of early childhood education teachers (sealed by order of Minister of Education and Science of the Republic of Lithuania, No. 1543, November 16th, 2001). Study programs in universities/colleges are prepared according to the national standard for preschool education. The objectives of colleges, preparing early childhood education teachers has to match the physiological and psychological peculiarities, mentioned in the standard. Gender issues are not integrated into regulating curricula/plan. There is a chance of slightly changing the program every year by considering the current situation and expert opinion.</p> <p>The general curricula approved by the former Ministry of Culture and Education provide guidelines for pre-school education. They are adapted according to the individual needs of pre-schools. The curriculum content of pre-primary education is based on the following principles:</p> <ul style="list-style-type: none"> • development of attitudes based on values, • social and cultural orientation, • awareness of purpose, • accessibility, integrity and continuity. <p>The content of the pre-primary education curriculum is implemented throughout the entire time spent by the child in the pre-primary group: while doing the daily chores, preparing to have an afternoon nap or playing outside, in informal communication with the teacher and the visitors of the group and also participating in spontaneous games or the activities organized by the teacher.</p> <p>Starting from 2007 September, college study programs will be tightened and the programs will have to be approved by Board of science and education. In the spring of 2007 special initiative group at Board of science and education renewed preschool educator tuition standard, though it is not officially approved yet. Related colleges must follow this standard. Gender equality issue was extracted as the important clause. The standard is still a recommendation and sexual equality issue involvement and method of presentation is up to higher education institution leadership and lecturer competence. Universities prepare study programs themselves, referring pedagogue's tuition regulations established in 1995; regulations are about to be reviewed.</p> <p>Article 48 of Law on Education of Republic of Lithuania (Žin., 1991, No. 23-593, 2003 No.63-2853)states, that teacher (including early childhood education teachers) has right to participate in qualification rising courses not less than 5 days per year. Pedagogue chooses the program and the place himself (at the Center of the Professional Development of Pedagogues, counties and districts teachers' educational centers and etc.). Social Innovation Fund has sent the written interpellations to the institutions preparing pre-shool education pedagogues, regarding the</p>

²⁰ Lygių galimybių kontrolieriaus tanybos internetinė svaiteinė, <http://www.lygybe.lt/static.php?strid=1029>

	<p>questions:</p> <ol style="list-style-type: none"> 1. Do you apply the aspect of gender equality to the educational programs for pre-school education specialists? 2. Do you organize the qualification development courses for pre-school education specialists? <p>3 replies were got. All of them said that gender equality is involved in learning program for specialists of pre-school education. The refresher courses for pre-school education pedagogues are organized as well. In Klaipeda University the Continuous education institute organizes such courses, in Marijampole college – Improvement studies centre, Vilnius college organizes such courses as well.</p>
<p>Vocational training schools and Universities</p>	<p>8 Lithuanian high schools prepare pre-school education pedagogues (3 universities and 5 colleges):</p> <ol style="list-style-type: none"> 1. Vilnius pedagogical university, Pedagogy and Psychology faculty, Childhood studies cathedral²¹ Address: Studentu str. 39, LT – 08106, Vilnius, Phone.: (+3705) 2790157, e-mail: ona.monkeviciene@vpu.lt. <ul style="list-style-type: none"> • <i>Bachelor studies</i>: studies’ form – diurnal (4 year course) and extramural (5 year course). After finishing the studies person gets educatory bachelor and teacher qualification. • <i>Master studies</i>: Pre-school education educatory program. Studies’ form – diurnal (2 year course). Person gets educatory master and teacher qualification.²² 2. Klaipeda university, Pedagogy faculty, Childhood studies cathedral²³ Address: S. Neries str. 5, LT - 92227 Klaipeda, Phone. (+370-46) 398631, (+370-46) 398632. <ul style="list-style-type: none"> • <i>Bachelor studies</i>: Childhood pedagogy. 4 year course, 2.5 year course – for those who finished pedagogy schools. • <i>Master studies</i>: Childhood pedagogy. Specializations: Pre-school education, Preparatory for school education, Pre-school education institutions management, Childhood social pedagogy, Artistic education pedagogy, Sports and health pedagogy. 3. Siauliai university, Educatory cathedral²⁴ Address: P. Visinskio str. 25, Siauliai, phone. (+370-41) 595718, e-mail: pedagogika@cr.su.lt <ul style="list-style-type: none"> • <i>Bachelor studies</i>: (a) Pre-school education pedagogy and music, (b) Pre-school education pedagogy and preparatory for school education. Qualification degree – social sciences (educatory) bachelor, 4 year course (diurnal). • <i>Bachelor studies</i>: Pre-school education pedagogy and preparatory for school education (1,5 year course), extramural studies. • <i>Special vocational studies program</i>: - preparatory for school education pedagogue (teacher/educator). Extramural studies, 1 year course.

²¹ <http://www.vpu.lt/index.php?1274473942>

²² rekt. A. Gaižučio ataskaita „Vilniaus pedagoginio universiteto veikla 2005“, Vilnius: VPU leidykla, 2006.

²³ <http://www.ku.lt/pf/vaikyste/veikla.php>

²⁴ <http://www.ef.su.lt/?mid=20>

	<p>4. Vilnius college, Pedagogy faculty, Pedagogy-psychology cathedral²⁵ Address: Palydovo str. 29 (New Vilnia), Vilnius.</p> <ul style="list-style-type: none"> • <i>Studies:</i> Pre-school education. 3 year course (diurnal), 4 year (extramural). Person gets teacher's professional qualification. <p>5. Marijampole college, Educatory and social work faculty, Educatory and psychology cathedral²⁶ Address: Vytauto str. 47, LT- 68291 Marijampole, Phone. 8-343-98902, Fax 8-343-98905, E-mail: esdf@marko.lt.</p> <ul style="list-style-type: none"> • <i>Studies:</i> Pre-school education. 3 year course (diurnal), 4 year (extramural). Person gets teacher's professional qualification. <p>6. Panevezys college²⁷ Address: Klaipėdos str. 29, LT – 35215, Panevezys, Phone. 8 45 58 68 19, Fax 8 45 43 25 61, E-mail: medicina@panko.lt</p> <ul style="list-style-type: none"> • <i>Studies:</i> Pre-school education. 3 year course (diurnal), 4 year (extramural). Person gets teacher's qualification. • <i>Studies:</i> Music pedagogy with pre-school musical education specialization. 3 year course (diurnal), 4 year (extramural). Person gets teacher's qualification. <p>7. Klaipėda college, Pedagogy faculty, Primary education cathedral²⁸ Address: Darius and Girenas str. 8, LT-92255 Klaipėda, Phone. (+370-46) 402137, e-mail: puk@klaipeda.balt.net</p> <ul style="list-style-type: none"> • <i>Studies:</i> Pre-school education pedagogy. 3.5 year course (extramural). Person gets educatory professional bachelor qualification degree and teacher qualification <p>8. Kaunas college, J. Vienozinskis art faculty, Pre-school education cathedral²⁹ Address: Pramonės av. 20, Kaunas, Phone.: 8 37 407559, e-mail: iku@kauko.lt</p> <ul style="list-style-type: none"> • <i>Studies:</i> Pre-school education. 3 year course (diurnal), 4 year (extramural). Person gets teacher's professional qualification.
<p>Implemented projects with reference to gender equality in pre-school education institutions</p>	<p>In year 2005 was implemented project „Equal opportunities lessons in Vilnius ECEIs“. This project was coordinated by Social Responsibility Centre and implemented together with Office of Equal Opportunities Ombudsperson.</p> <p>Project goals: increase the number of men working as teachers in ECEIs, to present gender equality principle to teachers and pedagogues working with pre-school age children and the importance of this principle's implementation when educating children.</p> <p>Tools:</p> <ol style="list-style-type: none"> 1. Gender equality possibilities training for teachers of Vilnius ECEIs

²⁵ <http://pdf.viko.lt/index.php?page=pedagogikos---psichologijos-katedra>

²⁶ <http://www.marko.lt/index.php?men=3&action=about&ID=23>

²⁷ [http://www.panko.lt/ects_lt_kalba/studiju_programos/ikimokyklinio_ugdymo_pedagogika_\(sspef\).html](http://www.panko.lt/ects_lt_kalba/studiju_programos/ikimokyklinio_ugdymo_pedagogika_(sspef).html)

²⁸ <http://www.klk.lt/?lt=1193133398>

²⁹ <http://www.kauko.lt/kaukas/kolegija.php?page=studijos&main=katedros&nr=31>

	<p>(approx. 320 teachers).</p> <p>2. Publication for teachers of ECEIs „Girls and boys in one world“, author Birute Jakubkaite. In this publication the attitudes towards gender roles, which are deeply rooted into society, are discussed; parents’ and pedagogues’ input into development of full-fledged and free individual, the examples of practical activities developing respect to gender equality (published by Social Responsibility Centre) (500 copies) Project financed by USA Democracy commission.³⁰</p>
--	--

³⁰ Lygių galimybių kontrolieriaus tarybos internetinės svetainė, <http://www.lygybe.lt/news.php?strid=1270&id=1520>