



RELEVANT PUBLICATIONS 2014

Shelton, F., & Holz, O. (2014). Education and Gender reflecting: on the EDGE. *Gender and Education from Different Angles*, 22, 236-248.

EDGE (Education and Gender) is a Comenius multilateral project which explores gender challenges in education with a focus on young people aged 13-15 from 12 European countries from North, East, South, West and Central Europe. The project commenced in October 2011 and reaches its conclusion in September 2014. This paper reflects on the EDGE project and considers the application process, the objectives, the partners, the testing phase, the challenges and benefits and the final outcomes of the project.

Valley, J. A., & Graber, K. C. (2014). An Examination of Gender-Biased Communication in Physical Education. *Research Quarterly for Exercise and Sport*, 85, 160.

Physical education remains a male-dominated terrain where gender biases are reproduced and typically unchallenged (Colwell, 1999; Klomsten, Marsh, & Skaalvik, 2005; Messner, 1988, 1990; Scranton, 1990). Under the lens of critical feminist theory, this investigation examined the language and behaviors physical education teachers employ related to gender equity. The specific purpose of the investigation was to determine what teachers know about gender equitable practices and the potential influence of these practices on students, what types of gender bias are demonstrated in the instructional environment through teacher behaviors and verbal and non-verbal communication between teachers and their students, and how teachers are influenced to adopt gender equitable behaviors in the physical education context, and why some teachers elect not to adopt these behaviors.

Monaghan, M. M. (2014). Gender Equity And Education: Examining Preservice Teachers Perceptions. *GEMS (Gender, Education, Music, and Society)*, 7(8).

This article reports on a study which examined the perceptions of preservice teachers in regards to gender equity. Research on gender equity in the field of education has stalled

in recent years, while existing literature often hinges on the assumption that teachers recognize gender equity as a relevant issue and are willing to initiate remedies to inequities in classrooms and content. This is an interesting assumption given the fact that young, American educators have been raised during an era in which gender equity is largely assumed to have been achieved, despite the fact that a significant gender gap still exists. Specifically, this study asked the following questions: How do preservice teachers perceive gender equity? How have these perceptions been informed by the participants' individual life experiences? Findings suggest that participants do not perceive gender and/or issues of gender equity to be particularly relevant to their personal or professional lives; however, all of the participants acknowledged influences of gender in the classroom and in their professional practice.

Mussida, C., & Picchio, M. (2014). The gender wage gap by education in Italy. *The Journal of Economic Inequality*, 12(1), 117-147.

This paper studies the gender wage gap by educational attainment in Italy using the 1994–2001 ECHP data. We estimate wage distributions in the presence of covariates and simple selection separately for highly and low educated men and women. Then, we decompose the gender wage gap across all the wage distribution and isolate the part due to gender differences in the remunerations of the similar characteristics. We find that women are penalized especially if low educated. When we control for sample selection induced by unobservables, the penalties for low educated women become even larger, above all at the bottom of the wage distribution.

Mitra, A., Bang, J. T., & Biswas, A. (2014). Gender Equality and Economic Growth: Is it Equality of Opportunity or Equality of Outcomes? *Feminist Economics*, (ahead-of-print), 1-26.

This article explores the impact of gender equality on economic growth. In particular, we focus on the multidimensional nature of gender equality with the object of identifying the relative salience of different aspects of equality. Using exploratory factor analysis on five measures of gender equality, we identify two distinct dimensions: equality of economic opportunities and equality in economic and political outcomes. Regression analysis conducted on an unbalanced panel of 101 countries taken over nonoverlapping five-year periods from 1990 to 2000 reveals that a standard deviation improvement in equality in economic opportunity increases growth by 1.3 percentage points and a corresponding improvement in participatory equality improves growth by an average of about 1.2 percentage points. However, this impact is contingent on a country's stage of development: while developing economies experience significant improvements in growth from greater equality in opportunity, developed societies see significant improvements resulting from greater equality in outcomes.

Addabbo, T., Di Tommaso, M. L., & Maccagnan, A. (2014). Gender Differences in Italian Children's Capabilities. *Feminist Economics*, 20(2), 90-121.

This paper analyzes children's well-being using the capability approach, with a special focus on gender differences. The two areas analyzed are the capability of senses, imagination, and thought; and the capability of play. Using data from the 2008 Multipurpose Survey on Daily Life released by the Italian National Institute of Statistics, a structural equation model is estimated in which the capabilities are defined as latent variables that are intrinsically interrelated. For each capability, a set of indicators of functionings is utilized and the effects of individual and social conversion factors – including parents' unpaid work, their level of education, and employment status – are analyzed. The model is applied to Italian girls and boys ages 6–10 in 2008. The analysis confirms that the two capabilities are interrelated. Policies aimed at improving children's achievements in education also improve the capability of play and vice versa. Differences by gender occur in the factors' effects.

Wisborg, P. (2014). Transnational Land Deals and Gender Equality: Utilitarian and Human Rights Approaches. *Feminist Economics*, 20(1).

Transnational land deals pose vexing normative (ethical) questions, not least concerning gendered participation and outcomes. This article explores utilitarian and human rights approaches to gender equality in selected policy initiatives on the land deals. While global policy literature manifests growing attention to women in agriculture, the review found the analysis of gender in early policy initiatives to be absent or weak. Utilitarian arguments were used to justify deals but rarely presented women's participation as a means of social progress or so-called smart economics. Human rights documents were more likely to be critical of the deals and to mention gender, though with little elaboration. While to some extent amended by the emphasis on gender equality in the 2012 Voluntary Guidelines on tenure governance, failures to mobilize the feminist potential in utilitarian and human rights approaches call for more proactive gender analysis and advocacy when addressing transnational land deals as gendered power struggles

Furno, M. (2014). Returns to education and gender gap. *International Review of Applied Economics*, (ahead-of-print), 1-22.

The Italian gender wage gap is related to a gap in returns to education which causes a sizable glass ceiling effect. The gap is detected by quantile regressions implemented in different subsets. Quantile regressions allow computation of both the average gap and the divergence in the tails of the wage distribution. Comparison of the equations estimated separately for men and women, reveals a divergence in wage determinants for the average and for all quantiles. The statistical relevance of this divergence is verified by a test of changing coefficients. By repeatedly implementing this test to compare subsets of different regions, cohorts, and education levels, it is possible to rank the factors affecting the gap and to pinpoint at which quantile their impact is greater. Gender turns out to be a relevant source of changes to the coefficients, particularly for the top quantiles, and the regional variable interacts with the returns to education gap, determining a sizeable glass ceiling on southern women's careers.

Peterson, H. (2014). An Academic 'Glass Cliff'? Exploring the Increase of Women in Swedish Higher Education Management. *Athens Journal of Education*, 1(1), 32-44.

Sweden has the highest percentage of female university Vice Chancellors in Europe. Some of the factors that have promoted women's representation in senior management in Swedish academia are: political pressure in the form of goals and policies, quantitative target agreements concerning women's representation, top level commitment to gender equality goals, and a network encouraging and supporting aspiring women managers. However, although women appear to break the glass ceiling, this paper sets out to investigate whether women are genuinely empowered in Swedish academia. Drawing on qualitative semi-structured interviews with 22 senior managers in Swedish higher education, the paper reveals some of the challenges facing manager-academics: increasing workload, role conflict and decreasing status and prestige. Situating women's increase in higher education management in a setting permeated by these challenges stimulates an analysis using theories about feminization of occupations and the metaphor 'glass cliff'. Feminization refers to how women's increase in an occupation often occurs simultaneously as it is transformed into a less prestigious work, with limited opportunities for advancement and weakened job security. The related concept 'glass cliff' describes a phenomenon when women are more likely to be appointed to precarious leadership roles in situations of turbulence and problematic organizational circumstances. The paper argues that women have been allowed to enter into management positions in higher education at the same time as these positions decline in status, merit and prestige and become more time-consuming and harder to combine with a successful scholarly career. Women are thus placed on an academic glass cliff.

Kupfer, A. (2014). The interrelation of twenty-first-century education and work from a gender perspective. *International Studies in Sociology of Education*, 24(1), 113-125.

This paper analyses the interrelation of twenty-first-century education and work from a gender perspective. The analysis is carried out theoretically by asking whether human capital theory and Bourdieu's reproduction theory are adequate instruments for such an endeavour. It is argued that the explanatory power of the human capital concept of the interrelation between education and work is extremely weak, because the human capital concept conceals costs necessary to create human capital. In contrast, reproduction theory comprehends investments in education through reproductive work. But, reproduction theory fails short to explain ongoing gender hierarchies within employment. Therefore, analysis of social and societal structure needs to go beyond the focus on education and work to explain the maintenance of gender hierarchies.

Strand, S. (2014). School effects and ethnic, gender and socio-economic gaps in educational achievement at age 11. *Oxford Review of Education*, 40(2), 223-245.

There are long-standing achievement gaps in England associated with socio-economic status (SES), ethnicity and gender, but relatively little research has evaluated interactions between these variables or explored school effects on such gaps. This paper analyses the national test results at age 7 and age 11 of 2,836 pupils attending 68 mainstream primary schools in an ethnically diverse inner London borough. The groups with the lowest educational achievement and poorest progress were both Black Caribbean and White British low SES pupils. White British middle and high SES pupils made substantially more progress than White British low SES pupils, significantly increasing the SES gap over time. However low and high SES Black pupils made equally poor progress age 7–11. School effects on pupil progress were large, but there was no evidence of differential school effectiveness in relation to SES, ethnicity or gender. Low SES pupils in the more effective schools performed significantly better than high SES pupils in the less effective schools, but all pupils (both low and high SES) benefit from attending the more effective schools and so these schools do not eliminate the SES gap. The limits to change that may be achieved by schools alone are discussed.

Bimrose, J., Watson, M., McMahon, M., Haasler, S., Tomassini, M., & Suzanne, P. A. (2014). The problem with women? Challenges posed by gender for career guidance practice. *International Journal for Educational and Vocational Guidance, 14*(1), 77-88.

Institutionalised discrimination continues to perpetuate deep rooted social divisions, with gender inequality persisting as a pervasive feature of labour markets across the world. Despite the depth and breadth of gender inequality, there is limited acknowledgement in career theory that the career support needs of women are distinctive. A qualitative international comparative study into the career trajectories of older women (aged 45–65) has been conducted across six countries (Australia, Argentina, Germany, Italy, England and South Africa). The results provide an international understanding of women's careers and offer insight into career theory and practice for women that are culturally relevant.

Ochsenfeld, F. (2014). Why do Women's Fields of Study Pay Less? A Test of Devaluation, Human Capital, and Gender Role Theory. *European Sociological Review, jcu060*.

As men are overrepresented in lucrative fields and women disproportionately graduate from disciplines that yield low wages in the labour market, horizontal sex segregation in higher education contributes significantly to economic gender inequality. However, what underlies the association between sex composition and wages in fields of study? We draw on data from the German HIS Graduate Panel Study 1997 ($N = 4,092$) and use hierarchical linear models to adjudicate between devaluation theory and explanations based on differential sorting processes: human capital and gender role theory. The resulting evidence for both human capital and devaluation theory is scant. Consistent with gender role theory, differences in the attractiveness of fields to students with a careerist approach to higher education and the labour market in turn explain most of the

association between field of studies' sex composition and wage levels. We therefore conclude that gendered patterns of self-selection that derive from men's socialization into the breadwinner role rather than evaluative discrimination or rational anticipation of career interruptions underlie the association between fields' sex composition and wage levels.

Stier, H., & Yaish, M. (2014). Occupational segregation and gender inequality in job quality: a multi-level approach. *Work, Employment & Society*, 0950017013510758.

Gender differences in perceived quality of employment (achievement, content, job insecurity, time autonomy and physical and emotional conditions) are examined. The study asks whether women's occupations provide better conditions in areas that facilitate their dual role in society, as a trade-off for low monetary rewards. Specifically, it examines the association of women's concentration in broader occupational categories, embedded in particular national contexts, with gender differences in job quality. Utilizing the 2005 ISSP modules on work orientation shows that women lag behind men on most dimensions of job quality, countering the hypothesis that women's occupations compensate for their low wages and limited opportunities for promotion by providing better employment conditions. However, as women's relative share in occupations grows the gender gap narrows in most job quality dimensions. The implications of these results are discussed.

Laborda Castillo, L., Sotelsek Salem, D., & Sarr, L. R. (2014). The Effect of Poverty, Gender Exclusion, and Child Labor on Out-of-School Rates for Female Children. *Journal of Research in Childhood Education*, 28(2), 162-181.

In this article, the authors analyze the effect of poverty, social exclusion, and child labor on out-of-school rates for female children. This empirical study is based on a dynamic panel model for a sample of 216 countries over the period 1970 to 2010. Results based on the generalized method of moments (GMM) of Arellano and Bond (1991) and the tests of causality and zero autocorrelation to the panel data show a negative and significant relation between contributing family workers (female) and number of primary school-age children out of school (female) in Europe and Central Asia region. However, the authors cannot find empirical evidence between primary school-age children out of school rates (female) and the variables used to analyze the effect of poverty and social exclusion (poverty headcount ratio at national poverty line and total vulnerable employment). Moreover, the article identifies effects of other variables like proportion of seats held by women in national parliaments. In addition, this article examines geographic regions separately, with the anticipation that differentials in livelihood strategies and opportunities could be reflected in female child schooling decisions.

Vuorinen-Lampila, P. (2014). Gender segregation in the employment of higher education graduates. *Journal of Education and Work*, (ahead-of-print), 1-25.

This article examines the employment and placement in the working life of Finnish higher education graduates (i.e. graduates from universities and polytechnics), focusing on gender equality. It reports a study on gender segregation in higher education and working life, considered in relation to Nordic gender equality policies. The data were gathered via a questionnaire administered to graduates in business and administration ($n = 1067$) and in technology ($n = 1087$), three years after their graduation. The results showed that men were able to secure permanent and full-time employment more often than women, and men achieved better correspondence between their degree and their employment. However, gender divergence manifested differently in polytechnics and universities; thus a higher (Master's) university degree seemed to have a compensating influence on the effect of gender. Despite Nordic equality policies, female and male graduates were placed in the labour market according to tendencies of gender segregation.

Unterhalter, E. (2014). Thinking about gender in comparative education. *Comparative Education*, 50(1), 112-126.

Comparative and international education has been both a particularly generative area for the exploration of themes in relation to gender and education, but has also tended to impose limits regarding how gender and education are understood. In reflecting critically on the history of my own work in this field, and some of the early scholarship of the 1970s and 1980s, this article poses questions about how and why particular theorisations of gender and education are selected and used. It also considers how and why particular integrations are made between gender frameworks, what this suggests about comparison, and what pointers this may help to provide for thinking about gender in the contemporary period. The analysis delineates the current epoch as one marked by a shift to a multi-polar world in which forms of political economy are realigning. Shifts associated with changing approaches to the public, the private and the personal entail gender identities and relations reconfiguring and a dispersed set of meanings. One outcome is that it can become difficult to connect ideas about gender in a simple way with an integrated social justice agenda. This has become apparent in education, which is crucial to policies of social protection, enhancing social justice, but is also linked with increasing monetisation of information and of the relationships of learning and teaching. The invocation of gender in both spaces, and the identification of its differences, requires particular acuity. In trying to formulate an approach that speaks to this process and developing a normative compass in contemporary times, the article tries to reflect critically on comparison as an intellectual move and a political position.

De Pablos, L., & Gil, M. (2014). Intergenerational educational and occupational mobility in Spain: does gender matter? *British Journal of Sociology of Education*, (ahead-of-print), 1-22.

This paper explores the changes in intergenerational mobility seen in Spain during the last century. It examines educational and occupational mobility, paying particular attention to the existence of a differentiated gender effect. The magnitude of the

historical changes that have taken place in Spain during the twentieth century and the scarcity of studies in this field increase the value of this paper. More specifically, the paper seeks to describe how the situation has changed with the social–economic and education policy developments in democratic Spain, especially with regards to women. The main results show that while educational mobility has improved, there has been no such significant change in occupational mobility.

Kelly, O., & Bhabha, J. (2014). Beyond the education silo? Tackling adolescent secondary education in rural India. *British Journal of Sociology of Education*, 35(5), 731-752.

In this paper we examine the factors contributing to gender inequality in secondary schooling in India by critically reviewing the government's secondary education policy. Drawing on the findings of a study in rural Gujarat, we couple this analysis with an examination of the gendered dynamics that restrict girls' ability to fully benefit from the education infrastructure and initiatives that do exist, using Connell's Gender and Power framework. We propose that an extension of the government's current approach to educational reform, focused primarily on expanding infrastructure may aggravate the gender, class and caste asymmetries at secondary level. Fostering an environment that enables vulnerable adolescent girls to benefit from enhanced educational provisions is essential to realizing their rights and the achievement of an equitable system.

Gill, J., & Tranter, D. (2014). Unfinished business: re-positioning gender on the education equity agenda. *British Journal of Sociology of Education*, 35(2), 278-295.

The long-standing relationship between social disadvantage and poor educational outcomes continues to preoccupy educational policy-makers, with teachers at the front line of the ongoing struggle. Across the range of equity concerns, gender may be noted as either qualifying disadvantage or compounding it, but the meaning of gender as a simple binary category is rarely challenged. Using data drawn from a study in three disadvantaged urban fringe Australian high schools we argue that the policy-driven gender-as-difference approach can serve to mask educational inequality rather than to challenge it. By demonstrating the ways in which the girls and their teachers respond to, interpret and understand their schooling experience, we suggest the enriched capacity of a relational theory of gender that, while inclusive of earlier theoretical moments and cognisant of progress made, does offer a more coherent and potentially redemptive basis for educational intervention.

Coate, K., & Howson, C. K. (2014). Indicators of esteem: gender and prestige in academic work. *British Journal of Sociology of Education*, (ahead-of-print), 1-19.

The continued gender imbalance in senior positions in higher education is a problem that persists despite decades of feminist research and publications in the area, as well as interventions in many countries to promote the advancement of women. In this article we view the issue of gender inequality through the lens of the prestige economy, which

suggests that academics are motivated by prestige factors accrued through advancement in their careers. Prestige, authority and status, we suggest, may be more easily acquired by male academics. We draw on a case study of one institution in the Republic of Ireland, including data from a survey on academic careers ($n = 269$), to explore how the concept of prestige is gendered. We explore the cumulative effect of four themes: homosociability; non-transparency of criteria; academic workload balance; and self-promotion.

Li-Ching, W., Yu-Hsien, T., Keng-Yu, C., Cheng-Ting, W., & Yi-Chia, L. (2014). The Shadow Report for the "Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)" with Topics on Gender Diversity Education, Sex Education, and Female Participation in Exercise and Sports. *Chinese Education & Society*, 47(4), 66-84.

This report primarily responds to the content of the Articles 10 and 12 regarding gender equity education in the governmental report made by the Taiwanese government in 2014 for CEDAW. In order to observe the obstacles and challenges facing gender equity education in our nation today, this report focuses on three aspects: gender diversity education, sex education, and female participation in exercise and sports. In each topic, the current situation and difficulties are discussed first, followed by concrete recommendations.

Rao, N., & Sweetman, C. (2014). Introduction to Gender and Education. *Gender & Development*, 22(1), 1-12.

Education plays a key role in the empowerment of girls and women, and the attainment of gender equality in households, communities and wider society. Even before the 1948 Universal Declaration of Human Rights made it official, education has long been recognised as an essential prerequisite to enable people to realise their true potential. Education in itself is a human right, but it also serves as a gateway that allows individuals to access and enjoy other human rights. Education broadens the perspectives of a girl about the roles that she can play; provides a key space (often the only space) for meeting peers, mentors and role models; and opens new spaces for an empowered girl to act in, reach out to and influence others. Unique to education is the fact that once you have gained it, it cannot be taken away

Scott, J., Hacker, M., Averbach, S., Modest, A. M., Cornish, S., Spencer, D., & Parmar, P. (2014). Influences of sex, age and education on attitudes towards gender inequitable norms and practices in South Sudan. *Global public health*, 9(7), 773-786.

Prolonged conflict in South Sudan exacerbated gender disparities and inequities. This study assessed differences in attitudes towards gender inequitable norms and practices by sex, age and education to inform programming. Applying community-based participatory research methodology, 680 adult respondents, selected by quota sampling, were interviewed in seven South Sudanese communities from 2009 to 2011. The

verbally administered survey assessed attitudes using the Gender Equitable Men scale. Data were stratified by sex, age and education. Of 680 respondents, 352 were female, 326 were male and two did not report their sex. The majority of respondents agreed with gender inequitable household roles, but the majority disagreed with gender inequitable practices (i.e., early marriage, forced marriage and inequitable education of girls). Respondents who reported no education were more likely than those who reported any education to agree with gender inequitable practices (all $p < 0.03$) except for forced marriage ($p = 0.07$), and few significant differences were observed when these responses were stratified by sex and by age. The study reveals agreement with gender inequitable norms in the household but an overall disagreement with gender inequitable practices in sampled communities. The findings support that education of both women and men may promote gender equitable norms and practices.

Evans, A. (2014). Co-education and the erosion of gender stereotypes in the Zambian Copperbelt. *Gender & Development*, 22(1), 75-90.

This paper explores how single-sex and co-education affect girls' and boys' gender beliefs and relations. Earlier research in sub-Saharan Africa suggests that co-educational schools are sites of male intimidation, violence, and unequal power relations. Meanwhile single-sex education is said to enhance girls' self-confidence, improve their academic scores, and enable them to act as leaders, in a safe space, absent of boys. However, recent qualitative research in the Zambian Copperbelt suggests that co-education may actually be more conducive to gender equality. Seeing girls demonstrate equal competence in mixed-sex classes can undermine gender stereotypes, on the part of girls and boys alike. The research also calls into question assumptions that single-sex education is necessarily better at enhancing girls' self-confidence and protecting them from intimidation and male violence.

Prendergast, M., & O'Donoghue, J. (2014). Influence of gender, single-sex and co-educational schooling on students' enjoyment and achievement in mathematics. *International Journal of Mathematical Education in Science and Technology*, (ahead-of-print), 1-16.

This research investigates the influence that gender, single-sex and co-educational schooling can have on students' mathematics education in second-level Irish classrooms. Although gender differences in mathematics education have been the subject of research for many years, recent results from PISA (Programme for International Student Assessment) show that there are still marked differences between the achievement and attitude of male and female students in Irish mathematics classrooms. This paper examines the influence of gender in more detail and also investigates the impact of single-sex or co-educational schooling. This is a follow on study which further analyses data collected by the authors when they designed a pedagogical framework and used this to develop, implement and evaluate a teaching intervention in four second-level Irish schools. The aim of this pedagogical framework was to promote student interest in the topic of algebra through effective teaching of the domain. This paper further

analyses the quantitative data collected and investigates whether there were differences in students' enjoyment and achievement scores based on their gender and whether they attended single-sex or co-educational schools.

Dronkers, J., & Kornder, N. (2014). Can gender differences in educational performance of 15-year-old migrant pupils be explained by societal gender equality in origin and destination countries? *Compare: A Journal of Comparative and International Education*, (ahead-of-print), 1-25.

In this paper, we attempt to explain the differences between reading and math scores of migrants' children (8430 daughters and 8526 sons) in 17 OECD destination countries, coming from 45 origin countries or regions, using PISA 2009 data. In addition to the societal gender equality levels of the origin and destination countries (the gender empowerment measure), we use macro indicators of the origin countries' educational systems, economic development and religions. We find that migrant daughters from countries with higher gender equality levels obtain higher reading scores than comparable migrant sons do (but this is not the case for math scores). In addition, the higher the gender equality levels in the destination countries, the lower the reading and math scores of both male and female migrants' children in their destination countries. Further analyses suggest it is the difference between gender equality levels, rather than the levels themselves, that explains the educational performance of both female and male migrant pupils. Our results also show the low gender equality level in Islamic origin countries offers a possible explanation for the low educational performance of Islamic pupils, both male and female. Finally, migrants' daughters seem to perform slightly better educationally, compared with migrants' sons.

Keisu, B. I., & Carbin, M. (2014). Administrators or Critical Cynics? A Study of Gender Equality Workers in Swedish Higher Education. *NORA-Nordic Journal of Feminist and Gender Research*, 22(3), 204-218.

Gender equality workers have to perform a balancing act between feminist ideals for change and neo-liberal management trends. So-called audit discourses have gradually been introduced into Swedish universities, in line with an enterprise model. In this new context, the aim of our article is to investigate how gender equality workers at universities articulate gender equality and possibilities for change. What are their visions and strategies for achieving gender equality? This article is based on interviews with gender equality workers at three Swedish universities and explores how the legitimate gender equality worker is constructed. We found that there is a lack of visionary thinking among gender equality workers, which manifests itself in a sense that the distinction between visions and strategies has collapsed and technologies like auditing have become the vision. It seems that, whilst navigating between liberal feminist discourses and an increasingly neo-liberal setting, two positions are available for gender equality workers. The first is the "administrator", who asks for more tools and monitoring of gender equality, in order for the work to become more efficient and legitimate. The second position, the "critical cynic", makes scepticism and resistance to

the increasing bureaucratization of gender equality work possible, but lacks alternative visions and strategies. Gender equality initiatives have thus become increasingly embedded in auditing technologies, and the possibilities for articulating alternatives or visionary ideals, beyond liberal values of anti-discrimination, seem limited.

Borrachero, A. B., Brígido, M., Mellado, L., Costillo, E., & Mellado, V. (2014). Emotions in prospective secondary teachers when teaching science content, distinguishing by gender. *Research in Science & Technological Education*, 32(2), 182-215.

The present work analyses the emotions of prospective secondary education teachers, distinguishing them by gender, in relation to the teaching of Biology, Geology, Physics and Chemistry in order to contribute to designing subsequent interventions targeted at improving science teachers' occupational health. The total sample consisted of 178 students (53 male and 125 female) of the post-graduate teaching certificate course at the University of Extremadura, all of whom were prospective secondary school teachers. We also worked with a sub-sample of 66 Science and Engineering graduates (33 male and 33 female). A questionnaire was prepared that includes items on each of the emotions that the prospective teacher might feel when teaching the science content of the proposed courses. The chi-squared test was used to determine whether a relationship exists between emotions and the variable gender when it came to their teaching Biology, Geology, Physics and Chemistry at the compulsory secondary education level. The results showed that the male teachers more frequently report positive emotions than the female. The latter manifested an increase in negative emotions in teaching Geology, Physics and Chemistry content. And the study of the sub-sample showed positive emotions are more frequently reported than negative ones in all four subjects, with this being particularly so in Biology. The study of emotions is vital in the educational formation of prospective secondary teachers. These students will soon face day-to-day life in the classroom, and many of them, especially the women, declare themselves to be emotionally vulnerable, since they describe themselves as experiencing stronger negative emotions. It is essential to provide prospective secondary teachers with a program of support and monitoring during their teaching practice so as to foster awareness of their emotions towards science and its learning. The aim must be to enhance their capacity for self-regulation and control to change those emotions, and to consolidate healthy habits.

Hsiao-Chin, H., & Chia-Ling, Y. (2014). Gender Implications in Curriculum and Entrance Exam Grouping: Institutional Factors and Their Effects. *Chinese Education & Society*, 47(4), 32-45.

While access to higher education has reached gender parity in Taiwan, the phenomenon of gender segregation and stratification by fields of study and by division of labor persist. In this article, we trace the historical evolution of Taiwan's education system and data using large-scale educational databases to analyze the association of institutional factors and educational outcomes. Grouping in the college entrance

examinations in the 1950s led to grouping in the high school curriculum, which, in turn, seems to have enlarged the mathematics performance gap between the natural sciences group and the social studies group, and extended to a performance gap between the two groups on the college entrance examination. Because men concentrate in science and engineering and women concentrate in humanities, the superiority of the former disciplines over the latter was consolidated along with the stereotype that male fields were better than female fields.

Wilkinson, S. D., & Penney, D. (2014). The involvement of external agencies in extra-curricular physical education: reinforcing or challenging gender and ability inequities? *Sport, Education and Society*, (ahead-of-print), 1-18.

Within the UK and internationally, schools are increasingly being encouraged to call on external agencies and draw on the services of individuals, including sport coaches, to 'help teach or lead sports within the school setting and out of school time'. This trend arises from and has contributed to a changing policy landscape and relations that characterise 'physical education and school sport' (PESS) and the growing use of the terminology of 'PESS'. Previous research has highlighted that neither PESS considered broadly as a policy space, nor specific initiatives centring on 'partnership-based' development of physical education (PE) and/or sport in schools, can be assumed to facilitate greater equity in provision for young people. This study reports on research that has sought to build on past studies revealing gender and ability inequities amidst PESS developments. The research was designed as a small-scale case study investigation to critically explore the equity-related messages being conveyed in and through the hidden curriculum in a context of coaches' involvement in extra-curricular provision. Utilising observations and interviews with coaches and PE teachers, data collection focused on ways in which ideas of ability, masculinity and femininity were being constructed and reproduced in and through coach's pedagogy, and sought insight into the prospective impact of the particular constructions on girls' and boys' involvement in extra-curricular PE. Analysis revealed that the hidden curriculum expressed in and through the organisation of extra-curricular PE and coaches' pedagogical practices in this context can be seen as reaffirming limited conceptions of ability in PE and gender inequity in relation to girls' and boys' respective participation opportunities. Discussion critically addresses the relationship between policy and pedagogy in PESS in pursuing apparently ongoing tendencies for long-standing inequities to be reproduced in and through extra-curricular provision.

Li-Ching, W. (2014). Mainstreaming Gender into Schools in the Taiwan Context. *Chinese Education & Society*, 47(4), 23-31.

Gender mainstreaming and gender equity education are specific practices for creating a gender-equitable society. Gender mainstreaming tools can be used to help educational institutions engage in more thorough consideration when implementing gender equity education. This article addresses gender mainstreaming, gender equity education, and the concept of gender mainstreaming in the education system, followed by a discussion

of mainstreaming methods using two actual cases. The author argues that providing professional assistance and setting up a school gender equity education committee are ways to improve the quality of gender mainstreaming in schools. To promote gender mainstreaming in schools, education authorities can begin by proposing small-scale experimental programs and scale them up gradually. This will achieve superior results, and schools can also use the experiences of other schools as reference points.

Mistry, M., & Sood, K. (2014). Busting the myth of gender bias: views from men and women primary-school trainees and teachers. *Education 3-13*, (ahead-of-print), 1-14.

We explore the ideology associated with gender equality that despite primary schools and initial teacher education (ITE) institutions doing all they can to recruit men into primary education, a huge gender imbalance still exists. We frame our study around the notions of gender equality and professional responsibility. Using a multi-case study approach, this inquiry examined views of men and women from 12 English primary schools and one ITE institution regarding the cause and effect of gender bias. Findings show a differentially large gender gap in the sample schools and that there is good practice where schools are successful in attracting and retaining men teachers. Implications of these findings suggest that leaders in primary schools need to take a more active role to help change and shape the perceptions of men teachers in education. We conclude that leaders also need to help close the teacher gender gap in schools and ITE institutions through collaborative dialogue.

Weiss, F., & Scholten, M. M. (2014). Gender differences in the influence of parental class on young adults' participation in postsecondary education in the US. *Journal of Further and Higher Education*, 38(2), 182-199.

As with earlier social disparities in educational achievement, re-enrolment in college education can depend on parental social background. We link this finding with gender differences using data from the US National Longitudinal Study of Youth 79 and ask if the decision to re-enrol in college is influenced by parental social class in a gender-specific way. The results show that adding maternal class position to the operationalisation of social origin can be beneficial and result in a better model fit. Moreover, there are gender differences on the part of the child. Working-class men are constantly disadvantaged in their chances to re-enrol in education throughout their lives compared to men with more privileged family backgrounds, while working-class women are only disadvantaged among early re-entrants. This result is reversed in later years and women with working-class parents re-enrol more often.

Forbes, J., & Weiner, G. (2014). Gender power in elite schools: methodological insights from researcher reflexive accounts. *Research Papers in Education*, 29(2), 172-192.

The main task of this paper is to understand the methodological insights from researchers' reflexive accounts about the production of gender in the specific practices of three Scottish elite schools. Accordingly, the paper poses three questions: How is

gender re/constructed through the specific practices of these elite schools? What insights into these specific school gender regimes are offered in researchers' reflexive accounts? What methodological insights are gained for future such studies? The paper opens with a discussion of gender policy in Scotland which suggests that the country's policy and governance take little account of gender, equality and in/exclusion issues, in particular their intersectional nature. The methodology for the wider study from which this paper emerges is then outlined followed by the methodology for this researcher reflexive sub-study. Then, the data relating to the three schools' gender practices' regimes and the researchers' reflexive data are presented and analysed. The paper concludes by delineating a number of important gender power issues which the researcher reflexive accounts highlight and argues that the insights thus gained will aid the development of gender and power sensitive methodology.

Kian, A. (2014). Gender Social Relations and the Challenge of Women's Employment. *Middle East Critique*, 23(3), 333-347.

Iran's government has tended to enforce gender social relations through both family and employment policies. Officially, women's employment is discouraged unless it is necessary for her family's survival, and the home is considered the best and the most suitable place for women. The state's discourse makes a sharp distinction between public and private spheres. Nonetheless, women's higher literacy rates and the increasing number of college educated women combined with high inflation, which has lowered both the purchasing power of middle and lower class households, and women's aspirations for financial independence and intellectual autonomy, have led them to seek paid employment. The most educated women target public administration or the private sector, while less educated women seek job opportunities in the informal sector of the economy. Decision-making authority within the family and the quest for gender equality in Iranian society are two of the outcomes of women's paid employment that is likely to alter gendered power relations.

Francis, V., & Prosser, A. (2014). Exploring Vocational Guidance and Gender in Construction. *International Journal of Construction Education and Research*, 10(1), 39-57.

Construction, as an industry with ongoing skills shortages, needs to develop better ways to attract and retain new male and female employees. Career counselors play a pivotal role in providing vocational guidance to young people exploring career options. Career counselors' perceptions of construction as a career for young people were examined. A questionnaire investigated their knowledge of construction, perceptions of the industry being a good vocation for both genders, and the reported frequency with which they directed young people to consider construction. Comparisons using t-tests found career counselors perceived construction to be a better career option for males, and directed

males more frequently than females to explore construction careers. Viewing construction as a good career option was a predictor for career counselors directing both genders to a construction career. Unexpectedly personally knowing someone in construction, and having a better self-rated knowledge of construction careers had a positive impact on counselors encouraging young women, but not young men, to consider a construction career. The findings indicate that an educative model, where counselors gain firsthand knowledge from people working in the industry, may counter negative gender stereotypes and encourage more young women to consider a career in construction.

O'Connor, J. S. (2014). Gender mainstreaming in the European Union: broadening the possibilities for gender equality and/or an inherently constrained exercise? *Journal of International and Comparative Social Policy*, 30(1), 69-78.

The European Union (EU) was an influential voice in advocating the adoption of gender mainstreaming by the 4th United Nations World Conference on Women in Beijing in 1995. Since then gender mainstreaming has become a central policy plank of gender justice globally, but progress has been variable and modest. This paper examines the unfolding of gender mainstreaming in the EU, which was one of the early adopters as reflected by its commitment to gender mainstreaming in 1996. The objective is to identify patterns that may have implications for gender justice on a broader scale. The lenses are the European Employment Strategy dating from 1997 and targeted gender equality initiatives dating from the Community Framework on Gender Equality (2001–2005). Drawing on documentary analysis of these sources constraints on moving from aspiration to policy practice and outcome are identified. These are intensified by the multilevel structure of decision-making in the EU, which means that commitments agreed at the EU level are not pursued with the same fervour by all member states. But constraints are inherent in gender mainstreaming because of the contested and vague nature of the concept, the context of cross-cutting inequalities and the structural basis of these inequalities.

Carrier, S. J., Thomson, M. M., Tugurian, L. P., & Stevenson, K. T. (2014). Elementary Science Education in Classrooms and Outdoors: Stakeholder views, gender, ethnicity, and testing. *International Journal of Science Education*, (ahead-of-print), 1-26.

In this article, we present a mixed-methods study of 2 schools' elementary science programs including outdoor instruction specific to each school's culture. We explore fifth-grade students in measures of science knowledge, environmental attitudes, and outdoor comfort levels including gender and ethnic differences. We further examine students' science and outdoor views and activity choices along with those of adults (teachers, parents, and principals). Significant differences were found between pre- and posttest measures along with gender and ethnic differences with respect to students' science knowledge and environmental attitudes. Interview data exposed limitations of outdoor learning at both schools including standardized test pressures, teachers' views

of science instruction, and desultory connections of alternative learning settings to 'school' science.

Hess, M., Ittel, A., & Sisler, A. (2014). Gender-specific macro-and micro-level processes in the transmission of gender role orientation in adolescence: The role of fathers. *European Journal of Developmental Psychology*, *11*(2), 211-226.

Family represents a primary environment for the development and transmission of gender role orientation (GRO) in adolescence. Nonetheless, longitudinal approaches delineating the separate influences of fathers and mothers, including all possible same- and cross-sex parent-child dyads within one family are lacking. This article elucidates the process of adolescent gender role socialization in 244 German families (father, mother, son and daughter) utilizing a longitudinal design (two measurement points over 5 years). Direct transmission paths of GRO and gender-specific parenting (GSP) as a mediator were analysed focusing on fathers' contributions. In addition, the impact of parental workplace autonomy and socio-economic status on intra-familial socialization of GRO was examined. Results indicate that fathers and mothers play at least an equally important role in the transmission of gender role beliefs. A mediating effect of GSP was only evident when considering father-child dyads. Based on social cognitive and developmental systems approaches, the findings are discussed considering adolescents embedded within the family context.

Chiaburu, D. S., Harris, T. B., & Smith, T. A. (2014). Ideology and Gender: Observers' System Justification and Targets' Gender as Interactive Predictors of Citizenship Expectations. *The Journal of Social Psychology*, (just-accepted).

We integrate system justification and social role theory to explain how observers' system justification and target employees' gender interact to predict observers' expectations of targets' sportsmanship citizenship behaviors. In contrast with social role theory predictions, observers did not expect greater levels of sportsmanship from women compared to men. Yet observers expected more sportsmanship from women (a) when observers were ideologically motivated by gender-specific beliefs (gender-specific system justification; Study 1) and (b) when system justification was cued experimentally (Study 2). A heretofore-unexamined aspect, observers' ideology, modifies their expectations of sportsmanship citizenship across target genders. This has implications for system justification, social role, and organizational citizenship theoretical perspectives.

Adamuti-Trache, M., & Sweet, R. (2014). Science, Technology, Engineering and Math Readiness: Ethno-linguistic and gender differences in high-school course selection patterns. *International Journal of Science Education*, *36*(4), 610-634.

The study examines science-related course choices of high-school students in the culturally diverse schools of the province of British Columbia, Canada. The analysis employs K-12 provincial data and includes over 44,000 students born in 1990 who

graduated from high school by 2009. The research sample reflects the presence of about 27% of students for whom English is not a first language. We construct an empirical model that examines ethno-linguistic and gender differences in Grade 12 course choices while accounting for personal and situational differences among students. The study employs a course selection typology that emphasizes readiness for science, technology, engineering and math fields of study. Findings indicate that math- and science-related course selection patterns are strongly associated with ethnicity, qualified not only by gender and prior math and science achievement but also by the individual's grade level at entry to the system and enrollment in English as a Second Language program. Students who are more likely to engage in math and science courses belong to Asian ethno-linguistic groups and entered the provincial school system during the senior high-school years. We suggest that ethnic diversity and broader academic exposure may play a crucial role in changing the gender composition of science classrooms, university fields of study and science-related occupations.

Reisner, S. L., Greytak, E. A., Parsons, J. T., & Ybarra, M. L. (2014). *Gender minority social stress in adolescence: disparities in adolescent bullying and substance use by gender identity*.

Bullying and substance use represent serious public health issues facing adolescents in the United States. Few large-sample national studies have examined differences in these indicators by gender identity. The Teen Health and Technology Study ($N = 5,542$) sampled adolescents ages 13 to 18 years old online. Weighted multivariable logistic regression models investigated disparities in substance use and tested a gender minority social stress hypothesis, comparing gender minority youth (i.e., who are transgender/gender nonconforming and have a gender different from their sex assigned at birth) and cisgender (i.e., whose gender identity or expression matches theirs assigned at birth). Overall, 11.5% of youth self-identified as gender minority. Gender minority youth had increased odds of past-12-month alcohol use, marijuana use, and nonmarijuana illicit drug use. Gender minority youth disproportionately experienced bullying and harassment in the past 12 months, and this victimization was associated with increased odds of all substance use indicators. Bullying mediated the elevated odds of substance use for gender minority youth compared to cisgender adolescents. Findings support the use of gender minority stress perspectives in designing early interventions aimed at addressing the negative health sequelae of bullying and harassment.

Jachyra, P., Atkinson, M., & Gibson, B. E. (2014). Gender performativity during interviews with adolescent boys. *Qualitative Research in Sport, Exercise and Health*, (ahead-of-print), 1-15.

The increased use, if not dominance, of interviewing techniques in qualitative research on sport and physical culture demands more focused and critical analyses of the

situational factors that may influence the generation of interview data. One of the factors, of course, is the interviewer's gender as it relates to the gender(s) of the research participants. Previous research investigating the social dynamics of interviewing suggests that gender dynamics mediate the quality, content and detail of responses provided from adult participants. In particular, a noticed gap in the sport and exercise literature is the potential influence of the interviewer's gender with respect to conducting interviews with children and youth. Drawing from interviews and field work exploring the enjoyment and experience(s) of Health and Physical Education class conducted with elementary school students in Ontario (Canada), this paper explores the relational and performative aspects of gender in the interview space, mediating how boys with multiple body capitals and masculinities shape their narratives in different ways during an interview with a male researcher.

Cahan, S., Barneron, M., & Kassim, S. (2014). Gender differences in school achievement: a within-class perspective. *International Studies in Sociology of Education*, 24(1), 3-23.

Relying on the results of the achievement tests in mathematics, science, native language (Hebrew/Arabic) and English, administered to 1430 5th-grade co-educational classes in Israel, this study examines the between-class variability of the within-class mean score gender differences and its class and school correlates. The four main results of the study are: (1) remarkable between-test stability of the within-class gender gap; (2) considerable variability of the within-class gender gap, in terms of both sign and magnitude, found for each of the four tests: children studying in different classes are exposed to different, sometimes quite opposite, gender differences and this variability is effectively masked by the aggregate-level analyses typically reported in the literature; (3) the lion's share of the variability of the within-class gender gap lies within, rather than between schools; and (4) the relative frequency of within-class gender gaps favouring boys is positively related to school-level characteristics, which qualify as positive indicators of the school's quality and negatively to class size. The within- and between-sector (Arab vs. Jewish) components of this relation are discussed.

Walker, J., Berekashvili, N., & Lomidze, N. (2014). Valuing Time: Time Use Survey, the Capability Approach, and Gender Analysis. *Journal of Human Development and Capabilities*, 15(1), 47-59.

Time use survey is one of the fundamental, and most widely employed, research tools used to bring a gender perspective to project planning. However, narrow interpretations of time use data can distort the understanding of how project-induced time use changes affect women and men's well-being. This paper argues that the application of some of the central concepts of the capability approach can strengthen the scope of time use survey as a gendered planning tool, drawing on the example of the "Alliances" rural economic development project Georgia.

Kuusisto, A., Kuusisto, E., Holm, K., & Tirri, K. (2014). Gender variance in interreligious sensitivity among Finnish pupils. *International Journal of Children's Spirituality*, 19(1), 25-44.

This paper examines gender variance in the interreligious sensitivity among Finnish children and youth using a non-probability sample of 1000 Finnish lower secondary school pupils representing the age group 12–16. The data were gathered in three geographical locations: the capital city of Helsinki area, and two smaller municipalities in other parts of the country. The pupils' self-reported attitudes towards interreligious sensitivity were measured using the *Interreligious Sensitivity Scale*. The results showed significant variation between the genders in the pupils' interreligious sensitivity. Also geographical variance (city of residence) and pupils' religious affiliation influenced their interreligious sensitivity.

Jin, X., & Whitson, R. (2014). Young women and public leisure spaces in contemporary Beijing: recreating (with) gender, tradition, and place. *Social & Cultural Geography*, 15(4), 449-469.

Feminist geographers and leisure scholars have long argued that one critical way to understand gendered norms and expectations is through examining women's access to and experiences of leisure activities. Set in the context of the rapid economic, political, and social changes that have taken place in Beijing over the past half century, this article draws on in-depth interviews and extensive participant observation to explore the role of newly available public leisure spaces in the lives and leisure of young women in Beijing, in particular by examining the way that these spaces provide an opportunity for the negotiation of new gender norms and identities. Through an analysis of the interaction of gender norms and practices with women's use of and behavior in public leisure spaces, we argue that women's behavior in public leisure spaces in contemporary Beijing remains strongly circumscribed by gendered norms. Rather than their presence itself constituting a challenge to gender expectations, in many cases their leisure behavior and experiences serve to reinforce the social norms that masculinize public leisure spaces. In spite of this, however, the findings of this research suggest that public leisure spaces may, in some cases, provide women with a place from which to challenge gender norms.

Charles, M., Harr, B., Cech, E., & Hendley, A. (2014). Who likes math where? Gender differences in eighth-graders' attitudes around the world. *International Studies in Sociology of Education*, 24(1), 85-112.

Some of the most male-dominated science, technology, engineering and mathematics occupations and degree programmes are found in the world's most affluent societies. This article assesses whether gender gaps in *attitudes* follow similarly surprising patterns. Multivariate analysis of eighth-graders' affinity for mathematics and aspirations for mathematically related jobs in 53 countries shows that the attitudinal gender gap is indeed larger in affluent 'postmaterialist' societies. Moreover, both girls and boys view mathematics more negatively in these societies. The authors suggest that cultural ideals of individual self-expression, highly prevalent under conditions of broad-

based existential security, operate to reduce girls' and boys' interest in pursuits thought to be economically practical but personally non-expressive. Girls may be particularly susceptible to this negative effect, because taken-for-granted cultural beliefs about core female personality traits (and girls' gendered understandings of their own authentic inner selves) are often at odds with dominant representations of mathematical and technical work.

Samar, S., Aqil, A., Vogel, J., Wentzel, L., Haqmal, S., Matsunaga, E., & Abaszadeh, N. (2014). Towards gender equality in health in Afghanistan. *Global public health*, 9(sup1), S76-S92.

The Afghanistan gender inequality index shows that 70% loss in development is due to the limited participation of women in the workforce, low education and poor women's health outcomes. However, since the fall of the Taliban regime in 2002, gender inequalities in health have improved. This paper will review factors that led to these improvements. The review draws upon information from various sources, including formative and applied research, surveys and existing information systems. The review showed gender differentials in morbidity, mortality and accessing and utilising health services. Health professionals have expressed inadequate medical knowledge and interpersonal skills to address sensitive issues, such as domestic, physical and sexual violence. Discussing sexuality and its impact on health remains taboo both within and outside of the medical profession. Strict cultural norms restrict a woman's autonomy to seek health care, choose a marriage partner and have control over her body, indicating a need to increase awareness about how harmful social practices adversely affect health. The policy review showed that the Ministry of Public Health has made a commitment to reducing gender inequity in health and developed a two-pronged action plan to improve health providers' skills in handling gender-sensitive issues and mass media campaigns to change social norms.

Oedl-Wieser, T. (2014). Gender equality: a core dimension in Rural Development Programmes in Austria? *Gender, Place & Culture*, (ahead-of-print), 1-15.

The supranational gender equality regime of the European Union (EU), in place since the 1990s, affects gender-related social policy including the so-called 'gender-neutral' policy fields such as the common agricultural policy and rural development policy. Especially, the implementation of gender equality in all policy fields through the strategy of gender mainstreaming in EU Structural Funds and Rural Development Programmes has become a key challenge for political and administrative players and stakeholders. Analysis reveals that the existing institutional, political and social barriers for an effective implementation of gender equality in rural development policy are manifold. Instead of promoting rural women's agency and empowerment, Rural Development Programmes and processes in Austria are preserving and perpetuating traditional gender roles and patriarchal structures in rural society.

Velluti, S. (2014). Gender regimes and gender equality measures in Central Eastern European Countries post-accession: the case of Hungary and Poland. *Journal of International and Comparative Social Policy*, 30(1), 79-91.

The paper is set to examine the state of gender equality in Central Eastern European Countries (CEECs) since accession to the European Union (EU) following the two enlargements in 2004 and 2007, which saw 10 CEECs join the EU. In this context, the paper addresses some implications of transformation, which challenge gender regimes across CEECs. The paper looks at the nature of the policies adopted to ensure gender equality in Central Eastern Europe (CEE) and, in particular, using Hungary's and Poland's family policies as a case study, it evaluates whether EU gender equality measures have had an impact on gender equality and justice in CEE and, more generally, whether they have led to new gender equality paradigms.

Spierings, N. (2014). Gender Equality Attitudes among Turks in Western Europe and Turkey: The Interrelated Impact of Migration and Parents' Attitudes. *Journal of Ethnic and Migration Studies*, (ahead-of-print), 1-23.

This study applies unique data on three-generation migrant and non-migrant lineages to assess how assimilation and intergenerational transmission theories hold up for attitudes on gender equality in the context of Turkey–Europe migration. Information on migration histories of families and gender equality attitudes is collected for over 800 families. Based on those data assimilation and retention theories and theories on intergenerational transmission as a means to reproduce cultural attitudes among migrant families are tested from a dissimilation-from-origin perspective: how do migrants and their descendants differ from non-migrants from the same area of origin. The results of this study support concepts that focus on context- and path-dependency: segmented assimilation is shown in the form that the more traditional migrants who move back to Turkey have children with more traditional views than comparable people without migrant ancestors (retention). At the same time, among lineages that settle in Europe, migration seems to speed up the assimilation process of becoming more supportive of gender equality. Moreover, the youth that grew up in Europe is hardly influenced by the parents' attitudes, whereas the ones growing up in Turkey are. This supports the idea of migration being a transmission belt for intergenerational transmission.