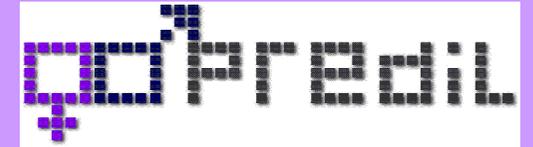


PREDIL Resource Library - Template for the Collection of Resources



Publications ([further publications see PREDIL WIKINDX](#))

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
eLearningCenter Universität Wien	various	Publications on gender and new media	Publikationen zu Gender und neue Medien	http://elearningcenter.univie.ac.at/index.php?id=567	List of publications on the issue gender and new media	ICT + gender	other	Austria	German	partially	website
Wurm, K.G.	2004	Gender-sensitive informatics teaching - who is in need of mono-education today?	Gendersensitiver „Informatik“-Unterricht – oder Wer braucht heute noch monoedukativen Unterricht?	http://www.media-manual.at/media-manual/themen/pdf/diverse/48_Wurm.pdf	Are the old stereotypes of technophile boys and girls playing with dolls not out of date? Is gender important for reality construction and for the actions of people? Is the denaturalisation of the gender term accomplished on a theoretical basic, not in public practice? Believe it or not, girls think differently. Boys too.	ICT + gender	secondary	Austria	German	no	journal
A. Gras-Velazquez, A. Joyce & M. Debry	2009	Women and ICT - Why are girls still not attracted to ICT studies and careers?	Women and ICT - Why are girls still not attracted to ICT studies and careers?	http://blog.eun.org/insightblog/upload/Women_and_ICT_FINAL.pdf	There are forewords from 2 European commissioners. The white paper compares students in 5 EU countries. The structure is interesting and clear, and there is a number of potentially useful ideas about how to get more girls into ICT.	ICT + gender	secondary	European Union	English	yes	report

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
Anja Balanskat	2005	Assessment Schemes for Teachers' ICT competence	Assessment Schemes for Teachers' ICT competence	http://insight.eun.org/ww/en/pub/insight/misc/specialreports/ictcompetencies.htm	The EUN report "Assessment Schemes for teachers' ICT competence" analyses the state of the art of ICT related training and assessment for teachers in sixteen European countries. The report, which is primarily aimed at policy makers at various levels responsible for school education, identifies main developments and emerging key issues of teachers' ICT professional development in policy and practice that are of similar concern between countries. It therefore can help to identify partners to work on the issues together and to connect to existing initiatives.	teaching with ICT	primary + secondary	European Union	English	yes	report
Anja Balanskat, Roger Blamire	2007	ICT in schools: Trends, innovations and issues in 2006-2007	ICT in schools: Trends, innovations and issues in 2006-2007	http://insight.eun.org/shared/data/pdf/ict_in_schools_2006-7_final.pdf	Overview on ICT in European Schools	teaching with ICT	primary + secondary	European Union	English	yes	report
Anja Balanskat, Roger Blamire, Stella Kefala	2006	The ICT Impact Report - A review of studies of ICT impact on schools in Europe	The ICT Impact Report - A review of studies of ICT impact on schools in Europe	http://insight.eun.org/ww/en/pub/insight/misc/specialreports/impact_study.htm	The report, written in the framework of the ICT Cluster of the European Commission, draws on the evidence from 17 recent impact studies across	teaching with ICT	primary + secondary	European Union	English	yes	report

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
Bridge project	2002	Bridge - Assistive technology against social exclusion	Bridge - Assistive technology against social exclusion	http://www.fastuk.org/research/projectview.php?id=336	Report from Bridge project: The project aims at combating the social exclusion of disabled persons by promoting the use of technological solutions and electronic aids to compensate for functional impairments that exclude people from important social activities (communication, environmental control, work, school). This objective will be reached by contributing to the development of European, national, regional and local policies in the field of AT.	STEM + ICT	other	European Union	English	yes	report
CiteULike	various	Gender and ICT - library	Gender and ICT - library	http://www.citeulike.org/group/7827	Collection of articles on Gender & ICT	ICT + gender	other	European Union	English	yes	journal
DG InfSo / High-Level Expert Group	2008	Digital Literacy European Commission Working Paper and Recommendations from Digital Literacy High-Level Expert Group	Digital Literacy Report: a review for the i2010 eInclusion Initiative; EUROPEAN COMMISSION STAFF WORKING DOCUMENT	http://ec.europa.eu/information_society/eeurope/i2010/docs/digital_literacy/digital_literacy_review.pdf	Digital Literacy Report: a review for the i2010 eInclusion Initiative; EUROPEAN COMMISSION STAFF WORKING DOCUMENT	ICT + gender	other	European Union	English	yes	report
Elena Prieto; Allyson Holbrook; Sid Bourke; John O'Connor; Adrian Page; Kira Husher	2009	Influences on engineering enrolments. A synthesis of the findings of recent reports	Influences on engineering enrolments. A synthesis of the findings of recent reports	European Journal of Engineering Education, 34:2, 183-203	This study undertakes the task of drawing together reports directed specifically at engineering enrolments to identify the main influences that result in enrolments or work against enrolments. The influences identified fall into four strands and can be seen to form the basis of a complex structure; understanding of the structure has the potential to enhance future research in this critically important area.	STEM + ICT	other	European Union	English	yes	journal

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
European Commission	2005	Key Figures 2005 - Towards a European Research Area Science, Technology and Innovation	Key Figures 2005 - Towards a European Research Area Science, Technology and Innovation	ftp://ftp.cordis.lu/pub/indicators/docs/2004_1857_en_web.pdf	The Key Figures 2005 give a sharp insight on the most important aspects of EU research and innovation investment and performance in Europe, the US and Japan. For the first time, they include data on China. especially Section "Women are under-represented in research" and p. 49	STEM + ICT	other	European Union	English	yes	report
European Commission	2007	Key Figures 2007 - Towards a European Research Area Science, Technology and Innovation	Key Figures 2007 - Towards a European Research Area Science, Technology and Innovation	http://ec.europa.eu/invest-in-research/pdf/download_en/keyfigures_071030_web.pdf	Key Figures 2007 presents data and statistics on science, technology and innovation up to 2005, thus predating recent policy initiatives and renewed commitments. It shows however that these recent policy developments are now more than ever needed, for at least five reasons see especially. Sections "Graduation from tertiary education" and "Science & Technology labour force" pp 88-90	STEM + ICT	other	European Union	English	yes	report
European Commission	2008	Benchmarking Policy Measures for Gender Equality in Science	Benchmarking Policy Measures for Gender Equality in Science	http://ec.europa.eu/research/science-society/document_library/pdf_06/benchmarking-policy-measures_en.pdf	The report provides an analysis of the correlation between gender equality policy and women's participation in research.	gender issues	other	European Union	English	yes	report

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
European Commission	2008	Mapping the Maze: Getting More Women to the Top in Research	Mapping the Maze: Getting More Women to the Top in Research	http://ec.europa.eu/research/science-society/document_library/pdf_06/mapping-the-maze-getting-more-women-to-the-top-in-research_en.pdf	Why are there so few women in decision-making positions in research and why is this a problem? If women scientists are not visible and not seen to be succeeding in their careers, they cannot serve as role models to attract and retain young women in scientific professions. includes Annex with "Country-specific overviews"	gender issues	other	European Union	English	yes	report
European Commission	2008	Preparing Europe's digital future i2010 Mid-Term	Preparing Europe's digital future i2010 Mid-Term	http://ec.europa.eu/information_society/eeurope/i2010/index_en.htm	i2010 aims to 1) establish a European information space, i.e. a true single market for the digital economy so as to exploit fully the economies of scale offered by Europe's 500 million strong consumer market; 2) reinforce innovation and investment in ICT research given that ICTs are a principle driver of the economy; and 3) promote inclusion, public services and quality of life, i.e. extending the European values of inclusion and quality of life to the information society.	STEM + ICT	other	European Union	English	yes	report

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
European Commission	2008	Women in ICT. Status and the way ahead	Women in ICT. Status and the way ahead	http://ec.europa.eu/information_society/activities/itjournals/doc/women_ict_report.pdf	This report provides evidence of gender imbalances identified in the main activities that shape, create and manage new knowledge, processes, methods and systems. The data indicates that women are significantly under-represented in the business enterprise sector where the EU's R&D is mostly intensive. A similar situation is noticeable in senior academic positions where future professionals are educated. Similarly, women are under-represented in decision making positions where science and technology strategies are set, ICT policies are developed, and the agenda for the future is determined.	ICT + gender	other	European Union	English	yes	report
European Commission	2009	Gender and Education (and Employment)	Gender and Education (and Employment)	http://www.nesse.fr/nesse/activites/reports/activites/reports/gender-report-pdf	Gendered imperatives and their implications for women and men	gender issues	other	European Union	English	yes	report
Eurostat	2008	Internet usage in 2008 – Households and Individuals	Internet usage in 2008 – Households and Individuals	http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-QA-08-046/EN/KS-QA-08-046-EN.PDF	Statistics	ICT + gender	other	European Union	English	yes	broschure
Eurydice	2005	Attitudes of girls and boys in Europe with information technology and communication.	Attitude des filles et des garçons en Europe face aux technologies de l'information et de la communication	http://eacea.ec.europa.eu/ressources/eurydice/pdf/0_integral/069FR.pdf	the Organization for Economic Cooperation and Development (OECD) analyzes the attitudes of girls and boys in Europe with information technology and communication (results from PISA)	ICT + gender	other	European Union	French	no	report

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
Gras-Velazquez, A., Joyce, A., Debry, M.	2009	Women and ICT. Why are girls still not attracted to ICT studies and careers?	Women and ICT. Why are girls still not attracted to ICT studies and careers?	http://blog.eun.org/insightblog/upload/Women_and_ICT_FINAL.pdf	<p>Studies indicate that Europe faces a widening ICT skills gap. This is of major concern because of the strategic importance of ICT in achieving EU ambitions in global competitiveness and the development of the knowledge society. Given the relatively low representation of women in ICT-related jobs, recruiting more females could help to close the skills gaps. However, proportionally few girls are currently entering the technology sector even from a relatively early age (tertiary education onwards), despite being regular leisure users of ICT tools.</p> <p>This study pays special attention to the crucial 'pre-university' age of 15-18, when secondary-school girls are making decisions about subject specialisation in upper secondary, and selecting university courses for further studies.</p>	ICT + gender	secondary	European Union	English	yes	report
International Telecommunications Union (ITU)	2009	Measuring the Information Society - The ICT Development Index 2009	Measuring the Information Society - The ICT Development Index 2009	http://www.itu.int/ITU-D/ict/publications/idi/2009/material/IDI2009_w5.pdf	The Index combines 11 indicators into a single measure that can be used as a benchmarking tool globally, regionally and at the country level. These are related to ICT access, use and skills, such as households with a computer the number of Internet users; and literacy levels.	ICT + gender	other	European Union	English	yes	report
International Telecommunications Union (ITU)	continuous update	Internet Usage World Statistics	Internet Usage World Statistics	http://www.internetworldstats.com/	Internet users and broadband subscriptions	ICT + gender	other	European Union	English	yes	website

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
M. Durando, R. Blamire, A. Balanskat and A. Joyce	2007	e-mature Schools in Europea	e-mature Schools in Europea	http://insight.eun.org/ww/en/pub/insight/misc/specialreports/emature_schools.htm	Report on the state of ICT implementation in European schools, impact and challenges identified	teaching with ICT	primary + secondary	European Union	English	yes	report
OECD	n.d.	Return to Gender: gender, ICT and education	Return to Gender: gender, ICT and education	http://www.oecd.org/dataoecd/43/27/40832766.pdf	The paper provides an excellent overview of some of the main research issues pertaining to gender and ICT / computing in schools and out of schools. It identifies significant gaps in the literature, which could helpfully frame a research agenda. It also highlights contradictions and inconsistencies in the literature, as well as significant cultural differences across OECD countries.	ICT + gender	secondary	European Union	English	yes	report
OECD	2006	Are Students Ready for a Technology-Rich World? What PISA Studies Tell Us	Are Students Ready for a Technology-Rich World? What PISA Studies Tell Us	http://www.oecd.org/dataoecd/28/4/35995145.pdf	Are Students Ready for a Technology-Rich World? What PISA Studies Tell Us	teaching with ICT	secondary	European Union	English	yes	report
OECD	2006	Are Students Ready for a Technology-Rich World? What PISA Studies Tell Us	Are Students Ready for a Technology-Rich World? What PISA Studies Tell Us	http://www.oecd.org/dataoecd/28/4/35995145.pdf	Are Students Ready for a Technology-Rich World? What PISA Studies Tell Us	teaching with ICT	secondary	European Union	English	yes	report

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
OECD	2007	Women in Science, Engineering and Technology (SET): Strategies for a Global WorkforceOttawa, Canada, 28-29 September 2006 WORKSHOP SUMMARY	Women in Science, Engineering and Technology (SET): Strategies for a Global WorkforceOttawa, Canada, 28-29 September 2006 WORKSHOP SUMMARY	http://www.oecd.org/dataoecd/30/34/38819188.pdf	The major aim of the September 2006 workshop was to explore the outcomes of various solutions that have been put in place in OECD countries to overcome barriers to the education, recruitment, progression and retention of women in SET, from school-age level to university studies and late careers, and to address gender and scientific excellence. The workshop examined best practice examples and identified potential strategies to solve the under-representation of women in SET. Programmes and outcomes were assessed, including the lessons that could be learned from current projects and initiatives. This document presents a summary of the presentations and the main findings from the workshop.	STEM + gender	primary + secondary	European Union	English	yes	report

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
OECD	2007	Working Party on the Information Economy ICTs AND GENDER	Working Party on the Information Economy ICTs AND GENDER	http://www.oecd.org/dataoecd/16/33/38332121.pdf	This study begins by analysing the differences in employment patterns by gender in general and then in managerial, professional, and ICT-related occupations. While it is also a very important issue, income differences by gender are not covered in this paper. The paper then examines differences in participation in education and training and educational attainment. This is followed by differences by gender in the access and use of selected ICTs. The study concludes with an overall summary of the current situation and some suggestions for further work.	ICT + gender	other	European Union	English	yes	report
OECD	2008	Education at a Glance 2008: OECD Indicators	Education at a Glance 2008: OECD Indicators	http://www.oecd.org/edu/eag2008	The 2008 edition of Education at a Glance: OECD Indicators enables countries to see themselves in the light of other countries' performance. It provides a rich, comparable and up-to-date array of indicators on the performance of education systems and represents the consensus of professional thinking on how to measure the current state of education internationally.	STEM	primary + secondary	European Union	English	yes	report

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
OECD	2008	Encouraging Student Interest in Science and Technology Studies	Encouraging Student Interest in Science and Technology Studies	http://www.oecd.org/document/47/0,3343,en_2649_34319_41689640_1_1_1_37417,0.html	Encouraging Student Interest in Science and Technology Studies examines overall trends in higher education enrolments and the evolution of S&T compared with other disciplines. The results suggest that although absolute numbers of S&T students have been rising as access to higher levels of education expands in OECD economies, the relative share of S&T students among the overall student population has been falling, with female students still lagging behind.	STEM	secondary	European Union	English	yes	report
OECD	2009	Equally prepared for life? How 15-year-old boys and girls perform in school	Equally prepared for life? How 15-year-old boys and girls perform in school	http://www.oecd.org/dataoecd/59/50/42843625.pdf	The OECD's Programme for International Student Assessment (PISA) explores the educational performance and attitudes of 15-year-old girls and boys. This report begins with a general summary of gender differences measured outside of the PISA assessment programme. It then considers the knowledge gained about gender-related issues from previous PISA cycles.	gender issues	secondary	European Union	English	yes	report

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
OECD	2009	Top of the Class - High Performers in Science in PISA 2006	Top of the Class - High Performers in Science in PISA 2006	http://www.oecd.org/dataoecd/44/17/42645389.pdf	The OECD's Programme for International Student Assessment (PISA) has taken an innovative approach to examining educational excellence, by directly assessing students' knowledge, skills and attitudes and exploring how these relate to the characteristics of individual students, schools and education systems.	STEM	secondary	European Union	English	yes	report
Stakeholders in the Information Technology and Telecommun	n.d.	CODE OF BEST PRACTICES FOR WOMEN AND ICT	CODE OF BEST PRACTICES FOR WOMEN AND ICT	http://ec.europa.eu/information_society/activities/itgirs/doc/code.pdf	Signatory European and International stakeholders now propose together a Code of Best Practices for Women in ICT that reflects recent positive developments and seeks to be a rallying point for other stakeholders fishing to support and promote the greater participation of women in the sector. The Code aims not only to ensure that more women choose careers in the sector but also that they are encouraged and supported to remain and progress in their chosen area of work. This code will be subject to national and international practices.	ICT + gender	other	European Union	English	yes	broschure

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
UNESCO	2002	Information and Communication Technologies in Teacher Education - A Planning Guide	Information and Communication Technologies in Teacher Education - A Planning Guide	http://unesdoc.unesco.org/images/0012/001295/129533e.pdf	Some practical answers to the increasing challenges posed by the new technologies to the teaching profession are offered in the present publication, entitled Information and Communication Technologies in Teacher Education: A Planning Guide. The document provides resources to help teacher educators, administrators and policy-makers better apply ICTs to teacher education programmes.	teaching with ICT	other	European Union	English	yes	report

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
UNESCO	2007	Science, Technology & Gender - An International Report	Science, Technology & Gender - An International Report	http://publishing.unesco.org/details.aspx?&Code_Livre=4563&change=E	'Gender discrimination practices truly limit the ability of many developing countries to grow and reduce poverty,' warns a report released in October 2007 by UNESCO. 'Much talent is being wasted as girls turn away from S&T careers and as women in S&T become discouraged by discriminatory treatment.' The report also notes that 'differences between girls and boys in performance at school are more linked to home and school environments than dependent on innate differences.' It is thus hardly surprising that 'women scientists are more likely than their male counterparts to have at least one parent who is a scientist.' Science, Technology and Gender has been coordinated by UNESCO's Division for Science Policy and Sustainable Development. Based on empirical research and data, the report incorporates substantive input from institutions involved in science and technology (S&T), gender studies and policy. Marking the start of an ongoing initiative, it aims to spur serious discussion and action in national and international scientific and	ICT + gender	other	European Union	English	yes	report
UNIFEM/UNDP	2005	Bridging the Gender Digital Divide: A Report on Gender and ICT in Central and Eastern Europe and the Commonwealth of Independent States	Bridging the Gender Digital Divide: A Report on Gender and ICT in Central and Eastern Europe and the Commonwealth of Independent States	http://www.unifem.org/attachments/products/BridgingGenderDigitalDivide_eng.pdf	A Report on Gender and ICT in Central and Eastern Europe and the Commonwealth of Independent States	ICT + gender	other	European Union	English	yes	report

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
Wendy Faulkner	2007	Gender in the Information Society. Strategies of Inclusion	Gender in the Information Society. Strategies of Inclusion	Gender, Technology and Development, Vol. 11, No. 2, 157-177	This article reports from a European study on efforts to close a gendered digital divide through inclusion. The authors argue that inclusion is not just a mirror image of exclusion, and that to achieve inclusion, it is not sufficient to curb exclusion mechanisms but to enhance positive measures of inclusion. A variety of inclusion strategies have been studied, the authors concluding that 'one size does not fit all'. Therefore, to reach a wide audience, a combination of many different strategies is needed. More women users are not sufficient to increase women's influence on ICT development, however. Particular measures are needed to recruit more women into the ICT profession and to curb marginalization within the profession.	ICT + gender	other	European Union	English	yes	journal

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
Isabelle Collet	2007	Informatics and gender?	L'informatique a-t-elle un sexe ?	http://www.monde-diplomatique.fr/2007/06/COLLET/14834	L'informatique a-t-elle un sexe ? On aurait pu croire, au début des années 1980, quand les filles se sont engagées nombreuses dans les études d'informatique, que l'ordinateur échapperait aux pesanteurs sexistes. Puis ce métier s'est de nouveau fortement masculinisé. Femme-nature, homme-technique : la vieille séparation semble résister aux nouvelles technologies. En enquêtant sur la désaffection des étudiantes pour l'informatique, on constate que les mécanismes de cette mise à l'écart sont à rechercher ailleurs que dans ce préjugé éculé.	ICT + gender	primary + secondary	France	French	no	website
Mission for parity in research and higher education	2005	women facing information and communication science and technology : from school to employment, has the digital divide a gender ?	Femes face aux sciences et technologies d'information et communication : de l'école à l'emploi, la fracture numérique a-t-elle un genre ?	http://160.92.130.199/parite/rapports/ntic.htm	this symposium analyzes the low presence of women in the ICT careers and ICT studies	ICT + gender	other	France	French	no	website
Rosenwald, F.	2006	Girls and boys in educationnal system since 20 years	Filles et garçons dans le système éducatif depuis 20 ans	http://www.insee.fr/fr/ffc/docs_ffc/DONSOC06i.PDF	The term school girls differ from those of boys: analysis of disparities in a historical perspective	gender issues	primary + secondary	France	French	no	report
ACATECH - Deutsche Akademie der Technikwissenschaften	2009	The young generation and technology sciences	Nachwuchsbarometer Technikwissenschaften	http://www.acatech.de/de/projekte/laufende-projekte/nachwuchsbarometer-technikwissenschaftern-nabatech.html	Empirical studies with different samples (e.g. pupils, students, engineers); provides data on the image of engineering, scientific careers and the reasons of career choices.	STEM + ICT	other	Germany	German	no	book

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
Aktionsrat Bildung/ Blossfeld, H.P., Bos, W., Hannover, B. Dieter Lenzen, D., Müller-Böling, D., Prenzel, M., Wößmann L.	2009	Gender differences in the education system	Geschlechterdifferenzen im Bildungssystem	http://www.aktionsrat-bildung.de/fileadmin/Dokumente/Geschlechterdifferenzen_im_Bildungssystem_Jahresgutachten_2009.pdf	Heterogeneity is one of the main causes of problems in the German education system. Therefore it is obvious, that the category gender as a heterogeneity moment must be critically analyzed.	gender issues	primary + secondary	Germany	German	no	book
Institute für Arbeitsmarkt- und Berufsforschung	since 1969	Publications: Gainful employment and the professional careers of women	Publikationen: Erwerbstätigkeit und Berufsverlauf bei Frauen	http://www.iab.de/320/section.aspx/Thema/16	List of various publications on the issues of women and employment	gender issues	other	Germany	German	partially	website
Lehrer Online - unterrichten mit neuen Medien	2000-2006	Publications: Media and gender mainstreaming	Fachpublikationen: Medien und Gendermainstreaming	http://www.lehrer-online.de/401857.php	List of various publications on gender mainstreaming and ICT	ICT + gender	other	Germany	German	partially	website
Medienpädagogischer Forschungsverbund Süd-West	since 1998	JIM study. Youth, Information, (Multi) Media. Media usage of 12- 19 years olds in Germany	JIM-Studie. Jugend, Information, (Multi-)Media. Basisstudie zum Medienumgang 12- bis 19-Jähriger in Deutschland	http://www.mpfs.de/index.php?id=11	Since 1998; annually; a basic study of 12 – to 19-year-olds about their usage of media and information	ICT + gender	secondary	Germany	German	no	book
Medienpädagogischer Forschungsverbund Süd-West	since 1999	KIM study. Children + media, computer + internet	KIM-Studie. Kinder +Medien, Computer + Internet	http://www.mpfs.de/index.php?id=10	Since 1999; a basic study about the status of media in the daily life of children (6 to 13 years)	ICT + gender	primary + secondary	Germany	German	no	book
Nossek, G.	n.d.	Reflexive co-education and new media	Reflexive Koeducation und Neue Medien	http://www.muc.kobis.de/lernwerkstatt/schwerpunkte/gender/gender.htm	In the last two decades various terms of educational theory and practice related to gender-sensitive co-education have evolved: There is talk of gender-conscious, gender-neutral, reflected co-education or pedagogic. All terms are based on the objective that girls and boys can develop identities, which are not restricted by gender stereotypes.	ICT + gender	primary + secondary	Germany	German	no	website

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
Wiesner, H., Kamphans, M., Schelhowe, H., Metz-Göckel, S., Zorn, I., Drag, A., Peter, U., Schottmüller, H.	2004	Gender mainstreaming in "new media in education"	Gender Mainstreaming in „Neue Medien in der Bildung“	http://dimeb.informatik.uni-bremen.de/documents/projekt_gender.GMLeitfaden.pdf	A basis for gender mainstreaming guidelines for the design of digital teaching and learning environments.	ICT + gender	other	Germany	German	no	book
Department of Electrical and Computer Engineering (Aristotle University of Thessaloniki)	2008		Μελέτη σπουδών και επαγγελματικής σταδιοδρομίας στο Τμήμα Ηλεκτρολόγων Μηχανικών & Μηχανικών Υπολογιστών Α.Π.Θ. σε σχέση με τα χαρακτηριστικά φύλου	http://newton.ee.auth.gr/genderissues/docs/THMMY_GenderNew_vFINAL.pdf	Study on student trajectories and careers	ICT + gender	other	Greece	Greek	yes	other
Euridice Study	2008	Organisation of the education system in Greece	Οργάνωση του εκπαιδευτικού συστήματος στην Ελλάδα	http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase_full_reports/EL_EL.pdf		teaching with ICT	primary + secondary	Greece	Greek	yes	website
Euridice Study	2009	Greece - National summary sheets on education systems in Europe and ongoing reforms	ΣΥΝΟΠΤΙΚΗ ΠΑΡΟΥΣΙΑΣΗ ΤΩΝ ΕΚΠΑΙΔΕΥΤΙΚΩΝ ΣΥΣΤΗΜΑΤΩΝ ΣΤΗΝ ΕΥΡΩΠΗ ΚΑΙ ΤΡΕΧΟΥΣΕΣ ΜΕΤΑΡΡΥΘΜΙΣΕΙΣ	http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/national_summary_sheets/047_EL_EL.pdf		teaching with ICT	primary + secondary	Greece	Greek	yes	website

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
Georgiadou K. & Kekkeris G.	2009	The stereotypes of the Role of the Genders in the Informatics books	Τα Στερεότυπα του Ρόλου των Φύλων σε Βιβλία Πληροφορικής	http://srv-dide.lar.sch.gr/keplinet/docs/pdkap2.pdf	The analysis of the texts and pictures used in the 14 books reviewed, showed that gender stereotypes have not been omitted in the books' context. Women are presented as they are not using ICTs or they use them less than men do. The way women are presented in the books doesn't support the use of ICTs by the female side as this representation continues the old social inequalities.	ICT + gender	secondary	Greece	Greek	partially	website
Ioanna Vekiri a,* , Anna Chronaki	2008	Gender issues in technology use: Perceived social support, computer self-efficacy and value beliefs, and computer use beyond school	Ζητήματα ισότητας των φύλων στη χρήση της τεχνολογίας: Αντιληπτές κοινωνική υποστήριξη, αυτο-αποτελεσματικότητα υπολογιστή και πεποιθήσεις αξίας, και η χρήση ηλεκτρονικών υπολογιστών πέρα από το σχολείο	Computers & Education 51 (2008) 1392–1404	In this study, we examined relations between outside school computer experiences, perceived social support for using computers, and self-efficacy and value beliefs about computer learning for 340 Greek elementary school boys and girls.	ICT + gender	primary	Greece	English	yes	journal
Kefala S.	2006	Focus on Greece: Investment in ICT, a policy priority	Έμφαση στην Ελλάδα: Οι επενδύσεις στις ΤΠΕ, ως πολιτική προτεραιότητα	http://insight.eun.org/ww/en/pub/insight/policy/policy_briefings/focus_on_greece_investment_in.htm	According to the 'Digital Divide in Europe' (Eurostat 2005), Greece occupies a low position in the 'digital race', coming in the bottom half of indicators concerning the use of new technologies. In order to be able to face the challenges of the 21st century and confront the digital age, the promotion of the Information Society represents one of the main policy priorities in Greece in recent years.	teaching with ICT	primary + secondary	Greece	English	yes	website

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
Kochilakis G.	2009	Analysis of students' performance of the third year high school course in informatics at the graduation exam period June 2009	Ανάλυση της επίδοσης των μαθητών της τρίτης τάξης γυμνασίου στο μάθημα της Πληροφορικής στις απολυτήριες εξετάσεις περιόδου Ιουνίου 2009	http://plirancrete.sch.gr/files/EreunitikiesErgasies/analisi%20ejetaseo%20gymnasiou2008-09.pdf	Analysis of students performance in informatics teaching (gender is addressed)	ICT + gender	secondary	Greece	Greek	no	website
Koukourikou S.	2008	Sex Books and School of Informatics: Studying the Book of Case School	Φύλο και Σχολικά Βιβλία Πληροφορικής: Μελετώντας την Περίπτωση του Βιβλίου του Γυμνασίου	http://dide.dod.sch.gr/plinet/imerida08/eisigiseis/11-2.pdf	Critical analysis of ICT books with special focus on gender	ICT + gender	secondary	Greece	Greek	no	website
Lampousaki S.	2008	Gender pay gap most acute among highly educated women	Των φύλων στις αμοιβές μεταξύ των πιο οξεία υψηλού μορφωτικού επιπέδου των γυναικών	http://www.eurofound.europa.eu/ewco/2008/07/GR0807019I.htm	In 2007, the Bank of Greece published a study examining the link between educational level and wage differentials between men and women in the labour market. The research calls attention to the fact that highly educated women who are top earners in Greece receive much lower pay than men with similar levels of education. Taking account of a variety of labour market characteristics, the study finds that a sizeable part of the gender pay gap remains unexplained.	ICT + gender	other	Greece	English	yes	website
Observatory for the Greek Information Society Study	2009	Report on the research findings among schools	Έκθεση αναφοράς αποτελεσμάτων έρευνας χρήσης των Νέων Τεχνολογιών στα Σχολεία	http://www.observatory.gr/page/default.asp?la=1&id=2101&pk=428&return=183		teaching with ICT	primary + secondary	Greece	Greek	yes	website

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
Observatory for the Greek Information Society Study	2009	Study for measuring the indicators of the i2010 initiatives for the year 2008, Report on the research findings among individuals – households	Ταυτότητα χρηστών Internet στην Ελλάδα. Μέτρηση των δεικτών i2010, Έκθεση αποτελεσμάτων έρευνας σε Ιδιώτες – Νοικοκυριά	http://www.observatory.gr/files/medetes/i2010_Report_Households_2008_EN.pdf	Report on computer and Internet use (one of the examined indicators is gender)	ICT + gender	other	Greece	Greek	yes	website
Forgasz, H.	2002	Computers for learning mathematics: gendered beliefs	Computers for learning mathematics: gendered beliefs	Forgasz, H. (2002) Computers for learning mathematics: gendered beliefs. Paper presented to the 26th Conference of the International Group for the Psychology of Mathematics Education, Norwich, England,	Uses a quantitative questionnaire to analyse attitudes to the gendering of maths, computers and computers for the learning of maths. The attitudes expressed about maths are not gendered, those about computers are highly gendered but much less so re. computers for the learning of maths. However, this fails to explain why maths remains a gendered domain.	ICT + gender	secondary	Non-EU country	English	yes	other
Foust-Cummings, H., Sabattini, L., Carter, N.	2008	Women in Technology: Maximizing Talent, Minimizing Barriers	Women in Technology: Maximizing Talent, Minimizing Barriers	http://www.catalyst.org/publication/36/women-in-technology-maximizing-talent-minimizing-barriers	In its latest landmark report on the status of women in technology, Catalyst looks closely at how women are faring in the high-tech sector and technical fields in general. In 2005, Catalyst partnered with ISR (subsequently Towers Perrin-ISR), to more fully address and understand women's talent management at technology companies. Catalyst also fielded a subsequent study in 2007 to examine drivers of satisfaction, retention, and advancement among women in technology.	ICT + gender	other	Non-EU country	English	yes	book

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
Gaible, Edmond	2009	Survey of ICT and Education in the Caribbean: A summary report, Based on 16 Country Surveys.	Survey of ICT and Education in the Caribbean: A summary report, Based on 16 Country Surveys.	http://www.infodev.org/en/Publication.441.html	Report on: The state of policy and planning, Current usage of ICT in the primary, secondary and tertiary systems, Pre-service and in-service TPD, Critical challenges	teaching with ICT	primary + secondary	Non-EU country	English	yes	book
J. McGrath Cohoon	2007	The State of Research on Girls and IT	The State of Research on Girls and IT	http://www.ncwit.org/pdf/Girls&IT_Research_Summary.pdf	What does new research tell us about girls and computing? This report briefly summarizes recent findings and recommendations. First we present a quick description of the Barker and Aspray critical review of the literature, together with a set of practices implied by their analysis. Following the outline of their comprehensive review are sketches of more recent individual projects with concluding recommendations. This report only hints at the contents of the described papers; please see the original sources for more complete explanations of methods, findings, conclusions, and recommendations.	ICT + gender	secondary	Non-EU country	English	yes	report
Lecia Barker, J. McGrath Cohoon	2007	Meet Them Where They Are (Case Study 3). An Engaging Way to Introduce Computing.	Meet Them Where They Are (Case Study 3). An Engaging Way to Introduce Computing.	http://www.ncwit.org/images/practicingfiles/MeetThemWhereTheyAreEngagingWayIntroduceComputing.pdf	Meet Them Where They Are (Case Study 3). An Engaging Way to Introduce Computing.	ICT + gender	secondary	Non-EU country	English	yes	broschure

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
Veeragoudar Harrell, Sneha	2009	Second Chance At First Life Fostering The Mathematical and Computational Agency Of At-Risk Youth	Second Chance At First Life Fostering The Mathematical and Computational Agency Of At-Risk Youth	ISLS Newsletter (page 8) http://www.isls.org/pdf/isls_news_11.pdf	In the USA, women and many ethnic minority groups are underrepresented in Science, Technology, Engineering, and Mathematics (STEM) professions. Amidst the failure of federal responses, e.g., NCLB, to reach students by operating at the school level, this dissertation explores the viability of a campaign to reach each individual student and mobilize and empower them as agents in their own STEM learning.	STEM + gender	other	Non-EU country	English	yes	other
Walkerdine, V.	2007	Children, gender, video games: towards a relational approach to multimedia	Children, gender, video games: towards a relational approach to multimedia	Walkerdine, V. (2007) Children, gender, video games: towards a relational approach to multimedia. Basingstoke: Palgrave Macmillan.	Key text theoretically on how to understand the gendering of computer game play – based on extensive observation and interview data.	ICT + gender	primary	Non-EU country	English	yes	book
Wood, L., Viskic, D. and Petocz, P.	2003	Toys for boys	Toys for boys	Wood, L., Viskic, D. and Petocz, P. (2003) Toys for boys, in L. Burton (ed.) which way social justice for mathematics education? Westport, CT/London: Praeger.	Australian research on the gendering of computers in the learning of mathematics among undergrads. They found no differences!	ICT + gender	other	Non-EU country	English	yes	other

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
Yuen, Allan H.K.; Ma, Will W.K.	2002	Gender differences in teacher computer acceptance.	Gender differences in teacher computer acceptance.	Journal of Technology and Teacher Education	Teachers' computer acceptance is an important factor to the successful use of computers in education. This article explores the gender differences in teacher computer acceptance.	teaching with ICT	other	Non-EU country	English	yes	journal
Norwegian Ministry of Education and Research	2006	A Joint Promotion of Mathematics, Science and Technology (MST)	A Joint Promotion of Mathematics, Science and Technology (MST)	http://www.naturfagsenteret.no/Strategiplan2006_eng.pdf	Increased competence in MST and better recruitment are the core elements in the strategy that is hereby being submitted: A joint promotion of MST	STEM + ICT	other	Other EU country	English	yes	report
Laszczyk J.	1998	Computer-aided learning	Komputerowe wspomaganie ksztalcenia	WSiP Warszawa 1998	The book contains many valuable examples of computer use on a variety of classes and describes the implications arising from this approach.	teaching with ICT	primary + secondary	Poland	Polish	no	book
Majewska E., Rutkowska E., Jonczy-Adamska M., Wołosik A.	2005	Equality in schools - education free from discrimination	Równa szkoła – edukacja wolna od dyskryminacji	http://nowakrytyka.pl/IMG/pdf_gender-book-calosc-2.pdf	This manual provides a set of information on gender issues and social and cultural equality between women and men. The intention is to encourage teachers to critically reflect on ways of working with youth. Therefore, it was conceived as a compendium of knowledge, collection of information, advice, tips and exercises for teachers who wish would enrich the school kids about issues of gender equality.	gender issues	primary + secondary	Poland	Polish	no	report

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
New media in education	2008	New media in education: application of information and communication technologies in education	Nowe media w edukacji : zastosowania technik informacyjnych i komunikacyjnych w kształceniu	Oficyna Wydawnicza Politechniki Wrocławskiej, Wrocław	Presentation of scientific achievements in the field of ICT applications in education, exchange of experience and presentation of technical solutions in the field of e-learning.	teaching with ICT	primary + secondary	Poland	Polish	no	book
Rybak A.,	2001	Computer lessons of mathematics in high school	Komputer na lekcjach matematyki w szkole średniej	Wydawnictwo Podkowa Bis Gdańsk. 2001r.	The book is addressed to: teachers to encourage them to computer-aided teaching, students who the computer can help in homework, and parents to show them a new medium conducive to the development of their children.	teaching with ICT	secondary	Poland	Polish	no	book
Wołosik A., Majewska E.	2006	Stereotypes without stereotypes	O stereotypach niestereotypowo	http://www.wstro.nedziewczat.org.pl/download/modul4.pdf	Outline class reflection on the stereotypical perception of gender and gender roles; analysis of their own stereotypes and prejudices; reflection on how stereotypes affect people's lives, to which they relate.	gender issues	primary + secondary	Poland	Polish	no	report
Baranová, D.	2007	Gender equality through the eyes of one Slovak woman - Daniela Baranová	Rodová rovnosť očami jednej slovenskej ženy - Daniela Baranová	http://www.changenet.sk/?section=forum&x=262755	The author states that the Gender Equality will not win in important economic and political positions. It presents large number of women who have reached such feelings of happiness and satisfaction in their lives because the world is now nothing more than just spiritual needs, which enrich the world happy and satisfied woman.	gender issues	other	Slovakia	Slovak	no	website

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
Bosá, M.	2006	Role of school textbooks in the process of gender socialization	Úloha školských učebníc v procese rodovej socializácie	http://www.esfem.sk/subory/rodvychova-texty/uloha_skolskych_ucebnic_v_procese_rodovej_socializacie.pdf	The author of publication deals with gender socialization, gender stereotypes, gender-sensitive training (333-345). Bratislava: Institute for Public Affairs.	gender issues	primary + secondary	Slovakia	Slovak	no	broschure
Bosá, M.	2007	Schoolbooks role in the process of gender socializations	Úloha školských učebníc v procese rodovej socializácie	http://www.esfem.sk/subory/rodvychova-texty/uloha_skolskych_ucebnic_v_procese_rodovej_socializacie.pdf	School curricula are created in many cases in a way that deliberately encourages "traditional" ideas about masculinity and femininity, and gives them as "standard". This situation continues to support gender stereotypes and can lead to the persistence and can re-testify the real barriers of gender equality in society.	gender issues	primary + secondary	Slovakia	Slovak	no	website
Bosá, M. – Minarovičová, K.	2005	Gender-sensitive education	Rodovo citlivá výchova	http://www.esfem.sk/	The publication brings together the various texts of authors in the collection of articles EsFem comprehensive study into the issue of gender-sensitive approach in education. The aim of the publication is to offer an introductory overview of the content and the various aspects of gender-sensitive education. It was issued with the support of Slovakia-Czech Women's Fund.	gender issues	primary + secondary	Slovakia	Slovak	no	broschure
Bútorová, Z. - Filadelfiová, J. - Cviková, J. - Gyarfášová, O. - Farkašová, K.	2002	Women, men and Equal Opportunities	Ženy, muži a rovnosť príležitostí	(405-441). Bratislava: Institute for Public Affairs.	Report on the State of (Economy and Society). Institute for Public Affairs. In publication addressing issues of equality between men and women in various issues of social life.	gender issues	other	Slovakia	Slovak	no	book

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
Filadelfiová, J. - Bútorová, Z. - Gyarfášová, O.	2002	Women and men in politics. In: Summary report on the state of society (domestic and foreign policy)	Ženy a muži v politike. In: Súhrnná správa o stave spoločnosti I (Vnútná a zahraničná politika)	http://www.aspekt.sk/download/rodovy_infobalicek_012005.pdf	Content of this information package contains many different articles, studies and data, which aim is to develop understanding of gender aspect in different parts of society. The publication addresses the issues of equality between men and women in politics and the possibilities of choice.	gender issues	other	Slovakia	Slovak	no	book
Fodor, A.	2008	Gender equality and its consequences on the European Union	Rodová rovnosť a jej dôsledky na Európsku Úniu	http://www.euractiv.sk/rovnost-sanci/analyza/rodova-rovnost-a-jej-dosledky-v-eu	The author pursues the implementation of gender policy in the new EU member countries, and in contrast to the efforts of Western countries. Eastern European politicians argue that women's emancipation was one of the main achievements of socialist governments. Nevertheless, the author compared Poland, Hungary and the Czech Republic found evidence to the contrary.	gender issues	other	Slovakia	Slovak	yes	broschure
Gyarfášová, O. - Farkašová, K. - Bútorová, Z. - Filadelfiová, J. - Guráň, P.	1999	Gender issues in Slovakia. In: Slovakia 1998-1999. Summary report on the state of society.	Rodová problematika na Slovensku. In: Slovensko 1998-1999. Súhrnná správa o stave spoločnosti.	http://prison-education.oad.sk/sk/text4.pdf	Institute for Public Affairs, Bratislava 1999. Pages: 653-706. The publication addresses questions of equality between men and women, what makes a man a man and a woman a woman. It talks about a proportion of unpaid domestic work, and so on.	gender issues	other	Slovakia	Slovak	no	book
Minarovičová, K.	2006	What you learn in school about inequality - gender stereotypes in behavior and attitudes of male and female teachers.	Čo sa v škole o nerovnosti naučíš - Rodové stereotypy v správaní a postojoch učiteliek a učiteľov	http://www.esfem.sk/index.php?Page=vyrocna05	In everyday interaction in the classroom teacher/s divide students into boys and girls. Although they are boys and girls learning together, they are not received in the same school educational content. Stereotypical beliefs of teachers / product of differences of boys and girls to create the summary	gender issues	primary + secondary	Slovakia	Slovak	no	website

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
Perichtová, B. Kordošová, M.	2006	The current state of education and training in in the SR IN: Family and work, 2006.	Súčasný stav výchovy a vzdelávania BOZP v SR in Rodina a práca, 2006	http://www.sspr.gov.sk/texty/Fil/e/bulletin/bulletin_6.pdf	In collaboration of sponsors and their subordinate organizations to review the curricula of education and training in kindergarten and incorporate the contents of the requirements of education for the safe conduct and behavior.	gender issues	primary + secondary	Slovakia	Slovak	no	journal
Vaľová, J.	2007	Opportunities for involvement of politicians on regional level in policy enforcement of gender equality	Možnosti zapojenia poslancov na regionálnej úrovni do presadzovania politiky rodovej rovnosti	Proceedings of the International Conference Employers willingness to gender equality May, 2006 under the patronage of Ministry of Labour, Social affairs and Family	Topic gender equality is not a feminist issue, but the theme that allows women to assert their education to work and not to obstruct the men opened the way for women to get rid of stereotypes. And often perhaps in a corner of the soul men recognize that the woman is the one against the pole with which they cooperate well. They are happy if a woman takes over responsibilities in the workplace and they are able to respect it.	gender issues	other	Slovakia	Slovak	no	broschure

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
Vitálošová, M.	2007	Presentation of activities in the field of Family and Professional life	Prezentácia činností a aktivít odborov v oblasti rodinného a pracovného života	Proceedings of the International Conference Employers willingness to family and gender equality May, 2006 under the patronage of Ministry of Labour, Social affairs and Family	The contribution deals with an important role in determining conditions of employment of a large number of staff that has a collective bargaining power which could become one of the main instruments in implementing aspects of equality in employment.	gender issues	other	Slovakia	Slovak	no	broschure
	2008	Promoting gender equality especially in Central Europe:	Presadzovanie rodovej rovnosti osobitne v stredoeurópskom regióne:	Bratislava: Slovak National Centre for Human Rights	Proceedings VS/2006/0313 materials from the project co-financed by the European Commission. - Bratislava: Slovak National Center for Human Rights, 2008. Pages:78. ISBN 978-80-89016-34-1	gender issues	other	Slovakia	Slovak	no	book

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
	2008	Guide to equality of opportunities in the labor market	Sprievodca rovnosťou príležitostí na trhu práce	Bratislava: Equal Community Initiative in the Slovak Republic.	Guide to equality of opportunity in the labour market: the Equal Community Initiative in the Slovak Republic, Bratislava: Social Development Fund, 2008. Pages: 112.	gender issues	other	Slovakia	Slovak	no	book
Barcelona Educació	2009	Technologies: content, tool or learning context.	Les tecnologies: contingut, eina o context d'aprenentatge.	http://www.bcn.es/imeb/revista/revistes/revista70.pdf	Revista editada per Barcelona Educació i que vol ser la revista que expressa l'activitat de Barcelona com a ciutat educadora.	teaching with ICT	primary + secondary	Spain	Spanish	no	journal

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
Ecodiario	2008	Women who are employed at the ICT sector in Spain.	Las mujeres que trabajan en el sector de las tic en espana.	http://ecodiario.economista.es/sociedad/noticias/922537/12/08/Las-mujeres-que-trabajan-en-el-sector-de-las-tic-en-espana-ganan-de-media-322-euros-menos-que-los-hombres.html	Las mujeres que trabajan en el sector de las tic en España ganan de media 322 euros menos que los hombres	ICT + gender	other	Spain	Spanish	no	website
ENTER	2008	ICT in Spain	Las Tecnologías de la Información en España	http://www.enter.ie.edu/cms/es/documento/7451/1	ENTER es el centro del IE Business School para el análisis de la sociedad de la información y las telecomunicaciones	teaching ICT	other	Spain	Spanish	partially	website
Fundación Santillana	2007	ICT in Education: international perspective and spanish situation.	Las TIC en la Educación: panorama internacional y situación española	http://www.box.net/services/ipaper_by_scribd/102/111424085/ca6a9/DocumentoBasico/shared/93r9av98fh	Fundación Santillana. Las TIC en la Educación: panorama internacional y situación española, 2007.	teaching with ICT	secondary	Spain	Spanish	no	book

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
Generalitat de Catalunya. Fundació per a la Recerca i la Innovació.	2009	Guide of the studies of engineering in Catalonia	Guia dels estudis d'Enginyeria a Catalunya	http://www.inec-info.com/pdf/guia-estudis-enginyeria-catalunya.pdf	Aquesta guia té la finalitat d'ajudar els estudiants i el seu entorn més proper en la seva decisió, informant sobre què fan els professionals de l'enginyeria, en quins entorns treballen, com valoren la seva feina o quines són les perspectives de futur.	STEM + ICT	other	Spain	Spanish	no	report
Instituto de Evaluación. Publicaciones.	2007	Institute of Evaluation. Publications.	Instituto de Evaluación. Publicaciones.	http://www.institutoevaluacion.mec.es/publicaciones/	Publicaciones del IE. El Instituto de Evaluación es el organismo responsable de la evaluación del sistema educativo en el Ministerio de Educación.	STEM + ICT	primary + secondary	Spain	Spanish	partially	website

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
MEC	2006	OECD programme for international Student Assessment (PISA). Spanish report.	PISA 2006. Programa para la Evaluación Internacional de Alumnos de la OCDE. Informe del caso especial español.	http://www.institutoevaluacion.mec.es/contenidos/internacional/pisainforme2006.pdf	El informe español PISA 2006 recoge una síntesis de algunos de los datos más destacados, desde la perspectiva española, del Informe Internacional PISA elaborado por la OCDE (OCDE, 2007). Se trata de una mirada simplificada porque se reproducen los datos más destacados de España en comparación con los países participantes en el estudio, con los promedios OCDE y, en diversos casos, para una mejor comprensión, con algunos de los países más relevantes desde la perspectiva española. El presente informe, por tanto, es una descripción de los principales resultados (globales, por niveles, por escalas...) y la influencia sobre ellos de los principales factores asociados que los explican.	STEM + ICT	secondary	Spain	Spanish	no	book

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
OECD	2006	OECD programme for international Student Assessment (PISA)	Informe PISA 2006. Programa para la Evaluación Internacional de Alumnos de la OCDE. En español.	http://browse.oecdbookshop.org/oecd/pdfs/browseit/9807014E.PDF	Informe PISA 2006. Competencias científicas para el mundo del mañana. Programa para la Evaluación Internacional de Alumnos.	STEM + ICT	secondary	Spain	Spanish	yes	book

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
OECD	2006	OECD programme for international Student Assessment (PISA). Euskadi autonomous region results.	Informe PISA. Proyecto para la Evaluación Internacional de los Estudiantes de 15 años en Ciencias, Matemáticas y Lectura Resultados en Euskadi.	http://www.pisa.oecd.org/dataoecd/55/10/39830282.pdf	OECD programme for international Student Assessment (PISA) en español. Primer Informe Evaluación PISA 2006 Proyecto para la Evaluación Internacional de los Estudiantes de 15 años en Ciencias, Matemáticas y Lectura Resultados en Euskadi - Diciembre 2007	STEM + ICT	secondary	Spain	Spanish	yes	book
Baur, E. & Marti, M.	2007	Consider gender and integrate e-learning	Genderkompetente Aus- und Weiterbildung und der Einbezug von E-Learning	http://www.educa.ch/dyn/bin/184745-184747-1-article-baur-marti.pdf	The first part of the article offers an overview of studies on how gender takes part into education. Then it focuses on relationship between gender and e-learning, because the use of TIC can emphasize differences between man and woman. Two examples shows how the use of new media can be profitable in adult education, especially for woman education. A well structured e-learning can promote trust toward new media. In this sense it is important to consider gender issue while structuring the courses.	ICT + gender	other	Switzerland	German	no	report

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
Lamarra, N.	2007	ICT in education: new questioning about gender?	Les TIC dans l'enseignement : nouveaux questionnements sur les rapports de genre ?	http://www.education.ch/dyn/bin/184742-184744-1-article_lamarran.pdf	The article is about a study conducted to analyze the practice of gender in education . The presuppose is that education is non neutral and that deals differently with woman and man. Some direct observations of the pedagogic interactions between	ICT + gender	primary + secondary	Switzerland	French	no	report
Rajakumar, Y.	2008	Good Practice: gender perspective while developing products	Good practice bei der Entwicklung von Lernmedien – aus der Genderperspektive	http://www.education.ch/dyn/bin/184748-184750-1-article_rajakumar.pdf	The article is about the project good practice, promoted by the UFFT. The project sustained people in the field of education in the development of ITC products in order to promote integration of new technologies in education. A particular attention has been put	ICT + gender	other	Switzerland	German	no	report
Aubrey, C., Dahl, S.	2008	A review of the evidence on the use of ICT in the Early Years Foundation Stage	A review of the evidence on the use of ICT in the Early Years Foundation Stage	http://partners.becta.org.uk/uploads/dir/downloads/paige_documents/research/review_early_years_foundation.pdf	This report aims to gather evidence on the technology potential to support the development of educational policy and practice. Becta commissioned the University of Warwick to conduct a review of information and communication technologies (ICT) in the Early Years Foundation Stage (EYFS). This work was part of a package on primary and secondary research that Becta commissioned to investigate the use of technology in the EYFS.	ICT + gender	primary + secondary	United Kingdom	English	yes	report

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
Becta	2008	How do boys and girls differ in their use of ICT?	How do boys and girls differ in their use of ICT?	http://partners.becta.org.uk/upload/downloads/page_documents/research/gender_ict_briefing.pdf	This report is interesting because of the extent of gender stereotyping and homogenisation - despite the one paragraph warning against both. It's also superficially atheoretical but actually peppered with psychological terms: motivation, anxiety etc. Broadly girls like social uses of technology and boys like gaming etc,	ICT + gender	primary + secondary	United Kingdom	English	yes	other
Buckingham, D.	2007	Beyond technology: children's learning in the age of digital culture	Beyond technology: children's learning in the age of digital culture	Buckingham, D. (2007) Beyond technology: children's learning in the age of digital culture. Cambridge: Polity.	Critical overview of engagements between education and ICT that engages with the growth in edutainment and the contemporary assessment culture in education in the UK. Buckingham argues that we need to teach young people critical digital/media literacy. Gender is not a focus but comes up from time to time.	teaching with ICT	primary + secondary	United Kingdom	English	yes	book

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
Carrington, V.	2008	I'm Dylan and i'm not going to say my last name': some thoughts on childhood, text and new technologies	I'm Dylan and i'm not going to say my last name': some thoughts on childhood, text and new technologies	Carrington, V. (2008) 'I'm Dylan and i'm not going to say my last name': some thoughts on childhood, text and new technologies, British Educational Research Journal, 34(2): 151-66.	Interesting and nicely put together article that contrasts the fears expressed in the press about children's presence on the web and in particular their blogging and presence on social networking sites with two children's blogs (one US, one Iraqi). She argues in a similar way to Meyrowitz about TV that adult/child distinctions are breaking down (or shifting at least) and that we need to rethink childhood and literacy	teaching with ICT	other	United Kingdom	English	yes	journal

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
Clegg, S.	2001	Theorising the machine: gender, education and computing	Theorising the machine: gender, education and computing	Clegg, S. (2001) Theorising the machine: gender, education and computing, Gender and Education, 13 (3): 307-324	This article sets itself up against postmodern approaches to technology and to gender. Instead it combines a critical realist approach to science that can "confront the materiality of technology" (p.312) with a version of feminist standpoint (see p.313). She notes technology's "association with images of robust 'hypermacho' maleness" and the resulting male dominance (but perhaps without the subtlety of Lupton's analysis). She also does not discuss the issue of I(C)T vs. Computing. One interesting observation relates to computer games: "Moreover, the iconography of the computer game, action-based and competitive in format, framed the visual language for the creators of educational software" (p.314).	ICT + gender	other	United Kingdom	English	yes	journal
Diane Mavers, Bridget Somekha, Jane Restorick	2002	Interpreting the externalised images of pupils' conceptions of ICT	Interpreting the externalised images of pupils' conceptions of ICT	Computers & Education 38, 187-207	The Impact2 evaluation is using image based concept mapping as one method of exploring the impact of networked technologies on students' learning. In a pre-test administered in June 2000, students in three cohorts aged 10-11, 13-14 and 15-16, produced around 2000 'maps'. Entitled 'Computers in My World', these provide a means of students externalising mental representations of networked technologies.	teaching with ICT	secondary	United Kingdom	English	yes	journal

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
Faulkner W.	2002	Women, gender in/and ICT: Evidence and reflections from the UK	Women, gender in/and ICT: Evidence and reflections from the UK	http://www.rcss.ed.ac.uk/sigis/public/displaydoc/full/D02_Part3	This literature review shares the aim of the other national literature reviews in this work package – to provide an overview of the situation in the UK/Scotland regarding gender in/and ICT. But unlike the other reviews, it also has a second aim – namely, to selectively draw out relevant themes from the recent (but obviously large) English language literature on the topic, with the hope of reflecting on how we might understand and analyse some of the patterns identified. Specifically, we focus on themes which we believe provide links between what is known about the reasons for gender exclusion from ICT and how we might think about gender inclusion strategies for ICT.	ICT + gender	primary + secondary	United Kingdom	English	yes	journal

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
Francis, B.	2009	The role of The Boffin as abject Other in gendered performances of school achievement	The role of The Boffin as abject Other in gendered performances of school achievement	Francis, B. (2009) The role of The Boffin as abject Other in gendered performances of school achievement, Sociological Review, 57(4): 645-669.	From the 'gender and educational success' ESRC research: some of the 71 year 8s think that you can be popular and academically successful - most don't. It tends to be more difficult, with boffin-like behaviour most aggressively policed, at urban working-class schools with ethnic mix. (Boundaries drawn differently in different schools.) Notes: the alignment between boffin stereotypes and computers/technology; boffin discourses create tensions for boys (re. laddishness) and for girls (re. hetero/sexuality). Francis argues that Boffins are positioned as Other and are abjected (in the Kristevan sense) - perhaps a step too far?	gender issues	secondary	United Kingdom	English	yes	journal

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
Jackson, L., Gauntlett, D. And Steemers, J.	2008	Virtual worlds: an overview, and study of BBC Children's <i>Adventure Rock</i>	Virtual worlds: an overview, and study of BBC Children's <i>Adventure Rock</i>	http://www.bbc.co.uk/blogs/knowledgeexchange/westminstertwo.pdf	Report on children's use of virtual worlds based on a study of children's engagements with the BBC's Adventure Rock. Largely uncritical because funded by the BBC and aims to show how the BBC can make popular virtual worlds. At one point they classify children into (overlapping) types of virtual world participants, most groups (explorer-investigators, self stampers, collector-consumers, power users, life systems builder) show no gender difference, but they note that fighters are mostly male and there is a male bias in the social climbers group and a female bias in the nurturers group.	teaching with ICT	primary	United Kingdom	English	yes	other

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
Lupton, D,	1995	The embodied computer/user	The embodied computer/user	Lupton, D. (1995) The embodied computer/user, in M. Featherstone and R. Burrows (eds) Cyberspace, cyberbodies and cyberpunk: cultures of technological embodiment. London: Sage.	Excellent chapter that argues that people have an embodied relationship with their computer inspite of the image of the disembodied computer user that pervades some parts of sci-fi (cyborgs, disembodied utopian future etc.) and some images of cyberspace. She finishes with an argument reminiscent of Walkerdine's in Mastery of Reason: male users want to possess, penetrate and dominate computers. "This masculinist urge to penetrate the system, to overpower, some commentators have argued, represents an attempt to split oneself from the controlling mother, to achieve autonomy and containment from the abject maternal body" (p. 111).	ICT + gender	other	United Kingdom	English	yes	book
Mendick, H.	2006	Masculinities in Mathematics	Masculinities in Mathematics	Mendick, H. (2006) Masculinities in Mathematics. Maidenhead: Open University Press.	Of direct relevance because it looks at the ways that young people make gendered choices in relation to mathematics at 16+ in England.	gender issues	secondary	United Kingdom	English	yes	book

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
Passey, D. and Rogers, C. with Machell, J. And McHugh, G.	2004	The motivational effect of ICT on pupils	The motivational effect of ICT on pupils	http://www.dcsf.gov.uk/research/data/uploadfiles/RR523new.pdf	ICT use by pupils and teachers in the case study schools led to positive motivational outcomes. This is a report looking at the general effects of ICT on motivation (in the straight psychological version aka Dweck etc). There is some evidence on gender – girls and boys are both motivated by ICT. There was evidence that motivation from ICT use positively affected the work patterns of boys so that they worked in similar ways to the persistent pattern of girls". "Motivation appeared to be independent of ethnic background, but socio-economic background impacted on occasions in terms of limited access or out of school support."	teaching with ICT	primary + secondary	United Kingdom	English	yes	website
Phil Bannister	2008	Gender, ICT & schools: a UK Policy Perspective	Gender, ICT & schools: a UK Policy Perspective	http://www.oecd.org/dataoecd/42/44/40832878.pdf	OECD Expert Meeting, Oslo 2-3 June 2008	ICT + gender	primary + secondary	United Kingdom	English	yes	report

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
Phipps, A.	2008	Women in Science, Engineering and Technology: three decades of UK initiatives	Women in Science, Engineering and Technology: three decades of UK initiatives	Phipps, A. (2008) Women in Science, Engineering and Technology: three decades of UK initiatives. Stoke-on-Trent: Trentham.	Deals with initiatives in SECT and gender largely from the 1970s to the mid 2000s. Brilliantly useful in giving outlines of hundreds of interventions past and present and in drawing some broad conclusions about their impact, positives and negatives. Chapter 2: broader context of SECT/gender in UK; Chapter 3: initiatives in schools (CC4G is one of their case studies, Women into IT, Women into Computing); Chapter 4: workplace support; Chapter 5: women and masculine skills (construction and IT, most courses aimed at adult women in FE context and funded through ESF); Chapter 6: on the mainstreaming of gender equity and the women who worked with/in state and corporate agendas.	gender issues	primary + secondary	United Kingdom	English	yes	book
Research report	2008	How do boys and girls differ in their use of ICT?	How do boys and girls differ in their use of ICT?	http://partners.becta.org.uk/uploads/dir/downloads/pa/ge_documents/research/gender_ict_briefing.pdf	This briefing explores the differences between boys' and girls' use of ICT, both within and outside school, and for both educational and leisure purposes. A particular focus of this briefing is on how girls use ICT.	ICT + gender	secondary	United Kingdom	English	yes	report
Spender, D.	1985	Nattering on the net: women, power and cyberspace	Nattering on the net: women, power and cyberspace	Spender, D. (1985) Nattering on the net: women, power and cyberspace. North Melbourne: Spinifex Press.	Classic optimistic book on gender and the web. Spender argues (preseicently) that the world wide web is changing us all into authors as printing changed us all into readers. She explores the gendered nature of current internet use.	ICT + gender	other	United Kingdom	English	yes	book

author	year	title (in English)	title (in your language)	reference	short abstract	main focus	school level	country	main language	English version	format
Stepulevage, L.	1994	Sexuality and computing: transparent relations	Sexuality and computing: transparent relations	Stepulevage, L. (1994) Sexuality and computing: transparent relations, in G. Griffin and S. Andermahr (eds) Straight studies modified: lesbian interventions in the academy. London: Cassell.	Interesting chapter that argues that many existing analyses of women and STEM implicitly construct women and heterogendered in essentialist terms. Stepulevage explores: how, despite there being some women in computing, a discourse of invisibility persists; the social construction of computing as masculine and associations of lesbianism with masculinity impact on choices:	ICT + gender	other	United Kingdom	English	yes	book
Yelland, N.	1998	Making sense of gender issues in mathematics and technology	Making sense of gender issues in mathematics and technology	Yelland, N. (1998) Making sense of gender issues in mathematics and technology, in N. Yelland (ed.) Gender in early childhood education. London: Routledge.	Logo tasks (a maze and then a free picture task) worked on in girl/girl, boy/boy and girl/boy pairs. Girl/girl pairs generally worked together better and were more successful.	ICT + gender	primary	United Kingdom	English	yes	book