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## **Gender education and engaging potential actors of gender equality**

**Key Words:** *gender stereotypes, gender identity, gender equality, gender mainstreaming GM, actors of gender equality, management of gender relationships.*

**Abstract:** *The paper brings information about the research project; it provides characteristics of the research problem and its social context, points out at the necessity as well as possibilities of change in gender related social and personal work, gives description and characteristics of the workplaces and the research team, describes the research aim and the target groups that the project is intended to affect, and the planned outcomes.*

*“Oppressed are also actors in the process, but, since they are not aware of that fact, they exert their influence only tentatively and inefficiently.” (Paulo Freire)*

### **Introduction**

The Paulo Fraire’s quote directly refers to both the *issue of gender discrimination*; a problem which women in the Slovak Republic (SR) face, and to the one of the **ways to solve it**; women’s capability to actively shape outer environment but mainly their own inner self. It is worth to be noted that gender equality in SR in practice (de facto) has some drawbacks despite the appropriate<sup>1</sup> legislation (de jure), and that the majority of women do not perceive gender discrimination adequately.

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<sup>1</sup> The government of the SR have taken appropriate measures and adopted documents for implementation of GM policy in practice (*Coordinating Committee for Women’s Issues* as an advisory, initiating and coordinating governmental body, *Section of Equal Opportunities* at the Ministry of Labour, Social Affairs and Family and many others. At the turn of the millennium, the Slovak government elaborated strategic documents aimed at eliminating gender discrimination – *National Action Plan form Women* (1999) and *Concept of Equal Opportunities of Women and Men* (2001). Since then, the government have created institutional framework for promoting gender aspect in all policies and decisions on all levels of governance. In 2008, the *Government Council for Equal Opportunities of Women and Men* was instituted by which the government defined and elaborated main areas, aims and principles of the new *National Strategy of Gender Equality for 2009 – 2013*. It set out new trends and specific tasks (see Tokárová, 2008).

## 1. Research problem and its context – the symbolic aim of the research

Recently, there has been recorded certain stagnation in the development of social conditions<sup>2</sup> and the quality of life of women in Slovakia. Social conditions for professional and personal self-realisation and for the development of woman's gender identity have become more harsh (although the above statement undeniably holds for men as well). Woman is more frequently made redundant than man, is underpaid, discriminated in her professional career, at job interview, and is object of gender related and domestic violence etc. (Bútorová-Filadelfiová, 2005, Jezná, 2009, Repková, 2007).

One of the causes of the present, rather unfavourable, state, apart from the financial and economic crisis, is in the existing institutional mechanisms of social, political and economic life. Organisation of life within the institutions led by men has been governed, for a long period, at both formal and informal level, by principles which prefer traditional *masculine values and norms*: pushfulness and aggressiveness to solidarity, competitiveness to cooperation, actual performance to performance potential, rationality to emotions and intuition, work to private and family life, internal organisational interests to exterior interest, and quantitative success indicators to qualitative ones. Typical for such organisations is a “glass ceiling”, a barrier hindering women to access senior managerial positions. In their organisational structures and processes, there are more or less covert, yet lastingly anchored basic manifestations of gender insensitivity (blindness) and both horizontal and vertical gender segregation of occupations (Křížková - Pavlica, 2004, Filadelfiová, 2008, Frk, V., 2003).

“Traditional” models of attitudes and organisational culture result from thousand-year processes of gender socialisation and education following patriarchal cultural constructs – gender stereotypes<sup>3</sup>. Obsolete gender stereotypes still linger in the form of prejudices in conscious and subconscious mind. They appear in textbooks, magazines, advertising, films, mass media and legislative norms, and remain the means and contents of patriarchal socialisation and education, stereotyping and mythifying young generation minds, and reinforcing views of adult population. Only few people are aware of the gender stereotypes

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<sup>2</sup> Legislative base for gender equality for the territory of present day Slovakia was created in the Institute of the Czechoslovak Republic (1920). After formation of the Czechoslovak Socialist Republic (1948) gender equality was an issue of the official state politics. The so called top-down feminism was endorsed. Many legislative norms were adopted in order to secure equality of men and women in practice. Progress was achieved in many areas: democratisation of women's education, self-realisation of women in social sphere and politics, however, feminisation of some occupations and industries occurred (education, healthcare, retail services, social services, banking and insurance).

<sup>3</sup> Their current form has evolved during approx. 10 000 years of lasting patriarchy. They have been transferred from generation to generation via customs, culture, and religious, ethical and legal norms (see Tokárová, 2007).

and myths they breed. As most politicians, journalists, managers, parents, teachers, educators and other specialists *often do not sense that they think, feel and behave in the spirit of the patriarchal models of masculinity and femininity*, they assist spreading and asserting gender stereotypes in practice. Gender stereotypes become a source of problems, misunderstanding, conflicts within family, gender inequality and discrimination on the labour market, self harm, and defencelessness (Tokárová, 2007, Lukáč, 2005, Bosá-Filadelfiová, 2010).

Gender stereotypes, present in conscious and unconscious mind of women, are the reasons why many women *are not capable either to defend themselves effectively and find relief from their situation or to exert their rights adequately*. Lack of legal consciousness in woman, and especially lack of individual self confidence of woman are therefore the obstacles of full and constructive development of women's human and social potential, hence (in synergy with men) hindrance of social development.

Seriousness of the problem is accentuated by the fact that despite the official EU policy of gender mainstreaming, specialists (both men and women) who point out at the lingering elements of overt and covert gender inequality are not accepted, understood and adequately appreciated for their effort of promoting ideas of equality of women and men. Often they are labelled by uncomplimentary attribute – “feminist”. The terms feminism and feminist is still used by public with some scorn. Wider public as well as specialists do not fully recognize or value the historic contribution that the feminist movement had for the development of democracy and contemporary civilisation. Even those women who strive for fundamental solution of woman's position in the contemporary society tend to defend themselves against accusation of affiliation to feminism by saying “*I am not feminist but ...*”.

Only few women and men (including university graduates) know the history and the essence of current feminism and GM policy. Even the competence of women to dispose of arguments for their defence and realisation of their own gender identity is weak. It is especially *the absence of gender self-confidence* – a typical feature of a majority of female population today - which leads to the fact that the mind of women is affected by a syndrome of learned helplessness<sup>4</sup>. Moreover, wide public does not make sense of a tolerance to other sexual orientation (intersexuality).

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<sup>4</sup> It rests on conviction that the problems must be withstood with patience, since the cause of the problem is irremovable, hence their personal participation in any attempt for change is useless and that the competence to make decision and change the course of things rest with men.

## 2. Need for and possibility of changes in social and personal work from the aspect of gender – the applied aim of the research

In our project we focus on both the research and the creation of social conditions for promoting the GM policy in practice by means of gender sensitive social work, adult education, and the management of gender relationships in the selected resorts and institutions.

*Social work* is considered as a significantly eligible segment of research, since it embodies a complex network of social institutions and occupations which specialise on *solving consequences* of the lingering gender inequalities and discrimination. Social work is also a sector of the national economy with the highest rate of feminisation. It is characteristic of the general trend in which *feminised occupations or feminised sector* consequently loses its social prestige, attracts less financial funds that state or employees allocate to wages, which leads to deterioration of working conditions etc. (Tokárová, 2006, Filadelfiová, 2008, Repková, 2007, Hanuláková-Jacková, 2009, Nečasová, Musil, 2010). Such negative processes are prevailing mainly in *social services* (Kiczková, Szapuová, 2005).

Social services in Slovakia are marked as typical “women’s” occupations which means underpaid, with high degree of flexibility, lower status, lesser managing competences etc. The type of work that women engage in social services is considered to be the one for which women are “suitably” qualified (positive stereotypes) possessing suitable qualities as greater compliance, lower probability of meeting more demanding work requirement, willingness to work according to regulations and accept monotonous work, and readiness to accept lower wage (Barošová, 2008, s. 37). Moreover, *gender related wage disparity* (20%) at the detriment of women is evidenced, in the long run, in the *institutions of social services* (ibid, 2008, p 36-37).

Slovak scholarly texts on social work are ideologically grounded on the traditional conception of the field which is gender neutral or gender blind (i.e. without reference to gender aspect of the issues). It is necessary to arrive at the stage in which gender approaches to research and professionalization of social work (especially feminist approaches) which are critical of traditional social values, norms and gender stereotypes would not be challenged any more. Omission of such approaches results in a grave deprivation of the Slovak social work. Contrary to that, utilisation of critical analysis in Slovak conditions is viewed as a necessary step towards professionalization – which can finally lead to emancipation of not only women but also men (Janebová, 2005, Kiczková, Szapuová, 2005, Matulayová, 2008, Nečasová, Musil, 2010).

Gender in/equality as a theme and gender education as a path to gender equality are absent in both *andragogy and pedagogy*, despite the fact that educational needs and social behaviour are manifestly determined by gender (Veteška-Tureckiová, 2008, Machalová, 2009). We suppose that raising awareness of the essence of gender stereotypes through education would halt proliferation of such stereotypes and negative or reserved attitude of specialists and lay public to feminism and GM policy. Education of adults can partly compensate what was neglected in school education: cultivation of gender sensitivity of adult women and men, empowering women not to succumb to overt and covert gender discrimination and violence but to actively protest and defend themselves.

Successful implementation of the research aims will contribute to deepening knowledge base which might be utilised in gender desegregation of the labour market, management of gender relationship and promoting gender equality within organisations (Kovalčíková, 2003, Béreš-Bosý, 2009, Gromkowska-Melosik, Gmerek, 2008, Hanuláková –Jacková, 2009).

### **3. Characteristics of the workplaces and the research team**

The research team includes experts who, within their professional profile, specialise on gender aspects of social work and adult education, and on the theory of gender studies. The core of the research team consist of the full members and PhD students of the Department of Social Work at the Institute of Educology and Social Work of the Faculty of Arts, University of Prešov<sup>5</sup> (IEaSP FF PU) and the members from the two civic associations – EsFem<sup>6</sup> and MyMamy<sup>7</sup>. Other members of the research team are affiliated with the other departments of the University of Prešov and the University of Constantine the Philosopher in Nitra and specialise in the selected aspects of gender related issues.

**The department of social work IEaSP FF PU** has been dealing with gender studies (with relevance to social work and adult education) for more than 14 years. It has organised scientific conferences, published monographs, studies and other scholarly texts in proceedings and journals both home and abroad. Many courses within the undergraduate, graduate and post-graduate programmes of the Social Work and Andragogy field of study contain the aspects of gender studies. Many of the postgraduate students focus their research interest on gender issues. With respect to social practice, the department has carried out several projects

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<sup>5</sup> [www.ff.unipo.sk/kvdsp](http://www.ff.unipo.sk/kvdsp)

<sup>6</sup> [www.esfem.sk](http://www.esfem.sk)

<sup>7</sup> [www.mymamy.sk](http://www.mymamy.sk)

(financially supported by the European Social Fund) aimed at promoting equal opportunities and gender equality – education of unemployed women, Romani minority and employees in social services. Three research team members from this department<sup>8</sup> are also members of the two expert groups (Executive Committee and Advisory Board) of *Government Council of the Slovak Republic for Gender equality*<sup>9</sup>. They were also engaged in preparation and revision of the Slovak Government's strategic documents on gender equality. One member of the department (Tokárová) is a vice editor-in-chief of the international (Czecho-Slovak) scholarly journal *Sociální práce/Sociálna práca*<sup>10</sup>.

**EsFem Civic association** is a feminist organisation which has, since 1999, pursued the activities in support of respecting human rights of women and children, to eliminate various forms discriminating women and to promote equal opportunities of women and men. The association's mission is determined by the conviction that *gender stereotypes as unconscious mechanisms* erect the barriers to reaching full equality between women and men, and girls and boys. Awareness of gender stereotypes and their consequences is considered to be a prerequisite to any activity in the domain of women's human rights and gender equality. A motto resulting from the above mission became a central motif for EsFem work: ... *when stereotypes became visible, they lose their power...*

EsFem is active in the following areas: gender sensibilisation, gender equality in education and upbringing, feminist pedagogy, gender research and analysis, defence of girls' and women's rights, gender equality on the labour market, violence inflicted on women, active slavery, men's studies, and gender mainstreaming.

EsFem is a co-founder and a member of the following civic associations: *Piata žena (The Fifth Woman)*, *Možnosť voľby (Possibility of Choice)* and *Ženská loby Slovenska (Women's Lobby of Slovakia)*. It is also a member of the following international organisations: WAVE, Anna Lindh Network (since 2008) and, thank to personal participation of Katarína Minarovičová and Monika Bosá (since 2009), the association is represented in *Gender and Education Association*<sup>11</sup>. EsFem has a long record of cooperation (except the Department of Social work PU) with the organisations of similar mission<sup>12</sup>. Its research

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<sup>8</sup> Anna Tokárová, Monika Bosá, Martin Béreš

<sup>9</sup> [www.employment.gov.sk](http://www.employment.gov.sk)

<sup>10</sup> [www.socialniprace.cz](http://www.socialniprace.cz), in 2005, a separate number - thematic issue *Rovnost příležitostí (Equal Opportunities)* (No. 3) was published which contains texts on gender equality.

<sup>11</sup> Monika Bosá, Katarína Minarovičová, Natália Sedlák Vendelová and Martin Béreš are members of *Committee for equal opportunities and position of women in society* at the Committee of the National Council of the Slovak Republic for human rights, ethnic minorities and position of women.

<sup>12</sup> *Aspekt*, *Centrum rodových štúdií (Centre of gender studies)* at the Faculty of Arts, University of Comenius Bratislava, *Fenestra*, *Inštitút pre verejné otázky (Institute for Public Affairs)*, *Department of ethical and Civic*

activities comprise the constructs of masculinity and femininity in relation to children. It develops the kind of activities which motivate boys to responsible and active fatherhood, to complex understanding of parenthood and to the realisation that active fatherhood brings significant benefits not only to children but also to men, fathers in both private and professional life through newly acquired skills and attitudes.

The way EsFem work with children and young people was listed in the final recommendations for national governments by European Council Information Forum in 2000 (which was held in Bratislava under the title *Human rights of girls and young women*) as a suitable way of working for elimination of gender stereotypes. In 2006, EsFem published *Handbook of good practice in the domain of gender equality in Slovakia*.<sup>13</sup>

All of the EsFem activities are implemented through fundamental long-term projects (*Model of Gender Sensitive Education and Own Room*). EsFem is currently finalising the research project *Setting up Centre for Gender Education (CREdu)* which includes operating a feminist library. The library offers lay public and experts educational activities, expertise, monitoring and counselling. Visitors to library have access to the on-line database *Gender Watch* (within ProQuest database) which contains articles from more than 270 scholarly journals.

EsFem's specific contribution to reinforcing institutional support for gender equality was a translation of the two international documents to the Slovak language<sup>14</sup>. Within the Own Room project a quartet publication devoted to important women in history<sup>15</sup> is published annually.

**Interest Association of Women - MyMamy** has been active in the region of Prešov since 2000 as a grass-root organisation focusing on the issues of women's rights, gender equality, equal position of women - mothers in society pursuing the goal to establish *Mothers' Centre* as a preventive tool of social isolatedness of women on maternity leave. In 2003, a crisis centre was opened in order to provide counselling to women, victims of domestic

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education at the Faculty of Education, University of Comenius Bratislava, *Klub feministických filozofiek (Club of Feminist Philosophers)*, *Slovensko-český ženský fond (Slovak-Czech Women's Fund)*, *Spoločnosť pre plánované rodičovstvo (Society for Family Planning)*, *Interest association of women MyMamy*, *Žába na prameni* and many others.

<sup>13</sup> The author, French expert Rachel Silvera listed the project *Model rodovo citlivej výchovy chlapcov (Model of Gender Sensitive Education of Boys)* to the handbook as a suitable way to eliminate gender stereotype.

<sup>14</sup> *Recommendation 1281 (1995) on Gender Equality in Education and Recommendation CM/Rec (2007) of the Committee of Ministers to Member States on gender mainstreaming in education*. Translation was delivered to the Office of the Council of Europe in Slovakia and was published as the official Slovak translation of the above documents.

<sup>15</sup> Until now, three quartets have been published (in collaboration with MyMamy): *Neviditeľné ženy (Invisible Women)*, *Ženy bez hraníc (Women without Borders)* a *Nepoznané Slovenky (Unknown Slovak Women)*.

violence, based on the principles of supportive counselling, operating crisis phone line, providing emergency accommodation etc. (Sejková, 2010). It also conducts surveys aimed at reinforcing gender identity and mapping the possibilities of gender sensitive education in secondary schools (Adamkovičová, 2008).

**The List of research team members and their profile:** since the aim of the project is to cover various expert and societal dimensions of the scientific questions and research problems, our research team is made up of the experts from various scientific fields: andragogy (A), pedagogy (P), sociology (S), social work (SW), gender studies (GS), history (H), mass-media studies (MS), economy (E) and psychology (PS). The team members are united in their interest to create and develop theoretical and methodological rudiments for teaching in the listed fields of study, to search for the application of theoretical knowledge in the practice of supportive professions, and to solve socio-economic problems of women in the reality of their life in Slovakia. As we account for a comparative research, we would like to involve the experts from foreign universities with which our research unit has long-term research contacts: the University of Lodz, the University of Rzeszow and the University of Szczecin **in Poland**, and Palacky University of Olomouc, Masaryk University of Brno and Charles University of Prague **in the Czech Republic**.

The core of the research team consists of the following members:

**Faculty of Arts, University of Prešov:** prof. PhDr. Anna Tokárová, CSc. (P,A, SW, GS), doc. PaedDr. Tatiana Matulayová, PhD. (SW, A), doc. PhDr. Iveta Kovalčíková, PhD. (P), doc. PhDr. Beáta Balogová, PhD. (A, SW), doc. PhDr. Vladimír Frk, CSc. (A, P), Mgr. Monika Bosá, PhD. (H, P, GS), PhDr. Marek Lukáč, PhD.(A, SW), PhDr. Branislav Frk, PhD. (A, SW), PhDr. Michal Bočák, PhD. (MS) and **postgraduate students**<sup>16</sup>: Mgr. Martin Béreš SW, S), Mgr. Dávid Bosý (S, SW), Mgr. Lenka Kvašňáková (SW), Mgr. Gizela Brutovská (S), Mgr. Monika Rusnáková (P), Mgr. Katarína Kuriľáková (SW), Mgr. Alena Moravčíková (PS, SW), Mgr. Ing. Miloslava Jezná (E, A, SW), Mgr. Mária Martinská (A, SW).

**EsFem:** Mgr. Jarmila Filadelfiová, PhD. (S, P), Mgr. Katarína Minaričová, PhD. (H, P)

**MyMamy:** Mgr. Apolónia Sejková (A, SW), Nikol Fuchsová (A).

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<sup>16</sup> *Examples of the dissertation themes: Social services offered to women – victims of domestic violence, Social work with actors of domestic violence, Gender stereotypes (of counsellors and clients) in the process of social counselling, gender stereotypes and possibilities of their elimination during undergraduate teacher training or continuous education for teachers, women in the Slovak Army, Active fatherhood in the context of social work.*

**University of Constantine the Philosopher in Nitra:** prof. PhDr. Gabriela Porubská, PhD. – (P,A), doc. PaedDr. Ctibor Határ, PhD. (P).

#### **4. Research aim and the target groups potentially affected by the project**

The project is aimed at the researching into masculinity and femininity present in performing occupational duties and in the process of professionalization in the areas of social work, adult education and mass media studies. Employing various methodological approaches and methods (discussion analysis, focus groups, inductive statistics, analysis of documents, etc.) the project identifies the key aspects of gender relationships, gender identities and the types of masculinity and femininity present in the respondents. The research will pick up on the results of previous researches and educational activities of the partner institutions joined in the project.

**4.1 Monitoring and empirical research** is aimed at analysis and identification of the barriers of gender equality, covert gender discrimination, contents of gender stereotypes, but especially on looking for the possibilities of activating potential of the target groups. The research is concentrated into the three thematic areas: 1. Gender and the world of labour, 2. Gender and engaging selected social groups and institutions of social assistance, and 3. Gender stereotypes and their elimination through education and overcoming gender stereotypes.

The main aim of the research and subsequent education of the target group is to: 1. identify the contents of gender stereotypes and the barriers in the attitudes of individuals and groups, 2. learn about extent of gender identification and, through education, reinforce women's self-confidence, their activating potential, and develop their social competences, especially the capability to manage their own life, 3. find to what extent gender equality and the knowledge of GM policy is accepted by the managers of the selected institutions and organisations, and to educate them in order to raise their interest in modelling gender integrated organisation based on gender equality.

The research will focus mainly on the priority areas and the most urgent problems of gender equality in the current context of the eastern Slovakia which is one of the economically least developed regions of Slovakia and thus requires *strategic and complex support, increased attention and reinforcement* provided by the key actors of gender equality.

*The principal target group of the project are students of the following fields of study: andragogy, pedagogy and mass media studies.* They would directly participate in the all phases of the project implementation, especially in the preparation of research activities and

designing the project outputs. Upon completion of their studies, they will actively promote gender equality in practice. The project is aimed at developing their *knowledge base* in the domain of gender studies as well as on raising *their gender self-confidence and activating potential* in order to increase their professional competences in the given domain. We concentrate our attention to the possibilities of attaining the desired changes in the domain of gender equality via *principal problem areas* of the research – education and activating *engagement potential of actors* of gender equality: social workers, adult educators, pedagogues and journalists.

The project is aimed at the *management and benchmarking of gender relationships* in the selected organizations through developing competences of potential actors of gender equality – managers, personnel managers and experts who would be prepared to systematic promotion of the principles of equal position and opportunities for women and men in the sectors of education, social services and public governance. Hence, the target group of the research and education consists of the *management and the staff of the selected institutions*, mostly women but also men. One of the designed project activities accounts for the cooperation with the above target group. The target group in the widest sense is also *wide public*.

#### **4.2 Preparatory and research activities, methodology of the project:**

Preparatory works of the project are designed to select a definite sample, to make a research draft, and to monitor the project activities. Regular meetings of working group are planned, at which external collaborators will be invited. The meetings' agenda will be updated accordingly.

The research is conceived as a basic research with the corresponding methodology:

We will carry out:

- *quantitative research* – via internally developed questionnaires to determine the extent of gender stereotypes in the minds of respondents, and the questionnaire for judging and delimiting the role of woman in the area of labour (after American author Elane Bailey (1994), in Křížková-Pavlica, 2004)
- *qualitative research* carried out a) by the case studies method, b) questionnaire M. Ruderman and P. Ohlott (2002) focusing on manager's potential in employed women and on developing capabilities to manage their own life, and c) discussions in focus groups.<sup>17</sup>

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<sup>17</sup> If, in the course of the implementation, a need for deeper insight into the problem arises, we are ready to include individual interviews with the selected members of focus groups into the research design.

Decision on the definite selection of the research methods will be made in the preparatory phase of the project.

**4.3 Intended outcomes of the research include:**

- *Publication of the research report* – it is within the responsibility of the project guarantor and the guarantors of the partial research activities. Publications will be distributed in libraries and workplaces dealing with gender related issues (research units, schools, inspected institutions and NGOs).
- *Collective scientific monograph*, which will present the results of both theoretical and empirical research of the selected problems.
- *Proposal for accreditation* of the specialist programme of study, *Social Work and Gender Studies*, within the existing field - Social Work, and proposal to establish the *Centre of Gender Studies* at the Institute of Educology and Social Work of the Faculty of Art, University of Prešov.

**4.4 Education and popularisation activities** focus on elimination of some of the barriers to labour and civic participation of women, as indicated in the description of present status. The means of activating or engaging potential actors of gender equality include publications, education and training, and disseminating activities (press conferences, expert seminars for the selected target groups). They will focus on the two interrelated aims: 1. Reinforcing self-confidence and activating potential of the selected groups of wider public through displaying historical development of gender inequality, gender stereotypes, feminism and GM policy, and by showing the examples of good practice in Slovakia and abroad. 2. Initiating and reinforcing self-educating and managerial competences of women as potential and real actors of gender equality.

*Expert working seminars* will discuss and formulate the key issues and recommendations for experts in the domain of gender related issues.

*Press conferences* are conceived as a part of popularisation activities to target the widest expert community as well as lay public. We account for the two press conferences. The first is scheduled after the collection of empirical research results. We would like to raise interest in the issues of gender equality, especially in the sector of social work, hence it is scheduled for March – in connection with the International Women's Day and the International Day of Social Work. The second is intended as a concluding event and it will be associated with the presentation of the research results and outputs. Apart from the press releases sent to the news agencies and the editorial boards of print media, we plan to approach mainly local and regional media.

## Conclusion

Promotion of gender equality and a new ethics of gender sensitive social work are concepts of extreme importance for further practice of social and personal work, since the institutions and subjects involved in social work are obliged to implement the policy of equal opportunities (beyond the concept of gender equality) and should promote it in those areas in which gender aspect has been overlooked. The ambition of the research and educational activities is to contribute to raising awareness of GM policy in the minds of experts and wider public, and to engage potential actors in the policy of gender equality.

Carrying out the project work we expect enriching of the knowledge base which could be further utilised in promoting gender aspects (beyond the scope of GM methods) by various institutions of social work, organisations of personal work, and through mass media communication.

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