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Kapitel: 5. Call for papers

Research has been done on the critical factors in the school environment which reduce retention of females in mathematics courses. We need to continue to ask:

— How can pupils' (particularly girls') self-confidence in mathematics be increased?
— How can the learning climate for girls be improved?
— Does the learning climate for girls improve within single-sex settings?
— How can modes of classroom organization and teacher-pupil interactions be encouraged and developed which would benefit all children?

Working with parents

Sex-role stereotyping begins at birth, a fact alluded to in the earlier discussion of attitudes and the different socialization patterns of girls and boys in our culture. This stereotyping is reinforced as the child progresses through school by the differential expectations and treatment of boys and girls by teachers, counsellors, parents, peers, and also through instructional materials and the media. It is known that parents and educators can intervene to modify the influence of sex-role stereotyping and to provide an equitable education for all students.

As well as working at the gender factor, researchers have studied how parental educational and occupational level affects their children's mathematics learning. And so the basic public and community issues pertain to how the dual disadvantage of sex-role stereotyping and social class can be overcome. More specific questions include:

— How can parents be sensitized to ways they can encourage and support their children in mathematics/science fields?
— How can public awareness be increased, especially among parents, teachers, counsellors, of the advantages of mathematics-related careers for women and their achievements in mathematics?
— How can schools take responsibility for informing the community about the importance of girls' participation in mathematics?
— How can the commitment of national and local governments to supporting mathematics education for girls and women be increased?

5. Call for papers

The ICMI Study on Gender and Mathematics Education will consist of two components, a *conference,* and a *publication* to appear in the ICMI Study series and based on the contributions to and the outcomes of the conference.

The exact site and dates of the conference have not been finally determined yet, but it will almost certainly take place in the Southern part of Sweden in October 1993.

Against the background presented above, the International Program Committee for this study invites individuals and groups to propose or submit contributions to be study for consideration by the Committee no later than *1 February 1993*. Contributions should be related to the problems and issues identified in this document but are not required to be limited to addressing these only. Participation in the conference is *only by invitation* of the Program Committee, but those who submit a contribution are encouraged to apply for an invitation.

Contributions and suggestions concerning the content of the study and the conference program should be sent to

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The International Program Committee consists of:

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Geoffrey HOWSON, University of Southampton, UK
Hans-Georg STEINER, Universität Bielefeld, Germany
Heleen VERHAGE, Freudenthal Instituut, the Netherlands
The Secretary of ICMI, Mogens NISS, Roskilde University, Denmark, is a member ex-officio.

6. REFERENCES

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