



GENDER AWARENESS TACKLING STEREOTYPES IN EDUCATION

NEWSLETTER No.1

ABOUT THE PROJECT

Defending equality between women and men has always been one of the European Union's fundamental values. However, even though this principle is anchored in legislation, gender equality is far from being a reality.

Inequalities between men and women and lack of gender diversity can be found in both private and public spheres, starting at home, throughout education, and on the labor market. One of the main reasons why there is still no real equality between women and men can be linked to the existence of gender stereotypes assigning social roles to women and men.

The main lever to tackle gender stereotypes is education. School plays a crucial role in a child's socializa-

The GATE project officially started on the 1st of December 2019. It will end on the 30th November 2022. **It lasts 36 months.** It is a "key-action 3" (KA3) project financed by the Erasmus + program, with a priority on Social inclusion. Specificity of KA3 projects: focus on the systemic impact of the action. The main objective is to improve effective equality between girls and boys starting in primary school by tackling gender stereotypes in schools.

There are **6 partners** from **5 countries**: 2 local institutions responsible for education, 2 universities, an NGO and a public operator (from Bulgaria, Denmark, Finland, France and Spain).

tion process. Within this institution, a child will learn academic knowledge as well as social norms and values. In this context, the GATE project intends to set up an action plan to increase awareness and introduce supporting measures to promote gender equality in primary schools in Europe

The purpose of GATE is to improve the prevention of gender-based behavior by deconstructing gender stereotypes in primary education, in 3 steps:

- 1. Producing a practice compendium to gather innovative good practices that tackle gender stereotypes at school;*
- 2. Modeling innovations to tackle gender stereotypes effectively, thus taking into account all of the dimensions of the school system;*
- 3. Experimenting these modelled activities, including teacher training and coeducational activities for the playground, and evaluate them in schools from all over Europe: Bulgaria, Denmark, Finland, France and Spain.*

By raising gender awareness among pupils and teachers, the GATE project will contribute to building a more democratic, tolerant and inclusive society, protective of human rights and fundamental values, which are at the core of the European identity.

This project is funded with support from the European Commission.





PROJECT PARTNERS

FRANCE EDUCATION INTERNATIONAL

Founded in 1945, and a national public institution since 1987, France Éducation internationale (former CIEP, Centre international d'études pédagogiques), is a public institution of reference on a national and international level, in the field of education and training. Its primary mission is to promote French expertise on the subject. It is recognised both in France and abroad for its skills with regard to expert evaluation, training, assessment, and management of international projects. FEI is a key public operator under the auspices of the Ministry of National Education, Youth and Sports. It is, in addition, the main operating partner of the Ministry of Europe and Foreign Affairs on cooperation in education. It relies on a network of national and international experts and partners, as well as on its 250 staff members.

Its missions are in line with the government's international priorities and cover 3 main areas:

1. Promotion of French language: FEI provides training programmes for teachers and managers and delivers certifications in French
2. International mobility: FEI manages mobility programmes for language assistants and teachers. It also delivers comparability certificates for the recognition of foreign qualifications in France
3. Cooperation in Education: FEI manages several sectorial projects in the area of education, professional training and higher education.

<https://www.france-education-international.fr/>.



ACADÉMIE DE BORDEAUX

*Liberté
Égalité
Fraternité*

ACADEMY OF BORDEAUX FRANCE

The **Bordeaux Academy** is the local French institution responsible for primary and secondary education in the Bordeaux region (larger than the city) which is part of the Nouvelle-Aquitaine Region, managed by the Rectorat de Bordeaux.

The aim of the Bordeaux Academy, through its action in the field of education, is to raise the level of qualification of young people in Aquitaine region by welcoming, training and accompanying each student, for a successful social and professional integration and to participate in the economic, social and cultural development of Aquitaine. The academic project defines four major ambitions:

- Ensure the success of all students;
- Promote the education of each student with special needs;
- Promote the orientation course for all students;
- Strengthen academic leadership in favour of educational objectives.

Peyrouat Primary school in Mont de Marsan, Aquitaine, is part of a priority education network, and part of the city priority education zone.





Gobierno de Navarra 
Departamento de Educación **Nafarroako Gobernua**
Hezkuntza Departamentua

The Department for Education of the Government of Navarre is the official institution in charge of Education in the Spanish self-ruled region of Navarre.

In the Autonomous Community of Navarre, it is the responsibility of the Department of Education to establish the general conditions and the appropriate means for the real implementation of every aspect of education. This also includes the management of all Primary, Secondary and Vocational Education.

This institution manages over 300 schools (172 Public Primary Schools and 61 Public Secondary Schools, besides subsidised private schools), involving more than 10.000 teachers. The school system attends to more than 100.000 students.

It includes a Section of Coeducation devoted to teacher training and advice regarding any aspect related to co-education. The main project in which it has been involved lately has been the Skolae Programme for Equality. It is a programme created to accompany and systematize the Learning Pathway set out by the Coeducation Plan for Schools of the Department of Education of Navarre, a pioneer in Spain in this field. The programme has reached a wide diffusion in the media around the country, with a big impact in public opinion. Its implementation started in 2017 in 16 schools. It was awarded by the UNESCO in 2019. Nowadays, 257 all levels schools (Primary, Secondary and Trade Schools) are implementing the programme and the aim is to progressively reach every school around the whole region as a core aspect of education.

KØBENHAVNS
PROFESSIONS
HØJSKOLE



UNIVERSITY COLLEGE
COPENHAGEN, DENMARK

University College Copenhagen offers 21 bachelor's degree programs, academy profession degree programs, postgraduate studies and conducts applied research and development activities in welfare-sector subjects such as pedagogy, health, rehabilitation, welfare technology, management, teaching and social work. The University also educates nurses, physiotherapists, psychomotor therapists, sign language interpreters and textile and handicraft designers. University College has approximately 20.000 students and 2000 staff.

University College Copenhagen has campuses in Copenhagen, North Zealand, Aarhus and Bornholm. University College Copenhagen organizes an extensive number of students, staff and teacher exchange programs, both for study periods and work placements. International, professional, and academic networking is at the heart of their endeavors to enhance the quality of our study programs, professional development activities and research. Besides student and staff mobility, University College Copenhagen is engaged in research and development with a wide range of partnered international educational institutions.

The department of social education includes the education centers on gender, sexuality, and plurality. Furthermore, inclusive education is a large part of the teacher education curriculum, and in that sense, several of the departments at the University College Copenhagen work towards equality among school children and work towards professionalizing teachers and social educators regarding social, ethnic and gender equality.

Tekla Canger, representing UCC in the GATE-project, holds a PhD in education, and has worked extensively with questions of gender, intercultural practices and in- and exclusion.





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She has been associate professor at the teacher education since 2005 and has been the project leader on several research- and development projects, including projects on keeping newly educated teachers in their new positions at school, projects on teacher students with ethnic minority background, and projects on navigating in the culturally diverse teacher education.

Tekla Canger is the author of several books including books on gender-conscious pedagogy and practices. Field of research involves how professionals work with marginalized youth, how social community contributes to inclusion in school and how gendered practices produces certain positions for children in school.



EUROPEAN INSTITUTE BULGARIA

The European Institute is an independent policy centre that was founded in 1999 just before Bulgaria started EU membership negotiations. Since its creation the Institute has become one of the leading Bulgarian policy and research centres dealing with matters related to European integration. It has commendable in-house and external expertise combining experienced researchers, academics/educators and practitioners with profound understanding of the process of Europeanization and legal harmonization and compatibility within Member States. Based in Sofia, the Institute has three regional branch offices in the country (Burgas, Ruse and Blagoevgrad), thus interacting and collaborating with universities, schools, professional organizations and local CSOs in other parts of the country.

In the past several years, the European Institute gained considerable project related experience in topics dealing with education, diversity, migration, trafficking, and security issues. The projects in these areas have been implemented through partnership with national and European governmental and non-governmental institutions, as well as with international organizations.

In a wider perspective, the organization is also very active in conducting analytical and research activities in various policy areas of the EU, supports the process of developing recommendations for improving policy effectiveness, initiates and actively participates in the debate on the future of the EU. Since 2008 EI has been part of the EC Europe Direct network, as well as active member of several other networks spanning across Europe, such as European Policy Institutes Network - EPIN (EPIN comprises 39 think tanks and policy institutes working on EU affairs from 26 European countries, including almost all EU member states as well as candidate countries).

EI also enjoys ongoing and efficient collaboration with secondary education institutions all over the country; pupils, teachers and pedagogical specialists are a traditional target group. A number of projects and initiatives were exclusively targeted at young people and pupils, including from ethnic minorities and other vulnerable groups. The Institute has a stable partnership with the biggest and most influential HEIs and research organizations, such as Sofia University, New Bulgarian University, University of Ruse, etc. It has an agreement with Sofia University to host internships for students majoring in European Studies.

EI is well-experienced in communicating and targeting an array of national actors and stakeholders: government bodies and local authorities, community-based organizations, educational institutions, research and academic organizations, NGOs, SMEs, trade unions, end-users, individual citizens, etc. EI also works closely with a number of media partners in promoting events to enhance public awareness and proper dissemination of results and explaining EU policies in different domains.





ÅBO AKADEMI UNIVERSITY FINLAND

Åbo Akademi University (AA) is an internationally acknowledged research university with a responsibility for providing higher education in Swedish in Finland. It gathers four faculties, among them are the Faculty of Arts, Psychology and Theology; the Faculty of Science and Engineering; The Faculty of Education and Welfare Studies and the Faculty of Social Sciences Business and Economics. AA has important research areas such as Minority Research, Molecular Process and Material Technology, Drug Development and Diagnostics and the Sea. In 2018, AA celebrated a century of determination in developing its role as a high-level international research university.

AA has a total of 1 200 employees, of which 700 are working in education and research. The university has 5 500 undergraduate students and 950 postgraduate students. AA annually attracts more than 1000 international students representing over 80 countries. Åbo Akademi University publishes 1,400 publications per year. Publication of research results is essential for a university: it is the basis for scientific dialogue and sustainable knowledge, but it also serves as a way of giving back to the society that provides financial support for science and research. For universities, the number of publications per year is used as a measure of their activity, and a is taken into account by the State for the determination of its funding.





CONTACT Us

**FRANCE
EDUCATION**
INTERNATIONAL

E-MAIL:
UECOOPERATION@FRANCE-EDUCATION-INTERNATIONAL.FR



**ACADÉMIE
DE BORDEAUX**

*Liberté
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Fraternité*

E-MAIL:
CE.RECTEUR@AC-BORDEAUX.FR



Nafarroako Gobernua
Hezkuntza Departamentua

E-MAIL:
DPTO-SKOLAE@EDUCACION.NAVARRA.ES

KØBENHAVNS
PROFESSIONS
HØJSKOLE **KP**

E-MAIL:
TECA@KP.DK



europeaninstitute

E-MAIL:
OFFICE@EUROPE.BG



**Åbo Akademi
University**

E-MAIL:
REGISTRATOR@ABO.FI

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