



# GENDER AWARENESS TACKLING STEREOTYPES IN EDUCATION

## NEWSLETTER No.2

### FIRST GATE CONSORTIUM MEETING IN BORDEAUX, FRANCE

The first consortium meeting was held in Bordeaux, France (12 – 13 December 2019).

The objective of the meeting was to discuss the GATE project objectives, the activities implementation plan and the milestones. The agenda included presentation of partner organizations; presentation of the project “Equality between girls and boys begins at school” of the Peyrouat school in France, that is the model practice for the GATE project; presentation of the SKOLAE

programme of Navarra Region in Spain and practical working groups on upcoming project activities.

France Education International, the project coordinator presented the objectives and the content of the work package that each partner would lead. Discussions on gender equality policies/practices in different partner countries have been conducted. The consortium meeting offered the participants a rich intercultural exchanges.





## "EQUALITY BETWEEN GIRLS AND BOYS BEGINS AT SCHOOL": GOOD PRACTICE OF THE SCHOOL OF PEYROUAT, FRANCE

"*Equality between girls and boys begins at school*" is a good practice that the team of the school of Peyrouat implemented in order to tackle gender stereotypes. A gender geographer, Edith Maruéjols, came to the school to work with the educational staff. The main observation was that relationships between girls and boys in classroom and other places of the school (canteen and playground) are gender biased. Then the school developed a programme to act upon the activities during the breaks and the class.

### Examples of activities:

- During the breaks: cooperative games with or without a ball, provision of non-gender games (Crocket, jumping ropes, Kapla);
- Pedagogical actions: non-gender literature, writing workshops;
- Artistic practices: cultural practice that allowed the pupils to cooperate and to express themselves.

- A toolkit was produced mostly with the student, including several films (Mulan Billy Elliot for example), non-gendered bibliography, a board game with answers created by pupils, school videos, etc.

The parents were involved in the process: the artistic activities for instance were showcased at a show at the end of the year. A dialogue with the parents has been established.

The activities were implemented for 5 years. All 9 classrooms were involved. The school population was composed by 2 main communities: sedentary gypsies and Moroccan community. Gender stereotypes are prevalent in both communities, but the impact of this experience was more noticeable on the Moroccan community. The pupils of the gypsy community and their parents were less sensitive to the action.

In 2015, the school of Peyrouat won the equality price delivered by the Rectorate with this programme.

## SKOLAE PROGRAMME: GOOD PRACTICE OF THE DEPARTMENT FOR EDUCATION OF THE GOVERNMENT OF NAVARRA

*The SKOLAE programme* has been developed by the Department for Education of the government of Navarra to integrate equality in the education system of Navarra. In 2017 16 schools and 500 teachers were involved in the implementation of SKOLAE and they reached 166 schools and 5000 teachers in 2019. 4 persons within the DE are currently working on the programme.

The schools involved in the SKOLAE programme were selected first on a voluntarily basis and then thanks to an administration regulation. Nowadays, 257 all lev-

els schools (Primary, Secondary and Trade Schools) are implementing the programme. It is a training programme which supports teachers in their reflections about their work and which offers worksheets with classroom activities for students 0 - 20 years old. It is structured around 4 main aspects of learning (fighting inequalities and promoting changes; personal and work autonomy; leadership, empowerment and social participation; sexuality and good treatment) and 4 competencies (knowing how to look and how to understand; knowing how to be and how to live; knowing how to build and how to contribute; knowing how to





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feel and how to treat well). They developed contents on the 4 topics and 4 competencies to apply in 3 areas: social area, relationships and personal area. There is a compendium of 200 activities. The training actions are divided into several programmes:

- Training plan for the teachers, in charge of implementing the activities with their students (classroom approach).
- Training plan for the “promoting team”, in charge of designing a coeducational plan for the school (all-school approach). This team has a leader, who is in charge of keeping the relationship between adminis-

tration and the gender equality promoting team (NB: in Spain, “coeducational” refers to “mixed” activities, with boys and girls, whereas it refers to cooperation with parents in France).

The training sessions are managed by experts recruited by the Department for Education. It is delivered both on-line and face-to-face (conferences). The programme is financed by the government of Navarra. Each teacher must accomplish 35 hours of training each year.

The SKOLAE programme won two prizes delivered by the UNESCO and the Spanish central government.

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