GENDER AWARENESS TACKLING STEREOTYPES IN EDUCATION

NEWSLETTER No.7

Experimentation classes

In the experimentation phase of the GATE project, the trained teachers from the five participating countries (France, Spain, Denmark, Bulgaria, Finland) have organized pilot classes with their pupils and have tested the developed under the project Toolbox. Activities aiming at deconstructing gender stereotypes have been implemented.

Erasmus+ This project has received funding from the Erasmus+ Programme of the European Union

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EXPERT INTERVIEW

SUSANA DEL CORO, SPANISH PRIMARY SCHOOL TEACHER

How did you get to know the GATE project? Which was your main motivation to join this project?

Through an informative e-mail about the upcoming project, in which the 3rd cycle primary school teachers were asked to collaborate. The e-mail had an attached invitation to a meeting where the project was explained. My main motivation was that the lessons in the project plan to teach how basic household chores are not gendered, which is an important message to transmit to the younger generations.

What obstacles did you encounter during the implementation of the project?

Some of the barriers faced have been lack of family involvement and the fact that some students did not find it necessary to work on these topics at school.

Were the students motivated and willing to do the activities you proposed?

Some of the students were definitely engaged in the project and showed initiative in planning the organization of the activities and their goals. Another group of students saw it as another homework assignment rather than something deeper. A small minority saw it as an unnecessary task.

How did you convince students who didn't want to participate?

No one from my students refused to do the work, however, some family members had to be convinced that the project had to take place. Not all the families were on board and some haven't participated in the project, as they said that school should only teach "academic values" and leave the rest up to the family.

At the end of the activity, were there any facts that caught your attention?

Something that caught my eye was the little cooperation of some families to create co-learning activities (gender equality related activities) with the school, especially since most of the parents were young (not over 45 years old). I really thought the younger generations were more engaged and interested in these topics.

Were students able to reflect on the data obtained?

Yes, they did reflect on the project. We both discussed and wrote down our thoughts on their feelings related to the activity and the conclusions they drew from it.

Do you think it has changed anything in the lives of your students after being involved in the type of activities that the GATE project promotes?

The group that was involved and performed the activity with interest discovered the meaning of household chores, which was interesting because they hadn't thought about it before.

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Do you know what were the overall conclusions from the project?

I am only aware of the lessons learned from the three Navarre schools as we had a meeting to share our thoughts.

Would you participate in the project again? Would you change anything?

I would like to participate again, but I would pose it differently. I should be more of a whole-academic year project rather than an activity, what we traditionally would call a subject. In addition, more involvement from the entire educational community is needed.

Susana Del Coro *works in a small school in the town of Monreal, just 20 km east of Pamplona (Spain). Involved in various innovation projects, she has no doubt that gender equality issues must be present in the classroom and that there must be shared work with families.*

Impact study: Transnational Analysis

Evaluation tools have been designed and used to evaluate the impact of the experimentation on participating pupils and educational staff.

Following the end of the experimentation phase, a **Transnational analysis** has been developed. The analysis evaluates the impact of the experimentation on the influence of gender stereotypes on pupils and teachers.

Summary of the Transnational Analysis

54 teachers and approximately **1700 pupils from France, Spain, Denmark, Bulgaria** and **Finland** participated in the experimentation phase of the GATE project.

The most common way to organize the teachers' training was to divide it into two parts: **(1) theoretical**, and **(2) practical**. The results show that regardless of the way the teacher training was implemented, a predominant majority of the teachers in each country thought the training was very important and useful to be able to carry out the activities in their classrooms. The training was rated at least above average by most of the teachers in all countries.

The teachers **gained knowledge of gender equality and became more self-confident working** with this topic during both training and experimentation. However, they wish for more time to implement the activities, for example a whole school year.

Many of the teachers will continue working with this topic and use the given tools but modify them to suit themselves and their pupils better. **All pupils found it interesting** and engaging to do activities on the topic. They were engaged in the activities and wanted to discuss the topic. The **pupils developed critical reflection on gender issues** in society and families. The training and its implementation also had an impact on families. Some family members showed interest in the project, **made favorable comments on mothers with a higher recognition of their work**.

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