

Methodology Work Package 3

The methodology is an internal document, which will describe the following:

1. The detailed calendar of the WP3.
2. How we have defined the experimentation protocol.
3. The tasks that each partner will take upon them.
4. A guideline as to how the partners will select schools and participating educational staff
5. Timelines for implementation of the experimentation.

The document will consist of

- guidelines as to how the partners will contribute to the development of the experimentation protocol.
- timeline and schedule for production of the protocol.
- the different roles to be undertaken in constructing the protocol.

1. Detailed calendar for WP3

The calendar consists of five tasks to be completed:

1. Creation of methodology
2. Creation of experimentation protocol
3. Drafting of schools
4. Training of staff
5. Experimentation process

Deadline	Activity	WP leader main tasks	Other partners main tasks	Deadline Partners	Expected outcome
January 15th Draft will be sent out in due time for partners to comment¹	First draft for methodology (Timeline WP3, definition of protocol, tasks, guideline for	Outlining and distributing first draft	Comments and corrections of first draft for WP-leader to complete methodology	January 10 th	First draft commented

¹ Due date for comments will be set for 5 days before deadline in all cases where comments are required

	selection and timeline for experimentation)				
January 15th Draft will be sent out in due time for partners to comment	First draft for protocol (Purpose, methods, materials, controls, data interpretation)	Outlining and distributing first draft including training and experimentation	Comments and corrections of first draft for WP-leader to complete second draft of protocol)	January 10 th	First draft commented
January 15th Draft will be sent out in due time for partners to comment	Drafting schools	Produce a first draft of guidelines for recruiting schools and staff for the training and experimentation. Produce a final guideline with input from partners	Comments and corrections for the recruitment guidelines	January 10 th	Final guideline for recruitment
February 1st	Final methodology	Redrafting methodology regarding comments and corrections			Functional guideline for partners
February 1st Draft will be sent out in due time for partners to comment	Second draft for protocol (Purpose, methods, materials, controls, data interpretation)	Outlining and distributing second draft including training and experimentation and considering comments from other partners	Comments and corrections of first draft for WP-leader to complete final protocol)	January 25 th	Second draft commented
February 1st	Confirmed participating schools	Gather information on participating schools, staff and arrangements from the partners	Provide information on school and staff to WP-leader		An overview of participating schools and staff
February 15th	Final protocol	Producing final version of the protocol			Final version of protocol
February 2022	Training of participating involved staff	Gather information on training process – have everything gone according to plan? Complications or hindrances?	Provide information concerning complications, hindrances and		Documentation for training – an interim report

		Make sure that all partners have either undertaken training or have delegated training to qualified staff	information on who will undertake training		
March-April	First round of experimentation	Gathering reports from partners Systematizing reports from partners	Securing that the experimentation is carried out in the schools Reporting to WP-leader	April 30th	First draft of documentation for experimentation
May-June	Second round of experimentation	Gathering reports from partners Systematizing reports from partners	Securing that the experimentation is carried out in the schools Reporting to WP-leader	June 20th	Second draft of documentation for experimentation
June 30th	Third round of experimentation	Gathering reports from partners Systematizing reports from partners	Securing that the experimentation is carried out in the schools Reporting to WP-leader		Final draft of documentation for experimentation

2. How we have defined the experimentation protocol

The experimentation protocol will consist of following:

- A description of the purpose of the protocol
- A description of the methods applied to accomplish the purpose of the protocol
- A list of materials needed to comply with the protocol
- A description of what control measures needs to be applied to secure the transferability of the experimentation
- A description of how to interpret data gathered throughout the experimentation

These different elements will be contained in the first draft for the protocol developed by the WP-leader. They will revolve around the original purpose of the project, taking point of departure in the ambition of creating activities that address issues concerning the fight against gender stereotypes and the possibilities of creating an environment of gender equality. They will furthermore be closely connected to the activities described in the toolbox. This means that both purpose, methods, control measures and the interpretation of data will refer to the overall goal of the project.

The first draft of the protocol will also contain a detailed timeline for the experimentation insofar as it is possible given the possible divergent nature of experimentation in the different partner countries.

3. The tasks that each partner will take upon them

For overall tasks and deadlines, see 'Detailed calendar'. What follows here is a more specific description of partners that each partner will take upon them:

- Participate in the construction of the methodology by commenting on it and relegating comments to WP-leader
- Participate in the construction of the protocol by commenting on it and relegating comments to WP-leader
- Recruit participating schools and staff in their respective countries
- Ensure that training will take place – either by taking on training or relegating training to qualified staff
- Ensure that experimentation will take place – either by a written continuous document or by follow-up visits to the participating schools
- Send internal documents to WP-leaders for her to be able to document the work and progress of WP3

4. Guidelines for school selection

WP2-leader has developed a draft for a letter to be sent out to schools to recruit staff for training and experimentation.

To this document is attached the draft letter as an appendix 1 with smaller adjustments.

In addition to this letter, the partners are required to attend to the following guidelines:

- The schools recruited must be able to free staff for training in accordance with the protocol for training
- The schools recruited must be willing to comply with the protocol for experimentation, meaning that staff involved, is required to set aside time in their schedule to test the toolbox and must be willing to participate in whatever evaluations are described in WP4
- The schools must provide classes covering the age of pupils between 9-11/the staff involved must teach pupils ages 9-11
- The partners must provide adequate documentation for schools recruited for the WP-leader.

Appendix 1:

We are recruiting educational staff to test the GATE toolbox:

GATE, Gender Awareness Tackling stereotypes in education

Project presentation:

GATE is a European project funded by the Erasmus+ Program of the European Commission. It focuses on gender equality with a particular emphasis on the prevention of sexist behavior in primary education.

The GATE initiative is developed in 5 partner countries (Bulgaria, Denmark, Spain, Finland, France) and is coordinated by France Education International, an operator of the French Ministry of Education in France. The project has run from December 2019 and ends at the end of May 2023.

The main objective of the project is to improve equality between girls and boys from primary school onwards by combating gender stereotypes in schools. The persistence of gender stereotypes can be explained by integration of stereotypes from an early school age, which is why initiatives are being developed in schools, starting at the primary level, to establish a culture of equality and cooperation between girls and boys. An example of such initiatives is the Elementary School of Peyrouat, in Mont-de-Marsan, France. They have set out to deconstruct gender stereotypes in children around cultural activities and games in different places and at different times of the day. Another example is the SKOLAE program in Navarra Region, Spain, which was created in order to accompany and systematize educational innovations regarding gender equality. These types of initiatives are successful in terms of learning about the culture of equality, but they are often isolated. Therefore, the GATE project has collected these kinds of initiatives from the five partner countries, systematized them and have produced a toolbox drawing on those experiences. This toolbox will be tested in several schools and the results will be disseminated insuring the exchange of good practices between the countries of the European Union.

Since January 2021, the GATE partners have been working on a innovative pedagogical program, based on the collected practices: **the GATE Toolbox**. The objective of the GATE Toolbox is to propose a set of activities, resources and tools to implement activities with the pupils in the classrooms to prevent gender stereotypes. It is flexible enough to fit different national and local contexts and gives the teachers the opportunity to adapt the resources to a classroom situation. It is not restricted to the classroom but includes all school spaces, (playground, canteen).

Want to join the project?

The GATE partners are seeking volunteers who would like to test the GATE toolbox in each partner country. The project experimentation will start in January 2022 with a face-to-face training on how to raise awareness on gender equality and explain how to use the Toolbox. Then the participants will experiment the toolbox directly in their schools. A qualitative evaluation will be made to assess the impact of the GATE methodology.

You can join the GATE project if ...

- you are a teacher or headmaster working in primary schools with pupils from 9 to 11.
- you would like to test good practices to prevent gender stereotypes at school that were already experimented in other EU countries
- you have the possibility to dedicate 2 days for a training session in January 2022
- you would like to participate in a 3-to-5-month experimentation during spring 2022.

Please contact.....; at to know more or visit our website <https://gateproject.eu/>

At the [insert name of your institution] level, the project is led by [.....] department [.....]