



Transnational analysis of the GATE project

Deliverable 04.3 – Impact study

Mia Heikkilä, Jessica Nylund and Patricia Donner, Åbo Akademi University

February 2023



Contents

Introduction	3
Method	3
The implementation of the teacher training	4
Teachers' thoughts of the training	5
Teachers' suggestions for future trainings	7
The use of the toolbox	7
Activities chosen.....	7
The reasons for choosing a specific activity	8
Implementation of the activities chosen.....	9
Impact on families.....	10
Teachers' reflections on gender equality as part of their professionalism	11
A part of their mission as a teacher.....	11
Sustainability of the activities and the tools.....	11
Teamwork as an advantage.....	12
Pupils' experiences of the experimentation	13
Pupils' engagement in the activities.....	13
Activities gave opportunity to understand importance of equality	14
The evaluation of the activities	15
Summary of the whole transnational analysis	16



Introduction

The GATE project includes partners from France, Spain, Bulgaria, Denmark and Finland and within this project all these five countries have conducted activities in order to raise gender awareness in primary schools. This analysis concerns work packages 2 and 3 including collecting a toolbox, training, and experimenting around the activities in the toolbox.

There has been a different number of participants in the different countries. In all countries, there have been at least eight teachers participating, according to common instructions. Pupils from all participating countries have been taking part in the experimentation. The experimentation targeted primary schools, mostly 9-12 years old. However, due to difficulties recruiting teachers after COVID-19, it was decided to extend the age range and implement the action with a few secondary schools and pupils from 9 to 16 years old. The estimated number of pupils participating in the project is 1700, but in the end the project has affected more pupils than that.

Country	Participating teachers	Participating pupils
Finland	8	150
Denmark	10	300
France	13	400
Spain	15	350
Bulgaria	8	500
Total	54	1700

The experimentation, evaluation and analysis were carried out during 2022.

The purpose of this analysis is to provide stakeholders with an understanding for and share our experiences about the parts of the GATE project.

Method

The evaluation of GATE was developed in direct relation to the aim of GATE, which is to challenge gender stereotypes through education. The aim is also that 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.

The aim of the evaluation was therefore:

- to capture how the tested methods to prevent and deconstruct gender stereotypes in primary education through activities for teachers to use have worked



- to get information of how training of teachers in order to raise gender awareness has succeeded
- to get information of how the activities in classrooms have worked to raise gender awareness among pupils

The project was evaluated through a digital questionnaire filled in by participating teachers and through open ended questions to participating pupils. The questions to pupils could be asked in either a Padlet (a collaborative web platform) in the classroom, or by formulating the questions into an aesthetic task.

The methods applied was a digital (Microsoft Forms) questionnaire for teachers to fill in during the period of training and experimentation. The digital questionnaire can be understood as a teacher (evaluation) log. One reason for this choice is that a teacher log can display any transformation more clearly, and capture different ideas, reflections and experiences each teacher has. This can generate a multifaced analysis of the project. Also, the change in thinking does not happen on one occasion, but as a process. The teacher log also met the documentation requirement in the project.

All partners wrote a concluding analysis of the answers to the evaluation questions, named national analysis. A template for the national analysis was developed as a guideline for the writing process. The analysis focused on teachers' thoughts of the training, their use of the toolbox/catalogue and the sustainability of the activities chosen, teachers' reflections and the pupils' experiences.

The implementation of the teacher training

The teacher training was implemented in different ways in each country; both online, in place and as a hybrid model. Spain started their teacher training in January 2022, with an inaugural lecture from an expert, followed by an in-person training day in March 2022 (group discussion on a scientific text and teamwork with choosing activities from the toolbox to be implemented). France started their teacher training in February 2022, with a hybrid but synchronous training consisting of theoretical contributions on the topic. The hybrid training was followed by a didactic¹ part that was held face-to-face in March 2022. The didactic part consisted of presenting and modelling the toolbox as well as providing the teachers with practical tools as youth albums to get started. In Finland the training was organized during September 2022 with nine participating teachers. Eight teachers continued the experimental phase. The training was organized online with a theoretical part followed by group discussions related to the theoretical part. The training was followed up by online supervision sessions once a week during the whole experimentation phase. In Bulgaria, the teachers' training was conducted in September 2022. 11 primary school teachers took part in the in-person training session, held in Sofia. Eight of the 11 trained teachers participated in the experimental phase. Teachers have been trained in deconstructing gender stereotypes in primary education using the developed under the project Toolbox. The training was divided in theoretical

¹ Didactic is the art of science of teaching



and practical part. It was followed by three online coaching sessions, aimed at delivering supervision of the experimentation phase tasks of the teachers. The Danish training consisted of two online sessions introducing the theoretical framework of the project, the project itself and providing a space for group discussions. These sessions were followed by a full-day, face-to-face-workshop, where the toolbox was introduced and tested, and the participants were given time and supervision to contextualize the activities. During the experimentation all teachers received online as well as face-to-face supervision. Towards the end of the experimentation, all participants were invited to a short evaluation-workshop. Below the teachers' thoughts of the training and suggestions for future trainings are presented.

Teachers' thoughts of the training

Most of the teachers became more aware of their own gendered language, stereotypes that influence the human behavior and (gender)norms that exist in their own and the pupils' daily lives. The improved knowledge of these aspects of the topic gave the teachers more self-confidence in trying out different activities related to gender awareness with their pupils. The training (both the theoretical and practical part) was also considered very important to carry out the activities didactically in their classrooms. The support from and the discussions with other teachers was also considered a significant and valuable part of the training. A more detailed version of teachers' learning and thoughts of the training sessions and activities from the different countries will be presented below.

The teachers from Spain highlighted the importance of using inclusive language in the classroom, the need to design and develop activities with coeducational content², and how crucial it is for teachers to be aware and reflect, in a critical manner, about the sexist stereotypes there are in all walks of life. They pointed out the possibility to have group discussions and group work, as well as follow-up meetings as important activities during the training and for their own learning. The Finnish teachers learned more about the importance of working with topics such as equality and non-discrimination in schools.

“The training made me feel more certain that equality and working with values at school is important.”

– A Finnish teacher's thoughts about the training

Many of the Finnish teachers were also able to identify concrete things they learned from the training, including the four-step method for change³, about (gender) norms, unconscious bias and inequalities in our society. In Finland the group discussions also served as an important part of the

² Coeducational is a translation of the Spanish word “coeducación” defined as education which aims to promote equality between boys and girls.

³ The four-step method for change is developed by Ekvalita who conducted the teacher training in Finland. The method is based on “to see”, “to understand”, “to want”, and “to do”.



training as well as getting more knowledge of concrete tools on the topic that can be used in the classroom.

“I found all parts of the training useful. I’m especially thankful for the instructors’ attitude and the peer support. The discussions supported the lectures well. The lectures included good, simple activities that worked as introductions to new topics.”

– A Finnish teacher’s thoughts about the most useful sessions

The French teachers learned more about the notion of the vigilance required both in terms of the ability to master the concepts involved and the lack of habits in questioning their practices in relation to the target theme. Mastering the difference between "stereotypes and prejudices" is an answer that is present in almost all the questionnaires from the French teachers. The training was appreciated because it gave them more knowledge of mastering the content and implementing it in their practice. The theoretical part was appreciated for the relevance of its content as well as the discussion for wakening their own perceptions.

"We really liked the first presentation of things, the reflections and the theoretical input fed our thoughts and shook up our perceptions"

– A French teacher’s thoughts about the training

In Bulgaria the teachers gained more knowledge about different stereotypes that influence human behaviour and choice of educational model. The understanding of the difference between social and biological gender and the tackling with the stereotypes in this context was appreciated. The training and activities gave insight about the importance of exploring new methodologies and activities that could be introduced in the daily workflow.

“The training was very useful. I found out how stereotypes influence people's behaviour, choice of education, etc. I discovered new activities and methods to apply to my work with students. I have increased my awareness in relation to gender equality.”

– A Bulgarian teacher’s thoughts about the training

The Danish teachers gained awareness on how gender roles and narratives effects children in school. Some of the teachers also answered that they became more aware of their own gendered language and how they talk to and about the children in school. The Danish teachers especially appreciated the interaction with the other teacher participants during the training. The conversations and discussions between the different participants also contributed to reflections on different everyday life dilemmas concerning gender issues. The most useful training sessions were related to trying out different activities from the toolbox and planning and developing the activities in relation to their own teaching.



Teachers' suggestions for future trainings

Many teachers highlighted the need for more training on the topic in general. They also requested more time during the training to concentrate on both practical and theoretical elements. The training could also include more regular follow-up sessions with other participants in the project to discuss experiences, challenges and possibilities, since peer support was seen as an important part of the training in general.

The use of the toolbox

To tackle gender stereotypes at school and in the playground, the project collected 25 existing good practices among the participating countries. A practice compendium also called *database* was created. Then, these innovative practices were modelled into a *catalogue* of activities, a “*Toolbox*”, to be implemented in different school subjects and areas. The Toolbox is composed by a *Padlet*, providing teachers with resources and activities, and a *catalogue* of pedagogical activities with clearly formulated objectives and instructions, can be carried out in shorter or in longer periods of time and can be supplemented with didactic resources.

The participating teachers chose and implemented three activities from the toolbox. The only exception is France, where all teachers accomplished at least two activities. The reason for this is the limited timetable they were given.

Activities chosen

There are 23 activities in the Padlet and 16 summarized activities in the catalogue. The Toolbox is available on the project's website⁴. All activities were tried out in some of the countries participating in the project. Follows an overview of the activities from the catalogue:

- 1. Advertisements and gender**
- 2. Gendered language**
- 3. Dilemmas**
- 4. Attitudes towards gender**
- 5. Transforming the playground area**
- 6. Activities based on youth literature**
- 7. What makes me the person I am?**
- 8. The Teflon Test**
- 9. The Touching Map**

⁴ <https://gateproject.eu/the-toolbox/>



10. To Say No

11. Norm creative traffic signs

12. Analysis of workplace gender segregation

13. Gender sensitive communication

14. Negative thoughts to the trashcan

15. Who does what?

16. The two-week-challenge

Various activities were implemented in classroom. Some of the partners stated the number of times each activity was tried out, some did only mention which activities were tested in their country. The activities “*Advertisements and gender*” and “*Norm Creative traffic signs*” were the most used activities in Finland. The activities “*Attitudes towards gender*” and “*Who does what*” were the two activities most often chosen in Bulgaria. In Spain, the activities “*Advertisements and gender*”, “*To Say No*”, “*Who does what?*” and “*The two-week challenge*” were performed by many of the teachers. The activities “*Activities based on youth literature*”, “*What makes me the person I am?*” and “*The Teflon Test*” were implemented by many of the French teachers.

The reasons for choosing a specific activity

There were various reasons for choosing the activities in each country. In some cases, the choices were made for a practical reason. Some teachers in Denmark chose activities because they were good in relation to the time they had allocated to the project; they were activities that they were able to carry out in one or two lessons. Others chose activities because they fitted in with the subject that they were already planning to teach such as a course on literature etc.

In other cases, the activities were chosen with a focus on gender equality. Some teachers in Denmark for example, wanted to create consciousness about own prejudices and expectations and to work with understanding why we think as we think about ‘boys’ and ‘girls’. They also enhanced making children use a more inclusive language as an argument for choosing and working with boundaries and the ability to decode body language was also used as arguments for choices. Many teachers in Bulgaria found the activity “*What about transforming our schoolyard?*” Very interesting and chose to try it out. The main reason for choosing it was the fact that it would give the opportunity for inclusion of all the students in schoolyard through a new method. The teachers wanted their students to understand that there are no forbidden places in the schoolyard and to accept the fact that the games are for all, regardless of their gender. It's more important to understand that the people you play with are more significant than the playground.

In several countries the activities were chosen based on the relevance of the topic in the student’s everyday lives and reality. Here follows an example from Spain:



“These are topics present in everyday life, and therefore can have an impact on the way the students act”, said one teacher; he chose Activity 1: Advertising and gender

Four specific activities were presented on the training sessions in France, and that affected the teachers' choices in the experimentation phase. In France, the reasons for the teachers' choices of activities were also much affected by today's educational issues and the official programs.

In Finland one teacher deselected an activity because of the fear of introducing negative stereotypes to the students:

“Cons: The pupils might be introduced to negative stereotypes that they have been aware of beforehand (e.g., in activity Attitudes towards gender). I chose not to do that activity because I was wondering about some of the statements and how some pupils might take these stereotypes as facts.”

– Teacher about the cons of the implementation of the activities.

Implementation of the activities chosen

Regarding the implementation of the three activities the overall experience is positive. In Finland the answers were evenly divided between four different alternatives: 25% fair, 25% average, 25 % above average and 25 % answered excellent on the question. In Denmark the teachers generally liked working with the implementation and rated it average and above average. For 50% of the teachers in Spain, the experience of implementing the activities was satisfactory, while for 37.5% it was very satisfactory and for 12.5% it was excellent.

None of the teachers in Bulgaria reported about any difficulties during the implementation of the activities. The teachers in Denmark experienced different types of challenges in implementing the activities. Some challenges were related to more practical matters: it was difficult to encounter a location big enough for the more physical activities, where there was enough calm to carry through with the activity. Another more practical challenge was time. Seen as each lesson is 45 minutes and school is already loaded with other objectives, some of the teachers found it difficult to dedicate the time needed in order for the activity to have full impact. They stressed that to make the activities work properly, it was necessary to spend quite a lot of time to introduce/to reach the adequate mindset among the students. They also found it necessary to spend a good amount of time in evaluating or finishing the activity so that it would resonate with the students' learning processes in general. And finally, they felt that they themselves spent quite some time modifying the activities before they would make sense in relation to their group of students. Challenges in the implementation in Finland included the amount of pupils (e.g. a lot of groups which made it hard to help every group), time-related issues (e.g. running out of time, being busy with other things and having to postpone the activities) and the pupils' behavior (e.g. inappropriate comments from pupils, pupils making fun of the activity, pupils doing or talking about something else and not focusing on the activity, pupils unable to work with each other).



Some teachers in Denmark pointed out that it was difficult to work with the activities, when the students felt that they were working with topics that they had already dealt with previously, and some pointed out that the students seemed to have problems focusing and concentrating.

The teachers introduced the activities to the pupils in several ways. In Denmark some teachers chose to introduce to the project and their role in participating in the project, and some of those took point of departure in class conversations before engaging in the activity and asked the students to think of their own experiences with gendered issues and gendered language. Other teachers were explicitly ‘withholding’ information about the project and the topic, as they were curious to see how the students would react without ‘being warned’. The teachers in Finland used their varied skill set when implementing the activities. Many described first giving the instructions and then helping the pupils where needed.

"I introduced the activity so that the pupils got to think if they had heard negative comments before, and if so, where, by whom and what the comment was about. I focused on making sure the pupils understand that we can change the atmosphere into a more positive one by not saying negative comments ourselves. We had discussions together and also independent work."

– Teacher on implementing activity Negative thoughts to the wastepaper bin

Some teachers in Denmark chose to rename some of the activities to make it more familiar to the students. Some elaborated the activities to make them more suitable for the students. In Bulgaria one activity was adapted for the students’ age. In Finland several teachers combined the different activities successfully. Some combined an activity with something that they already had discussed or studied in other subjects. Here follows an example of that:

"I implemented this activity right after the previous one (Who does what). After going through the household chores I divided the pupils into groups and they went through a list of occupations. The pupils considered each occupation and if it was more suitable for one gender or for both. These were marked with different colors. After this the groups discussed why gender would decide what occupation is suitable for whom. Then they discussed the skills that were needed in each occupation instead. In the end we discussed together and each group shared their points of view."

– Teacher on implementing activity Analysis of workplace gender segregation

Impact on families

Cooperation with families looks different in different participating countries. The implementation of the activities had an impact on some families. For example, in Spain some families showed no



interest or were even reticent about the activities carried out that entail increasing awareness of or questioning co-responsibility for the work involved in family life. Some families in Bulgaria also showed a distrust and opposition through education on gender equality in school. But some parents in Bulgaria gave very good feedback after a class where the activity “Negative thoughts to the trashcan” was carried out. In France, several teachers were pleasantly surprised by the parents' reactions. The children's literature activities, for example, brought the topic into the families as the pupils continued to read at home and this fuelled debate and discussion in the family circle. The activity on the wage gap also mobilised mothers who had suffered discrimination in their professional careers and who wanted to talk about it with the teacher and bring newspaper articles on the subject to school. Overall, these topics discussed in class were very well received by the parents, which reassured and comforted the teachers. Only one school was criticised in the form of an anonymous letter for having worked on the use of the playground, as the pupils questioned the central and exclusive place of football during the breaks. In Denmark and Finland, the experimentation didn't arouse any reactions among parents. This might be explained by the teacher's autonomy to form and implement the content in their teaching.

Teachers' reflections on gender equality as part of their professionalism

During the project, the participating teachers reflected about their work in the teacher log. Similar thoughts were found in the analyses. Below some of their reflections are presented.

A part of their mission as a teacher

The Danish teachers feel that the topic of the project is directly linked to their mission as a teacher. They point out that relating to issues concerning gender and inequality is part of the students' *bildung*⁵ and their understanding of citizenship and community. All teachers in France are planning on continuing working with gender equality. The teachers made clear links between the content of the activities and their teaching duties. For some of the Spanish teachers the project has made them see to what extent these activities “are related to the goals set at our faith school, whose motto for this year is ‘change’”.

The teachers in Spain stated that they would continue their training at a personal level “with the goal of achieving education with a more feminist approach and including the gender dimension and of continuing to carry out activities that foster equality, above all seeking reflection and the fostering of critical awareness and spirit”.

Sustainability of the activities and the tools

A big amount of the participating teachers will continue using the catalogue, but many of them will modify them to make them more suitable for them and their pupils.

⁵ In this context *bildung* refers to the knowledge or skill obtained or developed by a learning process.



The teachers in Denmark are generally happy with the toolbox and plan on using it again, for instance to find inspiration when working with specific subjects, but more importantly – the teachers will use the toolbox to link activities to subject matters such as math, physical education, English etc. so that issues of gender and inequality become part of the everyday life of school.

The Spanish teachers also indicated that they would keep on developing the activities in the catalogue to “work on these goals in any subject or area where they are relevant”

All teachers in Finland said that they will continue using the tools presented to them during the project. Most mentioned continuing using the toolbox and its activities. It was also mentioned several times that they will continue using the activities but modify them according to the groups’ and pupils’ needs.

“I will definitely implement more activities. (...) Some of the activities need to be modified so that they will be age appropriate for my pupils though. Sometimes the instructions were a bit long.”

– Teacher’s reflections on continuing to use the tools from the project

All the teachers who took part of the project in Spain and Bulgaria will go on using the catalogue of activities to design projects based on the proposed activities or even to make suggestions to the school itself.

“Until this moment the students had accepted the division as something natural. But then they thought about how many stereotypes exist even among them, the young people. The added value of this kind of activities are that we have discussed topics that the pupils haven’t thought about at all, thus expanding their worldview”.

– A Bulgarian teacher’s reflections on continuing to use the activities and tools from the project

Teamwork as an advantage

Some of the teachers also want to inspire their colleagues to work on this topic. A Finnish teacher says:

“I am going to present the project in my workplace and maybe use some of the materials in the parent-teacher conference, when presenting the project to my colleagues or with the pupils. At least the toolbox.”

– Teacher’s reflections on continuing to use the tools from the project



Several teachers in France mentioned the dimension of the teaching team and indicated that they hoped to be able to involve their colleagues in this reflection so as not to work alone on this subject. Similar reasoning is found in Denmark, but they also thinking about involving the parents in the work. Numerous teachers stress the fact that working with gender issues is a never-ending job that requires dialogue and teamwork with colleagues and cooperation with parents – and furthermore a focus on how to pass on the subject and tools to colleagues.

Pupils' experiences of the experimentation

There were some differences in doing the evaluation with the students, but some interesting results were still to be found in all the national analyses. The results of the different countries will be presented below.

Pupils' engagement in the activities

The Danish, Finnish, Bulgarian and Spanish students were committed to the activities, according to their teachers. Here below will be some examples of how this was seen in practice and in the pupils' evaluations.

The Danish students dove into the activities without quarrel, and they seemed engaged throughout the activities they did. In one of the activities that involved finding and deconstructing stereotypes, the Danish students were really excited about being able to be extreme and the teacher said that they had a lot of fun coming up with all sorts of extreme stereotypes.

In Finland some pupils were more active and engaged than others. Some of the Finnish teachers also described the entire class being active and committed. It was mentioned that the pupils' commitment was easy to notice when they took part in the discussions so actively.

“The pupils wanted to take part in the discussion actively and share their views. Everybody was focused on the activity and worked peacefully and quietly. The pupils took time to look at the traffic signs and really stopped to study each one of them.”

– Finnish Teacher on how they recognized the pupils' commitment

There was also another example where a Finnish teacher described the commitment growing during the activity.

“At first the activity was just a fun thing for some pupils because they were not thinking from their own point of view but were encouraged to think stereotypically. In the discussion part I noticed that more and more pupils started to realize different things and at that point they also wanted to be a part of the discussion. This made me so happy because there were some pupils that usually just sit quietly that really wanted to participate this time.”

– Teacher on how they recognized the pupils' commitment



The Spanish and Bulgarian students engaged in the activities with interest and the activities led them to be more aware about the gender-based inequalities that persist in their immediate environments. In Bulgaria, during the implementation of the activities, the pupils were very enthusiastic and happy. They actively wanted to express their opinion in the discussion.

Activities gave opportunity to understand importance of equality

For some Spanish students the activities were an opportunity to recognize the consensus about the importance of equality. The Spanish students acknowledged the difficulties in balancing personal lives and family obligations. The students also realized how situations of inequality appear and this was repeated after practically all of the activities done. The words “I hadn’t thought about this before”, “realise” and “it made me realise” were expressed repeatedly by the Spanish students. The realization went quite a long way, in cases such as this student, a female student aged 13, who stated:

“I’ve learned that it seems like there’s no gender inequality anymore but that there actually is, even in our homes”.

Another Spanish student stated:

“I felt bad because the truth is that at home my mother does everything”

- Female student, aged 12.

A male student of the same age stated:

“I felt a little strange because it talks about equality between men and women and it makes me feel a bit pigeonholed”.

All Bulgarian younger pupils responded very positively to the survey, but the overall expression was that they did not find any problems related to the equality of boys and girls in their schools. The students described the activity that they did as funny, relaxing (relieving) and inspiring, and express willingness to have more classes on these topics, including in the main curricula.

Most of the older Bulgarian students describe the activities as fun, helpful, interesting, meaningful, something from which they have learnt new things that would be useful for them in future. Many the respondents – almost 75%, pointed out that the activities provoked them to consider the issue of gender division, which they had not paid attention so far, and this was a chance to exchange points of view and opinions on the topic. However, unlike the previous group, sentiments that



repeat stereotypical patterns regarding gender equality are also observed – about 25% of the responders and some of the students find the topic boring and even useless.

The only problems that the Bulgarian students have mentioned were that sometimes girls and boys play separately from each other, because of the nature of the games and the activities they are involved in. In rare occasions, some tensions occur in the groups, due to unwillingness from one side of the group to share the ball or the item they play with during the gameplay.

In general, there is no need, according to the younger Bulgarian students, for change of the current situation in school and there is nothing more that could be done regarding the equal treatment of boys and girls. The students, though, gave two recommendations; 1) school authorities may have to introduce a rule about wearing same uniforms for both boys and girls, and 2) possibly finding a way for encouraging the students to play together and not having separate games only for boys and only for girls.

According to the older responders, what should be improved in school habitat to a certain extent repeats the answers of the previous group. The proposed ideas include use of same uniforms for all, the division of boys and girls playing in the schoolyard to be removed and all the games to be equal for everyone. A new recommendation suggests that if there is a case when someone (either teacher or students) behaves differently towards boys and girls, the director of the school or the school board to undertake some measures to prevent and stop this.

Overall, it could be said that the younger pupils started developing more critical thinking about the environment in terms of gender equality and it could be concluded that a process of understanding of the problems had emerged, however some negative moods had been started such as a repetition of the stereotypes that visible in the society. More activities related to the topic would be beneficial for their further development and more in-depth training would be considered as a step in the right direction.

The evaluation of the activities

The Danish students did evaluate the activities both by Padlet-evaluation, they did both drawings and a post-it-activity when evaluating the overall project. Some of the things that they enhanced in the final evaluation was that the activities made sense, but they needed scaffolding and sometimes it seemed to be unclear for the students what the purpose of the activity was.

The Finnish teachers used a variety of ways for the Finnish pupils' evaluation. Most used a thumbs up / thumbs down method. One teacher used this method so that the pupils had their eyes closed. One teacher collected feedback from the pupils in writing. One teacher said some pupils apparently had not understood what the activity was about. The question “What, in your opinion, should the school do, in order for girls and boys to get treated equally?” was too difficult for the pupils to understand and many pupils had answered that they don't know. One Finnish teacher expressed:



“[The evaluation] seemed positive. The pupils would like to continue with these kinds of activities later as well.”

– Teacher on their initial impression of the pupils’
evaluation

In response to the question about whether the Spanish students consider it important to introduce this type of activity and the topic of gender equality at school, practically all the students answered affirmatively.

“Yes, because the younger you are when you know it, the more you do to change the future, because if you learn it when you’re older you have less time to act”

– A 12-year-old female student.

There is a lack of material of French student’s reflections. This is since evaluation by pupils of activities proposed by teachers are very little used in the French education system, and even more so in primary and/or elementary schools. In the national analysis France states that several teachers did not offer the possibility to evaluate the activities, while others used oral questioning. The teachers who offered their pupils to evaluate the activities in writing relied mainly on questionnaires which made it possible to list the following points. The results, though, show that the students showed commitment to the project and involvement in the evaluation. Teachers expressed that they were pleasantly surprised by the richness of the students’ answers and how much they remembered of the activities. The results concerning the French pupils show that they generally enjoyed one of the three activities proposed, but unfortunately it is not stated in the national analysis which activities. Though it is said that everyone enjoyed the activities “because the different input (PE, art, reading) matched their interests”. Pupils agreed that they had learned more about inequalities.

Summary of the whole transnational analysis

In France, 13 teachers and over 400 pupils participated; in Spain, 15 teachers and 350 pupils; in Denmark, 10 teachers and 300 pupils; in Bulgaria, 8 teachers (11 teachers trained) and 500 pupils; in Finland, 8 teachers (9 teachers trained) and 150 pupils participated. All in all, 54 teachers and approximately 1700 pupils participated in the project.

The most common way to organize the 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.