



Co-funded by  
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# Erasmus+ Project

## GATE - Gender Awareness, Tackling stereotypes in Education

### Results and conclusions

KØBENHAVNS  
PROFESSIONS  
HØJSKOLE

XP

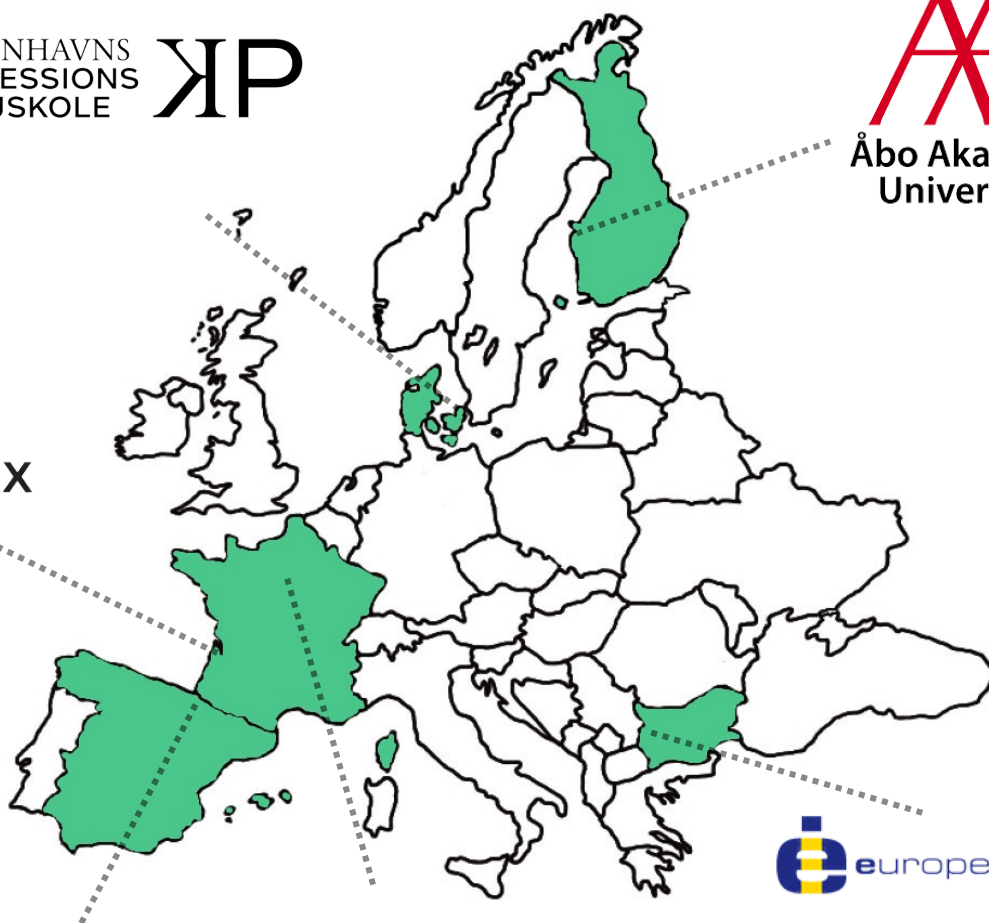


ACADÉMIE  
DE BORDEAUX

*Liberté  
Égalité  
Fraternité*



Åbo Akademi  
University



europeaninstitute

Gobierno  
de Navarra



Nafarroako  
Gobernua

FRANCE  
EDUCATION  
INTERNATIONAL

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# Presentation of the GATE Project

France Education international launched the GATE initiative which aims to develop and implement innovative practices tackling gender stereotypes in order to foster inclusive education and promote gender equality starting in primary school.



**3,5 years**  
since December 2019

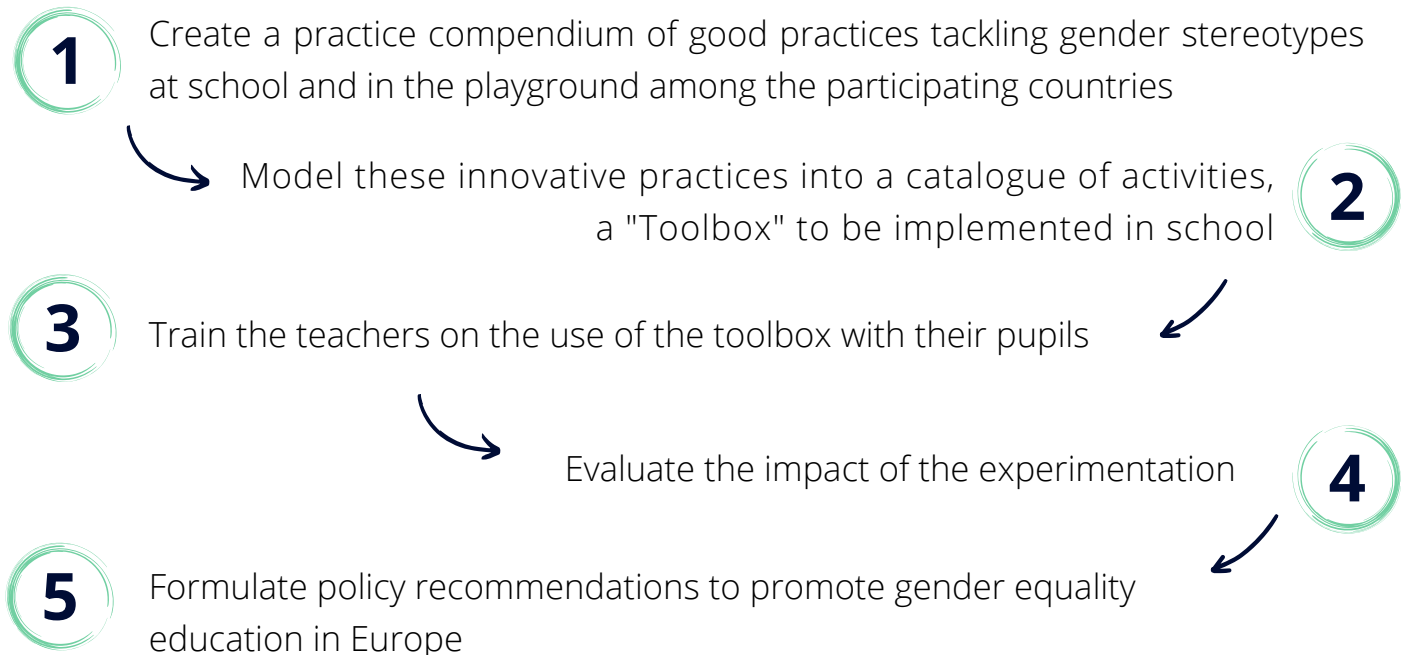


**6 partners**  
**5 countries**

## The objectives of the GATE project are to:

- Raise gender awareness among pupils and teachers
- Train educational staff on stereotypes and the prevention of gender-based behavior
- Deconstruct stereotypes among students in order to prevent discriminations based on gender
- Promote the dissemination of good practices developed in primary school throughout the European Union.

**54 teachers in 5 countries** participated in the project, thus **1 700 pupils** from 9 to 16 years old were involved. The implementation of the project was developed in five steps:



# Collection of good practices

Led by the Government of Navarre, the first objective was to gather good practices in terms of gender equality in all partner countries. **GATE partnership gathered 25 practices suggested by teachers and educational staff to have a compendium of several European good practices used by the teachers to tackle gender stereotypes.** This compendium was transformed into a transnational report.

The selected educational practices were activities involving educational staff, teacher training, pedagogical activities for classrooms: linked to one subject (how to teach mathematics without a gender biased; inclusive textbooks; etc.) or concerning the topic specifically, pedagogical activities for outside the classroom: canteen, library, playground; different premises of schools. The partners targeted activities that mostly take place during school hours, activities with the families can be included, only if they are at initiative of the school. To reach the educational staff, each partner contacted as much schools as they could to ensure a great number of collected practices.

The answers were reviewed and analyzed in detail by each partner. For any ambiguities, the GATE Project partners contacted some of the applicants for additional questions and clarifications. **Based on the received answers, the teams prepared a national analysis with a summary of the results. The main steps in the analysis were:**

- 1. Identifying;**
- 2. Categorizing**
- 3. Selecting the most significant aspects of all the practices shared.**

Once the practices were collected, the workpackage leader started to adapt them in a form suitable for uploading to the database of the project website, available on the website of the project.

A minimum of 5 practices collected per country was agreed by the consortium. The number of actual practices is 5 for France, 7 for Denmark, 3 for Finland, 5 for Bulgaria, 5 for Spain which is a total of **25 good practices collected.**

**For further information:**



# Toolbox for gender-inclusive school

Led by the Bordeaux Rectorate, a "Toolbox for gender-inclusive school" was created to provide teachers didactical resources to implement directly in their classroom. To do so, the innovative practices collected were modelled into the Toolbox composed of by:

- **a Padlet**, providing teachers with resources and activities
- **a catalogue of pedagogical activities** with clearly formulated objectives and instructions, to be carried out in shorter or in longer periods of time and that could be supplemented with didactic resources.

Find here one of the activities suggested in the catalogue:

## Activity 3. Dilemma

**Objective:** To increase pupils' awareness and reflections on dilemmas regarding gender, and how they can act in these situations.

**Instructions:** The teacher propose a dilemma and marks four spots in the classroom that represent one choice. The pupils go to the spot representing the best option for them. Then, each spot group shares its point of view and debates.



### Example:

Yasmine wants to play football with the boys. One of them reply "Football is not for girls!"

#### Option 1

Yasmine shall find some girls to play football with.

#### Option 2

Yasmine shall shout that of course football is for girls and run to the football ground.

#### Option 3

Yasmine must tell a teacher.

#### Option 4

Make up your own answer.

**NB:** All activities included in this toolbox, are devised to provide debate about these issues, not only give information about pupils' ideas and inequality, nor simply provide them with information about inequality.

**For further information:**



# Experimentation

The design of the experimentation was led by University College Copenhagen and was carried out by all partners. It consisted in the recruitment and training of schools and teachers. **54 teachers participated in training sessions for the appropriation of the Toolbox and its activities.** The teacher training was implemented in different ways in each country; both online and face-to-face, as a hybrid model.

These training 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.



Finland: Teachers were able to identify concrete things they learned from the training, including the four-step method for change (“to see”, “to understand”, “to want”, and “to do”), about gender norms, unconscious bias and inequalities in our society.

France: 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.



Bulgaria: Teachers gained more knowledge about different stereotypes that influence human behaviour and choice of educational model.

Denmark: 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.



Spain: Teachers highlighted the importance of using inclusive language in the classroom 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.



**For further information:**



# Impact Study

Led by the Åbo Akademi University, the evaluation of the project aims:

- to capture how the tested methods used by the teachers have worked
- to get information of how training has succeeded among teachers
- 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.



*"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 Spanish female pupil

*"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



*"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."*

– A Finnish teacher's reflections on continuing to use the tools from the project



**For further information:**







# Policy recommendations

Led by the European Institute Foundation, 6 policy recommendations were formulated for national and European policy makers to promote gender equality education in Europe:

## 1 Give more flexibility and more time for collaboration for teachers

One of the main observations regarding the modalities of the training is to give more time and flexibility, and to encourage group collaboration and experience-sharing between the teachers.

## 2 Context and surrounding

The coherence, consistency and commitment of the whole learning community is essential when tackling gender stereotypes in education. It is necessary for teachers, administrators, families and non-teaching staff to work in a coordinated and coherent manner.

## 3 Training and guidelines

It is necessary to provide teachers guidelines for training, adaptation tools, a introduction to the thematic orientation and the theoretical background as well as peer-to-peer-supervision and reflection.

## 4 Regular evaluation

Structures for evaluation are a prerequisite for work with gender equality to have an impact. It is necessary to get information on the training with the teachers and how the activities in the classroom were perceived by pupils

## 5 Sustainability and peer-to-peer training

It is crucial to support peer-to-peer training, to create and to promote a European network of teachers specialized on gender.

## 6 Policy change and support to EU guidelines

It is necessary to include gender equality into the school curricula more over to a national training program of the teachers and to encourage local administration to ensure inclusive schools premises.

# Notes

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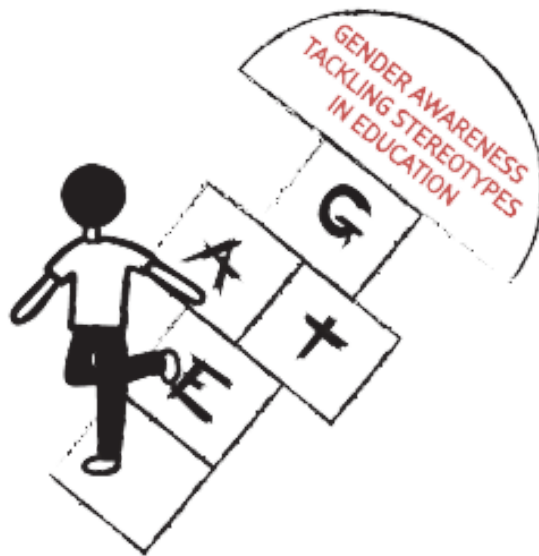
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# GATE



For further information, find us on

