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GATE – Gender Awareness, Tackling stereotypes in Education

Erasmus+: KA3 Support for policy reform
Social inclusion through education, training and youth
Project N°612192-EPP-1-2019-1-FR-EPPKA3-IPI-SOC-IN

Work Package 1 - Practice compendium

Transnational analysis of data collected

January 2021

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Deliverable Title	Framework for transnational analysis
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VERSIONING AND CONTRIBUTION HISTORY



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History version	Date	Modification	Modified by
V1	23/11/2020	1 st draft version	Alvaro Iribarren, Department for Education of the government of Navarra
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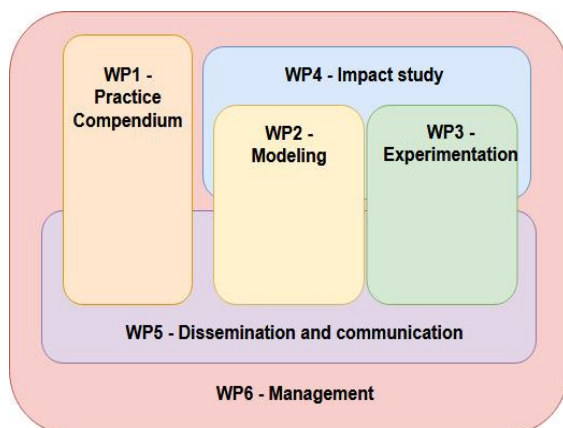
Introduction

Context of the project

The GATE project aims to collect practices that tackle gender stereotypes in primary schools; to study, multiply and disseminate it on a large scale, in order to allow the exchange of good practices between the countries of the European Union and to promote real equality between girls and boys.

Target group: Primary school educational staff and students.

Structure of the GATE project: The project is divided into 4 phases and 6 work packages:



- Phase 1: A **collection of practices** (WP1 – Practice compendium) to tackle gender stereotypes in schools in the playground and in the classroom will be produced.
- Phase 2: Based on the practices collected, a **systemic programme including all primary school spaces and times** will be modelled (WP2 – Modelling) in order to be transferable to all school systems in the participating countries.
- Phase 3: The modelled practice will be **tested in schools** (WP3 – Experimentation) in the different countries to **assess its impact** (WP4 – Impact study) on school staff and students.

- Phase 4: **Policy recommendations** (WP5 – Dissemination and communication) for national and European decision-makers collecting comments from partners during the project will be written.
- Ongoing throughout the project: the activities of **communication and dissemination** (WP5 - Dissemination and communication) as well as the activities of **management** (WP6 – Management) will run for the duration of the project.

Objectives of the document

The framework for transnational analysis of data collected is part of WP1. The aim of the WP1 is to identify, describe and collect innovative educational practices whose goal is to tackle gender stereotypes to achieve gender equality in Bulgaria, Denmark, France, Finland and Spain. The analysis



will identify, categorise and outline the key aspects of all the practices collected and it will be used to shape one common innovation tackling gender stereotypes in schools.

The goal of the transnational analysis realised by the partners is:

- Collecting all the information summarized in the national analysis files;
- Support the selection of the practices to integrate the modelled practice created in WP2 – Modelling in order to be tested in WP3 – Experimentation and evaluated in WP4 – Impact study;
- Promote the project, the database and the practices collected in the participating countries.

Transnational analysis

Name Surname of the writer	Alvaro Iribarren Zia (WP1 leader)
Organisation	Department for Education Government of Navarre
Country	Spain

Quantitative analysis

1. Total number of **answers: 29**

2. Most common position of the respondents (question 7):

Trainers 14

Teachers 5

School Heads 12

Others 6

3. Type of activities covered by the practices collected, statistics (question 9):

Learning material used with your students 80% – 20% 100% 60% 11

Teachers training – 60% 60% 66% 60% 11%

Teaching and learning methods and guidelines – 60% 100% 0% 75% 11%

Curriculum's adaptation to gender equality acknowledgement – 40% 80% 33% 60% 33%

Internal pedagogical activity with your students – 20% 33% 0% 0% 89%

External pedagogical activity with your students – 40% 0% 0% 0% 44%

Material for parents and others 20% 0% 0% 20% 11%

4. Area of implementation of pedagogical practices collected, statistics (question 10):

Classroom 60% – 40% 66% 90% 100%

School yard – 100% 0% 0% 0% 55%

Other school premises (specify) – 40% 33% 0% 30%

Activities outside the school, supervised by school staff or other educational staff (specify) – 80% 0% 0% 0% 33%

Other: local museums, municipal administration, local enterprises

At home.



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5. Central themes or keywords of the practices collected, statistics (answers to question 11):

Respect of different identities and diversity – 40% 60% 100% 100% 44%

Breaking stereotypes regarding gender roles – 100% 80% 100% 80% 66%

Prevention of gender-based violence 40% – 40% 0% 15% 22%

Gender-based cyberbullying – 40%

Women's recognition (referring to women in various social spheres - arts, politics, employment, history, etc.) - 60% 80% 33% 15% 22%

Masculinity - Behavioral characteristics and roles associated with boys and men in society – 60% 0% 33% 15% 11%

Active civic participation, education for democratic citizenship, civic education 40% – 40% 33% 40% 66%

Rights granting – 40%

Sexual and reproductive health education – 40% 0% 33% 80%

Human rights and fighting discrimination – 40% 66% 0% 60% 55%

School environment – 40% 20% 66% 40% 44%

Educational orientation – 20% 66% 0% 0% 11%

Empowerment 60% 0% 33% 40% 11%

6. Central component or activities of the practice collected, statistics (question 13):

Internet research – 80% 0% 0% 30% 55%

Group work – 100% 100% 33% 100% 88%

Group discussion – 80% 60% 66% 90% 77%

Watching movies – 80% 66% 0% 90% 11%

Written assignments 40– 20% 0% 30% 55%

Creative activity (drawing, painting, sound recording, et) 40% – 60% 0% 60% 22%

Image analysis 60% – 40% 0% 15% 22%

Text analysis 40%– 20% 0% 30% 44%

Lectures – 20% 0% 100%

Sharing personal opinion and experience 80%– 20% 0% 0% 11%

Other: games...

7. Age of the target group of the practices collected, statistics (question 14):

3–6-year-olds 80% 0% 0% 30%

6–9-year-olds 80% 0% 0% 40% 22%

9–12-year-olds 40%– 40% 66% 40% 100%

12–16-year-olds 40% – 80% 66% 90%

Adults 60% 0% 0% 30%



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Summary in English of the practices

Practice 1

School: Ibarberri (Lekunberri. Navarre. Spain)

Name of the practice: "Playground friend"

Summary: After analysing what happened in their playground for one whole year they decided to change some material aspects on the one hand and some regulations from a gender perspective on the other. Teachers got specific training for it. Students took part in the process as well and now they play a specific role during the break, being in charge of enforcing the new regulations (about distribution of playground spaces, different games -not only ball games-...) Most people at school feel satisfied about the changes (as well as more integrated in the school community). It's a small rural school in which the general atmosphere supports this kind of innovations without big resistances.

Practice 2

School: Virgen de la Oliva (Carcastillo. Navarre. Spain)

Name of the practice: "Skolae Programme"

Summary: After a period of training every teacher in this school has practiced 3 or 4 activities of the "Skolae Programme" per grade, per year. It shows the involvement of the school in this area, in spite of the big work it means devoting time and efforts to it, besides the regular classes, contents, objectives... In spite of it, the whole community feels satisfied with the results and the new climate created at school.

Practice 3

School: Mendialdea II (Berriozar. Navarre. Spain)

Name of the practice: "Playground friend"

Summary: After analysing what happened in their playground they noticed that the role of supervising the use of the playground was "invisible" and "femenized". Now they have created groups of 3 boys and girls (10-12 years old) that play a caring role during the break. They wear a yellow vest and are in charge of approaching lonely schoolmates and offer their help, as well as coordinating mediation when there are conflicts. The project has been well accepted and organized by the whole community (even though some boys are still a bit reluctant to the idea of "caring" for others).

Practice 4

School: **Hegoalde Ikastola (Pamplona/Iruñea. Navarre. Spain)**

Name of the practice: "Awareness days' calendar"

Summary: As a part of the "Skolae Programme", they have systematized the celebration of different "Awareness Days" (International Day for "the Elimination of Violence Against Women", for "Women in Science", March 8th, "LGTBIQ+ Pride"...) which before were celebrated or not depending on each teacher. Now it's part of the school calendar, families take part in different activities along with teachers and students... (information gathering, experts' presentations, class work, group reflection, art creation and exhibitions, school project...) Well accepted by the whole community.

Practice 5

School: Most schools in Navarre (Department for Education)



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Name of the practice: “Skolae Programme”

Summary: This education programme is being progressively implemented on a compulsory basis in most schools in Navarre. It offers teacher training and a wide range of materials (over 200 practical activities) to be used in class/at school, covering different aspects of Equality Education: personal reflection, empowerment, social leadership and involvement, sex education, fight against gender stereotypes and violence offering alternatives for fair relationships...

There are adapted activities for all different ages. (The “Awareness days’ calendar” or “Playground friend” are examples of possible activities). At the beginning, the programme had to overcome big political/ideological opposition but now it’s going through a phase of stabilization and social acceptance. The new path for development has to do with the idea of including Equality Education inside every subject of the syllabus from a gender perspective.

Practice 6

School: Secondary school with German language "Fr. Schiller" Ruse (Bulgaria)

Name of the practice: Accept and change

Summary:

The school notices a frequency in cases of school violence in Bulgaria, especially between girls and most of the cases are based on gender. “Accept and change” is a European project dedicated to the fight against discrimination and cyber violence – topics that are widespread between the students and the teachers in that particular school. The main objective of the project is to raise awareness among young people between the ages of 11 and 30 about the various forms of violence and discrimination, and to encourage their participation in the promotion of an inclusive and non-discriminatory culture. The activity mainly consists of several informational workshops for exchanging good practices between peers on how to deal with issues related to discrimination and cyber violence.

Practice 7

School: Geo Milev English Language High School, Ruse (Bulgaria)

Name of the practice: Discrimination does (not) exist

Summary:

A European project concerning discrimination and cyber violence, in which students have expressed a desire to participate due to the frequent cases of school violence in Bulgaria, especially between girls and based on gender, as well as the frequency of cyber violence that young people experience daily on social platforms. The main objective of the project is to raise awareness among young people between the ages of 11 and 30 about the various forms of violence and discrimination, and to encourage their participation in the promotion of an inclusive and non-discriminatory culture.

Practice 8

School/Institution: Center for Sustainable Communities Development (Bulgaria)

Name of the practice: Gender Stereotypes in Professional Orientation - Role of School

Summary:



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The project activity contains the following elements: a survey of students and teachers' opinion on the topic of gender equality and the need for conducting a training related to that matter. A teachers training is organized, after which they reviewed the programs in 10 different school subjects and developed training material for each of them, specifically involving the achievements of women in the fields. The next action is the selection of principals and teachers, therefore their training in the prepared programs. The last part of the project is the students training, mutual training between peers and the organization of several school festivals.

Practice 9

School: Secondary school "St. St. Cyril and Methodius", Strelcha (Bulgaria)

Name of the practice: European project "Support for Success" BG05M20POO1-2.011-0001

Summary:

The school reports a tendency of differences in the degree of assimilation of the educational material between the two sexes. In particular, girls show higher results. The school emphasizes on the fact that the lower results from specific students might indicate a widespread social problem in Bulgaria because these students belong to a minority group. The program aims to ensure equal access to quality education for all students, regardless of their gender or ethnicity, by addressing the gaps in the Geography curriculum, forming a geographical culture and information processing skills. The implementation of the project and the achievement of the general objective is expected to guarantee the successful completion of students' secondary education and their subsequent social, professional and personal realization.

Practice 10

School/Institution: Association European Spaces 21's project (Bulgaria)

Name of the practice: Project "Women in history. Educational module with cultural route"

Summary:

Primary school Father Paisii, Ruse took part in an event under the Association European Spaces 21's project "Women in History. Educational module with cultural route". In an interactive dialogue with the students, the lecturers Reneta Roshkeva from the History Museum and Tsveta Nenova from the Association led the students through the historical times when ladies defended their rights in society. Every student was given a leaflet with an interactive route of the project, describing 9 memorable places in the city of Ruse. The project aims to share knowledge of inspiring women in history that have changed our lives and to include hidden cultural heritage in the educational program in which Ruse is studied (Ruseznanie).

Practice 11



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School consults: Ekvalita (Finland)

Name of the practice: Vem e man (Who is a man)

Summary: Together with writing a book on how to work on gender equality issues in schools called "Create place" these school consults have been touring in schools to discuss and lecture on norms of masculinity and discuss masculinity. This is not a school, but many schools have been involved and have been included in this, that's why this is included here. Pornography is one of the issues that has been discussed as a gender equality dilemma.

Practice 12

School: Malms skola (Finland)

Name of the practice: We have not had a special activity – I am systematically working on trying to achieve the goals in the national curriculum

Summary: Through scrutinizing the gender equality goals in the national curriculum this teacher is trying to implement and in practice make sure the goals of the curriculum are visible in the everyday work in her classroom.

Practice 13

School: Vasa Övningsskola (Finland)

Name of the practice: Equality in education

Practice 14

Institution: Museum of Women's history (Dk)

Name of the practice: Several programmes – no collective title

Summary:

Teacher training at the premises of the museum. They provide several teaching programmes that all encapture awareness of norms for body, gender, and sexuality. They provide courses for teachers in middle school as well as courses for teacher students. They are open for being contacted for more specific details on their course descriptions

Practice 15

Institution: Sex og Samfund (NGO: Sexuality and Society) (Dk)

Name of the practice: No title

Summary:

Teacher training and the development of materials for teaching.

The material aims at providing children, youth and adults with knowledge about body, gender, and sexuality through a rights-based and norm-critical point of view.

Through evaluation they have found a couple of issues worth addressing:

1. that their materials are more successfully implemented when teachers have attended their courses beforehand.
2. that it can be difficult to implement given the fact that body, gender, and sexuality has no formal role in the regular school agenda (curriculum, subject matter etc.)

Access to teaching material through following platform: www.underviserportal.dk

Practice 16

Institution: Københavns Professionshøjskole (UCC) (Dk)

Name of the practice: health and Sex Education



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Summary:

Health and sex education is part of the curriculum at both teacher university as well as in school. However, it is not mandatory at the teacher education, and has no proper subject 'slot' at school. The main objective of the practice is knowledge and empowerment regarding health and sex issues. Its main activities are based on experience learning and shared reflection on basis of written and audiovisual materials.

Practice 17

Institution: Danish Film Institute (Dk)

Name of the practice: no title

Summary:

The practice focuses on developing teaching materials addressing gender stereotypes in Danish society and in schools. Its main aim is to challenge both teachers' and students' view on gender norms.

The material addresses curriculum goals such as 'the students have knowledge of norms for gender and body' and the can 'analyse how norms for gender and body can affect children', and it asks the students to come up with suggestions for what their proper school can do to break down gender stereotypes.

The main activities consist of reflections beforehand, film watching and answering questions and reflecting on the film viewed.

More information: <https://filmcentralen.dk/grundskolen/undervisning/madison-midt-imellem#>

Practice 18

Institution: Lindegårdsskolen (Dk)

Name of the practice: Gender and Sexuality

Summary:

The aim of the practice is becoming aware of inequality and biases.

The activities are studying gender in Denmark vs other countries, learning about biological sex vs. gender identity, inviting an LGBTQI-person into classroom, mime sentences like 'fight like a girl (creating awareness), watch stereotypical ads, students responsible for group presentations, short movies on gender that they created, interviews etc.

Practice 19

Institution: LGBT+ Danmark

Name of the practice: LGBT+ Denmark Youth Program 2020-2021 (LARM)

Summary:

The practice has consisted of developing teaching materials, doing teacher training and developing teaching guidelines for teachers in primary school.

The teaching material (LARM) and the teaching course has addressed students' ability to recognize discrimination regarding LGBT+-issues to secure an including school environment.

For further information: <https://larmlgbt.dk/>

Practice 20

School: Husum Skole (Dk)

Name of the practice: No title

Summary:



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Introducing gender and gender bias in social studies and Danish classes. The aim of the practices has been to heighten the awareness of gender stereotypes among pupils and to focus on diversity and equality in society and in school.

The activities involved have been lectures, group work, reflection, discussions, poetry, fiction, non-fiction, written assignments, and movies.

Practice 21

School: école du Peyrouat, school of Mont-de-Marsan (40) (Fr)

Name of the practice: Equality between girls and boys begins at school

School-wide project in all classes for 5 years to deconstruct gender roles and question collective spaces and their use. Systemic work in classrooms through observation, debate, use of children's literature, artistic activities and their public presentation. Reflection on the use of the playground and the use of the school playground (without ball, without football, free, provision of gender-neutral games, cooperative games). Involvement of parents. Support from an expert in the geography of gender Creation of reusable tools (educational kit)

Practice 22

School: école Lions de Guyenne, school of Castres (33) (Fr)

Name of the practice : Youth Parliament

It was about introducing a text of law / a bill on the theme of equality between men and women. The students first listed the unequal situations within the school according to their gender. Then, they debated, sought solutions to resolve these inequalities, then drafted the bill to be submitted to the competition.

Practice 23

School: école Marca, school of Pau (64) (Fr)

Name of the practice: Youth Parliament

It was about introducing a text of law / a bill on the theme of equality between men and women. Faced with the persistence of stereotypes at school, in the playground and in the classroom, the teacher first collected the students' representations of the types of discrimination and the places where it occurs. The students then interviewed adults inside and outside the school. This material collected allowed them to draft the bill.

Practice 24

School: school of Puymirol (47) (Fr)

Name of the practice: Youth Parliament

It was about introducing a text of law / a bill on the theme of equality between men and women. In a classroom with three times fewer girls than boys, the subject imposed itself. Debates on the subject of gender equality (talks for example on the feminization or masculinization of jobs), drafting of 4 bills.



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Practice 25

School: school of Morcenx (40) (Fr)

Name of the practice: Youth Parliament

It was about introducing a text of law / a bill on the theme of equality between men and women. They decided to select the respective length of parental leave granted to women and men. It allowed them to ask questions about discrimination in recruitment according to sex, the sharing of household tasks, the education of children, access to leisure activities, etc. The debate was supported by the meeting with a deputy and broadcasting of video reports on these topics.

Practice 26

School: Ecole des Bosquets, school of Mérignac (33) (Fr)

Name of the practice : Organisation of the school playground

Mérignac city, near Bordeaux, plans to review the layout of playgrounds in schools. (the city is responsible for the school building)

The pupils and teachers of this school were asked to express their ideas. Parents and extra-curriculum activities staff were included in the project.

+ Support given by an expert, gender geographer.

Stage 1: pupils aged 9 and 10 years old gave their own representation of the use of the playground in the form of drawings, indicating the position of boys and girls in the playground

Stage 2: Class debate. The football field appears to be the central location of the court.

Implementation of a planning for the use of the central space of the courtyard with 3 types of activities: free activities / free activities without balls / regulated activities. Based on the "activity wheel", which can be changed during the year, which offers games known to children.

The final stage will be to rethink the layout of the courtyard, taking into account the suggestions and comments of users.

Practice 27

School: Ecole des 4 coins du monde, school of Pau (64) (Fr)

Name of the practice : Youth Parliament

In this context, the pupils tackled questions of stereotypes and discrimination through different inputs (art, sport, educational and vocational guidance) and from different media (reading images, meeting with a researcher, debates) in order to exercise the students' critical eye. Drafting of a bill.

Practice 28

School: school of Mensignac (24) (Fr)

Name of the practice: Youth Parliament

It was about introducing a text of law / a bill on the theme of equality between men and women.



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Work carried out at the level of a class from various inputs: debates, audiovisual and digital media, articles.

Practice 29

School: Ecole Delbasty, school of Cancon (47) (Fr)

Name of the practice: Youth Parliament

It was about introducing a text of law / a bill on the theme of equality between men and women.
No details on the content and progress of the project.

Qualitative analysis

This collection of good practices shows a **wide range** of situations and orientations.

On the one hand we have to take into account the very different situations of every country as a **starting point**: from countries in which a generalized feeling is that “equality has already been achieved” to countries in which even the term “gender” is a matter of controversy.

On the other hand, the fact that we have collected many different kinds of “good practices” means that we still have to face the task of **deciding which direction to take from now on**, taking into account what we already have.

The next table shows a summary of the different practices regarding aspects such as the degree of “innovation” (which from the beginning of the design of this template has been an issue: it is quite a **subjective matter**. What may be innovative in one country may not be so innovative in another. Even what may be innovative in one school may not be so innovative in another school in the same country). For this reason we don’t have a classification of some of the “good practices” collected.

DEGREE	Low	Medium	High
INNOVATION	22 23 24 27 28 29	1 2 3 4 6 8 9 11 12 13 25	5 7 10 21 26
IMPACT AND POSITIVE EVALUATION (question 22 to 26)	24 28 29	10 22 23 25 26 27	1 2 3 4 5 6 7 8 9 21
SCALABILITY (question 28 to 30)	8 22 23 24 28 29	6 9 21 25 27	1 2 3 4 5 7 10 26
SCHOOL INVOLVEMENT	7 13 22 23 24 25 28	6 10 26 27	1 2 3 4 5 8 9 11 12 21



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(NOT JUST INDIVIDUAL) (question 16)	29		
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