



A **DIGI**tal toolkit for promoting gender **EQUALITY** in science and technology

Welcome to the 3rd Newsletter for the Erasmus+ project DIGI4Equality!

The project has successfully met its set aims and you can now find all the intellectual outputs uploaded on the project's website.

To be more specific, during the 3rd Transnational Project Meeting that took place on December 6, 2021 in Aydin, Turkey the partners finalized and refined the Digi4Equality e-Learning Platform and the Methodological Guide.

THE METHODOLOGICAL GUIDE

The Methodological Guide is divided in two parts and can be easily downloaded. Part I comprises the theoretical background that has informed the project's trajectory and offers useful information to educators who aim to use the material in their classroom.

Part II presents the research that was conducted in each national context of the partners. The research focused on investigating Females in STEM – science, technology, engineering, maths and the participation of girls in STEM. Data from Poland, Latvia, Greece, Turkey, Italy were gathered and analyzed furthering the consortium's understanding of the context specific issues that need to be tackled.



Co-funded by the Erasmus+ Programme of the European Union

4 digi
EQUALITY



Based on our conducted research, when examining stereotypes among students, teachers and parents, it was found within the Polish context that:

“[S]urprisingly, following the questionnaire results, it is students who most often express stereotypical opinions on girls’ involvement in STEM”



Within Greece it is the educational system as a whole that is seen to proliferate gender stereotypical behaviors and attitudes:

“[...] gender stereotypes are reproduced in the school environment, passing on to students the message that boys are destined for more technocratic professions while girls are destined for lower positions, since their priority will be family life.”

In Italy, the issue of class stands out as:

“there is still in poor or not so cultured families the idea that females should follow the role of mothers and even if they have studied they should choose jobs that permit them to stay at least half day at home” whereas in Turkey “the educational policies do not support girls’ involvement in STEM education”



It is noteworthy that so different aspects in each country are seen to be contributing to the problem of gender stereotyping that impedes equality in STEM.

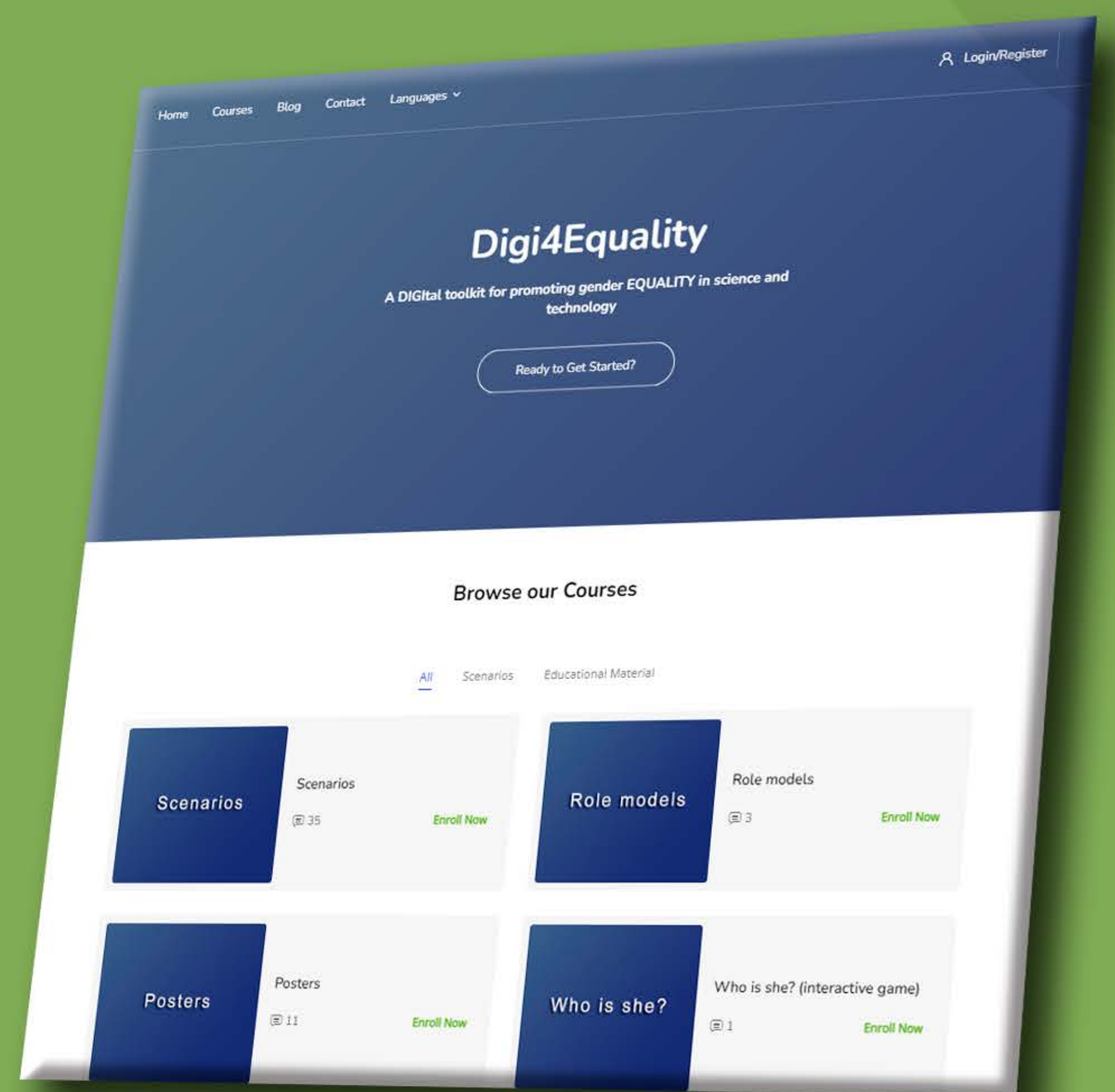
To find out about the proposed solutions to combat stereotypes and discrimination in education check out our Methodological Guide!

<https://digi4equality.eu/outputs/>

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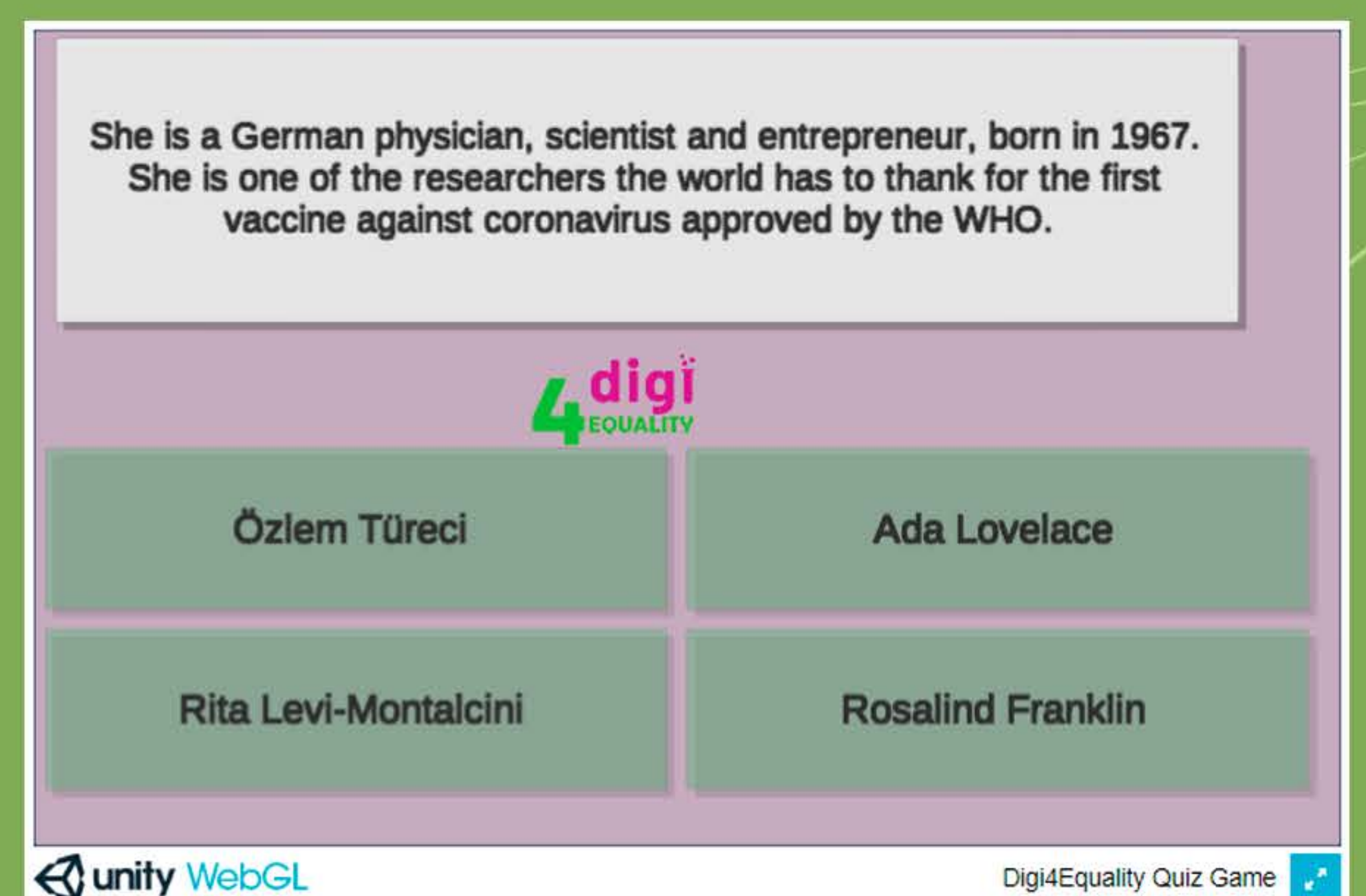
The Digi4Equality e –Learning Platform

We are very proud to have finalized the content of the Digi4Equality e –Learning Platform! There you can find all our educational material and courses originally created in English and translated in Polish, Italian, Turkish, Greek and Latvian



Who is She?

The interactive games Who is She?, Match the Cards and STEM Achievements are particularly useful for educators who wish to implement a Game-Based Learning approach to their teaching practices and achieve higher levels of student engagement.

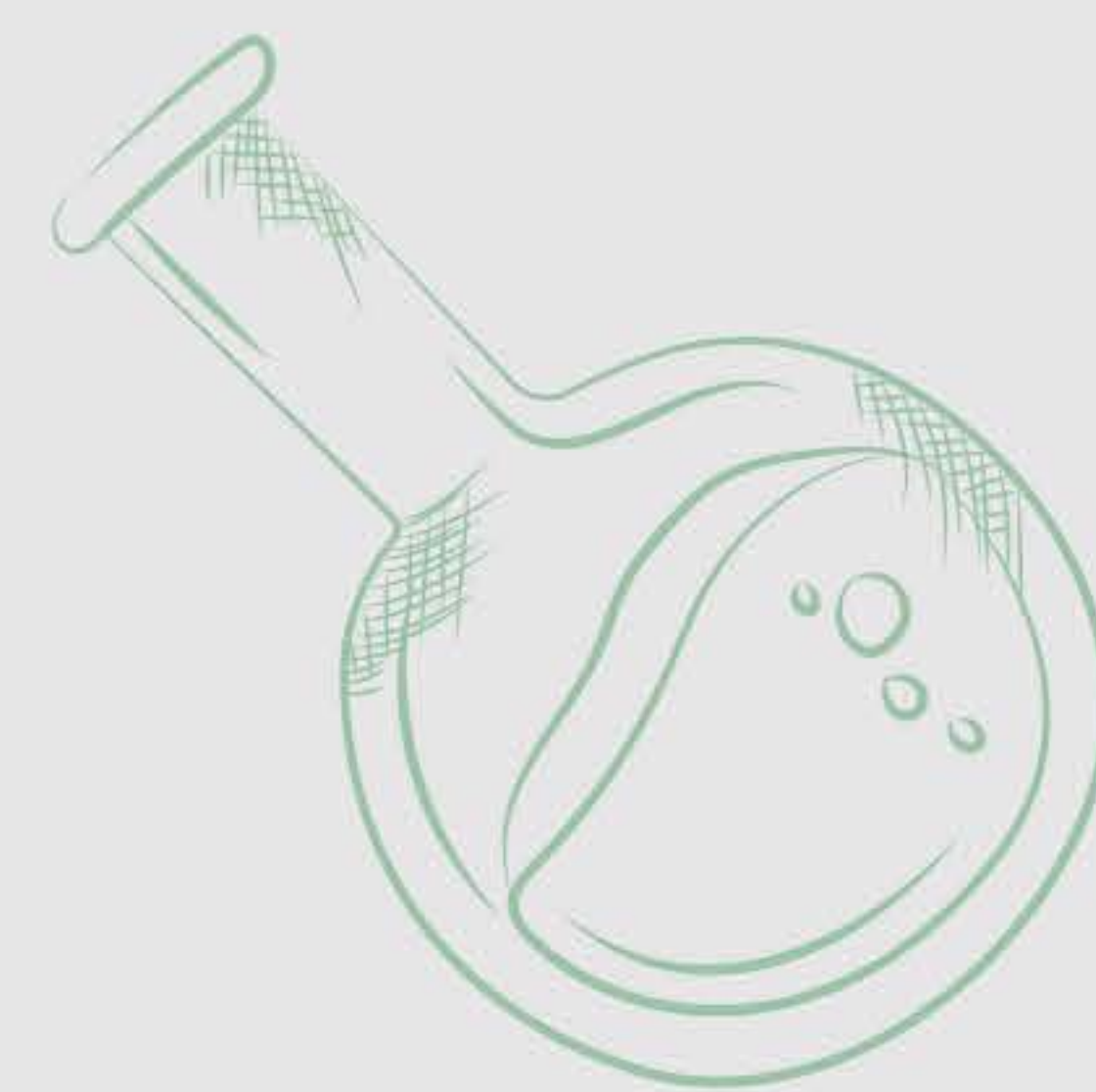


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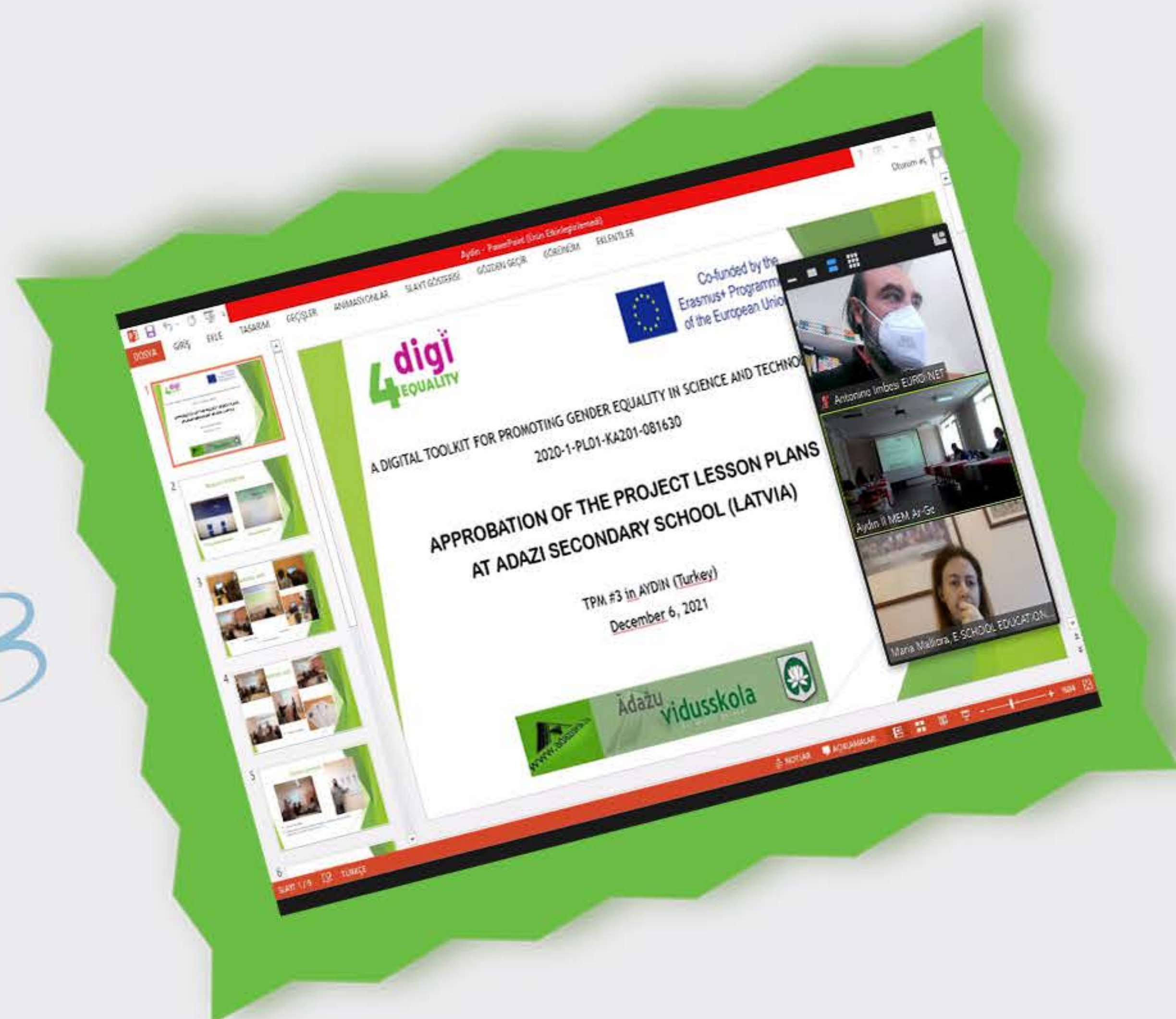
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Scenarios



Teachers may also find under “Scenarios” lesson plans tailored on the basis of the Role Models and the Posters as well as the games listed above to facilitate the design and implementation of the lesson and be inspired and guided in the process.

We do hope that you find the material helpful and that together we may contribute to dismantling stereotypes in STEM!



The Partnership



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Italy



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EĞİTİM MÜDÜRLÜĞÜ

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