



**IARS**

**INTERNATIONAL INSTITUTE**

**Free from Gender Based Discrimination:  
Teachers & Parents Together**

**IO1: FREE Training Handbook**

11/12/2019





# The Problem



**37% of female students in mixed gendered schools have encountered some form of sexual harassment in School**

**75% of girls aged 11-21 report that anxiety about potentially experiencing sexual harassment affects their lives in some way**

**64% of teachers in mixed secondary schools hear sexist language on a weekly basis.**



# The Problem



**Only 1 in 5 secondary school teachers have received training on Tackling sexism at school.**

**(27%) of secondary school teachers say they would not feel confident tackling a sexist incident if they experienced or witnessed it in school.**



# A Solution

From these figures, it is clear that materials to help teachers and parents spot, address, and tackle gender discrimination and violence is essential.

This is where the first Intellectual Output comes in....



# IO1

IO1, led by IARS, involves the researching, editing, writing, and publication of a training guide which aims to help parents and teachers work together to address gender based discrimination at school.



# IO1

It will:

**(A)** Provide teachers and parents in the participating countries with evidence and localised examples of the skills, knowledge and attitudes needed to identify and deal with GB discrimination and violence primary and secondary schools.

**(B)** Provide a practical and detailed guide on:

(1) how teachers should approach parents in order to include them in school initiatives and objectives relevant with preventing and tackling gender-based

discrimination issues

(2) detail how the involvement of parents can be tangible and evident within schools (e.g. joint field activities)

(3) the way teachers and parents will be consistent against gender based discrimination issues.



# Research: Secondary

For the guide to be effective, secondary research should seek to:

- Develop an awareness of latest safeguarding standards in dealing with gender based violence and discrimination at school
- Determine any “warning signs” of gender based discrimination in schools
- Determine if there any regional/national differences in both the scale of the issue and how it is addressed.
- Learn if there have been any similar studies, and what their findings were.



# Research: Secondary

Once this is been achieved:

Each partner should detail initial findings in a piece of writing and share with IARS.

IARS will also create a sheet where partners can add the resources they used. This will allow for the easy creation of a bibliography





# Research: Primary

The secondary research is designed to complement the primary research.



# Research: Primary

- 1) Selection of participants
  - 20 parents and 20 teachers per country (80 overall)
  - Parents and teachers with genuine interest
  - A diversity in background (particularly socio-economic) is essential.
- 2) Two focus groups will be held in each country
  - One for parents
  - One for teachers
- 3) An online questionnaire
  - 50 responses
  - I have prepared two different presentations, one for parents, one for teachers.
- 4) A report analysing (qualitatively and quantitatively) the responses to the surveys and focus groups.
- 5) Needs analysis (IARS) for parents and teachers, this will inform the collaborative model



# Research: Primary

The research seeks to determine:

- What kind of skills and knowledge is required for teachers and parents for identifying and dealing with cases of gender-based discrimination;
- To what extent those skills and knowledge are currently covered by teachers and parents.
- What are the ideal characteristics of the desired Teachers – Parents collaboration. The kind of practical initiatives that will have the maximum impact and what is required from teachers and parents for their implementation

As well as learn about participants' experience on identifying and dealing with cases of gender-based discrimination.



# Research

The final piece will be informed by both the primary and secondary research and all associated outputs.



# Publication

- The handbook will be published online as an e-book
- It will be translated into all partner languages
- Upon publication, it will receive an ISBN number and will be catalogued by the British Library
- Each partner should assist with its dissemination.



# Proposed Timeline

Finalised handbook: **26<sup>th</sup> February** (Project deadline) [INFLEXIBLE]

Final Draft: **17<sup>th</sup> February**

First Draft: **10<sup>th</sup> February**

Primary Research Report: **3<sup>rd</sup> February**

Completion of Primary Research: **27<sup>th</sup> January**

Secondary Research Reports: **10<sup>th</sup> January**

Completion of Secondary Research: **5<sup>th</sup> January**



**THANK YOU**



# References

National Education Union and UK Feminista, *A Study in Sexism in Schools and How We Tackle It*, [online] <https://ukfeminista.org.uk/wp-content/uploads/2017/12/Report-Its-just-everywhere.pdf>

Girlguiding UK, *Girls Attitudes Survey 2015*, 2015 [online] <https://www.girlguiding.org.uk/globalassets/docs-and-resources/research-and-campaigns/girls-attitudes-survey-2015.pdf>