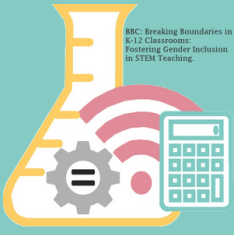


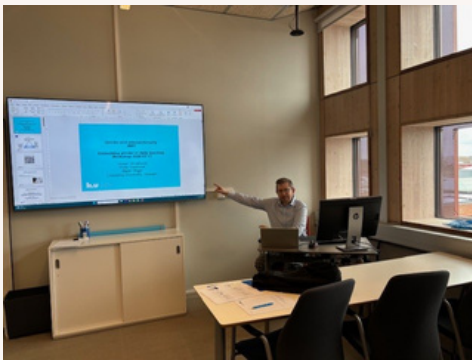
HIGHLIGHTS FROM BBC: BREAKING BOUNDARIES IN K-12 CLASSROOMS: FOSTERING GENDER INCLUSION IN STEM TEACHING

WORKSHOP I

LINKÖPING UNIVERSITY – SWEDEN



BBC: Breaking Boundaries in K-12 Classrooms – Fostering Gender Inclusion in STEM Teaching (Project ID: KA220-SCH-AD658922) continues its mission to promote inclusive and gender-aware STEM education across Europe. As part of the project activities, a workshop was held on 13 March 2025 at Didactitum, Linköping University, bringing together educators and experts committed to advancing gender inclusion in education.



The workshop was led by Vivian Vimarlund and featured contributions from a gender educator from Linköping, a STEM subject teacher from one of the largest schools in the city, and Peter Dalenius, teacher and pedagogical expert. The diverse expertise of the participants created a rich foundation for discussion and reflection on gender inclusion in STEM teaching practices.



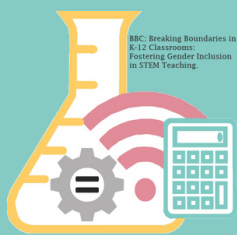
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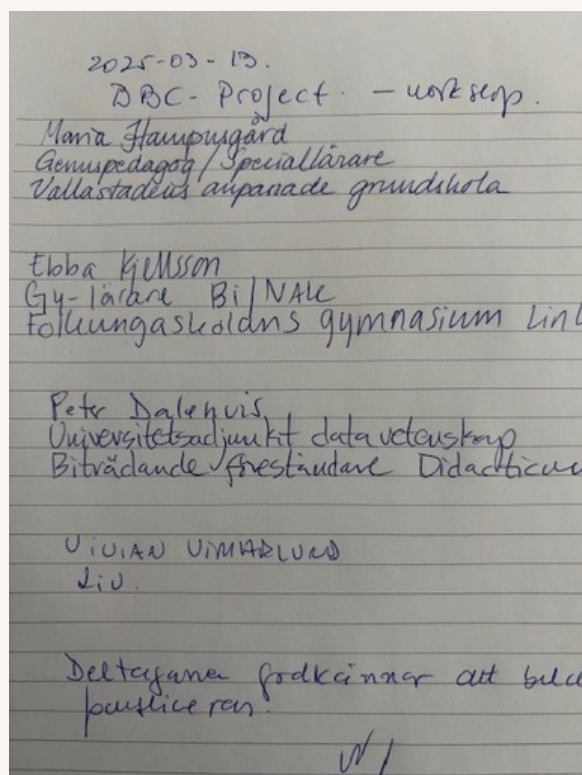
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The primary objectives of the workshop were to explore ways of creating gender-focused inclusive learning environments in STEM, to strengthen inclusion by challenging gender stereotypes in education, and to develop and promote concrete strategies for gender inclusion. Participants also worked on proposing practical tools to address gender-related challenges and were encouraged to act as advocates for inclusion within their own educational contexts.

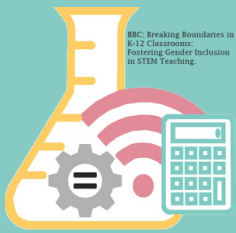
The workshop began with an introduction and overview of the agenda, followed by a presentation of the BBC project, its objectives, and the collaborating partners and universities. Participants were also introduced to the project materials, including practical examples, definitions, and a checklist designed to support educators in identifying and addressing gender bias in STEM teaching.



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WORKSHOP I

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Before the workshop :

Maturity Scale Pre-Survey.

Debate:

- Experience sharing by STEM teachers
- Discussion on challenges faced and strategies adopted.
- Discussion of possibilities and requisites to success

- Discussion of the validity of the examples presented
- Sharing experiences on how to embed gender in daily teaching. How can it be done in practice
- Comments : teachers own experiences
- Suggestion on how to review and improve material
- Recommendations
- Reflections about how long we have come in Sweden, differences between different countries and difficulties to compare outcomes.



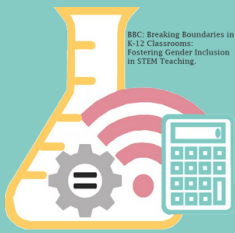
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Workshop Closing:

- The gender educator suggests to re-formulate two issues in the check list for teachers
- They asked for a check list in Swedish to be able to share it with other colleagues
- The level of maturity in Sweden is very high. This is because teachers and organizations have worked with gender issues several years ago. Further, all educational organizations have a gender policy and a gender plan that is compulsory for all personnel.
- We also discussed the importance of inclusivity and understanding, where people are encouraged to define their own gender and express it authentically. For educators, it's essential to acknowledge this right as it helps create a more supportive and respectful environment for everyone. Acknowledging a student's chosen gender identity can contribute to their emotional well-being and sense of belonging. Some schools have adopted policies where they respect students' preferred pronouns and gender identities in all aspects of school life, including in class rosters and discussions. However, there can still be challenges in terms of consistency, acceptance, and creating a completely inclusive environment.

We conclude that the material developed in Sweden and applied in this project is relevant, captures important issues and contributes to increasing the level of knowledge of what gender is, how it can be embedded in daily teaching and principally offers concrete examples on how to diminish bias and stereotypes.

