

Local workshops

December 2011 / January 2012

- Partner: CEIP LOPE DE VEGA (SPAIN)
- Target group: PARENTS

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| Goal | Improve social and work inclusion of target group |
| Objectives | <ul style="list-style-type: none"> ▪ support awareness and a knowledge value of competences ▪ raise awareness of personal skills and self-esteem of beneficiaries ▪ promotion social and political empowerment ▪ raise consciousness in women as well as in their husbands and families about their emancipation, the construction of their own personality through elimination of illiteracy and occupational integration |
| Methodology | Popular non-formal education as an empowerment tool for target group. The approach used is grouped, active, dynamic, global, open and creative. We have also tried to adapt and apply it to the characteristics of our participants, being them the ones to act and reflect until reaching conclusions. |
| No. of beneficiaries involved | 25 fathers and mothers from school |
| No. of staff operators involved | 1 skilled worker in equality genre 2 librarian teachers 2 computer teachers 1 social worker 1 social assistant worker in social integration |
| Activities | The activity whose main objective is to develop the importance of genre equality through games and examples: <ul style="list-style-type: none"> - slide shows and debates (Film forum) 'Sin Ellas... nada hubiera sido lo mismo' (<i>Without the women.... Nothing could have been the same...</i>) - group dynamics on the awareness of any sexual orientation 'To live in equality' - storytelling workshop - values education workshop 'Pink or Blue' - use of the means that support the issue (music, stories, theatre, debates and videos) - wallcharts on equality, genre violence prevention... - celebration of the women worker's day 8th March, November International Day of the Genre Violence - spreading through the different campaigns related with equality 'Everybody for Equality' - Essay and drawing quiz 'My mother, a worker women' 'Every day is 8th |

| | March' |
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| Outputs and results | <p>Families are more aware of the importance of value education to foster genre equality and the importance that parents have as educational example. We think when a child witness experiences in the family environment which foster respect and equality, in the future they will be people with strong values and beliefs in equal treatment.</p> <p>We have created, or at least tried in some cases, a very good environment in class and at home to make men and women work together so that we do not create two confronting and different worlds.</p> |
| Strengths identified | <p>The project has the aim of promoting activities to educate in EQUALITY, considering it as equal opportunities for both boys and girls, for men and women.</p> <p>Coeducate is educate without making difference because of genre. It consists of the development of all the abilities both in boys and in girls through education. It's a guarantee to avoid VIOLENCE.</p> <p>The Quality on Equality is a modernization factor, in the same terms as the introduction of new technologies, languages,.. so it's important to work in and for equality so that our society could develop.</p> <p>Working through coeducation is beneficial for the students, the families, the teachers and in all, the whole educational community.</p> <p>The family-school collaboration: without the commitment of the family participation we cannot work completely for equality. It's one of the main advantages to create a good climate at home, in the classrooms, in the park... so that our students do not create two different worlds. We can achieve a better progress and consolidation in all we propose</p> |
| Weaknesses | <p>Limited or non parent participation.</p> <p>Not have the necessary resources</p> |
| Other information | <p>To do an initial and anonymous opinion poll with parents about the topics which attract their attention most and with the teaching staff about the impacts they see on our students</p> <p>The aim of the opinion poll is to detect the necessities we find in the family and school levels</p> |