



Local workshops with the Support Committee members

28-29.01.2021 online (Zoom)

Report about results

1. Introduction:

The activity with the Support Committee took place on 28-29.01.2021 in webinar format through the Zoom application. For objective reasons we had to do two activities on two consecutive days. The following ladies are part of this committee: DUMITRU Marinela - deputy director of the Technological High School „Sfântul Gheorghe” Sângeorgiu de Pădure, BICHIȘ Ioana Elvira - director of the “Traian” Gymnasium School Târnăveni, POCAN Doina deputy director of the Economic College „Transilvania” Târgu Mureș, CERGHEDI Adriana deputy director CJRAE Mureș, CĂTINEAN Iolanda - director of the Children's Palace Târgu Mureș, GEORGESCU Petruța - general manager - administrator Leader Consult.

2. Notes on the discussion leading to the **identification of counter arguments/messages:**

Mister. TOTH Domokos presented the stereotypes identified by the 16 teachers from the 4 partner schools, from different areas of the county: Sângeorgiu de Pădure, Sighișoara, Târnăveni and Târgu Mureș. After centralizing the data obtained from the teachers, the following types of stereotypes were identified:

- a) conscientious girls, boys who need to be stimulated more;
- b) girls inclined towards art, literature, music, dance, practical skills; boys inclined to technique, mathematics, sports and engineering;
- c) boys are more active, girls are more attentive and empathetic;
- d) boys solve problems faster, girls need more time;
- e) boys are creative; girls are sensitive;
- f) boys show independence in thinking; girls get excited more easily at stories;
- g) boys build, model, draw robots, airplanes, cars, submarines; the girls draw princesses, balloons, flowers and clothing

Ms. Cerghedi emphasized a very important aspect: from a psychological point of view, it is essential that in addition to identifying stereotypes, these counter-arguments be implemented in everyday life.

Ms. POCAN presented the following aspects: there are differences in the mechanism of human learning. Everyone has their own learning strategy. Hence the differences that can occur in the way a boy and a girl learn the same thing.

American researcher Lise Eliot shows that an activity we undertake is reflected in the brain, which is why “the differences between men and women with the greatest impact on us -



cognitive skills such as speaking, reading, math, and mechanical skills, such as and interpersonal skills such as aggression, empathy, risk-taking, competitiveness - are very much about learning.”

Children are influenced by the expectations of adults who create different perceptions at their level. It is important that students develop all cognitive and emotional skills through the same learning tasks and the same time allocated so that the adult creates the same opportunities for learning and personal development.

Although stereotypes suggest differences between girls and boys, they often have no scientific basis. See <https://www.cpe.ro/wp-content/uploads/2016/03/Ghid-pentru-mamici-tatici-educatori-si-invatatori-privind-educatia-fara-stereotipuri-pentru-fete-si-baieti.pdf>

Ms. PUIAC Elena invited the participants to choose a stereotype and come up with counter-arguments.

3. Notes on the discussion leading to the **identification of the target groups and topics per each counter argument/message:**

Following the discussions, the following counter-arguments were identified and grouped:

Not all girls are conscientious, there are cases of dropping out of school and among girls. And the boys too have high grades / grades in drawing, music, Romanian language, modern languages, mother tongue. We have painters, musicians, famous dancers and among men, male teachers in most school subjects, except at preschool and primary level where there are very few men. Not only girls are more conscientious, because boys have a native intelligence, higher than girls and for this reason boys perceive any message in a more realistic perspective. They see in any image, the real, the palpable objects and not the sensitive. Not only boys have special abilities in the disciplines of steam because, most boys do not have special literary inclinations, lacking imagination, creativity; the oratorical talent is more evident in the feminine people, especially in the field of culture, of the plastic arts.

If girls are stimulated by various awards, then they can have remarkable results in math or technology. The best example is the Nobel or line awards obtained in the real and technological disciplines by women.

Not only girls are emotional, but boys also cry or are afraid, especially in the case of domestic violence.

In recent years, Roma girls continue their studies at high school, post-secondary school or college because the family has understood the importance and benefits of education.

The girls, in their turn, intervene during the classes with additions to the boys' answers.

Girls can also become more active in the classroom if they are stimulated.

There are also girls who play with cars, practice carting or are racing drivers.

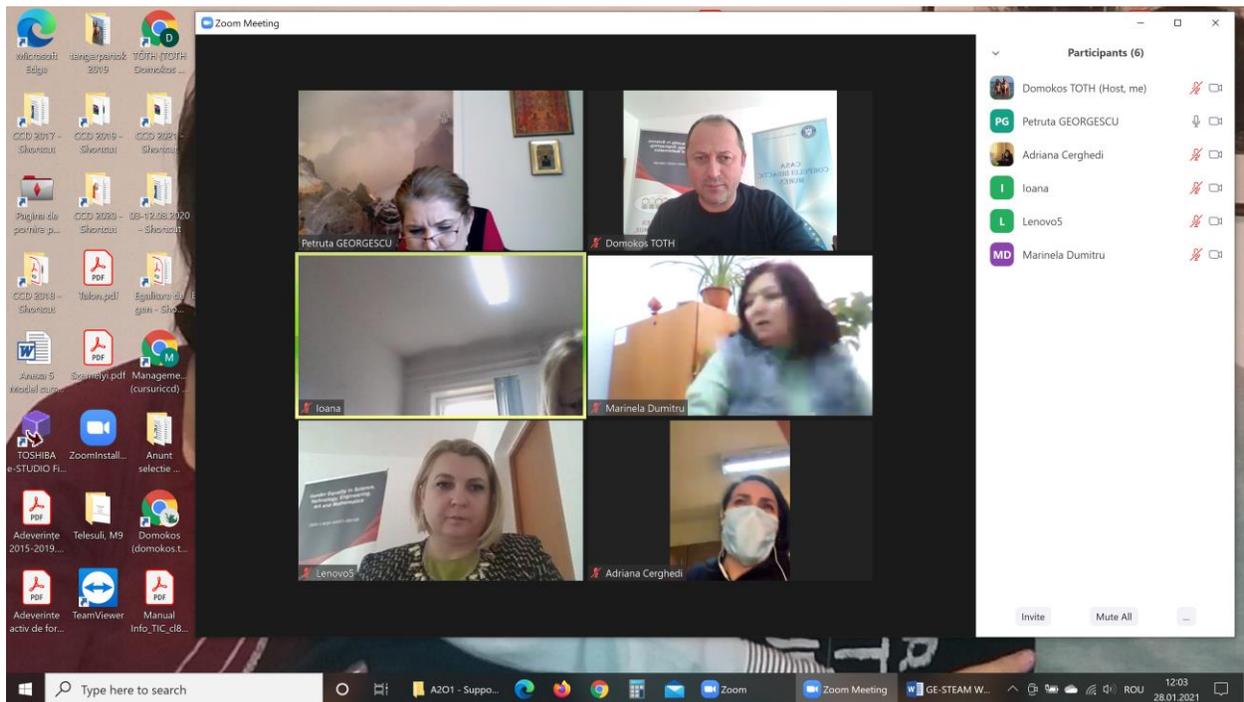
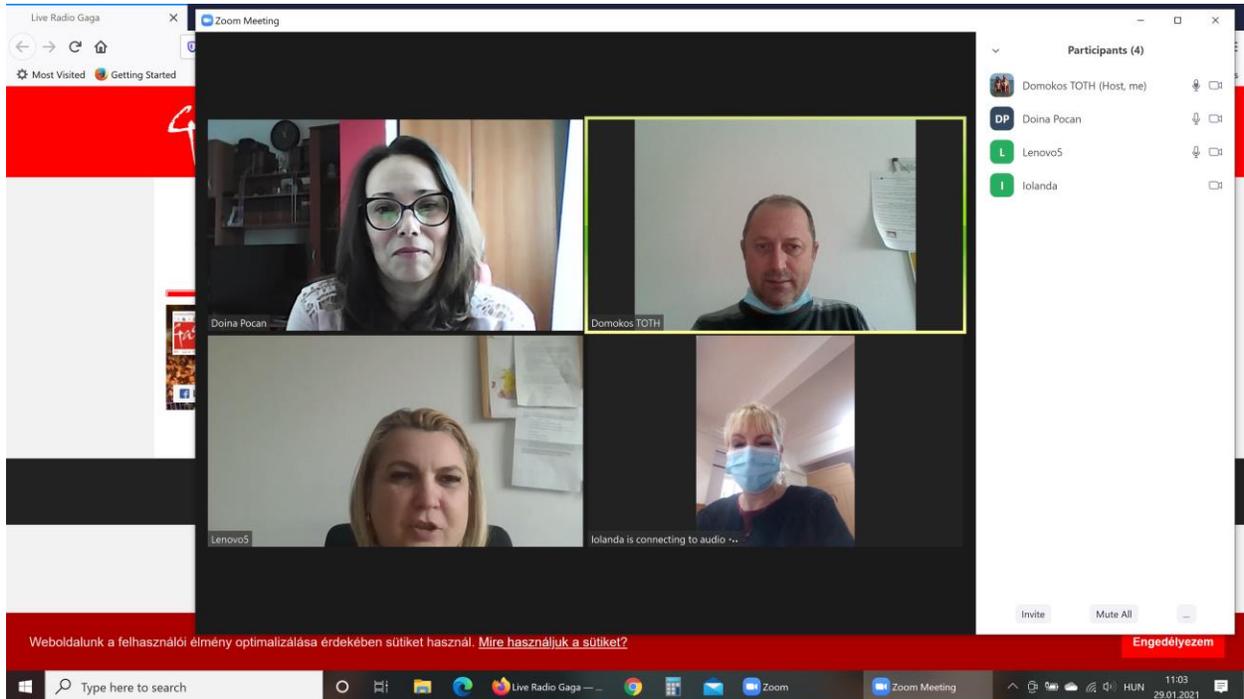
Thinking time can be reduced for girls if a relevant motivation is proposed.



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Also the girls excel in sports, as evidenced by the large averages or sports clubs they attend in their spare time.





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Zoom Meeting

Participants (6)

- Lenovo5 (Me)
- Domokos TOTH (Host)
- Adriana Cerghedi
- Ioana
- MD Marinelu Dumitru
- PG Petruta GEORGESCU

CASA CORPULUI DIDACTIC MURES

Gender Equality in Science, Technology, Engineering, Art and Mathematics

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STEM TEAM

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OGIE,

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28.01.2021