#  **R3\_FOCUS GROUP REPORT**

The focus groups were realised by the 4 schools during the months of October and November 2022. The activities involved more than 70 people, mostly teachers, but also librarians and secretarial staff and some parents.

 In carrying out this activity, the facilitators introduced the session by specifying

* important to introduce the role of Animator and Observer
* Explain the objectives and the reasons of the focus group
* In order to make the participant feel comfortable, let the him/her present themselves
* The primary role of the Animator is to stimulate a safe and quiet climate, so that everyone can express his/her own opinion
* Use a friendly and soft approach
* necessary to define some ground rules

The main objective of the focus group was to collect feedback on the feasibility of the storytelling

laboratory using the proposed canvas and critical thinking. The main goal was to collect feedback for how the canvas can be used in a classroom situation. How much time would be needed to implement the project. How much preparation time would the teacher need before implementing the canvas. The focus group were first shown a PowerPoint presentation on how the canvas would work and then also watched a lecture on critical thinking that was provided by our partner the university of Iceland, participants were also presented with information on gender stereotypes from a presentation prepared by The People For Change. The focus group after the presentation of the canvas then had the opportunity to test the Canvas for themselves in order to get a better idea of how it could be implemented.

Each group presented their canvas to the rest of the focus group. After each group was done presenting, we inlead discussions based on the questions below.

 During the Focus group every school took notes of what was being discussed in the different groups as well as documenting with pictures

**Discussion Results:**

* **Awareness of Gender Equality:**
Participants were well-aware of gender equality, social inequality, and gender stereotypes. They emphasized the need for universal gender equality and continuous awareness from an early age.
* **Storytelling as a Learning Method:**
While many were familiar with storytelling as a teaching method, only a few had incorporated it into their classrooms. Participants acknowledged storytelling's potential to engage students and stimulate imagination.
* **Skills/Knowledge to Avoid Stereotyping:**
Broad knowledge and specialized training were identified as essential to combat stereotypical thinking in teaching. Continued dialogue with students and critical self-reflection were also emphasized.
* **Feedback on Materials:**
Participants found the materials informative but suggested improvements for clarity, layout, and inclusion of more diverse examples.

**Characteristics of Skill Gaps:**

Participants expressed a desire to deepen their knowledge in gender equality and critical thinking. They identified storytelling as an effective but underutilized teaching method. Training and materials were deemed adequate but in need of updates to reflect current trends and technologies.

**Conclusions:**

* **Interest and Engagement:**
Participants showed a keen interest in integrating gender equality and critical thinking into their teaching using CANVA storytelling.
* **Perceived Value of CANVA:**
While the CANVA storytelling tool was seen as valuable, participants suggested modifications for better clarity and effectiveness.
* **Awareness and Continuity:**
Gender equality and combating stereotypes were recognized as ongoing educational priorities. Participants stressed the importance of continuous training and dialogue to address these issues effectively.

Overall, the focus groups provided valuable insights into the perceptions and needs of teachers regarding gender equality, critical thinking, and storytelling in education. The feedback will guide future developments and implementations of the CANVA storytelling project.