Newsletter 6

Breaking Barriers in STEM

The **EQUAL SciTech project** has generated a powerful and lasting impact on students, teachers, schools, and communities, with particularly meaningful results for **girls in STEM**. Through hands-on activities, digital tools, augmented reality (AR) resources, and collaborative group work, the project created an engaging environment where students became more confident and curious about STEM subjects. Girls who once believed STEM was “too hard” or “not for them” began to see themselves as capable and welcome in these fields, while boys developed greater awareness of gender equality and more supportive attitudes toward their female peers.

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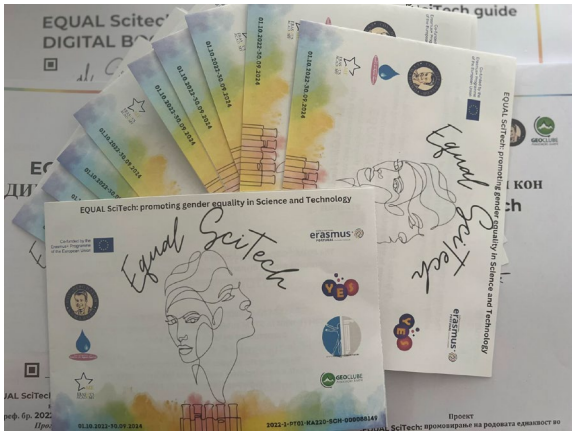
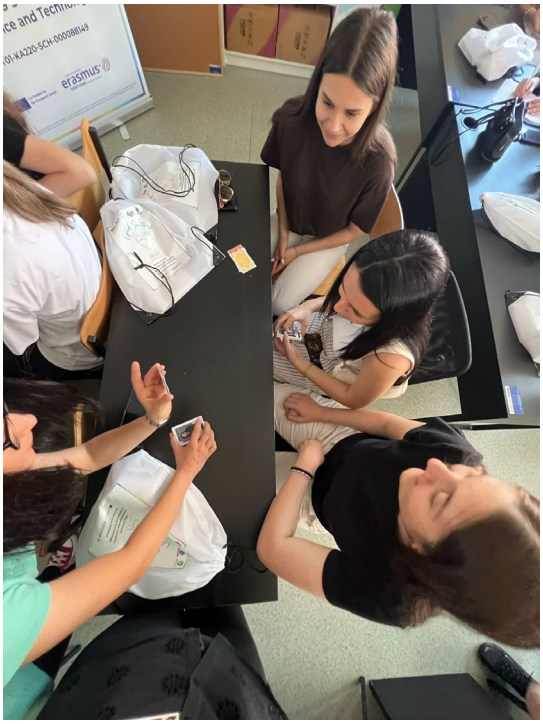


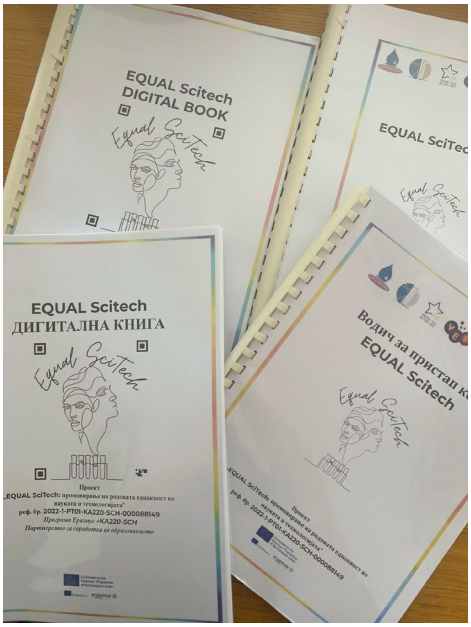
A major achievement of the project was the **reduction of gender stereotypes**. Real-life stories, role models, interactions with researchers, and AR-based narratives of female scientists helped students understand that science has no gender boundaries. As a result, more girls expressed interest in pursuing STEM subjects in upper secondary school or considering STEM-related careers.

Teachers also benefitted significantly. By integrating AR tools, digital books, cooperative learning games, and online platforms into their lessons, their teaching became more interactive, modern, and creative. Many teachers improved their digital literacy and became more aware of gender bias, contributing to more inclusive and motivating classroom environments.

Participating schools and partner organisations strengthened their capacities in project management, innovation, stakeholder engagement, and international cooperation, enhancing their ability to implement future educational initiatives.

Girls—the main target group—showed the most visible transformation. Their enthusiasm for STEM increased, reflected in higher participation in STEM clubs, more active classroom engagement, and greater interest in STEM studies and careers. Boys also benefitted by learning to recognise bias and becoming more inclusive peers, contributing to healthier and more equitable school environments.





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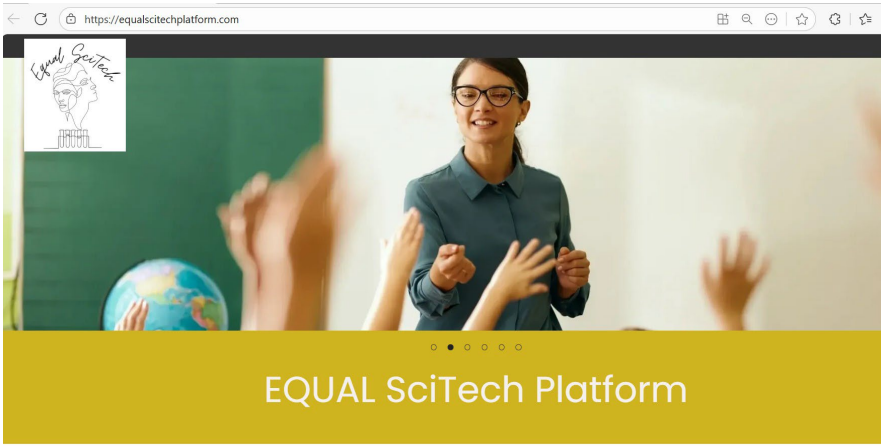
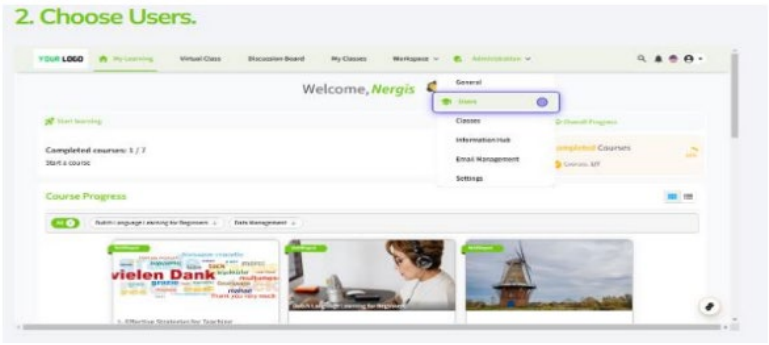
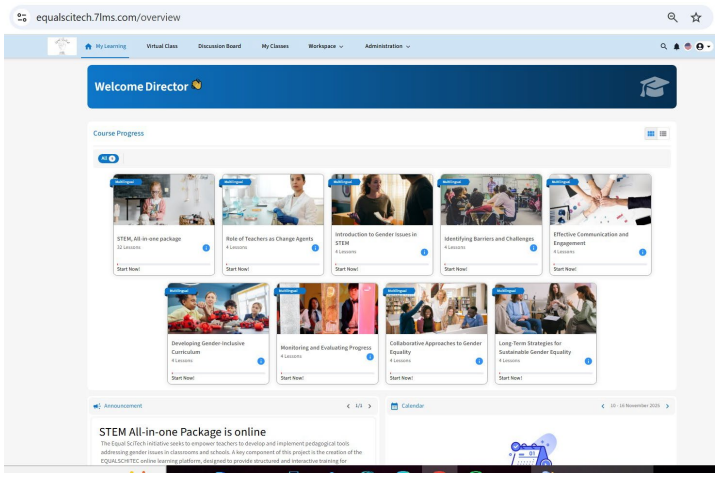
The wider community was positively influenced as well. The project raised awareness about gender stereotypes, promoted equality in education, and supported the digital transformation of schools through interactive tools and AR resources that will remain available long after the project's conclusion. Many schools plan to integrate these methods into long-term strategies for STEM education, gender equality, and digital learning.

At the heart of this impact stands the **EQUAL SciTech Platform**, developed within **Work Package 4** and led by **Erasmus ME Academy (DE)**. The platform is a dynamic, multilingual, and accessible hub that brings together all project materials—guides, educational resources, digital content, and tools. It offers thematic learning paths, supports both professionals and community users, and serves as a sustainable repository that will continue to benefit educators, students, and stakeholders across Europe.

In summary, EQUAL SciTech has increased girls' confidence and interest in STEM, improved teaching practices, strengthened digital skills, reduced gender stereotypes, and promoted more inclusive learning environments. Its legacy will continue shaping STEM education in North Macedonia and beyond, ensuring more equitable opportunities for all learners.







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