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“I’ve never thought about it this way”: the process and positive implications of co-creation on teacher education about prevention of gender-based violence

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ABSTRACT

The scientific literature has shown evidence of how, given the increase in gender violence at an early age, didactic materials on its prevention should be based on scientific evidence. However, how scientific evidence is built upon social impact and co-creation is not considered in education as much as it is in other disciplines. In the framework of the TeachXevidence project (101096234 ref), a co-creation process of didactic materials for primary and secondary education teachers was conducted to fill this gap. For this purpose, the communicative methodology has been followed, a Transnational Project Meeting and three teacher education pilot seminars that involved in dialogue 77 people in Spain and Portugal, both researchers, teachers and teacher trainers were implemented. Results show a) how materials were discussed and didactic built and b) the positive implications of such dialogue and co-creation on the awareness and reflection of teachers about the co-created didactic materials.

KEYWORDS

Co-creation; teacher education; scientific evidence; gender violence; social impact

Introduction

Gender-based violence and the role of education

Gender-based violence is a widespread problem worldwide. UN Women (n.d.) data shows that 15 million teenage girls, aged 15 to 19, have experienced forced sexual relations. The Report of UNICEF (2014) states that around 120 million girls under the age of 20 (about 1 in 10) have been subjected to forced sexual intercourse or other forced sexual acts at some point in their lives. The report also states how schools can become unsafe spaces where sexual violence and physical violence against girls emerge.

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The school context is a relevant sphere of socialisation and a privileged setting for the primary prevention of gender-based violence as changes in social norms and behaviours can be promoted from early childhood (Bonilla-Algovia & Rivas-Rivero, 2021; Mayes & Cohen, 2002; Rios-Gonzalez et al., 2019). The European Strategy for Gender Equality (2020–2025) also stresses the role of education in reducing this gender-based violence by implementing preventive measures to effectively eradicate this phenomenon. Furthermore, UNESCO's and UN Women's report on *Global guidance on addressing school-related gender-based violence* (2016) indicates that education on the prevention of gender-based violence should be included both in initial and in-service teacher education, and the European commission, recently, presented a scientific review of the prevalence and impact of violence against children (VAC), and its relationship with educational opportunities and students' academic achievement (Flecha et al., 2023), showing 13 programmes and actions to advance the search for solutions that could eliminate VAC from education. Of these programmes and actions, the report indicates those which are supported by available evidence of social impact.

Educational interventions are proliferating but results do not always demonstrate improvement in children's lives. Consequently, teachers feel they are not sufficiently prepared to be able to intervene in cases of gender-based violence at school (Ajduković et al., 2021) or to select the best actions to implement that will result in violence-free contexts. The improvement of education is related to the teacher's training (Diery et al., 2021) and it is essential for it to be based on scientific evidence (Bachega et al., 2019; Diery et al., 2020; Roca-Campos et al., 2021; Rodríguez-Oramas et al., 2021). According to Bonilla-Algovia and Rivas-Rivero (2021), teacher education programmes must add this content in order to encourage teachers' critical reflection about the promotion of gender equality and their daily practices at school.

In contrast to reproductionist theories that consider that the school reproduces social inequalities, in this research we emphasise the role of education as an agent that transforms inequalities (Díez-Palomar et al., 2020; Morlà-Folch et al., 2022; Valls-Carol et al., 2021). School plays a key role in overcoming inequalities and, in this case, in preventing gender violence (Elboj-Saso et al., 2022; Racionero-Plaza et al., 2021).

Co-creation in teacher education

Co-creation refers to the elaboration of knowledge with the inclusion of the participants and stakeholders interested in the results. Currently, it is already an essential requirement for research funded by the European Commission (Flecha et al., 2018). Developing teachers' abilities as agents of inclusion and social justice involves working in collaboration with other stakeholders (Pantić & Florian, 2015).

In this sense, several scientific disciplines are already working co-creatively. Different examples can be found in the Health Sciences, where, on the one hand, the need for continuous co-creation and stakeholder collaboration is underlined in order to design solutions “*with* stakeholders and not only *for* them” (van de Riet et al., 2024, p. 5) and, on the other hand, it is remarked the possible transformative impact of including patients as co-researchers (Cantarero-Arevalo et al., 2024). Another of many examples in Natural Sciences can be found in research conducted in Uruguay where they incorporated the local knowledge of fishers, contributing to the co-creation of new perspectives about the ecosystem structure and function (Malfatti et al., 2023). Furthermore, the same research underlines that with the

inclusion of fishers in the research, local communities empowered and benefited from management decisions, increasing their trust in science. Also, in scientific disciplines such as Social Work, it has been identified that work practices with Roma women in which co-creation and scientific evidence of social impact were applied, the obtained results were more positive (López de Aguilera, 2024).

However, co-creation has not been very present until now in teacher education. In fact, historically, the didactic material has been designed by “educational experts”, without consulting the reality of schools or considering the experience of teachers (Poetter et al., 1997; Szuminski et al., 1999; ten Dam & Blom, 2006). Although collaborative projects in teacher education have increased in last years (D’Souza, 2014; Jarl et al., 2024; McDonald et al., 2011), we could not find any research that analyses co-creation processes in the development of didactic materials based on scientific evidence of social impact on the prevention of gender-based violence.

Nevertheless, ALLINTERACT (2020–2023) project, funded by the Horizon Europe Programme of the European Commission, serves as a precedent to show the impact of co-creation in the field of gender and education. The project’s analysis suggests that research has a great social impact when educational actions, in this case teacher education, are designed from a dialogic approach that includes all voices (Flecha et al., 2022). Additionally, scientific evidence has shown that ensuring the importance of knowledge co-creation has a great impact on education in various educational contexts (Carballido et al., 2024). Furthermore, effective evidence-based programmes on preventive socialisation of gender-based violence place co-creation of knowledge at the core of the intervention, encouraging citizens’ participation in science (Duque et al., 2023)

In this sense, considering the evidence provided by previous research, this article aims to make a novel contribution by analysing the co-creation process of didactic material for teacher education in the prevention of gender violence and its positive implications.

Methods

The current research belongs to an initial phase of a European project called *TeachXevidence. Preventing gender-based violence in schools is based on scientific evidence with social impact* (2023–2025) whose one of the objectives is to build capacity for the teaching profession. To this end, three teacher education seminars were organised to co-create didactic materials. Universities and teacher education institutions developed the materials for the consortium in order to become Open Access didactic materials at European level.

The project followed the approach of Communicative Methodology. This methodology is based on the idea that research objectives should not only be to describe reality but also to transform it. In addition, it has broadly evidenced its impact on overcoming social inequalities and improving the lives of vulnerable populations. Important European research projects have been designed in this framework, such as INCLUDED (6th Framework Programme), IMPACT-EV (7th Framework Programme) and SALEACOM (H2020), achieving great scientific, political and social impact.

Communicative Methodology is grounded in the egalitarian role of researchers and end-users. The design of the research, as well as its implementation, count on final stakeholders’ participation, which is mediated through egalitarian dialogue. The traditional incorporation of the views of end-users into the project

implementation is not enough; it is key to incorporate an egalitarian dialogue to assure the final social impact (Roca et al., 2022). Egalitarian dialogue (Strogilos, 2024) means that the strength is in the arguments and not in the status or position of the person speaking.

This communicative approach is also selected because it has been used in the previous research that considers the gender perspective and, specifically, to investigate gender violence, including the voices of women and mothers participating in the educational community in the research.

The egalitarian dialogue in Communicative Methodology generates in-depth discussions that produce dialogic knowledge that accomplishes social impact by identifying situations of gender-based violence among participants (Valls-Carol, 2014). This methodology has also been used to analyse social impact. For instance, for evaluating the impact of Dialogic Teacher Training on preventing violence from early childhood in a Learning Community in Spain (Rodríguez-Oramas et al., 2020). Therefore, this approach will be fundamental for the development of the project and particularly for the evaluation. Furthermore, this approach will promote a thoughtful, personalised, and contextualised design of activities, sessions, and resources, which can be transferable to other contexts and realities.

Communicative Methodology has two fundamental characteristics:

- (1) It is oriented towards social impact. It seeks measurable, sustainable and transferable improvements in the conditions that its implementation intends to change. In this case, it is aimed at changing the attitude of teachers so that they base their educational practices only on scientific evidence.
- (2) It is based on co-creation. In equal dialogue, knowledge is created between researchers and end-users.

Through the Communicative Methodology, which has the recognition of the European Commission because of relevant research in the framework programmes based on this methodology (European Commission, 2010), the co-creation process that has led to the development of didactic materials for teachers based on scientific evidence of social impact in the prevention of gender violence has been analysed. The dialogues built between researchers, teachers, teacher trainers and other relevant agents in the different pilot seminars held for the co-creation of the didactic material have been collected. In addition, the dialogues from the pilot seminars have been enriched with the comments of the participating Portuguese and Spanish partners at the Second Transnational Project Meeting that took place in May 2024 in Denmark.

Materials

Pilot seminars

Pilot seminars were developed in February 2024 via ZOOM and recorded with the consent of the participants both in Spain and Portugal. The pilot in Portugal includes initial and continuous teacher education and the pilot in Spain is on continuous training. The

materials co-created in these sessions were subsequently used in trainings for primary and secondary school teachers, and initial teachers in the case of Portugal. These trainings included three online sessions of 90 min that were held in April and May 2024.

On the one hand, the pilot seminars for students from initial education and continuous development were organised in Portugal by the University of Porto team. Contact with teachers was established through collaboration with Beira-Mar Teachers' Training Association, a project partner, and through dissemination from higher education institutions offering initial training by University of Porto team members.

On the other hand, the pilot seminars for continuous primary and secondary teachers' education were organised in Spain by the CREA team. Contact with the teachers was established through collaboration with three teachers' associations in which CREA is involved, one of which is IRIS-AEBE, also a partner in TeachXevidence.

Participants

There was a total of 77 participants in the seminars, as shown in Table 1. Fifty-six per cent of participants were Portuguese, while the other 44% were Spanish. Regarding gender, the differences were bigger as 26% of participants identified themselves as men, whereas the 74% do it as women. Concerning the participants' age, most of them, precisely the 73%, were among 41–60 years.

Teachers should meet at least two of the following criteria in order to be eligible for this training:

- To be a teacher in initial teacher education
- To have knowledge of Successful Educational Actions, if possible but not necessary
- To be interested in knowing the scientific evidence

In addition, participants in Spain had some previous knowledge of preventive socialisation of gender violence, intending to contribute to the pilot seminars also with their expertise in implementing gender violence prevention actions at primary and secondary education. Nevertheless, all participants in Portugal showed great interest in the subject due to their lack of knowledge about preventive socialisation of gender violence, making the training very pertinent and necessary.

Table 1. Characteristics of the participants.

Participants n = 77	
Country	
Portugal	43
Spain	34
Gender	
Men	20
Women	57
Age	
<25	8
26–30	2
31–40	7
41–50	35
51–60	21
61–70	4

Procedure

In the case of Portugal, the pilot seminars were developed in three online sessions, as explained in Table 2, to facilitate the participation of teachers in different Portuguese cities:

Table 2. Pilot seminars' agenda in Portugal.

1 ST SESSION: 01/02/2024	• Presentation of TeachXevidence Project • Presentation of session themes • Presentation of Seminar 1 Materials • Instructions for piloting materials • Independent work for reviewing and evaluating Seminar 1 materials • Discussion and constructive contributions to Seminar 1 materials
2 ND SESSION: 05/02/2024	• Summary of the previous session • Presentation of Seminar 2 materials • Independent work for reviewing and evaluating Seminar 2 materials • Discussion and constructive contributions to Seminar 2 materials
3 RD SESSION: 15/02/2024	• Summary of the previous session • Presentation of Seminar 3 materials • Independent work for reviewing and evaluating Seminar 3 materials • Discussion and constructive contributions to Seminar 3 materials • Final assessments

The materials were not shared in advance; all trainees had access to the materials during the session. These seminars were organised taking into account the orientations, that is, based on theoretical discussions of the topics, followed by presentations and discussions of practical strategies to be used and implemented in schools.

However, in Spain, the pilot seminars were organised into four virtual sessions, following the agenda in Table 3, in order to facilitate the participation of primary and secondary teachers from different Spanish cities:

Table 3. Pilot seminars' agenda in Spain.

1 ST SESSION: Friday, February 9 th	• Presentation of Teacher Training Guide • Presentation of Seminar 1 Materials • Instructions for piloting materials • Independent work for reviewing and evaluating Seminar 1 materials
2 ND SESSION: Wednesday, February 14 th	• Discussion and constructive contributions to Seminar 1 materials • Presentation of Seminar 2 materials • Independent work for reviewing and evaluating Seminar 2 materials
3 RD SESSION: Wednesday, February 21 st	• Discussion and constructive contributions to Seminar 2 materials • Presentation of Seminar 3 materials • Independent work for reviewing and evaluating Seminar 3 materials
4 TH SESSION: Monday, February 26 th	• Discussion and constructive contributions to Seminar 3 materials • Final assessments

Unlike in Portugal, in each Spanish session participants had the opportunity to review the didactic materials throughout the week and were provided with an online form to register their comments if desired. The shared material consisted of, on the one hand, two documents where the first one is about the trainings' general guidelines and the second one, more specific, is about the orientations of each slide of the presentations. On the other hand, 10 Power Point presentations were shared, 3–4 for each session. At these Power Points different topics related to the scientific evidence of social impact on the preventive socialisation of gender violence were discussed, as it can be observed in Table 4:

Table 4. Power points' topics.

1	Existing hoaxes in Gender Violence
2	Open Access resources
3	Dialogic Learning & Dialogic Gatherings
4	Socialisation processes
5	Masculinity models
6	Consent
7	Protective factors
8	Zero Violence Brave Club
9	Isolating Gender Violence
10	Community Involvement. Dialogic Model of Conflict Prevention and Resolution of Conflicts.

In this review, teachers were asked to check the material with their own experience in all possible educational aspects:

- Design, format, structure (the time devoted to each topic), focusing more on some aspects than others, assessing whether the proposed examples and exercises were appropriate or not, the content of the slides, etc.
- They were asked to keep in mind that the material was intended for all teachers, i.e. also for those who might not be familiar with the preventive socialisation of gender-based violence. Much emphasis was placed on the latter. In this sense, the participation of teachers from Spain was of great relevance as they have prior knowledge on this topic. Once the material shared the previous week had been reviewed, the idea was to share the evaluations of this material at the next seminar and thus, respectively, with each session. The teachers' contributions were collected in these same meetings and, for those who wanted or were more comfortable, through a form for each session.

Data collection

The sample consists of the 77 people who participated in the development of online pilot seminars and in the process of co-creation of the didactic materials for the prevention of gender-based violence based on scientific evidence of social impact, including various agents of the educational community: teachers, teacher trainers and researchers, among others.

The qualitative data were collected through, on the one hand, the dialogues generated in the online pilot seminar sessions held in February in Spain and Portugal and, on the other hand, the feedback received from the participant Portuguese and Spanish partners at the Second Transnational Project Meeting.

Data analysis

The co-creation process of the pilot seminars was recorded and subsequently transcribed in order to facilitate data analysis. These data were analysed, on the one hand, with the aim of finding out how the co-creation process of didactic materials had developed and, on the other hand, with the purpose of identifying the positive implications that this dialogic process, based on scientific evidence of social impact, between different educational agents had had on the participant teachers. Considering these two objectives, the analysis of the data collected in the pilot seminars and in the Transnational Project Meeting was divided into these two sections: the co-creation process of materials and the positive implications of the co-creation process.

Ethics

The current research, as part of an overall project, followed the ethical principles of the Universal Declaration of Human Rights and the EU's Charter of Fundamental Rights (CFREU) in order to ensure the safety and freedom of participation of every participant. The project has an Advisory Board that ensures ethically the project in terms of quality, sensitivity and respect towards all stakeholders. Forms and consents were elaborated to inform participants about the aim of the pilot seminars, conditions of participation, data protection and anonymity. Consent forms were used to protect data and signed by the people who voluntarily participated in the pilot seminars after being previously informed of the project's objectives, development, and goal and the use to be given to their personal data.

Results

Co-creation of the materials: how didactics were built and discussed

- *Importance of didactic explanations to avoid interpretative mistakes*

The quantity and diversity of content is highly valued, but both Spanish and Portuguese teachers consider that there is too much information for the 3 h sessions. They suggest that, in terms of the teacher education, it would be better to focus on some of the contents more deeply instead of trying to cover all the topics with the risk of not transmitting them properly. Teachers attach great importance to being able to train on the evidence and to do so properly, given the relevance of the subject and the repercussions it can have on people's lives.

More time in the training to ensure and update information autonomously

In general, it has been requested that more time be devoted to the presentation dedicated to the information on access to scientific evidence through scientific databases, as opposed to what teachers usually find in teacher trainings, where they are already given the information, but they are not told how it has been gotten or how they can access more scientific evidence. Portuguese teachers mentioned the quality and relevance of the teaching materials, particularly the open-access platforms that allow them to access scientific papers and texts on preventive gender violence socialisation. Spanish teachers also agreed that this is the part they least control, as reflected by this participant:

The feeling I have from the beginning is that there is a lot of information and a lot of content for the three hours (...) I think that it could help, that maybe in the guidelines it already says so, that here is some material that must see to answer the questions or to go deeper into the subject and other material that is more complementary. (PARTICIPANT)

Accuracy of the teachers' guidelines

Along these lines, another participant mentioned that teachers would appreciate if the time dedicated to each topic could be more specific, that is, to better structure the distribution of the 90 min of the session in order to give relevance to those topics that deserve more attention, not because the teachers think so, but because the evidence does.

In addition, there was also a request for **greater depth in the explanations dedicated to some topics**. Teachers who are introduced to the content of the gender violence preventive socialisation approach for the first time may require more detailed explanations, as one teacher commented, “this can be complex for a person who has never seen it before, and perhaps some further indications should be given”

- *Enrichment of the didactic materials with further readings or additional information*

Spanish teachers that are already trained in preventive socialisation contents proposed adding readings. One of the teachers proposed adding a new reading to the recommendations indicated in the guidelines section: “I would add the book *Sharing Words* because it explains in a totally practical way the application of each of the principles of the dialogical gatherings. In my case, it was an essential book”. This book was finally added to the final guide, so it is a clear example of how, through the teachers' professional background and experience, the didactic material has been enriched.

In this sense, teachers also made many comments thinking of those colleagues who would have first contact with the material:

Ensure what is explained, do not assume or reinterpret. One example of these comments is the proposal that under each slide it should be written verbatim how the trainer should say it, so that if there was not clear to them, they could read it as it was and not interpret it in their own way. This request consists of writing the exact words that should be used to ensure the training content is not misrepresented. It was also suggested that more information should be **added to some of the slides in**

order to resolve any doubts that new teachers may have about the preventive socialisation of gender-based violence. In any case, the importance of having a previous theoretical basis, beyond the material received in the training, has been highlighted, as “just reading the guidelines would be difficult to explain and perhaps they could misunderstand some key concepts”. In addition, one of the teachers, based on her experience and what helped her in her initial stage, has proposed to **include quotes from real cases:**

When I did not know how to conduct Dialogic Gatherings, it helped me a lot to read real quotes from students who argued their reflections by relating them to the principles of dialogic learning, the preventive socialization or the dialogic model of prevention. It helped me a lot to situate myself and to focus the Dialogic Gatherings, giving a lot of value to love, friendship... Seeing real quotes, how the gatherings are made, I think it helps a lot to visualize. (PARTICIPANT)

Teachers also showed discomfort with some of the illustrations, and they suggested modifying them for other clearer ones. They wanted to avoid misinterpretations or to deviate the debate to other contrary topics. Here we exemplify the co-creation process in this situation, when one of the teachers commented as follows:

I would look for other images that better illustrate the idea and I would avoid using these, as they can generate controversy, misinterpretations and provoke results that are the opposite of what we are looking for. As the material will be available to anyone, we must be careful with this. (PARTICIPANT)

Different participants shared the same idea, but beyond settling on the complaint, they worked together to offer a possible alternative to the identified problem. As a result of this joint work several solutions emerged. One of the seminar participants contributed an informative scientific article from a digital newspaper on education, as it could be helpful to clarify ideas. Another teacher shared a video of a documentary film about a school case, which could be useful as material to solve the identified problem. Consequently, the initial material was readjusted considering the contributions made by the teachers and through the dialogue with the presented scientific evidence.

Positive implications of the co-creative process: teachers' awareness and reflection

The dialogues collected both in the pilot seminars and in the Second Transnational Project Meeting show that the process of co-creation of materials has had positive implications on the teachers. These positive implications consist of a greater awareness and reflection by the teachers about which are the most effective educational actions to prevent gender-based violence.

Almost all participants remarked that “I’ve never thought about it this way” referring to the didactic materials about gender violence prevention. In Portugal, where participants lacked knowledge about preventive socialisation of gender violence, one of the partners highlights the relevance and usefulness of the trainings’ content. Through the dialogues that emerged at the teacher education pilot seminars, teachers began to detect violent situations that they had not previously identified.

In addition, participants highlight the great impact of the co-creation process as an innovation in the creation of didactic materials, as one of the Portuguese partners mentions that “it has not been done like this before”. In Spain, the participant teachers expressed deep appreciation for the opportunity to engage in the evaluation and piloting of the materials:

It seems like a real democratization. It is about making available everything that is helpful in the prevention of gender violence, all the actions that help us, and I think it is very powerful. (PARTICIPANT)

It is stated that this co-creation process offers a type of information that is not obtained when only dissemination of a training is done. Through the incorporation of teachers, teacher educators and other educational agents’ knowledge and expertise, the didactic materials that reach people are improved. Portuguese participants also appreciated that their comments had been taken into account and said that one of the positive points of this co-creative process was the time for debate and sharing different perspectives. As they were online pilot seminars, they were able to cross-reference the experiences of teachers from different schools and with different perspectives, which meant an empowering factor for the discussion.

At the beginning of the co-creation process, teachers got involved and realised the importance of preventing gender violence, not only because of the problems they have in the classroom or because of what they hear and see at school but also because of what scientific evidence says about the implications of gender violence on the health and lives of children. They identified that they must base their explanations on scientific evidence, just as they would not give medication to children without the family’s consent and without having prior knowledge that this medicine will improve the condition of the student who is ill. Likewise, they identify the importance of being able to access information, not to be experts on the subject but to be able to explain it well and rigorously. In fact, one of the partners shares the reflection that “we have many things to change” and, therefore, it shows the importance of the co-created didactic material for teachers who are in initial training but also for teachers who are already in schools. Indeed, the primary challenge identified by Portuguese teachers was their uncertainty in addressing these issues within schools. They emphasised the lack of training, highlighting the crucial need for additional time for discussion. This co-creation process enabled the teachers to recognise the significance of basing the educational materials on preventive socialisation of gender violence on scientific evidence. One of the Spanish in-service teachers shows her gratitude and illusion: “I loved the material. I have been learning about these topics for seven years and I am still learning. I really liked the content, the videos they are linked to, it is fantastic”.

Discussion

Participants throughout the sessions, following their individual reviews and the dialogue based upon the scientific evidence presented through the materials, actively contributed to enhancing the shared materials. These enhancements spanned from rectifying minor typographical errors and addressing mistranslations to suggesting adjustments to the timing of certain content or activities based on their previous

experience. Additionally, as mentioned above, they proposed – from the dialogues established and discussion about the criteria for selection of documents – the inclusion of new materials such as videos, conferences, or scientific articles, and sought new practical examples to suit both primary and secondary education. Their contributions were enriched by their extensive experience in implementing or possessing in-depth knowledge of the subject matter, but also the non-experience from others who never thought about the importance of what they were implementing at class, allowing for a comprehensive assessment from various professional perspectives.

The co-creation process of didactic material for teacher education in gender violence prevention results in a new applied knowledge. The materials' final elaboration has been the result of dialogues related to corrections, proposals and recommendations made by all, the teachers and professionals, on the initial material presented to them. In addition, it has been shown that participation in these pilot seminars has encouraged reflection and awareness of the teaching staff, as scientific literature illustrates being able to identify situations of violence that previously were not identified (Valls-Carol, 2014). This confirms, on the one hand, the importance of incorporating the teachers' voices in the co-creation of didactic materials and, on the other hand, the role of education, in this case through teacher education, in the prevention of gender-based violence in schools (Roca-Campos et al., 2021; Rodríguez-Oramas et al., 2020, 2021). The importance of including teachers in the elaboration of these materials needs to be highlighted, as they are one of the main agents that address gender-based violence in educational settings (Ajduković et al., 2021).

Indeed, as explained above, evidence-based co-creation is closely related to social impact (Flecha et al., 2022). Thus, as part of another phase of *TeachXevidence*, to which this research belongs, an online Social Impact Questionnaire was carried out in order to know the short-term impact of the teachers' education given in April and May 2024 and which were based on these co-created materials. The questionnaire was distributed by mail among the participant teachers once the teacher training ended and the sample of this questionnaire consisted of 125 participants. About 98.6% of the responses positively evaluate the content of the co-created material and reinforce one of the main ideas of this research, as they consider that the education in scientific evidence of social impact for the prevention of gender-based violence has helped them to identify and know which is the scientific evidence of social impact in this area. However, not only the co-created material has served for a new identification or further increase in knowledge about the scientific evidence of social impact on the prevention of gender-based violence but also, as it was mentioned above, has encouraged reflection by the teachers. According to the questionnaire's answers, 89.9% of the teachers will review the educational actions they were carrying out in the classroom and/or in the school due to the new knowledge they have been able to acquire through the co-created material. Therefore, the positive implications that the co-creation process has had on teachers, such as reflection and awareness raising, are maintained in the implementation of these materials in the education of other teachers.

Limitations

Although we consider the project sample to be adequate, we have identified age diversity as a limitation in the teacher profile. As shown in the participant table, X% of the teachers attending the pilot seminars are between the ages of 40 and 60. This may mean that the perspective of younger teachers, who are typically in the early stages of their careers, is less represented.

Future directions

For future studies, as part of another phase of the project, the material has been implemented in different classrooms along Spain, Portugal and Denmark, which opens possible lines of research to analyse what impact the co-created material has had on the students. The future articles will address the material designed for students.

In this case, we follow the European project guidelines involving consortium partners for this co-creation. In the future, the same process can be repeated, for example, on the one hand, with teachers from other countries and, on the other hand, with family members, in order to include all the diversity of voices.

Therefore, this research emphasises the essential role of education at the prevention, reduction and overcoming of gender-based violence, as long as they are based on co-creation and oriented to social impact.

Disclosure statement

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