



Capacity Programme - UK

WP3 D3.4 UK



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INTRODUCTION TO THIS PROJECT

The Educating Children and Young People on Gender Equality (Ed.G.E.) project aims to raise children and young people's (CYP) awareness of gender equality, gender stereotypes, and gender-based violence. This will be achieved through the implementation of a bespoke educational methodology informed by arts and culture-based pedagogies.

The implementation of the educational methodology has been tailored to each partner country and the creative specialisms of each Ed.G.E. partner organisation. Partners have created a toolkit of activities and materials that raise awareness of the prevalence of gender stereotypes, gender discrimination, and bullying, and how these issues can link to gender-based violence. The resources are designed and differentiated for CYP between the ages of 6-8, 9-11 and 12-14.

Schools and museums can play a key role in educating CYP on gender equality issues. Parents and carers also play a key role in educating CYP on what can be potentially sensitive themes. Research conducted by the Ed.G.E. partners detected teachers', educators, parents and carers need to feel confident approaching this complex topic. As such, the core aim of the project is to strengthen the confidence of teachers, museum professionals, and volunteers working with children and young people and who are interested in exploring gender equality in their education setting. In addition, the pilot actions provide families with an idea of how to explore these themes through a range of arts and culture practices.

The Capacity Building Programme detailed below is an opportunity to raise teacher and educators' awareness of these issues and to empower them with resources and learning materials to aid in the ongoing journey to champion gender equality. The content that follows is informed by Ed.G.E. research and project resources, [which can be found on the website](#).

GLOSSARY OF KEY TERMINOLOGY

The glossary below is not an exhaustive list of terminology used when exploring and promoting Gender Equality in education settings. Some words, acronyms and terms may already be familiar, and some may be new.

Accountability	An obligation or willingness to accept responsibility or to account for one's actions.
Cisgender / 'cis'	Cisgender is when a person's gender identity corresponds to the sex they were assigned at birth.
Discrimination	Discrimination is the unfair or prejudicial treatment of people and groups based on characteristics such as race, gender, age, or sexual orientation.
Empathy	The ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation.
Fairness	The quality of treating people equally or in a way that is right or reasonable.
Gender	Gender refers to the socially constructed characteristics of women and men – such as the norms, roles and relationships that exist between them. Gender expectations vary between cultures and can change over time. It is also important to recognise identities that do not fit into the binary male or female sex categories. Gender norms, relations and roles also impact the health outcomes of people with transgender or intersex identities.
Gender-based violence	Gender-Based violence refers to harmful acts directed at an individual based on their gender. It is rooted in gender inequality, the abuse of power and harmful norms. Gender-based violence (GBV) is a serious violation of human rights and a life-threatening health and protection issue.
Gender bias	Prejudiced actions or thoughts based on the gender-based perception that women are not equal to men in rights and dignity.
Gender equality	Gender equality is the absence of discrimination on the basis of a person's sex in opportunities, the allocation of resources and benefits, or access to services.
Gender expression	The ways in which a person presents their gender to the world around them. This can include but is not limited to clothing, pronouns, names, and mannerisms. While this can form an intentional part of a person's gender expression, there is nothing inherently gendered about these things.
Gender identity	Each person's deeply felt internal and individual experience of gender, which may or may not correspond to the sex assigned at birth, including the personal sense of the body (which may involve, if freely chosen, modification of bodily appearance or function by medical, surgical, or other means) and other expressions of gender, including dress, speech and mannerisms.

Gender stereotypes	Preconceived ideas whereby a person is arbitrarily assigned characteristics and roles determined and limited by their gender.
Inclusion	The idea that everyone should be able to use the same facilities, take part in the same activities, enjoy the same experiences, and have the same opportunities available to them, irrespective of their personal characteristics or identity
Intersectionality	The complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect especially in the experiences of marginalized individuals or groups.
Justice	Fairness in the way people are dealt with.
Non-binary	Having a gender identity that is not defined or characterised as male or female.
Respect	The feeling you show when you accept that different customs or cultures are different from your own and behave towards them in a way that would not cause offence.
Responsibility	Having good judgment and the ability to act correctly and make decisions on your own.
Self-acceptance	The act or state of accepting oneself: the act or state of understanding and recognizing one's own abilities and limitations.
Self-expression	The expression of one's own personality.
Self-respect	Positive thoughts and feelings about yourself; self-esteem.
Sex characteristics	Biological and physiological characteristics that define humans as female, male, and intersex.
Tolerance	Willingness to accept behaviour and beliefs that are different from your own, although you might not agree with or approve of them.
Transgender/Trans	Person who has a gender identity different to the gender assigned at birth and who wishes to portray gender identity in a different way to the gender assigned at birth.

HOW TO USE THIS TRAINING RESOURCE

This Capacity Building Programme for teachers and museum professionals builds on information and ideas outlined in the *Ed.G.E. Educational Methodology and Curriculum*. It is designed to be worked through with a facilitator in groups either in person or online. It aims to raise teachers and museum professionals' awareness of gender equality issues and how this relates to educating children and young people. It aims to empower teachers and museum professionals to approach gender equality and related topics in schools, museums, and other learning settings.

The programme comprises four separate modules, which should be worked through consecutively. Starting from the theoretical and personal, the modules work through to the more practical and contextually specific. Each module includes break out group discussion questions, topics and case studies, and opportunities for self-reflection.

To start, **Module 1** focuses on our own views on gender and identity. Participants will reflect on their perception of gender equality and acquaint themselves with the corresponding basic terminology through discussion, self-reflection and an exchange of ideas.

In **Module 2**, participants will consider their local and national context in terms of government, education, and third sector organisation initiatives. This includes but is not limited to policies, practices, projects, events, campaigns, that raise awareness of gender equality issues and/or work towards the prevention of gender-based violence. Participants will consider key statistics and data related to their national context, and then discuss examples of good practices. Some preparation work will be signposted ahead of Module 3.

By **Module 3** participants will start to consider how gender equality and related themes are relevant and/or explored in their professional school/museum context. In groups, participants will discuss 4 case studies, then conduct a mapping exercise to outline the good practices and actions already being taken in their school in terms of curriculum, resources, community engagement. The module will finish up with a quick self-reflection activity.

Finally, **Module 4** introduces and outlines the planned upcoming delivery in partner schools and/or museums. The facilitator will detail the aims, objectives, activities and resources to be used in the pilot action, and will also signpost other arts-based and culture activities and resources created by other Ed.G.E partners.

MODULE 1: WHAT DOES GENDER EQUALITY MEAN TO ME

Description	In this module, participants will explore the individual context of gender equality and acquaint themselves with the corresponding basic terminology through the experience of an art-based approach on the subject.
Objectives	By the end of this module participants should: <ol style="list-style-type: none"> 1. Be familiar with basic concepts of gender glossary 2. Be able to form individual strategies on how to explore the subject 3. Be sensitised about the importance of gender equality
Learning outcome	<p>Knowledge: become familiar with basic terminology and vocabulary related to gender issues and gender-based violence</p> <p>Awareness: exploring gender equality through active participation</p> <p>Confidence: By using a conceptual map, participants will grow expectations and goals on personal level as well as direct themselves to the next steps to the gender equality exploration issues</p>
Required resources	A stable wi-fi connection; a device to view the lesson and access resources; notebook and pen to write down some notes
Activities	Brainstorming, self-reflection, group discussion, art-based activity
Duration	40 minutes

INTRODUCTION

In this module, participants will explore the individual context of gender equality and acquaint themselves with the corresponding basic terminology through an exchange of ideas in discussion and group activities, as well as individual reflection.

NOTES FOR THE FACILITATOR

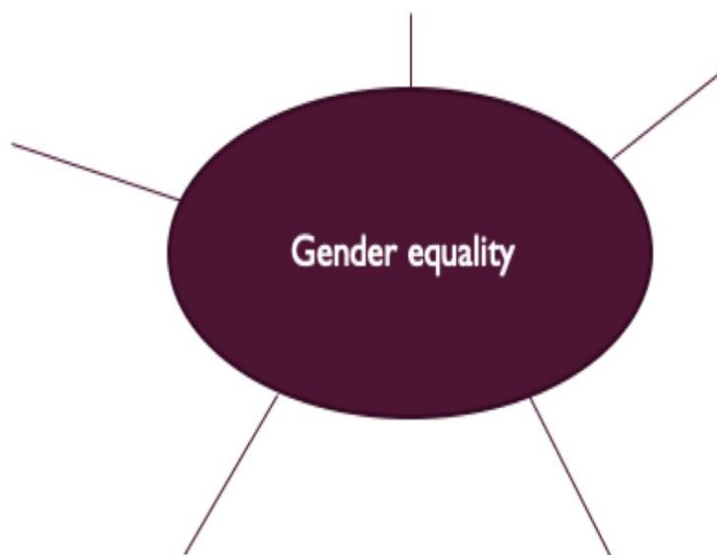
- This module focuses on the lived experience of the participants. This approach is informed by the Ed.G.E. methodology, in which learning is framed as a dynamic,

iterative process. The agency, active participation, and cooperation of all participants is encouraged and essential.

- Facilitators are encouraged to trial these activities themselves before implementing them in the workshops. In addition, the **Trainer's Manual** may be a useful source of further ideas on how to implement these kinds of activities with a range of audiences.
- Outline the goals, activities, techniques, and expected outcomes of the workshop at the start.
- Consider also incorporating some ice-breaker activities to help get the group acquainted at the start.
- If delivered in person, consider the layout of the space. Circle seating formation is encouraged to promote eye contact and collective engagement.
- If delivered in person online, you can use Mentimetre.com as a clever collective word cloud resource to gather all responses from participants for activity 1.

ACTIVITY 1: WHAT DOES GENDER EQUALITY MEAN TO YOU? – 10 MINS

What is the first thing that comes to mind when hearing the phrase Gender Equality? Write the first 3-5 things that come to mind around the circle below. If set up on Mentimetre, please provide responses there.



ACTIVITY 2: SELF-REFLECTION – 15 MINS

Create your own conceptual map by answering the questions in each quarter:

<p>1. Where do I lie on the spectrum of this subject?</p> <p>Gender is ...</p> <p>Gender equality is...</p> <p>Why am I interested in this topic?</p> <p>What or who inspires me on this subject?</p> <p>What are my concerns?</p> <p>What are my experiences?</p>	<p>2. What goals do I want to reach?</p> <p>I would like to be able to...</p> <p>distinguish</p> <p>explain</p> <p>discuss</p> <p>develop</p> <p>support</p> <p>.....</p> <p>.....</p> <p>.....</p>
<p>3. What do I need to do?</p> <p>My strengths in this topic are...</p> <p>I still need to work on...</p>	<p>4. How am I going to get there?</p> <p>What resources will I need?</p> <p>How am I going to use the resources?</p>

WHO ELSE CAN HELP?

- Delivering a course with potentially sensitive content
- Sensitive topics in the classroom
- European Institute for Gender Equality

MODULE 2 GENDER EQUALITY IN YOUR COUNTRY

Description	In this module, participants will consider gender equality and related themes from the local and national perspective. Statistics and data will be highlighted from the Ed.G.E. National and Summary reports, and examples of best practice will be discussed in break out groups.
Objectives	By the end of this module participants should: <ol style="list-style-type: none"> 1. Be more aware of the national picture in terms of gender equality, prevalence of gender-based violence 2. Be aware of the needs and gaps in terms of educating children and young people on gender equality. 3. Be able to practice applying the critical inquiry tools acquired in the first module.
Learning outcome	<p>Knowledge: become familiar with national context in terms of gender equality and prevalence of gender-based violence</p> <p>Awareness: have a better understanding of the needs and gaps in terms of educating children and young people in education settings</p> <p>Confidence: Feel more confident applying critical inquiry tools learned in module 1, when discussing example policies and practices</p>
Required resources	A stable wi-fi connection; a device to view the lesson and access resources; notebook and pen to write down some notes
Activities	Brainstorming, group discussion,
Duration	30-40 minutes

OVERVIEW

In this module, the overall picture of gender equality across Ed.G.E partner countries (GR, IT, CY and UK) will be discussed. Gender equality policies in Greece, Cyprus, Italy and the UK will be visited and achievements, initiatives and good practices in these countries will be reviewed. Last, but not least, needs and gaps in the context of gender equality in the respective countries will be critically tackled. Data presented in this module derive from Ed.G.E national and summary reports that were compiled in the second semester of 2020, following field research that was

conducted on all partner countries in early 2020. The national reports as well as the summary report may be downloaded [the project's website](#).

FACILITATOR NOTES

- The content below is a summary of more detail found in the Ed.G.E. national and summary reports. Therefore, we recommend you select 3-4 key statistics, examples, policies and/or practices to highlight in the first 10-15 minutes of this module.

WHAT'S THE PICTURE? THE REALITY OF EQUALITY IN GR, CY, IT AND THE UK.

From the desk and field research in the four Ed.G.E project partner countries (GR, CY, IT and the UK), it was highlighted that there is a lot to be done for societies to adopt a GE culture. Currently there are a number of gaps and needs in challenging social norms, gender stereotypes and roles and societies need support in addressing sensitive issues as such at home, in school and in societies.

GENDER EQUALITY POLICIES IN THE UK, IT, GR AND CY

Heightened awareness is a precursor to changes in attitudes and behaviour and can contribute to the creation of a supportive environment for policy change and implementation. However, changing attitudes, to ultimately change behaviour, requires further educational measures and deeper, long-term engagement.

In this section of Module 2, some existing gender equality policies on GE in the respective countries are reviewed, in an attempt to highlight the significance that countries place to GE:

- The latest EU Fundamental Rights Agency's survey on LGBTI equality (May 2020) indicates trans and non-binary people are acutely vulnerable to gender-based violence due to intersecting discrimination on the basis of both gender identity and sexual orientation.
- The EU Charter of Fundamental Rights (Art. 21) and the Council of Europe Convention on preventing and combating violence against women and domestic violence (the Istanbul Convention). To be specific, the provisions within the Istanbul Convention explain a number of obligations to challenge stereotypes and prejudices, to involve men and boys and empower women (Art. 12), to increase the level of awareness among the general public of the different forms of violence women, transgender individuals, and non-

binary individuals, are subjected to and why it is gender-based violence (Art. 13), to promote gender equality and non-stereotyped gender roles in education (Art. 14), and to train professionals (Art. 15).

ACHIEVEMENTS, INITIATIVES & GOOD PRACTICES ON GE IN THE UK, IT, GR AND CY

Though the situation in GE across the EU and the respective countries, a number of initiatives are reported as good practices in the four respective countries. These link to initiatives that are running or have generated either in the public or private sector.

In Greece, European projects have raised awareness on Gender Based Violence and educated children as well as educators on the subject. In detail, the programs that have been implemented are 1) Empowering Young People in Preventing Gender-based Violence through Peer Education (2012), by Mediterranean Institute for Gender Studies (MIGS). The target group is students between 14 and 18 years old 2) Gear against IPV: Gender Equality Awareness Raising against Intimate Partner Violence, by European Anti-Violence Network in Greece (2014—2016). The target groups were adolescents, teachers and other educational staff 3) Program of Raising Awareness to students of secondary education in issues of reproductive health, by Public Hospital Elena Venizelou and Office of Health Education (2017-2018) 4) Building Relationships through Innovative Development of Gender Based Violence Awareness in Europe-BRIDGE, by European Union's Rights, Equality and Citizenship Programme (2014-2020). Target groups were trainers, educational staff and youths on the move.

In Cyprus, initiatives addressing sensitive issues, such as gender equality in schools and the community are mainly generated by the private sector in the context of EU funded as well as national-based actions/ activities. The following initiatives are indicative of GE actions in Cyprus in the current time: Citizen project, Politeia project, Glocal Move, GRETA, Sustainable School. All these initiatives address GE as a sustainable development goal (SDG) and a sensitive issue in the class environment and beyond.

In Italy, the Italian government holds a Board for Equality of Opportunities, anti-discrimination laws and policies are in place, however GE is not explicitly expressed as a goal for the school system and does not take part in legal documents and official regulations for education. However, few initiatives and projects on GE addressing school staff have been developed by research organisations, association and local authorities. Among these, the Ministry of Education has launched "[noisiamopari](#)" (literally "weareequal") a platform that sparked from the "National Plan for Education to Respect" designed to promote a set of educational and training actions that fall into a set of education to active and global citizenship. However, despite important efforts made, gender inequality remains a prominent feature of the Italian education system as curricula, action plans and educational policies on gender equality have proved

insufficiently adequate. The reason for this failure comes as a consequence of lack of sufficient investment in policies for gender equality in education and because initiatives addressing issues of gender equality, are mainly carried out by the private sector. In light of the post-pandemic era, Italy was faced with opportunities for reforming the country with the adoption by the European Union of the Next Generation EU (NGEU) program and the two related financial instruments (National Recovery and Resilience Plan) that allowed Italy to plan needed structural interventions to affect deeply rooted socio-economic criticalities that significantly impact the reproduction of gender inequalities. However, despite such opportunity, by political choice, the current anti-violence and gender equality policies continue to be isolated, fragmented and not integrated at any level. Nonetheless, the educational sector. To gain a deeper understanding of the current state of Art in Gender Equality in Italy, please look at our National Report. A comprehensive list of organisations working in this space is listed at the end of Module 3.

In the UK, there is a growing focus on preventing harm by establishing gender equality from early childhood (HM Government, 2010), with attention given to inclusion of non-binary gender identities and celebrating difference (Rae, 2017). Challenging gender stereotypes and taking whole-school approaches to changing culture and practice are key areas of focus (AVA & Comic Relief, 2013), with storytelling and children's literature identified as being especially powerful media for change (Education Scotland, 2019). A range of surveys and research have been conducted to better understand the challenges inherent in these issues and to explore potential solutions. The UK has an active and established third sector dedicated to advancing gender equality. Organisations such as Gender Action, StoneWall, Lifting Limits, and The Fawcett Society are just some of the many partners working with schools and Government departments on specific projects, campaigns, and events to raise awareness of gender equality, gender stereotypes, gender-based violence, and more. A comprehensive list of organisations working in this space is listed at the end of Module 3.

NEEDS & GAPS IN GE IN GR, CY, IT AND UK

From the desk and field research that was conducted in early 2020 in all Ed.G.E consortium countries, the prevalent needs and gaps reported in terms of challenging social norms, gender stereotypes and roles were the following: knowledge and awareness gaps, a conceptual gap, teaching and training gap and a gap in supporting cultures and policies. Needs in fostering awareness and education from the early days and in a systematic way emerged, whereas a need for training and lifelong learning opportunities along with a call for appropriate and effective methodologies, practices and tools were highlighted. These gaps and needs, as reported in the consortium summary report and national reports, that may be found [in the project's website](#), are explained below:

- **Knowledge and awareness gaps** with regards to the definition of terms relating to gender and identity were reported in all target groups (children, partners, teachers), in all countries, with children struggling with the epistemological term definition and being unable to define or properly define gender equality. The few examples children could provide were limited to differences in attitudes and skills, whereas parents/ carers, and teachers, though they could understand the epistemological term, they found it hard to provide a working definition, and their examples were limited to the concepts of 'equal opportunities' between genders, at home, at school, in the community, at work and in life, as well as 'respect', 'rights' and 'values'.
- **A conceptual gap** concerning concepts and topics relating to gender and identity in the field of GE is prevalent, with stereotyping and discrimination being highlighted practices or challenges to overcome. Interestingly, beyond UK contexts, the idea of a gender binary or of individuals who identify as non-binary (neither male nor female) may not be found and this points to a severe conceptual gap between the respective societies (GR, CY, IT and UK).
- **A teaching and training gap** concerning teaching opportunities, guidelines and support, as well as appropriate methodologies, practices and tools is prevalent in all respective countries and societies.
- **A lack of supporting cultures** (e.g. media culture, school culture, home culture, etc.) and policies that would suggest appropriate models in GE and ensure alignment between school-home, school-society or home-school-society in all countries is prevalent.

Interestingly, these gaps are linked to identified needs as they are displayed below:

- A need for enhancing the awareness and education of children and young people in GE issues so they can start challenging stereotyping from an early age and in a systematic way that will ensure that children (and adults) will be less likely to perpetuate stereotyping and may help end the cycle of prejudice, misconceptions and gender inequalities.
- A need for training and lifelong learning opportunities, calling for appropriate and effective methodologies, practices and tools in better understanding, approaching and teaching gender norms, gender equality, gender-based discrimination, etc., at home, at school and beyond.
- A need for supporting policies that would support gender equality cultures and good practices

ACTIVITY 1: SELF-REFLECTION – 5 MINS

Write down in bullet points or sentences your thoughts on the data and evidence presented. Consider this from your position as an individual, a teacher/museum professional, a member of your community, a member of your family. Below are some guiding questions for self-reflection but this is an opportunity for you to write down your initial impressions and ideas:

- What surprised you when hearing/learning about the state of gender equality in your country? What didn't surprise you?
- What did you think of the project/policy examples highlighted?

N.B. If the group feel like sharing they can but this can just be personal reflection.

ACTIVITY 2: BREAK OUT GROUP DISCUSSION – 10 MINS

In groups of 3-4 consider and discuss the following question:

What are some of the cultural and or social obstacles to implementing gender equality initiatives/actions in your local community and/or nationally?

Appoint a scribe and have them feedback top 3 points to the wider group.

N.B. Remember to use the inquiry tools and techniques highlighted in Module 1 when discussing this. What are your biases preventing you from seeing when considering this question?

ACTIVITY 3: DISCUSS BEST PRACTICE – 15 MINS

In groups of 3-4 teachers/museum professionals, consider one of the examples of best practice outlined in the National or Summary Reports. Consider the ways in which that could be implemented in your local context. Below are some guiding questions for your discussion. Appoint a scribe to make notes and feedback your key ideas to the wider group.

- What about this project, project or initiative would work well in your local community?
- What aspects would be challenging to implement and why?
- What would you change, amend, or adapt if you were delivering this in your local community (school, museum etc.)?
- What is your first thought when reading the data?
- Does what you read surprise you? Why?
- What do they say/call for? Why?

CONCLUSION

In this module the overall picture of gender equality across Ed.G.E partner countries (GR, IT, CY and UK) was provided. Gender equality prevalent policies in Greece, Cyprus, Italy and the UK were reviewed, and achievements, initiatives and good practices as well as needs and gaps in GE in all four countries were addressed, as these derived from Ed.G.E project analytical work that was done in the early days of the project. The national reports as well as the summary report may be downloaded from [the project's website](#).

WHO ELSE CAN HELP?

- <https://library.oapen.org/handle/20.500.12657/29447>

PRE-WORK AHEAD OF MODULE 3

In preparation for module 3, please find at least 1 example from your school or museum that you think constitutes good practice in terms of approaching, exploring or educating children and young people on gender equality and gender stereotypes. It might be a specific lesson plan, or teacher training, or an event with the wider parent/carer community. You will be asked to name and explain it, and why you think it is good practice, in a group brainstorming activity at the start of Module 3.

REFERENCES

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Education Scotland. (2019). Improving Gender Balance: Literature Review. Livingston: Education Scotland.

HM Government. (2010). A Call to End Violence against Women and Girls. London, UK: HM Government.

Rae, L. (2017). Getting Started: Celebrating Difference and Challenging Gender Stereotypes in the Early Years Foundation Stage. London, UK: Stonewall.

MODULE 3 GENDER EQUALITY IN YOUR SCHOOL

Description	<p>This module will focus on gender equality in education settings. It will prompt participants to consider how their school or education setting champions gender equality holistically and will point to resources and organisations who can support them on their onward journey</p>
Objectives	<p>By the end of this module participants should:</p> <ol style="list-style-type: none"> 1. Better understand the impact of gender-bias and gender stereotypes in learning settings. 2. Be able to better identify gender stereotypes, gender-bias, and gender inequality in their school/museum. 3. Be aware of other organisations and practical resources that can support them as they continue to champion gender equality and inclusion.
Learning outcome	<p>Knowledge: participants will deepen knowledge on gender stereotypes and gender bias in learning settings</p> <p>Awareness: participants will be more aware of other organisations and resources to support them on their journey to champion gender equality and inclusion in their school</p> <p>Confidence: participants will be more confident identifying practices, language, attitudes, and behaviour that do not support gender equality</p>
Required resources	<p>A stable wi-fi connection; a device to view the lesson and access resources; notebook and pen, shared writing paper for group brainstorming activity</p>
Activities	<p>Brainstorming, self-reflection, group discussion, case studies</p>
Duration	<p>1 hour if working in groups; 30 minutes if working independently</p>

NOTES FOR THE FACILITATOR

- Remind participants to maintain confidentiality when discussing and sharing any examples from their professional or personal contexts. Please do not name children or adults if referring to real scenarios but instead use third person anonymous language or an alternate name.
- Many teachers are nervous about community engagement - this is normal and understandable with a sensitive topic. However, teachers may be surprised by the work already being done to engage the wider community in diversity and inclusion initiatives, and therefore many parents/carers are receptive to school initiatives focused on gender equality.

MODULE OVERVIEW

This module considers the state of gender equality practices and gender equality education in a learning context. It is guided by group reflection, brainstorming, case studies and discussion.

To dive deeper into the national education context, the **Ed.G.E. Summary Report** is a non-exhaustive resource which can give you an overview of the state of gender quality education in the four partner countries: Cyprus, Greece, Italy, and the United Kingdom. For more detail on this topic in your own country, review the National Reports prepared by each partner organisation. These can be found here: <https://www.genderequality-edge.eu/index.php/about/>

ACTIVITY 1: CASE STUDY DISCUSSIONS – 20 MINS

In groups, discuss the following examples of different issues related to gender equality. These examples have been adapted from first-hand experiences. In each case study, first **identify** and **discuss** the issues the case study presents, then **consider** the impact on the people involved. Please note, this is not intended to be an exercise in finding solutions or ways to address the issues presented.

Case Study 1

You assist a colleague one day in delivery of a lesson. You notice she frequently calls the boys 'mate' and girls 'love' when interacting with students in her class. You also notice she requests boys to help with certain activities i.e. 'I need two strong boys to help me with moving this table', and girls with other activities i.e. 'I need a girl write this on the board'.

Case Study 2

A young female pupil deliberately excludes a boy from imaginative play involving dolls and homemaking. She says he isn't allowed to look after the baby toys because boys are too rough, so he should play on the playground instead. The boy is very upset by this.

Case Study 3

You have a non-binary student in your classroom. They recount to you this recent experience in a class just prior to this lesson. "There's mostly guys and only one girl in the class. And she said, "Looks like I'm the only girl" but she said it while looking at me. So, all the guys just laughed except [name] who pointed at me and said "Yeah, cause she's trans". But I'm not a boy, I'm not trans, I'm non-binary. So it really hurts that they, like, just don't get it."

Case Study 4

A female pupil of yours shows real aptitude for swimming. At parent-teacher night you mention her passion and ability to her parents. The father makes an off-hand remark that he doesn't want his daughter to become too-good a swimmer because she'll get really broad shoulders and "no guy's ever going to be interested in her."

ACTIVITY 2: GROUP REFLECTION ON TASK 1 – 5MINS

Briefly discuss as a group what was challenging and illuminating about the previous exercise.

ACTIVITY 3: MAPPING GENDER EQUALITY PRACTICES IN YOUR SCHOOL – 25 MINS

Ahead of this module there is some pre-work required. At the end of Module 2, teachers and educators are asked to find at least 1 example from their school or museum that they think is good practice in terms of educating children and young people on gender equality.

Working in groups of 3-4 teachers, appoint a scribe to write down the practical actions your schools have taken regarding gender equality in education. Make sure all group members have an opportunity to contribute to the mapping exercise.

School Administration

- What are the school's policies and/or codes of conduct when it comes to sexual, verbal, physical harassment or abuse?
 - Consider whether it a zero-tolerance approach and who develops policies
- What training have staff had on gender equality, gender bias, or gender stereotypes?

Curriculum

- Where is gender equality actively brought up in your delivery of the curriculum?
- What projects, events or special activities has your school delivered that focus on gender equality?

Community Engagement

- In what ways have parents and/or carers been involved in activities focused on gender equality education?
 - Consider kinds of events, awareness days, supporting their child in homework activities

Have a representative of your group share the highlights from your mapping exercise.

ACTIVITY 4: WRAP UP AND SELF REFLECTION – 5 MINS

At the end of this module, spend 5 minutes sharing any key takeaways from the session. Consider:

- What did you learn?
- What would you like to know more about?
- What will be your next step?

TAKEHOME ACTIVITY: A WHOLE-SCHOOL APPROACH: STARTING WITH AN AUDIT

After this training, you might be feeling more interested in further exploring what your school does well in terms of encouraging gender equality and where it can do more. A useful place to start is an audit of policies, practices, resources, pedagogy and curriculum. The following audit is intended as an example for you to further adapt as you start on your journey to champion gender equality in your school. You can add questions if you need.

AREA	QUESTION
Leadership and Staffing	<ul style="list-style-type: none"> • What is the ratio of different genders in staff? Consider leadership, teachers, assistants, maintenance and facilities staff.
Strategies and Policies	<ul style="list-style-type: none"> • Is gender equality reflected in the school vision, values and/or aims? • What policies are in place for dealing with sexist, homophobic, transphobic, or sexually abusive or discriminatory behaviour from/by staff, pupils, parents etc.? Are these policies adequate? • What training has been delivered to consider unconscious bias and/or gender equality practice?
Curriculum	<ul style="list-style-type: none"> • Where is gender equality taught in the curriculum? Consider explicit and implicit learning areas.

Gendered-language	<ul style="list-style-type: none"> What efforts are made to use gender-inclusive language in teaching and learning?
Opportunities	<ul style="list-style-type: none"> Are all learners offered the same opportunities regardless of their gender? If not, what might be preventing this? Resources, staff support, community support?
Learning Resources	<ul style="list-style-type: none"> Do learning resources feature a variety of people from different backgrounds and genders? For example, are famous scientists profiled in STEM curriculum predominantly male? How can you make your learning resources more inclusive and reflective of the various contributions of people of different genders?
Parents and carers	<ul style="list-style-type: none"> How will different parents/carers react to activities and projects focused on gender equality? What sensitivities should you consider when engaging the wider community?
Networks	<ul style="list-style-type: none"> What other partners can you engage in gender equality initiatives in your school? Consider local community groups, local government, third-sector organisations, faith groups, etc.

WHO ELSE CAN HELP?

If you are interested in exploring this topic further, the following organisations have created extensive school resources, training and research into gender inequality and gender-based violence in education.

Organisation	Description	Areas of Focus
The Fawcett Society	UK's leading charity campaigning for gender equality and women's rights.	GE Women's Rights

Gender Action	Organisation that offers a framework for a whole-school approach to challenging gender stereotypes, with projects, guidance, and resources.	GE Stereotypes
Spark Ideas	Organisation that gives young people the tools to stand up and speak out against gender inequality.	GE
Lifting Limits	Delivering gender equality through education and providing schools with everything they need to challenge gender stereotypes.	GE Stereotypes
Global Equality Collective	A global collective that believes achieving equality will ensure a better, fairer, more prosperous society for all.	GE
Stonewall	A lesbian, gay, bisexual, transgender, queer and questioning (LGBTQ+) rights charity in the United Kingdom, and the largest LGBTQ+ rights organisation in Europe.	LGBTQ+
Tender	UK arts charity that works with young people to prevent sexual violence.	Sexual Violence Relationships GE
Gender Trust	Organisation for those affected by gender identity issues, with information on gender concepts, gender equality, gender reassignment, and relevant laws.	Gender Identity GE GBV
UK FEMINISTA	Organisation dedicated to equality between women and men, by supporting people and organisations to take action and create lasting change.	GE
Against Violence & Abuse (AVA)	An independent charity working across the UK to end gender-based violence by championing evidence-based change.	GBV VAWG

Outspoken Education Sex	<p>An social enterprise that wants to change the conversation around sex, love, pleasure & relationships, working towards a culture that prizes respect, inclusivity and openness.</p>	<p>Sexual Relationships</p>
Let Toys Be Toys	<p>Organisation/campaign offering downloadable lesson plans and resources for challenging gender stereotypes.</p>	<p>GE Stereotypes</p>
World Organization Health	<p>The Gender, Equity and Human Rights Team catalyses, supports and coordinates the mainstreaming of gender, equity and human rights approaches in health at all levels of WHO in coordination with the Regional Offices.</p>	<p>GE GBV Human Rights</p>
UN Women	<p>United Nations entity dedicated to gender equality and the empowerment of women.</p>	<p>GE Women's Rights</p>

MODULE 4: USING THE ED.G.E. TOOLBOX

<p>Description</p>	<p>In this module participants will develop a sound understanding around the effective use of the Ed.G.E.'s toolbox when implementing inclusive learning activities that enhance the education and awareness of children and young people in relation to Gender Equality issues so they can thrive without gender-bias.</p> <p>This module contains an overview of the four pilot actions developed by partner organisations and how to deliver them in school and museum settings.</p>		
<p>Objectives</p>	<p>By the end of this module you should be able to: Think critically when it comes to recognising gender bias in education and cultural heritage and what to be mindful of when you are embarking on your own journey on building inclusive and participatory activities in schools/museums. Finally, to develop knowledge and skills that go beyond the Edge implementation and which may be embedded in your daily work.</p>		
<p>Learning Outcomes</p>	<p>Knowledge: participants will know what the Ed.G.E.'s toolbox is composed of and how to use its tools.</p>	<p>Awareness: learners will be able to visualize the possible employment of the Ed.G.E. toolbox and suggested methodology beyond the pilot implementation in their school/museum</p>	<p>Confidence: participants will feel strong in supporting pupils in feeling good about their identity, whatever their subjectivity is and challenging gender inequalities in the wider community</p>
<p>Required Resources</p>	<p>A stable wi-fi connection; A device to view the lesson and access resources; notebook and pen to write down some notes</p>		
<p>Hand-Outs/Activity Sheets</p>	<p>School workshop activity sheets, project summary sheets</p>		
<p>Duration</p>	<p>1 hour</p>		

INTRODUCTION

This module explores the four pilot actions developed by Ed.G.E. partners each exploring themes related to gender equality, gender stereotypes, and/or gender-based violence. These themes are approached through a range of arts-based, cultural activities, that can be implemented in a range of learning settings. The module provides an overview of each pilot action, who they are designed for, how to deliver it, and what you need to get started.

NOTES FOR THE FACILITATOR

- Module 4 content is an overview of the pilot action deliveries designed by each of the partners. Partners will primarily focus on outlining their planned deliveries with the teachers and museum professionals in the training but will highlight the other resources and materials provided by partners, which can be used as extended learning materials for future teacher-led activities.
- At the start of this module it is recommended to conduct a brainstorming activity with participants to give them an opportunity to share their thoughts on how arts and culture-based activities can be used to explore this topic in the classroom.
- If this is conducted online, it may again be most effective to use a tool like Mentimeter to capture participants responses.
- At the end of the module, it would be effective to return to the Mentimeter brainstorming activity 'What does gender equality mean to me?' conducted at the start of Module 1 to review initial responses and see if anything has changed.

ACTIVITY 1 (SUGGESTED) GROUP BRAINSTORMING – 20 MINS

HOW ARTS AND CULTURE CAN HELP YOU EXPLORE THIS TOPIC WITH CHILDREN AND YOUNG PEOPLE

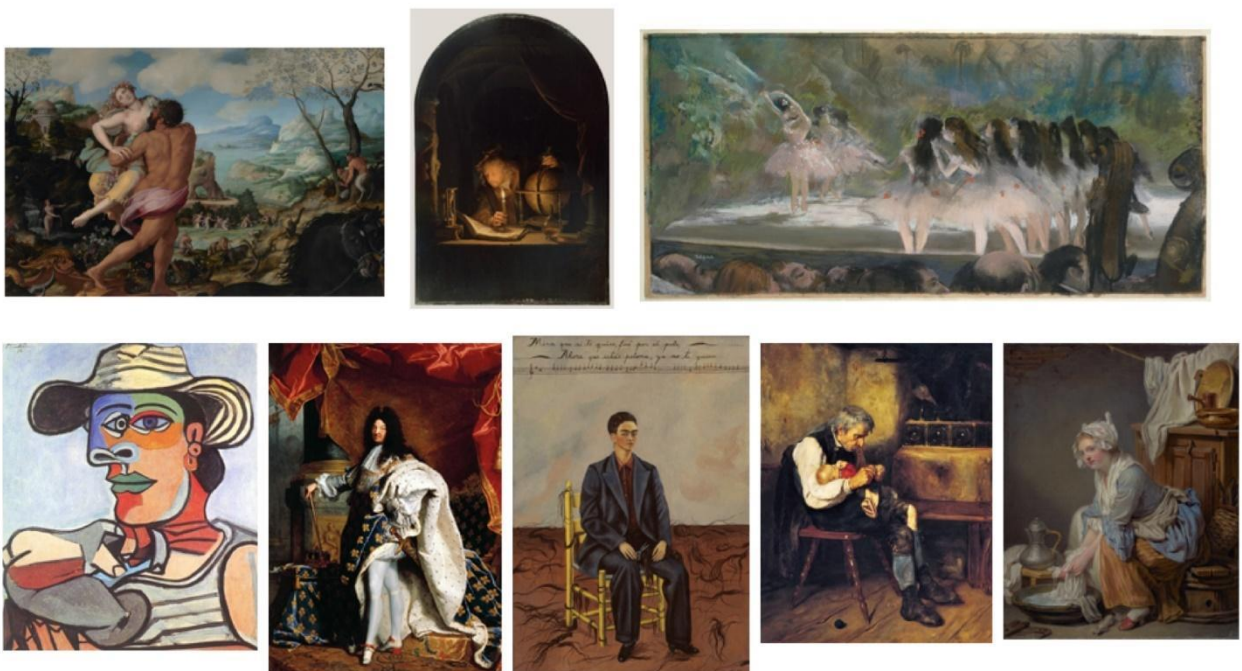
Brainstorm in pairs or groups how you would consider exploring gender equality themes with CYP through the arts or culture. Share your ideas with the group.

Alternatively, you can work through the outlined activity below provided by HCM, considering how visual art challenges or endorses expectations of gender.

1. Why don't we all have the same perception?

Consider traditional gender roles. Write a list of five words that are typically associated with masculinity and five words that are typically associated with femininity. Match each word to the image below you think it describes best.

- How does the artwork conform to traditional gender roles?
- How does the artwork challenge conventional notions of masculinity and femininity?



Artwork references (in order, top left to bottom right)

1. Alessandro Allori, The Abduction of Proserpine, Italian, 1570, J. Paul Getty Museum
2. Gerrit Dou, Astronomer by Candlelight, Dutch, late 1650s, J. Paul Getty Museum
3. Edgar Degas, Ballet at the Paris Opéra, 1877, Art Institute Chicago
4. Pablo Picasso, The Sailor, 1938
5. Hyacinthe Rigaud, Les Talons Rouge on Louis XIV, 1701
6. Frida Kahlo, self portrait, 1960, MoMA
7. Gyzis Nikolaos, Grandfather and grandson, Privet Collection
8. Jean-Baptiste Greuze, The Laundress (La Blanchisseuse), French, 1761, J. Paul Getty Museum

2. Exploring basic concepts of gender glossary through the arts

- Which of the gender related concepts of the glossary below are raised from the artworks above? How do the artworks highlight the subject?
- Which of the abovementioned gender related topics would you like to focus upon and further explore via art with your students?

PILOT IMPLEMENTATIONS BY COUNTRY & AGE

Partner	Pilot Implementation	Age Suitability
Alchemilla	ARTOO4EQUALITY	6-8
Discover	All Aboard!	9-11
HCM/CARDET	A Museum for...Gender Equality	11-14

1. ALCHEMILLA COOPERATIVA SOCIALE (ITALY) – ARTOO4EQUALITY – AGES 6-8

Who is Alchemilla?

Alchemilla is an Italian non-profit with a mission to change the perception of the social role that children can play, so that they can recognise themselves and be recognised as authors of culture and co-authors of policies that affect them. [Find out more about their work here.](#)

What is ARTOO and ARTOO4EQUALITY?

Alchemilla's Artoo educational tool enables children to participate in the dialogue with educators to promote their right to be heard and their capacity for social action. Alchemilla supports and promotes a vision where every child is considered an active and competent agent from an early age, leading to greater individual and social wellbeing for the children of today and the young people and adults of tomorrow.

ARTOO4EQUALITY

Artoo is an unusual bear who lives in the attic of a museum and he absolutely loves art! However, he's not always able to understand the artwork he sees...

Through a tiny hole on the floor of his attic, Artoo listens to the voices of the kids who visit the museum. Children are so good at explaining complex things! Children understand in a flash all about art, life and are then able to talk about it in a simple, direct and exciting way. Artoo asks for their help to understand the world surrounding him, collecting and taking care of their voices, ideas and stories. Children's thoughts are so interesting that Artoo has figured out a way to share them and spread them worldwide.



Children have helped Artoo in multiple occasions and this time he asks for their help to understand what is hiding behind a special painting he has recently received.

Are you ready to jump into a new adventure and explore children's perception on gender equality? Let's get started!

Who is ARTOO4EQUALITY for?

This workshop is designed for children age 6-8. However, through small adjustment toddlers and preschoolers may also be involved.

What is the aim of these sessions?

Through ARTOO4EQUALITY we want to listen to children's ideas around issues of gender: our content is their thoughts, ideas and perspectives. To do so, our Artoo-method uses:

- **Art:** using great artworks held in the Museums of Genoa, Turin and worldwide, we make artwork and performance practices our core instrument to stimulate reflection on issues that are important to everybody
- **Digital technologies:** tools such as mobile apps and audio-recording, facilitate children's ideas sharing and expression, while favoring true interaction and involvement. These technologies also allow children to get closer to works of art and become authors of cultural content: a process that supports the development of their skills and their sense of self-efficacy.

- **Questioning:** we have worked on transforming the main issues around gender equality into a path marked by a series of meaningful open questions that will guide us in exploring children's perspectives on gender equality and on stereotypes about boys and girls. Indeed, questioning children represents a methodological tool for activating action and thinking.

Our objectives are two-fold:

- Spark reflection on identity starting from listening to one's own experience, desires and emotions, activating a path that favors social interaction without the conditioning of gender stereotypes
- Introduce the healthy use of digital and artistic tools such as audio-recording and collage practices, as instrument that enable children's self-representation and authorship.

What do you need?

Key ingredients for you to implement our activity are:

- **Time:** this workshop has been designed in 6 single sections lasting around 1.30 hour each. However, give yourself some extra time and try slowing your work down to children's pace: it is important to respect children's time as this offers them the opportunity to experiment on their own, make mistakes, try and then succeed independently by gaining self-confidence. We suggest you dedicate time to this activity on a weekly basis to ensure children's engagement.
- **Material resources and digital resources:** before any suggested activity we help you clearly visualise all the supporting materials you may require to conduct the activity in the Checklist.

2. DISCOVER CHILDREN'S STORY CENTRE – ALL ABOARD! EXPLORING GENDER EQUALITY – AGES 8-11

What is Discover Children's Story Centre?

Discover is the UK's first Story Centre for children aged 0-11 and their families. As a not-for-profit organisation, our aim is to support and nurture children's love of language, literature, and stories.

As part of the Ed.G.E. project, Discover has developed an original storytelling performance and accompanying workshop resources exploring gender stereotypes and inclusion.

What is All Aboard?

Dive into a world of sailors on a high-seas adventure! In an original storytelling performance devised by theatremaker and writer Lizzie Corscaden and Discover Story Builders, children will meet Rae, who dreams of becoming the world's greatest sailor. Rae is ambitious, excitable, a little naïve, caring, and non-binary. When Rae sneaks on board Captain Stickle's ship, Rae learns that here there are "jobs for boys and jobs for girls." Rae is set to work in various roles, but what happens when a storm hits and it's all hands-on deck? The story explores and challenges negative gender stereotypes.

As part of Discover's pilot action delivery, school classes and family audiences will have access to the 25-minute storytelling performance and a 60-minute creative workshop. The workshop will feature a mix of drama and movement activities, small group discussion, and a focused activity on gender roles and stereotypes.

Furthermore, the original story has been adapted into a 10-page comic book illustrated by Comic Artist RAMZEE. This visual literacy resource will be provided to all children who take part in the project, and will offer new ways for children to engage with the themes explored.

All digital resources for Discover's pilot action can be found at discover.org.uk/projects/all-aboard/

3. HCM & CARDET - "A MUSEUM FOR... GENDER EQUALITY" – AGES 11-14

The Hellenic Children's Museum and CARDET are proud to present the digital museum device entitled "A museum for... gender equality!", which was created with support and cooperation by the Ed.G.E. consortium partner organisations.

With the Ed.G.E. Museum loan "A museum for... gender equality!" and through artwork, everyday objects, games and imaginative actions, children and teachers are invited to discover elements about themselves, to creatively meet others and all together get to action, to express themselves in artistic ways, while raising awareness in wider society on the theme of gender equality.

WHO ARE CARDET AND HCM?

CARDET – Centre for Advancement of Research and Development in Educational Technology, Cyprus

CARDET is one of the leading research and development centres in the Mediterranean region with global expertise in project design and implementation, capacity building, health education, digital literacy, school education and e-learning. It is independently affiliated with universities and institutions from around the world, such as the Yale University, the University of Nicosia and the International Council of Educational Media.

CARDET has completed numerous projects relating to school education, health literacy, adult learning, literacies, digital tools, eLearning, and social integration of marginalised groups. It brings together an international team of experts with decades of global expertise in designing, implementing and evaluating international projects. The team has successfully participated in more than 200 projects in more than 40 countries, several of which were supported by the European Commission, the United Nations Development Program, Microsoft, The Commonwealth of Learning, international agencies and governments around the world. One of our core strengths is our ability to carefully plan, implement, execute and evaluate projects in various contexts.

CARDET follows a systemic and systematic process in thoroughly planning and executing projects. CARDET is ISO 9001 certified for quality in management, research, and education services.

Hellenic Children's Museum

Hellenic Children's Museum is a museum specially designed to serve the needs and capabilities of children, but also the parents and teachers who contribute to their development. Its mission is to support children and families to understand and enjoy the world in which they live and to make lifelong learning a way of life.

The design and development of its exhibits and educational activities are based on theories about how children learn most effectively and are based on active participation, experience with objects and play,

encouraging children to observe, think, investigate, play, experiment and create, supporting critical thinking, initiative, autonomy and creativity.

The Hellenic Children's Museum carries out educational activities both inside and outside the Museum, as well as travelling all over Greece through the Mobile Museum and its thematic museum loan.

WHAT IS A MUSEUM LOAN?

The Museum Loan is a type of educational program, which aims to bring the Hellenic Children's Museum to the school, but also to any other place where groups of children are hosted. They are educational boxes (real or digital) that cover various themes and contain a variety of materials (objects, visual aids, etc.) in order to support teachers in their daily teaching.

A museum loan is designed to:

- familiarise children with museums
- to strengthen the link between the museum and the school
- to support and enrich the school curriculum
- to give the opportunity to children to work on a specific theme for longer than a school visit to the museum would provide.
- support children who do not have easy access to museums

Ed.G.E.'S MUSEUM LOAN "A museum for... gender equality!"

The museum loan "A museum for... gender equality" is essentially a suitcase in digital format that includes archives and photographs of artworks from museums in Greece and abroad, museum objects from the collections of the HCM, suggestions for books and stories on the subject, as well as ideas for activities related to the educational use of the above. Thus, through the material of the museum loan, teachers and children are given the opportunity to deal with the issue of gender equality and gender violence from a distance and safety, but at the same time with the creativity and vitality that art offers.


OBJECTIVES

In Ed.G.E.'s Museum loan "A museum for... gender equality!" the treatment of the theme is based on three pillars - the discovery and empowerment of the self and identity, respect for otherness and the instillation of inclusion towards a more gender-sensitive group, class, society.



The aim is for students, having elaborated on the theme, to create works to be exhibited in their own original museum of equality.

Who is MUSEUM LOAN for?

The museum baggage is directly addressed:

-  to primary and secondary school teachers
- to museum professionals, as the methodology of the Ed.G.E. programme and the educational material of the museum loan can be used and applied in different exhibition spaces
- to volunteers working with groups of this age who would like to address this theme in an educational way through art
- to anyone interested in this theme in general

and indirectly:

-  to primary and secondary school students
- visitors of museums, exhibition spaces and wider cultural spaces (parents with primary and secondary school children, in the context of family activities)
- to those interested in culture or the subject matter in question 

WHAT DO I NEED?

You will need an electronic device with access to the educational material of the museum, a projector or interactive whiteboard and a printer. Each learning activity will include a list of necessary materials and you will need to provide some supplies to use for making artwork and setting up your group exhibition.

APPENDIX 1 ADDITIONAL RESOURCES

The Ed.G.E. project is intended as an introduction for educators interested in championing gender equality in their educational setting. While it is unique in its approach using arts and culture-based methodologies, there are numerous other projects nationally and internationally that tackle the same issues using different tools. Below is a summary of just some of those resources and activities where you can find out more.

RELEVANT ORGANISATIONS

Organisation	Description	Areas of Focus	Homepage Link	Toolkits & Resources	Location
The Fawcett Society	UK's leading charity campaigning for gender equality and women's rights.	GE Women's Rights	www.fawcettsociety.org.uk	Reports & Publications	UK
Gender Action	Organisation that offers a framework for a whole-school approach to challenging gender stereotypes, with projects, guidance, and resources.	GE Stereotypes	www.genderaction.co.uk	Resources	UK

Spark Ideas	Organisation that gives young people the tools to stand up and speak out against gender inequality.	GE	www.sparkideas.co.uk	Video Resources Students talk about issues relating to gender equality.	UK
Lifting Limits	Delivering gender equality through education and providing schools with everything they need to challenge gender stereotypes.	GE Stereotypes	www.liftinglimits.org.uk	Gender Stereotypes in Schools Whole School Approach Pilot in Camden, London	UK
Global Equality Collective	A global collective that believes achieving equality will ensure a better, fairer, more prosperous society for all.	GE	www.thegec.org	GEC Education in Action	UK & International
Stonewall	A lesbian, gay, bisexual, transgender, queer and questioning (LGBTQ+) rights charity in the United Kingdom, and the largest LGBTQ+ rights organisation in Europe.	LGBTQ+	www.stonewall.org.uk	Best Practice Toolkits & Resources Includes specific education packs and lesson plans for schools	UK

				(from early years to post-16)	
Tender	UK arts charity that works with young people to prevent sexual violence.	Sexual Violence Relationships GE	www.tender.org.uk	Schools Programme & Case Studies Whole School Approach Toolkit (In Development)	England, UK
Gender Trust	Organisation for those affected by gender identity issues, with information on gender concepts, gender equality, gender reassignment, and relevant laws.	Gender Identity GE GBV	www.gendertrust.org.uk	Glossary of Terms Gender Concepts GBV	UK
UK FEMINISTA	Organisation dedicated to equality between women and men, by supporting people and organisations	GE	www.ukfeminista.org.uk	School Resource Hub	UK

	to take action and create lasting change.				
Against Violence & Abuse (AVA)	An independent charity working across the UK to end gender-based violence by championing evidence-based change.	GBV VAWG	www.avaproject.org.uk	Resources Whole School Approach	UK
Outspoken Education Sex	An social enterprise that wants to change the conversation around sex, love, pleasure & relationships, working towards a culture that prizes respect, inclusivity and openness.	Sexual Relationships	www.outspokeneducation.com	Gender Stereotypes Guide	UK
Let Toys Be Toys	Organisation/campaign offering downloadable lesson plans and resources for challenging gender stereotypes.	GE Stereotypes	www.lettoysbetoys.org.uk	Resources	UK

World Health Organization	The Gender, Equity and Human Rights Team catalyses, supports and coordinates the mainstreaming of gender, equity and human rights approaches in health at all levels of WHO in coordination with the Regional Offices.	GE GBV Human Rights	www.who.int	Gender, Equity & Human Rights	International
UN Women	United Nations entity dedicated to gender equality and the empowerment of women.	GE Women's Rights	www.unwomen.org	Virtual Knowledge Centre to End Violence Against Women and Girls	International

PROJECTS, TOOLKITS & RESOURCES: GENDER

Project Name	Description	Areas of Focus	Creative Activities	Lead Organisation(s)	Links, Toolkits & Resources	Location
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Doorways	An intervention to prevent and mitigate school-related, gender-based violence (SRGBV), with training materials and comic books.	GBV	Yes Comic books	Agency for International Development (USAID)	Doorways I (Students) Doorways II (Teachers) Doorways III (Community Counsellors) Comic Books	USA
Gender Equality Project (Gender 10)	Project developed in response local and national strategy relating to gender equality, VAWG, and children's rights.	GE Stereotypes GBV VAWG Children's Rights	Yes	East Ayrshire Council Health and Wellbeing Team / NHS Ayrshire and Arran / East Ayrshire Women's Aid / Dalmellington Primary School	Project Overview (with videos) Gender 10 Toolkit	Scotland, UK
Gender Responsive Pedagogy: A Toolkit for Teachers and Schools	A toolkit that synthesises best practices from gender responsive pedagogy toolkits, and research on gender equality and gender-responsive education in the African context.	GE Stereotypes Gender-Responsive Education	Yes	Forum for African Women Educationalists (FAWE)	Gender-Responsive Pedagogy Toolkit for Teachers and Schools (2nd Edition)	Kenya

AGENDA: Promoting Positive Relationships	Toolkits to help young people (11-18) explore ideas of equality, inclusivity, children's rights and social justice. They tackle the causes and consequences of violence against girls and women, homophobia and transphobia.	GE VAWG LGBTQ+ Children's Rights Social Justice	Yes Includes expressive arts and digital storytelling	Cardiff University / NSPCC / Welsh Women's Aid / Children's Commissioner for Wales / Welsh Government	Project Overview & Downloads	Wales, UK
SRGBV Toolkit	A monitoring, evaluation and learning toolkit for a whole school approach to prevent school-related gender-based violence (SRGBV)	GBV	No	United Nations Girls' Education Initiative (UNGEI)	Knowledge Hub & Toolkit Download	Zimbabwe
Gender Equality: A toolkit for education staff	Toolkit for schools, to help education staff reflect on issues related to gender equality, and develop processes that eliminate unlawful discrimination and harassment.	GE GBV	Yes	Scottish Executive	Toolkit Download	Scotland, UK
Gender Equality in STEM	Free online course for teachers, promoting	GE	Active participatory	OpenLearn Create	Online Course	UK

	gender equality in STEM subjects.					
Outside the Box: Promoting Gender Equality & Tackling Sexual Harassment in Schools	Extensive online and downloadable resources for teachers, to help promote GE and tackle sexual violence.	GE Sexual Harassment	Yes	Equaliteach	Resources	UK
Breaking the Mould	Project to challenge gender stereotyping.	GE Stereotypes	Yes	National Education Union (NEU)	Breaking the Mould Project It's Child's Play: Challenging gender stereotypes through reading	UK
Gender Respect Education Project	Aiming to help children and young people understand, question and challenge gender inequality and violence.	GE GBV		Development Education Centre South Yorkshire (DECSY)	Project Page	England, UK

Educational Books on Gender	Includes titles such as 'Equality in Primary Schools: A Guide for Teachers', and 'The Gender Agenda: A First-Hand Account of How Girls and Boys are Treated Differently'.	GE Sexuality Gender Identity Stereotypes	Yes	Jessica Kingsley Publishers	Educational Books on Gender	England, UK
Voices Unheard	LGBT Domestic Abuse and Gender-Based Violence Resources.	LGBTQ+ GBV	Yes	LGBT Youth Scotland / The LGBT Domestic Abuse Project / Voices Unheard	Resource Download	Scotland, UK
FemSTEAM Mysteries: A Role-Model Game-Based Approach to Gender Equality in STEAM	Project in development. Aims to reduce gender inequality in STEM subjects through Role-Model and Game-based methodology with a mystery story-telling digital game (escape room).	GE	Yes	Erasmus+/Europe an University Cyprus	Project Details	EU

PROJECTS, TOOLKITS & RESOURCES: COMICS / GRAPHIC NOVELS

Project Name	Description	Link
Comics Club	UK-based site providing ideas and resources for making comics.	www.comicsclub.blog
Toolkit for The Social Justice League	A guide to helping students create their own justice-oriented comic strips, which can be compiled into a comic book for social justice.	www.learningforjustice.org/magazine/spring-2015/toolkit-for-the-social-justice-league
Cartoons that Spark Social Justice Conversations and Learning	A guide to using cartoons as prompts for discussion around issues of social justice. Created by Pop Culture Classroom.	www.classroom.popcultureclassroom.org/blog/cartoons-that-spark-social-justice-conversations-and-learning
Using Graphic Novels with Children and Teens	A guide to using graphic novels in the classroom, created by publisher Scholastic.	shorturl.at/akAZ0
Graphic Medicine	A site that explores the interaction between the medium of comics and the discourse of healthcare. The site is maintained by an editorial team under the direction of the Graphic Medicine International Collective. Includes comics, research and resources.	www.graphicmedicine.org
Beano for Schools	A site from UK comics publisher, with resources for school and home. Includes lesson plans, videos, comics, workbooks, comprehension questions and activity sheets.	www.schools.beano.com

	Specific projects tackle issues including mental health and financial literacy.	
Graphic Novels for Kids: Classroom Ideas, Booklists, and More	Article providing reading lists, useful links, tips for motivating reluctant readers, and video interviews with graphic novel writers and illustrators.	www.readingrockets.org/article/graphic-novels-kids-classroom-ideas-booklists-and-more
Graphic Storytelling and Visual Narrative	A book by Will Eisener, detailing 'the fundamentals of storytelling and their application in the comic book and graphic novel'.	www.wwnorton.com/books/Graphic-Storytelling-and-Visual-Narrative
Graphic Novels & Comic Book Resources	Bank of useful resources for the classroom, including articles, book lists and links, provided by The National Children's Book and Literacy Alliance.	https://thencbla.org/graphic-novels-and-comic-book-resources/
Understanding Comics: The Invisible Art	Presented in the form of a comic book, this guide to the artform by Scott McCloud gives an introduction to key terms and concepts, and deconstructs their cultural role.	www.scottmccloud.com/2-print/1-uc
ReadWriteThink	Online literacy resources, including comic book curricula and lesson plans.	https://www.readwritethink.org/search?s=comics

BEST PRACTICE EXAMPLES: COMICS / GRAPHIC NOVELS

Project Name	Description	Link	Organisation	Location	Year
Priya's Shakti	A multimedia creative project tackling gender-based violence through comics, murals and AR technology.	www.priyashakti.com	Ram Devineni / Rattapallax	India	2015+
FOOD-AWARE Project	An EU project using interactive comics and activities to help children learn about responsible food consumption. Includes comics, teacher toolkits and online training platform.	www.foodaware-project.eu Facebook Page	FOOD-AWARE Project Consortium	EU	2019+
Comics Speak!	A project that enabled African American, Latino, and multiracial youth to discuss racial identity and issues of racism through graphic novels and comic books.	Project Page	Ella Baker Women's Center for Leadership and Community Activism	USA	2016

<p>Feathers of Hope Culture, Identity, and Belonging</p>	<p>A youth-led initiative facilitating dialogue between young people, First Nations leadership, and government stakeholders. A series of graphic novels were co-designed to resonate with young people, lawmakers, academics, service providers, and people in positions of power.</p>	<p>Project and Graphic Novels</p>	<p>And Also Too / Feathers of Hope (FOH) / Ontario Child Advocate (OCA)</p>	<p>Canada</p>	<p>2016-2019</p>
<p>Dawn of the Unread</p>	<p>A series of comics made available digitally and in print, which reimagined historical characters to challenge low levels of literacy in the East Midlands.</p>	<p>Digital Comics Project Site</p>	<p>James Walker / Paul Fillingham / Nottingham Trent University / Nottingham UNESCO City of Literature</p>	<p>England, UK</p>	<p>2014+</p>
<p>Whatever People Say I Am</p>	<p>A collaborative digital storytelling production made in follow-up to Dawn of the Unread (above). Uses comic books and social media posts to challenge prejudice and stereotypes, and to dispel myths around identity.</p>	<p>www.whateverpeoplesayiam.co.uk Instagram</p>	<p>James Walker / Paul Fillingham / Nottingham Trent University</p>	<p>England, UK</p>	<p>2017+</p>

<p>East Wood Comics</p>	<p>Series of comics to tackle challenging issues and to celebrate the heritage of author DH Lawrence.</p>	<p>Project Page - NCoL</p> <p>Project Page - Pop Up Projects</p>	<p>Nottingham UNESCO City of Literature (with DH Lawrence Birthplace Museum / University of Nottingham / Nottingham Trent University / Hall Park Academy)</p>	<p>England, UK</p>	<p>2019</p>
<p>Mayah's Lot</p>	<p>Comics book project dealing with environmental justice, which formed the basis of an education project implemented in New York City schools.</p>	<p>Project Page & Comics</p> <p>Article</p>	<p>Rebecca Bratspies / CUNY Center for Urban Environmental Reform (CUER) / NYC Schools</p>	<p>USA</p>	<p>2013+</p>
<p>The Comic Book Project</p>	<p>A literacy initiative where young participants learn how to create original comic books, and which encourages students to become active learners and content creators rather than information receivers.</p> <p>Aims to improve academic achievement, literacy, social awareness, character development and community cohesion.</p>	<p>www.comicbookproject.org</p> <p>Article in Learning for Justice</p>	<p>CBP</p>	<p>USA</p>	<p>2001+</p>

Comics Youth	A Community Interest Company (CIC) in Liverpool, UK, Comics Youth CIC aims to empower young people (aged 8 to 25) to flourish through projects and creative services relating to comics.	www.comicsyouth.co.uk	Comics Youth CIC	England, UK	2015+
Comic & Cartoon Competition on Gender Equality	A competition for young artists (18 to 28) to present their understanding of women's rights and gender equality through cartoons and comics without words.	Project Page	UN Women (with EC, Belgian Development Cooperation, UNRIC)	EU	2015
Developing Confident Life Stories About Child Bereavement	A comic book created in collaboration with teenagers, to support young people in dealing with grief and bereavement.	Project Page	Children and Young People's Centre for Justice (CYCJ) / University of Strathclyde	Scotland, UK	2019
Connectedness Through Comics	A comics project that explored the impact of Covid-19 on young people's mental health.	Project Page	Manchester UNESCO City of Literature (with Manchester Metropolitan University / Nanjing City of Literature / 42nd Street)	England, UK	2020+

Bouncebackability	A project for schools, using comics to introduce and discuss topics of mental health and wellbeing.	Project Page Lesson Plans	Beano / Young Minds	UK	2019
Frankfurt History: Graphic Novels for Children and Teens	A series of graphic novels created to help children and teens learn about historic events.	Graphic Novels	Junges (Young) Museum Frankfurt	Germany	2017-2021
Illustrated Climate: The Story of Eli	A project using comics and an online platform to educate on climate justice, environmental ethics, and corporate social responsibility.	www.illustrated-climate.eu Graphic Novel	Environmental Learning Illustrated (ELI) project consortium	EU	2017-2019
Social Justice Books	A project to tackle to the diversity gap in children's books and the publishing industry.	Graphic Novels Book List	Teaching for Change	USA	2017+



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