Country Adaptation Guidelines UK

WP2, D2.36 – UK

Partners

KMOP – Greece

Cardet – Cyprus

Discover – UK

Hands on ! – Austria

Hellenic Children's Museum – Greece

Alchemilla – Italy

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DISCOVER CHILDREN'S STORY CENTRE, UK

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1. INTRODUCTION TO THIS GUIDE

Thus guide is submitted for the purposes of *Ed.G.E – Educating Children and Young People on Gender Equality* project [REC-AG-2018/REC-RDAP-GBV-AG-2018]. Once the general methodology of Ed.G.E project was designed, the partners from the 4 countries (GR, CY, IT and UK) had to define the adaptation requirements per country and the necessary steps to achieve this. In the lines below, the purpose and the aims of this document are explained and the target groups it addresses are noted.

Purpose

This document serves as a set of instructions on how to better define the adaptation requirements for a specific country context. It was developed by the 4 countries that were involved in the desk and field research of the Ed.G.E project (GR, CY, IT, and UK) that seek to detect needs and gaps in raising awareness and educating children and young people in gender equality. Partners from 4 countries identified the needs and gaps of the issue in question and noted good practices in methodologies/ approaches, practices and tools in better approaching gender equality at school, at home and beyond.

Aims

Sharing guidelines on how to better adapt the Ed.G.E methodology in each country will facilitate the further expansion and transferability of the developed methodology and curricula to countries outside the partnership.

Target Groups

This document is aimed at teachers, museum professionals, parents/ carers, etc. and any stakeholders and interested parties approaching gender equality issues at school, at home, in culture-based institutions, etc.

2. BACKGROUND TO THIS GUIDE

In this section, information on the background to this guide is given with a focus on Ed.G.E project ID and the Ed.G.E Culture-based educational methodology.

Ed.G.E Project ID

Ed.G.E – Educating Children and Young People on Gender Equality project [REC-AG-2018/REC-RDAP-GBV-AG-2018] is funded by the EU Rights, Equality and Citizenship (REC) programme 2014-2020.

Ed.G.E consortium

The consortium of the project consisted of 6 organisations situated in 5 EU countries:

- KMOP – KENTRO MERIMNAS OIKOGENEIAS KAI PAIDIOU, Ελλάδα (leading organization)
- CARDET – CENTRE FOR THE ADVANCEMENT OF RESEARCH AND DEVELOPMENT IN EDUCATIONAL TECHNOLOGY, Cyprus
- Alchemilla Cooperativa Sociale, Italy
- Children's Discovery Centre, East London, UK
- Hands On! International Association of Children in Museums, Austria
- HCM – HELLENIC CHILDREN'S MUSEUM, Greece

Ed.G.E purpose

The project's aim is to raise children and young people's (CYP) awareness of gender equality, gender stereotypes, and gender-based violence. This is achieved through the implementation of a bespoke educational methodology informed by arts and culture-based pedagogies.

When museums join forces with schools, they can offer a broader range of experiences for students and build partnerships with greater scale and impact. Specifically, they can promote self-directed, experiential, social and distributed learning that is designed to foster the 21st century skills of critical thinking, synthesis of information, innovation, creativity, teamwork and collaboration, skills that characterize the next era of education. In such a future, museums can play a critical role, both as resources for learners, and providing advice for teachers.

Ed.G.E aims

The Ed.G.E project involved children and young people in activities which provided information related to gender equality, gender stereotypes and gender roles. By completing the activities children and young people strengthened their skills in critical thinking and respect for others [empathy] and were empowered to claim their rights and to protect themselves (covering all forms of GBV). Additionally, the project aspired to strengthen the competences of teachers, museum professionals and other professionals and volunteers who come into contact with children and young people on implementing creative art/cultural education approaches and techniques based on a culture-based educational methodology that promotes gender equality and prevents GBV. In particular, the project provided them with information and (digital) tools for working with children and young people.

In this way, it is anticipated that the role that schools and museums can play in changing social attitudes and behaviours can be advanced, in order to diminish tolerance of all forms of gender-based discrimination, harassment and violence. Moreover, the project enhanced the competences of parents and carers in participating in and supporting their children's education about gender equality & GBV.

Ed.G.E target groups

The main target groups of the project are children (aged 6-8, 9-11 and 12-15), parents/ carers and teachers, as well as museum and arts professionals, along with other professionals and volunteers who come into contact with children and young people. Secondary target groups include educational authorities and policy makers, civil society, schools, museums and other educational organisations, which are in a position to mainstream and/or implement actions for raising the awareness of children on gender equality, mutual respect and non-violence, through the use of creative art/ cultural practices.

Ed.G.E results and achievements

In the framework of the project educational resources were developed based on research conducted in the early stages of the project. The project's achievements are listed below:

- ✓ National Reports
- ✓ Summary report
- ✓ Educational Methodology
- ✓ Culture-based Techniques
- ✓ Curriculum
- ✓ Country Adaptation Guidelines
- ✓ Digital Tools/ Lerning Activities
- ✓ Teachers' Manual

Ed.G.E Culture-based Educational Methodology

One of the highlights of Ed.G.E projects was the culture-based educational methodology that the consortium developed. It is an innovative methodology that promotes learner's interaction on three pillars: the self, the others and the environment:

✓ The self, in building self-awareness, self-confidence, self-resilience, self-respect, etc.;
✓ The others, i.e. family, teachers, classmates, and other humans of learner's surroundings, in terms of building relationships of respect, acceptance, trust, empathy, etc. and
✓ The environment, i.e. everything that surrounds the learner, in culture-based contexts and beyond, adopting attitudes of respect, empathy, etc.

For the purposes of this document each partner shares information on how the Ed.G.E culture-based educational methodology was adapted in own national context.

In the section below, how the Ed.G.E culture-based educational methodology was adapted in the UK, contextualising all Ed.G.E project's implementations will be presented. Thus, play and storytelling which were the main tools used in the UK delivery of the project to foster interaction in gender equality awareness raising and education will be explained.

3. GUIDELINES TO FOSTER INTERACTION IN GENDER EQUALITY AWARENESS RAISING AND EDUCATION IN THE UK.

For the case of the UK, Ed.G.E project's implementations run in the framework of play and storytelling. What is play and storytelling and which are the activities that may foster gender equality awareness and support approaching gender equality at home, at school and beyond are issues tackled in the lines below.

On Play

Children are intrinsically motivated to explore the world through play. As a voluntary and enjoyable activity, play is inherently child-led and has positive implications for wellbeing, creative and critical thinking, social and emotional development, and language and literacy acquisition. Play can take place in any setting as children interact with the self, others and their environment. Play is social, engaged and iterative, giving children the opportunity inquire about their world, test their own hypotheses, and develop and practice empathy. It is often collaborative and co-creative.

Play-based learning is self-chosen, process-oriented and unstructured. It situates open-ended, child-led play at the center of the learning environment, where the adult may support opportunities for learning by either actively participating in child-led activities and/or asking questions, providing materials, or in designing the learning space. Crucially, adults act as a support, directed by the child and their interest.

On Storytelling

Storytelling is an historic, cross-cultural art form and a fundamental means of self-expression. Distinct from story reading - in which the text is the primary focus and the 'telling' is secondary – storytelling is interactive, performative and grounded in imaginative and creative thinking. As a pedagogical practice, storytelling can be a powerful tool to promote inquiry and learning whether activities are structured around stories told by the teacher and/or an artist, or stories created and told or performed by pupils. When pupils are the audience, impacts include improved inference of word meanings and interactions; when they are the storytellers, there is an improvement in confidence and self-expression (Isbell et al, 2008) Pupils become more conscious of language in the process of telling; they cannot diverge from the structure of the story (Vivian Paley, 1981). This in turn develops the child's sense of story structure; their comprehension of story and self-governance.

Storytelling-as-pedagogy has the capacity to develop the following for learners:

- ✓ Confidence in self-expression
- ✓ Oral language skills (vocab diversity, fluency, mean length of utterance)
- ✓ Personal commitment to work
- ✓ Ability to infer word meanings
- ✓ Critical thinking skills
- ✓ Sense of story structure (beginning, middle, end)
- ✓ In-school performance
- ✓ Performance skills
- ✓ Imaginative skills
- ✓ Sense of identity
- ✓ Empathy, social awareness, and intercultural understanding

4. CONCLUSION

In this document, instructions on how to better approach gender equality at home, school, culture-based organisations, and beyond, in the context of the UK, were shared. Teachers, parents/ carers, museum professionals, stakeholders, volunteers or interested parties in culture-based institutions are guided in play and storytelling as an approach through play and storytelling-based activities and indicative questions with emphasis on play and storytelling, in an attempt to better approach gender equality and relevant issues.

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