

Curriculum – UK

WP2 D2.40



Funded by the European Union's
Rights, Equality and Citizenship
Programme (2014-2020)

The content of this publication represents the views of the author only and is his/her sole responsibility. The European Commission does not accept any responsibility for use that may be made of the information it contains.

Partners

KMOP – Greece

Cardet – Cyprus

Discover – UK

Hands on! – Austria

Hellenic Children's Museum – Greece

Alchemilla – Italy

Authors

Curriculum Delivery Team:

Stephanie Bennet (Discover, UK)

Sara Salmi (Alchemilla, ITALY)

Katerina Rogkakou (HCM, GREECE)

Natalia Bogea (HCM, GREECE)

Elena Xenii (CARDET, CYPRUS)

Table of Contents

1. INTRODUCTION TO Ed.G.E PROJECT	3
2. BACKGROUND TO Ed.G.E CURRICULUM	5
2.1. Towards an arts-based Educational Methodology and Curriculum	5
2.2. An interaction-led culture-based Educational Methodology and Curriculum	7
3. Ed.G.E Curriculum	8
3.1. Developing Ed.G.E Curriculum	8
3.2. Ed.G.E Curriculum Key Terminology	9
3.3. Ed.G.E Curriculum Structure	11
3.4. Ed.G.E Curriculum Outline	12
4. REFERENCES	16
Glossary of terms/ Key terminology	17

1. INTRODUCTION TO Ed.G.E PROJECT

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. It addresses gender equality (GE) and aspires to enhance the education and awareness of children and young people through the implementation of an educational methodology that has its basis in cultural techniques and practices, that creates opportunities for children and young people to challenge norms, gender stereotypes and roles that encourage or condone violence, and promotes the importance of GE and respect for others.

The Ed.G.E project will involve children and young people in activities which will provide information related to gender equality, gender stereotypes and roles. By completing the activities children and young people will strengthen their skills in critical thinking and respect for others [empathy] and will be empowered to claim their rights and to protect themselves (covering all forms of GBV). Additionally, the project aspires 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 that promote gender equality and prevent GBV. In particular, the project will provide them with information and 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 will enhance the competences of parents and carers in participating in and supporting their children's education about gender equality & GBV.

By promoting the rights, freedoms and principles set out at an EU policy level (European Union Agency for Fundamental Rights, 2018), and by contributing to the implementation of a number of minimum standards on prevention set out, the project complements the efforts of the EU in combating GBV.

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.

2. BACKGROUND TO Ed.G.E CURRICULUM

2.1. Towards an arts-based Educational Methodology and Curriculum

Education policies almost universally recognize the value of arts (Bamford, 2006; Bowen and Kisida, 2019; Lloyd, 2017, Perso et al., 2011; etc.). The arts are essential because they are intrinsic components of human culture, heritage and creativity and are ways of knowing, representing, presenting, interpreting and symbolising human experience. Contact with the arts requires the ability to question, explore and collaborate; and to extend and develop one's ideas, and the ideas of others (ACE, 2014).

In the context of this project, arts-based learning¹ is employed because it relates to behaviours that may constructively contribute towards challenging of negative gender stereotypes, and help in preventing GBV (Bamford, 2006; Perso et al., 2011; Qualifications and Curriculum Authority, 2004; etc.). Arts-based learning stimulates and develops the imagination and critical thinking of children and young people. When children are being creative, they demonstrate the following behaviours: questioning and challenging; making connections and seeing relationships; envisaging what might be; exploring ideas, keeping options open; and reflecting critically on ideas actions and outcomes (Qualifications and Curriculum Authority, 2004). What is more, arts-based learning strengthens problem-solving skills and nurtures important values such as team building, respecting alternative opinions, and appreciating different cultures and traditions, thus helping to form one's identity, to develop confidence, social participation and inclusion, and to construct, reinforce, challenge and transform social, cultural, political or religious values (Perso et al., 2011).

In the framework of this project, an art- and culture-based educational approach will be piloted by and promoted to both schools and museums. 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 as teachers of teachers.

¹ Arts-based learning encourages expression through art, such as drama, dance, music, visual art, film, poetry writing, and literature (Bowen and Kisida, 2019; Kraehe and Brown, 2011; Power, 2014; etc.). In the context of this project, arts-based pedagogy is a student-centred, participatory approach to learning, which uses art (as both a cultural product and an activity) as a springboard from which learners can creatively and critically interrogate their own and others' ideas, assumptions and beliefs of the world around them.

2.2. An interaction-led culture-based Educational Methodology and Curriculum

In addressing i) the existing gaps in supporting cultures and policies in GE issues, ii) the emerging knowledge and awareness, conceptual and teaching needs in GE education, and iii) the prevalent interaction-led methodologies, activities, practices and tools, **a three-pillar educational methodology emerged** in the context of Ed.G.E project **that focuses on interaction**, in better approaching and educating children and young people on negative gender norms gender equality, gender-based discrimination, respect, empathy, etc., at home, in school (and beyond), in meaningful, engaging and creative ways.

Ed.G.E project three-pillar educational methodology suggests **learner's interaction on three pillars**: the **self**, the **others** and the **environment**:

- a. **The self**, in building self-awareness, self-confidence, self-resilience, self-respect, etc.;
- b. **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
- c. **The environment**, i.e. everything that surrounds the learner, in culture-based contexts and beyond, adopting attitudes of respect, empathy, etc.

Thus, this Curriculum, as well as the learning activities, the digital tools and the teacher's manual, that will be composed in the framework of the Ed.G.E project, serving as enactments of *Ed.G.E Educational Methodology* and *Ed.G.E Curriculum*, will ensure that the three-pillar interaction will be prevalent. While contributing further to fostering children and young people's awareness raising and education on gender equality, for them to challenge gender inequality, stereotyping, discrimination, etc., through the use of modern forms of creative cultural expression, the three-pillar element of the methodology is to be taken into account. This will **allow children to interact at three levels: with the self** (e.g. self-reflection, independent learning, etc.), **with the others** (e.g. discussion, debate, collaborative learning, role play, intergenerational learning, brainstorming, etc.) and **with the environment** (e.g. object-based learning, art-based learning, study-visits, gamification, etc.).

3. Ed.G.E Curriculum

3.1. Developing Ed.G.E Curriculum

Ed.G.E Curriculum is a key deliverable of Ed.G.E project that will govern all project's actions and implementations in schools, museums and society. Based on Ed.G.E arts-based Educational Methodology, that places emphasis on interaction in three levels: the self, the other and the environment (see previous section for further details), Ed.G.E Curriculum addresses key topics as they derive from the analytical work that took place in the early stages of the project.

Based on the work that has been done and on each partner's experience in working with children, parents/ carers and teachers, in schools, museums and beyond, the consortium established the Ed.G.E Curriculum Delivery Team that proceeded to the development of Ed.G.E Curriculum.

The team consisted of Discover (UK), Alchemilla (Italy), HCM (Greece) and CARDET (Cyprus), in placing emphasis to the voice of museum partners. The team held regular meetings during the months of January-March 2021 to discuss the content and structure of the curriculum. Setting the learning objectives, key terminology and anticipated outcomes for every age-group division, proposal-wise, was a result of online biweekly interactions between the delivery team members. In validating the final draft of the Curriculum, the delivery team partners held internal meetings with experts in own organisations in April 2021.

3.2. Ed.G.E Curriculum Key Terminology

Derived from Ed.G.E project proposal and analytical work that took place in the early days of the project and based on partners' experience with the thematic area and curriculum development, the Curriculum Delivery Team resulted in the key terminology on gender-equality that is listed below in the form of a glossary:

Ed.G.E Curriculum Key Terminology

accountability

An obligation or willingness to accept responsibility or to account for one's actions.

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

Social attributes and opportunities associated with being female and male and to the relationships between women and men and girls and boys, as well as to the relations between women and those between men.

gender bias

Prejudiced actions or thoughts based on the gender-based perception that women are not equal to men in rights and dignity.

gender expression

People's manifestation of their gender identity, and the one that is perceived by others.

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 equality

Equal rights, responsibilities and opportunities of women and men and girls and boys.

gender stereotypes

Preconceived ideas whereby females and males are arbitrarily assigned characteristics and roles determined and limited by their gender.

gender-based violence (GBV)

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.

identity

Who a person is, the distinguishing character or personality of an individual

inclusion

The idea that everyone should be able to use the same facilities, take part in the same activities, and enjoy the same experiences, including people who have a disability or other disadvantage

justice

Fairness in the way people are dealt with.

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.

non-binary

Having a gender identity that is not simply male or female.

responsibility

Having good judgment and the ability to act correctly and make decisions on your own.

sex

Biological and physiological characteristics that define humans as female or male.

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.

stereotype

A set idea that people have about what someone or something is like, especially an idea that is wrong.

tolerance

Willingness to accept behaviour and beliefs that are different from your own, although you might not agree with or approve of them.

transgender

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.

3.3. Ed.G.E Curriculum Structure

The Curriculum is based on Ed.G.E Educational Methodology that focuses on interaction on three levels; the self, the others and the environment. Starting from these three levels, which in the context of this Curriculum form the three pillars of the methodology, and the general objectives agreed upon in the specific deliverable (see Ed.G.E Educational Methodology), the specific learning objectives link to three key competences: awareness that represents cognitive goals/knowledge; empathy that represents behavioral goals; and empowerment that represents skills. Gender-related key topics are anticipated to be introduced and practiced gradually in every age group division, as it was agreed proposal-wise: age-group 6-8, age group 9-11, and age-group 12-15. Thus, children will interact with key topics and key terminology of gender equality through the arts in a progressive manner, where they will be initially introduced each key topic and terminology, so as to understand it and act accordingly.

3.4. Ed.G.E Curriculum Outline

KEY THEMES		Identity, diversity, inclusion, tolerance, respect	
PILLAR	PROGRESSION	APPROACH	AIMS
Self	Awareness	Introduce	Introduce the concept of self
		Understand	Understand the concept of self and achieve a level of self awareness
		Act	Be able to express unique identity
Others	Empathy	Introduce	Introduce the concept of otherness
		Understand	Understand that other members of society have their own unique identity that should be valued and respected
		Act	Develop skills in communication and collaboration, to improve empathy for others and ability to relate
Environment	Empowerment	Introduce	Introduce the concept of inclusion
		Understand	Understand the importance of inclusion for a fair and just society
		Act	Develop skills to identify and challenge non-inclusive behaviour

SPECIFIC LEARNING OBJECTIVES (BY AGE GROUP)

6-8	9-11	12-15
By taking part in this project I will...	By taking part in this project I will...	By taking part in this project I will...
Be introduced to the concept of identity	Explore the concept of identity	Explore and reflect on the concept of identity and its multiplicity
Understand that I am an individual and appreciate my own uniqueness	Understand that my identity is unique and should be safeguarded	Understand and appreciate my own uniqueness and the need to safeguard its integrity
Be able to express my identity in multiple ways	Be able to express my identity in multiple ways	Be able express the many manifestations of my identity in multiple ways
Be introduced to the concept of otherness	Explore the concept of otherness	Explore and reflect on the concept of otherness
Learn to appreciate the uniqueness of others and value them as equal members of society	Appreciate the uniqueness of others and value them as equal members of society	Appreciate the uniqueness of others and value them as equal members of the society
Develop my communication and collaboration skills	Develop communication and collaboration skills	Develop communication and collaboration skills
Be introduced to the concept of inclusion	Explore the concept of inclusion, and identify the institutions that ensure it	Explore and reflect on the concept of inclusion, and identify the institutions that ensure it
Understand why inclusion is important	Appreciate the importance of inclusion and the need to take an active approach to relevant issues	Appreciate the importance of inclusion and the need to take a lifelong, active approach to relevant issues
Be able to recognise and challenge non-inclusive behaviour	Be able to recognise and challenge non-inclusive behaviour	Be able to recognise and challenge non-inclusive behaviour, and participate in initiatives that further gender equality

INDICATIVE LEARNING OUTCOME STATEMENTS

"I am unique: my experiences, strengths, and ideas have value"

"I am self-aware: I know and appreciate who I am as an individual now, and understand that my beliefs and identity may change and develop in the future"

"I am proud of who I am: I feel good being myself and believe that what I think and say matters"

"I recognise that everyone is unique: their different experiences, strengths, and ideas enrich my life"

"I believe everyone deserves respect: I understand that boys, girls, non-binary and trans people all express themselves in different ways, and that is their right"

"I empathise with others: I understand that people may have different or similar experiences to me whatever their gender identity, I can relate to those who have a different gender identity, and I can be open-minded and flexible in my attitudes and beliefs"

"I support others: I am inclusive and supportive of everyone's right to be who they want to be"

"I am courageous: I speak up when I see or experience gender inequality, such as gender stereotyping, discrimination, gender-based bullying, or gender-based violence"

"I am a role model: I positively influence my friends, family and community to be more inclusive and to challenge gender inequality"

4. REFERENCES

- ACE. (2014). *The Value of Arts and Culture to People and Society*. Manchester: Arts Council England. Retrieved on 2nd September 2020, from www.artscouncil.org.uk/media/uploads/pdf/The-value-of-arts-and-culture-to-people-and-society-An-evidence-review-Mar-2014.pdf
- Bamford, A. (2006). *The Wow Factor, Global research compendium on the impact of the arts in education*. Germany: Waxmann Verlag GmbH.
- Bowen, D. H., Kisida, B. (2019). Investigating causal effects of arts education experiences: Experimental evidence from Houston's Arts Access Initiative (Research Report, Vol. 7, Issue 4). Rice Kinder Institute for Urban Research. Retrieved on 2nd September 2020, from: https://kinder.rice.edu/sites/g/files/bxs1676/f/documents/Investigating%20Causal%20Effects%20of%20Arts%20Education%20Experiences%20Final_0.pdf
- Ed.G.E Consortium (2019). Project Proposal. Ed.G.E – Educating Children and Young People on Gender Equality [REC-AG-2018/REC-RDAP-GBV-AG-2018]. EU Rights, Equality and Citizenship (REC) programme 2014-2020.
- Ed.G.E Consortium (2020). D.2.30. Summary Report. Ed.G.E – Educating Children and Young People on Gender Equality [REC-AG-2018/REC-RDAP-GBV-AG-2018]. EU Rights, Equality and Citizenship (REC) programme 2014-2020.
- Ed.G.E Consortium (2020). D.2.31. Culture-based Educational Methodology. Ed.G.E – Educating Children and Young People on Gender Equality [REC-AG-2018/REC-RDAP-GBV-AG-2018]. EU Rights, Equality and Citizenship (REC) programme 2014-2020.
- European Union Agency for Fundamental Rights – FRA (2018). *Fundamental Rights Report*. Retrieved on 2nd September 2020, from: <https://fra.europa.eu/en/publication/2018/fundamental-rights-report-2018>
- Kraehe, A., & Brown, K. (2011) *Awakening Teachers' Capacities for Social Justice With/In Arts-Based Inquiries. Equity and Excellence in Education. 44(4), 488-511*
- Lloyd, K. (2017). "Benefits of Art Education: A Review of the Literature", *Scholarship and Engagement in Education: 1 (1), Article 6*. Retrieved on 2nd September 2020, from: <https://scholar.dominican.edu/seed/vol1/iss1/6/>
- Perso, T., Nutton, G., Fraser, J., Silburn, SR. & Tait, A. (2011). *The Arts' in education-A review of arts in schools and arts-based teaching models that improve school engagement, academic, social and cultural learning*. Centre for Child Development and Education, Menzies School of Health Research, Darwin NT
- Power, S. (2014). "Arts-based inquiry: the natural partner for social justice". Retrieved on 2^{ns} September 2020, from : <https://www.teachermagazine.com.au/articles/arts-based-inquiry-the-natural-partner-for-social-justice>
- Qualifications and Curriculum Authority (2004). *Creativity: find it, promote it*. Retrieved on 15th May 2020, from: <http://archive.teachfind.com/qcda/www.qcda.gov.uk/resources/publication7f23.html>

Glossary of terms/ Key terminology

accountability

An obligation or willingness to accept responsibility or to account for one's actions.

Merriam Webster Dictionary. *Accountability*. Retrieved from: <https://www.merriam-webster.com/dictionary/accountability>

discrimination

Discrimination is the unfair or prejudicial treatment of people and groups based on characteristics such as race, gender, age or sexual orientation.

American Psychological Association. *Discrimination*. Retrieved from: <https://www.apa.org/topics/racism-bias-discrimination/types-stress>

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](#).

Cambridge Dictionary. *Empathy*. Retrieved from: <https://dictionary.cambridge.org/dictionary/english/empathy>

fairness

The [quality](#) of [treating people equally](#) or in a way that is [right](#) or [reasonable](#).

Cambridge Dictionary. *Fairness*. Retrieved from: <https://dictionary.cambridge.org/dictionary/english/fairness>

gender

Social attributes and opportunities associated with being female and male and to the relationships between women and men and girls and boys, as well as to the relations between women and those between men.

European Institute for Gender Equality. *Gender*. Retrieved from: <https://eige.europa.eu/thesaurus/terms/1141>

gender bias

Prejudiced actions or thoughts based on the gender-based perception that women are not equal to men in rights and dignity.

European Institute for Gender Equality. *Gender Bias*. Retrieved from: <https://eige.europa.eu/thesaurus/terms/1155>

gender expression

People's manifestation of their gender identity, and the one that is perceived by others.

European Institute for Gender Equality. *Gender Expression*. Retrieved from: <https://eige.europa.eu/thesaurus/terms/1177>

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.

European Institute for Gender Equality. *Gender Identity*. Retrieved from: <https://eige.europa.eu/thesaurus/terms/1179>

gender equality

Equal rights, responsibilities and opportunities of women and men and girls and boys.

European Institute for Gender Equality. *Gender Equality*. Retrieved from: <https://eige.europa.eu/thesaurus/terms/1168>

gender stereotypes

Preconceived ideas whereby females and males are arbitrarily assigned characteristics and roles determined and limited by their gender.

European Institute for Gender Equality. *Gender stereotypes*. Retrieved from: <https://eige.europa.eu/thesaurus/terms/1222>

gender-based violence (GBV)

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.

UNHCR. Gender-based Violence. Retrieved from: <https://www.unhcr.org/gender-based-violence.html>

identity

Who a person is, the distinguishing character or personality of an individual

Merriam Webster Dictionary. *Identity*. Retrieved from: <https://www.merriam-webster.com/dictionary/identity>

Cambridge Dictionary. *Identity*. Retrieved from: <https://dictionary.cambridge.org/dictionary/english/identity>

inclusion

The [idea](#) that everyone should be [able](#) to use the same [facilities](#), take [part](#) in the same [activities](#), and [enjoy](#) the same [experiences](#), [including people](#) who have a [disability](#) or other [disadvantage](#)

Cambridge Dictionary. *Inclusion*. Retrieved from: <https://dictionary.cambridge.org/dictionary/english/inclusion>

justice

[Fairness](#) in the way [people](#) are [dealt](#) with.

Cambridge Dictionary. *Justice*. Retrieved from: <https://dictionary.cambridge.org/dictionary/english/justice>

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](#).

Cambridge Dictionary. *Respect*. Retrieved from: <https://dictionary.cambridge.org/dictionary/english/respect>

non-binary

Having a [gender identity](#) that is not [simply male](#) or [female](#).

Cambridge Dictionary. *Non-binary*. Retrieved from: <https://dictionary.cambridge.org/dictionary/english/non-binary>

responsibility

Having good [judgment](#) and the [ability](#) to [act correctly](#) and make [decisions](#) on [your](#) own.

Cambridge Dictionary. *Responsibility*. Retrieved from: <https://dictionary.cambridge.org/dictionary/english/responsibility>

sex

Biological and physiological characteristics that define humans as female or male.

European Institute for Gender Equality. Sex. Retrieved from: <https://eige.europa.eu/thesaurus/terms/1361>

self-acceptance

The act or state of [accepting](#) oneself: the act or state of understanding and recognizing one's own abilities and limitations.

Merriam Webster Dictionary. *Self-acceptance*. Retrieved from: <https://www.merriam-webster.com/dictionary/self-acceptance>

self-expression

The expression of one's own personality.

Merriam Webster Dictionary. *Self-expression* Retrieved from: <https://www.merriam-webster.com/dictionary/self-expression>

self-respect

[Positive thoughts](#) and [feelings](#) about yourself; [self-esteem](#).

Cambridge Dictionary. *Self-respect*. Retrieved from: <https://dictionary.cambridge.org/dictionary/english/self-respect>

stereotype

A set [idea](#) that [people](#) have about what someone or something is like, [especially](#) an [idea](#) that is [wrong](#).

Cambridge Dictionary. *Stereotype*. Retrieved from: <https://dictionary.cambridge.org/dictionary/english/stereotype?q=stereotypes>

tolerance

Willingness to [accept behaviour](#) and [beliefs](#) that are different from [your](#) own, [although](#) you might not [agree](#) with or [approve](#) of them.

Cambridge Dictionary. *Tolerance*. Retrieved from: <https://dictionary.cambridge.org/dictionary/english/tolerance>

transgender

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.

European Institute for Gender Equality. *Transgender*. Retrieved from: <https://eige.europa.eu/thesaurus/terms/1413>



Project's coordinator:

Address: 75, Skoufa str. Athens 10680 Greece

Email: kmop@kmop.gr

Website: <https://www.kmop.gr/>