



Trainer's Manual-UK

WP2_ D2.44 UK



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

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Contents

1. ACKNOWLEDGEMENTS.....	4
2. INTRODUCTION TO THIS PROJECT	5
3. ABOUT THIS MANUAL	6
4. Within this manual you will find answer to these questions:	7
5. RESOURCE OVERVIEW	8
6. ED.G.E. TRAINERS MANUAL: USING THE ED.G.E. TOOLBOX.....	10
7. FACILITATOR'SORS TIPS AND TRICKS WHEN DELIVERING THE ED.G.E. METHODOLOGY	14
8. ACTIVITIES, MATERIALS AND CONTENTS: GUIDE TO ACTIVITIES	15
Project's coordinator:.....	16

1. ACKNOWLEDGEMENTS

The Ed.G.E. consortium partners are grateful to all the children, parents, carers, and educators who have participated in the research and consultations that have aided in producing this Capacity Building Resource. Special acknowledgements goes to the following key groups and organisations for their invaluable advice, insight and support of this project:

Discover Teachers' Forum members

Discover Children's Forum members

Rebecca Goldsmith

Changemakers Unlimited, particularly Manju Patel-Nair

Museums and Galleries that are providing open access to their collections

Finally, Ed.G.E. partners wish to thank the European Union for the grant funding that makes this project possible.

As funded by the European Union's Rights, Equality and Citizenship Programme

REC-AG-2018/REC-RDAP-GBV-AG-2018

2014 – 2020

2. 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 and gender-based violence. It aims to empower CYP to challenge gender stereotypes, gender discrimination, and bullying, to contribute to the prevention of 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 bespoke to each partner's country. Partners have created a toolkit of activities and materials that educate CYP on gender stereotypes, gender discrimination, bullying, and how these issues link to gender-based violence. The resources are designed and differentiated for CYP between the ages of 6-8, 9-11 and 12-15.

Schools and museums can play a key role in educating CYP on gender equality issues. However, in research conducted by the Ed.G.E. partners, it was found that many teachers and educators do not feel confident approaching this complex topic in their respective education settings. As such, the core aim of the project is to strengthen the competencies and confidence of teachers, museum professionals, and volunteers who work with children and young people and are interested in exploring gender equality in their education settings.

Delivery of the project activities and resources will also engage parents and carers as key participants in the education of children and young people on gender equality.

3. ABOUT THIS MANUAL

This Trainers Manual is one of the many tools the EDGE consortium has developed because we understand, no matter where you are starting from, implementing Gender Equality activities is complex and it requires careful reflection on our own gender stereotypes and bias.

For this reason, we suggest you take your time to look how at the is linked project resources:

- **The Ed.G.E. Summary Report** – *a report reviewing literature and best practice, and summarising desk and field research undertaken in each partner country*
- **The Ed.G.E. Culture-based Educational Methodology** - *a resource designed by the project consortium that presents a unique approach to gender equality using arts and culture-based methodologies*
- **The Ed.G.E. Curriculum** – *learning objectives and outcomes related to the project delivery*
- **The Ed.G.E. Capacity Building programme** – *a resource designed to raise teachers and museum professionals' awareness of gender equality issues and how this relates to educating children and young people.*

This Trainer's Manual is intended as a practical tool for training educators and museum operators on how to prepare to implement the EDGE Educational Methodology: is the first step when planning an EDGE workshop as it aims to outline the materials and resources, ideas and suggestions that can be used within the project. This resource is a reference full of creative and participatory activities that enhance the education and awareness of CYP in relation to Gender Equality issues so they can thrive without gender bias.

4. Within this manual you will find answer to these questions:

- What kinds of resources are included in the Ed.G.E toolbox and who are they for?
- How do I use the toolbox?
- Any tips and tricks when delivering the Ed.G.E methodology?
 - o Facilitators skills to self-inquiry about their own biases and perspectives on gender
- What are the Ed.G.E activities and contents?
 - o Guide to activities: How we organize each activity and what the headings mean
 - o Apps helping you to enhance your delivery methods

5. RESOURCE OVERVIEW

<p>Description</p>	<p>In this module, participants will develop a sound understanding of 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>Objectives</p>	<p>By the end of this reading 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 in their school/museum</p>	<p>Confidence: To reinforce participants to understand and support childrens'/young people's identity, whatever their subjectivity is and challenge gender inequalities in the wider community</p>

Required Resources	<p>A stable wi-fi connection; A device to view the lesson and access resources; notebook and pen to write down some notes</p>
Hand-Outs/Activity Sheets	<p>School workshop activity sheet</p>
Reading time	<p>1 hour</p>

6. ED.G.E. TRAINERS MANUAL: USING THE ED.G.E. TOOLBOX

What kinds of resources are included in the Ed.G.E toolbox and who are they for?

The Ed.G.E toolbox is an electronic collection of carefully selected information and resources resulting from the Ed.G.E. project development.

The toolbox is designed for teachers, museum and arts professionals: they are pivotal in creating inclusive learning environments. For this reason, the Ed.G.E. toolbox has been developed for them but will also be helpful for parents or anyone working with children and young people who may wish to implement the EDGE Educational Methodology. Nonetheless, it may also be a reference for school and museum management to support educators and operators' training, learning, and application of creative gender-related initiatives to best engage with the wider community. It is intended to be a starting point in your long journey of educating children and young people on gender equality.

The materials in the toolkit address a range of topics relevant to meeting the needs of the Ed.G.E. project such as: gender equality, gender-based violence (GBV), gender stereotypes, identity and social norms. The materials in the toolkit were designed but have been adapted to meet the needs of the user's specific context in the United Kingdom, Greece, Italy and Cyprus. The materials included focus explicitly on enhancing the education and awareness of children and young people through the implementation of an educational methodology based on creative art/cultural practices in the teaching field.

We understand, no matter where you are starting from, implementing Gender Equality activities is complex for this reason the Ed.G.E.'s toolbox brings together tools and resources that will support you in developing and implementing the Ed.G.E. methodology. The toolbox is a reference full of creative and participatory activities for educators and museum operators to create inclusive 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.

Our Ed.G.E.'s toolbox is broken up into separated units: it's up to you whether you read it in its entirety or whether you skip to the areas you want to focus on today.

While delivering our Ed.G.E Educational Methodology remember that the activities contained in this toolbox are most enriched when drawing upon the knowledge and experience of participants, leading to a deeper understanding of this broad theme.

How do I use the toolbox?

The Ed.G.E. toolbox is a practical guide that gets you started, helps you build on your existing work and challenges you to achieve your best at promoting Gender Equality in your daily work. This section of the Ed.G.E. capacity building program contains training resources. For ease of use, toolkits/unit resources are organized as follows:

Part 1) State of Art in Gender Equality in Partner countries: this contains material report on the current situation regarding Gender Equality in each partner country. This may inform the design of the Ed.G.E. implementation in your context as it includes the desk research; focus group results, literature reviews, foundational peer-reviewed articles. This includes::

- **National report:** the reader finds some relevant theoretical approaches and practices in the field of teaching gender equality from partner's countries and contains the results provided by children, parents and teachers that were interviewed with the purpose of understanding their knowledge, attitudes and stereotypes regarding gender equality. This work is to be considered as the preliminary step of the project.
- **Guide with culture-based educational methodologies:** In this project arts-based learning is employed because it relates to behaviors that may constructively contribute towards challenging negative gender stereotypes while stimulating and developing the imagination and critical thinking of children and young people. For this reason, this resource was designed by the project consortium as it presents a unique approach to gender equality using arts and culture-based methodologies.

- **Educational Methodology:** in order to address the existing gaps in supporting cultures and policies in Gender Equality issues, as well as the emerging knowledge and awareness, conceptual and teaching needs in Gender Equality education, and the prevalent interaction-led methodologies, activities, practices and tools, and educational methodology has been developed. This suggests a learner's interaction on three pillars: the self, the others and the environment. In particular, 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.

Part 2) Practical Resources: offers a range of teaching and training materials for teachers, museum and arts professionals. This includes:

- **Curriculum:** as a key deliverable of Ed.G.E project, our curriculum is a must-read. In particular, it addresses key topics as they derive from the analytical work that took place in the early stages of the project and is based on Ed.G.E arts-based Educational Methodology, which places emphasis on interaction in three levels: the self, the other and the environment. Setting the learning objectives, key terminology and anticipated outcomes for every age-group division, the Ed.G.E curriculum facilitates educators to develop their own customized guide for the activities to be delivered
- **Glossary:** This annex sparks from the analytical work that took place in the early days of the project and is based on partners' experience with the thematic area and curriculum development, and its purpose is two-fold. First, to introduce the key terms used in Gender Equality that will be used throughout this resource. Second, to provide a starting point of reference to help teachers, museum and arts professionals feel confident carrying out this work. A general consensus exists around these terms however language changes over time for this reason it is important to update yourself regularly. Also remember each term may have embedded different nuances that people may or may not reflect individuals' perceptions.
- **Activities:** in this section, you will find an interactive ready-to-use digital collection of activities that each EDGE Partner have developed that teachers, museum and arts

professionals can use to open up classroom discussions about gender equality. Activities are suitable for different age groups: 6-8; 9-11; 12-15. Each EDGE Partner has developed the activities depending on its own area of expertise. All activities are structured in three parts: 1. Reflect; 2. Prepare; 3. Deliver.

Make it your own!

We encourage you to review all the toolkits/units but they do not all need to be delivered: the Edge Toolbox is yours to change, customize, improve and tailor to your needs however, you can pick and choose resources to suit your audience, teaching and delivery choices, and areas of particular interest that allow you to make teaching more flexible, personalized and inclusive! Each module includes a mix of readings, topics and opportunities for self-reflection.

7. FACILITATORS TIPS AND TRICKS WHEN DELIVERING THE ED.G.E. METHODOLOGY

If you read this far, your goal is to empower children/young learners then, it is important that their opinions, concerns and ideas form the foundations of the work. So see our top tips for favouring children/young learners' participation in a school/museum implementation that respects and supports people of all gender identities!

- **Create a safe and comfortable space:** provide a listening ear free of judgment and encourage open conversations while supporting children/young learners in expressing what they think as you value their thoughts. We suggest sitting in a circle or half-circle to facilitate expression.
- **Let's involve children/young learners in all steps:** making sure they live the process as consciously as possible and to favour their autonomy.
- **Promote participation and reflection:** Ask open-ended questions rather than posing leading questions and allow the children/young learners to lead the conversation by avoiding judgmental and authoritarian attitudes.
- **Routines and rituals help create a stable environment where every child/adolescent feels comfortable:** while setting up the laboratory try creating small rites that, each time, will be repeated in a similar way.
- **Remember to include as much physical movement as possible:** this keeps children/young learners interested and active while also enhancing the messages you are sending.
- **Be mindful of opportunities to mobilize them:** ask you to let them help you prepare the setting and let them take care of the material used.
- **Work in groups:** The group dimension is important but also ensures a welcoming environment for all individuals

Nevertheless, facilitators need also to create a self-protective procedure for themselves in order to engage effectively the participants.

8. ACTIVITIES, MATERIALS AND CONTENTS: GUIDE TO ACTIVITIES

To make teaching even more flexible, personalized and inclusive, we have catalogued a wide range of materials and contents in different sections that can be easily identified with these symbols. Make sure you enjoy yourself by combining and adjusting the content of each activity on offer to your context and learner's needs!

Guide to activity: How we organize each activity and what the headings mean

REFLECT – WHAT DOES THIS SESSION AIM AT?

This contains guidelines dedicated to the theme of GE where the purpose and objective of the activity are exemplified in relation to the curriculum

- title of the activity
- topic and glossary (e.g. reference to keywords stereotyping, equal opportunities, etc.)
- age group
- aims and objectives (with reference to curriculum)
- methodology/ technique
- duration
- space arrangements

PREPARE – WHAT IS REQUIRED FOR THIS SESSION?

This contains explanatory guidelines specific to the activity such as operational indication in preparation for the class delivery (including specific methodological requirements to activity – eg: Artoo's recording/ digital requirement; tech requirements: phone cameras computer) and a supporting material check-list:

- tools
- space arrangements
- Check-list: Before any suggested activity we help you clearly visualize all the supporting materials you may require to conduct the activity.
- tips for teachers (if any)
- tips for parents (if any)

DELIVER – HOW DO I MAKE IT HAPPEN?

This contains the description of the different stages of the activity:

- description of the activity (Introduction to activity ; Development of activity ; Conclusion of activity)
- evaluation of the activity (e.g. Kahoot, quiz, questionnaire, etc.)
- Self-reflective: whenever you see this symbol, take a pause. It will address you to a specific part of our EDGE Toolbox, where we ask you self exploratory questions to help you explore your own perspective, experience and position.
- Dig deeper: where you can find an extensive range of multimedia learning materials, resources such as videos, audios, PDF, blogs, websites and toolkits that may inspire you as you plan your GE class.



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

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