

# Gender

A B C

Education Programme  
for Primary and  
Secondary Schools



# General Methodology

## Educational Kit - GenderABC

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Education Programme  
for Primary and  
Secondary Schools

## General Methodology

Methodology for the implementation  
of the project GenderABC.

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**The End FGM European Network** is an umbrella network of 27 national organisations working in 14 European countries and who are expert on Female Genital Mutilation (FGM). The Network operates as a meeting ground for communities, civil society organisations, decision-makers and other relevant actors at European level to interact, cooperate and join forces to end all forms of FGM in Europe and beyond. We put at the heart of our work grassroots voices to influence European governments and policy-makers to work towards the elimination of FGM. We build our members' capacity, offer spaces to share expertise and develop partnerships.



Italy

**AIDOS** works to build, promote and protect the rights, dignity, well-being, freedom of choice and empowerment of women and girls through programs in four specific areas: sexual and reproductive health and rights, economic empowerment, right to education and capacity building. The organisation has been implementing education and training projects for decades in Italy, Africa, Asia and Latin America with a participative, gender and cultural sensitive approach that enables to involve all relevant actors (students, families, teachers, institutions).



Portugal

**Associação para o Planeamento da Família, APF** (Family Planning Association) promotes health, choices and rights for equality of opportunities in Portugal since 1967. Its mission is to "Help people make free and responsible choices in their sexual and reproductive life". APF is a volunteer organisation composed of individual and collective members. APF is a member of IPPF - International Planned Parenthood Federation, the largest international agency in the field of sexual and reproductive health and rights. APF is also a member of EuroNGOs and Euronet FGM.



Spain

**Médicos Del Mundo** is a national level NGO focusing on the role of health for all that are linked with at national and regional level with other organisations including close contact with migrant communities in 14 out of 17 regions in Spain with FGM programmes in 6 of them. As a health organisation, Médicos Del Mundo are well connected to national and regional health services in Spain and have a good experience through their intercultural mediators with migrant communities.



Germany

**TERRE DES FEMMES** (TDF) is Germany's largest women's rights organisation focusing mainly on women and girls' rights issues in gender-based violence areas such as: women trafficking, forced marriages, honour crimes, domestic and sexual violence and Female Genital Mutilation (FGM), among others.

## INTRODUCTION

The **GenderABC** educational program includes 12 modules for secondary school, 6 for primary schools, a module on risk assessment for school staff, and a general glossary.

It has been developed in 2018/2019 in the framework of the "GenderABC" project, implemented by the End FGM European Network (coordinator), AIDOS (Italy), APF (Portugal), Médicos del Mundo (Spain) and TERRE DES FEMMES (Germany) and co-funded by the European Union under the Rights, Equality and Citizenship Program.

By designing and delivering education modules in schools in Germany, Italy, Portugal and Spain, the project aims at building trust among classmates, promoting healthy relationships within and outside the class and fostering young people's understanding of the gender stereotypes and social norms reinforcing gender-based violence (GBV), and affecting their choices and their future on the educational, private and professional level. Furthermore, the project aims at improving students' analysis skills and critical thinking on gender inequality, on gender stereotypes and roles, and root causes of gender-based violence and increase their confidence in talking about these issues.

Beyond schools, the project also connects with families, communities, local authorities and local services to develop a supportive and safe environment for young people to learn.

The modules design a journey across those topics which are relevant for **understanding and challenging gender-based violence**. They have been provided by the partner organisations, all of which have extensive knowledge and expertise in tackling gender-based violence and its several forms.

The present document highlights some general principles common to all the modules, and that all partners strongly recommend taking into account during the delivery.

The contents are presented and looked **through the lenses of the participants, children and teenagers**; they can see how gender issues work in different contexts, like in their family, their social environment and at school. With a participatory approach, participants are led to recognise gender bias (and/or gender issues), find positive role models, learn how to use ITC tools (Information and Communication Technologies) and social channels, empower their personal leadership in order to prevent and tackle gender-based violence, becoming agents of change.

The proposed learning approach is **flexible, interactive, coach-like and learner-centered**. It is based on the engagement of the participants in a process of attitudinal change, group learning and active acquisition of skills. A variety of interactive learning methods, such as participatory presentations, exercises, role-play and real-life case-studies are used to draw on their individual experiences and make the contents relevant to their diverse contexts and needs.

To ensure the use of the adequate vocabulary, educators are invited to read the **glossary** at the end of the program and to refer to it at any needed time.



## How to act as the educators

The program includes **two mandatory modules** on “**Gender Norms and Stereotypes**” and “**Gender-Based Violence**”. These modules are meant to be used in every implementation of the educational program. The other modules are complementary: the educators are free to choose which ones to use – in close cooperation with the educational team of the project –, according to the time and resources they have at their disposal, the specific context they are operating in and their assessment of participants’ needs.

All modules are closely related to each other, so it is important to take it into account and to relate each activity with the contents previously worked on, or with those that are going to be worked on in the future.

If possible, it is suggested to use “**Group Building**” as a first module, in order to foster cooperation and cohesion among participants.



In each module, a series of activities are presented. The educators can select the activity/ies they consider more relevant for the group to achieve the learning objectives of the module. In order to guide educators, the activities are ranked with one to three stars (three being the most recommended).

When implementing the modules on “**Gender Norms and Stereotypes**” and “**Gender-Based Violence**”, educators have to use the mandatory activities. They can of course choose other activities too, provided that the mandatory activities are conducted.

All the activities proposed in this educational program are meant to be implemented with a participatory, interactive, non-frontal and learner-centered approach. As a consequence, a specific attention has to be devoted to the creation of a collaborative environment within participants, where the experiences resonate and diversity become a resource that boosts the whole group towards new awareness, skills, cognitive and behavioural patterns. It aims for the participants to internalise the topics and build their engagement on achieving gender equality, prevent and respond to GBV.

The role of educators is to act as facilitators, encourage introspection, sharing and discussion among the group in a safe place. It is highly suggested that educators enter in contact with participants **with empathy and never displaying censorship or judging attitudes**. As the adult figure, they must adopt a positive and open-minded attitude towards the conversation.

Moreover, educators are encouraged **to use inclusive language** by speaking and writing in a way that does not discriminate against a particular sex, social gender, gender identity, ethnicity or religion and does not perpetuate gender stereotypes or racism. For instance, the masculine form should not be used to include both men and women in languages where nouns and adjectives are not neutral, nor should words as “guys”, “congressmen” or “mankind” be used to describe a group also comprising women or girls. In order **to avoid gender binary**, whenever possible, educators are encouraged to refrain from assuming people’s gender and make use of neutral nouns (such as “person”, “individual”, “human being”, “participant”, “professional”).

**Educators** must **make sure that every participant feels at ease** and doesn’t have the impression to be forced to disclose personal feelings, emotions or information s/he is not willing/ready to share.



## How to set the room

To create a participative and interactive environment, it is suggested to have chairs arranged in a circle without desks.



## How to initiate the activity

Before the beginning of the activity, we strongly encourage to use one, or more, energisers to start in a good and relaxed mood (see “**Energisers**” at the end of this section).

It is suggested that a **trust agreement** (see “**Group Building**” module) is established at the beginning of the implementation of the educational programme, as the first activity (or one of the first activities) the group does. The aim of this trust agreement is to give information to the participants about the program they are going to embark on, but also to write down together the rules to be followed: to respect each other’s opinion, keep the information shared during the activities private, recognise and valorise that we all are different, valuable and talented; to listen to each other and speak when is our time. To allow everyone the space to express her/his opinion and not interrupt others are pillars in terms of common rules. Sometimes it can be useful to use a “talking stick”, which implies that a participant can talk only when s/he holds the designated object and it helps respect everyone’s words and turn to speak.

If such a set of rules has been agreed, and possibly written on a poster on the wall, the educators can later remind the group about it if some of the rules aren’t respected.

If a **specific methodology** is needed for the implementation of the activities, this is detailed in the related module (e.g. Theatre of the Oppressed in the “**Empowerment**” module).



## How to foster learning

The activities are based on a learning cycle with five phases, meant to foster understanding and empathy in the participants:

- 1) Experiencing (personal experiences, share opinions)
- 2) Reporting (evaluate and talk about activities)
- 3) Reflecting (conceptual implications of the activities)
- 4) Generalising (connect activities to the “real world” and everyday life)
- 5) Applying (participants are acting and reinforce new knowledge, skills and attitudes)

This methodology of experiential learning permits participants to develop and change knowledge, skills, attitudes and values in a safe environment that is both challenging and fun.

It is possible that not all the phases are addressed during the implementation of each activity, however most of the activities include individual reflection (or in pairs or small groups), and then debate in plenary and **collective building of knowledge**.

Furthermore, educators should keep in mind that there are different thinking and learning styles:

 **Visual learners** tend to represent the world to themselves in pictures

 **Auditory learners** remember more of what they hear

 **Kinaesthetic learners** tend to remember things through feelings, both physical and emotional

In practice, everyone uses a combination of ways of thinking and learning. And every group of participants presents many different learning needs and styles.

If the activity addresses an issue for which **country specific information** is available (e.g. cyber-violence, female genital mutilation, etc.), it is important that the educators have data and news of the situation in the country, in order to share it with the group.



## How to conclude the activity (Follow up activity)

It is crucial that at the end of each activity, an appropriate amount of time is devoted to **conclusions**. In this phase, the educators should encourage participants’ reflection on the implemented activity and if needed complete the information and lead them to conclusions. This is also a good time to ask participants how the activity made them feel, to measure if the climate was good and possibly to understand if the activity helped to make some positive changes in the group.

For each activity described in the modules, a time for follow up is devoted. That time is the minimum one to be used. If they have more time at their disposal, educators are encouraged to use it for follow-up.



## Monitoring and Evaluation

### Questionnaires for children:

Before the beginning of the activities, all participants should complete the Pre-activity Questionnaire (make sure you use the right one - there is one for primary and one for secondary schools). This can be arranged in close collaboration with their class teacher, or if this isn't possible, it can be completed when starting the first session with the participants. If the questionnaire is completed at the beginning of the first session, then use a quick ice-breaker game after the questionnaire to help ease the transition to the first activity.

Please make sure that participants do not write their names on the sheets

Explain to participants that there are no right answers, but that they should answer as honestly as possible

Participants have at their disposal a maximum of 20 minutes to complete the questionnaire

The questionnaire needs to be completed individually, without talking

If necessary, participants can have help reading the questions but please do not explain the questions

Please do not discuss the questions or the answers after the participants have completed the questionnaire

If the participants have questions, then explain that they are about to do some activities that are part of the Gender ABC project and to learn about the things in the questionnaire

After 20 minutes please collect the questionnaires and store them securely and confidentially. Questionnaires must be returned to the NGO in charge of the project

After you have completed all activities, all participants need to complete the Post-activity Questionnaire (again, there is one for primary and one for secondary schools).

**Please follow the same guidelines as above.**

### Questionnaires for School Focal Points:

Towards the end of your time working in each school, all School Focal Points need to complete the Post-activity Questionnaire for School Focal Points. Please store completed questionnaires securely and confidentially and return them to the NGO in charge of the project in your country.

### Activity Log:

The Activity Log is designed to be used at the end of each project activity, whether that is a meeting with local authorities and support services, an awareness-raising event or a session with young people. There is a digital version that you can complete on a smartphone or laptop and a paper version. Use the paper version if you don't have access to the electronic version and then enter the details in the electronic version later when you have access. It is always best to complete the Activity Log as soon as possible after each activity whilst the activity is fresh in your mind. It is designed to be a quick checklist and should never take a long time to complete.



Annex to the Methodology:

# Energisers

## Section I

### INTRODUCTION

#### 1. Purpose

Energisers help break the ice, building the group and fostering communication. A few examples follow below.

These first two energisers are particularly suitable to work on individual empowerment and assertiveness vis-à-vis peer/group pressure.

#### 2. List of activities

	 Activity name	 Total duration	 Materials	 Most suitable Module <sup>1</sup>
1	<b>Yes Yes No</b>	10 minutes	<ul style="list-style-type: none"> <li>Hand-out with instructions for educators</li> </ul>	Empowerment & Communication Skills
2	<b>Walk &amp; Stop</b>	20 minutes	<ul style="list-style-type: none"> <li>A room big enough for the entire class to walk around comfortably</li> <li>Hand-out with instructions for educators</li> </ul>	Empowerment & Communication Skills
3	<b>The Wind Blows</b>	10 minutes	<ul style="list-style-type: none"> <li>Hand-out with instructions for educators</li> </ul>	Suitable for every module

<sup>1</sup> Suitable to meet the purpose of the module and to achieve its learning objectives.

## Section II

### ACTIVITIES

#### Activity I Yes Yes No



##### Total delivery time

10 minutes  
Preparation: 4  
Delivery: 5  
Follow-up: 1



##### Materials

Hand-out with instructions for educators

#### → BACKGROUND

This activity is part of the Theatre of the Oppressed set of exercises. It invites participants to **see the world upside down** – it trains the brain to “de-mechanisation”, to envision **different perceptions of reality**. It is meant to train the ability to think outside the box, the ability to question pre-established social norms/behaviours and foresee different paths in life.

It can well precede the activity “Two Revelations” from the module “**Empowerment & Communication Skills**”.

#### → SCENARIO

Educators give the following **instructions**:

This session is about communication and empowerment. We will be playing a couple of games, as in every game there will be certain rules. For now, the most important rule is: no one here is a spectator, everyone here is a spect-actor; we will all be called to act; in this session, as well as in life, we are all active, no one is passive.

So, let's start by warming up using our voice and watch out as there will be a twist: we'll train how to see the world upside down; how to have different perceptions of reality, in order to get rid of pre-set stereotypes and daily mechanisations.

##### Are you ready?

*Ok. When I say “Pink”, you say “Blue”.*

- Pink Pink Pink (participants reply: Blue Blue Blue)  
(Educators proceed with a couple of variations, e.g. “Blue Pink Blue”)

*Awesome. Now when I say “Yes” you say “No”.*

- Yes Yes Yes (participants reply: No No No)  
(Educators proceed with a couple of variations, e.g. “No Yes No”)

*Now it will get tougher. Are you ready?*

- Yes Pink No (participants reply: No Blue Yes)  
(Educators proceed with a couple of variations with Yes/No + Pink/Blue)

*Awesome. Now the final level. When I say “Masculine” you say “Feminine”. Ready?*

- Masculine Masculine Feminine (participants reply : Feminine Feminine Masculine)  
(Educators proceed with a couple of variations with Yes/No + Pink/Blue + Masculine/ Feminine)

**Awesome. Round of applause.**

#### → BRIEF

- Educators could sum up by highlighting the importance of “de-mechanising” the brain and being open to new ways of perceiving the world.
- If having extra time, the dimension of non-verbal communication could be presented and educators could pursue to the exercise “Walk & Stop”.



## Activity 2 Walk & Stop



### Total delivery time

20 minutes  
Preparation: 5  
Delivery: 10  
Follow-up: 5



### Materials

- A room big enough for the entire class to walk around comfortably
- Hand-out with instructions for educators

### → BACKGROUND

This activity further **trains the brain to “de-mechanisation”**, adding non-verbal responses.

### → SCENARIO

Educators ask participants to spread around the room and then give the following **instructions**:

- *“When I say WALK, you walk; when I say STOP, you stop; bare in mind that when stopping you should freeze until new command”* (run the exercise a few times)
- Secondly, educators swap these commands: *“Now WALK will mean stop walking and STOP will mean walk, i.e. when I say STOP, you walk; when I say WALK, you stop”* (run the exercise a few times)
- They then announce two new commands: NAME and CLAP. *“When I say NAME, you just call out your own name; when I say CLAP, you clap your hands”* (run the exercise a few times adding WALK/STOP)
- The last commands of NAME/CLAP are now swapped: *“When I say NAME, you clap; when I say CLAP, you call your name”* (run the exercise a few times)
- Eventually, educators announce the final two commands: JUMP and DANCE. *“When I say JUMP, you jump; when I say DANCE, you boogie on the spot”* (run the exercise a few times making use of all commands: WALK/STOP, NAME/CLAP and JUMP/DANCE)

### → BRIEF

At the end of the exercise, educators ask the group:



- How was it? Was it easy/difficult?
- Why?
- They could sum up by underlying that this exercise exposes the fact that every single person is influenced by mechanisation and stereotypes of a given society; and that critical thinking (conscious and constructive) is a mean of getting out of the box, overcome pre-set barriers and empower oneself and others.

### Activity 3 The Wind Blows



#### Total delivery time

10 minutes  
Preparation: 2  
Delivery: 6  
Follow-up: 2



#### Materials

- Hand-out with instructions for educators
- Chairs

#### → BACKGROUND

This activity is a good icebreaker that **helps people get to know each other better**. It can be humorous and entertaining, especially when you discover interesting facts that you might not expect about people.

To set up the game, educators arrange several chairs facing inward into a medium sized circle. There should be one chair for each player, minus one.

#### → SCENARIO

The **first part of the game** is lead by educators, who start as the “Blowing Wind” in the centre of the circle, with everyone else seated, saying the following:

“The Big Wind blows for everyone who \_\_\_\_\_”.

The blank must be filled with a statement. At this point, any of the participants who share this characteristic (including the person who is currently the Wind) must stand up and quickly find a new seat. For each statement, no participant is allowed to sit in the same seat or in a seat directly adjacent to his or her previous seat. One person is left without a seat.

In the **second part of the game**, educators are simple players and every participant can be the person who remains without the chair in the middle of the circle and says the “Wind blows” for the next round.

This game is especially interesting when participants use unexpected or funny statements. Some suggestions to build the statement in the first part of activity (in the second, every participant can do it):

- The game could start with **statements on simple and concrete facts**:
  - › who has long hair
  - › who has suited jeans
  - › who has gymnastics shoes
- The game continues with **unexpected or funny statements**:
  - › who took the bus to get here
  - › who brushed their teeth this morning
  - › who loves pizza
- At the end (before leaving the leadership role), **statements about emotions, habits or mutual knowledge** could be chosen:
  - › who has a dog
  - › who is happy today
  - › who has quarrelled with their parents in the last week

#### → BRIEF

- Eventually, educators sum up by highlighting how many individual aspects we can share with different people.







A project by:



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