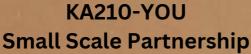






GENDER TOOLKIT











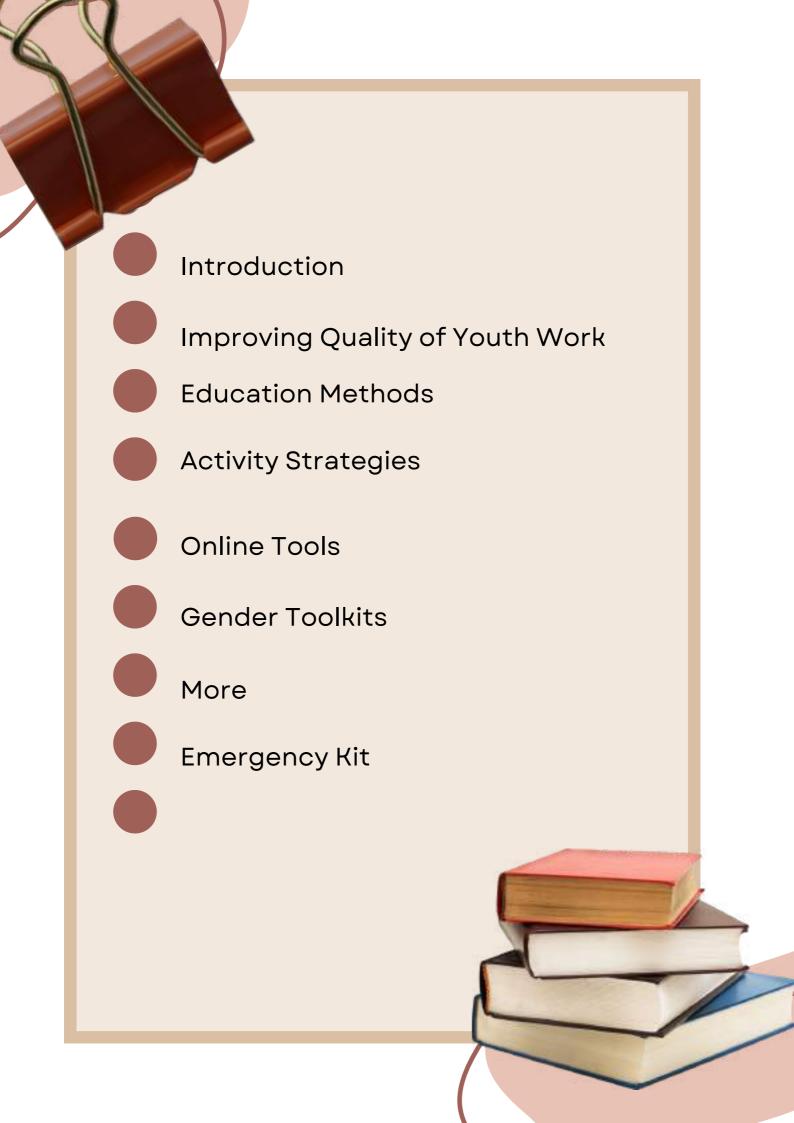


DISCLAIMER

The views expressed in this toolkit are those of the authors and do not necessarily reflect the views of the European Commission.



"Gender equality is the goal that will help abolish poverty that will create more equal economies, fairer societies and happier men, women and children." - Graça Marcel



TOOLKIT INFORMATION

Welcome to the Gender Equality Toolkit! This resource been crafted to offer essential tools approaches progressive for those engaged promoting gender equality. Tailored to support organizations and individuals working with youth, the toolkit focuses on fostering inclusivity, challenging stereotypes, and empowering young people to actively contribute to gender equality initiatives.

HOW TO USE THE TOOLKIT

This user-friendly Gender Equality Toolkit features tools with detailed instructions for easy implementation in youth work settings. The e-book emphasizes expected outcomes and impact on gender equality awareness, offering insights on non-formal learning, digital applications, and strategies for disadvantaged youth. A valuable resource for youth workers, this toolkit aims to create impactful experiences, inspiring positive change and contributing to a more equitable and sustainable future. It is time to unite in the fight for gender equality!



IMPROVING QUALITY OF YOUTH WORK

Gender equality is crucial for ensuring that all individuals, regardless of their gender, have equal opportunities and rights in all aspects of life, including education, employment, and social participation.

ORGANISATIONS

Casa de Cultura Ion Luca Caragiale a Municipiului Ploiesti (Romania) Latvijas Sieviesu nevalstisko organizaciju sadarbibas tikls (Latvia) Karya Kadin Dernegi (Türkiye)

Falken Bildungs- und Freizeitwerk Hagen EN / e.V. (Germany)

CONTENT

The main objective of the activity is to create a Toolkit that provides practical ideas and resources for addressing gender-based issues among young people and at the community level. This involves a research phase where representatives from participating organizations gather information about existing practices and conduct focus groups to understand the needs of various target groups. The Toolkit is then developed, tested, and eventually disseminated through online and in-person activities such as webinars and workshops

GOALS

- The main goal is to create and test of a new Toolkit that will be published online and accessible to representatives from various sectors,
- Participating organizations will enhance their competencies in developing educational materials and tools,
- The quality of activities conducted by these organizations will improve, incorporating lessons learned from the toolkit's development.
- Organizations will establish new contacts and partnerships at both local and international levels with various stakeholders involved in the toolkit's development and testing.
- The toolkit will also be used for online training purposes in local communities and for international participants.

OUTPUTS:

The content explains the primary objective of creating a Toolkit to address gender-based issues among young people and communities, detailing the research, development, testing, and dissemination phases. The goals listed are specific outcomes expected from the activity, including the creation and publication of the Toolkit, competency enhancement for participating organizations, improved activity quality, establishment of new contacts and partnerships, and the use of the toolkit for online training purposes.

EDUCATION METHODS:

These education methods are suggested for the diversed support for the training.

- **1. Synchronous Learning:** This method involves real-time interactions between instructors and students. It includes activities like live webinars, virtual classrooms, and video conferences, where participants can ask questions and engage in discussions.
- **2. Video Lectures:** Instructors create video content to deliver lectures and explanations. Students can watch these videos on their own time, pausing and rewinding as needed.
- **3. Discussion Forums:** Online forums allow students to engage in discussions, ask questions, and collaborate with peers and instructors.
- **4. Gamification**: Incorporating elements of gamification, such as badges, leaderboards, and rewards, can make the learning experience more engaging and motivating.
- **5. Collaborative Tools:** Platforms like Google Workspace and Microsoft 365 offer collaborative features for document editing, brainstorming, and group projects.
- **6. Social Media Integration:** Some instructors use social media platforms for discussions, sharing resources, and building a learning community.
- **7. Flipped Classroom:** Instructors provide course content for students to review before class, reserving class time for interactive discussions and activities.
- **8. Microlearning:** Delivering content in small, bite-sized chunks for quick consumption and retention.

THE ACTIVITIES

When conducting online education focused on addressing gender-based issues among young people and communities through the use of a Toolkit, various educational methods will be employed to engage and educate participants effectively. Some suitable methods include:

- **1. Webinars:** Live or pre-recorded webinars will be used to deliver presentations, discussions, and Q&A sessions on the content of the Toolkit.
- **2. Online discussion forums:** Online forums or discussion boards on Facebook and Instagram will be held for participants to exchange ideas, share experiences, and ask questions related to the Toolkit.
- **3. Virtual workshops:** Live virtual workshops where participants can collaborate, work on exercises, and practice using the Toolkit's resources will be organized.
- **4. Online group projects:** Participants will be encouraged to work together on group projects that involve applying the Toolkit to address gender-based issues in their own communities.
- **5. Video content:** Instructional videos, interviews, and testimonials to enhance engagement and understanding of the Toolkit will be made and shared. Youtube is being used to get videos which have good quality and content.



THE ACTIVITIES

- **6. Self-assessment and reflection:** Self-assessment quizzes and reflection activities will take place to help participants evaluate their understanding and progress on Quizizz and Menti.
- **7. Gamification:** Gamification elements will be involved, to make the learning process more interactive and engaging on Kahoot or Quiziz.
- **8. Online surveys and feedback:** The activity will have feedback from participants through online surveys to continuously improve the educational materials and methods on Google Forms.
- **9. Collaborative tools:** The activity will have online collaborative tools like Google Docs or virtual whiteboards for group brainstorming and idea generation.
- **10. Social media and networking:** There will be online communities or groups on social media platforms to facilitate discussions, networking, and knowledge sharing.



THE ONLINE TOOLS:



<u>Canva</u>

Powerpoint

Zoom

Google Meets

Padlet

Google Drive

Quizlet

Kahoot

<u>Instagram</u>

<u>Facebook</u>

Y<u>outube</u>

Quizizz

<u>Menti</u>

Google Forms

Google Docs

Pear Deck

<u>Miro</u>

<u>Prezi</u>

Edpuzzle

Notion

<u>Grammarly</u>

Women rights



Equality



Gender Equality





Karya Kadin Dernegi

(Türkiye)

Within the scope of the project, 7 tools have been developed. They are listed below:

- Gender Emoji Pool
- Inclusive Word Search
- Role Reversal
- Online Gender Pictionary
- Gender Jeopardy
- Online Quiz Show
- Timeline Challenge

These gender tools have been designed to foster inclusivity, social awareness, and community empowerment. Each tool presents a distinctive approach to inspire individuals and groups to embrace diversity, think critically about gender-related issues, and collaborate towards creating a more equitable and inclusive future.



Gender Emoji Pool "My Online Face"





This activity can take 30 minutes to 2 hours, depending on the group size. It can take place in anywhere and any form -face to face, online-



People

This activity can be done by a small or large group including 10-60 people.



Paper, crayons, papers, scissors, glue, and anything the participants find easy to express themselves.



The target of the Gender Emoji Pool in the gender equality online training is to provide a lighthearted and interactive platform for participants to express their initial thoughts, feelings, and reactions to genderrelated scenarios using emojis.



Target

This activity encourages engagement, opens up dialogue, and sets a positive tone for the training session by fostering a shared understanding of individual perspectives on gender equality in a fun and inclusive manner.



This activity promotes inclusivity, allowing comfortable expression, and integrates digital literacy skills, laying groundwork for deeper gender equality exploration.





Gender Emoji Pool



Introduction: The facilitator creates gender-related scenarios or statements for participants to react to using emojis. The facilitator briefly explains the purpose of the ice-breaker and the use of emojis for expression.

Present Scenarios: The facilitator shares gender-related scenarios or statements, prompting participants to select emojis that represent their reactions.

Activity: Participants individually react to each scenario using emojis within a specified time.

Discussion: The facilitator initiates a group discussion based on the chosen emojis, encouraging participants to share thoughts and explore diverse viewpoints.

Transition to Main Content: The facilitator uses insights gained from the ice-breaker to seamlessly transition into more in-depth discussions on gender equality topics.

Feedback: The facilitator invites feedback on the activity to give more engagement and makes adjustments for future training activities.



Gender Emoji Pool





A new company policy encourages equal opportunities for career advancement. How do you feel about this initiative? Choose an emoji to express your initial reaction.

Scenario 2:

A media portrayal perpetuates a gender stereotype. Use an emoji to convey your immediate response to this representation.

Scenario 3:

You witness a positive change in your community's approach to gender inclusivity. Select an emoji that symbolizes your optimism and support for this shift.

Scenario 4:

In a workplace setting, a colleague makes a comment reinforcing a gender bias. Express your reaction to this situation using an emoji.

Scenario 5:

A social media campaign challenges traditional gender roles. Choose an emoji that reflects your feelings toward this campaign and its impact.

Scenario 6:

Reflect on the emojis used by others to express their reactions. Did you notice any common themes or patterns in how participants responded to certain scenarios?

Scenario 7:

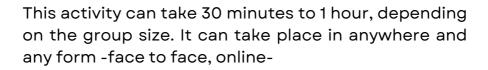
Consider the overall experience of the Emoji Ice-Breaker. Did it effectively set a positive and inclusive tone for discussing more in-depth gender equality topics in the training? Use an emoji to represent your thoughts.



Inclusive Word Search "Gender Puzzle"



Time





This activity can be done by a small or large group including 4-60 people.



Supplies

Digital drawing tools.



Target

The target of the "Inclusive Word Search" game is to promote familiarity with diverse gender-related terms and concepts, fostering inclusivity and understanding. Through this activity, participants aim to expand their vocabulary, contributing to a more inclusive dialogue surrounding gender issues.



Output

The output of the "Inclusive Word Search" activity includes increased awareness of diverse genderrelated terms and concepts, contributing to a more inclusive understanding of gender. Participants also gain a vocabulary that enables them to engage in respectful and informed discussions on gender issues.



Inclusive Word Search



Introduction: The facilitator briefly outlines the rules of the game, such as finding words within a time limit or collaborating in teams.

Share Definitions: The facilitator shares a list of diverse gender-related terms along with brief definitions or explanations. This resource serves as a reference guide, helping participants understand the meaning and context of the terms they'll encounter in the word search.

Activity: The facilitator gives manageable time to the participants so that they can find the words durying discussing the given sentences which are clues.

Feedback Session: The facilitator checks the answer and sets a discussion session for the terms.



Inclusive Word Search



Patriarchy: A social system where men hold primary power and predominate in roles of political leadership, moral authority, social privilege, and control of property.

Sexual Orientation: A person's enduring physical, romantic, and/or emotional attraction to another person, often categorized as heterosexual, homosexual, or bisexual.

Gender Norms: Societal expectations and standards regarding behavior, roles, and characteristics deemed appropriate for individuals based on their perceived gender.

Glass Ceiling: An invisible barrier that hinders the advancement of women and other marginalized groups in professional and leadership roles.

Institutional Sexism: Discrimination or bias against individuals based on their gender, perpetuated by institutional practices, policies, and structures.

Reproductive Rights: The rights of individuals to make informed decisions about their reproductive health, including access to contraception, abortion, and family planning services.



Role Reversal "Role-Play For Equality"





This activity can take 30 minutes to 4 hours, depending on the group size. It can take place in anywhere and any form -face to face, online-



This activity can be done by a small or large group including 4-60 people.



None



The target of incorporating "Role Reversal" in gender equality games is to challenge stereotypes and foster empathy by having participants experience and understand roles traditionally associated with the opposite gender. Through this activity, the aim is to prompt critical reflection, promote inclusivity, and inspire open dialogue about societal expectations and biases related to gender.

%<u>\</u>

The output of the "Role Reversal" game in a gender equality context includes increased awareness and empathy as participants experience and reflect on different gender roles, challenging stereotypes. This transformative experience fosters a more inclusive understanding of gender dynamics, encouraging participants to advocate for greater equality in societal expectations.





Role Reversal



Introduction: The facilitator briefly introduce the activity, outlining its purpose to challenge stereotypes and promote awareness and empathy regarding gender roles. S/he clearly communicates the objectives to participants.

Brainstorming: The facilitator introduces the chosen scenarios for role reversal. S/he assigns participants to roles challenging traditional gender norms, providing clear instructions for each scenario.

Activity: The facilitator allows participants to actively engage in the role reversal, immersing themselves in the experience. Afterward, s/he facilitates a reflection period where participants can share insights, challenges, and surprises encountered during the activity.

Debrief and Open Dialogue: The facilitator concludes the activity with a debrief session, discussing key takeaways and lessons learned. S/he encourages an open dialogue about the impact of societal expectations on gender roles and how participants can contribute to promoting gender equality in their daily lives.



Role Reversal



- Participants simulate a scenario where traditional gender roles in the workplace are reversed. This could involve men taking on roles typically associated with female-dominated professions and vice versa, encouraging reflection on workplace gender dynamics.
- 2. Participants experience a role reversal in domestic responsibilities, challenging stereotypes associated with household tasks. Men may take on traditionally female household roles, and women may assume tasks typically associated with male responsibilities.
- 3. Participants engage in a scenario where traditional gender roles in an educational setting are reversed. This may involve men taking on roles typically associated with female educators and women assuming roles associated with male educators, highlighting gender dynamics in education.
- 4. Participants explore a scenario where social and cultural expectations related to gender are reversed. This could include participants challenging norms in social situations, such as decision-making, communication styles, or expressions of emotion, to prompt reflection on societal expectations.

These scenarios aim to provide a diverse range of contexts for participants to experience role reversal, fostering a deeper understanding of the impact of gender stereotypes in various aspects of life.



Gender Pictionary "Picture My Gender"



This activity can take 30 minutes to 2 hours, depending on the group size. It can take place in anywhere and any form -face to face, online-



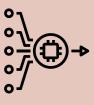
This activity can be done by a small or large group including 4-60 people.



Digital drawing tools.



The objective of the Gender Pictionary game is to engage participants in a creative and interactive activity that explores and communicates concepts related to gender equality. Participants use visual representation and artistic expression to convey gender-related terms, fostering understanding and discussion within the group.



The Gender Pictionary game sparks expression as participants artistically convey genderrelated concepts through drawings, turning abstract ideas into tangible visuals. The game facilitates meaningful discussions within the group, participants share interpretations of the drawings. These discussions promote a deeper understanding of gender-related terms, challenge stereotypes, and create an inclusive space for diverse perspectives, contributing to a more informed and open dialogue on gender equality.





Gender Pictionary



Review the List of Terms: The facilitator gives the list of the terms in advance to have a pre-activity session. This ensures that everyone is familiar with the concepts they might need to draw.

Divide Participants into Teams: The facilitator explains the rules of the game, emphasizing that drawings should not include letters or numbers. S/he sets a time limit (e.g., one to two minutes) for each drawing to maintain the game's pace.

Activity: The facilitator establishes a point system for correct guesses to introduce a competitive element.

Facilitate Discussions: The facilitator highlights the discussion aspect of the game. S/he encourages participants to explain their drawings and facilitates group discussions about the meaning and significance of the depicted terms.

Reflection: The facilitator concludes the game with a reflection period, allowing participants to share their thoughts on the activity and its contributions to understanding gender-related concepts.



Gender Pictionary



- 1. Diversity
- 2. Allyship
- 3. LGBTQ+
- 4. Gender Roles
- 5. Discrimination
- 6. Bias
- 7. Gender Spectrum
- 8. Gender Expression
- 9. Gender Equity



Gender Jeopardy "Win Against Sterotypes"





This activity can take 30 minutes to 2 hours, depending on the group size. It can take place in anywhere and any form -face to face, online-



This activity can be done by a small or large group including 2-60 people.

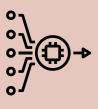


Paper and pencils.



Target

The target of "Gender Jeopardy" is to reinforce participants' knowledge of gender equality, promote discussions, and create an interactive learning experience. By incorporating competition and teamwork, the game aims to make the exploration of gender-related topics engaging and enjoyable while fostering a positive and inclusive learning environment.



The outputs of "Gender Jeopardy" include a reinforced understanding of gender-related concepts, increased awareness of key issues, and enhanced teamwork and collaboration skills among participants. The game's format encourages active engagement, sparking meaningful discussions and creating a positive learning environment focused on gender equality.

Gender Jeopardy



Introduction: The facilitator begins by introducing the game, explaining the format, rules, and how the categories and point values work.

Team Formation: The facilitator serves the formation of teams and ensures that team sizes are manageable and encourage participants to collaborate.

Question Selection: The facilitator invites a team to choose a category and point value. Once selected, s/he presents the corresponding question to the participants.

Activity: The facilitator allows participants time to discuss and respond to the question.

Discussion Facilitation: After each question, s/he facilitates a discussion about the correct answer, encouraging participants to share their thoughts and insights on the gender-related topic.

Reflection: The facilitator concludes the game with a brief reflection on the topics covered, emphasizing key learnings and encouraging participants to carry the insights into the broader training context.



Gender Jeopardy



Questions

- 1. What term describes the cultural, social, and behavioral expectations associated with being male or female in a given society?
- 2. In what ways can media contribute to gender stereotypes, and how can this impact societal perceptions?
- 3. Who is known for her advocacy for women's rights and gender equality, co-founding Ms. Magazine in 1972?
- 4. What LGBTQ+ rights milestone was achieved with the 2015 U.S. Supreme Court decision?
- 5. What is the term for the phenomenon where women, despite being qualified, are underrepresented in leadership positions?
- 6. In which region of the world has the gender pay gap been historically narrower compared to other regions?
- 7. What are some barriers that may prevent girls from accessing education in certain parts of the world?
- 8. Provide an example of a campaign or initiative that challenges traditional gender stereotypes in advertising.
- 9. Who is a pioneering computer scientist and mathematician known for her contributions to programming the ENIAC, one of the earliest electronic general-purpose computers?
- 10. What is the term for the principle of providing equal pay for work of equal value, irrespective of gender?
- 11. What forms of gender-based violence are addressed by international campaigns such as the "16 Days of Activism Against Gender-Based Violence"?
- 12. What is the term for the underrepresentation of women in political decision-making positions?



Online Quiz Show "Do You Know...?"



This activity can take 30 minutes to 2 hours, depending on the group size. It can take place in anywhere and any form -face to face, online-



This activity can be done by a small or large group including 4-60 people.



Paper and pencils.



The target is to have educational, engaging, and promoting the discussions. It reinforces knowledge on equality topics and encourages active participation through a competitive and interactive format. It also creates opportunities for discussions and explanations, fostering a deeper understanding of gender-related issues.



The Online Quiz Show on gender equality produces significant outcomes, primarily reinforcing participants' understanding of key concepts related to gender issues. The quiz serves as a powerful tool for solidifying knowledge on topics such as gender roles, equality principles, and diverse gender identities. The quiz promotes meaningful dialogue and awareness by incorporating discussions after each question.

Online Quiz Show



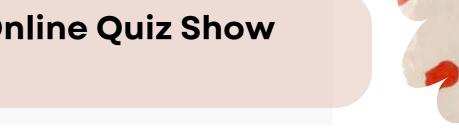
Introduction: The facilitator presents each quiz question clearly and audibly. S/he shares the questions on-screen or through the chosen online platform, ensuring that participants can easily read and comprehend them.

Activity: The facilitator facilitates dialogue by asking follow-up questions, prompting participants to share their thoughts, or providing additional insights related to gender equality. This interaction enhances the educational value of the quiz.

Reflection: The facilitator keeps track of scores as participants answer questions. If applicable, s/he announces scores periodically to maintain a sense of competition and engagement. S/he concludes the Online Quiz Show by reflecting on key takeaways, addressing any questions or concerns from participants, and expressing appreciation for their active participation.



Online Quiz Show





Multiple Choice: What does the term "gender equality" refer to?

- A) Equal representation of men and women in all fields
- B) Providing advantages to one gender over the other
- C) Treating everyone the same, regardless of gender
- D) The superiority of one gender over the other

Open-ended: Provide an example of a gender stereotype and explain how it can impact individuals.

Multiple Choice: What is the goal of gender mainstreaming?

- A) Maintaining traditional gender roles
- B) Integrating a gender perspective in all policies and program
- C) Eliminating gender differences
- D) Promoting gender segregation

True/False: The gender pay gap is solely attributed to discrimination and does not consider other factors such as career choices and education.

True/False: The concept of "toxic masculinity" refers only to negative behaviors exhibited by men.

Open-ended: Discuss the concept of "hegemonic masculinity" and its implications for gender relations.

Multiple Choice: What is the significance of the Beijing Declaration and Platform for Action, adopted in 1995?

- A) It established guidelines for gender-based guotas in politics.
- B) It set forth a comprehensive agenda for advancing women's rights globally.
- C) It promoted the exclusion of men from certain professions.
- D) It advocated for traditional gender roles in society.

Multiple Choice: What is the significance of the concept of "benevolent sexism," and how does it differ from hostile sexism?

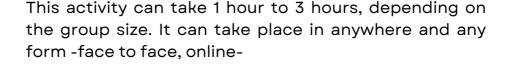
- A) It promotes positive stereotypes about women.
- B) It involves overt discrimination against women.
- C) It involves seemingly positive attitudes that perpetuate traditional gender roles.
- D) It is synonymous with gender egalitarianism.



Timeline Challenge "Once Upon A Time..."



Time





This activity can be done by a small or large group including 4-60 people.



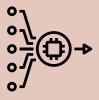
Supplies

Paper, pencils, white board or digital tools.



Target

The target of the Timeline Challenge game in the context of gender equality is to enhance participants' understanding of the historical progression of key events, milestones, and movements related to gender issues. This game aims to provide a chronological overview of significant moments in the journey toward gender equality, spanning social, political, and cultural spheres.



Output

The Timeline Challenge aims to deepen participants' understanding of gender equality by organizing significant historical events on a chronological timeline. Through collecting data and discussions, participants explore the evolving landscape of gender roles, women's rights, and societal attitudes, fostering awareness and providing a historical context for contemporary gender issues.

Timeline Challenge



Preparation

Research and Compile Events: The facilitator conduct through research to compile a diverse list of significant events, milestones, and movements related to gender equality. S/he ensures a mix of local, global, historical, and contemporary elements for comprehensive coverage.

Discussion: The facilitator identifies key discussion points for each event to encourage participants to reflect on the significance of historical moments in the context of gender equality.

Writing: The participants choose an event to collect more data and photos about the event and make them transform into a newspaper page.

Feedback: The facilitator gets feedback to refine the game for optimal engagement during the actual session.





Timeline Challenge



- 1. 1866: Sweden Introduces Limited Women's Suffrage Sweden became one of the first European countries to grant limited suffrage to women in municipal elections.
- 2. 1918: Representation of the People Act in the UK The UK passed the Representation of the People Act, granting partial suffrage to women over 30 and full suffrage to women over 21.
- 3. 1944: Women Gain the Right to Vote in France France granted women the right to vote through the adoption of an ordinance.
- 4. 1972: Equal Pay Act in the UK
 The UK introduced the Equal Pay Act, prohibiting wage discrimination on the basis of gender.
- 5. 1981: Abortion Legalized in France France legalized abortion, granting women the right to make reproductive choices.
- 6. 1999: Gender Equality Introduced in the Amsterdam Treaty

The Amsterdam Treaty incorporated gender equality as one of the EU's fundamental principles.

- 7. 2004: Gender Pay Gap Reporting in the UK
 The UK introduced regulations requiring companies to
 report on the gender pay gap within their organizations.
- 8. 2011: Gender Quota Law in France France implemented a law requiring gender quotas for corporate boards, aiming to increase women's representation in leadership positions.

Women rights



Equality



Gender Equality





Falken Bildungs- und Freizeitwerk Hagen EN / e.V.

(Germany)

Within the scope of the project, 7 tools have been developed. They are listed below:

- Country Blog
- Book Club
- Storytelling
- Gender Dictionary
- Word Cloud
- Acrostics
- Idea Bank

These gender tools have been designed to foster inclusivity, social awareness, and community empowerment. Each tool presents a distinctive approach to inspire individuals and groups to embrace diversity, think critically about gender-related issues, and collaborate towards creating a more equitable and inclusive future.







Country Blog "Gender Blogging"



This activity can take 1 hour to 3 hours, depending on the group size.



This activity can be done by a small or large group including 4-60 people.



Paper, pencils, crayons, white board or digital tools.



Target

The goal of the "Gender Country Blog" activity is to encourage participants to explore and document the status of gender equality in different countries. By selecting diverse nations, participants can analyze and share insights into local policies, cultural norms, and initiatives addressing gender issues. This activity promotes global awareness, broadens perspectives, and stimulates discussions on the varied challenges and successes in advancing gender equality worldwide.



The "Gender Country Blog" activity aims to have participants research and document the state of gender equality in various countries. This fosters global awareness, encourages discussions on diverse challenges and successes, and creates a shared resource for collective efforts towards promoting equality worldwide.



Country Blog



Introduction: The facilitator provides participants with clear guidelines on the aspects of gender equality to research (e.g., legislation, cultural norms, workplace policies). The facilitator lets the groups choose the country they want to work on.

Brainstorming: The teams have the opportunity to think and elaborate collaborative platform (e.g., shared document, online blog) for participants to compile their findings.

Design: When the groups and ideas are ready, they start designing their blogs including information related to gender pay gap, equality, political approach to the topic. They should add visuals, paintings, or pictures to make the design more attractive.

Feedback: The facilitator creates a system for providing constructive feedback on each other's contributions.

Reflection: The facilitator concludes the activity with a reflection session to discuss key takeaways and insights gained during the process.



Country Blog



Example

Legal Framework:

Participants should examine the legal landscape related to gender equality in the chosen country. Highlight laws and policies that promote or hinder gender equality, including those related to workplace discrimination, reproductive rights, and domestic violence.

Societal Norms and Culture:

Explore the cultural and societal norms that shape gender roles in the chosen country. Pay attention to traditions, attitudes, and practices that impact the status and expectations of individuals based on their gender.

Workplace Practices:

Assess workplace policies and practices that influence gender equality, such as equal pay measures, parental leave policies, and representation of women in leadership positions. Consider the presence of gender biases and the accessibility of opportunities for career advancement.

Education and Healthcare:

Investigate the status of gender equality in education and healthcare. Examine access to education for both genders, gender-based disparities in health outcomes, and any cultural factors influencing these aspects.

Advocacy and Initiatives:

Identify ongoing gender equality initiatives, advocacy groups, and grassroots movements in the country. Highlight successes, challenges, and the impact of these efforts in driving positive change. Explore the role of government, non-profits, and individuals in advancing gender equality.



Book Club "Read Others' Voice"





This activity can take 1 hour to 4 hours, depending on the group size.



This activity can be done by a small or large group including 4-60 people.



Paper, pencils, crayons, white board, books or digital tools.



Target

The goal of the online book club on gender equality is to foster a virtual community of participants who collectively read and discuss literature focused on issues. The objective is to understanding, encourage critical analysis, and promote open dialogue about the complexities of gender equality.



The online gender equality book club generates multifaceted outputs. The shared knowledge contributes to an enriched collective perspective on the challenges and nuances of gender equality. The activity fosters a virtual community where diverse voices engage in open dialogue, promoting empathy and mutual understanding. Additionally, participants may develop actionable insights and strategies for promoting gender equality in their respective spheres.

Book Club



Introduction: The facilitator sets the stage for the book club, explaining its purpose, goals, and the significance of exploring gender equality through literature.

Brainstorming: The facilitator encourages participants to share their initial thoughts, questions, and expectations related to the chosen books and the broader theme of gender equality.

Design: The facilitator discusses the structure of the book club sessions, including reading assignments, discussion formats, and any supplementary materials.

Discussion: The facilitator facilitates organized and inclusive discussions around key themes and issues raised in the books. The facilitator encourages participants to share their insights, personal reflections, and connections to real-world experiences related to gender equality.

Feedback: The facilitator concludes each book with a feedback session where participants can reflect on the discussion format, share what they found insightful, and suggest improvements. This ensures continuous refinement of the book club experience based on participant input.



Book Club



Intersectionality:

Question: How does the book address intersectionality, considering the interconnected nature of gender with other aspects such as race, class, sexuality, and ability? How does the author acknowledge and explore the experiences of individuals with intersecting identities?

Agency and Empowerment:

Question: How does the book depict women's agency and empowerment? In what ways do the characters or the narrative challenge traditional gender roles and empower individuals within the context of the story or the author's perspective?

Structural and Systemic Analysis:

Question: Does the book provide a structural analysis of gender inequalities, examining systemic issues and institutional barriers? How does it address the broader social, economic, and political factors that contribute to or challenge gender-based discrimination?

Historical Context:

Question: How does the book explore the historical context of feminist movements or the struggles for women's rights? Does it draw connections between historical events and contemporary issues, providing a historical perspective on the challenges and progress in the fight for gender equality?

Inclusivity and Diverse Perspectives:

Question: How inclusive is the book in terms of representing diverse perspectives within the feminist discourse? Does it amplify voices from different backgrounds, cultures, sexual orientations, and gender identities, contributing to a more comprehensive and inclusive understanding of feminism?



Storytelling "Brave Stories of Life"



This activity can take 1 hour to 3 hours, depending on the group size.



This activity can be done by a small or large group including 4-60 people.



Paper, pencils, white board, or digital tools.



Target

The target of gender storytelling is to illuminate and humanize the diverse experiences, challenges, and triumphs of individuals across the gender spectrum. Through narratives that resonate emotionally and intellectually, gender storytelling aims to foster challenge stereotypes, empathy, meaningful conversations about equality and inclusion.



Gender storytelling yields multifaceted outputs, foremost among them being heightened empathy and understanding. As participants engage with diverse narratives, they develop a more nuanced appreciation for the complexities of gender experiences, fostering an environment of compassion and connection. The collective narratives contribute to a broader cultural conversation, promoting inclusivity and advocating for positive change.





Storytelling



Introduction: The facilitator introduces the purpose of the gender storytelling activity, emphasizing the power of personal narratives in conveying diverse gender experiences. Share the goals, guidelines, and expected outcomes, creating a supportive and inclusive atmosphere for participants.

Brainstorming: The facilitator facilitates a brainstorming session where participants can explore and share potential themes, topics, or personal stories they would like to explore or the stories which are already selected.

Design: The facilitator collaboratively designs the structure of the storytelling activity. It is discusses the format, medium (written, spoken, visual), and any creative elements involved.

Discussion: The facilitator hosts a discussion session where participants have the opportunity to share their stories. A safe space for open dialogue and reflection is created.

Feedback: The facilitator concludes the activity with a feedback session. Participants provide constructive feedback on the storytelling presentations, highlighting strengths, areas for improvement, and the impact of the narratives.

Addition Session: The participants talk about how they would change the end of the story or the other elements of them. This session will be creative and open to have mutual communication between the individuals and teams.



Storytelling



Questions

- Question 1: How did the stories shared during the workshop resonate with your emotions and personal experiences? Did any particular narrative evoke strong emotions or bring forth unexpected insights?
- Question 2: In reflecting on the stories presented, how well did the workshop capture a diverse range of gender experiences? Were there aspects of gender identity, cultural background, or life circumstances that you feel could have been further represented?
- Question 3: How did the workshop contribute to your understanding and empathy for different gender perspectives? Did it challenge any preconceptions or stereotypes you may have held before the workshop?
- Question 4: In your opinion, what is the power of using personal narratives to discuss genderrelated issues? How do these individual stories contribute to a broader conversation about gender equality and inclusion?
- Question 5: What aspects of the workshop do you think worked well, and are there areas that could be improved for future sessions? Do you have any suggestions for enhancing the impact and inclusivity of similar storytelling workshops in the future?



Gender Dictionary "Drawing Definitions"



This activity can take 1 hour to 4 hours, depending on the group size.



This activity can be done by a small or large group including 10-60 people.



Supplies

- Large sheets of paper or poster boards
- Markers, colored pencils, or other drawing supplies
- Sticky notes or index cards
- Tape or adhesive putty
- Flip chart paper or a whiteboard for group discussions

The target of the "Gender Dictionary" is to visually explore and represent diverse perspectives on gender



through individual drawings, definitions, empathy, and open dialogue among participants.

Target

The outputs of the "Gender Dictionary" workshop include personalized visual representations of participants' perceptions and definitions. These visuals serve as a tangible reflection of diverse perspectives, fostering empathy and understanding among participants, while the group discussions unveil common themes and promote meaningful dialogue on gender.

Gender Dictionary



Introduction: The facilitator starts by defining clear objectives and selecting guiding questions to prompt thoughtful responses.

Brainstorming: The facilitator familiarizes the participants with the topics and establies rules for a respectful and inclusive environment. The participants talk about some words that can be used and inspire others.

Action Session: The facilitator sets group visualisation to expand the learning of the words with creativity and intellectualism of existing vocabulary.

Galary Walk Session for Discussion: The participants see each groups' work and compare their tasks to see a bigger view. They comment on the ways of how to improve the map or what the strong parts are.

Feedback: The facilitator summarizes key takeaways from the workshop and express gratitude for participants' contributions.



Gender Dictionary



Words which may take place on the visuals:

- 1. Empowerment
- 2. Advocacy
- 3. Liberation
- 4. Equity
- 5. Intersectionality
- 6. Activism
- 7. Inclusivity
- 8. Femininity
- 9. Masculinity
- 10. Rights
- 11. Representation
- 12. Diversity
- 13. Patriarchy
- 14. Stereotypes
- 15. Justice
- 16. Equality
- 17. Empathy
- 18. Progress
- 19. Consent
- 20. Feminism
- 21. Misogyny
- 22. Gender Binary
- 23. Reproductive Rights
- 24. Sexism
- 25. Body Positivity
- 26. Gender Wage Gap
- 27. Consent Culture

Gender Word Cloud "Genders on Clouds"



This activity can take 45 minutes to 2 hours, depending on the group size.



This activity can be done by a small or large group including 4-60 people.



Large paper or a whiteboard, markers in various colors.



Target

The Gender Word Cloud activity aims to achieve two primary targets. Firstly, it seeks to elicit individual reflections on personal associations and perceptions related to gender, fostering self-awareness and introspection among participants. Secondly, the collective creation of a word cloud promotes a shared understanding of diverse perspectives, encouraging open dialogue and mutual comprehension on the multifaceted nature of gender in the group.



The outputs of the Gender Word Cloud activity are twofold. Individually, participants produce visual representations of their thoughts on gender, encapsulating personal associations and emotions in a unique word cloud. Collectively, these individual contributions form a shared visual tapestry, revealing commonalities and distinctions in the perceptions of gender. This collective output serves as a catalyst for rich discussions, fostering a deeper understanding of the diverse perspectives within the group and promoting dialogue on the complexities of gender.





Gender Word Cloud



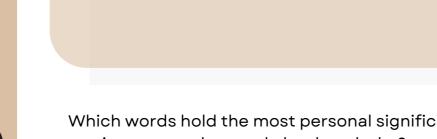
Introduction: The facilitator clearly introduces the purpose of the Gender Word Cloud activity, explaining that participants will be creating visual representations of their thoughts and associations with the concept of gender.

Activity: The facilitator instructs participants on how to create their individual word clouds and then as groups. S/he encourages them to choose words that resonate personally with their thoughts on gender and to use different colors and font sizes to express the significance of each word. They will create mind maps with the words and connect them logically.

Feedback and Discussion: After the word clouds are created, there will be a discussion where participants can share their individual contributions and collectively examine the group's word cloud. The facilitator encourages participants to reflect on commonalities, differences, and the emotional impact of the activity. This discussion should provide an environment for open dialogue about the nuanced and diverse perspectives on gender within the group.



Gender Word Cloud





Questions

Which words hold the most personal significance for you in your gender word cloud, and why?

Did you notice any common themes or patterns in the group's word cloud? How do they compare to your individual associations?

Were there any surprising or unexpected words that emerged in the collective word cloud? How might they reflect shared perceptions within the group?

How did the process of creating your gender word cloud impact your awareness or understanding of your own thoughts on gender?

In what ways can the word cloud activity contribute to fostering a more inclusive and open conversation about gender within our group or community?



Acrostics "When Words are Voices"





This activity can take 30 minutes to 2 hours, depending on the group size.



This activity can be done by a small or large group including 4-60 people.



Large paper or a whiteboard, markers in various colors.



Target

The acrostics gender activity aims to prompt creative self-expression on gender-related themes. It targets individual introspection, allowing participants to articulate personal perspectives on gender through acrostic poetry. Additionally, the activity fosters a shared understanding, encouraging group discussion on diverse interpretations and experiences related to gender.



The outputs of the acrostics gender activity are individual acrostic poems that serve as unique expressions of participants' thoughts and feelings on These gender. poems become а tangible representation of personal perspectives experiences. Collectively, the compiled acrostics form a mosaic reflecting the diversity of interpretations and emotions surrounding the theme of gender within the group.

Acrostics



Introduction: The facilitator introduces the acrostics gender activity, explaining that participants will be creating acrostic poems related to the theme of gender.

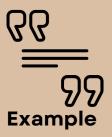
Brainstorming: There is a brainstorming session where participants jot down words, emotions, or themes related to gender that they may want to incorporate into their acrostic poems.

Discussion: After creating their acrostic poems, the facilitator provides a platform for participants to share their work with the group. The facilitator encourages a discussion on the various interpretations and emotions conveyed in the poems, fostering a deeper understanding of individual perspectives on gender.

Feedback: The facilitator concludes the activity with a feedback session where participants can reflect on the experience. The facilitator invites them to share their thoughts on the diversity of acrostic interpretations and the impact of the activity on their understanding of gender.



Acrostics



Here is an example of an acrostics poem which is written the letters of "GENDER"

Gorgeous people at the same time
Eager to change the world some
Need to be hear by the crowd
Don't have a problem with awesome
Enough to suffer from
Ridicolous noisy problem



Idea Bank "Columns In Society"



This activity can take 30 minutes to 2 hours, depending on the group size.



This activity can be done by a small or large group including 4-60 people.



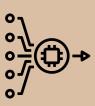
Large paper or a whiteboard, markers in various colors.

The "Gender Idea Bank" workshop has three primary targets. Firstly, it aims to stimulate a collective brainstorming session where participants generate a diverse array of ideas related to gender equality, fostering creativity and innovation. Secondly, the workshop targets the cultivation of a comprehensive resource bank that encapsulates a variety of perspectives and solutions to address gender-related

challenges. Lastly, the activity aims to inspire collaboration and discussion, encouraging participants to engage with and build upon the ideas presented, fostering a sense of shared responsibility in advancing



Target



The outputs of the "Gender Idea Bank" workshop manifest in a rich repository of creative and practical ideas that participants collaboratively generate to address gender-related challenges. This compilation serves as a valuable resource, inspiring further discussions, actions, and initiatives to promote gender equality in diverse contexts.

gender equality initiatives.





Idea Bank



Introduction: The facilitator serves to clearly outline the workshop's purpose and goals, underscoring the significance of collaborative ideation in addressing gender equality challenges. This initial step aims to set the tone for an open-minded and collaborative atmosphere, emphasizing the importance of collective contributions.

Activity: The workshop dynamic shifts to a space of dynamic and collaborative idea generation. Participants are encouraged to bring four diverse perspectives and exercise creativity to solve the gender related problems in the columns of "social, cultural, political, and educational". This phase is designed to generate a comprehensive bank of creative and practical ideas related to gender equality.

Discussion and Feedback: A reflective dialogue is held on the generated ideas. Participants engage in discussions about the potential implementation of these ideas, sharing insights and perspectives. The session concludes with a feedback segment, allowing participants to reflect on the workshop's impact and contribute suggestions for improvement in future sessions. This holistic approach ensures that the workshop not only generates innovative ideas but also encourages dialogue and continual improvement.



Idea Bank



SOCIAL	CULTURAL	POLITICAL	EDUCATIONAL
	Promoting equality in media	Support the candidates working for the equality	
Creating community based approach			
	Celebraing the related events and festivals		Making gender equality based cirriculam.



Women rights



Equality



Gender Equality





Casa de Cultura Ion Luca Caragiale a Municipiului Ploiesti

(Romania)

Within the scope of the project, 7 tools have been developed. They are listed below:

- Interactive Webinars
- Virtual Book Club
- Online Workshops
- Digital Storytelling Projects
- Online Debate Forums
- Online Film Screening and Discussion
- Online Symposium

These gender tools have been designed to foster inclusivity, social awareness, and community empowerment. Each tool presents a distinctive approach to inspire individuals and groups to embrace diversity, think critically about gender-related issues, and collaborate towards creating a more equitable and inclusive future.







Interactive Webinar "Achieving Gender Equality in the Digital Age"





This activity can take 1 hours to 6 hours, depending on the group size.



This activity can be done by a small or large group including 10-60 people.



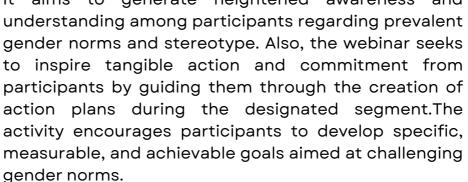
Online tools, images, texts



The primary target of the Interactive Webinar is to understanding of gender norms through images and explanations. The webinar aims to engage participants in challenging traditional perspectives and foster a commitment to find possible solutions.

Target

It aims to generate heightened awareness and Output



Interactive Webinars



Introduction: The facilitator serves to clearly outline the webinars' purpose and goals. S/he puts attention to full comprehension of the participant on the objectives and outputs of the webinar.

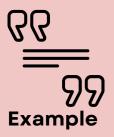
Activity: The webinars focus on the definitions and the traditional gender roles in the world. It expands the knowledge on the problems of the gender roles and possible solutions for the future. The facilitator brings texts and images to have deeper discussions with the participants.

Discussion and Feedback: The participants are encouraged to talk about what they have learnt during the webinar and how it has changed the previous knowledge they have had.

The facilitator supports the positive environment for all participants in order to help them share their thoughts.



Interactive Webinar



Here is an example of the Interactive Webinar:

The facilitator shows an image and asks the participants to describe the image. After getting the general perspective of the participants, the facilitator explains the gender roles and problems of the traditional roles based on the photos. The participants give their opinions about how to solve the unpleasant issue and the facilitator completes their opinions.

The example of an image:





Virtual Book Club "Discussing Gender-Themed Literature"





This activity can take 1 hours to 6 hours, depending on the group size.



This activity can be done by a small or large group including 5-60 people.



Online tools, images, texts



The primary target of the Virtual Book Club is to increase the literacy skills through the concept of genders and the intellectual input for the topic. Thanks to this activity, the participants will be able to raise the literature adopted to understand gender issues in the societies.



It aims to introduce the intellectual works on the gender based issues and raise the interest of the participants on literacy of gender topics.



Virtual Book Club



Introduction: The facilitator serves to clearly outline the virtual book club's purpose and goals. S/he puts attention to full comprehension of the participant on the objectives and outputs of the club.

Activity: The virtual book club focuses on the existing books on the topic, reading and effective explanations of read texts, and raising the interest of gender literacy. The facilitator shows a piece of literacy work with the participants and they explain their understanding of the text.

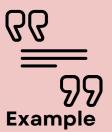
Discussion and Feedback: The participants are encouraged to talk about what they have learnt during the virtual book club and how it has changed the previous knowledge they have had.

The facilitator supports the positive environment for all participants in order to help them share their thoughts.



Virtual Book Club





Here is an example of the Virtual Book Club:

The facilitator shows a text and asks the participants to read the text. The participants start reflecting their thoughts on the text and explain what the text aims to show. After getting the general perspective of the participants on the text, the facilitator relates the text with the world's issues and how the text aims to refer them.

The example of a text:

A 2015 study identified the top five words used to refer to people in human-computer interaction papers published in 2014 and found that they are all apparently gender neutral: user, participant, person, designer and researcher. Well done, human-computer interaction academics! But there is (of course) a catch. When study participants were instructed to think about one of these words for ten seconds and then draw an image of it, it turned out that these apparently gender-neutral words were not perceived as equally likely to be male or female. For male participants, only 'designer' was interpreted as male less than 80% of the time (it was still almost 70% male). A researcher was more likely to be depicted as of no gender than as a female. Women were slightly less gender-biased, but on the whole were still more likely to read gender-neutral words as male, with only 'person' and 'participant' (both read by about 80% of male participants as male) being about 50/50.



The text is taken from Invisible Women written by Caroline Criado Perez.

Online Workshop "Unconscious Bias and Gender Equality"





This activity can take 1 hours to 3 hours, depending on the group size.



This activity can be done by a small or large group including 5-60 people.



Online tools such as Canva, Google Docs, images, texts, presentations



The primary target of the Online Workshop is to increase the skills of creating content on gender related topics.

%] %]

It aims to make the participants create content and produce attractive works so that they can spread awareness about the gender roles, issues, and stereotypes.

Output



Online Workshop



Introduction: The facilitator serves to clearly outline the online workshop's purpose and goals. S/he puts attention to full comprehension of the participant on the objectives and outputs of the workshop. The participants learn the steps and expectations of the workshop.

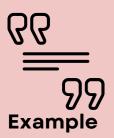
Activity: The online workshop focuses on the creativity of the participants. Thus, the facilitator brings up a presentation and has a session about the current campaigns of the associations to solve the gender related problems. The participants have a search about the similar associations from their country and introduce them on Google Docs. Then, they make a Canva presentation.

Discussion and Feedback: The participants are encouraged to talk about what they have learnt during the online workshop and how it has changed the previous knowledge they have had.

The facilitator supports the positive environment for all participants in order to help them share their thoughts.



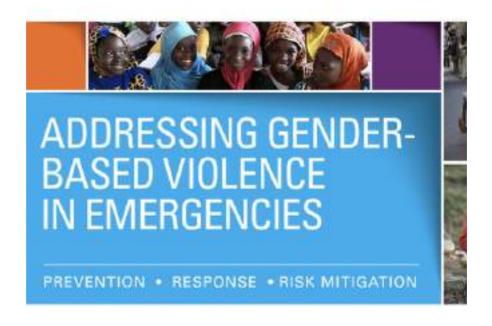
Online Workshop



Here is an example of the Online Workshop:

The facilitator introduces a association having campaign and projects on genders. The participants listen to the story behind the association and dedicated works. They get inspiration and start working on their countries' dedicated gender based associations. They write and design the results on Google Docs and Canva.

The example of an association and the projects:





The image of the project is taken from UNICEF's project called Addressing Gender-Based Violence in Emergencies.

Digital Storytelling "Voices for Equality: Personal Stories"





This activity can take 1 hours to 3 hours, depending on the group size.



This activity can be done by a small or large group including 4-60 people.



Online tools such as Canva, Google Docs, texts, and presentations.

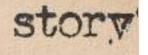


The primary target of the Digital Storytelling Project is to increase the skills of public speaking on gender related topics and get encouragement from each other to make awareness on the topic.

%<u>\</u>

It aims to make the participants be activists of their problems and seek for the global togetherness to make gender awareness.

Output



Digital Storytelling



Introduction: The facilitator serves to clearly outline the storytelling project's purpose and goals. S/he puts attention to full comprehension of the participant on the objectives and outputs of the project. The participants learn the steps and expectations of the project.

Activity: The Digital Storytelling Project focuses on the voices of the participants to start to take an action on activism. The facilitator brings up a personal story from a country and has a discussion about the experienced problems. The participants work on bringing a personalized story from their lives and share with their peers.

Discussion and Feedback: The participants are encouraged to talk about what they have learnt during the Digital Storytelling Project and how it has changed the previous knowledge they have had.

The facilitator supports the positive environment for all participants in order to help them share their thoughts.



Digital Storytelling





Questions

The facilitator and participants will be able to ask questions to understand and clarify the stories.

Here are some questions they may ask:

- How did the society react to this story?
- Did the person/you get any support after experiencing this?
- What can be done to prevent these kinds of problems for the next generations?



Online Debate Forums "Various Gender Equality Issues"





This activity can take 1 hours to 4 hours, depending on the group size.



This activity can be done by a small or large group including 4-60 people.



Online platforms such as Reddit, Quora and texts published on these platforms



The primary target of the Online Debate Forums is to increase the skills of reading and evaluating the gender based texts and having an open discussion about the global voices existing online.



It aims to make the participants be aware of other people who are brave to raise their voice, take an action to support them, and start being a voice on social media in order to spread awareness.





Online Debate Forums



Introduction: The facilitator serves to clearly outline the Online Debate Forum's purpose and goals. S/he puts attention to full comprehension of the participant on the objectives and outputs of the project. The participants learn the steps and expectations of the activity.

Activity: The Online Debate Forum focuses on the voices of the participants to start to take an action on online activism. The facilitator brings up an online debate from a discussion forum. The participants consider on the issue and how to help someone from similar background.

Discussion and Feedback: The participants are encouraged to talk about what they have learnt during the Online Debate Forum and how it has changed the previous knowledge they have had.

The facilitator supports the positive environment for all participants in order to help them share their thoughts.



Online Debate Forums





Example

The facilitator shows a post from online discussion forms and start a session about what the participants think, what possible solutions they serve, and if they are willing to start online activism like the writers of the posts.

Here is an example of online discussion forum's content:



Modi Ramos

Writer & Editor (2010-present) - Author has 157 answers and 11.3M answer v

Related What is your opinion about gender roles?

They actually annoy me greatly. There is no reason why a woman can't be a woman can't be the hustler. Being a man doesn't mean that you're supp successful one.

When my daughters were very young, I stayed home to take care of them miserable. I wanted to earn, I wanted to help support my family, and I wan brain. My husband made a good living at the time and I technically didn't the oil crisis of 2014 happened and I had to go back to work or we would The one we literally just bought.

I was pregnant with our third child. I did what I had to do. And you know a proud of it. Flashforward to today. My husband just lost his job, again.



The post is taken from the online discussion form called Quora.

Online Film Screening and Discussion "Gender Equality in Cinema"





This activity can take 1 hours to 5 hours, depending on the group size.



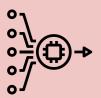
This activity can be done by a small or large group including 4-60 people.



Online platforms such as Youtube, video based websites.



The primary target of the Online Film Screening and Discussion is to gain attention to have aesthetic views on the targeted topic: gender equality and the related problems in the world.



It aims to make the participants gain attention to have aesthetic views and improve the speaking skills of the topics like gender equality.



Online Film Screening and Discussion



Introduction: The facilitator serves to clearly outline the Online Film Screening and Discussion's purpose and goals. S/he puts attention to full comprehension of the participant on the objectives and outputs of the project. The participants learn the steps and expectations of the activity.

Activity: The Online Film Screening and Discussion focuses on the existing works online and take attention of the participants on the aesthetic voices of people to underline the importance of gender equality. The participants express their thoughts on the given message on the videos.

Discussion and Feedback: The participants are encouraged to talk about what they have learnt during the Online Film Screening and Discussion and how it has changed the previous knowledge they have had. The facilitator supports the positive environment for all participants in order to help them share their thoughts.



Online Film Screening and Discussion





Question

The facilitator plays a video clip from a film which is recorded to call attention of the people in order to create an equal world for all genders. The participants watch and share what they think. The facilitator asks questions which deepen the participants' views and knowledge on the similar art works of their countries.

Here are some questions the facilitator may ask:

- Do you know any film from your country that addressing similar topics?
- What should the films focus on more in order to call attention of people on the gender equality?
- Would you like to support such art works of gender equality by creating a similar content?



Online Symposium "Gender Equality in Cinema"



This activity can take 1 hours to 6 hours, depending on the group size.



This activity can be done by a small or large group including 4-60 people.



Online writing tools like Google Drive Docs or Miro.



The primary target of the Online Symposium is to create a positive environment to discuss through challanging the traditional perspective of genders by role-play activity.

It aims to improve the participants' voice on the gender topic by having brainstorming and team building activities. Also, it targets to call attention on theatre based activities like role-play to see the existence of the topic gender on different fields in life.





Online Symposium



Introduction: The facilitator serves to clearly outline the Online Symposium's purpose and goals. S/he puts attention to full comprehension of the participant on the objectives and outputs of the project. The participants learn the steps and expectations of the activity.

Activity: The Online Symposium focuses on the existing works online and take attention of the participants on the aesthetic voices of people to underline the importance of gender equality. The participants express their thoughts on the given message on the role-play activities.

Discussion and Feedback: The participants are encouraged to talk about what they have learnt during the Online Symposium and how it has changed the previous knowledge they have had.

The facilitator supports the positive environment for all participants in order to help them share their thoughts.



Online Symposium



The facilitator shares some ideas related to gender roles in education and classroom environment. The given scenarios are given to the groups of the participants. They work on the task and write small notes about their roles. They present their roles and the facilitator makes the presentations an online symposium that others give their opinions.

Here are some scenarios the facilitator may give:

- A role-play activity which the traditional gender roles take place in a classroom
- A role-play activity which families affect the gender roles in the classroom environment
- A role-play activity which children shape with their cultural perspective in the classroom.



INFORMATION

We would like to express our heartfelt thanks to all the individuals and organizations who helped make Gender Toolkit possible. This project would not have succeeded without your invaluable support and dedication.

Sincere thanks also go to our esteemed project partners - Falken Bildungs- und Freizeitwerk Hagen EN / e.V., Casa de Cultura Ion Luca Caragiale a Municipiului Ploiesti, Karya Kadın Derneği, and Latvijas Sieviesu nevalstisko organizaciju sadarbibas tikls. Your collaboration, expertise, and commitment throughout were instrumental to creating these valuable resources that will make a real difference in youth work and environmental education.

We are also grateful to the youth workers and organizations who actively participated through the Kick-Off Meeting, Tool-Fair, and Final Conference. Your insights and contributions enriched the toolkit and ensured its relevance to youth workers and young people alike.

Additionally, heartfelt thanks go to the passionate, determined youth who inspire us daily with their commitment to an equal future for everyone. This toolkit is for you - may it empower you to take action and drive change in your communities and beyond.

Together, we can make a real impact in the fight against inequality of gender rights. We hope that we will continue working hand-in-hand to inspire change towards a better world.



MORE

Beneficial Tools

Reading gender equality toolkits is crucial for having a deeper understanding of the complexities surrounding gender issues and promoting inclusivity. Gender equality toolkits serve as valuable guides, equipping readers with the tools to dismantle barriers, promote diversity, and create environments that respect and support all individuals, regardless of gender.



Gender Mainstreaming Toolkit by European Institute for Gender Equality

Gender Mainstreaming Toolkit by Council of Europe

Gender Mainstreaming Toolkit by OECD

Toolkit for Mainstreaming and Implementing Gender Equality by
OECD

emergency EMERGENCY KIT

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- Unicef integrity1@unicef.org

WEBSITES TO LEARN MORE ABOUT

- Call To Action
- UNESCO
- OECD
- Inspirequality

