

**Results’ report**

**DIOGENES: Digital Storytelling
to Foster Critical Thinking on Gender Stereotypes**

2021-1-PL01-KA220-SCH-000029754



**Following report describe process of preparation of three DIOGENES Intellectual Outputs**

**Intellectual Output 1: Digital Storytelling Laboratories to Stimulate Critical Thinking on the Issue of Gender Stereotypes**

*Leading Organization: AGENFAP Società cooperativa (Italy)*

**Background and Objectives:** AGENFAP embarked on developing a comprehensive set of digital storytelling laboratories aimed at instigating critical thinking among secondary school students, particularly concerning gender stereotypes. The primary goal was to equip students with the necessary skills to critically analyze and challenge prevailing gender norms through engaging storytelling activities.

**Key Activities:**

1. **Curriculum Development:** AGENFAP meticulously crafted a curriculum tailored specifically for the storytelling laboratories. The curriculum integrates storytelling techniques with critical thinking exercises, ensuring a holistic approach to addressing gender stereotypes.
2. **Teacher Training:** In addition to curriculum development, AGENFAP organized training sessions for educators to familiarize them with the curriculum and its underlying pedagogical principles. These sessions aimed to empower teachers with the knowledge and tools to effectively implement the storytelling laboratories in their classrooms.
3. **Collaborative Design:** Collaboration with project partners facilitated the refinement of the curriculum, ensuring alignment with project objectives and educational standards across participating countries. Input from diverse perspectives enriched the content and adaptability of the laboratories.
4. **Pilot Testing:** Prior to finalization, the developed curriculum underwent rigorous pilot testing in real classroom settings. Feedback from teachers and students was collected and analyzed to iteratively improve the effectiveness and relevance of the laboratories.
5. **Dissemination Strategy:** AGENFAP devised a comprehensive dissemination strategy to promote widespread adoption of the storytelling laboratories among educators. This strategy encompassed online platforms, workshops, conferences, and targeted outreach efforts.

**Innovation and Transferability:** The innovation of this output lies in its fusion of digital storytelling with critical thinking pedagogy to address gender stereotypes effectively. The output is designed to be easily adaptable to diverse educational contexts and transferable across different age groups and cultural settings.

 **Steps of Intellectual Output 1 creation**

* **Phases:**
	+ Phase 1: Brand Storytelling Adaptation: Agenfap proposes an adapted Storytelling Canvas considering the target group’s age and project purpose.
	+ Phase 2: Alignment of Brand Storytelling to Critical Thinking: University of Iceland adapts Critical Thinking elements scientifically.
	+ Phase 3: Finalization of Activities Fostering Gender Equality/Counteracting Gender Stereotypes: The People for a Change leads the finalization process.
* **Duration:** November 2021 - March 2022
* **Responsible:** Agenfap, University of Iceland, The People for a Change
* **Methodology:** Collaborative design sessions, adapting storytelling techniques to critical thinking principles, and ensuring activities promote gender equality.

**O1/A2: Video Introduction to Single Sessions**

* **Leader:** The People for a Change
* **Tasks:** Create practical video lessons introducing each training session to guide students in Digital Storytelling Labs creation.
* **Methodology:** Produce engaging and replicable video content to enhance students' understanding and facilitate Labs implementation in various contexts.

**O1/A3: Collecting Stakeholder Feedback**

* **Leader:** Raoul Wallenberg Skolan
* **Tasks:** Conducted internal focus groups with teachers and other schools to gather feedback on skill gaps and feasibility.
* **Methodology:** Utilize semi-structured questionnaires to detect skill gaps and discuss feasibility with stakeholders. Compile feedback for analysis.

**O1\_A4: Detailed Implementation of the Laboratories**

* **Leader:** Consorzio Ro.Ma
* **Tasks:** Based on collected feedback, finalize detailed implementation of the laboratories, including Teaching Learning Resources and activity design guidelines.
* **Methodology:** Collaborate with Agenfap, University of Iceland, and The People for a Change to ensure practical guidance for teachers in designing and evaluating activities.

**Intellectual Output 2: Training Course for Teachers on Digital Storytelling**

*Leading Organization: Consorzio Ro.Ma. (Italy)*

**Background and Objectives:** Consorzio Ro.Ma. spearheaded the development of a comprehensive training course tailored for educators to proficiently integrate digital storytelling into their teaching practices. Building upon the digital storytelling laboratories from Intellectual Output 1, the primary aim was to empower teachers with the requisite skills and knowledge to effectively utilize digital storytelling as a pedagogical tool while addressing critical thinking and gender equality.

**Key Activities:**

1. **Curriculum Design:** Consorzio Ro.Ma. meticulously crafted a structured curriculum encompassing various modules focused on digital storytelling techniques, critical thinking enhancement, and gender equality promotion within educational settings.
2. **Teacher Engagement:** The organization engaged educators in the co-creation process, conducting workshops and focus groups to gather valuable insights and feedback. This collaborative approach ensured the relevance and effectiveness of the training course in meeting educators' needs.
3. **Pilot Testing and Evaluation:** Prior to finalization, the training course underwent rigorous pilot testing in diverse educational environments. Feedback from participating teachers was systematically collected and analyzed to refine and enhance the course content and delivery methods.
4. **Resource Development:** In addition to the core curriculum, Consorzio Ro.Ma. developed supplementary resources, including instructional videos, lesson plans, and assessment tools, to support educators in implementing digital storytelling in their classrooms effectively.
5. **Dissemination and Sustainability:** Consorzio Ro.Ma. devised a comprehensive dissemination strategy to ensure the widespread adoption and sustainability of the training course beyond the project duration. This strategy involved collaborating with educational institutions, organizing professional development workshops, and leveraging online platforms to reach a broader audience of educators.

Steps of IO2 implementation:

**O2/A1: Skill Gap Analysis**

* **Responsible:** Agenfap
* **Tasks:**
	+ Conduct a skill gap analysis based on the results of activity O1/A3.
	+ Draft the macro design of the training course.
* **Methodology:** Utilize surveys, interviews, and literature review to identify gaps in knowledge and skills. Collaborate with expert partners to develop a comprehensive training course outline.

**O2/A2: Internal Focus Group**

* **Responsible:** Arjantin Ilkokulu SchoolTK
* **Tasks:**
	+ Organize focus groups in each school with at least 6 teachers to review the draft training course.
	+ Assess the contents, adaptability, and feasibility of the course.
* **Methodology:** Facilitate structured discussions and feedback sessions to gather insights from teachers. Document feedback for further refinement of the training course.

**O2/A3: Micro Design Training Implementation**

* **Responsible:** Consorzio Ro.Ma
* **Tasks:**
	+ Systematize the training course into modules and develop teaching resources (slides, videos, presentations).
	+ Finalize the training course.
* **Methodology:** Collaborate with educators and instructional designers to create engaging and effective learning materials. Ensure alignment with learning objectives and educational standards.

**O2/A4: Pilot**

* **Responsible:** Agenfap
* **Tasks:**
	+ Implement pilot programs in JSTE schools.
	+ Provide mentoring and support to schools during pilot activities.
* **Methodology:** Monitor pilot implementation, collect feedback, and make necessary adjustments to improve effectiveness. Utilize Trello for sharing experiences and best practices among schools.

**O2/A5: Online Students’ Training**

* **Leader:** SPWJP
* **Tasks:**
	+ Conduct online training for students using existing course contents.
* **Methodology:** Utilize Eirene’s training course materials to deliver technical guidelines on video production using simple devices. Ensure accessibility and engagement of students.

**O2/A6: Pilots’ Evaluation and Online Training Evaluation**

* **Responsible:** Consorzio Ro.Ma
* **Tasks:**
	+ Evaluate pilot experimentation and online training effectiveness.
* **Methodology:** Collect and analyze data from questionnaires and interviews with teachers and students. Prepare an evaluation report with recommendations for improvement.

**O2/A7: Case Study Design**

* **Responsible:** IC don Milani
* **Tasks:**
	+ Record videos documenting pilot activities, including interviews and declarations by participants.
* **Methodology:** Capture key moments and insights from pilot implementation to create informative case study videos. Utilize videos for dissemination and training purposes.

**O2/A8: Video Campaign**

* **Leader:** Arjantin Ilkokulu
* **Tasks:**
	+ Design, produce, and launch a video campaign involving teachers and students.
* **Methodology:** Engage teachers and students in the video production process, focusing on promoting the project’s objectives and outcomes.

**O2/A9: Results Evaluation**

* **Leader:** SPWJP
* **Tasks:**
	+ Evaluate the results of the video campaign and assess its impact on stakeholders.
* **Methodology:** Utilize expertise in monitoring and evaluation to analyze the level of engagement, understanding, and immediate impact of the campaign. Prepare a comprehensive results report.

**O2/A10: Scientific Publication**

* **Duration:** August-September 2023
* **Leader:** Uni Iceland
* **Tasks:**
	+ Prepare scientific publications highlighting project outcomes and case studies.
* **Methodology:** Collaborate with partners to draft publications, ensuring rigor and relevance in academic discourse.

**Innovation and Transferability:** The training course represents an innovative approach to professional development for educators, blending digital storytelling with critical thinking pedagogy and gender equality promotion. Its adaptability and availability as Open Educational Resources (OER) enhance its transferability to diverse educational contexts.

**Intellectual Output 3: To-Do and Not-To-Do List for Parents**

*Leading Organization: THE PEOPLE FOR CHANGE FOUNDATION (Malta)*

**Background and Objectives:** The People for Change Foundation embarked on the development of a practical guidance resource aimed at parents to combat gender stereotypes effectively. Rooted in the recognition of the pivotal role parents play in shaping children's attitudes and beliefs, the primary objective was to provide parents with actionable strategies to promote gender equality and critical thinking within the family environment.

**Key Activities:**

1. **Guideline Development:** The People for Change Foundation led the development of a comprehensive To-Do and Not-To-Do list, drawing upon research findings, expert insights, and stakeholder consultations. The list offered practical guidance on fostering a gender-equal and inclusive family environment.
2. **Stakeholder Engagement:** The organization actively engaged parents, educators, and experts in the development process, soliciting feedback and insights to ensure the relevance and effectiveness of the guidance resource.
3. **Dissemination Strategy:** The People for Change Foundation devised a multifaceted dissemination strategy to ensure the widespread distribution and adoption of the guidance resource among parents. This strategy encompassed workshops, focus groups, online platforms, and collaboration with schools and community organizations.
4. **Evaluation and Feedback:** Following dissemination, the effectiveness of the guidance resource was evaluated through feedback mechanisms and impact assessments. This iterative process allowed for continuous refinement and improvement of the resource based on real-world usage and insights.
5. **Collaboration with Schools:** The People for Change Foundation collaborated closely with schools to integrate the guidance resource into existing parental engagement initiatives, fostering a collaborative approach to combating gender stereotypes and promoting critical thinking across home and school environments.

**Procedure of IO3 implementation:**

1. **O3\_A1: Designing Draft of Strategic Key Elements**
	* Leader: THE PEOPLE FOR CHANGE FOUNDATION (PFaC)
	* Task: Develop a preliminary draft of strategic tips for parents addressing gender stereotypes. This involves identifying key elements and formulating initial guidelines.
	* Methodology: Conduct research on effective strategies for combating gender stereotypes. Collaborate with experts in child development and gender equality to ensure comprehensive coverage of relevant topics.
2. **O3\_A2: Focus Groups**
	* Leader: SPJP
	* Task: Organize focus groups involving school principals, teachers, and parent representatives to review and provide feedback on the draft list of strategic tips.
	* Methodology: Facilitate open discussions and structured feedback sessions to gather insights and perspectives from stakeholders. Document feedback received for further analysis.
3. **O3\_A3: Guidelines Implementation**
	* Leader: SWPJP
	* Task: Coordinate the implementation of revised guidelines based on feedback received from teachers and parents.
	* Methodology: Develop an action plan for the rollout of guidelines, including training sessions for educators and dissemination strategies for parents. Monitor progress and address any implementation challenges.
4. **O3\_A4: Guidelines Promotion with School Parents**
	* Leader: Raoul Wallenberg Skolan
	* Task: Promote the finalized guidelines to school parents through various channels and initiatives.
	* Methodology: Organize awareness campaigns, workshops, and events aimed at raising awareness about gender stereotypes and promoting the adoption of positive parenting practices. Gather feedback from parents on the effectiveness of promotional efforts.

**Applied Methodology:**

* Collaboration: Engage all partner organizations in the planning and execution of tasks, leveraging their expertise and resources.
* Stakeholder Engagement: Involve school principals, teachers, parents, and experts in focus groups and implementation activities to ensure inclusivity and relevance.
* Iterative Feedback: Collect feedback at various stages of the process, from initial drafting to final implementation, to iteratively refine and improve the guidelines.
* Promotion and Dissemination: Utilize diverse communication channels and strategies to reach and engage school parents effectively, including social media, newsletters, and community events.

By adhering to this structured approach and utilizing appropriate methodologies, the project aims to create comprehensive and effective guidelines for parents to combat gender stereotypes, ultimately contributing to positive societal change.

**Innovation and Transferability:** The To-Do and Not-To-Do list for parents represent an innovative and practical tool for promoting parental involvement in addressing gender stereotypes and fostering critical thinking skills in children. Its availability as Open Educational Resources (OER) enhances its transferability and scalability to diverse cultural contexts and languages.

**Results achieved by the activities**

Enhanced Empathy and Understanding:

Storytelling was an effective and engaging tool for promoting empathy and awareness. By presenting diverse stories that challenged gender stereotypes, students gained insights into the experiences of individuals who did not conform to traditional gender roles. This increased empathy helped students appreciate the diversity of gender expressions and identities, fostering a more inclusive and respectful classroom environment.

Development of Critical Thinking Skills:

By incorporating a critical thinking approach, teachers supported students to analyse and question the gender stereotypes they encountered in stories and in their daily lives. This skillset empowered people to recognize and challenge gender stereotypes, promoting a more equitable and inclusive society.

Increased Awareness of Gender Stereotypes:

Through the use of storytelling and critical thinking, students became more aware of the gender stereotypes that permeated relationships and society. This awareness was the first step in challenging and dismantling these stereotypes, leading to a more equitable learning environment.

Promotion of Gender Equality:

By addressing and challenging gender stereotypes with the Diogenes’ Laboratories, teachers improved their skills and promoted gender equality in the class. Students learned to value and respect individuals regardless of their gender identity or expression, fostering a more inclusive and equitable learning environment.

Improved Self-Esteem and Confidence:

By presenting stories that challenged gender stereotypes, students who did not conform to traditional gender roles saw positive representations of themselves. This improved their self-esteem and confidence, promoting a more positive learning experience.

Enhanced Social and Emotional Learning:

The use of storytelling and critical thinking in addressing gender stereotypes enhanced students' social and emotional learning. Students learned to recognize and respect the emotions and experiences of others, promoting a more empathetic and inclusive classroom environment.

Preparation for a Diverse and Inclusive Society:

By addressing and challenging gender stereotypes, this activity prepared students for a diverse and inclusive society. Students learned to value and respect individuals regardless of their gender identity or expression, promoting a more equitable and inclusive society.