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2022



## ESCAPE Gender Inequality Toolkit| 2022

This toolkit was created within the project "**ESCAPE Gender Inequality**". ESCAPE Gender Inequality was a project consisting of one training course for youth workers and one youth exchange for young people, implemented by the non-profit organization Awesome People ([www.awesomepeople.se](http://www.awesomepeople.se)) with funding from Erasmus+.

The overall **aim** of the project was to increase the awareness of gender equality among young people by creating and using portable educational escape rooms as an effective method of engaging young people.

### Objectives

- Enhance youth worker's knowledge and experience of non-formal learning activities related to gender equality and the support of young people's own ideas
- Provide space and time for participants (Youth workers and young people) to reflect upon the different aspects of gender equality such as discrimination against girls and young women, traditional gender roles and stereotypes, and violence against girls and young women
- Upskilling youth work practitioners in the use of educational escape rooms as an effective tool for engaging young people and youth work communities
- Encourage young people to become active citizens and take initiative by creating educational escape rooms and implementing public events
- Create 3-4 portable educational escape room concepts on the topic of gender equality to spread to the youth work community

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The Toolkit consists of the different exercises used in the training mobility for youth workers in the project connected to gender equality. The Toolkit was put together by

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# BASIC PRINCIPLES OF GENDER EQUALITY

## Intro | 5 min

- Definition Gender equality

*The definition we used at the training course: "An individual's rights, responsibilities and opportunities will not be determined by the sex they are assigned at birth"*

This is the ultimate goal.

To get there however we need to work with Gender Equity: *"The equal treatment or treatment that might be considered equivalent in terms of rights, benefits, obligations, and opportunities"*



### To think about!

*Do the young people you work with understand these definitions? Maybe you need to first ask the group their definition. What does gender equality mean for them? Do they think it is important? If so, why do they think it is important? Or give them different definitions and let them come up with their definitions based on these.*

## Exercise 1: "Controversial gender game" | 30 min

Do the exercise "Good, better, best" p.94 in Gender Matters <https://www.coe.int/en/web/gender-matters>

- Connect the exercise to the principles of the gender system/patriarchy: Separatism (male and female should be separated) and hierarchy (what considered male is valued higher)
- Show the video "Girl and boy" <https://www.youtube.com/watch?v=pF1j22x-yU8>
- Let them talk in pairs when gender stereotypes have limited them or influenced their choices or had to make choices about being a boy or a girl or fitting in
- Talk about gender roles and how they are socially constructed.

### To think about!



*To make it even more clear you can collect different words connected to gender such as actions, behaviour, interests, tasks, occupations etc. and ask the participants to put an S (socially constructed) and B (biological) to visualize what is socially constructed connected to gender*

## Exercise 2: "Alexa, Alex & X story" | 60 min

Do the exercise "Stella" p.160 in Gender Matters <https://www.coe.int/en/web/gender-matters> For our purpose of this exercise we have put the names that can easily be changed into both female/male names. Alexa/Alex, Stefano/Stefani, Dan/Dana, Jan/Jana etc.

- Remember to divide the participants in three groups where one group listen to the story of Alexa, one group to the story of Alex and one group to the story of people (not mentioning gender)
- Let the discussion afterwards be about personal and cultural values connected to gender and how these influence our decisions and preassumptions we do.





### To think about!

*There is a point in naming the characters Alexa/Alex, Stefano/Stefanie etc. this is so it will be easy to see when putting the lists if the participants have the same view regarding the different characters based on gender. Interesting will also be to see the third group's answers.*

### Exercise 3: "Expectations" | 30 min

Do the exercise "Greater expectations" p.99 in Gender Matters  
<https://www.coe.int/en/web/gender-matters>

- Let them look at what you as youth workers put and on their own notes, are they similar?
- Discuss what they think about these expectations
- You can show them the European Youth Goal 2 focusing on Gender equality and ask if they agree with the things that European Youth saw as biggest problems regarding gender equality



### To think about!

*If you have time you can let the participants dive deeper into one area and analyze it more by using a problem tree where they put the problem in the middle and discuss and write down the roots of the problem (roots of the tree) and the consequences (branches of the tree) if the problem is not addressed.*

### Exercise 4: "Social media campaign" | 1 h 30 min

Let the participants choose one of the challenges/problems and do some research to lift up statistics, stories etc. and create a social media campaign. As an example you can show the Swedish team's campaign: <https://drive.google.com/.../1xuBjuAGroY22zVLeg2g.../view...>  
<https://drive.google.com/.../14LwOQuIYPrCaC2BQGcD.../view...>

Let them present to other groups (if there are more than one group).

## GENDER BASED VIOLENCE

### Exercise 5: "What is violence?" | 30 min

Give participants notes of different actions and let them discuss in pairs if this action is violence:

- Kicks and punches, Unwanted hug, Grope someone, Unwanted dick pics, Record someone secretly, Call someone a whore, Tickle someone, Nagging about sex, Unwanted compliments, Mean jokes, Spread nude pictures online, Spread rumours, Compelled to wear certain clothes, Offensive comments, Call something gay, Curfew
- Let participants identify different forms of violence
- Prepare definitions of different forms of violence to make participants aware

PHYSICAL VIOLENCE - infliction of bodily injury, illness or pain

PSYCHOLOGICAL VIOLENCE - violations, harassment, threats, coercion



SEXUALIZED VIOLENCE - Rape - intercourse or other comparable sexual act with a person who does not participate voluntarily

Sexual harassment - Exposure and involuntary dick pics

Trying to get someone under 18 to participate in a pornographic image or movie

Sexual abuse

Sexual act against someone who does not participate voluntarily - which does not count as rape

Purchase of sexual service

SOCIAL VIOLENCE

Restrictions on liberty

Exclusion from group or context

LATENT VIOLENCE

A dormant threat of violence

Often associated with symbols

ECONOMICAL VIOLENCE - gain power and control over another human being through financial means

### Exercise 6: "Cases" | 30 min

Do the exercise "The impact of gender based violence" p.102 in Gender Matters

<https://www.coe.int/en/web/gender-matters>

### Exercise 7: "Blankets" | 30 min

Do the exercise "Kati's story" p.109 in Gender Matters

<https://www.coe.int/en/web/gender-matters>



### To think about!



*If possible, change the story to a youth relationship story for young participants to be able to identify themselves more with the story. A suggestion of follow up exercise is to take different actions in a relationship (good and bad) and let the participants place them on a flipchart with a boat. The things lifting up the relationship in the sail and the things that take the relationship down on the anchor. Have a discussion about healthy and unhealthy relationships and how to see the signs of the "normalization process of violence".*

### Exercise 8: "Road 2 Equality" | 60 min

Let participants work on solutions on what we all need to do to reach gender equality. This can be done by drawing an actual road where the goal is in the end and participants should think that they are already there, what happened just before they reached the goal? What happened before that? And before that? Until they come to our current situation. By doing this they have created a road 2 equality.



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