

Gender Respect Project 2013-2016 Evaluation Report

<http://genderrespect2013.wordpress.com/>

by Helen Griffin
Development Education Centre South Yorkshire
www.decsy.org.uk
@genderrespect



Acknowledgements

The author would like to thank the following:

The Gender Respect Project teacher group and volunteers

The Gender Respect Steering Group

Written by Helen Griffin, DECSY

Design of summary document by Rheanna Griffin

Front cover photographs (clockwise from top left): DECSY, DonSmith/Alamy, DECSY, Sarah Jones, DECSY, James Boddington.

The full Evaluation Report is available on request from helen.griffin@decsy.org.uk

© 2016, DECSY. Licensed under the Creative Commons CC BY-NC-SA
<http://creativecommons.org/licenses/by-nc-sa/3.0/>



1. Aims of the project

The overall aim of this project was to contribute to the ongoing international struggle to ensure that women and girls are free from all forms of gender-based violence and the threat of such violence. The project's contribution was to help children and young people to understand, question and challenge gender inequality and violence in a local-global context.

The specific project outcomes were as follows:

Outcome 1 Teachers of pupils aged 4-14 in South Yorkshire effectively use engaging, participatory and creative curriculum activities and materials which meet the following learning outcomes:

Children and young people (aged 4-14) will:

- *Question gender stereotyping (including exploring masculinities and femininities,*

engaging boys in redefining masculinities as well as girls; critique of social media etc.)

- *Understand global and historical contexts of gender relations*

- *Explore issues of power, justice, equality, freedom and human rights in the context of gender*

- *Feel empowered to take action (encompassing support for young people's creative responses, including use of social media and YouTube, and building on positive role models from around the world)*

Outcome 2 Teachers beyond South Yorkshire use the materials with their pupils

Outcome 3 People working with children and young people internationally have access to the materials

2. Summary of Activities / Project methodology

Early Years, Primary and Secondary teachers from diverse schools in Sheffield and Barnsley were brought together with volunteers to create learning materials in response to the perceived needs of their own pupils and schools. These were tried out and evaluated before being produced in an accessible form for the Gender Respect project Wordpress site. The Wordpress site was created towards the beginning of the three-year project to enable the work of the project to be shared with a wider audience on an ongoing basis. Teachers, volunteers and staff involved in the project also contributed blog posts to the site to give a running commentary on their work in schools and on general gender equality issues and concerns. The project was overseen by a Steering Group made up of people with specific expertise and interest in gender-based violence, gender equality and education.



Year 1 (Sept 2013-Aug 2014)

Recruitment of teachers and initial 24-hour residential training introducing the project and theory on gender equality in education at Wortley Hall, led by project leaders Helen Griffin and Heather Hunt with input from theatre company, A Mind Apart. The background theory to the project was written up by Helen Griffin and is available on the Wordpress site.

Scoping study carried out by project leaders with a random selection of pupils from each school involved, to ascertain current attitudes to gender equality issues identified by the teachers and in the literature. This is available in full on the Wordpress site and a summary document was disseminated in hard copy.

Four half-day and two twilight teacher group sessions take place at DECSY where teachers plan their action research projects and receive inputs from Liz Kettles, WEST (Women in Engineering, Science and Technology), on teaching methodologies and theory, and the initial results of the Scoping Study.

Teachers trial their lesson ideas in school with the support of project volunteers. School visits from Helen Griffin take place to support teachers with their projects.

Year 2 (Sept 2014-Aug 2015)

Three new teachers join the project and, following an induction, join other teachers in planning their school-based activities. Clive Belgeonne, an Education Advisor from DECSY, begins work on masculinities for the project. Three half-day and three twilight teacher group sessions take place at DECSY where teachers plan new activities for their schools and receive inputs on: the Scoping Study report, Arwa Amba, a gender-equal Ethiopian community visited by Rob Unwin, DECSY colleague, masculinities, delivered by Clive Belgeonne, and One Billion Rising, with Patricia Daniel.

Teachers and volunteers develop materials for the One Billion Rising 2015 event in Sheffield including PowerPoint introductions for primary and secondary schools and poetry writing workshops. Pupils from the schools receive



dance workshops from Nisha Lall from Aim to Dance and some join in the event on February 14th in the Peace Gardens, Sheffield.

Year 3 (2015-2016)

Focus on dissemination of project materials. Teacher group and volunteers continue to meet together over half-day and twilight sessions as in year 1 and year 2, with a focus on integrating global themes, creativity and pupils taking action.

Two pupil conferences take place for primary and secondary pupils from the project schools. In the first, the pupils participate in workshops to raise awareness of gender issues then plan actions in their own schools, and in the second, they share their actions with each other and receive further inputs. These are filmed by E.D.E.N films and posted onto the Wordpress site.

A national dissemination conference takes place in Sheffield in partnership with Chilypep, with keynote speaker Laura Bates of Everyday Sexism and workshops led by teachers, volunteers and project leaders.

A half-day open workshop on gender equality in schools is delivered by Helen Griffin and Clive Belgeonne at DECSY.

Kathryn Davis is seconded from her school for half a day a week to coordinate the teacher group and develop inspirational global case studies for the Wordpress site.

The Wordpress site is further populated with lesson plans, blogs, web links and lists of books.

3. Impact

Owing perhaps to the design of the project, it could be said that the deepest impact was felt by the project teachers themselves, and through them, the pupils they were working with. Their own schools were impacted to some degree although this project was never aimed at whole school development. A wider impact was achieved through the Gender Respect Wordpress site lesson plans and blogs, the national conference and other training and dissemination events.

3.1 Pupils

An estimated 1,350 pupils were directly affected in some way by the work of the teacher group in their own schools. In some cases this was more of a sustained and deeper impact over a series of lessons and in others it was through whole school policy development or assemblies.

'Originally we thought that sexism wasn't such a big problem but now it's absolutely ginormous. We thought it was just a small thing but we realised that it's global all over the world. For example, people using the word "girl" as an insult and we don't think that's OK because it's using gender as an insult.... we extremely disapprove of stereotypes' (primary pupil)



'I think that calling a girl who really likes doing football and that type of stuff a Tomboy isn't right and a boy who likes girls' stuff an Ella girl - that shouldn't happen' (primary pupil)



'Some boys say to another boy "You throw like a girl" but that's quite offensive to girls' (primary pupil)

'I have enjoyed hearing about how people felt about certain subjects and how their reaction to sexual harassment was that they were disgusted by it which is good because it shows that people want to move on from this misogynistic and homophobic era' (secondary pupil)



'I hope that we can solve some of these issues in school and make people aware that some people might not want to be called 'she' so people feel happier and not like they have to be someone they don't want to be' (secondary pupil)

3.2 Project teachers / volunteers

Ten teachers were involved over the course of the project (one EYFS, five primary and four secondary) with five of those being involved for the whole duration of three years and others being involved for a year or two. Volunteers were involved in different capacities and for different lengths of time.

Some of the project teachers were able to be involved in an evaluation session and some others wrote comments for this. They were asked to think about their journey during the course of the project and write down their learning and development, responding to questions such as *'What have you learnt that you didn't know before, what skills? Any surprises? Has it meant anything for your life in general?'*

Their responses were as follows:

Ade (Primary teacher) :

The Gender Respect Project has been very helpful to me. It has allowed me to deliver a whole school focus on issues that might have once not had such a high profile. The issues covered have been very relevant to some pupils, and it has provided a vehicle for delivering lessons to deal with this.

The project team have all helped me enormously and I have appreciated the ideas and support they have given.

It has been so useful having colleagues from different Key Stages as different people have been able to look at issues in different ways. This has enabled me to think about things in a much different way to how I normally would.

The level of commitment that colleagues have shown has been inspirational. They have tried and shared such a huge amount of activities. I hope to continue using some of them in my practice, and to share more of them in school.

Becky (Secondary teacher):

I came to the project as a mum of a two year-old boy concerned about him growing up in a gender-stereotyped world. I was frustrated by limited career aspirations with my Year 10 tutor group.

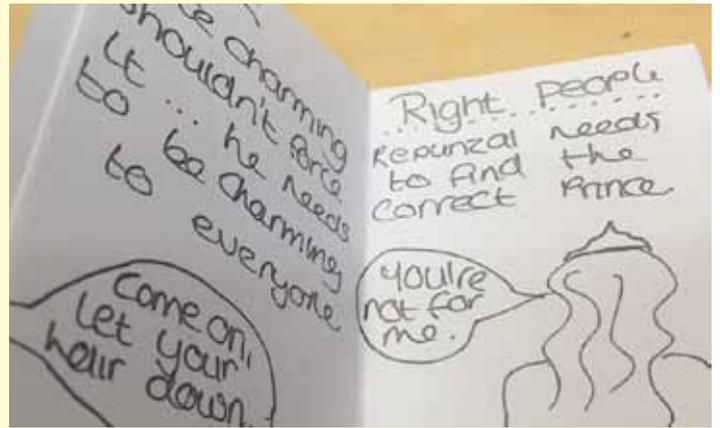
- I have learned that I don't have to fix the world! That change comes about by planting seeds and helping them grow
- I have been so inspired to see what others are doing and to learn from them
- I've developed skills in P4C and drama activities
- A massive change in attitudes from students at the start to the end – apathetic at start, later enthusiastic
- Skills of dealing with issues in a low profile – drip feeding way – not looking for big impact.
- Delivering to peers at teacher conference
- Surprised by extent of sexual language and sexual harassment in schools – Laura Bates book
- More aware of issues (trans/non-binary), gendered attitudes, masculinities.

Once you start looking, it (sexism) is everywhere

Stephen (EYFS teacher):

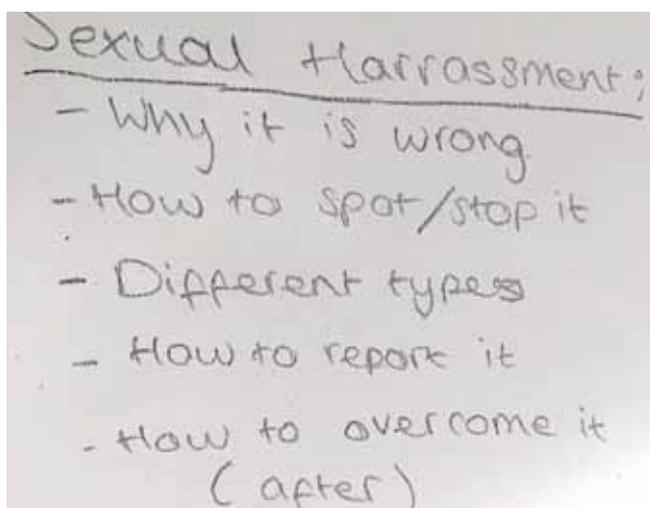
- Wortley – P4C, drama, shared thinking, exploring inequality across boys and girls
- Developing incidental moments blog
- Planning with equality in mind
- Shared across my work in early years, whole school and youth work across the community

I feel that Barnsley has a voice on the project. I would have liked to have seen Rotherham and Doncaster involved



Abbey (Primary teacher):

- Becoming mildly more organised
- Having the confidence to request that I overhaul our Sex and Relationships Education programme
- Having a platform to address all staff on gender issues
- Much more awareness of period taboos and trans issues
- Making helpful and fruitful links with people who have furthered my understanding and allowed some of the work I have done in school to take place
- Being confident that the issues are a concern for other people and I'm not on my own
- Good provision of resources/ideas formed
- Liking group work more!
- Knowing more about masculinities



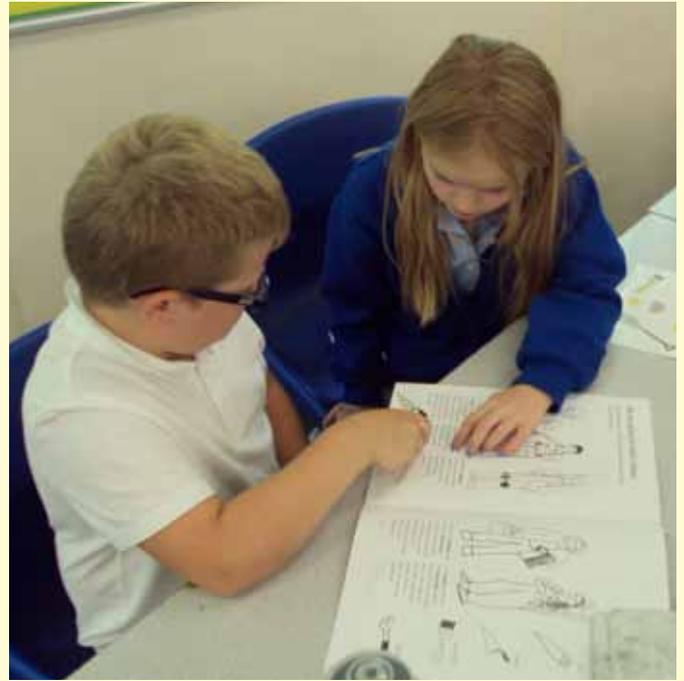
Kathryn (Primary teacher and teacher group coordinator):

- General awareness of gender stereotypes, sexist language from media and friends – I don't think I really thought about it before starting the project. Now I'm forever challenging friends and family and questioning the media
- Having the opportunity to work at DECSY for half a day a week has been fantastic – professional development, being able to spend more time on the project in school, having the experience of working for a charity, in an office environment with different colleagues has been very beneficial. I've developed new skills – using a MAC, In-Design, uploading things to a website, taking minutes, helping to organise, plan and deliver conferences
- Life in general – it has made me think a lot about how I will raise my children and the challenges I will face
- It's been very beneficial working with secondary colleagues and gaining an understanding of the different challenges they face
- I am a lot more aware of transgender and non-binary issues and have enjoyed learning more from TV and radio programmes
- I have really enjoyed learning from the children in school, trying to make activities pupil-led and finding out their thoughts and concerns and helping them to problem-solve

Chella (Secondary teacher then freelance)

I was disappointed to have worked so hard on a survey about sexual harassment in schools but then have it not go ahead because the teachers were too busy to take it on. It is a shame that there were such long gaps in the process. Having moved from full time teaching to freelance art/design/performance and education consultancy in that time, I became keenly aware of the need for this kind of research to be going on full time - it would be amazing to establish a 'gender respect think tank' or 'gender respect research centre' so that work could be carried on in schools consistently, perhaps by seconded teachers or other qualified staff the way the CHIV (Centre for HIV and Sexual Health) used to work, without the need for delays. I was surprised to find out that some pupils thought periods were blue. I knew they were affected by the ADDITION of advertising on the menstrual discourse, but had not entirely considered the impact on them of the absence of good teaching about periods, either at home or at school.

I had just begun my Master's dissertation when the project started, and this was an excellent project to follow up MEd research and put it into practice in a wider context. It strengthened my commitment to training others about what I had learned and testing it with more rigour. I really enjoyed being able to use my drama, presenting and design skills in the project - I really enjoy work that lets me use all of those skills, even though they don't always fit together in the same job - it was a real boost to my confidence after feeling like I was becoming de-skilled as my school became an academy and started to make PSHE less of a priority. I could see the desperate need for PSHE in schools and it was a real haven to be involved with this project at a time of political unrest when we need this kind of work the most. I made some really good friends I will definitely stay in touch with.



Boo (volunteer, former PSHE lead)

Being involved for only the final year has been an opportunity I've enjoyed. I've mainly been involved behind the scenes in conference planning - the national one and the young people's ones. I felt that I could be useful there. I loved doing the direct input sessions especially as I could draw on extensive experience of delivering this kind of work over many years. Being involved at all was triggered by two things: leaving my job and hearing Laura Bates speak at the University of Sheffield a couple of years ago.

I find it quite dispiriting that things are so bad for women/girls and the massive link with social media/on-line trolling. I wish I'd been more aware of this (sexism) when I was younger, but I'm more able to facilitate work with young people now because I've a greater amount of experience of life and more knowledge.

One thing I find shocking is there is a whole generation or two (it seems) of women who think feminism is a 'dirty word'. It's used as an insult!

Heather (project leader)

A continuing challenge is to engage and maintain men in steering group and teachers / volunteers group (challenging the perception that gender is only of interest to women). Delighted masculinities taken on board by project. Learning and delight in being involved in scoping study – the interest of children seven-up in the issue - the power of images to provoke discussion. Surprise none of the initial teachers at Wortley Hall identified as feminist. Learning how entrenched and embedded stereotyping is 1st degree and 2nd degree (sports first degree/ harassment, career choices)

Admiration for teachers supporting each other and committed to their students in context of enormous pressures in their schools. Biggest highlight – student conference, boys from primary schools speaking out.

Helen (project leader)

Learning and enjoyment: opportunity to update my understanding of gender and education through reading recent theory – particularly hegemonic masculinities theory. LGBT* awareness through Chella and reading Kate Bornstein's Gender Workbook, attending workshops at conferences etc – how trans, non-binary and gender fluidity is contributing to change. Having to write about the theory and understand in order to teach to project group (particularly for residential). Working with other passionate teachers who were critically engaging with the field. Surprises: Children's gender stereotyping in Scoping Study

Life in general: resurgence of my own feminism - for me and my daughters



Clive (project leader)

Opportunity to read research from project, read key texts, find texts on masculinities and share ideas with others in project. Opportunity to develop teaching materials and trial / work with young people to find out what they think. Realisation that gender not seen as an issue in school other than boys' underachievement. Opportunity to help teachers to do this work with them and challenge / address issues. Realisation that young people becoming more gender fluid – growing need amongst teachers for help in addressing this and that even in our 'progressive' Gender Respect group there is some discomfort about our doing or saying 'the right thing'. Confirmation of our recognition of importance of linking local and global issues and opportunity to find out about positive projects in the UK and globally. Importance of helping men to be male differently or more fluidly and to take a stand on gender issues. Knock on to personal life and social discussions.

Margaret (Project volunteer)

I worked in two primary schools alongside the project teachers.

The highlight for me was the real enthusiasm of pupils to talk about gender issues. For example in one school, the Y5/6 girls had so much to say about how they felt about inequalities in play space, how boys treated girls who wanted to use the space to play football or other games. They had so many ideas that they wanted to put in place. They had such energy and great ideas.

It was as if the project had given them permission to unleash all their ideas to make the school an even better place.

In another school where we interviewed Y2/3 children in small groups about their ideas for what jobs/professions women and men might do, there was such a narrow set of views on roles even when shown photographs and illustrations of women and men taking on a range of roles.

Cheryl (Project volunteer)

There have been many positive changes in my lifetime around the issue of gender equality. However, there is still an awful long way to go both in our society and worldwide as is clearly demonstrated by such things as the gender pay gap, the number of women in positions of power, the shocking statistics on violence towards women. Education around the key issue of 'respect' has a key role to play in making positive changes that would benefit the whole human race. I was very glad to be a part of this project: to offer my own experiences and knowledge and to develop my understanding of the complex issues that surround the ideas of respect for differences and equality for all.

3.3 Project schools

The teacher group reported that they felt that nearly 100 teachers in the project schools had been impacted in some way by their involvement in the project whether it was through conversations, staff meetings or whole school curriculum planning and policy development.

In one primary school the Sex and Relationships Education policy was rewritten and re-named as Relationships and Sex Education policy while in another, new gender respect links were added to curriculum planning. In all schools the project prompted conversations about gender equality and how to tackle issues relating to this with different age groups.





3.4 Other schools / teachers

The original intention was to run a series of workshops for teachers in South Yorkshire during year three. Due to insufficient demand for this, however, one central workshop was led by Helen and Clive at DECSY. This attracted a diverse group of participants: one nursery teacher, two primary teachers, two secondary teachers, one special school teacher and two people from organisations working with schools (Oxfam Education and Sheffield Multi-Agency Support Team). Two of these participants were particularly looking for guidance around trans* issues. A workshop is planned for 2017 including specific input on trans* students from a specialist organisation. It is hoped that including this will increase the audience for the gender equality training, as this is an issue that is currently live in schools nationally.

Other workshops that took place during the project were EYFS (Early Years Foundation Stage) equalities training at Birley Spa Primary for seven Newly Qualified Teachers from across Sheffield and two workshops for 48 PGCE students at Sheffield Hallam University run by Clive as part of a diversity day from DECSY in January 2016. Clive reported that students shifted their views during the workshop, from thinking that gender was not an issue, to being committed to take action to address gender equality issues. DECSY has been asked to repeat this day in January 2017.

Staff from the Gender Respect project led pupil workshops on gender and conflict at two of the annual CRESST (Conflict Resolution Education in Sheffield Schools Training) peer mediators conferences. These were well received and DECSY has been asked to participate again in 2017.

Helen Griffin shared the Gender Respect project at the 'Celebration of Feminist Activism' Haven House event in spring 2014 and also presented the project at the Healthy Relationships Education meeting organised by the Sheffield Drug and Alcohol/Domestic Abuse Coordination Team DACT, April 2016. Following this meeting links were made from the Wordpress site to local organisations represented.

3.5 Teachers beyond South Yorkshire

Gender Respect – Youth Effect national dissemination conference

A national dissemination conference 'Gender Respect – Youth Effect' was run in partnership with Chilypep in March 2016. Although only 15 of the 44 delegates were directly involved in schools, the Gender Respect project

aspects of the conference were very well received with 9 'excellents' and 12 'goods' for the workshops delivered by project teachers and leaders (Workshops: 'Sexual Harassment and Masculinities', 'Challenging gender stereotypes in primary schools', 'Doing Gender in EYFS', 'Period Positive schools'). The most popular words which delegates chose from a list on the evaluation form to sum up the overall view of the conference are shown below in this Wordle.



Comments about the conference included:

Keynote (Laura Bates) – 'fantastic', 'better than excellent – amazing!'

On workshops: 'practical workshops engaging range of practitioners', 'useful to apply Doing Gender to own work with young children', 'Workshop taught me things I didn't know', 'enjoyable and interesting'.

National websites / organisations (with potential global reach)

- So far the Gender Respect Wordpress site has been linked to the [Geographical Association](#) website and all the lesson plans have been uploaded to the popular TES Resources site for teachers.
- [The Sex Education Forum](#) (of which DECSY is a member) national e-magazine 'Sex Educational Supplement' on gender included quotes from the project teachers and a link to the Gender Respect Wordpress site.
- [A National PSHE Association](#) consultation meeting about teaching about gender was attended by Gender Respect volunteer, Boo Spurgeon.
- DECSY were invited to the [NASUWT National Equalities Officers](#) training event on 'Sexual harassment and violence in schools' in October 2016 because of membership of the Sex Education Forum. Helen Griffin delivered a one-hour talk with activities from the project. These Equalities Officers (around 30) will disseminate across England and Wales.
- We have written about the project for the [Oxfam Education blog](#) and are publicising through local press and [TES or Guardian Education](#).
- Helen Griffin has been commissioned by Jessica Kingsley publishers to write a handbook for primary teachers on gender equality based on the project (publication date 2018)

3.6 People working with children and young people internationally

Gender Respect Wordpress Site

The Wordpress site has been given a Creative Commons attribution 4.0 International Licence which means that anyone is free to use and adapt the material as long as the Gender Respect project is attributed. This will allow maximum usage and interaction with the materials internationally. The Wordpress site is both a record of the work of the Gender Respect Project and a place where educators interested in Gender Respect can continue to post blogs, ideas for lesson plans and feedback about the lesson plans that are currently uploaded.

'HOME' is where the blogs appear with the most recent appearing first. These are fully searchable using the 'tags' that appear at the side and are also linked with the 'PEOPLE' section, a drop-down menu of project participants.

'ABOUT' describes the project and contains the Scoping Study (full report and summary),

Theoretical Background document and Project PowerPoints as well as links to the two Pupil Conferences films.

'LINKS' has links to a select number of International, National and Local (to Sheffield) websites relating to Gender Equality, Education and Gender-based Violence.

'TEACHING IDEAS' has a drop-down menu and is where all the lesson plans developed by the teachers are posted as PDFs (under Early Years, Primary, Secondary and All Ages). The material includes:

One Billion Rising: PowePoints and poetry workshop

Arwa Amba: fascinating first hand audio accounts with photographs of life in a Gender-Equal Ethiopian village

Recommended books: a list compiled by DECSY Resource Centre manager and Gender Respect Project Leader, Helen Griffin.

Global Case Studies: lesson plans, links and material documenting positive stories of how people around the world are taking action for change. Topics covered include: Child Marriage, Domestic Violence, Girls' Education, Sport, Sexual Violence, Conflict, Inspirational Women Leaders, Women's Rights and Music and Rights.

Teaching Ideas: incorporating many different creative approaches such as Forum Theatre, Philosophy for Children, art and music.

Aiming to help children and young people to understand, question and challenge gender inequality and violence.



The Gender Respect Wordpress site's visitors and their views have increased each year since 2013 when the site was launched:

	Views	Visitors
2013	102	47
2014	1,576	644
2015	2,157	1060
2016 (Oct)	2,749	1188

These visitors have come from many different countries around the world.

Countries with more than 1000 views: UK

more than 100 views: USA, Australia, India

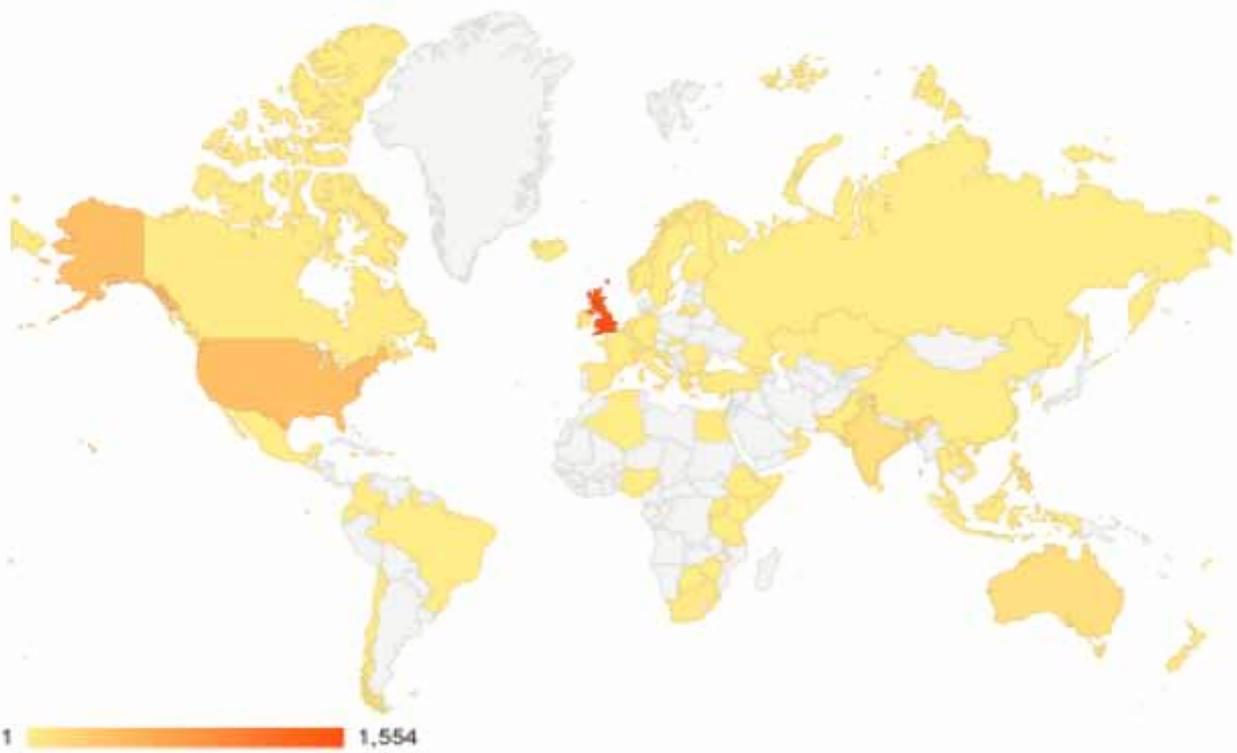
more than 10 views: Philippines, France, Taiwan, Spain, Canada, New Zealand, Germany, Ethiopia, Italy, Bangladesh, Spain, South Africa, Pakistan and Norway

British Council Website: Schools on line (international)

Materials developed by Gender Respect project teachers and published on the Gender Respect Wordpress site were used for the gender resource 'Gender Equality Through Citizenship' written by Rob Unwin for the British Council. This resource will be used by schools all over the world.

Other International Dissemination:

Helen Griffin delivered a paper on the Gender Respect Project scoping study at the biennial Gender and Education Association international conference in June 2015 'Feminisms, Power and Pedagogy: 10th Biennial Conference of the Gender and Education Association.'



Country	Views
 United Kingdom	1,554
 United States	418
 Australia	131
 India	130
 Philippines	81
 South Africa	28
 New Zealand	27
 Spain	24
 France	21
 Taiwan	21
 Germany	20
 Canada	19
 Italy	15
 Thailand	13

3.7 DECSY

Developing, managing and participating in the Gender Respect Project has undoubtedly increased DECSY's expertise and profile in gender equality education, enabling staff to more fully integrate a well-researched and contemporary gender perspective into training and write commissioned materials such as those for the British Council and the book for Jessica Kingsley. DECSY has built up a bank of resources related to gender equality which includes theoretical and practical background material and books for children available for loan and sale.

DECSY has benefitted and will continue to benefit from the contacts made and relationships with organisations developed during the course of the project with: VIDA Sheffield, Chilypep, One Billion Rising, SAYIT, Sheffield Healthy Relationships Group, DACT, White Ribbon, Oxfam, Sex Education Forum (national), GEA Yahoo group, CRESST, SHU, WEST, Sexual Health Sheffield (Liz Wilson), Action Aid, Womankind, Laura Bates, Irise. Artists: Nisha Lall, A Mind Apart, E.D.E.N, SHU (Bronwen Maxwell)

3.8 Other Organisations

At the final steering group meeting members all agreed that it had been really useful for connecting the work up with other organisations and widened the scope of Chilypep's AVA (Against Violence and Abuse) and the Gender Respect project. The project steering group meetings contributed to networking of people doing similar work at a time when this was really needed (now Sheffield DACT is doing this coordinating work).

Lesley Pollard (Chilypep) and Maureen Storey (VIDA Sheffield) said that the relationship with DECSY is established now making future partnerships more possible. Maureen is interested in being involved in the EU-funded Gender Equality Charter Mark project.

4. Design of Project key learning

The teacher group model was very successful with supply cover being essential to ensure teachers could be released from schools once a term. Members of the group found the initial residential very helpful and useful in building trust between project staff and teachers. It would have been better if the subsequent meetings were full rather than half days to allow enough input time and planning / writing time which teachers said they needed more of. There was a sense at all meetings that we were pressed for time.

The additional twilight meetings (one per term) worked well as a way of everyone keeping each other up-to-date on their progress in their schools, and were well attended by teachers based in Sheffield but much harder to attend for our Barnsley Early Years teacher.

As anticipated it was difficult to retain teachers over three years – only four stayed for the duration (Chella, Stephen, Becky and Kathryn). One teacher left Sheffield to work in another city but the others who left the project did so owing to additional responsibilities at their schools. However it worked out to be beneficial to the project recruiting new teachers in the second year as each teacher brought new skills and interests to share. They were able to join in to the established group well and, with a half-day induction, able to get up to speed with the project. Perhaps another group could have been recruited in 3rd year.

In spite of the huge pressures that teachers are under in their schools the project group of teachers retained enthusiasm and commitment. The opportunity to share experiences with each other was undoubtedly a key element in retaining the group's enthusiasm.



It was good for the project to have different staff members involved – Helen Griffin (staff member) and Heather Hunt (as trustee and volunteer) researching, planning and facilitating teacher sessions; Clive Belgeonne focussing on masculinities; Rebecca Crowther on research briefly and Kathryn Davis continuing work on the global case studies and coordinating the teacher group.

Paid staff were supported by a large group of enthusiastic volunteers who brought a range of benefits to the project from research to practical teaching experience. The project attracted undergraduate and postgraduate students and older or retired teachers / head teachers. These groups complemented each other well. In spite of persistently attempting to get more men involved as volunteers or on the steering group, only two men were involved on the steering group, one of those only briefly, and no men volunteered. This was disappointing and one of the reasons why the steering group decided that Clive's direct involvement in the project would be beneficial. There were two men on the teacher group out

of a total of ten over the course of the project.

Although, in the third year of the project, the use of the pupil conferences engaged children in taking action in their schools, the project never achieved the desired engagement of young people in activism via social media. Because of the lack of experience of project teachers and staff in this area, input from professional digital artists was required to enable pupils to develop the skills to take action in this way if they so chose. There were several attempts at finding such expertise but without any success during the course of the project. Consequently it is intended that some of the under-spend of the project is used to create a film on masculinities with a group of young men which would be put out on social media.

5. Key Achievements and Challenges Summary

Achievements:

- A very successful website developed and populated with blogs, lesson plans, theory, links, book lists and inspirational films
- Philosophy for Children (P4C) approaches used as part of lesson plans
- Support offered between teacher group / volunteers etc
- Wider impact through use of materials by British Council
- Pupil conferences motivated pupils and through the films of the conferences provide ongoing inspiration

Challenges:

- Retaining teachers over 3 years, teachers having time to work on project with pressures increasing
- Ensuring global dimension to teachers' work
- Ensuring children / young people taking action was a key part of project (particularly through social media)
- Finding creative practitioners / artists to work with schools
- Dissemination – through workshops / in-school training not taken up
- Involving more men in the project

6. Future plans, sustainability of work

- Disseminate Wordpress site – re-design flyer, promote through Twitter, Facebook etc
- Maintain Wordpress site – invite interested people to write for blog
- Gender Respect one-day training course DECSY scheduled June 2017
- Relationships, Sex & Young People in an Internet Age, one-day training course led by project teacher and volunteers, Boo and Carol, May 2017
- #periodpositive Workshop led by project teacher, Chella scheduled for 2017
- Pupil workshops on gender respect for CRESST peer mediation conference 2017
- Incorporate Gender Respect into offer to schools for whole school training on equalities
- EU funding obtained to create Gender Equality Charter Mark for secondary schools working with the University of Wolverhampton and partners in Italy and Hungary (endorsement of Nicky Morgan, then Secretary of State for Education was received)
- Film on masculinities to be made involving young men