



VISIBLES
TEACHER'S GUIDE
AND GAME MANUAL



Edit:



cesie
the world is only one creature

Südwind

InteRed

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1. DESCRIPTION, OBJECTIVE, TARGET GROUPS AND DURATION OF THE GAME

“VISIBLES” is a cooperative “escape room” type game designed for groups in the field of education, especially with students, from 13 to 16 years old.

The objective of the game is for the students to venture into the historiography of women who have been made historically invisible and to learn about their contributions in the different fields of knowledge. For this, the game aims students to retrieve the contents of the “Visibles” exhibit after it has been stolen from a museum. The students have an active and investigative role, and, through cooperative work, will solve the riddles and codes necessary to decipher the identities of the stolen biographies and thus ensure that the “Visibles” exhibit is launched and streamed worldwide.

This game is intended to foster reflection on gender inequalities and violence against women, their causes and their different forms, through the life stories of 15 women from different cultures, times, religions, sexual orientations, ethnic groups... The students will have the opportunity to adopt an inquiring role in which they become protagonists to recover the life stories of these 15 women. The relevance of this educational resource lies in the need to make visible the contributions of women, so often invisible in the educational curriculum.

The total duration of the game will depend on the mode chosen:

- 1 single class session: if the whole classroom plays as a single large group or the work is distributed among several subgroups, without working on the didactic proposals.
- Several sessions: if the classroom plays in subgroups and each subgroup has to solve the entire tasks, working on the didactic proposals after solving each identity.

In order to be able to work on the contents and methodologies that the game encompasses, it is recommended that the implementation of the game is always accompanied by the development of the didactic proposals in this manual (section 7).

2. THEMATIC CONTEXT AND FRAMES OF REFERENCE

The game provides guidelines to address the development of educational competences (knowledge, skills and attitudes, both individual and collective) of students, especially the development of personal, social and learning competence as well as the civic competence.

It is a cooperative game designed for Secondary Education, that will favor the development of key learning competencies:

- Competencia en lectoescritura.
- Competencia multilingüe.
- Competencia matemática y competencia en ciencia, tecnología e ingeniería.
- Competencia digital.
- Competencia personal, social y de aprender a aprender,
- Competencia ciudadana.
- Competencia emprendedora, y
- Competencia en conciencia y expresión culturales.

The “Visibles” game is designed to also address the 2030 Agenda and the Sustainable Development Goals (SDGs). Although the game takes as its central axis SDG 5 “Achieve gender equality and empower all women and girls”, it also addresses the following SDGs:

- SDG 3: Ensure healthy lives and promote well-being for all at all ages
- SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- SDG 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
- SDG 10: Reduce inequality within and among countries
- SDG 13: Take urgent action to combat climate change and its impacts
- SDG 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development

- **SDG 15:** Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
- **SDG 16:** Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

At the same time, the selected 15 life stories are linked to the thematic areas that usually make up the educational curriculum of Secondary Education (Natural Sciences, Social Sciences, Arts, Literature, Foreign Languages, Mathematics, among others) thus resulting in a good complement for work in the classroom and for deepening in the curricular contents.

This game allows using cooperative game-based learning as a transformative methodology for global citizenship and educational inclusion of all students. Game-based educational processes as a didactic tool make it easier for students to be able to understand the world, develop critical capacities and skills to work together for a fairer, more egalitarian and more sustainable world.

Through this game, students will learn about specific situations and stories that show gender inequalities and violence against women, which are experienced and suffered by women at the local and global levels. The didactic proposals linked to each one of the stories detailed in section 7 will allow delving into approaching gender inequalities and violence against women.

Starting point: What do we understand by gender inequalities and violence against women?

Despite the achievements that have been made in favor of women's rights and the construction of a more just and equitable world, even today we continue to live in an unjust and unequal world, where inequity, discrimination, violence, violation of Human Rights, especially of women happen every day. A world that makes visible and recognizes the work and contribution of men to a different extent that makes visible and recognizes the work of women, on many occasions relegated to the background or directly invisible, as the game "Visibles" addresses.

UN Women describes gender equality as, in addition to a fundamental human right, an essential factor to achieve peaceful societies, with full human potential and capable of developing sustainably.

This is a principle that stems from the recognition that women have historically been discriminated against and it is necessary to carry out actions that eliminate historical inequality and reduce the gaps between women and men so that the foundations are laid for an effective gender equality. This exercise must consider that the de facto inequality suffered by women can be aggravated depending on the intersection (crossing) of several factors that increase the risk of suffering discrimination, such as age, race, belonging to minority groups, sexual orientation, socioeconomic level, religion, functional diversity, among many others.

3. . GAME COMPONENTS

- 1 Introductory card
- 15 encrypted and numbered life-sheets with enigmas to solve (1 for each biography).
- 1 notebook of the Chief Curator of the museum, with the numbered indications to decipher the puzzles on the cards.
- 15 numbered clue cards (1 for each biography) to consult in case of not finding answers to the puzzles.
- 1 museum exhibit guide: compiling the 15 complete, numbered biographies.
- 1 didactic guide of the game to extend contents (including context and instructions)
- Template to write down answers to the enigmas of each life-sheet
- Time calculation template

4. . SETTING

“Visibles” is designed to be played in the classroom. The first step is to place the setting card, the 15 life-sheets (face down, showing the number), the block of 15 clue cards (also face down and showing the number) and the exhibition guide on a table, which can only be consulted when the enigmas of each biography have been solved. The rest of the game components will be distributed according to the game mode chosen.

Although the entire class plays cooperatively as a single team, there are three possible ways to play “Visibles” and depending on which one is chosen, more or less materials will be required. To have more copies of the materials, it will be necessary to photocopy the originals or download them free of charge from the QR code that appears at the end of this manual.

MODALITY 1: : THE WHOLE CLASS PLAYS AT THE SAME TIME.

. The students play in a large group (the whole class). In this case it will be necessary:

- 1 or several starting cards (setting).
- 15 life-sheets
- 1 or more notebooks of note cards from the Chief Curator of the museum.
- 15 clue cards.
- 1 template for recording answers.
- 1 template for scoring calculation.
- 1 museum exhibition guide with complete biographies.

MODALITY 2: THE CLASS IS DIVIDED INTO SUBGROUPS, BUT EACH SUBGROUP WORKS ON ALL THE BIOGRAPHIES

. Although the student body plays as a large group, it is divided into subgroups to make it easier for everyone to participate. Each group seeks the solution to all stolen identities. In this case it will be necessary:

- 1 or several starting cards (setting)
- Various copies (about 3) of the 15 life-sheets
- As many notebooks of note cards from the Chief Curator of the museum as there are subgroups.
- Several copies (about 3) of the 15 clue cards.
- As many templates for recording responses as there are subgroups.
- As many templates for calculating scores as subgroups.
- 1 museum exhibition guide with complete biographies.

MODALITY 3: THE CLASS IS DIVIDED INTO SUBGROUPS, BUT EACH SUBGROUP WORKS IN DIFFERENT BIOGRAPHIES.

. Although the students play as a large group, they are divided into subgroups to make it easier for everyone to participate, dividing the identities to be resolved among the subgroups. For example, if there are 3 subgroups, each one will look for the solution of 5 identities. In this case it will be necessary:

- 1 or several starting cards (setting).
- 15 life-sheets
- As many notebooks of note cards from the Chief Curator of the museum as there are subgroups.
- 15 clue cards.
- As many templates for recording responses as there are subgroups.
- As many templates for calculating scores as subgroups.
- 1 museum exhibition guide with complete biographies.

In addition to these 3 ways to play, you can also choose a version in which time is a factor to be considered, and another in which time is not considered. It is detailed in section 5 of this manual.

Ideally, even though there are several subgroups, they can resolve all identities so that students have the opportunity to meet and explore the lives of all the women in the exhibition that make up the plot of the game (several sessions will be necessary for this). It is recommended not to paint or mark the original components of the game, so they can continue to be used in future games or photocopied. For the registration of answers, the specific template will be used.

To begin with, the materials should be placed on a large table; then explain how the notebook works and distribute one to each group/subgroup and finally explain the function of the clue cards. The answer record templates are then distributed and the game begins. (See details of mechanics and game rules in section 5 of this manual).



5. INSTRUCTIONS TO PLAY AND RULES OF THE GAME



The basic game rules are:

1. Life-sheets must be resolved one at a time.
2. The clue cards should only be consulted when it is impossible to crack a puzzle, because they carry a penalty (penalties are explained below in the instructions for counting the final score). STUDENTS CAN ONLY ACCESS THE CLUES CARD WHEN THEY HAVE ATTEMPTED TO DECIPHER ALL THE ENIGMAS OF A LIFE-SHEET AND SOME CAN'T BE SOLVED.
3. When consulting the clue cards, each clue that is used will be noted on the recording template (The answer and use of clues must be kept honestly).
4. Everyone in the large group or each subgroup must participate equally and cooperatively.
5. To solve the last enigma of each biography, all the previous ones must always have been solved.
6. The time invested in solving each biography is timed. When one is solved, the stopwatch is stopped and the time is recorded (this only applies in the game version where we take time into account, otherwise skip this step).

The mechanics of the game are always the same regardless of the game form chosen (in a large group or in subgroups; with or without time):

To start the game, you must ensure that you have all the components. The 15 encrypted life-sheets can be projected on the wall to be worked on in the large group or printed and be worked on in subgroups; it is recommended that there be a minimum of 2 subgroups playing.

Information only for the version in which we measure the time:

A mobile phone or a web timer can be used as a stopwatch.

The total time to crack all 15 biographies before the clues are erased is 5 hours (300 minutes). These 5 hours can be played over multiple class sessions. Each biography must be deciphered in a maximum of 10 minutes to achieve this objective (the time can be extended according to the needs of the group).

If working in a large group and the whole group deciphers the same slide, the time will be counted using the stopwatch with 10 minutes of time for each life-sheet. If working in subgroups, there should be as many timers as there are subgroups, and each subgroup will record the time needed to decipher each biography. Working in subgroups means that the time needed to complete the game is reduced, and it can be played in a single class session.

The means to decipher the enigmas of each sheet is by consulting the notebook of notations from the Museum Chief Curator and trying to solve all the enigmas, writing down the answers on the template for recording the answers. After reaching the last enigma of a sheet, the players can consult the corresponding clue card if there is any enigma left to decipher. The clue cards do not provide the answer, but they help to answer enigmas remaining to be solved.

When a life-sheet is solved, the group can turn to the museum guide to check that the data in the biography matches their answers to the enigmas. Here it is very important not to look at the other biographies, only the one the group is working on.

Once all the life-sheets have been solved, the registration templates will be counted, following the next instructions (the game includes a template with these instructions that can be photocopied and distributed among the students so that they can calculate their score):

a) Version of the game without time

The goal of the game is to solve all the puzzles and retrieve all 15 biographies so that the "Visibles" exhibit is broadcast to the entire world. For this, the large group must calculate if they have managed to recover enough information for the presentation to happen, according to the following rules:

- Count the number of mistakes made in each biography. Each mistake made will add 5 points.
- Count the number of clues needed for each biography. Each clue used will add 10 points.

Count the number of incorrect final codes. Each incorrect final code will add 15 points.

- If adding all the biographies between 0 and 175 points have been achieved, we have enough information to launch the worldwide streaming exhibition!
- If more than 175 points have been achieved... Oh, oh...! We have not succeeded, but we can redo the incorrect puzzles to subtract points and thus achieve it.

b) Version of the game with time

The goal of the game is to solve all the puzzles and retrieve all 15 biographies in less than 300 minutes so that the "Visibles" exhibit is broadcast worldwide. For this, the large group must calculate the total time used to solve the game, according to the following rules:

- Count the time needed to solve each biography, and add the total.
- Count the number of mistakes made in each biography. Each mistake made will add 10 seconds to the time needed to solve each biography.
- Count the number of clues needed for each biography. Each clue used will add 30 seconds to the time needed to solve each biography
- Count the number of incorrect final codes. Each incorrect final code will add 1 minute to the time needed to solve each biography.
- If all 15 biographies can be solved in 300 minutes or less, we've collected enough information in time to launch the streaming exhibition globally!
- If the 300 minutes are exceeded... Oh, oh...! We have not succeeded, but we can redo the wrong puzzles to subtract minutes and thus achieve it.

At the end of the game, a reading aloud of the 15 biographies is recommended, so that the whole group can get to know them, especially if they have worked in subgroups. To delve into the theme associated with each biography, the didactic proposals presented in section 7 of this manual will be implemented.

6. SOLUTIONS

IDENTITY 1: FATIMA AL-FIHRI

Answer riddle a) 800

Answer riddle b) Tunisia

Answer riddle c) Commerce

Answer riddle d) Al-Qarawiyyin University

Answer enigma e) Religion; math; medicine; music

Answer riddle f) Arabic

Answer riddle g) 880

Answer riddle h) 80 (final code)

IDENTITY 2: SOR JUANA INES DE LA CRUZ

Answer riddle a) 1651

Answer riddle b) Mexico

Answer riddle c) Nun

Answer riddle d) Writing

Answer enigma e) Convent

Answer riddle f) 4000

Answer riddle g) 1695

Answer riddle h) 44 (final code)

IDENTITY 3: OLYMPE DE GOUGES

Answer riddle a) 1748

Answer riddle b) France

Answer riddle c) Playwright

Answer riddle d) Prison

Answer riddle e) 1791

Answer riddle f) 1793

Answer riddle g) 1793

Answer riddle h) 45 (final code)



IDENTITY 4: WANG ZENYI

Answer riddle a) 1768
Answer riddle b) China
Answer riddle c) Astronomer
Answer enigma d) Pythagorean theorem
Answer riddle e) 24
Answer riddle f) 13
Answer riddle g) 29
Answer riddle h) Venus (final code)

IDENTITY 5: CONCEPCIÓN ARENAL

Answer riddle a) 1820
Answer riddle b) Spain
Answer riddle c) Laws
Answer riddle d) A newspaper
Answer riddle e) The Red Cross (full name International Red Cross and Red Crescent Movement)
Answer riddle f) 1864
Answer riddle g) Equality
Answer riddle h) 73
Answer riddle i) 1893 (final code)

IDENTITY 6: MARIA TERESA GERTRUDIS DE JESUS

Riddle answer a) 1853
Answer riddle b) Venezuela
Answer riddle c) Piano
Answer riddle d) 6
Answer riddle e) 4
Answer riddle f) Cuba
Riddle answer g) 1917
Answer enigma h) 64 (final code)

IDENTITY 7: ADELA ZAMUDIO

Answer riddle a) 1854
Answer riddle b) Bolivia
Answer riddle c) Writing
Answer riddle d) 1901
Answer riddle e) 25



Riddle answer g) 1928
Answer riddle h) 74 (final code)

IDENTITY 8: MILEVA MARIC

Riddle answer a) 1875
Answer riddle b) Titel, Serbia
Answer riddle c) Germany
Answer puzzle d) Photoelectric effect
Answer enigma e) Theory of Relativity
Riddle answer f) 1948
Answer enigma g) 73 (final code)

IDENTITY 9: HEDY LAMARR

Riddle answer a) 1914
Answer riddle b) Austro-Hungarian Empire
Answer riddle c) Movie actress
Answer riddle d) Engineering
Answer riddle e) World War II
Answer riddle f) Telecommunications
Answer riddle g) Wi-Fi
Answer riddle h) 2000
Answer riddle i) 86 (final code)

IDENTITY 10: MARIA TERESA DE FILIPPIS

Riddle answer a) 1931
Answer riddle b) Dominican Republic
Answer riddle c) Marine biology
Answer riddle d) New York
Answer enigma e) SDG 14 – Life below water
Answer enigma f) 1. Overfishing and 2. pollution of marine ecosystems
Riddle answer g) 1966
Answer riddle h) 2009 (final code)



IDENTITY 11: IDELISA BONNELLY

Riddle answer a) 1931

Answer riddle b) Dominican Republic

Answer riddle c) Marine biology

Answer riddle d) New York

Answer enigma e) SDG 14 – Life below water

Answer enigma f) 1. Overfishing and 2. pollution of marine ecosystems

Riddle answer g) 1966

Answer riddle h) 2009 (final code)



IDENTITY 12: AUDRE LORDE

Riddle answer a) 1934

Answer riddle b) United States

Answer riddle c) Feminism

Enigma answer d) LGBTQ+ collective

Answer enigma e) SDG 5 – Gender equality

Answer riddle f) 2011

Answer riddle g) Breast cancer

Answer riddle h) 58 (final code)

IDENTITY 13: DONNA WILLIAMS

Riddle answer a) 1963

Answer riddle b) 28

Answer riddle c) 24

Riddle answer d) 1992

Answer riddle e) Writing, music, sculpture

Answer riddle f) 2017

Answer enigma g) 54 (final code)



IDENTITY 14: AURA LOLITA CHAVEZ IXCAQUIC

Riddle answer a) 1972

Answer enigma b) Guatemala

Answer enigma c) Mayan Cosmovision

Answer riddle d) 2007

Answer enigma e) Extractivist industry

Answer enigma f) Spain

Answer riddle g) 2017 (final code)

IDENTITY 15: CHIMAMANDA NGOZI ADICHIE

Riddle answer a) 1977

Answer riddle b) Nigeria

Answer riddle c) Reading

Answer riddle d) United States

Answer riddle e) 2003

Answer riddle f) 7

Answer riddle g) 2017 (final code)



7. DIDACTIC PROPOSALS

The following educational proposals intend to serve to carry out processes of reflection with students aimed at delving into two major global challenges such as gender inequalities and the prevention of violence against women. Each didactic proposal is linked to one of the women protagonists of the game, and can be completed both as part of the game mechanics itself and at the end of it, as a reflective process with the students.

1. GENDER INEQUALITIES IN ACCESS, DISTRIBUTION AND CONTROL OF RESOURCES

Contextualization: Women continue to suffer disproportionately from poverty, discrimination and exploitation. Gender discrimination means that women often end up in insecure and low-paid jobs, and remain a small minority in managerial positions. Discrimination also reduces access to economic assets such as land and loans and limits their participation in the design of social and economic policies

Another aspect to consider is that the bulk of housework falls to women, so they usually have little free time to take advantage of economic opportunities. Limitations in access, distribution and possession of resources are forms of violence against women, who historically (and today) have been part of the patriarchal system of social and economic organization, in which "the feminine" is relegated to a lower plane with respect to "the masculine".

Among its goals, SDG 5 (Achieve gender equality and empower all women and girls) proposes to undertake reforms that grant women equal rights to economic resources, as well as access to ownership and control of land and other types of assets, financial services, inheritance and natural resources, in accordance with national laws. However, in 18 countries, husbands can legally prevent their wives from working; in 39 countries, daughters and sons do not have the same inheritance rights; and in 49 countries there are no laws to protect women from domestic violence.

Questions to deepen:

Why is it essential to ensure equal rights to economic resources between men and women?

- What reasons and practices can be those that sustain that in the world this equality still does not exist?
- What are the consequences for women of not being able to access and control their own economic resources?

Resources to learn more:

•UN Women (2019) Progress of the world's women:

<https://bit.ly/3V1XHNy>

•SDG 5:

<https://bit.ly/3yhytRB>



2. GENDER INEQUALITIES IN ACCESS TO THE RIGHT TO EDUCATION AND LITERACY

Contextualization A girl or woman who attends school is realizing her fundamental human right to education. However, historically (and still today), girls have been deprived of this right because of their biological sex. Today, between 90% and 96% of girls and boys have access to primary education in the world, however, the gaps increase in secondary and higher education, especially in the most impoverished countries or in those with laws that they place women and girls on a lower plane (with fewer recognized rights) compared to men and boys. Regarding literacy, in the world around 80% of adult women have reading and writing skills, compared to almost 90% of adult men; but in the poorest countries, only about 51% of adult women can read and write, limiting their opportunities to fulfill themselves both personally and professionally outside the home. Gender discrimination in many ways weakens women's prospects of receiving an education. Early marriage and domestic work lead many girls and young women to drop out of school. Sexual harassment in public spaces can confine them to their homes. The lack of schooling, poverty, unemployment, gender-based violence and the worst jobs still fall disproportionately on women. Gender equality is a transversal priority to move towards a true Transformative Education for Global Citizenship.

Questions to deepen:

- SDG 4 "Ensure inclusive, equitable and quality education and promote lifelong learning opportunities for all" sets specific goals to eliminate gender inequalities in education and literacy. Find out what these goals are. Did you know the existence of inequalities due to gender in the right to education?
- What do you think it means for women and girls to have to assume caregiving tasks and traditional gender roles (such as housework) with respect to their educational possibilities and opportunities?
- Do you think it is important to transform education to build a fairer and more equitable world? Why?



Resources to learn more:

- UN Women (1995). Beijing Declaration and Platform for Action
<https://bit.ly/3fHEMY7>
- UN Women (web). SDG 4 and gender inequalities
<https://bit.ly/3rqyGy4>

3. GENDER INEQUALITIES IN THE RECOGNITION OF ECONOMIC, SOCIAL AND CULTURAL RIGHTS

Contextualization: LWomen are more than half of the world's population. However, historically their rights and freedoms of choice and action have been less than those enjoyed by men. Today, the United Nations Universal Declaration of Human Rights (1948) is the document that has set the pace for achieving equality between men and women in the world. Despite this, inequalities, injustices and specific violence continue to fall on the backs of women, and Human Rights are not guaranteed for them at the same level as for men. In addition, women have specific rights such as sexual rights and reproductive rights, which in many countries are not respected and are systematically violated.

The discrimination and violations of Human Rights suffered by women and girls for being women include: the limitation of their access to justice, education, health and economic resources; the persecution for defending and claiming their rights before the States that deny them or for defending their territories before the multinational companies that exploit them; limited access to paid work (104 countries have laws that prevent women from doing certain jobs and 18 have laws that allow husbands to legally prevent their wives from working); sexual violence, including the limitation of sexual rights and reproductive rights, rape as a weapon of war or female genital mutilation, among others (it is estimated that 35 percent of women around the world have suffered physical and /or sexual violence by a man at some point in their lives



Questions to deepen:

- The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) establishes that States must guarantee the Human Rights of women on equal terms with men. Did you know the existence of inequalities due to gender in the recognition of the most basic Human Rights?
- Think of some examples of real-life situations in which women and men are treated differently. For what is this? What can we do to eliminate these inequalities, individually and collectively?

Resources to learn more:

- Amnesty International (web). Rights of women and girls
<https://www.amnesty.org/en/what-we-do/discrimination/womens-rights/>
- Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) <https://bit.ly/3fByV6O>

4. TRADITIONAL GENDER ROLES: CAREGIVING TASKS

Contextualization: Gender inequalities constitute a form of discrimination that affects more than half of the world's population. It obeys a patriarchal model of economic and social organization, which has made caregiving work invisible and undervalued, which encompasses all those tasks that allow life to be sustained, a job that has traditionally fallen to women and which continues to be the source of inequalities. The patriarchal system itself assigns responsibility for caregiving work to women, and this idea continues to be implicitly and explicitly transmitted at different levels, including educational systems. Therefore, it is important to address the concept of "co-responsibility for caregiving".

Co-responsibility implies higher levels of recognition of caregiving tasks and greater well-being to be able to carry them out equally: both to alleviate the burden suffered by women and to make visible and recognize the role of men in them (as well as their right to enjoy parenting), leaving behind the traditional gender roles that assigned these tasks exclusively to women, coming to exist specific educational itineraries for women aimed at learning to cook, clean, take care...



Questions to deepen:

- Did you know that historically and still today, there is a type of education aimed at girls specifically so that they take on tasks that have traditionally been assigned as feminine (caregiving tasks)? Is it beneficial for girls and boys to live together in schools?
- Do you think there has been progress in educational opportunities for girls? Do you know close cases – for example, family members – in which the studies of some woman were different from those of her male colleagues, and were focused on domestic tasks and caregiving tasks? Why do you think this has been so?
- How do you think we can begin to learn that caregiving work is everyone's task, regardless of gender? What things should we learn to do so that everyone knows how to take care of ourselves, take care of other people, and take care of the planet?

Resources to learn more:

- UN Women (2021). From where I stand: "If we as men are interested in gender equality, everything gets better"
<https://bit.ly/3e7KSR9>

5. GENDER INEQUALITIES IN ACCESS TO HIGHER EDUCATION

Contextualization: Although today in the world women and men complete university studies in a more or less equal way, historically women were deprived of being able to access university studies, even today they are prohibited from accessing these studies in some countries of the world. Taking Europe as an example, it was not until the middle of the 19th century (just 250 years ago) that universities began to accept women in their classrooms, when the first European universities were born in the 11th century (such as the University of Bologna in Italy), it is That is to say, that, as a general rule, for 800 years, women could not access higher education in Europe, although there were sometimes exceptions.



Although today the number of female university students is slightly higher than that of men, according to UNESCO, gender inequalities in higher education continue to be a universal problem, since, among other things, as the level of studies increases (degree > master's > doctorate) the number of women decreases, so that the levels of greater recognition and prestige (mainly doctorates and leadership positions) continue to be occupied by nearly 70% of men.

Questions to deepen:

- Did you know that these types of gender inequalities exist in higher education?
- Why do you think that historically the right to higher education was reserved for men?
- Why is it important that women and men have the same educational opportunities at all levels?

Resources to learn more:

•UNESCO (2021) Women in Higher Education: Has the Female Advantage Put an End to Gender Inequalities?
<https://unesdoc.unesco.org/ark:/48223/pf0000377182>



6. GENDER INEQUALITIES IN THE ARTS

Contextualization: Despite recent advances in promoting gender equality in the cultural and creative industries, impediments to achieving gender equality continue to exist. Among them, there is unequal access to decent employment and fair remuneration, as well as the highest leadership positions continue to be represented in general by men. Within these inequalities, racialized women experience greater difficulties in seeing their place recognized in the world of the arts, for example, in 2018 a study showed that, among 871 music producers, only 4 were racialized women. Job insecurity in the cultural sector also affects women more, for example, in 2008 in the United Kingdom, during the great global financial crisis, 5,000 women lost their jobs in the television industry due to cuts, compared to 300 men. Another example occurs in museums, where today we still see very little presence of female painters, or their production is considered a "minor work".

Additionally, those who identify as female or gender diverse are more likely to experience harassment, abuse, bullying and a general lack of safety and opportunity in cultural and creative workplaces, including in the digital environment.

Questions to deepen:

- Did you know the existence of this type of gender inequalities in the art industry?
- Do you think that in class you study male and female artists equally? And women artists of color? And artists who identify as non-binary gender? And women artists with disabilities? Why do you think it is important that they are visible?

Resources to learn more:

- UNESCO (2021). Gender & Creativity: Progress on the Brink, Special Edition. <https://unesdoc.unesco.org/ark:/48223/pf0000375706>
- Stacy L. Smith, [et. al], (2018). "Inclusion in the Recording Studio? Gender and Race/Ethnicity of Artists, Songwriters & Producers across 700 Popular Songs from 2012-2018". <https://assets.uscannenberg.org/docs/aai-inclusion-recording-study-2019.pdf>

7. POLITICAL CRISES AND GENDER INEQUALITIES: BOLIVIA

Contextualization: There are 36 recognized towns in Bolivia. With the United Nations Declaration on the Rights of Indigenous Peoples and a new Constitution, Bolivia adopted the denomination of Multi-national State in 2009. During the last decade, policies have been implemented that have led to progress in reducing poverty, economic growth and inclusion of the indigenous population. However, after the political crisis of 2019, a social crisis was established that polarized the population into two groups visibly marked, among others, by the component of cultural ethnic origin or affiliation. Indigenous women were one of the victims of the greatest violence and strongly stigmatized

Questions to deepen:

- Indigenous women suffer from intersecting forms of discrimination that are strongly related to racial and ethnic discrimination. Can you investigate the discrimination of indigenous peoples and especially the forms of violence experienced by indigenous women?

Resources to learn more:

- UN Women (2017). Indigenous women's rights and activism. <https://bit.ly/3Ef1Acc>



8. GENDER INEQUALITIES IN SCIENCE AND TECHNOLOGY

Contextualization: Historically, the world of science and technology has been linked to the male sex, for this reason these studies were prohibited for women for centuries, and many women who expressed abilities in fields such as biology or medicine were even accused of witchcraft and convicted. to dead. Although this reality is currently being reversed through the promotion of access and permanence of girls and women to studies related to Science, Technology, Engineering and Mathematics (STEM), there are still great inequalities in the exercise of professions related to these areas.

Some studies point out that some of the causes are that the exercise of these professions is often thought from the logic of hegemonic masculinity, demanding a total dedication that many women cannot assume due to the caregiving tasks that they usually assume outside of work after the working day. Other studies suggest that educational systems continue to transmit and perpetuate traditional gender roles. Other studies prove that it is more difficult for women to practice as professionals in the STEM areas, having to demonstrate more skills than men for the same position, being questioned and having limited opportunities to access leadership positions.

Questions to deepen:

- Achieving gender equality in STEM areas is essential to achieving the Sustainable Development Goals, because only with the talent of the entire population, including of course women, will it be possible to face the great global challenges.
- Why do you think that today the situation of women and men in the same job is still unequal, especially when we talk about STEM areas?
- How can equal opportunities be promoted in all workplaces and ensure that women are included in jobs that have historically been prohibited or that have had greater difficulties in accessing them?



Resources to learn more:

- UNESCO (2019) Cracking the Code: Women's and Girls' Education in STEM
<https://unesdoc.unesco.org/ark:/48223/pf0000253479>
- European Parliament (2021) Report on promoting gender equality in STEM-related education and careers
https://www.europarl.europa.eu/doceo/document/A-9-2021-0163_EN.html

9. VIOLENCE AGAINST WOMEN

Contextualization: Despite the great progress that has been made in the last century towards a more just and equitable world, we continue to live in an unjust and unequal world, in which both individual perceptions and global figures continue to tell us about inequity, of discrimination, violence, violation of Human Rights, fundamentally of women. A world that continues to place men in positions of domination and abuse of power and women in positions of vulnerability and risk.

Violence against women is understood as that type of violence that attacks women for the mere fact of being women. The patriarchal system is a system of unequal relationships in which men hold power and privileges and women are subjected to the use of different types of violence. It is a system that establishes social order through gender roles that assign reproductive roles/private world to women and productive roles/public world to men. This system is reproduced and sustained in alliance with other systems of domination, such as Capitalism (focused on the accumulation of capital) and Colonialism (based on the domination and exploitation of a territory by a nation that is foreign to it). That is why we say that the causes of violence against women are structural, because they have to do with the ways of functioning of the systems that structure our societies and with our ways of doing, feeling and thinking.



Questions to deepen:

- There are different types and forms of violence against women: physical violence, psychological violence; sexual violence; economic violence; media violence; symbolic violence and political violence. Did you know the diversity of forms that violence against women can take? Can you research them and describe an example of each?

- One way to contribute to the elimination of violence against women is to position ourselves and act against it. For this we must act individually (each person) and also collectively (among all). Can you propose examples of individual and collective actions to act against violence against women?

Resources to learn more:

•UN Women: Types of violence against women and girls.

<https://bit.ly/3e3wZ6F>

•UN Women: Facts and figures: Ending violence against women.

<https://bit.ly/3M5IVBf>



10. GENDER INEQUALITIES IN SPORTS

Contextualization: Women and girls have historically been excluded from certain sports considered "masculine" and today they still continue to face these inequalities, especially in the professional practice of sport (where they are paid less, have less media coverage or help in their professional training), but also in leisure or educational spaces, in which traditional gender roles continue to be transmitted and perpetuated, leaving women and girls out of some sports. Another example is that the expression "like a girl" is still used when, especially boys, in a sport they do not meet the expectations of winning or "being the best".

Fortunately, women are increasingly playing a leading role in the world of sports, for example, at the 2020 Tokyo Olympics, almost 49% of athletes were women, making it the most gender-balanced Olympic Games in the entire history of sports history. In addition, the presence and visibility of women and girls in sports directly contributes to dismantling and acting against stereotypes that place women and girls in a lower category than men in terms of their sporting abilities. However, there is still a long way to go, since many professional women do not receive salaries that allow them to live from sports, which is less frequent when we talk about the salaries of male sports professionals.

Questions to deepen:

- How many names of male athletes can you name? And how many names of female athletes? What changes do you think are necessary for female athletes to be equally valued as their male colleagues?
- In countries such as Finland, Denmark or Australia, agreements have been reached so that women soccer players earn the same salary and have equal conditions as male soccer players: how can we contribute to achieving this in more countries as well? To start with, you can research women athletes who are making history and promoting gender equality in sport, such as Aizhan Alymbai Kyzy (chess champion from Kyrgyzstan); Khadija Timera (boxer from Senegal); Anita Karim (Pakistan's first female professional mixed martial arts fighter); Kathely Rosa (aspiring soccer coach from Brazil) or Malak Abdelshafi (Paralympic swimming champion from Egypt).



Resources to learn more:

•UN Women (2021). Women in sports are changing the game.

<https://bit.ly/3e791aH>

•#LikeAGirl

<https://www.youtube.com/watch?v=qtDMyGjYIMg>

11. THE ROLE OF WOMEN IN THE CONSERVATION OF BIODIVERSITY AND ENVIRONMENTAL SUSTAINABILITY- DOMINICAN REPUBLIC

Contextualization: The loss of biodiversity is one of the great challenges that the environmental crisis is making us face. As a consequence of production and consumption models, and the overexploitation of natural resources and ecosystems, we are facing the loss or danger of extinction of countless animal and plant species. In the field of nature conservation there are many challenges, especially for women, such as lack of funding, limited resources and dangerous working conditions. But still they resist.

The role of island countries or with a large part of coastal territory is essential, as is the case of the Dominican Republic, for example.

Questions to deepen:

- Currently there are numerous marine species already extinct or in danger of extinction in the world. Can you find out some of their names, as well as the specific causes that have led them to be in this dangerous situation or have already become extinct?

- World Environment Day is celebrated on June 5 every year. In 2022, the theme of this Day was #OneEarth, and the stories of life and struggle of numerous women who care for biodiversity, are defenders of the environment and fighters against the climate crisis. Can you research these women and comment on their struggles and achievements?



Resources to learn more:

- Meet some of the women driving conservation. (2022).
<https://wwf.to/3EgslwO>
- UN Women: Why should women be at the forefront of climate action? (2022)
<https://bit.ly/3EdbomU>
- World Environment Day 2022
<https://www.worldenvironmentday.global/>

12. . INTERSECTIONALITY OF INEQUALITIES

Contextualization: Intersectionality makes it possible to consider different forms of discrimination that intersect and affect women from different angles. For example, women suffer discrimination for being women, but other forms of discrimination and violence are added to this when factors cross, such as race, functional diversity, belonging to a minority, sexual diversity... Intersectionality makes it possible to make visible the different types of discrimination that women can suffer and how they intersect with each other.

The concept of intersectionality was first raised by Kimberlé Crenshaw, an African American, feminist, and anti-racist professor, to address how different types of inequality intersect with gender inequality. For example, a black lesbian woman suffers specific discrimination and violence that a white heterosexual woman does not suffer. A black woman belonging to an ethnic minority suffers discrimination and violence different from a black woman with functional diversity. The different forms of violence add to each other, increasing the vulnerability of the people in which they intersect.

Questions to deepen:

- Did you know the concept of intersectionality? Why do you think it is important to consider the different types of inequalities? Does this allow a better understanding of the different forms of violence experienced by women?
- Listen to Kimberlé Crenshaw's TED talk (in the resources section to find out more) and comment on the phrases that have most impacted you



Resources to learn more:

- Kimberlé Crenshaw: the urgency of intersectionality
<https://www.youtube.com/watch?v=akOe5-UsQ2o>
- UN: Intersectional discrimination.
<https://www.un.org/en/fight-racism/vulnerable-groups/women>

13. WOMEN AND DISABILITIES

Contextualization: According to the World Health Organization, more than a billion people, or around 15% of the world's population, have some type of disability, and this figure is increasing. The idea of disability refers to the interaction between people who have a psychological, intellectual or physical health problem (such as depression, Down syndrome or paralysis) and certain environmental, social and institutional factors (such as negative attitudes and social prejudices, media, transport and public buildings inaccessible, or little social, health, educational, economic, political support...).

With disability being a risk factor for people's vulnerability, we find that compared to men without disabilities, women with disabilities are three times more likely to have their health care needs unmet; two times less likely to have a job; three times more likely to be illiterate and at least two to three times more likely than other women to experience violence, whether from family members, partners, caregivers and institutions (UN Women).

Questions to deepen:

- The presence of women with disabilities is very scarce in leadership positions. Do you think this is a reason why the specific needs of women with disabilities in the world tend to take a secondary place?
- The Sustainable Development Goal 10 (SDG 10) proposes among its goals "by 2030, to enhance and promote the social, economic and political inclusion of all people, regardless of age, sex, disability, race, ethnicity, origin, religion or economic situation or other condition". Why is this important and what specific measures do you think are necessary to respond to the specific needs of women with disabilities?



Resources to learn more:

- WHO: Disability and health.
<https://www.who.int/en/news-room/fact-sheets/detail/disability-and-health>
- UN Women: Facts and figures: Women and girls with disabilities.
<https://bit.ly/3ygdOgN>
- UN Women: Global Norms and Standards: Women and Girls with Disabilities.
<https://bit.ly/3Ef3Lw7>
- UN (2015) SDG 10: Reduce inequality within and between countries.
<https://www.un.org/sustainabledevelopment/>

14. . FIGHT FOR THE WOMEN'S AND INDIGENOUS PEOPLES' RIGHTS - GUATEMALA

Contextualization: : Recognition of the cultural richness of indigenous peoples and their own development model contrasts with the conditions of exclusion and poverty to which they are subjected, displaced on many occasions from their ancestral territories. Poverty rates are significantly higher among indigenous peoples, relative to other population groups.

This group only constitutes 5% of the world population, but at the same time it is among the 15% of the poorest. In addition, the recognition of their collective rights as peoples contained in the United Nations Declaration on the Rights of Indigenous Peoples of 2007 finds a considerable gap in respect for these rights and their effective exercise.

The defense of the territory continues to be fundamental for indigenous peoples with a worldview that makes them feel part of nature and not its owner, which distances them from the modes of exploitation of the prevailing economic model. They suffer on their lands and, therefore, on their culture and livelihoods, the continuous pressure of extractivism and the agribusiness of large companies.



Questions to deepen:

- Indigenous women suffer human rights violations and violence of all kinds, including sexual violence, as they are at the forefront of the fight against the extractivist industry. Why is the role of women in defending the rights of indigenous peoples and territories especially important?
- Investigate some of the achievements of women leaders in Guatemala and in other countries in the defense of their territories.

Resources to learn more:

- Front Line Defenders: <https://www.frontlinedefenders.org/>

15. CRITICAL INTERCULTURALITY FROM A GENDER PERSPECTIVE

Contextualization:

Today, many of the world's societies are multicultural (multiple cultures coexist in them) and intercultural relations are promoted as a solution to coexistence between people of different cultures. However, we find that, in most cases, intercultural processes do not consider the structural causes of inequalities, that is, they do not consider or criticize the power relations that perpetuate a neocolonial model and that reproduce the inequalities and injustices that are manifested in racialized people.


Critical interculturality invites us to reflect on where white privilege comes from and how history has been built around the figure of the white man, since the single story creates stereotypes about "the others" putting the emphasis between what differentiates us from one person to another, instead of how we are similar, in order to recognize our common humanity. If we only hear a story about a person or a country, we run the risk of falling into a serious misunderstanding: We must understand that there is never a single story, but that history is made up of multiple stories, just like the heterogeneity of women in the world they need to have their own voices and be heard.

Questions to deepen:

- Have you stopped to think that the history that we know and that we study is generally constructed from a Western and white perspective?
- After watching Chimamanda Ngozi Adichie's video, what clues do you get about the importance of knowing the multiple stories and realities that make up the world we live in?

Resources to learn more:

- Chimamanda Ngozi Adichie (2009). TED Talk: The danger of the single story.
<https://bit.ly/3Eg4f5l>
- Methaodos Magazine (2021): Critical interculturality and epistemic decoloniality. Proposals from Latin American thought for a symmetrical dialogue.
<https://bit.ly/3ydt7k>



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A Transformative Education must incorporate innovative educational methods that allow addressing the problems of today's global society from educational practice, encouraging students to develop the necessary skills for critical, responsible and active citizenship, understanding the interrelationships between local and global realities. and, at the same time, favoring the social inclusion and educational inclusion of students, especially groups in a situation of greater vulnerability or risk of early school leaving.



Download the game materials



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