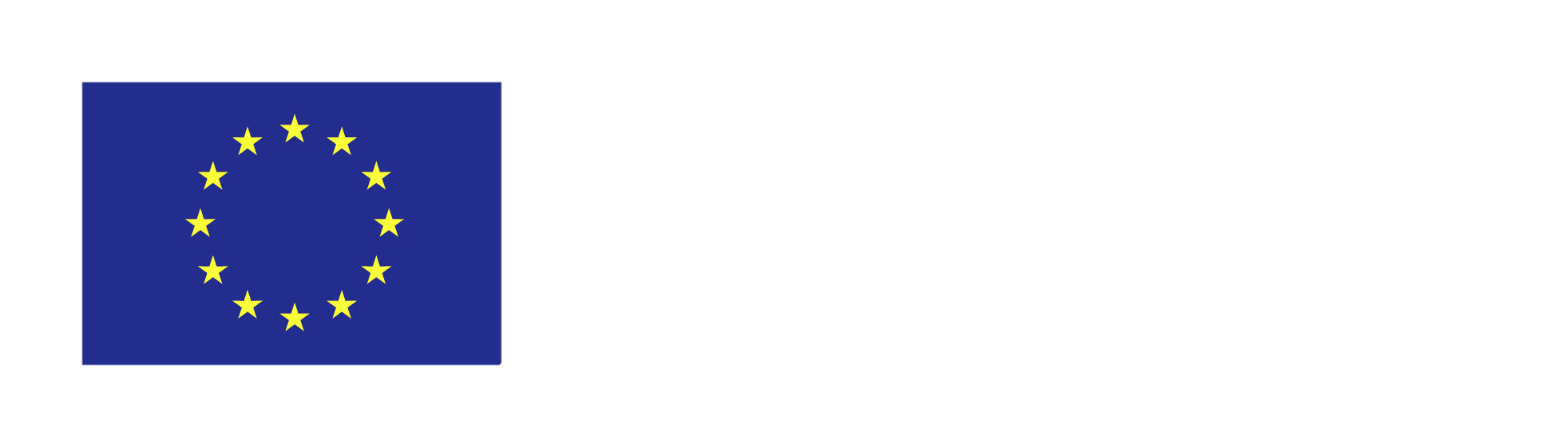
**Gender Equality Charter Mark**

Environment

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| Category | Level | Key Question | Emerging | Working towards | Developing practice | Embedded practice |
| Design | School/kindergarten | To what extent is GE represented in the physical environment? | Encourage discussion of what GE represented in physical environment means (including recreation space and sanitary facilities).  Seek support from external agencies and seek examples of good practice. | Develop and carry out audit of internal and external learning environment identifying possible areas that are gender-biased.  Develop an inclusive policy for sanitary facilities and menstrual management. | Adapt internal and external spaces so they become an extension of the learning environment removing gender bias.  Implement an inclusive policy for sanitary facilities and menstrual management. | Implement a physical environment plan/ design style guide and put in place regular reviewing methods to promote GE.  Share good practice with other schools/ kindergartens, educational institutions and networks. |
|  | School/kindergarten staff and teaching | To what extent does school/ kindergarten staff use the physical environment as a tool for promoting GE? | Encourage staff to discuss and identify gender-biased physical environment.  Encourage staff to seek examples of good practice.  Build learning about gender bias in the school/kindergarten environment into the curriculum. | Support students in exploring bias in the physical and learning environment.  Take part in developing and carrying out audits. | Involve staff in adapting internal and external spaces so they become an extension of the learning environment removing gender bias.  Support students to make changes in the physical environment and the way it is used. | Review the physical environment for GE as a regular part of the curriculum.  Share good practice with other schools/ kindergartens, educational institutions and networks. |
|  | Students and Learning | To what extent does the physical environment support students in understanding the importance of GE? | Encourage students to discuss and identify gender-bias in the physical environment. | Appoint a representative group of students to explore possible biases in physical environment  Encourage students to make suggestions for improvements. | Take students’ suggestions for changing spaces regarding biases into account when adapting the spaces. Involve students practically in making these changes. | Involve students in regular reviewing of physical environment to promote GE.  Encourage students to share good practice with other schools/ kindergartens, educational institutions and networks. |
| Content | School/kindergarten | To what extent does the school/kindergarten control the content of the visuals from a GE perspective? | Discuss issues around GE in visual representation and research good practice. | Audit visual representation from GE perspective in all areas of school/kindergarten building. | Make changes based on audit of GE and develop guidelines for visual representation. | Review visual representation for GE on regular basis.  Share good practice with other schools/ kindergartens.  Engage with issues of GE representation in wider community. |
|  | School/kindergarten staff and teaching | To what extent does school/ kindergarten staff actively choose to have and use unbiased visuals? | Discuss issues around GE in visual representation and research good practice.  Link discussions to training around unconscious bias. | Involve staff in auditing visual representation from GE perspective in all areas of school/kindergarten building and especially their teaching areas and resources.  Ensure a gender balance when displaying students’ work. | Make changes based on GE audit and follow guidelines for visual representation.  Ensure there are opportunities to challenge stereotypes. | Involve staff in regular GE reviews, sharing good practice and engaging with wider community. |
|  | Students and Learning | To what extent are students involved in creating, maintaining and monitoring the visuals in the school/kindergarten from a GE point of view? | Enable students to discuss issues around GE in visual representation and research good practice. | Involve students in auditing visual representation from GE perspective in all areas of school/ kindergarten building and resources. | Involve students in making changes based on GE audit and monitor how school/kindergarten follows guidelines for visual representation. | Involve students involved in regular GE reviews, sharing good practice with other schools/kindergartens and engaging with wider community. |
| Use of | School/kindergarten | To what extent does the school/kindergarten ensure equal access for all to every part of the physical environment? | Encourage discussion of what GE means in terms of equal access to physical environment  Seek support from external agencies and seek examples of good practice. | Develop and carry out audit of the use of the internal and external learning environment identifying possible areas that are gender-biased. | Ensure internal and external spaces are used in gender-neutral ways. | Regularly review the use of the gender-neutral use of the physical environment.  Share good practice with other school/ kindergartens, educational institutions and networks. |
|  | School/kindergarten staff and teaching | To what extent does school/ kindergarten staff support the gender-neutral usage of physical space? | Encourage staff to discuss and identify gender-biased use of physical environment.  Encourage staff to seek examples of good practice. | Support students in exploring bias in the use of the physical environment.  Support students to take part in developing and carrying out audits. | Involve staff in ensuring that internal and external spaces are used in gender-neutral ways.  Support students to make changes in the way the physical environment is used. | Review the gender-neutral use of the physical environment for as a regular part of the curriculum.  Share good practice with other schools/ kindergartens, educational institutions and networks. |
|  | Students and Learning | To what extent do students use the physical space in a gender-inclusive way? | Encourage students to discuss and identify gender-bias in the use of the physical environment. | Enable students representing different genders, ages and backgrounds to use map of school/ kindergarten grounds to carry out RAG (Red, Amber, Green) rating according to how gender inclusive they feel different areas are. Students can take photos of key areas. | Involve students in monitoring school/kindergarten environment to ensure equal access (e.g. outdoor areas shared equally by different genders for sports/active games). | Involve students in regular reviewing of the gender-neutral use of the physical environment.  Encourage students to share good practice with other schools/ kindergartens, educational institutions and networks. |

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