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EASY
EDUCATING ADULTS AGAINST STEREOTYPES

EASY GUIDE FOR EDUCATORS

EASY_Educating Adults Against Stereotypes
2021-1-PL01-KA220-ADU-000028240

Με τη χρηματοδότηση της Ευρωπαϊκής Ένωσης. Οι απόψεις και οι γνώμες που διατυπώνονται εκφράζουν αποκλειστικά τις απόψεις των συντακτών και δεν αντιπροσωπεύουν κατ'ανάγκη τις απόψεις της Ευρωπαϊκής Ένωσης ή του Ευρωπαϊκού Εκτελεστικού Οργανισμού Εκπαίδευσης και Πολιτισμού (EACEA). Η Ευρωπαϊκή Ένωση και ο EACEA δεν μπορούν να θεωρηθούν υπεύθυνοι για τις εκφραζόμενες απόψεις.

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The Project

The EASY – Educating Adults Against Stereotypes - is an Erasmus+ project cofounded by the European Union. The project seeks to promote equal opportunities and access, inclusion, diversity, and fairness across all its actions and is being developed against a background of unprecedented challenges and opportunities facing the world such as increasing globalization to end stereotypes. Our goal is for adults to understand the stereotypes that can lead to discrimination, improving the availability of high-quality learning opportunities for adults while will help the inclusion and diversity in all fields of education, training, youth, and sports.

The project results are four:

EASY Course Framework: The Course framework for adult educators will identify the subject competencies in terms of the knowledge, skills, and attitudes concerning stereotypes, how stereotypes lead to discrimination, how gender and age discrimination affects all society, and how to make adults better competent to prevent these discriminations. It includes the **learning outcomes,** modules and resources of the course targeted to adult educators about age and gender stereotypes.

EASY Films and Comic Strips Catalogue: The Catalogue Includes a series of films (feature and short) and comics (cartoon and/or comic strips), portraying social stereotypes and different social ways a society can be organized.

EASY Toolkit: The toolkit comprises various activities for adult educators to use in their sessions. The activities will be based on films and comic strips selected from the Catalogue to actively explore stereotypes and discrimination.

EASY Guide for Educators: The Guide introduces the EASY rational approach for the target audience (adults and adult educators) and civil society (staff and organisations, in VET, higher education or/and adult education) and illustrates how to flexibly use the assets in the Course Framework, Catalogue, and Toolkit.

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1. INTRODUCTION

1.1. Scope

Through the needs analysis carried out in the partner countries prior to the implementation of *EASY project*, and the primary and secondary research conducted the first year of implementation, it was established that in all countries there was a significant lack of interventions supporting adult educators to deal effectively with discrimination issues and diversity at their training contexts. Except for general offers on intercultural skills or antiracist activities, there are **no targeted training offers addressing the needs** and concerns of adult educators **regarding the management of the hurtful results of stereotyping in adults training contexts or the efficient and effective management of stereotyping in the thinking and action of educators**. At policy level, strategies and interventions against stereotyping behaviours and the promotion of acceptance culture focus on primary and secondary education, while the adult education contexts are in most cases not involved or addressed by them. **There is a clear need to promote systematic training and awareness-raising among adult educators on the matter to effectively address this need in the context of adult education.**

Regarding the adult trainees, a series of training offers in diversity issues more or less exists in training offers of social and human sciences in all partner countries. However, in all countries, **a significant lack of suitable training material or frameworks such as the EASY FRAMEWORK OF COMPETENCIES for the prevention of discrimination in the thinking and action of educators and adult learners, based on gender and age stereotypes as well as other socio-demographic and cultural characteristics has been reported.**

Therefore, the *EASY project* focused on the role of adult educators in the prevention of stereotyping based on existing perceptions regarding the gender and age of trainees as a two-way process.

The aim of **EASY GUIDE FOR EDUCATORS** is to present the developed results in the context of the EASY project as flexible, unexpected and witty ways for adult educators of different background and disciplines that train different groups of people to use the results developed in the frame of the EASY project so as to plan and offer training interventions that prevent discrimination based on hurtful age and gender stereotypes from their training and social contexts.

1.2. Audience of the document

With the full confidence of providing high-quality and much needed integration tools against age and gender stereotyping, we present to all stakeholders involved the project (adults, adult educators, staff and organisations, in VET, higher education or/and adult education, other interested actors such as NGOs involved in adult education, organisations and institutions active in adult education and society inclusion, etc) products and their possible uses. This **Short Guide for Educators®**, Educational Institutions and Stakeholders provides some recommendations on how the training materials produced and the selected audiovisual materials can be used in different contexts in order to empower adult educators in dealing with stereotypes. The teaser of the project, available at Projecteasy.eu, can be used in connection with any material or as a standalone.

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2. STEREOTYPING AND DISCRIMINATION PROCESSES IN EUROPE

Although there has been a widespread declaration of respect for human rights in Europe since the 1960s, and a **handbook** on **European Anti-Discrimination Law** has been systematically published since 2011, **stereotyping issues** are **still active in citizens' thinking**. Moreover, violations of the rights of specific social groups and discrimination against them continue. In the studies and research of the European Union Agency for Fundamental Rights[1], issues of concern and struggle for equality and non-discrimination of social groups burdened by stereotypical perceptions do not 'disappear.' Age and gender are still strongly stereotyping characteristics.

In the most EU countries, **women** tend to be **better educated** than men, **yet women still receive lower wages on average**. One reason for this is that women in the EU are over-represented in low-paid sectors, too rarely finding employment in well-paid sectors. Over the life cycle, most women adjust their work patterns to caring responsibilities, resulting first in lower wages and, in their senior years, in the risk of poverty and social exclusion.[2] In the EU, the female employment rate increased from 60.6% in 2009 to 70.2% in 2023. For men, the rate started from a higher value and increased more slowly, from 74.0% in 2009 to 80.4% in 2023. As a result, the employment gap between men and women narrowed by 3.2 percentage points between 2009 and 2023. The percentage of employed men of working age still significantly exceeds the percentage of employed women.

Eurostat data for 2023-2024 shows that the **employment gap between men and women is significantly higher for those with children**, at 17.0 percentage points for those aged 25 to 54. In the 25-54 age group, men with children have a higher employment rate (91.9% in 2023) than men without children (83.7%). For women, the trend is the opposite, with women with children more likely to have a lower employment rate (74.9%) than women without children (79.7%).[3] In 2023. 27.2% of women were working part-time due to caring responsibilities, compared to only 6.8% of men.

Although most European countries talk about **the right** (not the obligation) **to retire** at retirement age, many do not offer employment to people aged 60+, and 40-50-year-olds are denied the right to adopt. Sometimes a 33-year-old man is 'too young' to be a director of an important institution and a 50-year-old teacher is 'too old' **to work** with young children.

The response to this situation is the implementation of anti-discrimination educational programs in the countries (and with the support) of the European Union. Most of such initiatives are addressed to children and young people, which is absolutely socially right. Unfortunately, actions aimed at adults who have potentially taken over from previous generations thinking and acting based on stereotypes, and who belong to the group of current decision-makers on the shape of social life, are occasionally implemented.

1 European Union Agency for Fundamental Rights; https://fra.europa.eu/en/work-on-rights

2 European Commission (2023), Joint Employment Report 2023, Publications Office of the European Union, Luxembourg.

3 Eurostat, https://doi.org/10.2908/LFSI_PT_A

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The topic of **STEREOTYPES** and **STEREOTYPING** is the main issue taken up in the **EASY project**.

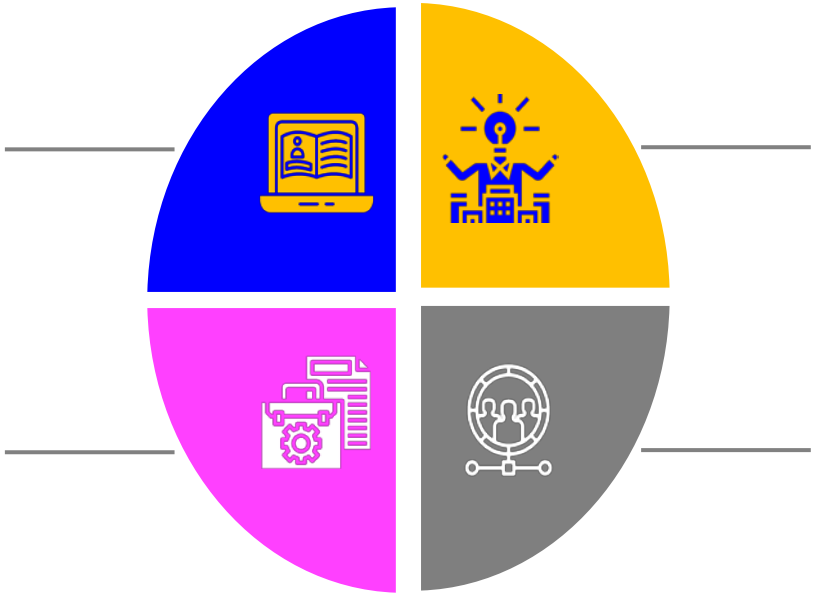
For the use of adult learners (and therefore also for the benefit of the Reader of this document) it has been described in **thematic modules**, which constitute the second part of the **EASY COURSE FRAMEWORK**, as discussed below.

3. HOW TO USE THE PACK

The EASY tools are developed to ensure that educators are well-equipped to handle age and gender stereotyping effectively. Each tool plays a unique role:

Course Framework and training Moduiles

Structured learning paths and content to build a strong foundation



Films and Comic Strips Catalogue

Engaging media to foster discussions and reflections on age and gender stereotypes

EASY Toolkit

Ready to use activities that provide practical hands-on experience to the trainees

Guide for Educators

Essential Support for educators to deliver the content confidently and effectively

Together, these tools provide a well-rounded training experience, promoting awareness and actionable skills for educators in all settings. This makes them invaluable in formal and informal educational contexts.

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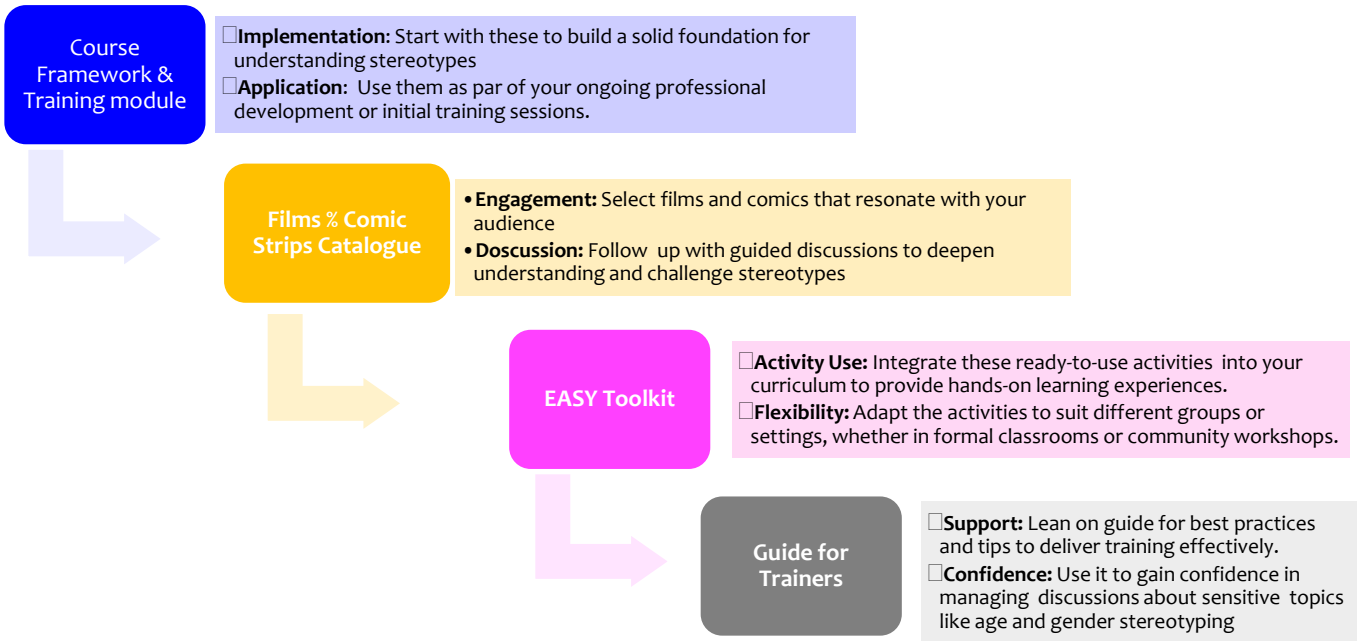
The EASY pack is a comprehensive approach for the management of age and gender stereotypes in the context of a classroom of adults. Here is how you can make the most of it:



Together, these tools offer a holistic approach to training, helping educators at all levels feel equipped and confident in creating inclusive learning environments. In the units that follow we present the description of each tool developed and general suggestions of potential use followed by country specific recommendations.

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3.1. The EASY Course Framework

3.1.1. Description

The **EASY Course Framework** is a document containing **generic and operational learning outcomes** together with a **description of the theoretical background of educational work methodology for adult learners**. This (the first) part can be found in the file entitled

EASY Course Framework Learning Outcomes and Basics of Educational Work Methodology.

The second part of the **EASY Course Framework** consists of text resources, arranged in **four thematic modules**, presented in separate files:

Module 1. Definition and Sources of Stereotypes
Module 2. Typology of Stereotypes
Module 3. The Mechanism of 'Giving Up' Stereotypes
Module 4. The Individual and Social Effects of Stereotyping.

EASY Course Framework Learning Outcomes and Basics of Educational Work Methodology

The development of the **EASY Course Framework** was preceded by a **bibliographic study** carried out by all partners, the aim of which was to **identify, the ranges of knowledge, skills and attitudes that form the silhouette of a citizen 'free' from age and gender stereotyping and discrimination based on it.** This research analysed existing theories and current research findings, which provided the basis for 1/ the development of **general and specific (operational) learning outcomes**, 2/ the development of a **synthetic study on stereotyping and discrimination in the Modules**.

Recall that **learning outcomes** describe **what learners should know, be able to do and value because of the integration of knowledge, skills and attitudes acquired during the course.** They are defined in measurable terms and are evaluable (confirmable as an achievement). In the EASY Course Framework, learning outcomes were developed at a **general level**[4], expressing learning objectives as the intended outcome of the educational experience from the educator's perspective, and at an **operational level** indicating quite precisely WHAT the learner should know and understand, WHAT knowledge-based skills the learner should possess, and WHAT behaviours the learner should exhibit in order to be a person free from discriminatory age and gender stereotypes in thought and action.

[4] see p.7 EASY COURSE FRAMEWORK Learning Outcomes (...).

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Operational learning outcomes have been located at **the levels of the European Qualifications Framework**, which ensures that they can be identified in educational systems/programs and that they can be formally recognized (micro-credentials, ECTS system, etc.) in any country and by any educational institution or organization that wants to develop curricula on stereotyping and discrimination and adult discrimination in both formal and informal forms.

The **EASY COURSE FRAMEWORK** thus **developed fills a gap in training references for adult educators, focusing on stereotypes and discrimination in adult society and reinforcing non-formal education**, in which acquired knowledge, skills attitudes tend to go largely unnoticed. It is worth recalling that many years have passed since 2012, when the European Council Recommendation on the validation of non-formal education and informal learning[5] was issued, and although the Recommendation is legally binding, the state of implementation of national approaches varies, in some cases apparent.

The functions and method of developing ***thematic modules*** (the second part of the EASY COURSE FRAMEWORK) are presented in the **EASY COURSE FRAMEWORK Learning outcomes (...)**[6].

In this **GUIDE**, it is worth noting that

1. the number of modules corresponds to the number of main topics describing the issues of stereotyping and discrimination,
2. the order of the modules is not random, they are arranged in the system
    - 1.what are we talking about, what is it,
        - → 2.in what forms does it occur,
            - →3. how to get rid of it or weaken it,
                - →4. what motivates such a change".

[5] Council Recommendation of December 20, 2012, r. on the validation of non-formal and informal learning, OJ L 398. 22.12.2012. https://www.cedefop.europa.eu/files/Council_Recommendation_on_the_validation_20_December_2012.pdf

[6] EASY COURSE FRAMEWORK Learning Outcomes (...) p. 20

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3.1.2. Possible uses by stakeholders

THE EASY COURSE FRAMEWORK is **primarily a resource prepared for** the **EDUCATION OF ADULT EDUCATORS**, in the subject area presented in the EASY project. This means that it can be used in **formal**, **non-formal** and **informal** adult teacher/adult educator education systems/ learning.

According to the ISCED classification (UNESCO-UIS 2012, p. 80), formal education is '[e]ducation that is institutionalised, intentional and planned through public organizations and recognised private bodies and – in their totality – constitute the formal education system of a country. Formal education programmes are thus recognised as such by the relevant national education authorities or equivalent authorities, e.g. any other institution in cooperation with the national or sub-national education authorities. Formal education consists mostly of initial education. Vocational education, special needs education and some parts of adult education are often recognised as being part of the formal education system.'[7]

According to the ISCED classification (UNESCO-UIS 2012, p. 81), non-formal education refers to '[e]ducation that is institutionalised, intentional and planned by an education provider. The defining characteristic of non-formal education is that it is an addition, alternative and/ or complement to formal education within the process of the lifelong learning of individuals. It is often provided to guarantee the right of access to education for all. It caters to people of all ages but does not necessarily apply a continuous pathway-structure; it may be short in duration and/or low-intensity, mostly leads to qualifications that are not recognised as formal or equivalent to formal qualifications by the relevant national or sub-national education authorities or to no qualifications at all. Non-formal education can cover programmes contributing to adult and youth literacy and education for out-of school children, as well as programmes on life skills, work skills, and social or cultural development.'
[8]

According to the ISCED classification (UNESCO-UIS 2012, p. 80), informal learning refers to '[f]orms of learning that are intentional or deliberate but are not institutionalised. It is consequently less organised and structured than either formal or non-formal education. Informal learning may include learning activities that occur in the family, workplace, local community, and daily life, on a self-directed, family-directed, or socially directed basis.[9]

Based on the **EASY COURSE FRAMEWORK**, organisations working in the sectors described in the definitions of formal education (university, vocational school, etc.) and non-formal education (teacher training centres, training companies and others) can easily programme/train courses for adult educators on countering age and gender stereotypes and discrimination**. In higher education institutions (e.g. colleges, academies, universities, polytechnics),** this **applies to teacher education** in all fields of study where 'teacher preparation' modules are implemented. In these organisations, currently employed staff can also be trained in the subject matter of the project.

7 European Commission: European Education and Culture Executive Agency, Adult education and training in Europe – Building inclusive pathways to skills and qualifications, Publications Office of the European Union, 2021, https://data.europa.eu/doi/10.2797/788535, p. 162

8 Ibidem, p. 164

9 Ibidem, p. 163

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The **EASY COURSE FRAMEWORK is also targeted as a resource for adult educators** working in any space where education - formal and non-formal - 'happens,' on age and gender stereotyping. Although the framework has been developed with a focus on the use of informal approaches, it can be used to develop training using methods typical of formal education, depending on the learning context. The EASY COURSE FRAMEWORK Learning Outcomes (....)[10] identifies three examples of using a set of learning outcomes to build an educational program under the topics of age and gender stereotyping, and discrimination. It listed:

a/ **The short (8-16 hours) course in general and professional/ vocational adult education**, which can be taught in schools for adults who, for example, complete general education at EQF level 4 in the evening or part-time system.

This **course** can be **incorporated into national language** or **English classes**, can be an offering of **classes on civil society/democracy**, **art classes** and any other in which the educator (teacher) sees an opportunity (or necessity) to address this topic. The EASY Project contains also materials (**EASY Toolkit**) that can be used as a source of simultaneous development of language competences, knowledge about works of art (film, graphics) and competences to counteract discrimination related to age and gender stereotypes.

Although the learning outcomes of this course are set at EQF level 4, **the course can be successfully adapted to formal, higher education programs** in which the diagnosis of students' knowledge and competences in the field of counteracting discrimination has revealed gaps.

b/ **The intensive longer course (16 - 30 hours), in vocational education,** the learning outcomes of which are set at EQF level 5. An example of a course for *Candidates for human and property security officers*[11] was given, but there are **many industries and sectors of professional work where the competencies described in the EASY course framework seem necessary** (and have not necessarily been developed in formal education). These sectors include medical care, tourism, hotels, trade, and other services.

c/ The last example is the **course for (candidates for) HR specialists** (e.g. **postgraduate studies, specialist courses**) and students of **higher education** in the field of human resources management. Learning outcomes from level 6 (one from level 7) were used because learners are expected to achieve the **competences to think critically about stereotypes/stereotyping and discrimination, allowing them to solve problems in the workplace.** Similar social expectations are formulated towards **all managers** in **business, education, medical care, and other sectors**, which is why such a course can be one of the modules of education at higher level.

[10] EASY COURSE FRAMEWORK Learning Outcomes (....) p. 14

[11] Ibidem, p.14

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It is worth noting that in the examples given, the **learning outcomes are formulated at the same EQF level**, because they are aimed at a specific group of course recipients (adult learners).

Final recommendations for building course programs based on the EASY Course Framework

- Levels of operational learning outcomes should not be mixed when creating a course programme, although some exceptions may be allowed based on a **diagnosis of the learning needs of a group of adult learners** on stereotyping and discrimination
- If organisations/ adult educators constructing their own course proposals for learners at EQF level 5-6-7 based on EASY learning outcomes see the need to 'return' to lower levels, it would be better to programme a short course first, e.g. at level 4-5-6 (3-6 hours), followed by further courses at higher levels of the EASY Course Framework.
- The specific nature of the adult learner and the organisation for which the EASY course is being designed will dictate in which form(s) **this course can be delivered - face-to-face, online, as blended-learning** etc. **The choice of course form influences the selection of learning outcomes**. While in stationary forms it is possible to evaluate the achievement of the objectives described by the outcomes in all areas (knowledge, skills, attitudes) during the course, in an online course it is basically impossible to evaluate the attitude/autonomy spectrum. Thus, the **learning outcomes and the chosen course form should be compatible.** In online courses, knowledge learning outcomes predominate, in face-to-face courses autonomy/attitude outcomes may predominate, which will be validated not only by their declaration by learners, but also by the educator's observation of participants' attitudes and behaviour.

3.1.3. Country specific suggestions

Bulgaria

The profession of "Adult Educator" in Bulgaria is not a formally recognized and regulated profession. This means there is no specific educational qualification or certification required to work as an adult educator. However, adult education is a growing field in Bulgaria, and there are many opportunities for those interested in working in this area. People from various backgrounds, including teachers, trainers, social workers, and psychologists, can work as adult educators.

The National Qualifications Framework of Bulgaria is fully compliant with the European Qualifications Framework (EQF) and the Qualifications Framework for the European Higher Education Area (QF-EHEA). To this end, the EASY Course Framework aligns well with the formal education system of Bulgaria, which also employs the EQF. Its adaptable nature makes it suitable for both formal and non-formal educational contexts. The framework's clear learning objectives and content can be easily tailored to meet specific educational goals.

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The EASY training materials are especially applicable in the following types of courses intended for adult learners:

- *Continuing education/training* - implemented after completion of a certain level of education; applicants are required to have completed a certain level or type of prior education (e.g. primary, elementary, secondary, tertiary, general education or vocational).
- *Further education/training* - learners are not required to have completed prior education, knowledge, and skills.
- *Labour market education/training* - education for/at the workplace; in-company education; business education; vocational education and training.
- *Leisure education* - education to broaden general culture; hobby/interest courses.
- *Education for specific categories of learners* - for prisoners, for the elderly, for people with disabilities, etc.

The **EASY COURSE FRAMEWORK** and the thematic modules offer a valuable resource for equipping current and future adult educators with the knowledge and skills to recognize and address age and gender stereotypes effectively. By familiarizing educators with these biases, the framework empowers them to foster inclusive learning environments in both formal and informal settings. Based on the EASY COURSE FRAMEWORK adult and VET education providers can plan a flexible course delivery in several terms:

- *Overall workload* – the total net workload of the EASY training course (incl. 4 modules and 40 training activities) varies from 8 hours to 30 hours according to the intensity of the desired course and the needed depth of the learning. In the description of each activity in the EASY Toolkit an estimated duration is provided allowing for flexibility in planning the sessions. Some learners prefer shorter, focused bursts of activity, while others benefit from longer, more immersive sessions. Thus, the duration of the course can be adjusted to cater to different preferences.
- *Workshop coverage* – a certain training workshop, organised using the EASY training materials, can cover all or part of the activities related to a film or comic strip.
- *Workshop duration* – depending on the number of activities covered by the particular training programme, training workshops can be organised in full days (8 hours) or half days (4-5) hours depending on the approach, followed by the adult and VET education providers and the preferences of the course participants.
- *Number of participants* – it is recommended that the training workshops using EASY learning activities are delivered before relatively small groups of participants (15 to 25 people), in order to simultaneously support group work and individual approach to training delivery.

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It should be noted that whichever option is chosen regarding coverage and duration of the training workshops, it is recommended that education providers follow the EASY COURSE FRAMEWORK logics with respect to training modules delivery sequence, as all the modules are closely related to each other.

Denmark

The EASY course framework is based on the European Qualifications Framework (EQF). The European Qualifications Framework is intricately linked to the Danish Qualifications Framework for Lifelong Learning. The framework is primarily developed to identify learning outcomes so that competencies can be validated and recognized in informal learning, such as folk high schools and evening schools. However, the framework is also a useful tool for developing learning activities in all areas of formal education, such as primary schools, secondary and upper secondary schools, and higher education/bachelor's degrees. The course framework can also serve as a tool for educators who want to develop themselves professionally to work on breaking down stereotypes and discrimination.

The first part of the framework - the EASY framework of competencies - is particularly useful if you want to develop your own training programs focusing on stereotypes and anti-discrimination. Here you will find an overview of operational learning outcomes based on the EQF categories of knowledge, skills, and autonomy/attitudes. Each activity in the EASY toolkit also contains a reference to learning outcomes. If you want to know more about the connection between the European Qualifications Framework and the Danish Qualifications Framework for Lifelong Learning, you can read more here: https://ufm.dk/uddannelse/anerkendelse-og-dokumentation/dokumentation/kvalifikationsrammer/europaeisk-kvalifikationsramme-eqf

The second part of the framework - teaching and learning methods and techniques - provides a brief introduction to possible approaches to learning and can provide inspiration for teaching methods.

The third part of the framework - the learning modules - provides background knowledge on stereotypes and anti-discrimination. The learning modules are particularly useful for educators who, before using EASY's activities or when developing their own courses, want to know what stereotypes are, what it takes to break down stereotypes and what effects stereotyping can have.

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Greece

The **EASY COURSE FRAMEWORK** and the ***thematic modules*** could be very well used for familiarising current and future adult educators with age and gender stereotyping so that they feel confident while working in any educational space- formal and informal - that they can identify and manage effectively such behaviours if they occur. They can be a very helpful tool in creating inclusive educational environments.

The **EASY COURSE FRAMEWORK** and the ***thematic modules*** could be made available through

1. **private initiatives** such as training seminars, workshops or peer learning groups for adult educators organised by Vocational Education and Training Centres that wish to offer such training to the educators that they cooperate with to improve the quality of the services that they offer. In addition, NGOs like the European Association for the Education of Adults or Professional Associations like the Hellenic Adult Education Association can use the suggested tools for the provision of specialised training and the certification of adult educators.
2. initiatives of the public sector such as
    a. up-skilling trainings offered by the Greek Ministry of Education and Religious Affairs especially for adult educators could contain aspects related to the management of stereotypes in the training context
    b. the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP) could consider including both the Framework and the suggested Modules in the Subjects' Bank for the certification of Trainers for Adults of non-formal education as the topics covered are interconnected with the provision of quality services by adult trainers and adult educators.
    c. the school of Pedagogical and Technological Education could consider including aspects of the Framework to the Annual Pedagogical Training Program (EPPAIK) as well as the Specialization Program in Counselling and Orientation (PESYP) so as to equip the professionals that follow these trainings with knowledge skills and competences that are related to the management of stereotyping in educational and counselling contexts.

Poland

In Poland, there is no need to formulate specific comments on the possibilities or limitations of using **EASY COURSE FRAMEWORK**, because the learning outcomes are based on EQF. The assumptions contained in the EQF have been transferred to the Polish Qualifications Framework (PQF). In turn, the PQF is the basis for formal education for the profession of teacher, including **adult teacher (andragogue)**.

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The formal description of the **'andragogue'** profession in Poland shows that it is necessary to complete **first (bachelor)- and/or second-cycle (master) studies in the field of pedagogy** and in **the field of andragogical specialization**/adult and related education (adult education with gerontology, continuing education with andragogy, continuing education, etc.) , postgraduate studies in andragogy/adult education. This means that **learning outcomes** in **formal education** should be selected from **levels 6 and 7 of the EASY COURSE FRAMEWORK.** Education based on the **EASY COURSE FRAMEWORK** as part of studies may take place as part of a 'academic subject' of education or a 'learning module.'

In the process of professional development of adult teachers, in the field of stereotypes and discrimination, the level of learning outcomes should be determined by self/diagnosis of the educational needs of educators joining the training.

Portugal

The EASY Course Framework is easily transferred and used in formal education in Portugal, since we also use the EQF in formal education. Regarding the non-formal and informal education in Portugal, the EASY Course Framework presents useful information and learning goals that can be easily adapted to the aims of the education that you want to provide.

In Portugal there are several organisations, governmental and non-governmental, dedicated to promoting equal opportunities and prevent discrimination and violence to specific groups. The ones dedicated to gender are the ones with more visibility, and although they started their action in the second half of the 70's of XX century (Portugal had a very long dictatorship which ended in 1974, so this was not a problem before), there is still work to do. We can refer to CITE - Comissão para a Igualdade no Trabalho e no Emprego (Equality in Work and Employment Commission) which is, since 1979, the national mechanism for equality and non-discrimination between men and women in labour, employment and vocational training. And also, CIG - Comissão para a Cidadania e a Igualdade de Género (Citizenship and Gender Equality Commission), which was born in 1975 as CCF - Comissão da Condição Feminina (Female Condition Commission), is the national body responsible for promoting and defending the principle of equality between women and men, seeking to respond to the profound social and political changes in society in terms of citizenship and gender equality. Both these organisms are highly active in reporting the situation in Portugal, acting when there is necessary intervention to obey laws promoting equality, and promoting actions to prevent discrimination. CIG creates Vocational Training Frameworks in these thematic and to different target groups, and some of these include optional modules, so the EASY Course Framework can be used to this optional module and focus more on age stereotypes since the ones from CIG focus more on gender. Examples of these frameworks in which it is possible to include EASY Course Framework are: Ref.8 LGBT12+6 Training in Sexual Orientation and Gender Identity, with optional module of 6 hours; Ref.16 EDU_IG25-35 Gender, Equality and Citizenship, with optional module of 10 hours. The work of these organisms is closely connected to the Estratégia Nacional para a Igualdade e a Não Discriminação 2018-2030

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(National Strategy for Equality and Non-Discrimination 2018-2030), published in May 2018, to structure 3 Action Plans: Action Plan for Equality between Women and Men (PAIMH); Action Plan for Preventing and Combating Violence against Women and Domestic Violence (PAVMVD); Action Plan for Combating Discrimination based on Sexual Orientation, Gender Identity and Expression, and Sex Characteristics (PAOIEC). As a result from this National Strategy, and similar ones published before, we have several Training Frameworks presented by CIG to different target groups, Plans to promote Equality in Municipalities (which usually include vocational training or non-formal and informal education), and inclusion of a discipline / education in schools, from 1st grade to 12th grade, of Citizenship and Development. There is also a plan in Portugal to enhance the qualifications of people in working force, since the qualifications are very low, and for this there are training courses with short term modules (UFCD - Unidades de Formação de Curta Duração, 25h or 50h), which are organised in professional profiles so adults can achieve double qualification (Qualificações de Dupla Certificação): school education (9th or 12th grades) and professional education, all information regarding these are online in Catálogo Nacional de Qualificações (Qualification National Catalogue), and we can find 5 of these training modules addressing equality (search for Igualdade) at level 4 of EQF. To implement either of these courses or education, the EASY Course Framework is a valuable resource, to structure the sessions / learning, since it is very flexible and possible to use just some parts, according to the aims of the training / learning provider.

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3.2. The EASY Films and Comic Strips Catalogue

3.2.1. Description

The objective of the EASY Project is to eradicate stereotypes and promote equal opportunities, access, diversity, and fairness across all its activities. This is done in response to unprecedented challenges and opportunities faced by the world, such as globalisation, which might perpetuate stereotypes. Our goal is for adults to understand the stereotypes that can lead to discrimination, improving the availability of high-quality learning opportunities for adults while helping with inclusion and diversity in all fields of education, training, youth, and sports.

In today's global and interconnected world, it is essential to develop the ability to connect with people from various parts of the world and diverse cultures, regardless of age, gender, social, cultural, ethnic, racial, political, and geographic differences. The aim is to provide a considerable number of adults with educational resources and tools so that they can become advocates against discrimination with the guidance of trained educators.

The EASY project will support, through lifelong learning, the educational, professional, and personal development of people in Europe and beyond, thereby contributing to sustainable growth, quality jobs, and social cohesion, driving innovation, and strengthening European identity and active citizenship, while promoting values of inclusion and diversity, tolerance and democratic participation, and knowledge about shared European heritage and diversity.

Discrimination and even violence based on stereotypes is a current topic present in our daily life, and in the news. It is also a big concern in Europe, which values the social inclusion and equal treatment of all. Using something that is considered recreational, such as films, TV series and comics, can be an excellent way to introduce and discuss the stereotypes and discrimination thematic to adults in an innovative and appealing way. This catalogue features 12 films (feature, short and tv series) and 14 comics (cartoons and/or comic strips), which highlight the most common stereotypes. These movies and comics were carefully chosen to depict the social stereotypes related to gender, age, and discrimination in diverse settings. There were two phases on the selection of films and comics, and the second phase included discussion and agreement between the entire partnership. Considering the films, the second phase started with 25 movies and each partner scored the movies on “The level of understanding at first glance”, the “Presence of stereotypes”, “Types of stereotypes”, the “The level of compatibility with educational tools” and the “Straightforwardness”. After each partner had scored the 25 movies, all the scores were compared by EASY partnership and the 12 movies with higher global scores were selected for the catalogue. Regarding the comics, starting also with 25 comics, each partner scored the comics on the “The level of understanding at first glance”, the “Presence of stereotypes”, the “Types of stereotypes”, the “The level of compatibility with educational tools” and the “The understanding corroborated with age”. After each partner had scored the 25 comics, all the scores were compared by EASY partnership and the 15 comics with higher global scores were selected for the catalogue, although organised in 12 themes since some different comics addressed the same subject in the same way. Each film and

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comic are presented with Identification; Short Description of the Story; Stereotypes Portrayed; Why it was Chosen; and in the comics section also the Translation into own Language. The Catalogue is organised in two sections: films and comics, and also includes an index by type of stereotype.

3.2.2. Possible uses by stakeholders

The Catalogue will be used by both educators and learners during and after the training session. Although the films are long, sometimes it is easy to agree with a group to everybody watch a film at home before a session, for everybody to start with the same information, and basis to discussion in session. Also, there are included TV series with short length episodes and some documentary short, which is possible to have visualisation during learning sessions. The comics are easier to use in sessions – educators can project it or have it printed and distributed. The EASY Catalogue will enable educators to plan for the resources, materials, and tools needed during the training session, based on films, tv series and comics. EASY Toolkit presents activities already tested, based on some of the films and comics included in the Catalogue, but educators can create or adapt activities to other films and comics of the Catalogue. Educators can access supplementary films and comics to support their teaching, as the ones included in the Catalogue can be inspiration for the educators to look for others. Learners can explore the resources in the Catalogue for self-study and reference, even after the training is complete; it will be possible that learners will look at films and comics from a different perspective, next time they face a film or comic included in the Catalogue – or so we hope!

3.2.3. Country specific suggestions

Bulgaria

The **EASY Film and Comic Strips Catalogue** is a powerful collection of diverse and thought-provoking resources. There are several organisations in Bulgaria which utilize films as a tool for learning and who might use the result in their work and build synergies with the EASY project:

- **Kinematograf** (https://kinematograf.eu/) - this organization specializes in short films and organizes regular screenings, particularly focused on educational purposes. They often collaborate with schools and educational institutions to integrate film into the curriculum. They also organize tailored trainings for companies as well as team-building activities.
- **Bulgarian National Film Centre** (https://www.nfc.bg/) - the centre supports various film-related initiatives, including film education. They may collaborate with schools and universities to promote film literacy and critical thinking through film screenings and workshops.

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- **Local film clubs and cinemas** - many cities in Bulgaria have local film clubs and cinemas that organize film screenings and discussions. These events can be a terrific way to introduce people to diverse types of films and encourage critical thinking.
- **Educational Institutions** - some universities and schools in Bulgaria incorporate film studies into their curricula, particularly in departments like media studies, cultural studies, or communication. The Department of Cinema, Advertising and Show Business at the new Bulgarian University is one example of such higher education institution (https://visualarts.nbu.bg/en/).
- **Various NGOs and cultural organizations** may organize film festivals, workshops, and seminars that focus on specific themes and can benefit from the **EASY Film and Comic Strips Catalogue**.

The **EASY Film and Comic Strips Catalogue** can be utilized in various events:

- ***Thematic film screenings***: themed film screenings focused on certain stereotypes can be organized, using the catalogue to select films. The screenings can be followed by discussions to explore the themes of the films facilitated by educators.
- ***Film production workshops***: the films and comics from the catalogue can serve as inspiration for learners to create their own films and comics that address stereotypes.
- ***Public awareness campaigns***: the films and comics from the catalogue can be used to create public awareness campaigns on issues related to stereotypes and discrimination.
- ***Curriculum development***: Collaborate with VET centres and universities to integrate film and comic strips from the catalogue into their curricula.
- ***Student projects***: Encourage students to use the catalogue as a resource for their own film and media projects.
- ***Teacher training***: The Catalogue can be used as a source of examples for teacher training on how to use film and comics to teach critical thinking and media literacy.

Denmark

One of the cornerstones of the EASY project is the catalogue of films and comics. Here you will find an overview of selected films and comics that all portray stereotypes or discrimination. For each film or comic there is a brief summary and a description of which stereotypes are portrayed.

For all films and comics described in the catalogue, educational activities have been developed, which you will find in the toolbox.

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You can use the catalogue in two ways:

- You select the film or comic that suits your purpose and target audience. Then go to the toolkit and find the learning activities developed specifically for the film or comic.
- If you want to work with specific stereotypes, you will find a description of the stereotypes portrayed in each film or comic. You can then select the film or comic that matches the stereotypes you want to work with.

This means that you can select the film or comic that suits your purpose and match it with one or more educational activities from the catalogue.

Greece

The **EASY Film and Comic Strips Catalogue** can be a powerful tool at hands when looking for the right context to initiate discussions about gender and age stereotyping.

- adult educators or even trainees can use the catalogue as source for inspiration
- **NGOs** in cooperation with **Film and Comic societies** can use the Catalogue and organise events around the theme of age and gender stereotyping in adult education
- **Neighbourhood associations**, **Local community centres** or the **Department of culture of Municipalities** could organise film projections followed by targeted discussion moderated by experts

Poland

The EASY Film and Comic Strips Catalogue can be widely used in Poland in formal and non-formal education. The film and comic suggestions included in it are a significant inspiration to initiate conversations, debates, analyses and reflections on images and the effects of stereotyping.

According to MediaPanel data[12], approximately 18.2 million people use streaming services and applications in Poland, which is over 60% of Internet users and 55.6% of media users in general. This means that 'film' is currently one of the most popular and understandable media for adult recipients.

[12] Nowy Marketing (2024), Wielkie kino na żądanie. Jak Polacy korzystają z portali streamingowych? https://nowymarketing.pl/wielkie-kino-na-zadanie-jak-polacy-korzystaja-z-portali-streamingowych-badanie/ [20.03.2024]

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Comic strips are not, like films, a popular narrative medium that fascinates Polish adult readers, but their use in adult education can be easily promoted by educators. A valuable argument here is the ease of their presentation.

Portugal

The introduction of innovative strategies in teaching and learning processes is essential for pedagogical change and for adapting to the social and cultural transformations in today's societies, with the aim of providing citizens and education for citizenship. From the perspective of various authors, cinema is an educational resource full of potential, as it is a medium that can contribute to learning, reflection and change in social, cultural, and educational practices. By being perceived as an educational medium, cinema is inserted into the classroom in order to enhance reflective and meaningful learning about visual culture and social life itself [13].

Comic books, more specifically comics and cartoons, are a widely circulated genre, as they are a mass medium that brings together a huge number of fans of all ages. The allure of this form of artistic expression is linked to its popularity, topicality, and iconicity. In the context of learning, this seduction becomes motivation, which is an essential factor in the teaching-learning process: if there is motivation, there will be a greater predisposition to learning and the learner will take a more active role in the proposed tasks. Associated with motivation is the playful aspect of comic strips, comics, and cartoons, often given by the irony of the language used.

All this considered, the EASY catalogue will be especially useful for the educators, as it presents a selection of films and cartoons in which is easy to start group discussions regarding stereotypes and discrimination, and also be a basis to create and perform different tasks with adult learners. After the use of some of these in learning sessions, the educator can provide the Catalogue to the learners, so by themselves they can watch the resources contained in it and further reflect on the thematic.

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13 Cachadinha, M., Moura, A., Almeida, C. (2017). Exploração de Filmes como Estratégia Pedagógica, in Revista Portuguesa de Educação Artística, vol. 7 ° N°2, https://rpea.madeira.gov.pt/index.php/rpea/article/download/3/9/33

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3.3. The EASY Toolkit

3.3.1. Description

The **toolkit** has a set of activities developed for the EASY project to be done with learners. These are based on films and comic strips selected from the Catalogue, to explore the thematic of stereotypes, discrimination or even violence based on stereotypes. There were selected five films / tv series and nine comic strips (organised in 6 blocs) from the catalogue to serve as the foundation for this Toolkit. This selection was based on specific criteria that have been discussed and agreed upon by the partnership. These films and comic strips have the potential to be useful resources for engaging adult learners in conversations about various stereotypes.

Each film and comic strip bloc had a proposed minimum of 3 activities, and the activities for each film or comic strip are different in nature. The learning activities for the learners encompass both individual and group exercises, along with assignments to be completed at home. There are also some presentations to be done by learners to both peers and educators, group discussions, role-playings, filming a video, quizzes, surveys, campaigns, games, and anything else that works with adult learners and is in tune with EASY aims. In total you can find **41 activities** proposed in the **EASY Toolkit**.

3.3.2. Possible uses by stakeholders

The toolkit is designed for both learners and educators to use during training sessions as a comprehensive guide for all planned activities. Educators can select the most appropriate film or comic to present at specific points throughout the training, as well as guide them in collaborating and sharing ideas during the session. Learners will use the toolkit to prepare adequately for all activities during the training session and as a reference guide after the training.

This toolkit can also be a basis to inspire stakeholders to create different activities for the same comics and films, or other comics and films. And also, to create activities in different learning thematic.

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3.3.3. Country specific suggestions

Bulgaria

Despite action in this field, Bulgaria continues to have one of the lowest participation rates in adult learning in the EU, especially for people from a disadvantaged socio-economic background. In 2022, the share of those aged 25-64 who took part in adult learning courses decreased to 1.7% and is significantly below the EU average (11.9%). Participation is particularly low for unemployed people, those with disabilities or lower levels of education and skills, Roma and people living in rural and remote areas. This has an impact on the participation of those groups in the labour market, in education and training and social inclusion. Adult educators and trainers are not sufficiently prepared to meet the needs of individual learners and the requirements of employers. There is a need to strengthen competences in methods of training for adults and regularly update and upgrade skills.

With respect to the Bulgarian context, the **EASY Toolkit** is a valuable training asset as it combines diverse activities in terms of nature, duration and competences covered. The different activities incorporate visual, auditory, and kinesthetic elements to enhance understanding and retention making them adaptable to different teaching and learning styles. The delivery methods are also versatile combining activities that can be used in traditional classroom settings for group work, individual exercises, self-preparation, and online activities.

This flexibility of the **EASY Toolkit** ensures that it can be utilised to address a wide range of educational needs:

- **Short-term workshops and seminars** - the EASY Toolkit can be successfully applied in short or small-scale workshops focused on specific stereotypes, such as gender, age, or racial stereotypes. The activities can be used to stimulate discussions and critical thinking.
- **Tailored learning experiences** suitable for in-company thematic workshops, individualised learning sessions tailored to specific learner needs, flexible paced trainings, trainings aimed to empower certain marginalised groups such as Roma or long-term unemployed, etc.
- **Community outreach programs** such as public film screenings followed by discussions led by experts or community members, or collaboration with schools and youth organisations to offer workshops using the activities to educate young people about stereotypes.
- **Professional development for educators** especially in training programs for teachers on how to use film and comics to teach about stereotypes and critical thinking. Also, the EASY toolkit can help educators improve their own teaching skills and develop effective strategies to engage adult learners, as they stipulate active learning activities such as role-play, simulations, debates, etc.

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- **Incorporation in long-term courses** – the EASY toolkit activities can be incorporated into larger programs such as Media Literacy Course, where EASY activities can be used to teach participants to critically analyse media representations, or Intercultural Communication Course, where the EASY learning activities can be used to explore cultural stereotypes and intercultural communication.

Denmark

The EASY Toolkit is the direct application-oriented part of the EASY project. The purpose of the toolkit is to have easily accessible teaching activities that educators can use when working on breaking down stereotypes and discrimination. The activities are carefully selected, tested and evaluated and can be used to work with controversial topics such as stereotypes and discrimination, but with an entertaining/playful premise. This is a series of activities with selected comics and films from the catalogue. The different activities range from electronic to analogue, individual and group activities. Some activities require more preparation from the teacher than others, e.g. the comics require less preparation in terms of content than films, as the teacher must have seen the film before using the activity in order to prepare the activity, but a distinction is made between preparation on the content side, such as watching the film, finding the comics and the methodological/didactic considerations, e.g. which film/comic is suitable for which activity and what the purpose of the teaching sequence is.

The activities can be used in many diverse types/levels of education.

As mentioned earlier, the EASY project is intended for informal education/courses, which makes more sense in the other countries involved in the project, but HF & VUC FYN has focused on operationalizing the project so that the activities are also highly relevant in a Danish context, where formal education is more important. The activities can therefore be used in education at all levels, for example:

Primary school

A primary school teacher can use one of the activities if they see students bullying each other. The bullying can be based on gender, religion, or something else entirely. In this case, the different activities can help the class discuss what language they use when describing each other. Or the teacher can discover which students have which discriminatory attitudes and then engage in a dialogue with that group of students about how discrimination affects other people.

The activities at primary school level would also be good to use in connection with, for example, theme days where different grade levels are mixed. In this way, a space can be created where students can discuss openly without being bound by class dynamics, which can sometimes be a hindrance. Or, as described in the example above, if a class has particular challenges with relationships and bullying.

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The activities related to the documentary on gender reassignment for example might be better suited to secondary school, where students are mature and entering their teenage years and know more about the topic than children in primary school.

The activities are ready-made and carefully described and structured and can be used immediately following instructions, but they can also serve as a catalogue of inspiration for which exercises/activities are suitable for discussing and working with controversial topics that focus on the relationship between people.

Upper Secondary School

Since teachers at HF & VUC FYN have been part of the project, the toolkit is very suitable for upper secondary school level. In addition to being used in the same way as in primary schools, in relation to bullying or relationship-building work, here are a few suggestions on how the toolbox is particularly suitable for the upper secondary level:

- As comics do not require the same preparation as watching a film before using it, the comic activities are suitable for short sequences, e.g. parts of modules. For example, a French class can use the Joan of Arc comic when teaching about prominent French women and can even be done in French! A religion class can use the comic when talking about saints. Whereas a history class studying which sources are good and how statements evolve over time can use the comic as a starting point for this very discussion.

The activities are most suitable for social studies, where, according to Ministry of Education executive order, gender perspective and discrimination must be addressed. Psychology classes would also be an obvious forum to use the activities in, as they deal with material and topics that have to do with people.

Films/documentaries require more preparation for teachers and/or students, as they are usually around 1-2 hours long, however, they can be used extensively and over several modules and for several different purposes. For example, all films/documentaries are in English and can be thematized in diverse ways. For example, the series Grace and Frankie is suitable for the themes: human relationships, family constellations, late modern families, business operations, among others, and can therefore be used in many different subjects. The feature film The Best Exotic Marigold Hotel can be used in the context of England and its colonies, or with a focus on language, for example in English classes. The documentary about gender transition (The Passing) can be used in science subjects, such as biology, where the biological sexes are discussed, but also in subjects such as psychology and social studies, where social patterns are treated in different ways and you can work with how society develops in relation to gender perceptions.

Bachelor's degree programs

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Working to break down stereotypes and discrimination should, without a doubt, take place in all educational institutions, but it is particularly relevant in the professional bachelor's programs that educate people in the fields of education, health, and social sciences. These programs lead to jobs where you meet a diverse crowd of people, which is why the EASY project's activities are good at facilitating that the adult students are equipped to meet the world with open arms.

For example, the activity with the mask (documentary: The Mask You Live in) can be a great activity in e.g. healthcare education, where many women are educated and where there is a danger of reproducing stereotypes about women in service professions. The activity can work in e.g. management teams or teams working to advertise or attract men as well as women to the program to find out what values female applicants have, and in this way you can adapt the educational institution to attract male applicants by using terms and phrases that speak to the values sought after by male applicants. During the training, you can also work on breaking the clearly gender-segregated environments with this activity, as the students each work with their own values and perceptions of masculinity, which the documentary is about.

The comics about gender pay gaps are well suited for social studies programs, which primarily train people for administration, management, or social work. By using the activity, you can work in groups to develop a common understanding of why gender (pay) differences exist, but also how to eliminate them. The special thing about this activity is that all members of the group are heard, and you must argue your own position and/or be convinced that someone else's connotations are better, and finally end up agreeing on the best take on a concept or phrase derived from the cartoons. In this way, you broaden your horizons and learn more about why the world works the way it does.

In pedagogical programs, it can be an innovative idea to use the activity around the comic strip “She's a Mommy.” This activity works well because in groups you create a story that can be very stereotypical or it can just open for thinking “out of the box,” e.g. how the world would be without stereotypes.

Informal education

In a Danish context, the EASY project has primarily focused on describing and using activities in formal education programs such as HF & VUC FYN, but various activities can work just as well at, for example, folk high schools if the theme is gender, equality, diversity, or stereotypes. When folk high schools choose a theme or focus, they can then select various activities that can be used in the right context.

Greece

The **Toolkit** can be seen as invaluable source of inspiration or ready to use in training contexts material from various groups such as

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- ➔ adult educators
- ➔ corporate trainers
- ➔ NGOs
- ➔ Formal and Non-Formal Training Centres

In terms of activities developed per film or comic, they can be seen as complementary to each other or as standalone tools to reach targeted learning objectives for the trainees.

The toolkit is considered as an especially useful tool for educators that provide their services in demanding /tough training contexts (of formal or non-formal education, or even informal training) that require extra attention for the management of stereotypes.

Poland

In 2009-2010[14], Poles were one of the longest and most frequently educated nations in Europe. As many as 91% of young people in Poland aged 19-24 were still learning. Currently, a typical Polish educational problem (unfortunately incidentally described in research) is the limitation of adults to the forms of education necessary to take up or maintain a job. This is partly due to very frequent changes in the law on granting professional qualifications. Another reason seems to be the loss of trust of adult Poles in the development opportunities resulting from permanent education. Regardless of the reason, we observe a focus of educational offers for adults on the "merits" of the profession. Issues shaping attitudes free from stereotypes and discrimination are underestimated, giving the argument that "there is not enough time for it".

The suggestions included in the **EASY TOOLKIT** are a hint on how to quickly activate the reflection of adult learners and thus give them a chance to change the way they think about others and act towards them. The construction of educational activities in **EASY TOOLKIT** fully corresponds to Polish assumptions and conditions of conducting adult education in the formal and non-formal space. The variety of activities (short, longer, online, and stationary, at various levels of the qualifications framework, etc.) is a crucial factor motivating their use.

[14] Eurostat 2010, cited in: https://rynekpracy.pl/monitory/polacy-ucza-sie-dluzej-od-wiekszosci-europejczykow [12.08.2024]

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Portugal

The **EASY Toolkit** provides a unique and adaptable resource for adult education in Portugal, using film and comic-based activities to open meaningful discussions on stereotypes, discrimination, and related social issues. This toolkit introduces an innovative educational model in the Portuguese context, blending multimedia resources with interactive activities to engage adult learners in ways that feel relevant, relatable, and inspiring. Through the selection of five films or TV series and nine comic strips, it creates a space for adults to reflect on these important themes while encouraging personal and collaborative exploration.

Each resource in the **EASY Toolkit** is paired with a set of activities that encourage learners to consider different perspectives and question their own assumptions. For example, activities range from role-playing exercises, quizzes, and group discussions to creative projects like filming short videos or designing campaigns. These diverse activities offer a dynamic approach that suits various learning styles and preferences, ensuring that all learners can engage meaningfully. Additionally, the Toolkit allows educators to use these activities as a springboard for broader applications: the same interactive formats can be adapted to address other topics beyond stereotypes, such as social inclusion, cultural awareness, or even digital literacy.

A particularly valuable feature of this resource is its flexibility. The activities are designed to be adaptable, making them suitable for a variety of educational settings. For instance, an educator might modify a role-playing exercise on stereotypes to address specific community concerns, or they might encourage learners to create comic strips around other social themes relevant to their lives. By doing so, educators can use the same structure and methodologies in the **EASY Toolkit** to create new activities that resonate with their learners, regardless of the subject matter.

Using cinema and comics as the foundation of these activities also introduces a sense of modernity and creativity into the learnings, making adult education more appealing and accessible. These mediums naturally encourage critical thinking and empathy, and their inclusion in adult education demonstrates how learning can be both insightful and enjoyable. The **EASY Toolkit**, therefore, represents a valuable tool in Portugal's adult education sector, with the potential to inspire learners while equipping them with the knowledge and confidence to challenge social biases in their own lives.

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4. CONCLUSION

In conclusion, this guide has illuminated the diverse range of alternative tools developed by the EASY project that are now available to adult educators for addressing age and gender stereotypes in adult education. By integrating these innovative resources into their teaching practices, adult educators can foster a more inclusive and equitable learning environment. The country-specific recommendations provided here not only highlight the unique cultural contexts that influence the effectiveness of these tools but also encourage educators to adapt their strategies to better meet the needs of their diverse learners.

Call to action!

As we move forward, it is essential to remain open to continuous learning and to collaborate with colleagues across borders, sharing insights and experiences that can enrich our collective efforts in dismantling stereotypes. These tools though considered as fully developed and complementary to each other are also considered as subject to improvement and change in the course of time. So, all potential users are invited to adjust, modify them, or even expand them to meet their individual requirements and the needs of their educational teams.

Together, we can empower all learners, ensuring that education serves as a transformative force for individuals and EU communities alike.

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