

SUSTAINABILTY AND EXPLOITATION REPORTS

Capacity Ireland

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D5.3 Sustainability and Exploitation Report

This document considers the sustainability, transferability and further exploitation of the GEMINI programme approach and the content created during the project lifetime. Where practical, step-by-step guides are provided for the future application of the implementation models developed via the GEMINI pilot programmes developed and delivered in Bulgaria, Ireland and Italy.

1.0 Introduction

The GEMINI project, *Gender Equality through Media Investigation and New Training Insights* is a European initiative co-funded by the European Union under the CERV-2022-GE programme. Grounded in the EU Gender Equality Strategy 2020–2025 and adopting an intersectional approach, GEMINI aims to counter gender-based stereotypes by empowering young people and educators to critically engage with gender representations in media, particularly television series.

The project seeks to foster gender equality through research, education, and creative engagement. Central to its methodology are pilot programmes implemented in schools across different European socio-cultural contexts, providing a practical and comparative framework to understand and influence youth perceptions of gender identity in audiovisual content.

As part of the practical resources developed to support these pilot programmes, the GEMINI project designed and launched an open-access **educational toolkit** and **interactive online platform**. These tools serve as a central part of GEMINI's legacy and are intended to support both immediate implementation and long-term adoption across different contexts. The toolkit includes a 20-hour training course for high school students, combining creative engagement with critical analysis of gender representations in media, particularly television series. Supporting materials for trainers — including structured workshop guides and audiovisual script-writing resources — are also provided, ensuring that educators are equipped to deliver effective and engaging sessions.

The online platform, maintained by **FCSVM**, allows both educators and students to access, download and interact with the GEMINI resources. It also includes ludic content aimed at engaging young users directly, extending the project's impact beyond the classroom. A separate strand of work was dedicated to developing specific training materials for teachers, to support effective delivery and adaptation of the toolkit across varied educational settings. These resources represent a key element of the project's sustainability strategy and are referenced throughout this report in connection with recommendations and implementation pathways.

1.1 Sustainability and Exploitation Report Overview

This report outlines the long-term value of the GEMINI methodology and presents a set of practical recommendations and tools to support its continued use, adaptation and transfer across Europe. It draws on the implementation of pilot activities in Ireland, Italy and Bulgaria, which enabled direct testing and adaptation of the GEMINI approach in different school settings.

Building on the foundations set out in the **D5.1 Sustainability and Exploitation Action Plan**, this report further operationalises key strategies for embedding the GEMINI model within mainstream education systems. These include pathways for institutional adoption, educator training, and stakeholder engagement. Where appropriate, the report provides step-by-step guidance for practical replication and scale-up.

Central to the development of these guidelines is GEMINI's core commitment to gender equality, intersectionality, critical media literacy, and European values. These principles have underpinned all project activities and informed the structure and content of the recommendations outlined in this report. Through examining television series and encouraging active participation in media creation, GEMINI pilots have generated valuable comparative insights, providing the evidence base upon which practical recommendations and clear, step-by-step roadmaps for future application have been formulated.

A key objective of the project has been to ensure that its impact extends beyond the immediate partner schools, reaching educators, institutions,

and policymakers at regional, national and European levels. To support this, the consortium maintained a structured *lessons log* throughout the project, documenting not only the successes but also the challenges, barriers and enablers encountered. This log served as a live record of implementation insights and now underpins the recommendations outlined in this report.

GEMINI also prioritised sustained engagement with policy makers throughout the project, including stakeholders from regional education bodies, national ministries and EU institutions. This engagement ensured that the project's outcomes are aligned with real-world educational priorities and policy frameworks. The recommendations presented in this report are designed to be practical and realistic, recognising the constraints of available resources, national curricula, and broader political narratives about gender equality.

The report aims to:

- Clearly articulate the results and impact of GEMINI pilot implementations.
- Provide practical guidelines and recommendations for immediate application or further development.
- Outline the sustainability and potential exploitation of the GEMINI model across different educational and cultural contexts.
- Offer a structured roadmap facilitating the transferability of the GEMINI approach.

The resulting guidelines are not intended as a prescriptive model, but rather as a flexible and adaptable framework for mainstreaming gender equality education in schools through creative media analysis. By offering tools that can be embedded into different systems and tailored to local contexts, the report seeks to ensure that the GEMINI approach remains accessible, relevant and sustainable well beyond the project's lifetime.

2.0 Methodology

The methodology underpinning this report reflects GEMINI's overall approach: practical, comparative, and grounded in both academic inquiry and real-world educational implementation. It is informed by the interdisciplinary nature of the consortium, which includes universities, educators, NGOs and creative professionals. The development of sustainability and policy recommendations has drawn directly from the pilot programme experiences in Bulgaria, Ireland and Italy, using qualitative insights and reflective analysis to inform the process.

A core component of the methodology was the maintenance of a structured *lessons log* throughout the project lifecycle. This served as a live record of implementation feedback, capturing both enablers and barriers encountered in each national context. These reflections were not only internal learning tools but now serve as the evidentiary foundation for the guidelines and recommendations set out in this report.

The process of formulating these outputs followed a clear sequence:

- **Integration with Exploitation Planning:** Informed by **D5.1 – Sustainability and Exploitation Action Plan**, the methodology for this report incorporates actions aimed at long-term uptake. These include defining roles for educators, decision-makers and civil society actors in scaling and adapting GEMINI's approach.
- **Collation of Outcomes and Insights:** Key observations and reflections from the pilot programmes were collected through partner debriefings, participant feedback, and structured internal evaluations.
- **Cross-national Comparative Analysis:** Differences and commonalities across the pilot implementations were examined to highlight which elements of the GEMINI methodology are most adaptable or context dependent.
- **Stakeholder Engagement:** The consortium maintained continuous dialogue with regional, national and EU-level policy stakeholders, ensuring that findings were not developed in isolation but aligned with educational policy discourse.
- **Drafting and Refinement of Recommendations:** Recommendations were drafted to be practical and realistic — shaped by resource

constraints, curriculum structures, and political contexts — and were subsequently reviewed by partners with policy and educational expertise.

While the methodology recognises broader guiding values — such as gender equality, diversity, inclusion, and critical citizenship — the report avoids abstract principles and instead aims to offer concrete, actionable guidance. The resulting outputs are categorised into short-term, directly implementable recommendations, and longer-term objectives that may require further structural or policy change. This approach ensures that the GEMINI model can be adapted and adopted across different European contexts, with the flexibility to accommodate local educational cultures while remaining aligned with shared European priorities.

The resulting recommendations are structured around short- and long-term objectives. Immediate outputs are designed to be implementable within current institutional or curricular frameworks, while aspirational goals acknowledge the need for systemic change. The methodology also avoids over-reliance on abstract values; rather than advocating gender equality or European values in principle, the report offers tangible strategies for embedding these within classroom practice and policy instruments.

This approach reflects GEMINI's ambition to contribute not only to pedagogical reform but also to the development of sustainable, rights-based educational ecosystems across the EU.



3.0 Recommendations and Implementation Road Maps

The GEMINI project brought together a diverse consortium of partners, including universities, civil society organisations, and media and education professionals, to address gender representation in the media through a multidisciplinary, cross-sectoral approach. The breadth of the partnership and the modular structure of the project have resulted in a broad array of outcomes, ranging from policy-relevant research and a pilot programme delivered in three countries, to an open-access educational toolkit hosted via an online platform and training materials for educators.

Given this complexity, a single, overarching roadmap for sustainability and exploitation would be neither practical nor desirable. Instead, this report adopts a modular structure to mirror the design of the GEMINI project itself. It presents a set of targeted, recommendation-specific roadmaps that offer concrete, context-sensitive guidance for the continuation, scaling, and adaptation of key GEMINI outputs and designed to support future implementation efforts at multiple levels, including school, institutional, regional, national, and European and with different stakeholders in mind, from policymakers to educators and civil society actors.

The recommendations included in this section are structured in two clusters. The first group (**Section 3.1**) presents European-level and project-wide recommendations that focus on systemic change and sustainability of the GEMINI platform, toolkit, and research outputs. These reflect key insights from the pilot programme and are framed to support policy coherence and alignment with the EU Gender Equality Strategy.

The second group (**Section 3.2**) includes national and pilot-specific recommendations. These are grounded in the experiences of the three country-level pilot programmes in Bulgaria, Ireland, and Italy and respond directly to the implementation contexts and stakeholder feedback gathered during the pilot phase. While some of these recommendations are nationally specific, many offer transferable approaches and adaptable insights relevant to broader educational and policy systems across Europe. Each recommendation is presented using a standardised table format that includes its objective, primary target groups, a sustainability and transferability assessment, and a detailed implementation roadmap. This

structure is intended to maximise the utility of the report for a wide range of stakeholders and provide a realistic foundation for the continued exploitation of the GEMINI results.

3.1 EU and Project-Level Recommendations

This section presents strategic recommendations focused on sustaining and expanding the impact of the GEMINI project at the European level and across Member States. These recommendations address core project outputs—such as the educational toolkit, interactive platform, and research findings—and are designed to promote system-level change through policy alignment, institutional development, and sectoral collaboration.

Each recommendation is accompanied by a detailed implementation roadmap, identifying short-, medium-, and long-term actions to support further development, adaptation, and integration of GEMINI's results within EU education and equality policy frameworks. Together, these roadmaps provide practical, adaptable pathways for policymakers, education providers, and civil society stakeholders to extend the project's impact beyond its initial pilot phase.

The following EU-level and project-wide recommendations are addressed:

Sustain and Expand Access to the GEMINI Educational Toolkit and Platform – Ensure the GEMINI platform remains accessible and regularly updated and promote its integration into European and national digital education infrastructures.

Embed Gender-Focused Media Literacy into Initial Teacher Education and Continuous Professional Development – Encourage Member States and education providers to integrate gender/media literacy modules into teacher training curricula and professional learning networks.

Leverage GEMINI Research Outputs in Gender Equality and Media Education Policy – Ensure findings from the GEMINI project are used to inform EU and national education and equality strategies, particularly regarding curriculum and pedagogical reform.

Promote Structural Support for Cross-Sector Collaboration – Develop funding and policy mechanisms to support long-term collaboration between schools, cultural institutions, NGOs, and media organisations.

Align National and European Policy Priorities for Gender Equality in Education – Support Member States to align national reforms with the EU Gender Equality Strategy, including through capacity-building programmes and targeted funding calls.

3.1.1 Sustain and Expand Access to the GEMINI Educational Toolkit and Platform

Objective	Ensure long-term access to and usability of the GEMINI educational platform and toolkit for trainers, educators, and young people across Europe.
Evidence base	Pilots in Bulgaria, Ireland, and Italy demonstrated strong engagement with the toolkit's interactive and creative elements. Stakeholder feedback consistently highlighted the value of the GEMINI resources and platform for facilitating meaningful discussion and learning around gender equality and media.
Alignment with EU / National Priorities	Supports the EU Gender Equality Strategy (2020–2025), Digital Education Action Plan, and targets for inclusive, accessible, and digitally-enabled education.
Lead Stakeholders	FCSVM (platform maintenance), LCU (toolkit content design), national education ministries, digital learning units, school networks, NGOs.
Short-Term Actions (0–2 years)	<ul style="list-style-type: none"> - Maintain and promote the current platform beyond project lifetime - Translate and localise toolkit content in additional EU languages- - Disseminate toolkit to new schools and NGOs via multiplier events and mailing lists
Long-Term Development Priorities (2+ years)	<ul style="list-style-type: none"> - Secure institutional or EU-level funding for platform hosting and updates - Integrate toolkit into teacher CPD schemes and national digital learning portals - Formal recognition of GEMINI toolkit in policy or curriculum guidance at national or EU level
Sustainability and transferability	The toolkit and platform are already available as open-access resources, which facilitates ongoing use and dissemination. Sustainability depends on securing hosting, maintenance, and regular content updates—potentially through institutional embedding or additional funding. The platform is transferable across EU countries due to its flexible design and alignment with core EU education and equality objectives, but cultural/linguistic adaptation may be needed for full integration in different national contexts.

IMPLEMENTATION ROADMAP				
Phase	Timeframe	Action Steps	Responsible Stakeholders	Expected Outcomes
Phase 1: Platform Continuity Planning	0–6 months	<ul style="list-style-type: none"> - Establish agreement with FCSVM for long-term hosting and content stewardship - Audit current platform usage/performance data to identify improvement areas. - Review technical documentation and ensure transferability of platform maintenance processes. 	FCSVM, LCU Project Coordinator	Platform remains live and stable post-project; baseline data for sustainability plan
Phase 2: Dissemination and Language Expansion	6–18 months	<ul style="list-style-type: none"> - Identify 3–5 new EU countries for toolkit dissemination based on readiness and need - Commission translations and organise localised pilot workshops to test relevance. - Develop targeted outreach strategies to engage secondary schools in new regions. 	FCSVM, GEMINI partners, education ministries	Wider EU reach; toolkit available in multiple languages; new feedback gathered
Phase 3: Policy and Institutional Alignment	18–30 months	<ul style="list-style-type: none"> - Engage national and EU education agencies for formal endorsement and potential curriculum integration. - Pilot inclusion of toolkit resources in teacher CPD programmes. - Develop a policy brief showcasing case studies from early adopters to influence mainstreaming 	Ministries, national teacher bodies, EU networks	Toolkit integrated into national teacher training and policy frameworks
Phase 4: Long-Term Funding and Maintenance	30+ months	<ul style="list-style-type: none"> - Apply for Horizon Europe / Erasmus+ or other sustainability-focused funding calls. - Partner with universities teacher training institutes to embed toolkit use. - Set up a cross-partner advisory group for ongoing governance and quality assurance. 	FCSVM, HEIs, cultural NGOs, EU project leads	Nationally Stable financial and institutional basis for continued platform operation and growth

3.1.2 Embed Gender-Focused Media Literacy into Initial Teacher Education (ITE) and Continuous Professional Development (CPD)

Objective	Ensure that both new and existing teachers are equipped with the knowledge, skills, and confidence to address gender representation in media and promote gender equality through media literacy in the classroom.
Evidence base	The GEMINI pilots demonstrated the feasibility and impact of engaging trainee teachers in gender and media literacy education. Teachers and stakeholders noted the need for structured, accredited training pathways to support long-term pedagogical change.
Alignment with EU / National Priorities	Aligned with the European Commission's Digital Education Action Plan and Gender Equality Strategy. Supports national goals to modernise ITE and strengthen civic and equality education in schools.
Lead Stakeholders	Universities, teacher training colleges, ministries of education, national teacher councils, accreditation bodies, NGOs involved in media and gender education.
Short-Term Actions (0–2 years)	<ul style="list-style-type: none"> - Develop CPD modules based on GEMINI toolkit resources - Engage with ITE providers to run pilot training sessions - Gather feedback from educators and trainee teachers for refinement
Long-Term Development Priorities (2+ years)	<ul style="list-style-type: none"> - Integrate gender/media literacy content into national ITE curricula - Ensure CPD on this topic is available, accredited, and incentivised - Develop a recognised certificate or micro-credential aligned with EU standards
Sustainability and transferability	Sustainability is strongest where ITE institutions and CPD providers embed gender/media literacy as a core component of teacher training. Transferability across EU contexts is feasible but may require tailoring to local ITE structures, curricular frameworks, and levels of institutional autonomy. Collaborative EU initiatives can support scaling and standard setting.

IMPLEMENTATION ROADMAP

Phase	Timeframe	Action Steps	Responsible Stakeholders	Expected Outcomes
Phase 1: Stakeholder Mapping and Engagement	0–6 months	<ul style="list-style-type: none"> - Identify relevant Initial Teacher Education (ITE) institutions and national/regional CPD frameworks. - Initiate dialogue with ministries of education, teacher unions, and HEIs to gauge interest and align priorities. - Map existing ITE/CPD offerings to identify suitable entry points for GEMINI content 	GEMINI partners, education ministries, universities	Engagement secured with key actors in teacher training and professional development
Phase 2: Pilot CPD and ITE Modules	6–18 months	<ul style="list-style-type: none"> - Design and pilot CPD workshops and ITE modules using GEMINI toolkit materials. - Evaluate qualitative and quantitative feedback from participating teachers - Refine materials based on pilot outcomes and develop accompanying trainer guidance. 	HEIs, teacher training providers, national education bodies	Validated module prototypes; emerging best practices for integration
Phase 3: Formal Curriculum Integration	18–30 months	<ul style="list-style-type: none"> - Submit formal proposals to teacher education regulatory bodies for inclusion in national ITE curricula. - Secure accreditation for GEMINI-informed CPD modules and promote uptake through professional networks. 	Ministries, curriculum councils, teacher training boards	Media/gender literacy embedded in standard ITE and recognised CPD pathways
Phase 4: EU Recognition and Cross-Border Scaling	30+ months	<ul style="list-style-type: none"> - Develop optional joint certification or micro-credential linked to DigCompEdu - Create a repository of shared training resources for cross-border exchange. - Share successful models and outcomes via European Teacher Education networks and Erasmus+ Knowledge Alliances. 	National/EU training networks, Erasmus+/Horizon consortia	Cross-border recognition and integration into wider EU education frameworks

3.1.3 Leverage GEMINI Research Outputs in Gender Equality and Media Education Policy

Objective	Utilise the research data, analysis, and insights generated by the GEMINI project to inform and strengthen policy discourse and development around gender equality in education and media literacy.
Evidence base	GEMINI generated rich qualitative and quantitative findings through national pilot implementations, lesson logs, educator interviews, and participant feedback. These insights identify both systemic barriers and enabling factors, offering a solid evidence base for policy advocacy.
Alignment with EU / National Priorities	Supports EU Gender Equality Strategy, Digital Education Action Plan, and Council Conclusions on media literacy. Also relevant to national policies on inclusive education, citizenship, and digital competencies.
Lead Stakeholders	Policy makers (regional, national, EU), education ministries, gender equality units, research institutions, civil society advocacy groups, EU agencies (e.g. EIGE).
Short-Term Actions (0–2 years)	<ul style="list-style-type: none"> - Synthesize research outputs into policy-friendly formats - Share key findings through policy briefings, webinars, and stakeholder roundtables - Identify opportunities to contribute to ongoing education policy consultations
Long-Term Development Priorities (2+ years)	<ul style="list-style-type: none"> - Integrate gender/media literacy content into national ITE curricula - Ensure CPD on this topic is available, accredited, and incentivised - Develop a recognised certificate or micro-credential aligned with EU standards
Sustainability and transferability	High transferability given the generalised nature of the findings and their relevance across EU Member States. Sustainability will depend on embedding research-informed indicators into national policy evaluation cycles and EU programme criteria.

IMPLEMENTATION ROADMAP

Phase	Timeframe	Action Steps	Responsible Stakeholders	Expected Outcomes
Phase 1: Research Consolidation	0–6 months	<ul style="list-style-type: none"> - Identify opportunities to contribute to ongoing education policy consultations- Collate pilot findings into a synthesis report - Extract key lessons for policy relevance. - Map alignment between GEMINI findings and current policy priorities at national and EU levels. 	GEMINI research leads, academic partners	Clear evidence summary tailored for policy stakeholders
Phase 2: Stakeholder Engagement	6–12 months	<ul style="list-style-type: none"> - Disseminate briefs to ministries and EU bodies. - Organise expert roundtables and public briefings. - Build alliances with advocacy groups and educational think tanks to co-promote GEMINI evidence. 	National governments, EU institutions, advocacy NGOs	Stakeholder awareness raised; initial policy conversations initiated
Phase 3: Policy Alignment and Advocacy	12–24 months	<ul style="list-style-type: none"> - Align GEMINI outputs with open consultation timelines - Submit policy position papers and models. - Participate in stakeholder hearings, panels, and conferences to present GEMINI-aligned recommendations. 	Education ministries, civil society platforms, EIGE	Formal uptake of GEMINI findings in emerging policy frameworks
Phase 4: Monitoring and Integration	24+ months	<ul style="list-style-type: none"> - Propose GEMINI indicators for inclusion in education reporting - Seek funding for follow-up studies. - Develop an annual policy impact report to track integration and engagement across target systems. 	National research institutes, education departments, EU agencies	Indicators mainstreamed; evidence-informed policymaking supported

3.1.4 Promote Structural Support for Cross-Sector Collaboration

Objective	Develop and institutionalise funding and policy mechanisms that enable collaboration between schools, cultural institutions, NGOs, and media organisations, supporting gender equality and media literacy education.
Evidence base	All three pilots highlighted the importance of cross-sector partnerships. In Italy and Ireland, successful interventions were co-delivered by cultural or NGO partners. However, lack of formal recognition and resourcing for such partnerships remains a barrier to sustainability and wider adoption.
Alignment with EU / National Priorities	Supports the European Education Area, the EU Gender Equality Strategy, and Council Recommendations on key competences and lifelong learning. Aligns with national education strategies prioritising inclusive and participatory learning environments.
Lead Stakeholders	Education and cultural ministries, NGOs, school leadership teams, media literacy networks, teacher training institutes.
Short-Term Actions (0–2 years)	<ul style="list-style-type: none"> - Map existing successful collaborations from the GEMINI pilots. - Develop guidance materials on best practices in cross-sector delivery. - Engage with local/regional authorities to secure pilot funding for partnership-led initiatives.
Long-Term Development Priorities (2+ years)	<ul style="list-style-type: none"> - Establish regional funding schemes to support school–NGO–culture/media partnerships. - Embed cross-sector collaboration into teacher training and whole-school development plans. - Include partnership-based approaches in education quality frameworks and school inspection criteria
Sustainability and transferability	While local context shapes the form of cross-sector collaboration, the underlying approach is transferable across countries. Sustainability depends on embedding partnerships within institutional and policy frameworks, alongside dedicated resourcing. National differences in governance and funding structures will affect the ease of transfer, but regional pilot models could demonstrate viability.

IMPLEMENTATION ROADMAP				
Phase	Timeframe	Action Steps	Responsible Stakeholders	Expected Outcomes
Phase 1: Partnership Mapping and Recognition	0–6 months	<ul style="list-style-type: none"> - Identify successful school–NGO–cultural partnerships from GEMINI and other EU projects - Create a compendium of good practices - Convene focus groups with teachers and external partners to assess needs and barriers 	Project partners, NGOs, cultural bodies, local education authorities	Clear examples of effective collaboration; stakeholder insights to shape next steps
Phase 2: Local Pilots and Funding Advocacy	6–18 months	<ul style="list-style-type: none"> - Run 3–5 pilot projects using GEMINI-style collaborative delivery models - Gather evidence on impact, cost-effectiveness, and scalability - Develop regional policy briefs to influence funding allocations 	Local authorities, ministries, participating schools, advocacy bodies	Strong case for permanent funding; proof of concept for replication
Phase 3: Policy Integration and Institutionalisation	18–30 months	<ul style="list-style-type: none"> - Recommend frameworks for formalising partnerships in school planning - Propose evaluation indicators and quality assurance mechanisms for partnership models - Align with broader education and culture policy goals 	Ministries of Education and Culture, national inspectorates, teacher unions	Inclusion of cross-sector collaboration in policy and quality standards
Phase 4: EU Scaling and Sustainability Structures	30+ months	<ul style="list-style-type: none"> - Advocate for inclusion of partnership models in Erasmus+/Creative Europe programme design - Develop toolkit for replicable partnership structures with funding templates - Establish intersectoral learning network for ongoing exchange 	EU education/culture programme units, GEMINI partners, policy networks	Structured mechanisms for scaling collaboration across Member States

3.1.5 Align National and European Policy Priorities for Gender Equality in Education

Objective	Promote closer alignment between national education reforms and the EU Gender Equality Strategy by supporting Member States through structured capacity-building and knowledge exchange measures.
Evidence base	The GEMINI pilots showed that school-level initiatives can be powerful drivers of change, but their impact is constrained when not supported by aligned national and EU-level frameworks. National policies often lack specific provisions to implement EU gender objectives in education settings, creating disconnects between intention and practice.
Alignment with EU / National Priorities	Fully aligns with the EU Gender Equality Strategy 2020–2025, European Pillar of Social Rights, and the European Education Area. Supports national education reform goals related to inclusive education, equity, and digital and media literacy.
Lead Stakeholders	Education ministries, EU policy units (e.g. DG EAC, DG JUST), Erasmus+ and ESF+ agencies, teacher unions, education think tanks, NGOs.
Short-Term Actions (0–2 years)	<ul style="list-style-type: none"> - Develop national policy briefs summarising pilot findings in EU strategic context - Establish working groups to explore alignment opportunities - Launch targeted calls for capacity-building and policy innovation linked to gender/media literacy
Long-Term Development Priorities (2+ years)	<ul style="list-style-type: none"> - Embed EU gender equality principles into national curriculum reform cycles - Create peer-learning mechanisms across Member States - Promote inclusion of gender/media literacy targets in national and EU education reporting
Sustainability and transferability	While education remains a Member State competence, mechanisms for voluntary alignment and peer learning are well established. The approach is sustainable where embedded into EU funding criteria (e.g. Erasmus+ KA3, ESF+) and national policy cycles. Transferability is high, but tailored support may be needed in countries with limited existing infrastructure or political commitment.

IMPLEMENTATION ROADMAP

Phase	Timeframe	Action Steps	Responsible Stakeholders	Expected Outcomes
Phase 1: Mapping and Positioning	0–6 months	<ul style="list-style-type: none"> - Identify existing gaps between national education policies and EU gender equality goals - Draft concise GEMINI-aligned policy briefs for ministries - Engage EU agencies and national policy units in consultations 	GEMINI consortium, policy researchers, national coordinators	Clear baseline for targeted alignment efforts; stakeholder interest generated
Phase 2: Pilot Alignment Mechanisms	6–18 months	<ul style="list-style-type: none"> - Establish pilot working groups in selected Member States - Launch small-scale alignment initiatives with EU co-funding - Offer guidance for integrating GEMINI practices into national plans 	Ministries of Education, Erasmus+/ESF+ agencies, advocacy organisations	Tested models for alignment; case studies to support broader reform
Phase 3: Institutional Integration and Monitoring	18–30 months	<ul style="list-style-type: none"> - Support national curriculum reform teams with technical tools from GEMINI - Propose alignment indicators to EU policy monitoring instruments - Encourage joint reporting mechanisms under the EU Gender Equality Strategy 	National policy bodies, EU Council working groups, monitoring platforms	Integrated gender/media literacy components in national education reforms
Phase 4: EU-level Policy Scaling and Funding Instruments	30+ months	<ul style="list-style-type: none"> - Embed gender/media literacy alignment criteria into EU funding programmes - Host intergovernmental policy dialogues with GEMINI as reference case - Develop a replicable capacity-building toolkit for national authorities 	European Commission, Member State delegates, GEMINI partners	Long-term alignment incentives; replication beyond original pilot countries

3.2 Country and GEMINI Pilot-Specific Recommendations

This section presents a series of recommendations drawn directly from the implementation and evaluation of the GEMINI pilot programmes in Bulgaria, Ireland, and Italy. These recommendations reflect the diverse national and institutional contexts in which the GEMINI educational toolkit and methodologies were tested and are grounded in practical insights gathered through classroom delivery, stakeholder engagement, and local policy analysis.

Each recommendation is linked to specific needs and opportunities identified within the national pilot settings and is accompanied by a roadmap outlining potential steps for further development and mainstreaming. While rooted in local experience, many of the recommendations hold broader relevance and may serve as models for adaptation in other European contexts.

The following pilot-specific recommendations are explored in this section, each supported by a dedicated implementation roadmap designed to facilitate sustainability and transferability:

BULGARIA

Integrate Media Literacy in Teacher Training – Update pre-service and in-service teacher training programmes to include modules on gender representation in media.

Include Media Literacy in Formal Curriculum – Advocate for structural reform to embed gender-focused media literacy in the national curriculum.

Foster NGO-School Collaboration – Develop policies that formally support collaboration between civil society organisations and schools.

IRELAND

Ensure Access to Resources – Develop funding models and infrastructure support to ensure schools have the resources (hardware/software/time) to deliver GEMINI-style interventions.

Promote Whole-School Approaches – Encourage schools to take an institutional approach to gender equality education beyond the classroom, involving staff, management, and governance.

Bridge Formal and Informal Education – Recognise and support the value of informal and youth-sector-led interventions, including their integration into formal settings.

ITALY

Enable Experiential Learning Spaces – Invest in open, inclusive creative spaces within schools and local cultural centres for active media literacy learning.

Policy Support for Intersectional Approaches – Ensure education policy allows for flexible, intersectional teaching approaches that reflect diverse student experiences.

Strengthen School Autonomy – Allow schools greater flexibility in adapting curricula to include gender/media literacy initiatives based on local needs and partnerships.

3.2.1 Promote integration of gender-focused media literacy into initial teacher education (ITE)

Pilot Country / EU Level	Bulgaria
Objective	Ensure future educators are equipped to teach critical media literacy with a gender lens.
Evidence base	Bulgarian pilot highlighted lack of teacher confidence and training in gender-equal media analysis. Participants showed increased engagement when guided through structured modules.
Alignment with EU / National Priorities	Supports EU Gender Equality Strategy and aligns with national digital and educational modernisation objectives
Lead Stakeholders	Ministry of Education, Teacher Training Colleges, NGOs, University Education Faculties
Short-Term Actions (0–2 years)	<ul style="list-style-type: none"> - Develop and pilot elective modules in key universities - Establish partnerships with ITE providers - Develop trainer guidelines based on GEMINI materials
Long-Term Development Priorities (2+ years)	<ul style="list-style-type: none"> - Embed modules in national ITE curricula - Secure ministerial support for policy alignment - Create CPD pathways linked to teacher certification
Sustainability and transferability	While the Bulgarian ITE system provides a specific national context, there is strong potential for sustaining this approach domestically by embedding gender-focused media literacy into formal ITE curricula. Long-term sustainability will depend on securing ministerial endorsement and aligning modules with national teacher education standards. Due to differing ITE structures and accreditation requirements across Europe, direct transferability may be limited; however, the Bulgarian pilot can serve as a useful case study or adaptable model for other countries exploring similar reforms.

IMPLEMENTATION ROADMAP

Phase	Timeframe	Action Steps	Responsible Stakeholders	Expected Outcomes
Phase 1: Pilot Development	0–12 months	<ul style="list-style-type: none"> - Identify 2–3 university education departments for pilot module development - Co-design elective modules with academic leads and GEMINI partners - Train a small cohort of pilot trainers using GEMINI toolkit materials 	University education faculties GEMINI partner experts Educational NGOs	Pilot module framework and delivery models developed and tested with selected teacher training institutions
Phase 2: Stakeholder Engagement and Evidence Building	12–24 months	<ul style="list-style-type: none"> - Conduct feedback loops with students, academic staff, and pilot trainers - Present findings at national education conferences and EU forums - Begin dialogue with Ministry of Education for potential policy integration 	Pilot institutions Policy advocates Educational researchers	Validated module content; policy interest generated; evidence base for national scaling built
Phase 3: Policy Integration and Accreditation	24–36 months	<ul style="list-style-type: none"> - Formal submission to Ministry of Education for national ITE module accreditation - Engage teacher training accreditation bodies and unions - Secure alignment with broader ITE reforms 	Ministries Accreditation bodies National teacher unions	Policy-aligned and nationally accredited modules included in ITE pathways
Phase 4: Long-Term Scaling and Monitoring	36+ months	<ul style="list-style-type: none"> - Develop CPD (continuing professional development) streams for in-service teachers - Integrate gender-focused media literacy into national teaching standards - Establish national monitoring body or network to support continued implementation 	Teacher CPD agencies National curriculum bodies GEMINI consortium or successor network	Nationally embedded approach to gendered media literacy in teacher training, ongoing evaluation and refinement of materials

3.2.2 Include Media Literacy in Formal Curriculum

Pilot Country / EU Level	Bulgaria
Objective	Integrate gender-sensitive media literacy education as a structured component of the national curriculum at lower and upper secondary levels.
Evidence base	The Bulgarian pilot demonstrated strong student engagement and improved critical thinking when gender-focused media literacy was introduced. However, lack of formal curricular space limited implementation and continuity.
Alignment with EU / National Priorities	Supports the EU Digital Education Action Plan and Gender Equality Strategy. Aligns with Bulgaria's education reform priorities around digital competencies, civic engagement, and inclusive education.
Lead Stakeholders	Ministry of Education and Science, National Curriculum Authority, Secondary School Networks, NGOs, Teacher Associations
Short-Term Actions (0–2 years)	<ul style="list-style-type: none"> - Map entry points for media literacy integration within existing subjects - Develop elective course modules based on GEMINI toolkit - Pilot modules in diverse school settings across multiple regions
Long-Term Development Priorities (2+ years)	<ul style="list-style-type: none"> - Advocate for mandatory inclusion of gendered media literacy within core subjects (e.g., Citizenship, Media Studies, Literature) - Establish curriculum standards and teacher training guidelines - Secure legal endorsement and update national curriculum frameworks
Sustainability and transferability	The Bulgarian system presents a favourable context for sustaining media literacy integration via national curriculum reform processes. However, systemic change requires alignment with broader education reform agendas and continued policy advocacy. Direct transfer to other Member States will depend on curricular governance structures, though the modular GEMINI approach offers a flexible and adaptable model.

IMPLEMENTATION ROADMAP				
Phase	Timeframe	Action Steps	Responsible Stakeholders	Expected Outcomes
Phase 1: Curriculum Mapping and Module Design	0–12 months	<ul style="list-style-type: none"> - Audit existing subjects for integration points - Co-create prototype modules with GEMINI and national curriculum experts - Pilot in 5–7 schools 	Curriculum experts, GEMINI partners, Ministry curriculum units, pilot schools	Prototype modules tested; initial feedback gathered; entry points validated
Phase 2: Policy Engagement and Stakeholder Mobilisation	12–24 months	<ul style="list-style-type: none"> - Organise policy roundtables and expert briefings - Publish white paper linking GEMINI with national reforms - Launch teacher consultation campaign 	Ministry of Education, national education forums, teacher associations	Raised visibility and legitimacy of GEMINI approach; draft policy roadmap developed
Phase 3: Formal Adoption and Capacity Building	24–36 months	<ul style="list-style-type: none"> - Submit proposals to curriculum committees - Develop official teacher training and classroom guides - Organise regional training events 	Curriculum authorities, training providers, national education inspectorates	National curriculum amended; teachers trained in gendered media literacy delivery
Phase 4: Evaluation and System Embedding	36+ months	<ul style="list-style-type: none"> - Evaluate student learning outcomes and teacher confidence - Revise modules based on national rollout data - Integrate with teacher appraisal systems 	National research institutes, school's inspectorate, Ministry evaluation units	Gender/media literacy embedded in education system; monitoring and continuous improvement mechanisms established

3.2.3 Foster NGO-School Collaboration

Pilot Country / EU Level	Bulgaria
Objective	Create formal policy mechanisms that support sustained collaboration between civil society organisations (CSOs), including NGOs, and schools for the delivery of gender equality and media literacy education.
Evidence base	The Bulgarian pilot benefited significantly from the involvement of NGO experts in co-facilitating workshops, introducing innovative pedagogical approaches and content. However, collaboration relied on personal relationships and ad-hoc arrangements, lacking systemic support.
Alignment with EU / National Priorities	Supports EU policies promoting community-school links, social inclusion, and democratic citizenship. Aligns with national goals to modernise civic education and strengthen youth engagement.
Lead Stakeholders	Ministry of Education, National Civil Society Platforms, School Governance Bodies, Teacher Training Institutions, NGOs
Short-Term Actions (0–2 years)	<ul style="list-style-type: none"> - Conduct national review of NGO-school collaboration practices - Develop partnership models and sample Memoranda of Understanding (MOUs) - Launch regional pilot programmes supported by policy briefings
Long-Term Development Priorities (2+ years)	<ul style="list-style-type: none"> - Embed collaboration models into school policy frameworks and inspectorate standards - Provide training for both teachers and NGO educators - Establish dedicated funding streams for school–NGO partnerships
Sustainability and transferability	Sustainability depends on institutionalising collaboration mechanisms within national education policy frameworks and school quality assurance systems. While NGO-school collaboration models are transferable, success will vary based on the legal and cultural environment for civil society engagement. The Bulgarian pilot provides a replicable model with adaptable practices for other Member States.

IMPLEMENTATION ROADMAP

Phase	Timeframe	Action Steps	Responsible Stakeholders	Expected Outcomes
Phase 1: Partnership Mapping and Needs Assessment	0–6 months	<ul style="list-style-type: none"> - Survey existing NGO-school collaborations - Identify barriers to formal partnerships - Develop best practice compendium 	Ministry of Education, CSO networks, academic researchers	Clear picture of current collaboration models and systemic gaps
Phase 2: Pilot Programmes and Policy Co-Design	6–18 months	<ul style="list-style-type: none"> - Launch regional pilots in 3–5 education districts - Develop draft policy proposals based on pilot outcomes - Convene school/NGO forums 	Regional education boards, local CSOs, school leaders	Tested partnership models; co-designed policy solutions ready for scaling
Phase 3: Policy Integration and Capacity Building	18–30 months	<ul style="list-style-type: none"> - Formalise partnerships through national policy or ministerial guidance - Train school heads and NGO staff on partnership protocols - Embed partnership indicators in school evaluations 	Ministry officials, inspectorates, CPD providers	Formal support mechanisms adopted; collaboration monitored and supported systemically
Phase 4: Long-Term Funding and Governance Mechanisms	30+ months	<ul style="list-style-type: none"> - Establish dedicated national/regional grants for school-NGO collaboration - Set up advisory group for ongoing oversight - Promote model via EU networks 	National funders, EU education cooperation forums, civil society councils	Sustainable funding and governance models; Bulgarian collaboration model promoted across EU mechanisms established

3.2.4 Ensure Access to Resources

Pilot Country / EU Level	Ireland
Objective	Develop sustainable funding models and infrastructural support to ensure schools have the technological, human and temporal resources to effectively deliver gender and media literacy education aligned with GEMINI principles
Evidence base	Irish pilot schools reported strong enthusiasm among staff and students but identified limited time and access to digital tools as key barriers. Teachers often relied on personal initiative and informal scheduling to integrate GEMINI materials. Dedicated time and resource allocation were lacking.
Alignment with EU / National Priorities	Aligns with the EU Digital Education Action Plan and Gender Equality Strategy, as well as Ireland's Digital Strategy for Schools and national policies on inclusive education.
Lead Stakeholders	Department of Education (Ireland), Education and Training Boards (ETBs), school management bodies, local authorities, NGOs, EU funding agencies
Short-Term Actions (0–2 years)	<ul style="list-style-type: none"> - Conduct national resource audit of schools' digital and staffing capacity - Develop a standard toolkit delivery model including hardware/software needs - Pilot time allocation models within school timetables
Long-Term Development Priorities (2+ years)	<ul style="list-style-type: none"> - Secure targeted national/EU funding to support implementation - Embed GEMINI-style interventions into annual school planning and resourcing - Establish centralised procurement or resource-sharing platforms
Sustainability and transferability	While funding and infrastructure vary widely across Member States, the Irish experience highlights a common challenge that is highly transferable. Sustainability hinges on integrating these requirements into national funding cycles and school development planning. EU support mechanisms (e.g. Erasmus+, Digital Europe) could play a key role in scaling access across Member States.

IMPLEMENTATION ROADMAP				
Phase	Timeframe	Action Steps	Responsible Stakeholders	Expected Outcomes
Phase 1: Needs Assessment and Planning	0–12 months	<ul style="list-style-type: none"> - Conduct baseline assessment of school capacity - Engage schools to define minimum resource requirements - Draft costed implementation models 	Department of Education, schools, NGOs	Clear understanding of needs and realistic costing for programme delivery
Phase 2: Pilot Delivery and Funding Frameworks	12–24 months	<ul style="list-style-type: none"> - Pilot resource-enhanced GEMINI interventions in diverse school contexts - Develop funding guidance for schools - Align pilot with EU/national digital priorities 	ETBs, funding bodies, school management bodies	Proven models demonstrating impact of adequate resourcing; funding templates adaptable for national use
Phase 3: National Policy and Budget Integration	24–36 months	<ul style="list-style-type: none"> - Propose policy amendments to embed resourcing into education plans - Establish recurring budget lines or grants - Integrate with existing school IT programmes 	Policy units, Department of Education, national education agencies	Structural funding provisions in place; resourcing embedded in system-wide policies
Phase 4: EU-Level Scaling and Resource Portals	36+ months	<ul style="list-style-type: none"> - Develop online EU portal showcasing implementation and tools - Share procurement frameworks and guidance across Member States - Leverage EU funding for scaling 	EU agencies, ministries of education, digital education networks	Cross-border uptake facilitated; GEMINI-style resourcing models mainstreamed via EU and national frameworks

3.2.5 Promote Whole-School Approaches

Pilot Country / EU Level	Ireland
Objective	Encourage schools to adopt a whole-institution approach to gender equality and media literacy education, embedding it across curriculum, staff training, school governance, and culture, rather than just focusing on isolated classroom interventions.
Evidence base	The Irish pilot demonstrated strong teacher engagement, but interventions remained largely confined to specific lessons or departments. Feedback highlighted the need for alignment between classroom practices, school policies, and wider institutional values to ensure consistency and impact.
Alignment with EU / National Priorities	Supports the EU Gender Equality Strategy, the UNESCO Whole-School Approach to gender and human rights education, and Ireland's Wellbeing Policy Statement and Framework for Practice 2018–2023.
Lead Stakeholders	Department of Education (Ireland), school principals and boards, teaching unions, CPD providers, national equality bodies
Short-Term Actions (0–2 years)	<ul style="list-style-type: none"> - Develop guidance on institutional self-assessment for gender inclusivity - Integrate GEMINI principles into staff induction and CPD - Pilot school-wide policies aligned with project values
Long-Term Development Priorities (2+ years)	<p>Create a national recognition scheme for inclusive schools</p> <ul style="list-style-type: none"> - Embed gender/media literacy indicators in school evaluation frameworks - Establish inter-school learning networks focused on whole-school practice
Sustainability and transferability	Highly transferable model, as many EU countries have frameworks for whole-school improvement. Sustainability depends on incorporating gender/media literacy into school evaluation and leadership training. EU-level tools or accreditation schemes could support long-term institutional change.

IMPLEMENTATION ROADMAP

Phase	Timeframe	Action Steps	Responsible Stakeholders	Expected Outcomes
Phase 1: Institutional Review and Pilot Planning	0–6 months	<ul style="list-style-type: none"> - Design school self-audit tools for gender/media literacy - Engage school leaders and boards in pilot recruitment - Deliver leadership-focused GEMINI CPD 	NGOs, CPD providers, school leadership associations	Awareness and buy-in from school leadership; pilot schools identified and trained
Phase 2: Whole-School Policy Pilots	6–18 months	<ul style="list-style-type: none"> - Implement inclusive practices across teaching, policies, student councils - Monitor impact across multiple school levels - Support staff peer-learning 	School management, CPD providers, inspectorate bodies	Institutional alignment with GEMINI values; evidence of culture shift and staff engagement
Phase 3: Evaluation and National Scaling	18–30 months	<ul style="list-style-type: none"> - Develop policy briefs on whole-school effectiveness - Propose integration into national school evaluation criteria - Design award/recognition scheme 	Department of Education, equality bodies, inspectorates	Whole-school approach formally recognised; integrated into national systems
Phase 4: EU Networking and Systematic Uptake	30+ months	<ul style="list-style-type: none"> - Share successful models via EU networks (e.g. eTwinning) - Create an EU-led recognition scheme - Develop joint staff development platforms 	EU Commission, national education ministries, teacher networks	EU-wide awareness and uptake of inclusive school models; whole-school approach becomes benchmark for gender/media literacy in education systems

3.2.6 Bridge Formal and Informal Education

Pilot Country / EU Level	Ireland
Objective	Encourage recognition, resourcing, and integration of informal and youth-sector-led gender/media literacy interventions within formal education systems to maximise reach and innovation.
Evidence base	The Irish pilot featured strong NGO-led and creative youth-sector involvement. These initiatives offered high engagement and flexibility but often lacked recognition within formal curricula and assessment systems. Schools expressed interest in partnership models but cited structural limitations.
Alignment with EU / National Priorities	Aligns with the EU Youth Strategy (2019–2027), particularly its emphasis on youth participation and informal learning. Also supports Ireland's National Youth Strategy and policies promoting cross-sector collaboration in education and wellbeing.
Lead Stakeholders	Youth organisations, Department of Children and Education, school leadership, education and training boards (ETBs), national arts councils
Short-Term Actions (0–2 years)	<ul style="list-style-type: none"> - Map and evaluate informal GEMINI-style initiatives - Develop partnership frameworks between schools and youth providers - Issue national guidance on integrating informal content into school programmes
Long-Term Development Priorities (2+ years)	<ul style="list-style-type: none"> - Pilot hybrid learning models combining formal and informal approaches - Provide sustainable funding mechanisms for youth-led educational content - Embed informal learning recognition in education quality frameworks
Sustainability and transferability	High potential for replication across EU countries with strong youth sectors. Sustainability depends on formal systems recognising and resourcing informal contributions. Successful models could influence EU-wide guidance on education/youth integration.

IMPLEMENTATION ROADMAP

Phase	Timeframe	Action Steps	Responsible Stakeholders	Expected Outcomes
Phase 1: Stakeholder Mapping and Needs Assessment	0–9 months	<ul style="list-style-type: none"> - Identify existing informal initiatives aligned with GEMINI goals - Engage youth-sector and school stakeholders - Document integration barriers 	NGOs, youth councils, education departments	Shared understanding of opportunities and barriers for cross-sectoral collaboration
Phase 2: Pilot Integration Models	9–24 months	<ul style="list-style-type: none"> - Support pilot partnerships between schools and youth organisations - Develop shared curricula and co-delivery models - Track engagement and outcomes 	Schools, NGOs, curriculum developers, youth workers	Proof of concept for integrating informal methods; improved student engagement and creativity
Phase 3: Policy Recognition and Funding Models	24–36 months	<ul style="list-style-type: none"> - Draft policy briefs on successful hybrid approaches - Recommend inclusion in national funding calls - Define informal learning quality indicators 	Ministries of Education/Youth, funding bodies, inspectors	Institutional recognition of informal learning; creation of targeted funding streams and support mechanisms
Phase 4: EU-Dissemination and Structural Uptake	36+ months	<ul style="list-style-type: none"> - Share models through Erasmus+ and youth networks - Develop EU policy guidance - Encourage cross-sector training modules for educators/youth workers 	EU Commission, SALTO networks, teacher/youth training institutes	Structured collaboration between youth and education systems embedded into EU education and youth policies

3.2.7 Enable Experiential Learning Spaces

Pilot Country / EU Level	Italy
Objective	Promote the development of inclusive, participatory spaces both in schools and community settings—for young people to engage in hands-on, creative media literacy learning related to gender equality and diversity.
Evidence base	The Italian pilot successfully employed creative spaces within schools and cultural venues for scriptwriting, media production, and peer dialogue. These settings empowered students, especially those from marginalised backgrounds, to engage with gender issues in a collaborative, reflective environment.
Alignment with EU / National Priorities	Supports the EU's Digital Education Action Plan (2021–2027), which emphasises creativity and digital competence. Also aligns with Italian education reform priorities focused on active citizenship and inclusive pedagogy.
Lead Stakeholders	School leaders, municipalities, cultural centres, ministries of education and culture, civil society organisations, youth workers
Short-Term Actions (0–2 years)	<ul style="list-style-type: none"> - Identify and map available spaces in schools and communities - Develop guidance on safe, inclusive, and creative space design - Fund pilot activities to test participatory learning environments
Long-Term Development Priorities (2+ years)	<ul style="list-style-type: none"> - Integrate experiential learning models into standard school planning - Build cross-sector partnerships to manage shared learning spaces - Advocate for dedicated infrastructure funding at national and EU levels
Sustainability and transferability	Sustainable through inclusion in school improvement and cultural policy agendas. Transferable across contexts with adaptable models for space-sharing, especially where community–school links are strong. Requires modest investment relative to impact.

IMPLEMENTATION ROADMAP				
Phase	Timeframe	Action Steps	Responsible Stakeholders	Expected Outcomes
Phase 1: Needs Assessment and Asset Mapping	0–6 months	<ul style="list-style-type: none"> - Conduct school/community facility audits - Identify underused spaces - Survey student/staff needs and preferences 	Local authorities, school leaders, youth organisations	Shared understanding of space availability and learner requirements
Phase 2: Pilot Space Activation Projects	6–18 months	<ul style="list-style-type: none"> - Launch pilot projects in selected schools/cultural venues - Co-design sessions with students and educators - Document learning impact 	Teachers, youth workers, cultural centre staff	Engagement data and practice models developed from real-life implementation
Phase 3: Institutionalisation and Resource Planning	18–30 months	<ul style="list-style-type: none"> - Incorporate experiential spaces into school development plans - Allocate school budgets or apply for grants - Train staff to facilitate spaces 	School administrators, regional education offices, funding agencies	Institutional buy-in and mechanisms for sustaining experiential learning environments
Phase 4: National and EU Uptake	30+ months	<ul style="list-style-type: none"> - Share scalable models through Erasmus+ and eTwinning - Propose space-sharing frameworks to ministries - Develop policy templates 	Ministries of Education and Culture, EU-level education networks	Broad uptake of experiential media literacy approaches across EU education frameworks

3.2.8 Policy Support for Intersectional Approaches

Pilot Country / EU Level	Italy
Objective	Promote education policies that support intersectional teaching strategies acknowledging the overlapping dimensions of identity such as gender, ethnicity, ability, and socio-economic status—to better reflect and respond to student diversity.
Evidence base	The Italian pilot emphasised the importance of enabling students to explore gender through the lens of their lived experiences, including those linked to migration, class, and regional identity. Teachers reported that flexibility was critical to student engagement and inclusivity.
Alignment with EU / National Priorities	Aligns with the European Pillar of Social Rights Principle 1 (education and training) and Principle 3 (equal opportunities). Also relevant to Italy's inclusion and anti-discrimination commitments in education.
Lead Stakeholders	National and regional education ministries, curriculum designers, teacher training institutions, equality bodies, school leaders
Short-Term Actions (0–2 years)	<ul style="list-style-type: none"> - Review existing policy frameworks for flexibility and intersectionality - Launch awareness and capacity-building workshops for education policymakers - Disseminate case studies from the GEMINI pilots
Long-Term Development Priorities (2+ years)	<ul style="list-style-type: none"> - Revise curricula and assessment frameworks to allow for differentiated, inclusive content - Incorporate intersectionality into ITE and CPD standards - Monitor intersectional outcomes in school inspection and evaluation systems
Sustainability and transferability	Embedding intersectionality into inclusion policies and training standards offers a sustainable model if backed by long-term institutional support. While transferability depends on national contexts, its adaptability makes it viable across diverse education systems, particularly where inclusion is a policy priority.

IMPLEMENTATION ROADMAP				
Phase	Timeframe	Action Steps	Responsible Stakeholders	Expected Outcomes
Phase 1: Policy Review and Advocacy Preparation	0–6 months	<ul style="list-style-type: none"> - Map policy levers for intersectional education - Engage equality bodies and inclusive education experts - Draft briefing notes for decision-makers 	Equality NGOs, research institutions, ministries of education	Policy gaps identified and stakeholders mobilised
Phase 2: Stakeholder Engagement and Positioning	6–18 months	<ul style="list-style-type: none"> - Convene multi-stakeholder working groups - Host policy dialogue sessions with schools and communities - Share comparative international models 	School networks, education councils, migrant-led organisations	Stronger cross-sector case for intersectional teaching policies
Phase 3: Curriculum and Training Adaptation	18–30 months	<ul style="list-style-type: none"> - Develop adaptable teaching guidelines with intersectional content - Pilot intersectional modules in ITE and CPD - Revise teacher competency frameworks 	Teacher training centres, curriculum bodies, inspectorate agencies	Enhanced teacher capacity and institutional readiness for intersectional practices
Phase 4: Policy Mainstreaming and Impact Assessment	30+ months	<ul style="list-style-type: none"> - Integrate intersectionality into national inclusion plans - Establish monitoring indicators in school evaluations - Publish impact reports 	National education ministries, evaluation bodies, teacher unions	Long-term embedding of intersectional approaches in education systems

3.2.9 Strengthen School Autonomy

Pilot Country / EU Level	Italy
Objective	Support schools in tailoring gender/media literacy approaches to local needs by enhancing autonomy in curriculum design and delivery.
Evidence base	The Italian pilot showed how schools that had greater flexibility were able to develop tailored approaches and partnerships with cultural bodies and NGOs, leading to higher engagement. This demonstrates how autonomy can enhance the effectiveness of gender/media literacy education.
Alignment with EU / National Priorities	Supports the European Education Area objective of school innovation and the EU Gender Equality Strategy by fostering inclusive, context-sensitive approaches at the school level.
Lead Stakeholders	School leadership teams, national/regional education authorities, local education governance bodies, teacher training institutions.
Short-Term Actions (0–2 years)	<ul style="list-style-type: none"> - Identify existing models of school autonomy and best practices - Engage school leaders in focus groups to understand needs and potential for local innovation - Develop guidance materials on implementing gender/media literacy initiatives under current autonomy frameworks
Long-Term Development Priorities (2+ years)	<ul style="list-style-type: none"> - Advocate for enhanced curricular flexibility at national level to allow for gender/media literacy innovation - Pilot school-led initiatives to assess impact and share results - Embed autonomy-friendly language and examples in national curriculum frameworks and policy guidance
Sustainability and transferability	Sustainability is strongest where schools have policy-level support and capacity for local innovation. Transferability is moderate, as national systems vary significantly in how much autonomy schools have. However, adaptable frameworks and resource-sharing can enable uptake in countries with different governance models.

IMPLEMENTATION ROADMAP				
Phase	Timeframe	Action Steps	Responsible Stakeholders	Expected Outcomes
Phase 1: Landscape Review and School Engagement	0–9 months	<ul style="list-style-type: none"> - Map school autonomy models in partner and target countries - Conduct consultations with school leaders on current flexibility and needs - Identify pilot schools with high readiness for autonomy 	Ministries of Education, School Heads' Associations, GEMINI partners	Clear understanding of current autonomy levels and opportunities
Phase 2: Pilot Development and Testing	9–24 months	<ul style="list-style-type: none"> - Co-design pilot initiatives with selected schools - Provide guidance and support for locally led gender/media literacy integration - Facilitate peer exchange and reflective learning 	Schools, teacher training institutions, local cultural partners	Pilot models tailored to local needs and tested across diverse contexts
Phase 3: Policy Advocacy and Resource Development	24–36 months	<ul style="list-style-type: none"> - Develop case studies and impact assessments from pilot schools - Advocate for policy adjustments to increase curricular flexibility - Create resource packs showcasing effective school-led models 	Regional policymakers, advocacy NGOs, EU networks	Policy changes and enhanced recognition of school-led initiatives
Phase 4: Expansion and Institutionalisation	36+ months	<ul style="list-style-type: none"> - Scale up successful pilots through regional clusters - Integrate school autonomy models into national professional development - Encourage national-level resource hubs to support implementation 	National education bodies, HEIs, teacher unions	Sustainable school-led pathways for gender/media literacy education

4.0 Conclusions

The GEMINI project has delivered a multi-dimensional, cross-sectoral response to the need for more gender-sensitive and critically engaged media literacy education. Through the integration of research, policy dialogue, educational innovation, and piloting activities across Bulgaria, Ireland, and Italy, GEMINI has produced a robust and scalable set of outputs with clear policy relevance and pedagogical value.

This Sustainability and Exploitation Report has been deliberately structured to reflect the modular nature of the project itself. In place of a single roadmap, the report offers a series of targeted implementation pathways aligned with specific recommendations—both at the EU policy level and within national education and training systems. This modular approach reflects an understanding that sustainability depends on context-responsive strategies and the alignment of policy frameworks, institutional practices, and pedagogical tools.

At the European level, the recommendations support long-term structural integration of GEMINI's outputs into digital education infrastructure, teacher education policy, and funding mechanisms aligned with the EU Gender Equality Strategy and the Digital Education Action Plan. These recommendations provide actionable guidance for policymakers seeking to institutionalise gender/media literacy education at scale, and propose mechanisms, such as CPD networks, cross-border collaboration, and formal policy alignment, that will enable meaningful, durable uptake.

The pilot-specific recommendations draw from diverse national contexts and place a strong emphasis on pedagogical innovation. These include integrating gender/media literacy into teacher training and curricula, investing in experiential learning spaces, supporting intersectional classroom practices, and fostering partnerships between schools, NGOs, and cultural institutions. These pedagogically focused actions recognise that lasting change must be rooted not only in policy reform, but also in everyday teaching and learning practices.

GEMINI's commitment to a dual focus on **policy and pedagogy** has been central throughout the project. Each recommendation in this report

includes a step-by-step roadmap grounded in both institutional and systemic considerations. This ensures that pathways to sustainability are supported by coherent policy directions, while also being practical and relevant for school leaders, educators, and curriculum developers.

Importantly, the project has emphasised the role of evidence in shaping both educational content and policy advocacy. The use of the GEMINI research outputs to inform recommendations ensures a strong empirical basis for policy proposals, while the piloting activities offer pedagogical proof-of-concept that can be adapted and scaled across Member States.

This report is designed as a resource for continued strategic action. It supports the embedding of gender/media literacy education not as an add-on, but as a necessary component of inclusive, modern education systems. The pathways outlined here enable education stakeholders, from ministries and EU agencies to school leadership and grassroots organisations, to align their work with GEMINI's principles and outcomes.

Ultimately, GEMINI's legacy lies in its ability to bridge **policy ambitions** with **pedagogical realities**, providing tools, frameworks, and strategies that can be used to advance gender equality through education long after the formal project ends.

