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EDUCATION FOR EQUALITY
GOING BEYOND GENDER STEREOTYPES

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Output 1

THE GENDER CULTURE MODEL

for EQUALITY IN PRESCHOOL and PRIMARY SCHOOL EDUCATION

TESEO

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INDEX

INTRODUCTION 5
Key Words 5
Objectives and focus of the project 5
The objective of the E4E project is to spread a culture aimed at overcoming gender stereotypes through the development of tools and methods involving the educational system. 5
PART I 6
Reference Background 6
Specific historical developments of gender education, pedagogy and equity in the project partner countries 6
Policy Framework 10
Our pedagogical perspective on gender equality 14
PART II 16
Guidelines 16
ABC on gender education 16
PART III 19
Tools 19
Methodology of the tool kit 19
SELF-ASSESSMENT INSTRUMENTS FOR TEACHERS ABOUT GENDER 25
ANNEXES 26
Annex 1: Best Practices selected by the project partners 26
Best practices selected in Austria 27
Diversity and Gender in the project education in primary school: Little researchers investigate natural sciences 29
Methodology 30
Tools 30
Duration 30
Evaluations carried out on the effectiveness of the good practice 30
Why, in your opinion, it is considered a good practice? 30
Bibliography (link, documents and publications used for research) 31
Title of the good practice selected 31
Mit – JiP. Girls into technology, boys into pedagogy 31
Target groups 32
Objectives 32
Activities 32
Methodology 32
Tools 33
Duration 33
Why, in your opinion, it is considered a good practice? 33
Bibliography (link, documents and publications used for research) 33

Best practices selected in Sweden 34
Title of the good practice selected 34
100 possibilities instead of two - a way to handle resistance 34
Target groups 34
Objectives 34
Activities 34
Methodology 35
Duration 35
Evaluations carried out on the effectiveness of the good practice 35
Why, in your opinion, it is considered a good practice? 36
Title of the good practice selected 36
Equality through books 36
Target groups 36
Objectives 36
Activities 36
Methodology 37
Tools 37
Duration 37
Evaluations carried out on the effectiveness of the good practice 37
Why, in your opinion, it is considered a good practice? 37
Bibliography (link, documents and publications used for research) 38
Title of the good practice selected 39
The Macho-factory (Machofabriken) 39
Target groups 40
Objectives 40
Activities (max 3000 characters) 40
Methodology 40
Duration 40
Evaluations carried out on the effectiveness of the good practice 40
Why, in your opinion, it is considered a good practice? 41
Bibliography (link, documents and publications used for research) 42
Best practices selected in Spain 43
Title of the good practice selected 43
Target groups 43
Objectives 43
Activities 43
Methodology 43
Tools 44
Duration 44
Evaluations carried out on the effectiveness of the good practice 44

Why, in your opinion, it is considered a good practice? 44
Bibliography (link, documents and publications used for research) 44
Title of the good practice selected 44
Target groups 44
Objectives 45
Activities 45
Methodology (max 3000 characters) 46
Tools 46
Duration 47
Evaluations carried out on the effectiveness of the good practice 47
Why, in your opinion, it is considered a good practice? 47
Bibliography (link, documents and publications used for research) 47
Title of the good practice selected 47
"RAINBOW" 47

Rights Against INtolerance: Building an Open-minded World 47

Target groups 48
Objectives 48
Activities 48
Methodology 49
Tools 49
Duration 49
Why, in your opinion, it is considered a good practice? 49
Bibliography (link, documents and publications used for research) 49
Best practices selected in Italy 50

Title of the good practice selected 50
Target groups 50
Objectives 50
Activities 50
Methodology 51
Tools 52
Duration 52
Evaluations carried out on the effectiveness of the good practice 52
Why, in your opinion, it is considered a good practice? 52
Bibliography (link, documents and publications used for research) 53
Title of the good practice selected 53
School of Equality 53

Target groups 53
Objectives 53
Activities 53
Methodology 54
Tools 54

Duration 55
Evaluations carried out on the effectiveness of the good practice 55
Why, in your opinion, it is considered a good practice? 55
Bibliography (link, documents and publications used for research) 55
Title of the good practice selected 55
Reflexive Self-assessment of primary school teachers 55
for a gender education 55
Target groups 55
Objectives 56
Activities 56
Methodology 57
Tools 58
Duration 58
Evaluations carried out on the effectiveness of the good practice 58
Why, in your opinion, it is considered a good practice? 58
Bibliography (link, documents and publications used for research) 59
Title of the good practice selected 62
What we will be when we grow up? Handbook of professions for girls and boys 62
(Cosa faremo da grandi? Prontuario dei mestieri per bambine e bambini) 62
Target groups 62
Objectives 62
Activities (max 3000 characters) 62
Methodology (max 3000 characters) 62
Tools 63
Evaluations carried out on the effectiveness of the good practice 63
Why, in your opinion, it is considered a good practice? 63
Bibliography (link, documents and publications used for research) 63
Annex 2: 65
REFERENCES 65
The is the policy framework of the E4E Gender Culture Model: adopted by the General Assembly resolution 44/25 of November 20th in 1989, the CRC is based on four general principles: 67
 Non-discrimination (art. 2): States parties must ensure that all children within their jurisdiction enjoy their rights. **No child should suffer discrimination**. This applies to every child, "irrespective of the child's or his or her parent's or legal guardian's race, color, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status" 67

INTRODUCTION

Key Words

Bullying, classroom, discrimination, diversity, educational environment, educational gender gap, family, feminist history, gender perspective, gender stereotypes, homophobia, indeed curriculum, management, methodologies, no fear, patriarchy, pedagogical techniques, prejudices, racism, respect and responsibility, rights, safe space, sex, sexist stereotypes, social development, social media, subordination, teaching action space, violence.

Objectives and focus of the project

The objective of the E4E project is to spread a culture aimed at overcoming gender stereotypes through the development of tools and methods involving the educational system.

Main objectives of the project

- Spreading a culture of gender equality and foster the overcoming of gender stereotypes by developing tools and methods.
- The project refers to non-discrimination related to gender, sex and sexual orientation, all gender identities as well as to the prevention of bullying, the right to be yourself and to be free from gender stereotypes.

Specific objectives

- The exchange of good practices among the project partners in relation to the spread of a culture of gender and to overcoming gender stereotypes with particular regard to education and teaching.
- To promote innovative learning approaches that focus on the gender culture and on overcoming gender stereotypes, taking particular account of the development of transversal key competences for children paying also the attention to 'different' model of families and related stereotypes.
- To train kindergarten and primary school teachers for the implementation of the project methodology.
- To test the project methodology with children aged 3-6 and 6-8 years through Creative Labs.
- To develop methods and tools for the evaluation of the key skills acquired by children and after the test phases.
- To facilitate the dissemination and sustainability of project results involving the policy makers at national and EU level.

PART I

Reference Background

Specific historical developments of gender education, pedagogy and equity in the project partner countries

The partner organisations cooperating in E4E project collected their Best practice examples in slightly and also overtly different societal environments, resulting from different historical developments. The shared values, aims and understandings as well as the combining of the strength of different experiences and approaches inspire the Gender Culture Model.

In **Sweden** in the 1970's "Unisex" was the dominant gender perspective: Everyone should be equal. Girls and boys should dress the same and do the same things. There is no difference between the sexes. During the 1980's the individual became more important than the group. The work for gender equality slowed down. In the 1990's Compensatory education meant that working with girls' and boys' groups were transferred to Sweden inspired by the Icelandic Hjalli education. This occurred when the preschool, age 0-5, became a part of the education system in Sweden.

Education in Sweden is based on a tolerance approach where people who don't act or behave like the heterosexual norm should be tolerated as equal. In the 2000's bullying regarded as an individual problem focused on the individuals. Conflicts and violations should be solved by talking to the perpetrator and the person was exposed. In 2009 the Criticism of norms focused on structures and norms. Skolverket which is the Swedish National Agency for Education published a report where it is stated that Criticism of norms is the way in which preschools and schools have to work to prevent bullying. This means a switch from a tolerance perspective to include diversity in a natural way and makes visible and challenges stereotypical norms.
In 1969 in Sweden the politicians decided that schools have to work for equality. In 1998 the preschool became a part of the Swedish education system. Consequently, the preschools had the same law as the schools and the preschool got a policy plan.

The policy plan states that:

"Adults way to treat girls and boys as well as the demands and expectations placed on them helps shape girls 'and boys' perception of what is feminine and masculine. The preschool should actively counteract traditional gender patterns and gender roles. Girls and boys in preschool have the same opportunities to try and develop the abilities and interests without the limitations imposed by stereotyped gender roles."

Sweden has for a long time been a socialist state and the government has been a mix of different socialist political parties. Since the 1990's in Sweden a concept of "state feminism" was growing, that means that the state was very active in the work on gender equality. During the last ten years Sweden has had a right political government and the work of the state for gender equality has decreased. Today we have a government with socialists and green parties and they call themselves a feminist government.

At the same time Sweden has a racist political party, and this has the impact that hate and crime against people of color, LGBT persons are increasing in Sweden.

In **Austria** compared to Sweden gender difference has been much more the basis of Gender Pedagogy. Socialist movements had at least since the 1920's promoted co-education supposing that it would more or less automatically foster gender equity. Therefore, when co-education was implemented in schools broadly during the 1970th gender equality in education was on one hand connected to co-education. On the other hand, feminists soon pointed out that it does not automatically produce equality. It was observed and stated that co-education disadvantaged girls in a society of still dominating patriarchal structures and norms, socialisation and (cognitive-emotional) internalisation processes. Boys obviously took more space and attention from the teachers, girls and boys related to each other performing patriarchal habits. Therefore, the first gender pedagogical setting that had been developed in Austria and Germany was Girl's Work in the 1970's, the gender homogenous work of female pedagogues with girls – in youth centres much more than in school. In the 1980's anti-sexist Boy's Work has been elaborated because it became obvious that the isolated gender sensitive work with girls was not sufficient to promote changes towards equity in the society as a whole. By the end of the 1980's a debate started to regard also boys as victims of patriarchal impositions: Patriarchal education and socialisation disconnects them from important parts of their emotional life and expression, of abilities to relate to other people. Boys Work was now called conscious, reflected or gender sensitive.

In the 1990's taking advantage of the experiences and perceptions of Girls and Boys Work gender conscious education had been conceptualized – acknowledging that girls and boys spend most of their time in co-educative settings. From the late 1990's Cross Work (gender conscious work of women with boys and of men with girls), queer pedagogy, intersectional pedagogy had been demanded, discussed and elaborated – and related to the gender pedagogic horizon in the German-speaking countries.

In Austria the challenging of gender hierarchies in gender homogenous setting has been an important starting point of Gender Pedagogy. It has been inspired by extra school youth work and taken up in schools. Therefore, the approaches are very well reflected with regard to the effect of gender hierarchies, the hierarchical relationships of educators and young people and to the probability of the enactment of gender stereotypical behaviour in the different gender pedagogical settings.

Regarding legal and policy frameworks for school education equity principles and guidelines for gender equity education have been implemented in the curricula especially since the 1990th.

In **Italy** the societies are more shaped by traditions performing gender bipolarity and organising separated gender spaces than protestant Nordic societies.

Italy has one of the lowest indices of gender equality of the European countries. It only betters the EU average in one sector, that of health, which is due to the longevity of Italian females. In all other areas, the situation is far from satisfactory. Policies implemented to deal with gender imbalance have been overcautious and the legal progress has mainly been driven by EU directives or pressure from society. Italy needs a suitable centralised gender infrastructure that has the power to promote, coordinate and monitor all initiatives aimed at gender equality.

The position of women in the Italian society has been profoundly influenced by the **social and cultural changes** that came about in the early 1970's (the second wave of feminism). However, after the initial impetus of the 1970's the feminist movement disappeared from the public scene, although isolated initiatives survived. There was a wide divergence between the changes that were occurring in society and their transformation into law. In 1977 the number of women over 25 years of age in work was 35%, today that figure has reached 56%. In the mid-1980's the percentage of girls in secondary school outstripped that of boys, in the 1990th the number of women exceeded that of men in tertiary education for the first time and the situation has remained unchanged ever since. However, overall the number of women in employment remains low, especially in southern Italy and particularly for women with a low level of schooling. Anti-discriminatory laws have been passed but the gender divide still remains wide. The lack of services for young children and particularly of the elderly, combined with a rigid organisation of work, make it difficult to reconcile work with family needs. Levels of female unemployment are higher than those for males, career promotion is difficult and women are over-represented in atypical and temporary work while their wages are lower than those of their male colleagues.

Any gender equality attained in the 1990th and noughties was primarily the result of the need to adopt **EU directives** (such as directive 97/80/CE on discrimination and 2002/73/CE on equal opportunities at work) and was supported by **European funding,** while communications and television, in particular, continued to convey gender stereotypes and women as desirable sexual objects. **Sexual violence** was only recognised as a "crime against individuals' in 1996, while **stalking** became a punishable offence thanks to a law passed in 2009.

However, one must concede that there have been some signs of positive change in recent years with increased public and political awareness regarding gender education. The legal decree of 12th September 2013, no. 104 dealing with "Urgent measures pertaining to Education", on the training of school personnel (art. 16) reads, "in order to improve the outcome of teaching … obligatory training and coaching shall be arranged" particularly with reference to "increasing skills relating to education for affectivity, the respect of diversity and equal gender opportunities and overcoming gender stereotyping (implementing the contents of art. 5 of Legal Decree no. 93/2013)". In the 2004 national syllabuses for Primary schools we find reference to "affectivity education" which is broken down into four micro objectives: to encourage attitudes of knowing and listening to oneself, to instigate positive approaches to relationships with classmates and adults while also considering the specific characteristics of males and females, to learn about the main physical, psychological and behavioural differences between males and females, to use appropriate and effective methods to express one's emotions and affectivity. Similar guidelines can be found in legal Decree no. 93 of 14th August 2013 aimed at combatting gender violence; where art. 5 contains an extraordinary action plan against sexual and gender violence by "providing suitable training for school personnel in: developing relationships, combatting violence and gender discrimination and the promotion of guidelines in the national curricula for infant and elementary education, for all types of secondary school and the curricula and extra-curricular activities for schools of all levels, that involve awareness-raising, providing information and educating students to prevent violence towards women and gender discrimination, also to be achieved by suitable treatment of the subjects in course books".

Lastly, law 107/2015 on the "Buona Scuola" calls for "equality of education for the sexes, the prevention of gender violence and all kinds of discrimination, to inform and raise awareness among students, teachers and parents" against feminicide, homophobia and transphobia.

In **Spain** until the adoption of the Spanish Constitution of 1978 there was no explicit recognition of equality between men and women.

The main activity of those years was the repeal of discriminatory laws and, in a parallel and gradual way, has been legislated in favour of equity from specific laws (work life balance) to comprehensive laws such as Gender Violence or for the Effective Equality between women and men. As well as laws of positive discrimination and actions of gender mainstreaming.

The creation of the Women's Institute in 1983 was a historic milestone and it was the body that has promoted and coordinated the policy of gender equality in Spain.

With the advent of democracy not only laws of equality were approved, but also a new territorial organization of the State from a Centralized to a Decentralized State in which the Comunidades Autónonomas (territorial division), regions and other territories began to assume responsibilities of a political, administrative, management. Nowadays, the State is organized territorially in 17 Comunidades Autónomas and 2 Autonomous Cities; in addition, we have four co-official languages in the territories (Catalonia, Galicia, Valencian Community and Basque Country) and an official language for the entire country.

In relation to education the State has competences assigned to the general organization of the education system, the general programming of education, the establishment of minimum education and high inspection. Therefore, the Comunidades Autónomas can establish other competences, always respecting the State.

In addition, educative centres (schools, high schools…) are classified in public and private, if their ownership corresponds to the Public Administration or if it corresponds to a natural or legal person. In addition, there are private centres that accept the concert regime (public funds) and the provision of the public service of education will be carried out through public and private concerted centres. A large majority of concerted and private centres are owned by different religious congregations of the Catholic Church.

In Spain we can find educational centres that carry out educational projects of coeducation, educational projects of mixed education and others of segregated education and that also have different budgetary allocations to carry out the projects. Therefore, in relation to gender policies in education we find that in practice it has been carried out in an unequal way.

In **all four countries** finally – coming from different histories and developments – a basic purpose of Gender Pedagogy is to encourage the liberation of restricting gender stereotypes and bipolarized definitions. At an individual level Gender Pedagogy is providing free space for experience and reflection to find out that there is no right or wrong with regard to gender, of how to be a gendered human being and of choosing ways of living. At the societal level Gender Pedagogy contributes to creating gender equity, equal opportunities and a safe environment for all gender.

Read more about Best Practice examples of Gender Pedagogy in preschool and primary school of the project partner countries in **Annex 1.**

Policy Framework

European framework

The E4E Gender Culture Model is based on the Strategic Framework for European cooperation in Education and Training, as a priority of the ET 2020 as it is collected on the Paris Declaration within promoting[1] citizenship and the common values of freedom, tolerance and non-discrimination through Education that was adopted by the European education ministers.

Those strategies for the promotion of equity are based on the legal framework of the

European Union Charter of Fundamental Rights:

Art. 1 Human dignity

Art. 2 Right to life

Art. 21 Non-discrimination[2]

The E4E Cultural Model refers also to the Directive on Gender Equality in Employment and Occupation and the Directive on Access to and Supply of Good and Services and to the European Pact for Gender Equality (2011-2020)

"…eliminate gender stereotypes and promote gender equality at all levels of education and training, as well as in working life, in order to reduce gender segregation in the labor market…"

and to the Strategic engagement for gender equality 2016-2019

"promoting gender equality in all levels and types of education, including in relation to gendered study subject choices and careers, using existing policy cooperation tools and funding instruments as appropriate, in line with the priorities set out in the "Education and Training 2020" framework"

The E4E project is oriented also to combating stereotypes and gender-based violence and discrimination related to sexual orientation and gender identity, as well as homophobia and transphobia.

A number of legal and administrative frameworks – cutting across several areas and jurisdictions such as EU law, international human rights commitments, national and local laws and regulations, and administrative practice – refer to the protection of fundamental rights for LGBT persons. The principle of equal treatment is a fundamental value of the EU, EU law, directives and the European Convention of Human Rights (ECHR).

Nevertheless, the Fundamental Rights Agency - FRA's European Union-wide survey on discrimination against

[1] In 2009, ET 2020 set four common EU objectives to address challenges in education and training systems by 2020:

- Making lifelong learning and mobility a reality
- Improving the quality and efficiency of education and training
- Promoting equity, social cohesion, and active citizenship
- Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training

[2] See Annex 2 for more details

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lesbian, gay, bisexual and trans persons (EU LGBT survey), published in 2013, showed that LGBT persons across the EU often feel discriminated against. Many have also experienced hate crime even though legislation and policies protecting them from discrimination and criminal victimization are in place across the EU.

The FRA's opinion, as stressed in EU LGBT survey reports, is that "*the EU and its Member States are encouraged to develop action plans that promote respect for LGBT persons and the protection of their fundamental rights, and/or integrate LGBT issues in their national human rights action plans and strategies*". [3]

Following the analysis of the data related to LGBTI people, the FRA opinion highlights that to the extent that education falls within the scope of EU law, EU equality and non-discrimination principles and the EU Charter of Fundamental Rights have to be upheld.

The EU should contribute to combat the bullying of LGBT persons in educational settings and should encourage peer learning among EU member states and promote existing best practices tackling homophobic and transphobic bullying.

EU member states should ensure that schools provide a safe and supportive environment for young LGBTI persons, free from bullying and exclusion. This includes combating stigmatization and marginalization of LGBTI persons, and promoting diversity.

EU member states should ensure that objective information on sexual orientation, gender identity and gender expression is part of school curricula to encourage respect and understanding among staff and students, as well as to raise awareness of the problems faced by LGBTI persons.[4]

The EU should also seek synergies with the Council of Europe, which adopted a Strategy for the Rights of the Child (2012-2015) focused on bullying.

International framework

The **Convention on the Rights of the Child (CRC)** is the policy framework of the E4E Gender Culture Model: adopted by the General Assembly resolution 44/25 of 20 November 19895, the CRC is based on four general principles:

[3] See Professionally speaking: challenges to achieving equality for LGBT people, p. 12
See also FRA report Homophobia, transphobia and discrimination on grounds of sexual orientation, gender identity and intersexuality. Survey 2013, 2014, 2015
[4] See EU LGBT survey - European Union lesbian, gay, bisexual and transgender survey - Results at a glance (2013), p. 12
[5] Resolution 44/25 of November 20th in 1989

Non-discrimination (art. 2)

Best interests of the child (art. 3)

The right to life, survival and development (art. 6)

Respect of the views of the child (art. 12)

Non-discrimination (art. 2) and the views of the child (art.12) are the basic point of the project's methodology and educational path. Another focal point is **the art. 29 of CRC**, which describes the aims of education, the values that are premise of the education and given from one generation to the next.

The fact that all EU and Council of Europe (CoE) member states are parties to the CRC gives the CRC important standing at the European level. It effectively imposes common legal obligations on European states with a knock-on effect on the way European institutions develop and apply children's rights.

In this way, the CRC has become the touchstone for the development of European children's rights law, with the result that the CoE and the EU increasingly draw on its influence.

The EU is not and cannot become a party to the CRC, since there is no legal mechanism within the CRC to allow entities other than states to accede to it. However, the EU relies on "general principles of EU law" to supplement and guide interpretations of the EU Treaties.

As all EU Member States have ratified the CRC, the EU is bound to adhere to the principles and provisions enshrined therein, at least in relation to matters that fall within the scope of the EU's competence (as defined by the EU treaties).

UNICEF recognizes the human rights principles of equality and non-discrimination as central to the consideration of gender equality and believes that gender-based discrimination is one of the most ubiquitous forms of discrimination that children face. The organization promotes equal outcomes for girls and boys, and its policies, programs, partnerships and advocacy efforts seek to contribute to poverty reduction and the achievement of the Sustainable Development Goals (SDGs) through result-oriented, effective, innovative and well-coordinated action that achieves the protection, survival and development of girls and boys on an equal basis. The organization seeks to engage boys and men in transforming gender relations towards more gender-equal societies.

The Gender Action Plan (GAP) specifies how UNICEF will promote gender equality across all of the organization's work at the global, regional and country levels, in alignment with the UNICEF Strategic Plan.

For UNICEF redefining power relationships also in gender and sexual orientation and/or gender identity and expression, is a cross-cutting themes essential to addressing violence. Gender-sensitive approaches are needed to mitigate children's risk of violence and to address specific care and support needs. For instance, gender discrimination is not only a cause of many forms of violence against girls, but also contributes to the broad neglect and acceptance of violence against girls as a social norm. [6]

[6] Ending violence against children: six strategies for action (UNICEF 2014)

In its works against every discrimination, UNICEF stated that "All children, irrespective of their actual or perceived sexual orientation or gender identity, have the right to a safe and healthy childhood that is free from discrimination. The same principle applies to all children irrespective of their parents' sexual orientation or gender identity. Both the Convention on the Rights of the Child and the Universal Declaration of Human Rights make clear that human rights are universal. No person — child or adult — should suffer abuse, discrimination, exploitation, marginalization or violence of any kind for any reason, including on the basis of their real or perceived sexual orientation or gender identity. Similarly, no person should be denied any of their universal human rights, freedoms and basic opportunities." [7]

UNESCO advises to be aware that homo- and transphobic school bullying is a universal problem and constitutes a major barrier to achieving international goals, which hampers our joint capacity to provide a quality education for all.

The World Report on Violence against Children (Pinheiro, 2006) highlighted:

- to be considerate of sexual diversity, familiar and gender identity as present in all centers as an educative opportunity to contribute and build another possible school;
- the right to free development of his_her personality; his_her dignity and to be free of violence, constituted one of the principles of Human Rights recognized internationally (Universal Declaration of Human Rights, art. 5, 12, 22 and 26).

The E4E Gender Culture Model refers also to the UN Agenda 2030 "Transforming our world", mainly the Sustainable Development Goal 5 "Achieve gender equality and empower all women and girls".

[7] UNICEF Position paper nr. 9 /2014 "Eliminating discrimination against children and parents based on sexual orientation and/ or gender identity"

Our pedagogical perspective on gender equality

The Gender Culture Model is based on creating an educational field based on non-discrimination.

An important source and inspiration to create non-discriminatory structures and educational processes are feminist theories. Since the 1970th feminist approaches generate critical revisions of the existing structures, ideologies, scientific mind sets and common mind sets as well.

In every society, culture or religion, men and women make up two social different groups, and these differences are translated, in almost every case, into inequities and discriminations to all children.

With the application of a feminist respectively gender equity perspective on our educative model we assume that:

- An **educational gender gap** exists, because in many societies girls and women live in different conditions than boys. They are guided to lesser valued professions and to take over double burdens, to prioritize caring for other people, families, children, elder people although they succeed better in school and achieve better results.
- **Values and qualities** that traditionally have been seen as feminine, have been given a lower value than those seen as masculine in the **educational environment**
- **Sexist stereotypes and prejudices** still are maintained. Patriarchal models reduce the action space for all children, girls and boys.

It is possible to integrate a gender perspective, regardless of the pedagogical approaches or didactic methodologies that the institutions adopt and implement.

Educators and researchers differ in their perception of boys and girls although the majority of the studies does not discover relevant differences attached to general cognitive capacities between them.

School is a social institution and one of the main elements for the reproduction of social and cultural patterns, but it is not the only one, also family, religion, social media are, to mention some of them. Scholar institutions exert a sort of reproduction of social, economic and cultural mechanisms. This reproduction models all have in common that they are based on a patriarchal character.

School as a social institution reflects predominant social visions and therefore can reproduce discriminatory practices. There you learn to relate to each other according to a behaviour that is culturally considered as adequate and it is not necessarily learned to respect others respectively **diversity**, to be aware of the own and other's **rights**. Also all kinds of **subordination, prejudices**, **and discriminatory** manners of relation are internalized. So, school as an institution not only produces its members, but is itself produced by the men and women who participate in it and by the gender, class and ethnic-racial representations that circulate in the classrooms. In short, gender is present in all these instances that make up the educational system, produce and reproduce it. The pedagogues are not gender-neutral. Therefore, self-reflection is an essential presupposition of gender reflected education. Otherwise an indeed curricula will be followed.

Particularly in the classroom, pedagogy includes all that happens in the learning environment, which means teacher-student interaction, activities and tasks, assessment and communication; therefore, it is important to assure teachers to promote a **gender perspective**.

Gender Education

- Favours that the children can express their unique, original, diverse, peaceful ways of being as a girl, a boy or just a human being.
- Encourages teachers to relate to mutual recognition, **respect and responsibility**.
- Eradicates the gender and sexist stereotypes that prevent from the full **intellectual, emotional, physical and social development** of the boys and girls.
- Helps to take decisions about the personal and professional future depending on abilities and expectations, with security on the rights and without conditions for sexist stereotypes.
- Teaches children **feminist history**, so that they are aware of the meaning of historical and current discrimination, as well as the contributions of women to the knowledge and development of humanity. Incorporate women's knowledge, wisdoms, interests and experiences to the curriculum and to the educational practice.
- Develops educative proposals that promote co-responsibility in the domestic and care areas, attention to others and social participation.
- Guarantees same rights and opportunities to boys and girls, looking after their realities and specific needs.
- Develops a curriculum that assimilates women's wisdoms and contributions in every knowledge field, arts, history and life in general.
- Prepares girls and boys to have critical attitudes and to rise up to those messages and situations that discriminate women in every social media, in new technologies or social range.
- Develops participation strategies to women and men for the management and organization of school life.
- Guarantees that the educative centre is a friendly, peaceful space of well-being where girls and boys participate with **no fear of violence or sex, racial or homophobic discrimination.**

From these shared area, our goal will become to develop a co-educational model that enriches the experience of educative institutions, with new methodologies, eradicates obstacles and situations of discrimination, transforming the centre in **a friendly and democratic** area where all people of every sex respectively gender feel recognized and participate in a responsible and full way, free of sex stereotypes, during the educational process.

PART II

Guidelines

Peace, tolerance and non-discrimination are the leading guidelines for the project. This is in line with the UN Agenda 2030 and the Sustainable Development Goal 5 ("Achieve gender equality and empower all women and girls") and the Convention on the Rights of the Child. In the E4E project we connect these values to the work with gender and the right to grow freely without boundaries with the same possibilities for all.

ABC on gender education

According to the United Nations "Education should encompass values such as peace, non-discrimination, equality, justice, non-violence, tolerance and respect for human dignity".

- PEACE – Reduce violence and promote peace building through peace education.
- NON-DISCRIMINATION – Prevent discrimination in the education sector on grounds of racial or ethnic origin, religion or belief, disability, age or sexual orientation and gender.
- TOLERANCE – Teaching tolerance in elementary schools to reduce the incidence of hate crimes, racism, discrimination, and bigotry.

Gender vs Sex

GENDER[8]**:** Initially, the concept of gender(s) referred to the socio-cultural construction within the binarism of women and men. It made aware of the difference between the societal roles of genders and 'biological' sexed bodies. The described 'sex/gender' dichotomy led to the important finding that the social-cultural constructions of genders are not always directly related to anatomy and physiology. Thus, the distinction between the so-called (social) gender and (biological) sex was followed by deconstructing the idea of a biological corporeality. Gender refers to the social attributes and opportunities associated with being female and male and to the relationships between women and men and girls and boys; as well as to the relations between women and women; and those between men and men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context- and time-specific, and changeable. Gender determines what is expected, allowed and valued in a woman or a man in a given context. In most societies, there are differences and inequalities between women and men related to the responsibilities assigned, to activities undertaken, to access to and control over resources, as well as to decision-making opportunities. Gender is part of the broader socio-cultural context.

Other important criteria for the socio-cultural analysis include class, race, poverty level, ethnic group and age. Gender-based assumptions and expectations generally place women in a disadvantaged position with respect to the substantive enjoyment of rights, such as freedom to act and to be recognized as autonomous, fully capable

[8] http://eige.europa.eu/rdc/thesaurus

adults, to participate fully in economic, social and political developments, and to make decisions concerning their circumstances and conditions.

SEX[9]**:** Sex refers to the biological and physiological characteristics that define humans as female or male, or intersex. These sets of biological characteristics are not mutually exclusive, as there are individuals who possess both, but these characteristics tend to differentiate the humans as females or males.

Gender sensitive education

EQUALITY EDUCATION is defined as a methodological proposal for training and education of women/girls and men/boys and trans persons under the same conditions and offering equal opportunities to groups of both sexes. Equality Education pays attention to the sexist stereotypes and the fight against discrimination based on gender assumptions in pre-/schools. It also implicates the whole educative community: teachers, students, families[10], school staff and society in general.

Moreover, the concept of "EDUCATION IN EQUALITY" – or "CO-EDUCATION" – is used in a more inclusive way, encompassing not only equality between the sexes, but also education in the equal rights of ethnic minorities, homosexual and trans-groups, people with different nationalities and/or people with disabilities.

The **OFFICIAL CURRICULUM** concerns the subjects that are taught in schools and their content. It varies from country to country and many of them dispose of a national curriculum. The **HIDDEN CURRICULUM**, on the other hand, concerns everything that happens in the school that is not 'official', for example, social relations in the classroom or playground, friendships, relationships between teachers and pupils, levels of bullying and harassment and so on. (More informal relations have been consistent in revealing the dominance of boys – individually or in groups – regarding the school space they occupy, the teacher-time that they demand, and the influence that they have over the rest of their peers.) The hidden curriculum transmits the norms of the society to children and it is a collection of messages which often reinforce sex stereotyping thus sustaining 'a sexual division of labour in the social process of schooling'.

Discrimination in education connected to gender and sex

GENDER IDENTITY refers to each person's deeply felt internal and individual experience of gender, which may or may not correspond to the sex assigned at birth, including the personal sense of the body and other expressions of gender, including dress, speech and mannerisms.

GENDER STEREOTYPES are preconceived ideas whereby females and males arbitrarily assigned characteristics and roles are determined and limited by their gender. Gender stereotyping can limit the development of the natural talents and abilities of girls and boys, women and men, as well as their educational and professional experiences and life opportunities in general. Stereotypes about women both result from, and are the cause of,

[9] http://eige.europa.eu/rdc/thesaurus

[10] The family, as an agent of socialization, can be an active and driving force in the postulates of coeducation. Their participation, in a coordinated way with the center, in the educational process of children must ensure the coherence and mutual reinforcement of the values and examples developed in both spaces of socialization, school and home.

deeply engrained attitudes, values, norms and prejudices against women. They are used to justify and maintain the historical relations of power of men over women as well as sexist attitudes that hold back the advancement of women. The binary system is built on high lightening differences between the sexes. Stereotypes about men can be described as the opposite of those of women, granting men as a group advantages. But at the same time these gender assumptions are just as limiting for boys and men as they are for girls and women.

GENDER ROLES refer to social and behavioural norms which, within a specific culture, are widely considered to be socially appropriate for individuals of a specific sex. These roles often determine the traditional responsibilities and tasks assigned to women, men, girls and boys (see gender division of labour). Gender-specific roles are often conditioned by household structure, access to resources, specific impacts of the global economy, occurrence of conflict or disaster, and other locally relevant factors such as ecological conditions. Like gender itself, gender roles can evolve over time, in particular through the empowerment of women and the transformation of masculinities.

SEXISM refers to actions or attitudes that discriminate against people based solely on their gender. Sexism is linked to power – those with power are typically treated with favor and those without power are typically discriminated. Sexism is also related to stereotypes since discriminatory actions or attitudes are frequently based on false beliefs or generalizations about gender, and on considering gender as relevant where it is not.

LGBTIPHOBIA is the irrational fear of, and aversion to Lesbian, Gay, Bisexual, Transgender and Intersex people based on prejudice and as an irrational fear, such as a fear of, or aversion to, masculine women, feminine men, cross-dressers, transgenderists, transsexuals, and others who do not fit into existing gender stereotypes about their birth gender.

PART III

Tools

Methodology of the tool kit

During the initial months of the project, the partners put together a series of Best Practices on the models and tools to aim at fostering equal gender opportunity in preschools and schools. The Partners also used workshops to analyse in what way cultural aspects divide and connect us, how the project can be enriched by this and how the tools can be made useful regardless of the context.

Based on this we concluded that we want to work with the theme "family" since it is a universal concept that seems to be made important in most pre-schools and schools, and that we are to collaborate to create a tool box with the following objectives:

- with regard to teachers: training tools and methods that will raise awareness on gender equality, gender sensitive education and the role of the teacher for the outcome;
- with reference to children: tools and methods were identified that would stimulate equal opportunity and an inclusive and tolerant classroom free from discrimination.

The tools made available will be used as follows:

- tools for evaluating and analysing physical aspects of the environment,
- tools for reflection and self-awareness for the teachers,
- tools to be used with the children to explore and create more opportunities for all children,
- assessment and self-assessment tools for teachers.

Tools	Characteristics	Use
Physical aspects	Charts and checklists to analyse how the physical room or materials can be more inclusive and non-discriminatory.	To be used by teachers.
Reflective	Questions that help the teachers to be aware of their own norms and expectations.	To be used by teachers.
Norm creative	Exercises that help to create inclusiveness and new norms. Exercises that allow all children to develop skills that give them more opportunities than existing gender norms.	To be used by teachers with the children.

Tools	Characteristics	Use
Assessment and self-assessment tools	A questionnaire composed by closed and open-ended questions about educating gender; a meta-evaluative questionnaire for the instruments and on the path; and a meta-evaluative questionnaire about a new version of a self-rating tool for gender education in primary school.	To be used by teachers.

Add opportunities – learning by doing

With the E4E methodology we want to create gender equality and inclusiveness for all families. For this to be realized it is important to 1) agree on the right to be as you are – regardless of existing norms, and 2) that this right is everyone's responsibility.

E4E partners agreed on the following definition to guideline the work: *Gender equality means that all children, regardless of sex or gender identity should have the same rights, opportunities and duties.*

Step one in the methodology is creating an awareness of what gender equality is: that it is about adding opportunities for all children. By doing so we create a positive atmosphere and we avoid pitfalls that create resistance.

Gender Equity? Three common ideas

1. That everyone should be and act the same way. Like it was in the 1970s.
2. We should do the opposite way; boys should play with dolls and girls with cars.
3. Remove the most masculine and feminine, such as Barbie and Batman.

Whereas our idea is different:

⇒ **Gender equality is about adding!**

By talking about gender equality as adding we could go around common misunderstandings and have a consensus of what the goal is. By talking about gender equality as adding more parents and teachers will see the benefits of this work.

The target group for E4E methodology is: teachers and pedagogues working with children between the age of three and eight years. **Beneficiaries** of the E4E project are children between the age of three and eight years.

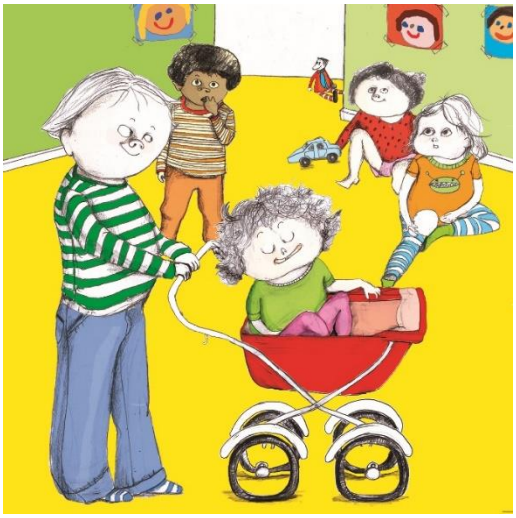
The methodology is based on the intentions proclaimed in our policy framework which emphasises children's right to be treated equally, tolerated as they are and to be protected from discrimination. E4E focuses on learning by doing, including children in the methodology exploring subjects together with them. Also to

respect the views of the child is stated in the Convention on the Rights of the Child (Article 12)[11]

The methodology includes: implementation where key players gain knowledge and reflect to evolve as pedagogues working against discrimination and for gender equality; a gender sensitive toolkit to add more possibilities and promote peace and tolerance in the classroom.

Theme "Family"

For children the family is their first group and it is an important source of socialisation. It becomes a vivid part of the identity and is essential for the growth of the self-esteem. To feel that our family is okay is vital for us, be it a traditional family or one that is challenging norms.



The tools of the tool-kit are to be created by the E4E partners, experts and in labs. So far the workshops have resulted in a general idea of what can be expected in the tool-kit:

- the tool **<<My Family>>** aims at creating an inclusive atmosphere regarding family forms. With this part of the tool box the teacher use material to broaden the norm and expectations connected to the concept "family".

The family is important in other aspects as well. In the family the personal and private meet the society and its norms. Who in the family is taking responsibility for the care giving and the domestic chores? Who in the family is working the long hours and has the highest regarded work? In the family the gender expectations are most vivid and are a melting pot of both the personal and structural embodiment of the norms.

Into the theme we also include a holistic view of life choices. What does it mean to work, what do you do when you don't work, if you have children – how will these be cared for and by whom? It is important to see work and career choices in perspective of the whole puzzle of life so that all children regardless of sex become aware that

[11] http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx

housework and taking care of children also is a part of the future.

- the tool **<<Awareness for inclusiveness>>** is a way to analyse your materials and communication so it includes all family forms and isn't built on traditional gender values.

We all have families in some way and of course these experiences are effecting the expectations that we signal to others, as well as our own norms and values. To treat all children with the same respect and to be inclusive to them means we have to be aware of the pitfalls created by our own hidden expectations and values. Therefore, it is important to look at ourselves and reflect.

- the tool **<<Training for life>>** is aimed at giving all children care giving skills that are necessary not only as a parent but also for a healthy personal growth.
- the tool **<<Lets play! >>** is a role play that helps all children to act outside gender roles and expectations and to broaden their action space.
- the tool **<<The Power of me>>** gives an opportunity to reflect and to make changes in our own behaviours.

Example of tool

This is a tool to examine and analyse how inclusive and gender aware the books at the pre-school or school are. By counting we take a first step of creating a representative book shelf that includes the modern society's diversity.

AREA: Sex
Count the number of books that have

___ Protagonists who are a she

___ Protagonists who are a he

___ Protagonists who are nor a she, neither a he

AREA: Family
Count the number of books that have

___ Fathers who are present and care giving

___ Mothers who are present and care giving

___ Children who have two moms or two dads

___ Children who have one parent

___ Children who have a mother and a father

___ Children living in one place all the time

___ Children who live in several locations, for example each other week

AREA: Love

Count the number of books that have

___ Love between two girls/women

___ Love between two guys/men

___ Love between a girl/woman and boy/man

___ Love of more than one person

___ Love where the person is not mentioned as a he or she

AREA: Friendship

Count the number of books that have

___ Friendship between boys playing in a group

___ Friendship between boys playing only two with each other

___ Friendship between girls playing in a group

___ Friendship between girls playing only two with each other

___ Friendship between girls and boys

AREA: Gender expression

Count the number of books that have

___ Boys who are empathetic and caring

___ Girls who are empathetic and caring

___ Girls who take initiative, solve problems or are brave

___ Boys who take initiative, solve problems or are brave

___ Boys are described as kind, sweet, good

___ Girls described as kind, sweet, good

___ Boys that are dressed in colours of the rainbow

___ Girls that are dressed in colours of the rainbow

___ Boys crying and feeling sad

___ Girls crying and feeling sad

___ Girls who are angry or show anger

___ Boys who are angry or show anger

___ Girls who are indoors or close to home

___ Boys who are indoors or close to home

___ Girls who are out on adventures in the world

___ Boys who are out on adventures in the world

SELF-ASSESSMENT INSTRUMENTS FOR TEACHERS ABOUT GENDER

It will be used:

- a questionnaire composed by closed and open-ended questions about educating gender
- a meta-evaluative questionnaire for the instruments and on the path
- a meta-evaluative questionnaire about a new version of the self-rating tool for gender education in primary school

With a view to equal opportunities, school should offer to boys and girls the same opportunities for a psychophysical harmonious and global development, fostering relationships and socialization in the peer group and enhancing their individual characteristics. The presented path of reflective self-assessment in the primary school allows the observation of the emergence of stereotypes and gender bias in the school context. An inter-subjective dialogue aims to increase the teaching profession's awareness and to improve the educational practices.

This self-report practice on gender education is considered by OECD, the European Network for Children and other organizations. It is the result of a critical analysis of the Eurydice agency, in accordance with the fundamental assumptions in education declared in the recent Report entitled "A European quality framework for educational services and care for children: Proposal of key principles", 3 (2016).

It takes into account the different methods of quality assessment, related to the preschool education period and is characterized by an inclusive and collaborative approach.

That means it observes:

- the need to promote an image of the child as the deliberate participant in the learning process and the subject of rights
- the necessity of the participation and the involvement of families
- the necessity for a shared definition of quality as a dynamic, continuous and democratic process, to be achieved through monitoring and evaluation practices of contexts.
- It states that children must be "placed at the centre of educational processes and care designed and implemented within the services", which are characterized by their own uniqueness, and, individually, have "diverse needs in terms of their emotional, motor, social and cognitive development, and as such, must be accepted and recognized."
- It is declared the need for services "aimed to encourage the participation, to strengthen social inclusion and to accept the diversity" and that the "operators should collaborate with colleagues, with children, with parents, and reflect on the practices implemented", for an "educational experimentation from below that helps make sustainable change within the services".

The possibility of a shared reflection on the observed contexts aims to clarify the "implicit learning" (Becchi 2005) and the gender education. It can allow an improved transformation of educational practices in primary school, in the enhancement of the teaching profession and in full compliance with subjectivity, favouring the process of growth and childhood potentialities

ANNEXE 1

Best Practices selected by the project partners

Best practices selected in Austria

GeKoS – Gender-competent schools

Diversity and Gender in the project education in primary school: Little researchers investigate natural sciences

Mit – JiP. Girls into technology, boys into pedagogy

Best practices selected in Sweden

100 possibilities instead of two - a way to handle resistance

Equality through books

The Macho-factory (Machofabriken)

Best practices selected in Spain

Diversigualdad (Diversity)

Por una escuela sin armarios (for a school without wardrove)

“RAINBOW”. Rights Against INtolerance: Building an Open-minded World

Best practices selected in Italy

We are all the same but we are all different!

School of Equality

Reflexive Self-assessment of primary school teachers for a gender education

What we will be when we grow up? Handbook of professions for girls and boys

Best practices selected in Austria

Title of the good practice selected

GeKoS – Gender-competent schools

Target groups

Children of primary school, age 6 to 10 years

Teachers of primary school

Objectives

The Austrian Federal Ministry of Education (department 10/1, Gender Mainstreaming, Gender equity and schools) aims at creating gender-competent schools through school development. In 2007/08 this goal was pursued through three interwoven project lines to implement Gender Mainstreaming in schools. One of it was GeKo (Gender-competent schools). To be "gender-competent" means to reflect on gender constructions and relations in the school environment; to take over responsibility to dismantle gender-hierarchical norms; and to contribute to gender equity with concrete actions. In 2007 Austrian schools were invited to apply for gender competence projects. In 2007/08, 24 schools carried out projects, among them three primary schools.

Activities (max 3000 characters)

The VS (Volksschule = primary school) Braunau in Upper Austria offered working on technical issues to the pupils. The teachers accompanied the work processes of gender-homogenous and gender-mixed working groups of pupils.

The VS Pantzergasse in Vienna worked on gender-competent education accompanied by an external expert. At the beginning a gender literature corner for teachers had been established, teachers visited different trainings, collected materials and created a little library with gender sensitive children's books. A research with the pupils has been initiated and at the end a gender exhibition was organised to present the results.

The VS (primary school) Ansfelden in Upper Austria sensitised the teachers through a city walk to visit important places for women/sites of important women and a seminar on gender sensitive pedagogy. The teachers worked then with the pupils on issues like profession, division of work in the family, strong women in Ansfeld, male and female Jews in NS time etc. Special emphasis had been laid on gender sensitive language.

Methodology

VS Braunau: Observation of girls and boys carrying out technical and physical experiments; problem solving and participatory learning.

VS: Pantzergasse: Teachers preparation on Gender Mainstreaming: project accompanied by an external supervisor, research on gender literature, further education of teachers, media analyses, networking with other organisations. Pupils: Study on gender stereotypes, discussions, gender sensitive re-evaluation of existing education material, creation of a gender exhibition based on the project experience.

VS Ansfelden: School management: general managing of the project, networking, public relations; foundation of a communal women's network; anchoring Gender Mainstreaming in the schools' mission statement; literature for the school library. Teachers: Further education seminar, participation in a women's city walk. Teachers, pupils, school management: knowledge transfer to sensitize on gender issues; interconnect school, village, world; developing gender sensitive language; class projects on different topics (like professions, labour division in the family, ...). Parents: parents meeting with external presentation, comedy evening

Tools

VS Braunau: action research, experiments.

VS Pantzergasse: Teachers: further education, external counselling, gender literature corner, press article collection in a folder, gender sensitive children's books. Pupils: Interviews on stereotyped behaviour (transcultural), worksheets on division of roles in the household.

VS Ansfelden: School management: mission statement of the school, school library, existing contacts in the village. Teachers, parents: further education. Pupils: materials to work on projects.

Duration

2007/08

Evaluations carried out on the effectiveness of the good practice

An evaluation had been carried out by external experts on the projects on implementing Gender Mainstreaming, also on the GeKo project. They evaluated documents and interviewed professionals involved in the project line planning, organization, and implementation. Results have been published in an evaluation report (link see below).

Why, in your opinion, it is considered a good practice?

GeKo initiative encouraged and challenged schools at all levels to reflect on their current standard regarding gender equity, to develop concrete settings, measures, tools to improve the consciousness on gender equity of teachers and pupils; to find themes and approaches to raise this issue. A number of project reports are describing different possibilities and can be used as examples by other schools.

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Title of the good practice selected

Diversity and Gender in the project education in primary school: Little researchers investigate natural sciences

Target groups

Children of pre-primary school, age 6 to 10 years

Teachers of primary school

Objectives

The project aimed at

- enabling learning without barriers
- achieve an equal participation of boys and girls in natural science workshops
- sensitize teachers on gender issues
- a conscious exploration of the teachers regarding their own gender roles

Activities

In 2012/13 and 2014/15 the project „competence-oriented project education to develop learning and teaching" had already been implemented in the VS (primary school) Reichenau in Tyrol, supported by IMST. „IMST" abbreviates: innovation makes schools top (https://www.imst.ac.at/).

IMST aims at supporting teachers with regard to innovation in MINDT subjects (math, computer science, natural science, German, technique) at Austrian schools. It offers theme-centered programs and support in regional networks (network program). One branch of IMST is the "Gender-diversity Network".

In 2014/15 all 21 classes of the VS Reichenau – 424 pupils and 43 teachers – were involved in across classes workshops: two times a week within four weeks' workshops on different issues were offered. The pupils selected four issues out of ten and changed weekly. The issues concerned Natural science, general studies, language, reading, sports, healthy nutrition, logical thinking, creativity, music, social learning.

Methodology

Measures to enhance competencies and foster gender role reflection with the pupils:

- finding gender-neutral issues for the workshops
- gender- and language-sensitive perspective on pupils with migrant background
- experiment instructions regarding gender equity and diversity
- gender-homogenous and gender-heterogeneous groups in the workshops
- gender-sensitive language for the communication in the workshops
- examples of famous female scientists as role models
- talking with pupils about why women in the history were/are invisible

Tools

Experiments within different subjects, gender-sensitive instructions, gender-sensitive language, self-reflection and reflection on gender roles.

Duration

School year 2014/15

Evaluations carried out on the effectiveness of the good practice

The projects were accompanied by IMST. Short and long reports are available.

Why, in your opinion, it is considered a good practice?

The whole school – all teachers and pupils – have been involved into the project activities, into conscious occupation with gender issues and diversity. Therefore, a process has been stimulated comprising the whole school network and structure, oblige everybody to reflect on the own practices and stereotypes; and also offering positive identification and experience.

Moreover, encouraging girls at a young age to engage in and to develop their passion for natural sciences makes it much more likely that they will select respective educations and careers later on; which also means that they choose good paid, prestigious professional fields, that they contradict gender stereotypes.

The freedom to choose subjects stimulated self-responsibility; the conscious attention on gender-sensitive instructions, language, offering of role models at the same time provided the pupils with the idea to choose subjects abroad from stereotyped decision making.

The school impacts on sustainability and further exploitation of the project experience. Activities in this context are going on: e.g. in 2016 the "Young University" visited fourth grade classes of the VS Reichenau to carry out interactive workshops.

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Title of the good practice selected

Mit – JiP. Girls into technology, boys into pedagogy

Target groups

Children of pre-primary school, age 6 to 10 years

Teachers of primary school

Others (families, associations, istitutions etc.)

Objectives

- Because early education plays a key role in maintaining and changing gender roles: Change traditional gender roles through working with school managements and teachers of primary schools, to:
- Foster interests of boys and girls in school gender-independent in technical and social areas
- Broaden professional and educational choices of girls and boys
- Acquire competencies of girls especially in handling technology and of boys in the social field
- Develop tools and materials for gender-sensitive didactics in primary schools
- Develop guidelines for the further education of teachers and later integration into teachers education curricula

Activities

"MiT – JiP" had been initiated by the Johannes Kepler university Linz and the university of Passau in the framework of a INTERREG project. Part of the project work has been carried out by experts of POIKA (association to promote gender sensitive Boys Work in teaching and education) namely the qualification of teachers and the elaboration and publication of a materials collection on gender-sensitive didactics (texts and exercises).

The work has been accompanied by networking meetings with stakeholders (politics, economy, education institutes, and administrations, schools) to meet each other and exploit synergies. Participating teachers organised excursions with their pupils to different interactive exhibitions and enterprises or to the university.

Methodology

- Border-crossing (Austria-Germany) further education events, three modules, with primary school teachers, on gender-sensitive didactics and occupational orientation
- Networking workshops of the local project groups
- Accompanying reflection meetings between school management, teachers and project coordinators once in a semester
- Networking with strategic partners from politics, economy and education as well as similar initiatives
- Excursions of school classes primarily to enterprises with visible male or female quotas in non-stereotypical professions
- Elaboration of publication of a materials collection on gender-sensitive didactics

Tools

Workshops with teachers, networking, excursions, materials collection,

Duration

June 2013 to December 2014

Why, in your opinion, it is considered a good practice?

The border crossing cooperation in the project encourages exchange of experience between Austrian and German primary schools. The networking with stakeholders from different areas and the excursions to enterprises enable an interactive contamination of a whole social, political context with the premises and findings of the project. Networking and teacher's further education foster a sustainable impact of the project work. The materials contribute to this impact and are available for other schools to plan similar activities.

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Best practices selected in Sweden

Title of the good practice selected

100 possibilities instead of two - a way to handle resistance

Target groups

Children of pre-primary school, *age* 3 to 5 years

Children of primary school, age 6 to 10 years

Teachers of pre-primary school

Teachers of primary school

Others (families, associations, istitutions etc.)

Objectives

100 possibilities instead of two - a way to handle resistance

The objective is to create a consensus regarding goals with gender education and with that clearing misconceptions and resistance.

Resistance towards educators to work with gender equality are common. The resistance is coming both from parents, teachers, other grownups and from children in every age. It is often because we have a vague idea of what gender equality is. None of us have grown up in an equal society, and that makes it abstract. If we don't know the goal it makes room for misconceptions to grow. In our work on gender equality and children, we have noticed that it is crucial to early clarifying what the goal is. Where we're going. Common misconceptions about what gender equality means prevent us in the process of change.

Activities

Talk about what the goal is – where are we going? And what is gender equality all about?

This might seem simple but this is crucial and our experience is that talking about what the goal is, saving so much time and also energy. Energy that we need to start a practice change.

We have seen that there are three ideas that are common:

1. Gender equality means that everyone should be and act adding that is to say that girls and boys should have the same clothes and play the same games. Just as it was in the 1970s.

2. Gender equality means that we should do the opposite, that all the boys to play with dolls and wearing a dress and all the girls to play with cars and have dungarees.
3. Gender equality means that we should remove the most masculine and feminine, such as Barbie and Batman.

There are three common pitfalls that cause people to become angry because we want to create equal opportunities for children. This built up a resistance that makes it very difficult to get started with practical change.

It is important to talk about this and clarify that this is three common mistakes. We could also talk about it as resistance but it is nicer to just add it as mistakes. Everyone makes mistakes, and it is easier to address it as just mistakes, than to tell people that they are wrong. It is good to agree that none of us has grown up in a gender equal society.

Methodology

Therefore, we are very clear that gender equality is about to adding.

To give all children opportunities: 100 instead of 2. Not only one way for girls and another way for boys. We're talking about freedom of "action space": What we can do and say Feelings that we are allowed to show. How we can look and also what we can dream of to become when we grow up.

Action space is simply how we can influence our own lives and also the society we live in. It is about power. When we are clear that gender equality is about giving children more opportunities there are not many who say they do not want this. Every parent and teacher would like to add and give children more opportunities.

This way of thinking we have written about in the book called Give your child 100 opportunities instead of 2. This way of talking about gender equality has been very successful in Sweden and we have had the pleasure to export the idea to Finland in the organization "Folkhälsan" (means Public health) who works with the Swedish-speaking preschools in Finland, to Norway in cooperation with "Likestilling Center" (means Equality center), and also to the Åland:s program for gender equality in kindergarten. Åland is an island located between Sweden and Finland.

Duration

Since 2009 (when the book *100 opportunities* was printed and ongoing)

Evaluations carried out on the effectiveness of the good practice

There has been no official evaluation. But ever since we changed our gender education programs and put this methodology in the beginning of every start up meeting we could see that we spend less time on arguing and also had less resistance against the practical change to make gender equality.

Why, in your opinion, it is considered a good practice?

It is crucial to both have a common goal to work towards, as well as clarifying misconceptions that build up resistant. Our experience is that teachers this way of explaining to parents and other people what it is they are doing when they start up a change to a gender equal preschool and school.

Title of the good practice selected

Equality through books

Target groups

Children of pre-primary school, *age* 3 to 5 years

Children of primary school, age 6 to 10 years

Teachers of pre-primary school

Teachers of primary school

Others (families, associations, istitutions etc.)

Objectives

The objective is to use books as a tool to work with gender equality in a norm creative way.

Olika publishing Ltd has since 2007 published books that go beyond gender stereotypes and offers more possibilities to children. The books and the discussions around them have during these ten years come to affect both other publishing houses and the awareness in the public regarding these issues. Pre-schools and schools have now much more interest in what books they pick and how they reflect values they want (and have) to reinforce, like gender equality, gender awareness and such.

Olika has been awarded the Equality price for the work with equality through books, and also been invited to speak about these issues by the government both in Sweden and abroad.

Activities

- Analyzing the books available
- Making sure that the books don't reinforce stereotypical gender norms
- Making sure that the books available have a variety of family forms
- Making sure that there are a variety of books mirroring the diversity of modern society
- Looking over if the books offered are norm critical: showing differences in an equal and non-problematic fashion

Methodology

The methodology is simple:

Step 1 is an awareness of who is represented and how they are portrayed in the books we read to children and the books that children read. (Please look at the document below)

Step 2 is finding books that allow all children to be mirrored and books that show more opportunities than gender stereotypical books do.

Step 3 is making sure that the books are norm-critical in that they portray differences in an equal and non-problematizing way.

Tools

- Children's books
- The norm creative checklist for gender norms (Please look at the document below)
- Knowledge of norm-critical pedagogical analyze

Duration

Since 2007, and ongoing

Evaluations carried out on the effectiveness of the good practice

There has been no official evaluation. But working with pre-schools and educating them through the last five years we have found that this methodology of starting off a process of change with books is working very well.

Why, in your opinion, it is considered a good practice?

Books are already a part of the pedagogical work with children. Therefore, it is an easy step to take for the pedagogues and/or parents. At the same time books are powerful tools in working with changes of norms and expectations of what is possible in life. They can offer the sense of not being alone in a way of living, acting or feeling – that is most important for the development of self-esteem and self-worth and how likely you are to continue on a path that feels right for you regardless if that is opposing standing norms or not (like what feelings and interest you dear to express).

They can also offer a window to new possibilities of acting and being, as well as creating an expectation and knowledge and acceptance that people are different from each other.

By making sure that all of society is included in the books you read and offer children you create a sense that people are equal regardless of how you lead your life. And by working with books we also make it quite easy to start the work of changing gender stereotypes, you just must start to read new books.

Bibliography (link, documents and publications used for research)

- www.olika.nu
  Salmson, K & Ivarsson, J. (2009) *Normkreativitet i förskolan – om normkritik och vägar till likabehandling.* Olika förlag
- Kåreland, K. (2005) *Modig och stark – eller ligga lågt: skönlitteratur och genus I skola och förskola*. Natur & Kultur
- Skolverket (2009) *Diskriminerad, trakasserad, kränkt?* Skolverket, Fritzes
- Checklist for a norm creative bookshelf (Rough translation below) from Olika publishing

Checklist for A NORM CREATIVE BOOKSHELF

- providing more opportunities!

Books are amazing! Reading is fun, enhances your vocabulary and opens doors to new and different worlds. Books can be a great tool for working with social sustainability and equality.

But what books do we have in our bookcase? Can all children mirror themselves and is the contemporary diversity of ways of being and living represented in the books?

This checklist is a first step towards a norm creative bookshelf, where you look at representation.

We want a bookshelf where:

- all children can mirror themselves,
- that show the contemporary world and its amazing diversity,
- the books challenge old stereotypes and promote an open and inclusive society, and

that is a tool to meet the preschool and school assignments to work on gender equality and equality in accordance with the Education Act and the curriculum.

Ps: To work consciously with the bookcase is a way to prevent discrimination

The according tool you find in Part III "Tools", "Example of tool"!

A norm creative bookshelf:

Step 1) Representation, count!

Step 2) Analysis, how and in what manner is characters portrayed?

Step 3) Act, and create new inclusive norms using creativity!

KEEP IN MIND!

For a book to be norm critical and contribute to norm creativity, it is important that that challenge of norms do is not in focus in a problem-oriented way. For example: if a boy has a dress the book shouldn't focus on that, or if someone has two mothers that should be as normal, as in a book with a father and a mother.

Tip: Make new!

Replace he with she, or vice versa.

Read books in new ways, let the supporting roles become protagonists.

Change gender oriented words, like cute or cool.

Tip: Add!

Write a new story with the children.

Borrow new books at the library.

Make informed purchases and fill in what is missing in the bookshelf.

A norm creative bookshelf is a smart tool to work with gender equality, norm criticism and social sustainability.

By selecting books that reflect values preferred in preschools and schools and is connected to the curriculum reading becomes a tool to achieve these goals. And best of all - it's fun and easy!

What does norm creativity mean?

Norm criticism is the analysis where we look at what norms are at place and what they lead to for us as a society and for the children and their possibilities in life. *Norm creativity* is about going into action! By acting and doing things in new ways, like reading new books, we change the norms so that they will be inclusive and expect differences – treating them as equal. The norm critical perspective is recommended by the Swedish government as a tool to combat discrimination and bullying.

Title of the good practice selected

The Macho-factory (Machofabriken)

Target groups

Children of primary school, age 6 to 10 years

Teachers of pre-primary school

Teachers of primary school

Others (families, associations, istitutions etc.)

Objectives

The objective is to work with all parts of equality by focusing on boys' rights to feel and express feelings.

"Macho fabriken" (meaning a factory for macho) here called "the Macho-factory", is providing method material for people working with young people. It is a tool for working towards gender equality and in preventing violence, with focus on how social norms for masculinity can be questioned and changed.

The Macho-factory is Sweden's first national gender equality project aimed young people, that focus on boys and masculinity.

Activities (max 3000 characters)

The material concludes of 17 short movies with action steps (övningar) divided in to six different areas. This is available both as printed material and as web tools. With the material also comes some guidelines, tips, and questions for reflection.

Methodology

In the work with the Macho-machinery the participants get the opportunity to reflect on perceptions regarding gender and sexuality influences their lives and relations. The interactive method create a space for trying new ways of thinking and acting, both towards once self, others and to the society as a whole. The aim is that young people get the ability to take the power and charge over their own lives, regardless of the pressure from others, but also that they are able to let others do the same.

The material can be used both in gender separated groups as well as in mixed.

Duration

Started in 2008

Evaluations carried out on the effectiveness of the good practice

The Methodology stared out as a financed three-year project and has kept on existing since then with a good reputation and with good evaluations from participants. However, have we not found any structured evaluations of this methodology.

Why, in your opinion, it is considered a good practice?

Working with gender equality tends to focus on girls and their rights to take the same space and paths that boys do. But gender equality also is about letting all children, regardless of sex, have the same possibilities in the areas traditionally connected to girls.

Giving the hierarchy between the gender expressions and sexes it has been found easier to help girls develop skills and in areas connected to boys, than the opposite. Helping boys develop caregiving skills, understanding and express feelings or listening to others has been viewed as taking them down a step in the hierarchy.

The risks of focusing both boys and girls on developing masculine features is both for the society as a whole and on a individual level. For a vivid working democracy, we need people who feel secure enough to speak their mind and express their opinions – but it is as important to have the skill to listen to others views as well as not getting your will through. And on an individual level we all feel different emotions, and to lead a healthy life we need to recognize these feelings and to have the skill to express them in a healthy way. For example, if you as a boy is taught not to express feelings of sadness or insecurity these feelings don't go away – they are expressed as anger and frustration. And if you on top of that have not learned to express anger in a constructive way it often leads to violence. Violence is a language that you use in lack of other expressions.

We find that this best practice is interesting for us even if it is focused on children of a different age in that it shows the importance to look at and question troubling aspects of masculinity. It also shows how effective norms and expectations are in giving a limiting action space for boys, and how that effects not only themselves, but other boys, girls and the society around them.

In our work in education pre-school teachers and primary school teachers we have worked with a theme called "Big boys do cry – about feelings and conflicts".

In this we look at why it is so important to work with both feelings and boundaries, how we can prevent conflicts and how we strengthen the children's self-esteem. The education is focusing on all children regardless of sex, and is helping all children developing the tools and skills that are needed to recognize and express feelings and to find ways to meet conflict without violence.

Another good practice on this theme is **Mentor in violent prevention**, it is an American model on how to include everyone in changing norms about violent and masculinity.

MVP provides the leadership necessary, within sport and beyond, to address the global issues of sexism – especially men's violence against women. In our advocacy efforts and training programs, we educate, inspire and empower men & women to prevent, interrupt and respond to sexist abuse.

MVP Training Goals:

- Raise participant awareness of underlying issues and unique dynamics of all forms of men's violence against women
- Challenge participants to think critically and personally (empathize) about these issues
- Open dialogue amongst participants about the dynamics and context of all forms of men's violence against women
- Inspire participants to be proactive leaders around these issues by challenging them to develop concrete options for intervention in potentially dangerous situations involving peers
-

Bibliography (link, documents and publications used for research)

- Report on young people's attitudes towards masculinity:
- http://www.machofabriken.se/Global/press/Rapport_ungas_attityder_till_manlighet_och_jamstalldhet.pdf
- Mentor in violent prevention http://www.mvpnational.org/
- Machofabriken: http://www.machofabriken.se/
- Fatta man: http://fatta.nu/fatta-man/
- Make equal: http://makeequal.se/
- Göteborgsposten: (2013) Hagberg, M. *Våldet – en väg till självkänsla*. www.gp.se/kulturnoje/1.2014110-valdet-en-vag-till-sjalvkansla.
- Henkel, K. & Tomicic, M. (2007) *Ge ditt barn 100 möjligheter istället för 2 – om genusfäller och genuskrux i vardagen.* Olika förlag
- Salmson, K & Ivarsson, J. (2009) *Normkreativitet i förskolan – om normkritik och vägar till likabehandling.* Olika förlag
- Mendel-Enk, S. (2005) *Med uppenbar känsla för stil*. Arena

Best practices selected in Spain

Title of the good practice selected

Diversigualdad (Diversityequality)

Target groups

Children of pre-primary school, *age* 3 to 5 years

Children of primary school, age 6 to 10 years

Teachers of pre-primary school

Teachers of primary school

Objectives

- Educate in affective-sexual diversity from an early age
- Favor and respect for personal and family differences
- Prevent school bullying, sexism and LGTB-phobia that may be in secondary school
- To attend, within the classroom, to the sexual and gender diversity of students and their families

Activities

- Teacher training and counseling
- Awareness workshops for pre-primary and primary school students

Methodology

This project uses an active and participative methodology, where the student is an actor protagonist of his own learning.

The project consists of:

- An orientation session for the teaching staff so that during one week they use the educational material that facilitates them.
- Four awareness workshops.

The contents that are developed in these activities are: gender equality, family diversity and gender identities

Tools

Educational material: stories and guide to work in the classroom and play about diversity: who lives there?

Duration

- 2014-2015
- 2015-2016
- 2016-2017

Evaluations carried out on the effectiveness of the good practice

The evaluation in this project focuses on:

- The teaching process: the center and teachers are evaluated
- The learning process: it is verified to what degree the students have achieved the proposed objectives

Why, in your opinion, it is considered a good practice?

We believe that this project is a good practice because it offers different tools for teachers, has a wide planning of activities and advises teachers to carry out co-educational activities in a transversal way.

Bibliography (link, documents and publications used for research)

http://www.gobiernodecanarias.org/opencmsweb/export/sites/educacion/web/_galerias/descargas/educar_igualdad/Guia_didactica_Diversigualdad_1.pdf

Title of the good practice selected

Por una escuela sin "armarios"

(For a school without barriers)

Target groups

Children of pre-primary school, *age* 3 to 5 years

Children of primary school, age 6 to 10 years

Teachers of pre-primary school

Teachers of primary school

Others (families, associations, istitutions etc.):

- Students of secondary (High school) and higher levels (formative cycles, university …) and their teachers.
- Assocations of mothers, parents and families of students
- Intervention associations with minors at risk of social exclusion
- Leisure associations for adolescents and young people
- Other non-profit organizations (women, migrants, prisoners …)

Objectives

- Promote coexistence and respect for diversity in the classroom
- Promote equality of opportunity, free development of personality, peace, respect and training in values
- Eliminate sexist and LGBT-phobic stereotypes and prejudices
- Reflect on discrimination and bullying in general and particularly on the basis of sexual orientation or gender
- Provide strategies to prevent discrimination and bullying

Activities

- Awareness workshops for students of Pre-primary school, Primary school, High School and higher levels
- Awareness workshops for mothers, parents and families
- Awareness workshops and advice for teachers, educators and professionals involved with children, adolescents and young people
- Advice to the teaching staff of the centers participating in the project
- Counseling and emotional support for young people who are victims of discrimination and their families
- Training and coordination of volunteers involved in the project
- Elaboration of studies, research, reports and didactic resources

Methodology (max 3000 characters)

This project is based on the gender perspective because it promotes equality between women and men and the elimination of heterosexist values, making possible a vision of the non-polarized and dichotomous gender.

It uses a multimodal approach, because the project involves the main agents of socialization of children, adolescents and young people.

The methodology is participatory, because it is an open project in which anyone can participate and the workshops are adapted to the needs of each group.

In particular, the Primary workshops are composed of three group dynamics. The contents that are developed in these activities are the following:

- Reflect on the characteristics that define girls and boys.
- Identify gender stereotypes, associated with childhood and adolescence, and promote their elimination.
- Actively listen to peers.
- To know different family models: heteroparental, single parent and homoparental.
- Respect and value the different family models.
- To associate different familiar models to situations of the near surroundings of the students.
- Distinguish different affective orientations: heterosexual, gay, lesbian.
- Explore personal experiences associated with gender stereotypes (if they have been reproduced, if they have been suffered or witnessed ...)
- To put in value the feminine, to situate it to the same level as the masculine, in fields like the sport.
- Appreciate personal differences, regardless of the gender of the person.

These workshops are developed in an instructional time given by the school. Later, the teachers are evaluated with the realization of the workshops and information about didactic resources is provided so that they can carry out other activities in a transversal way.

Tools

Didactic resources:

- Workshop guide for Pre-primary and Primary Education
- Workshop guide in Secondary Education and higer levels
- Group dynamics guide

Studies:

- Homophobia in the classroom 2013. Are we educating in affective-sexual diversity? (COGAM, 2014)
- LGBTphobia in the classroom 2015. Are we educating in affective-sexual diversity ? (COGAM, 2016)
- LGBTphobic cyberbullying. New forms of intolerance. (COGAM, 2016).

Duration

This project has been carried out for 20 years.

This last school year has included the workshops directed to Pre-primary and Primary.

Evaluations carried out on the effectiveness of the good practice

Awareness-raising workshops, training for volunteers and the counseling service are evaluated by the participants through an assessment survey, which has obtained an average score of 8 out of 10 in the previous academic year (2015-2016).

Why, in your opinion, it is considered a good practice?

We believe that this project is a good practice because it covers all levels of education and is intended for all people who participate directly or indirectly in the education system. In addition to offering awareness workshops for children, teenagers, teachers and families, it provides educational resources and advice to achieve inclusive education in schools. Also involved in non-formal education spaces where children enjoy their leisure.

Another activity that we consider as good practice are the studies that are carried out on LGBT-phobia and sexist attitudes, as they are presented in academic and socialization spaces and in the mass media to raise awareness in society on the need to promote inclusive schools.

Bibliography (link, documents and publications used for research)

Educational material, bibliography, filmography, stories and studies developed by the COGAM Education group: http://www.cogam.es/secciones/educacion/documentos-educativos

Blog of the Education group where you can access the latest published research, guides, didactic resources and videos: https://cogameduca.wordpress.com/

Title of the good practice selected

“RAINBOW”

Rights Against INtolerance: Building an Open-minded World

Target groups

Teachers of pre-primary school

Teachers of primary school

Others (families, associations, istitutions etc.)*: LGBT and non-LGBT associations*

Objectives

- To deepen knowledge on policies and theories related to gender stereotypes and homophobia in education in Europe.
- Provide a comparative view of stereotypes related to gender roles and homosexuality at all levels of schooling among the adults responsible for education.
- Generate a general knowledge of the experiences or projects being carried out in schools in the partner countries (Spain, Italy, the Netherlands and Bulgaria) related to the promotion of the right to sexual identity, and the prevention of homophobia and bullying.
- To make available the existing audiovisual products related to the subject of study.
- Create a set of pedagogical tools, consisting of an audiovisual part and a printed guide for teachers, for distribution and use in educational centers.
- To test and evaluate this set of pedagogical tools with teachers and students.
- Involve a broad network of actors, especially educational staff, media professionals and associations.
- To offer in several European languages the access to the set of pedagogical tools to the teaching staff of all the European countries, in order to use it in the curriculum of their centers.

Activities

The pedagogical toolkit for teachers is composed of an audiovisual part with nine short films and a guide for the teacher. This part contains activities to help students understand the meaning of films and teachers to achieve a context free of homophobic behavior.

Methodology

The films that are part of the pedagogical toolkit were selected from a contest of short films produced by European adoelscentes.

For the selection of the films, the members of the rainbow project took into account the previous research done on the validity of sexist and LGBT-phobic stereotypes in the education system of the countries that participated in this project (Italy, Spain, Bulgaria and the Netherlands). The different sensitivities and level of public debate on these issues were also taken into account in the different participating countries.

Each of the nine films is accompanied by a minimum of three activities that help to debate and re-focus on: stereotypes, gender expectations, family diversity, harassment, LGBT-phobia, vionecia, cultural diversity, rights, etc.

Tools

- Collection of short films on sexist and LGBT-phobic stereotypes.
- Guide of activities *for teachers*

Duration

2012

Why, in your opinion, it is considered a good practice?

We consider this project a good practice because several European countries participated. The tools they have developed are based on the analysis of stereotypes in the participating countries and take into account the sensitivities of each one. They allow to approach co-education in a transversal way.

Bibliography (link, documents and publications used for research)

http://www.rainbowproject.eu/

Best practices selected in Italy

Title of the good practice selected

W
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Target groups

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e
Children of primary school, age 6 to 10 years

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Objectives

- Enhancing equal opportunities within classmates and go beyond the gender- related stereotypes
- Starting up programs whose aim is to promote the importance of differences, integration and dialogue

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The aim of the project is to analyse the perception of social relationships and differences in gender in boys and girls in the first year of primary school (50 students tot). This project intends to foster the implementation of art. 2 of the Convention on the Rights of the Child about non-discriminating, going beyond gender-related stereotypes and enhancing the possibilities for girls and boys to completely develop and express their identity, regardless of gender roles.

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Activities

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The activities belong to a large-scale project whose aim is the fostering of shared education in the field of the rights of children and teenagers, which is part of the UNICEF project "The tree of rights"
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Both the students and their parents were involved in this in-depth analysis; boys and girls analyzed their parents and relatives' jobs, and the adults were told about and reflected on their children's individual dreams.

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Below, the main activities are listed:

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Setting up a Bulletin Board of memories, a specific tool that grants every child the possibility to tell his or her story and thus share his or her experience with the others;

- l
Reading on the Interactive Whiteboard the text "Children's rights in simple words". After, the children could share with the others their own thoughts and opinions;

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- Guided discussion, led by the teacher and carried out with the whole class, in order for the children to explore and express their own ideas on being male/female, on the differences between boys and girls and on gender-related stereotypes. Questions specifically prepared for children of this age were asked about simple themes, such as the widespread opinion that pink is the color to identify a girl, and blue indicates a boy. Others questions investigated gender-related labels **(e.g., is it true that jogging is for boys/ for girls?)**; finally, on gender stereotypes. The students were also asked whether they could perceive any differences in the teacher's behavior when he or she spoke to a boy or a girl.

- Creating a path for discovery of one's self as well as the adults' world through the use of images that asked them to recognize different jobs, each of one of which was described with specific characteristics for males and females.

- Carry out a survey about the children's parents' jobs, drawing a histogram to share the collected data

- Show the chart about jobs in the different classes, sharing the observations about the results displayed by the chart about the parents' different jobs;

- Dramatized and interactive reading of Irene Biemmi and Lorenzo Terranera's book "Cosa faremo da grandi" (What we will do when we grow up);

- Role playing, whose aim is to share each child's personal dreams;

- Inviting each child to express with a drawing his or her own favorite job, thus sharing his or her dreams as well - fundamental tools for the children's growth and development of self-esteem;

- Organizing one open day at the end of the school year where the all the drawings and the works made by the children could be shown to the parents and the process carried out could be explained.

- One year later a verification activity in order to understand what the children remembered about the experience and to ask if their dreams were the same or if they changed after one year.

Methodology

The work in class was developed in a shared-learning oriented setting, and it focused on the importance of fostering meaningful relationships within the class: “tutoring”, “cooperative learning”, “peer education”, “circle time”, “problem solving”: approaches that imply both interaction and cooperation.

The work gave particular relevance to processes of observation, research and discovery through direct experience so to foster a curious and flexible attitude and thus develop more advanced ways of thinking.

the didactic activities were mainly based on a practical approach with different methodologies:

- Problem-based learning workshops in different subjects
- Game-based workshops for the handling and development of relational aspects.

The activities on the perception of one's gender and on gender stereotypes were developed with particular attention to the theoretic assumptions of CRC, thus becoming a tool for the implementation of art. 2 about "nondiscrimination". Such reference to CRC is important because it places the fight against gender stereotypes within a system of protection and promotion of human rights, a system requiring a systemic and complex approach. Perceiving one's self as a sexual subject, as well as one's freedom to self-expression, regardless of the gender roles suggested by one's culture, is one of the elements that characterize the realization on different levels of all other rights described in CRC.

Besides, it was decided to develop the work starting from the children's biographies, focusing on their own stories and perceptions about their bodies and their being males or females. Every boy and every girl kept a journal, where he or she could note descriptions, thoughts and emotions about the activities they had done.

Tools

UNICEF Italia's Didactic Kit "The tree of rights", from the didactic project "Us and others"

- A comment to Irene Biemmi and Lorenzo Terranera's book "Cosa faremo da grandi" (What we will be when we grow up)
- A game based on bodily expression

Duration

The whole school year 2015/2016

Evaluations carried out on the effectiveness of the good practice

The project positively affected the students' school activities as well as the teachers' competences. The moment of self-evaluation, especially thanks to their personal journal which allowed a moment for debriefing, helped the boys and girls reflect on the activity they had done. Through self-evaluation, the children acquired awareness about their learning experience, their capacities and strengths.

The check realized after one year revealed two important elements for a positive evaluation: the children remembered very well the experience and the dreams of many of them changed since the first time; after one year boys have chosen dreams closer to the female world dreams and vice-versa.

Why, in your opinion, it is considered a good practice?

The boys and girls had a chance to talk about themselves, sharing and exploring their creativity in a rich and stimulating context as school, and thanks to this process they both learned about and experienced their rights. The active participation that characterized the work demonstrates that whenever the potential of expression is enhanced, it can lead to innovations and dialogue between the world of children and the world of adults, as well as between each one's differences and reciprocal resources.

In each phase of the work, the children participated constantly and actively, male and female students did not simply stand by or observed passively.

This was an experience of shared planning, greatly enriched by the fact that different people were involved, shared their experiences and gave their contribution. In particular, there was constant interaction among the school, the parents and UNICEF.

Bibliography (link, documents and publications used for research)

- Irene Biemmi – Lorenzo Terranera, "Cosa faremo da grandi? Prontuario dei mestieri dei bambini e delle bambine", edizioni Settenove, Cagli (Pesaro e Urbino), 2015

- www.unicef.it/scuola;

Title of the good practice selected

School of Equality

Target groups

Teachers of pre-primary school

Families

Objectives

- To support the growth of boys and girls in a society where roles and languages are not marked by gender inequality;
- To train teachers of 0-6 years old, where female teachers are more numerous than male teachers, to deepen the issue of "feminization of the career" among teachers of age group of 0 to 6 and of gender culture in general education.
- To teach parents about gender identity and how to combat stereotypes that risk affecting the creation of identity of boys and girls through strict and discriminatory social representations.

Activities

A series of meetings targeting the teachers, educators and parents of the educational services 0-6 years of six cities of the district of Pistoia: Agliana, Monsummano, Montale, Pescia, Pistoia, Quarrata.

In every city, 3 to 8 sessions and 3 to 6 workshops were organized, in response to requests from each area.

Participants of each session: 60

Participants of each workshop: 20

Issues addressed in the sessions:

- Valuing being a teacher-educator
- Valuing "Mother's knowledge"
- Gender stereotypes in games and literature
- Guidelines for emotional education

Issues addressed in the workshops:

- Gender stereotypes generated by parents' expectations
- Reflections on the growth of girls and boys
- Encouraging people to an approach that goes beyond male-female restrictions
- Overcoming traditional male-female gender roles
- Father's contribution in child-rearing and education

Methodology

During the meetings a method of learning by doing with a hands-on and cooperative approach was used.

Working in groups was preferred; a plurality of educational packages has been used aimed at a critical and conscious knowledge of the issues.

Working in groups, the participants raised the gender stereotypes that they themselves have unconsciously internalized.

During the workshops, the same activities that would be usually used with children were proposed to the participants;

for example, the method of "story telling" was used by choosing children's books considered useful for reflecting on individual perceptions of gender equality through a review of emotions they had felt while listening to the story.

Recognition of emotions is essential to recognizing stereotypes and to beginning to overcome them.

Tools

- "Cosa faremo da grandi? Prontuario di mestieri per bambine e bambini" I. Biemmi, L. Terranera, Ed. Settenove, 2015
- "Il principino scende da cavallo" I. Biemmi, EDT, Giralangolo, 2015
- "Piccolo blu, piccolo giallo" L. Lionni, Babalibri, 1999

Duration

January- March 2017

Evaluations carried out on the effectiveness of the good practice

This training was very successful among families, because they rarely have opportunities to attend meetings about this issue. Gender discrimination is an important subject not only at school, but also at home. The fact that the parents of these children were accompanied by experts in the field in the path of dismantling stereotypes was considered effective.

Why, in your opinion, it is considered a good practice?

This training is considered a good practice because it involves teachers, educators and parents, who are the adults that make up the educational society, at the same time.

The main innovation is also the involvement of teachers, educators and parents of 0-3 year-olds, because this age group isn't usually involved in gender equality learning experiences.

Bibliography (link, documents and publications used for research)

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Title of the good practice selected

Reflexive Self-assessment of primary school teachers

for a gender education

Target groups

Teachers of pre-primary school

Objectives

Main goals of research with teachers of general education kindergarten are:

- The co-construction of a tool for a training self-assessment about educating to gender differences, for a greater awareness of ideas and implicit models in educational practices
- An improvement of educational practices related to educating gender differences, consequently to greater awareness gained through the reflective self-evaluation and a shared design
- The experimentation of a shared model as an instrument of observation and reflective self-assessment for kindergarten teachers
- The construction of a working group focused on gender issues and permanent over time

Activities

The presented research was carried out by Vittoria Castagna, under the supervision of Prof. Elena Mignosi, within the thirtieth cycle PhD in Pedagogical-Didactic Training for teachers, at the Department of Psychological Pedagogical Sciences and Training - University of Palermo.

The self-assessment path, that involved teacher groups, was structured in different phases:

- Presentation of the research path, methodology and tools used to the teachers and the school director
- Meeting with the participating teachers to explain the expectations and wishes concerning the path and to bring out, through the use of the technique of brainstorming, the different ideas about the education of boys and girls, later discussed in groups
- Systematic observation of the educational contexts (environmental and relational)
- Individual using, by the teachers and researcher, of the indicators chosen among existing internal evaluation tools
- Collection, analysis and processing of data by the researcher
- Return to the group, by the researcher about the collected data, characterized by confrontation and dialogue, starting from different points of view. During the meetings, we analyzed the discrepancies about the allocation of the score, discussing the individual motivations and the evaluation criteria of the instruments through comparison of different points of view
- Administration of a questionnaire on the perception of gender differences in the behavior of boys and girls, on the basis of professional teachers
- Return to the group of the collected data through the questionnaire
- Co-construction of a self-assessment tool related to educate gender differences
- Administration of a meta-evaluation questionnaire

The version of self-assessment tool, created in the context of Palermo, can be used in other school contexts, Italian and international, in the perspective of the inter-territorial and inter-cultural confrontation.

Methodology

The first year, the research involved two public schools of Palermo: "De Amicis" Institute and Childhood Institute "Buonarroti", with available teacher's groups interested in participating in work. The teachers involved were 14, relating to both sections full-time (8-16 hours) and part-time (8-13).

The role of Vittoria was as researcher/trainer to facilitate the communication during meetings between the groups of teachers, and as external evaluator, for a comparison between different points of view in an atmosphere of non-judgmental and mutual listening.

The explication of implicit bias in educational practices is possible thanks to the inter-subjective comparison within the teachers group from different points of view on the observed contexts, "*on the reality measured and how it should be*" (Bondioli 2015); the critical analysis of convergences and discrepancies, found in the score allocation, allowed a meta-reflection on the score award criteria, and, therefore, on the expressed values and about philosophy of the tools. It was emphasized the concept of *negotiated school quality*, never "objective" but always determined by values and educational principles, in a perspective of "promotion from within" of the educational practices quality.

The indicators used for AVSI and Sovasi scales concern the awareness of differences, hospitality care, the area of the game (symbolic, constructive, motor) and creative activities.

Central phase of the path has been the restitution phase of the data collected individually through the context of systematic observations by the teachers and the researcher as a trainer/external evaluator.

Afterwards, it was administered a questionnaire with mixed response to the teachers, about the perception of gender differences between boys and girls. The answers have been reworked and returned collectively.

The investigated research areas concern the educational relationship, the children's social empowerment, raising awareness of differences, recreational and creative activities, language, socialization among peers.

Each meeting has been documented through a report, as a description and opportunity to reflect on the experience.

During the research path, the experiences and the professionalism of teachers have been valorized through the comparison on the motivations and intentionality of educational activity, for the development of a greater awareness of limits and individual/group resources, skills and competence of educational team.

The teachers of Buonarroti Institute were invited to read critically the draft of self-evaluation instrument about educating equal opportunities, already co-built with the team of De Amicis Institute teachers, to comment it and suggest any changes, through a meta-evaluation questionnaire. In the final phase, it was administered in both schools, a questionnaire on the tools and on the path.

Tools

The instruments used in the research are two scales of observation and evaluation of the school environment - the AVSI scale (Auto-evaluation Nursery School) created by a research group pertaining to the University of Pavia and the ECERS-SOVASI scale (), created in the US context, then translated and adapted in Italian language by the team of Pavia. From AVSI tools (observation and evaluation of primary school Scale) and Sovasi (observation and self-assessment of kindergarten Scale), some indicators have been chosen because considered useful to survey the perception of gender differences.

A questionnaire composed by closed and open-ended questions about educating gender, a meta-evaluative questionnaire for the instruments and on the path and a meta-evaluative questionnaire about new version of self-rating tool for gender education in primary school were also used.

Duration

The structure of self-rating path is articulated during the school two-years.

Evaluations carried out on the effectiveness of the good practice

To verify the effectiveness and quality of the educational self-assessment path with the teachers, meta-evaluative questionnaires were administered:

- A questionnaire about philosophy and structure of AVSI and Sovasi tools, and the entire training program, aimed to promote processes of comparison and exchange on the path of self-assessment in relation to the issue of gender differences
- A meta-evaluative questionnaire on the draft instrument for co-construction, to validate the clarity and effectiveness and gather more tips to improve it

Why, in your opinion, it is considered a good practice?

With a view to equal opportunities, school should offer to boys and girls the same opportunities for a psychophysical harmonious and global development, fostering relationships and socialization in the peer group and enhancing their individual characteristics. We believe that the presented path is a good training proposal because the reflective self-assessment in the primary school can allow, starting from the observation of school contexts, the emergence of stereotypes and gender bias, thanks to the group comparison, through an intersubjective dialogue aimed to increase the teaching profession awareness and to improve the educational practices.

This self-report practice on gender education is considered, by OECD, the European Network for Children and other organizations, the result of critical analysis of the Eurydice agency, in accordance with the fundamental assumptions in education declared in the recent Report entitled "*A European quality framework for educational services and care for children: Proposal of key principles*"[3] (2016), with regard to the different methods of quality assessment, related to preschool education period and characterized by a inclusive and collaborative

approach: the need to promote an image of child as the deliberate participant in the learning process and the subject of rights; the necessity of the participation and the involvement of families; the necessity for a shared definition of quality as a dynamic, continuous and democratic process, to be achieved through monitoring and evaluation practices of contexts. It states that children must be "*placed at the center of educational processes and care designed and implemented within the services*", which are characterized by their own uniqueness, and, individually, have 'diverse needs in terms of their emotional, motor, social and cognitive development, and as such, must be accepted and recognized." It is declared the need for services "aimed to encourage the participation, to strengthen social inclusion and to accept the diversity" and that the "operators should to collaborate with colleagues, with children, with parents, and to reflect on the practices implemented", for a "educational experimentation from below that helps make sustainable change within the services".

The possibility of a shared reflection on the observed contexts, aimed to clarify the "implicit learning" (Becchi 2005) and the education gender, can allow an improved transformation of educational practices in primary school, in the enhancement of the teaching profession and in full compliance with subjectivity, favoring the process of growth and childhood potentialities.

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Title of the good practice selected

What we will be when we grow up? Handbook of professions for girls and boys

(Cosa faremo da grandi? Prontuario dei mestieri per bambine e bambini)

Target groups

Children of pre-primary school, *age* 3 to 5 years

Children of primary school, age 6 to 10 years

Teachers of pre-primary school

Teachers of primary school

Families

Objectives

- Freeing our language of gender stereotypes through education of children
- Giving boys and girls of primary school on an imaginary trades free from bias, declining any profession also for women
- Awareness raising among adults (teachers and parents) about the importance of inclusive language and non-discriminatory

Activities (max 3000 characters)

Publication of the book "What we will be When we grow up? Handbook of professions for girls and boys "by Irene Biemmi, with Lorenzo Terranera illustrations, published by Settenove in 2015

Methodology (max 3000 characters)

The publishing project "What we will be when we grow up?" is inspired by reflections on the theme of linguistic sexism and internationally have been theorized by the movement neofemminista between the '60s and' 70s, and have been in Italy introduced in the second half of the '80s thanks to the research of linguist Alma Sabatini (Recommendations for non-sexist use of language Italian, 1986; Sexism in Italy, 1987), up to the most recent contributions of Robustelli (2000) and Sapegno (2010). The assumption of this research is that the language we speak and sexist practices incorporated in it are indicators, if not responsible, of gender stereotypes in society. Assuming that the language not only as a communication tool but also as an instrument of perception and reality classification, it seems important that its use is "correct", not in the normative-prescriptive sense, but in the sense of fair, right, anti-discrimination towards any social group. The first fundamental agency called to carry out this project of "liberation" from sexist stereotypes should be the school and the key instrument from which should be just an afterthought in the equal optical language.

Starting from this conception of language, the project aims to create a tool capable of telling the gender equality in a fairer and right way. One tool made available to teachers and schools for the education of boys and girls and for an equal afterthought of language. The project aims to provide girls and boys on an imaginary of professions free from legacies and sexist prejudices. To do so it uses a gender language, which provides that each profession is properly declined to female.

The protagonists are two children, Diego and Marta, who during a classwork begin to dream up about what job they could do when they grow up ... The secretary! Imagine Marta. No, not in an office: Marta think the secretary of a big Green Party! And Diego, who loves reading, imagines himself to be the secretary of a library full of wonderful books. Or Marta again: the engineer, aerospace engineer or astrophysics! The investigative journalist or ... sports reporter! Her great passion. So many jobs as the number of pages, each declined to male and female, according to the Recommendations for non-sexist use of language Italian.

Tools

Publication of the book "What we will be When we grow up? Handbook of professions for girls and boys "by Irene Biemmi, with Lorenzo Terranera illustrations, published by Settenove in 2015

Evaluations carried out on the effectiveness of the good practice

The book "What we will be when we grow up" has been used in many school projects throughout Italy, including a project began in February 2017 and is still ongoing at the G. Marconi Venturina Institute of Livorno (Tuscany). The project involves n. 10 primary school classes.

Why, in your opinion, it is considered a good practice?

In the Italian context, there is still no mature reflection on the relationship between language and sexist discrimination and the world of education has no operational tools to raise girls and boys towards this issue. The publishing project "What we will be when we grow up?" is a valuable tool to be used both in kindergarten and in the first two years of primary school to teach boys and girls there are no limits, related to gender, with respect to their professional dreams. At the same time the project educates from an early age to the correct use of the Italian language for the respect of gender differences. The strength of the publishing project also stems from its potential use not only in the school context but also in the family context, creating a profitable liaison on these issues between the school and parents/families.

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Annex 2:

REFERENCES

EU documents/surveys

European Union Charter of Fundamental Rights

Art.1. Human dignity- Human dignity is inviolable. It must be respected and protected

Art.2 a right to life

Art. 14 Right to education 1. Everyone has the right to education and to have access to vocational and continuing training. 2. This right includes the possibility to receive free compulsory education. 3. The freedom to found educational establishments with due respect for democratic principles and the right of parents to ensure the education and teaching of their children in conformity with their religious, philosophical and pedagogical convictions shall be respected, in accordance with the national laws governing the exercise of such freedom and right.

Art.21- Non- discrimination

1. Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited.

ET 2020 Strategic framework – Education & Training 2020

In 2009, ET 2020 set four common EU objectives to address challenges in education and training systems by 2020:

- Making lifelong learning and mobility a reality
- Improving the quality and efficiency of education and training
- Promoting equity, social cohesion, and active citizenship
- Enhancing creativity and innovation, including entrepreneurship, at all levels of education and training

Directive on Gender Equality in Employment and Occupation and the Directive on Access to and Supply of Good and Services

European Pact for Gender Equality (2011-2020)

"…eliminate gender stereotypes and promote gender equality at all levels of education and training, as well as in working life, in order to reduce gender segregation in the labor market…"

Strategic engagement for gender equality 2016-2019

promoting gender equality in all levels and types of education, including in relation to gendered study subject

choices and careers, using existing policy cooperation tools and funding instruments as appropriate, in line with the priorities set out in the "Education and Training 2020" framework (2016-2019)

List of actions by the Commission to advance LGBTI equality that cover all policy areas that are relevant for LGBTI people: non-discrimination, education, employment, health, free movement, asylum, hate speech/hate crime, enlargement and foreign policy.

The Commission's objectives are to support progress in all EU and accession countries in all these policy areas, improve the social acceptance of LGBTI people and enforce EU legislation

The EU acquis includes legislation directly relevant to the rights of LGBTI people. The Commission will ensure that the specific issues related to sexual orientation and gender identity are properly taken into consideration in both the transposition and implementation of this EU legislation. Some key areas as: gender legislation, non-discrimination, hate crime and hate speech and education.

- Education: The Commission will support Member States through the organisation of a best practice exchange on LGBTI anti-discrimination actions in education and homo and transphobic school bullying, safe school environments and diversity lessons at school in the context of the tolerance and diversity policy development that will implement the Paris Declaration. Such a best practice exchange will involve relevant national authorities, schools, police forces. The Commission will present, promote and disseminate existing guidelines and successful experiences on these matters and will publish a report for wide dissemination.

FRA's report and survey

EU LGBT survey - European Union lesbian, gay, bisexual and transgender survey - Results at a glance (2013)

FRA report Homophobia, transphobia and discrimination on grounds of sexual orientation, gender identity and intersexuality. Comparative legal analysis – 2015 update provides comprehensive insight into such frameworks and the legal bases for the implementation of policies. This report presents public officials' and professionals' views on and experiences with implementation in 19 EU Member States.

The fundamental rights of lesbian, gay, bisexual and transgender (LGBT) people are often not respected across the EU. Public officials and other professionals in education, healthcare and law enforcement are entrusted with the duty to ensure that everyone's fundamental rights are protected and promoted. (2016)

This report examines the drivers and barriers encountered by such frontline officers when doing their work. Drawing on extensive interviews with public officials, teachers, doctors, nurses and law enforcement officers in 19 EU Member States, it analyses their views and experiences, identifying persisting hurdles – such as perceptions of homosexuality as a pathological condition – and encouraging trends – including considerable commitment to improve the situation. In this way, this report provides new evidence on an under-researched topic, namely the efforts of public officials and other professionals in education, healthcare and law enforcement to fulfil the rights of LGBT people.

Other documents

Position Statement on a "Comprehensive Relationship and Sexuality Education: The right of children to be

informed" - European Network of Ombudspersons for Children (ENOC)

On the occasion of ENOC 21st Annual Conference and General Assembly meeting (September 2017), the European Network of Ombudspersons for Children (ENOC) members unanimously adopted a statement to express their recommendations on the right of children to be informed about relationships and sexuality education, from early childhood onwards, as an integral part of the development of children's rights and well-being.

The Convention on the Rights of the Child (CRC)

The is the policy framework of the E4E Gender Culture Model: adopted by the General Assembly resolution 44/25 of November 20th in 1989[12], the CRC is based on four general principles:

- **Non-discrimination (art. 2):** States parties must ensure that all children within their jurisdiction enjoy their rights. **No child should suffer discrimination**. This applies to every child, "irrespective of the child's or his or her parent's or legal guardian's race, color, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status".

The essential message is the equality of opportunity.

- **Best interests of the child (art. 3):** When the authorities of a state take decisions which affect children, the best interests of children must be a primary consideration. This principle relates to decisions by courts of law, administrative authorities, legislative bodies and both public and private social-welfare institutions. This is, of course, a fundamental message of the Convention, the implementation of which is a major challenge.
- **The right to life, survival and development (art. 6):** The right-to-life article includes formulations about the right to survival and to development, which should be ensured "to the maximum extent possible". The term "development" in this context should be interpreted in a broad sense, adding a qualitative dimension: not only physical health is intended, but also mental, emotional, cognitive, social and cultural development.
- **Respect of the views of the child (art. 12):** Children should be free to have opinions in all matters affecting them, and those views should be given due weight "in accordance with the age and maturity of the child". The underlying idea is that children have the right to be heard and to have their views taken seriously, including in any judicial or administrative proceedings affecting them.

Non-discrimination (art. 2)[13] and the views of the child (art. 12)[14] are the basic point of the project's methodology

[12] Resolution 44/25 of 20.11.1989

[13] Article 2

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, color, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

[14] Article 12

and educational path. Another focal point is **the art. 29 of CRC**, which describes the aims of education as:

- "(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
- "(b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
- "(c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
- "(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
- *"(e) The development of respect for the natural environment."*

The General Comment No. 1 reinforces the child rights-based approach**. "The aims of education"** of the UN Committee on the Rights of the child[15], where is elaborated the meaning of the aims of education as follows:

"The aims of education that (art. 29) sets out, (…) promote, support and protect the core value of the Convention: the human dignity innate in every child and his or her equal and inalienable rights. (…) Article 29 not only adds to the right to education recognized in article 28 a qualitative dimension which reflects the rights and inherent dignity of the child; it also insists upon the need for education to be child-centered, child-friendly and empowering, and it highlights the need for educational processes to be based upon the very principles it enunciates. The education to which every child has a right is one designed to provide the child with life skills, to strengthen the child's capacity to enjoy the full range of human rights and to promote a culture which is infused by appropriate human rights values. The goal is to empower the child by developing his or her skills, learning and other capacities, human dignity, self-esteem and self-confidence. "Education" in this context goes far beyond formal schooling to embrace the broad range of life experiences and learning processes which enable children, individually and collectively, to develop their personalities, talents and abilities and to live a full and satisfying life within society".[16]

The E4E "Gender Culture Model" refers also to the UN Agenda 2030 "Transforming our world", mainly the

1. State parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

[15] The Committee on the Rights of the Child (CRC) is the body of 18 independent experts that monitors the implementation of the Convention on the Rights of the Child by its state parties. It also monitors the implementation of three optional protocols to the Convention, on involvement of children in armed conflict (OPAC); on sale of children, child prostitution and child pornography (OPSC); on a communication procedure (OPIC), which allow individual children to submit complaints regarding specific violations of their rights under the Convention and its first two optional protocols. All states parties are obliged to submit regular reports to the Committee on how the rights are being implemented. States must submit an initial report two years after acceding to the Convention and then periodic reports every five years. The Committee examines each report and addresses its concerns and recommendations to the State party in the form of "concluding observations".

[16] Cfr. GENERAL COMMENT NO. 1 (2001) ARTICLE 29 (1): THE AIMS OF EDUCATION, page 2.
http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CRC%2fGC%2f2001%2f1&Lang=en

Sustainable Development Goal 5 "Achieve gender equality and empower all women and girls" [17].

UNICEF's surveys

A Familiar Face: Violence in the lives of children and adolescents

https://www.unicef.org/publications/index_101397.html

Ending violence against children: six strategies for action (UNICEF 2014)

https://www.unicef.org/publications/files/Ending_Violence_Against_Children_Six_strategies_for_action_EN_9_Oct_2014.pdf

UNICEF Position paper nr. 9 /2014 "Eliminating discrimination against children and parents based on sexual orientation and/or gender identity" where is stated that:

"All children, irrespective of their actual or perceived sexual orientation or gender identity, have the right to a safe and healthy childhood that is free from discrimination. The same principle applies to all children irrespective of their parents' sexual orientation or gender identity. Both the Convention on the Rights of the Child and the Universal Declaration of Human Rights make clear that human rights are universal. No person — child or adult — should suffer abuse, discrimination, exploitation, marginalization or violence of any kind for any reason, including on the basis of their real or perceived sexual orientation or gender *identity. Similarly, no person should be denied any of their universal human rights, freedoms and basic opportunities."*

UNESCO

UNESCO advise that homo and transphobic school bullying is a universal problem and constitutes a major barrier to achieving international goals, which hampers our joint capacity to provide a quality education for all.

The World report on Violence Against Children (Pinheiro, 2006) highlighted:

- To considerate sexual diversity, familiar and gender identity present in all centres as an educative opportunity to contribute and build another possible school.
- The right to free development of his personality, his dignity and free of violence, constituted one of the principles Human Rights recognized internationally (Universal Declaration of Human Rights art. 5, 12, 22 y 26)

In this context, right to education without discrimination based on sexual orientation and gender identity is support by art. 2, 28 and 29 Convention on the Rights of Child and Yogyakarta Principles.

[17] http://www.un.org/sustainabledevelopment/gender-equality/