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E4E

Education for Equality - Going beyond gender stereotypes

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Output 1 – E4E Gender Model

Collection of Best practices



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Best practices selected in Austria – Templates



Title of the good practice selected

GeKoS – Gender-competent schools

Target groups

- Children of pre-primary school
Indicate the group age: _____
- X Children of primary school
Indicate the group age: 6 to 10 years old
- Teachers of pre-primary school
- X Teachers of primary school
- X Others (families, associations, institutions etc.)

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 (max 3000 characters)

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

Any 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.

Bibliography (link, documents and publications used for research)

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https://www.bmb.gv.at/schulen/unterricht/ba/gs/gekos_neu.html



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https://www.bmb.gv.at/gekoskriterienonline_15247.pdf?5te6xy

http://www.eduhi.at/dl/ZF_VS1_Braunau100001.pdf

http://www.eduhi.at/dl/ZF_VS_Pantzergasse100001.pdf

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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

- X Children of pre-primary school
Indicate the group age: 6 to 10 years old
- Children of primary school
Indicate the group age: _____
- Teachers of pre-primary school
- X Teachers of primary school
- Others (families, associations, institutions etc.)

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 (max 3000 characters)

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 (max 3000 characters)

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

Any 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 forth grade classes of the VS Reichenau to carry out interactive workshops.

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https://www.imst.ac.at/files/projekte/1442/berichte/1442_Langfassung_Reiter.pdf

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https://www.imst.ac.at/files/projekte/1710/berichte/1710_Langfassung_Reiter.pdf

<https://www.uibk.ac.at/jungeuni/veranstaltungen/schulaktivitaeten/>



Title of the good practice selected

Mit – JiP. Girls into technology, boys into pedagogy

Target groups

- X Children of pre-primary school
Indicate the group age: 6 to 10 years old
- Children of primary school
Indicate the group age: _____
- Teachers of pre-primary school
- X Teachers of primary school
- X Others (families, associations, institutions 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 (max 3000 characters)

“MiT – JiP“ has 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 (max 3000 characters)

- 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

Any evaluations carried out on the effectiveness of the good practice

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 – Templates



Introduction. Development in Sweden - from unisex to criticism of norms

1970 Unisex

Everyone should be equal. Girls and boys should dress the same and do the same things. There is no difference between the sexes.

1980 The individual

The individual is more important than the group. The work for gender equality slows down.

1990 Compensatory education

Girl- and boy groups comes to Sweden inspired by the Icelandic Hjalli education. This occurs when the preschool, age 0-5, become 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.

2000 Bullying as an individual problem

Focus on the individuals. Conflicts and violations should be solved by talking to the perpetrator and the person is exposed.

2009 Criticism of norms

Focused on structures and norms. Skolverket which is the Swedish National Agency for Education publish a report where it states that Criticism of norms is the way that 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 make visible and challenge stereotypical norms.

Gender equality and feminism as Political statement

At 1969 in Sweden, the politicians decided that schools have to work for equality. In 1998, the preschool becoming a part of the Swedish education system. That means that the preschool had the same law as the schools and that the preschool got a policy plan.

The policy plan state 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 been a mix of different socialist political partiers. Since the 1990 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 10 years Sweden have had a right political government and the work made by the state to make gender equality has decreased. Today we had 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 have the impact that hate and crime against people of color, hbtq persons are increasing in Sweden.



Title of the good practice selected

100 possibilities instead of two - a way to handle resistance

Target groups

- X Children of pre-primary school
Indicate the group age: 3 to 5 years old

- X Children of primary school
Indicate the group age: 6 to 10 years old

- X Teachers of pre-primary school

- X Teachers of primary school

- X Others (families, associations, institutions 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 (max 3000 characters)

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 (max 3000 characters)

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)

Any evaluations carried out on the effectiveness of the good practice

There has been no official evaluations. 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.

Bibliography (link, documents and publications used for research)



Title of the good practice selected

Equality through books

Target groups

- X Children of pre-primary school
Indicate the group age: 3 to 5 years old

- X Children of primary school
Indicate the group age: 6 to 10 years old

- X Teachers of pre-primary school

- X Teachers of primary school

- X Others (families, associations, institutions 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 has during these ten years come to effect 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 (max 3000 characters)

- 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 (max 3000 characters)

The methodology is simple:

Step 1 is an awareness of whom is represented and how they are portrayed in the books we read too 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

- Childrens 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

Any evaluations carried out on the effectiveness of the good practice

There has been no official evaluations. 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.

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 - 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

TOOL: REPRESENTATION

Pst!

Choose one or two areas and start doing your analysis on that basis. Then add more areas. Keep in mind: to work with little bits at a time still create changes, small steps towards big change

AREA: Sex

Count the number of books that have

- Protagonists who is a she
- Protagonists who is a he
- Protagonists who is nor a she, neither a he

AREA: Family

Count the number of books that have

- Fathers who are present and caregiving
- Mothers who are present and caregiving
- 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 mention 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
- Friendship between girls playing in a group
- Friendship between girls playing only two
- 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 colors of the rainbow
- ___ Girls that are dressed in colors 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

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 in too 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 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 pre-primary school

Indicate the group age:

Children of primary school

Indicate the group age: 6-20

Teachers of pre-primary school

Teachers of primary school

Others (families, associations, institutions 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 (max 3000 characters)

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



Any evaluations carried out on the effectiveness of the good practice

The Methodology started 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 an 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)

- Machofabriken: <http://www.machofabriken.se/>
- Mentor in violent prevention <http://www.mvpngational.org/>
- Report on young people's attitudes towards masculinity:
http://www.machofabriken.se/Global/press/Rapport_ungas_attityder_till_manlighet_och_jamstalldhet.pdf
- 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 genusfällor 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 – Templates



Introduction. Spanish Context

EVOLUTION OF GENDER POLICIES

Gender equality policies have come a long way with the restatement of democracy in 1975.

The Constitution of 1978 breaks with the patriarchal model of the Franco dictatorship and recognizes equality between women and men.

The first government of democracy (1977 -1982) (UCD) recognizes the basic civil rights of women (equal pay, equality within marriage, right to divorce by mutual consent, etc.).

During the legislatures of the PSOE (1982-1996) the first Women's Institute was created, different equality plans and legislation in favor of abortion were initiated. Despite these advances, there is no effective equality because labor reforms make it difficult for women to enter the working market.

The 1990s consolidated the institutionalization of gender policies. The need to reconcile women's family and work life is recognized and various measures are taken to protect pregnant and breastfeeding women workers.

The PP government (1996-2004) updates support policies for families. During this stage there is a large increase in the participation of women in the labor market, although in temporary and part-time jobs.

In 2004 the first joint government with Zapatero (PSOE) was established. Official equality organisms are institutionalized (for example the Ministry of Equality is created) and the first equality laws are adopted, in which gender violence is seen as a structural problem (pioneering in Europe). It also recognizes the right of marriage between two persons of the same sex and their right of adoption and paternity. They set the principle of mainstreaming in public policies.

The crisis of 2008 slows down this development in public measures aimed at equality between women and men and many public institutions are eliminated from equality because of austerity measures.

The following PP legislatures (from 2011 to present) represent a large budget cut in resources for equality policies. The concept of gender violence as a structural problem is abandoned.

The current political situation in Spain and Europe has affected the creation and development of gender policies, putting in danger the progress made towards equality rights between women and men.

MODEL OF GENDER PEDAGOGY IN SCHOOLS: CO-EDUCATION

The development of gender policies in Spain has influenced the inclusion of the gender perspective in education. This evolution can be seen in the different models of education that have been applied in Spain:

- The first model is based on the sex-differentiated education defined by the principle that men and women have different social roles. It is the only educational model during the Franco dictatorship and yet exists today in some private educational centers.
- The 1970 General Education Law establishes mixed schooling, which is the main current educational model, which defends joint education as a sufficient measure for full equality between women and men and does not develop gender pedagogical measures. It is based on individualism and meritocracy.
- Since 2000, the principle of equality between men and women in schools has been integrated through the coeducational school model, which proposes joint and equal education at the curricular and pedagogical levels. This model incorporates gender and affective-sexual diversity as cultural diversity and aims to eliminate sexual stereotypes and promote diversity as a social and educational value.

The establishment of this educational model is produced by the following laws that regulate educational policies:

- Organic Law 2/2006 of Education (LOE):

This law incorporates the educational measures contained in the Organic Law against Gender Violence (2004) that promote gender equality at the educational level and at the organizational level of schools.

An important novelty is the recognition of affective-sexual diversity among the aims of education.

It establishes the subject of Education for Citizenship that favors the inclusion of the objectives of the coeducational model explained previously.

- Organic Law 3/2007 for Effective Equality of Women and Men:



It establishes that the education system must include among its objectives the achievement of this equality and proposes different actions linked to the coeducational model.

The political initiatives at the state level to promote co-education in schools in a transversal way are paralyzed with the approval of Organic Law 8/2013 for the Improvement of Educational Quality (LOMCE), since it abolishes the subject of Education for the Citizenship and ignores the gender perspective and education in affective-sexual diversity, favoring the mixed education model. It also favors the sex-differentiated education model through public funding.

It has been possible to maintain the coeducational model through different projects and educational initiatives of sensitization in the diversity of gender and affective-sexual, and of prevention of gender violence, thanks to the efforts of feminist and LGBT organizations. But with the new education law, all the actions that deal with coeducation in a transversal way disappear.

MAIN INITIATIVES

The main actions developed so far are the following:

- Awareness campaigns and prevention
- Congresses and conferences
- Courses, workshops and work groups
- Projects and programs
- Publications of educational materials
- Grants and prizes

These actions are mainly developed by:

- Official Equality Bodies
- Counseling of education, women and equal opportunities
- Town halls and local entities
- Non-profit organizations, foundations and associations
- Trade union organizations
- Universities
- The educational centers



Title of the good practice selected

Diversigualdad (Diversity)

Target groups

X Children of pre-primary school

Indicate the group age: 3 to 6 years old.

X Children of primary school

Indicate the group age: 6 to 9 years old.

X Teachers of pre-primary school

X Teachers of primary school

Others (families, associations, institutions etc.)

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 (max 3000 characters)

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

Methodology (max 3000 characters)

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

Any 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 wardrobe)

Target groups

X Children of pre-primary school

Indicate the group age: 4 to 6 years old

X Children of primary school

Indicate the group age: 6 to 12 years old

X Teachers of pre-primary school

X Teachers of primary school

X Others (families, associations, institutions etc.) :

- Students of secondary (High school) and higher levels (formative cycles, university ...) and their teachers.
- Associations 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 (max 3000 characters)

- 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 higher 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.

Any 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

Children of pre-primary school

Indicate the group age: _____

Children of primary school

Indicate the group age: _____

Teachers of pre-primary school

Teachers of primary school

Others (families, associations, institutions 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 (max 3000 characters)

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 (max 3000 characters)

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

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, violence, cultural diversity, rights, etc.

Tools

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

Duration

2012

Any evaluations carried out on the effectiveness of the good practice

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 – Templates



Title of the good practice selected

We are all the same but we are all different!

Target groups

- Children of pre-primary school
Indicate the group age: _____
- Children of primary school
Indicate the group age: 6 years old, 2 classes (tot 50 children)
- Teachers of pre-primary school
- Teachers of primary school
- Others (families, associations, institutions etc.)

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

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.

Activities (max 3000 characters)

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"

Both the students and their parents were involved in this in-depth analysis; boys and girls analysed their parents and relatives' jobs, and the adults were told about and reflected on their children's individual dreams.

Below, the main activities are listed:

- 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;
- 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;



- 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 favourite 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 (max 3000 characters)

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 "non discrimination". 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

Any 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

- Children of pre-primary school
Indicate the group age: _____
- Children of primary school
Indicate the group age: _____
- Teachers of pre-primary school 0-6 years
- Teachers of 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 (max 3000 characters)

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 (max 3000 characters)

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

Any 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)

<https://www.comune.pistoia.it/9510>

<http://www.comune.monsummano-terme.pt.it/news/scuola-di-parita-incontri-con-esperti>

<https://www.icandreottipescia.gov.it/wp-content/uploads/2017/01/A-scuola-di-parit%C3%A0.pdf>

<http://www.comune.montale.pt.it/allegati/incontri2017.pdf>

<http://www.provincia.pt.it/Portale/VisualizzaFile.php?tab=1&rec=1367>



Title of the good practice selected

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

Target groups

- Children of pre-primary school
Indicate the group age: _____
- Children of primary school
Indicate the group age: _____
- Teachers of pre-primary school
- Teachers of primary school
- Others (families, associations, institutions etc.)

Objectives

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

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

Activities (max 3000 characters)

The presented research was carried out by Vittoria Castagna, under the supervision of Prof. Mignosi, within XXX of the Doctoral Program in Education-Pedagogical Education of Teachers, in the Department of Psychological Sciences, University of Pedagogical and Educational Palermo.

The self-evaluation path with teams of teachers participating was structured in different phases:

- Presentation to the teachers and the school director of the research path, of the methodology and tools used



- Meeting with the participating teachers, aimed explain the expectations and wishes concerning the course, and the emergence, through the use of the technique of brainstorming, of ideas about the education of boys and girls, then discussed in groups
- Systematic observation of the educational contexts (environmental and relational)
- Individual using of indicators chosen from existing internal evaluation tools, by the teacher and researcher
- Collection, analysis and processing of data by the researcher
- Return to the group by the researcher of the collected data characterized by confrontation and dialogue on the collected data, starting from different points of view. During the meetings we have analyzed the discrepancies in the allocation of the score and they were explained and discussed, thanks to the comparison of different points of view, the individual motivations and the evaluation criteria of the instruments.
- 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 all'educare related to educating of 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, with a view to comparing regional and inter-cultural.

Methodology (max 3000 characters)

The first year, the research involved two Palermo public schools: the De Amicis Institute and Childhood Institute School Buonarroti, with available teachers 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 the researcher and trainer was to facilitate the communication during meetings between the groups of teachers, and external evaluating 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-comparison in the group of teachers 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 in the scoring duties allowed a meta-reflection on the score award criteria, and therefore expressed the values and philosophy of the tools. It was emphasized the concept of negotiated school quality, never "objective" but always determined to be of values and educational principles, with a view to "promote from within"¹ the quality of educational practices².



Gli indicatori utilizzati delle scale Avsi e Sovasi riguardano la sensibilizzazione alle differenze, la cura dell'accoglienza, l'area del gioco (simbolico, di costruzioni, motorio) e delle attività creative.

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 route 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-evaluating external.

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

The investigated research areas concerns 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 the writing of a narrative report, as a description and opportunity to reflect on the experience.

During the research path, the experiences and the teaching professional have been exploited, by comparing the motivations and educational intentionality of action, for the development of a greater awareness of limits and individual and group resources, skills and competence of 'educational team.

The teachers of Buonarroti Institute were invited to read critically the draft of educating self-report instrument, about educating equal opportunities, already co-built by the team of teachers of De Amicis Intitute, to comment on 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 route.

Tools

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

They were also used 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 vesion of self-rating tool for gender education in primary school.



Duration

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

Any evaluations carried out on the effectiveness of the good practice

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

- A questionnaire on the 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?

In the interests of equal opportunities, school should offer boys and girls the same opportunities for a psychophysical harmonious and comprehensive 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 to primary school can help, starting from the observation of school context, the emergence of stereotypes and gender bias, thanks to the comparison in teams, 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 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

- X Children of pre-primary school
Indicate the group age: 4-6 years old
- X Children of primary school
Indicate the group age: 6-8 years old
- X Teachers of pre-primary school
- X Teachers of primary school
- X 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 more fair 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 use a gender language, which provides that each profession is properly declined to female.

I protagonisti sono due bambini, Diego e Marta, che durante un tema in classe iniziano a fantasticare su quale mestiere potrebbero fare da grandeLa segretaria! Immagina Marta. No, non in un ufficio: Marta pensa alla segretaria di un grande partito ecologista! E Diego, che ama la lettura, immagina di essere il segretario di una biblioteca piena zeppa di libri bellissimi. O ancora: l'ingegnere aerospaziale o l'ingegnera astrofisica! Il giornalista d'inchiesta o... la giornalista sportiva! Che è la grande passione di Marta. Tanti mestieri quante sono le pagine, ognuno declinato al maschile e al femminile, secondo le Raccomandazioni per un uso non sessista della lingua italiana.

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

Any 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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