

GENDER TOOLKIT



BEE



BOOSTING GENDER EQUALITY IN EDUCATION



INDEX

Index

| | |
|--|-----------|
| BEE. Boosting Gender Equality in Education | 5 |
| Art and Storytelling, Science and Technology, Time and Space | 8 |
| Art and Storytelling | 8 |
| Science and technology | 9 |
| Time and Space | 9 |
| BEE THROUGH THE COUNTRIES | 10 |
| COSPE Onlus and Casa della Donna di Pisa - Italy | 10 |
| Asociatia Pentru Libertate Si Egalitate De Gen A.I.e.g. (A.I.e.g.) - Romania | 11 |
| Mediterranean Institute of Gender Studies (Migs) - Cyprus | 12 |
| Moteru Informacijos Centras Asociacija Mic (Wiic) - Lithuania | 13 |
| Methodology | 14 |
| ACTIVITY SHEETS | 16 |
| Art and Storytelling | 16 |
| Science and Technology | 23 |
| Time and Space | 32 |
| Glossary | 39 |
| Guidelines | 43 |
| Indications for the educators/teachers | 43 |
| Relationship with the families | 45 |
| Relationship with other professionals inside the school | 46 |
| Acknowledgements | 47 |





BEE. Boosting Gender Equality in Education

Gender stereotypes are recognised as one of the main causes of social phenomena such as social exclusion, discrimination, the gender pay gap, gender-based violence and so on. From an early age, girls and boys are confronted with gender models that influence their self-perception, beliefs, habits and - frequently - their life choices, thus defining and limiting the full realization of the person. The BEE project aims to ensure a gender transformative environment for girls and boys and their families starting from early childhood education contexts. In particular, it aims to address gender stereotypes through capacity building of education professionals; develop innovative educational methodologies through gender-sensitive tools; and increase the efforts of the education community in building an inclusive society free from gender stereotypes. The project was

implemented in 4 EU countries (Italy, Romania, Cyprus, and Lithuania) where gender inequalities persist. It provided training for adult professionals working in early childhood schools (kindergartens, nursery, and primary schools) to improve their skills and support them in recognising and deconstructing gender stereotypes by focusing on the educational context. This tool - entitled the "Gender Toolkit" - is the product of such learning and discussion on gender and stereotypes, with a focus on three thematic areas: Art and Storytelling, Science and Technology, and Time and Space. The aim of the Gender Toolkit is to provide theoretical and practical tools to influence the behavior of education professionals, supporting them in acquiring greater capacity to deal with gender stereotypes in educational contexts, thus developing innovative training programmes from a gender perspective, increasing the awareness of those who work in the educational community in various capacities on how this gender perspective within educational contexts can contribute to the creation of a more inclusive society. This tool is intended for those working with children (educators, teachers, support and coordination staff, families, etc.) who wish to deconstruct gender stereotypes and contribute to the creation of an inclusive professional and social climate based on anti-discrimination. In particular, the Gender Toolkit provides educators,

trainers and teachers with worksheets divided by theme and age group. In each of these worksheets you will find the themes, objectives, tools and materials needed, timeframe, space needed, detailed description of the activity, useful tips and strategies to involve children. For those who would like to expand and adapt one or more activities in their own work context, it is advisable to deepen the methodological ideas in this text together with the more theoretical ideas in the Glossary. At the same time, in the thematic sections Art and Storytelling, Science and Technology, Time and Space, it is possible to acquire theoretical-methodological competencies regarding the three macro areas in order to deal with them - always from a gender perspective - with one's own target group (0-3, 3-6, 6+ years old). The aim is to present these areas in such a way as to reflect on the stereotypes associated with them and, at the same time, to stimulate a broader equal education where gender roles do not constitute limits to the development of children's personal and social attitudes. In addition to the activity sheets, the Gender Toolkit also provides references and sources to increase competence on the issues and enrich school libraries. This Gender Toolkit aims to provide theoretical and methodological insights that can be expanded and enriched through the experience of each professional. The tools collected here are not exhaustive and can therefore be



complemented by activities that have already been tested during or created for the project, thanks to the expertise of readers and educational teams working with the participant children. Educating children in a way that is free from gender stereotypes is a very complex educational and social objective, but at the same time it can be a fundamental learning opportunity not only for boys and girls but also for adults (child education professionals, families, society at large). If gender education takes place throughout everyone's training and lifelong learning, tackling the issues of combating stereotypes and discrimination - by promoting a gender ethic - can be a space for reflection, questioning and empowerment for all those involved, including adults. From an early age, girls and young women are confronted with social constructs related to gender that are internalized and thus assimilate what is considered appropriate (or not) for boys and girls and the roles they should play in society. In this way, ambitions, skills, interests and possibilities for self-determination risk being downgraded and channelled into limited and stereotyped paths. Often, girls and boys are confronted with an imaginary view of masculinity and femininity as complementary and distinct dimensions where girls are considered

and expected to be sweeter, compliant, tidy, instinctively loving and caring; while boys are strong, ingenious, dynamic, courageous and inclined to take charge. Such learning processes can take place in numerous social contexts including the family, peer relationships, educational and school contexts. Particularly in the 0-11 age group, these kinds of stereotypes are often reinforced through play. If play reproduces the same roles and stereotypes that are widespread in society, girls and young women risk finding themselves in a position of subordination and discrimination, while children find themselves having to meet requirements of strength and determination that do not necessarily coincide with their personality, associating instead typically female qualities with a condition of inferiority. The games, play and educational activities that play such an important role in the education of 0-11 year olds become a means of passing on established cultural models, double standards and power imbalances, which can result in educational inequalities whereby boys may feel more suited to scientific subjects and practical and manual work, and girls more suited to humanistic studies and care work. Half of the population develops skills and interests on the basis of what society considers most appropriate, letting this divide define future choices regarding personal identity, study and career opportunities. For this reason, it is essential to understand the way in which girls and boys internalize gender stereotypes from an early age and how the educational programme/curriculum aimed at them constitutes an opportunity to become aware of and overcoming potentially limiting gender models. Implementing the development of each individual's capacities, giving the opportunity to experiment without labels and to explore fields such as science and technology for girls and care and humanities for boys on the basis of their interests is part of a broader education in critical thinking. Educating children to be critical of such models can enable them to experience and freely express their gender



identity while avoiding the reproduction of gender stereotypes that is the behavioural cause of much discrimination. For this reason, the EU Strategy for Gender Equality 2020-2025 highlights gender equality as a fundamental principle of the EU and confirms the persistent discrimination of women in business, politics and society as a whole (high violence against women, lower employment rate and gender pay gap, lower representation and leadership positions in business and politics, etc.). Educating without stereotypes from an early age is therefore a key social objective to prevent violence/discrimination against women and to promote the development of critical thinking and gender self-awareness among boys and girls. The role of education is crucial in eliminating stereotypical notions of gender roles and ensuring that school curricula are inclusive of the experiences of all females and males within and across societies. Central to this are: rethinking school and education curricula including literature and teaching materials; incorporating a gender perspective in all pre-service and in-service training courses for school staff; putting in place policies and incentives to encourage girls to study STEM¹ subjects; and implementing initiatives to encourage more males to be involved in early childhood education and care.

The BEE - Boosting Gender Equality in Education project therefore aims to promote the challenging of gender stereotypes in early childhood education and care and in primary schools through capacity building of education professionals so that they can deconstruct stereotypical assumptions about gender. If the goal is to ensure an inclusive and gender-transformative environment for children at school, the role of professionals working with children is central. This Gender Toolkit, therefore, aims to collect and propose working ideas on gender issues and combating stereotypes. Changing educational methodologies through innovative and gender-sensitive tools can be part of a broader educational strategy to promote inclusion. The beneficiaries of these processes are not only boys and girls, but all the adult reference figures who have the opportunity to network towards a common goal. The discussion of issues relating to gender models and their influence in everyone's daily life, before working with children in education, should also concern families and work teams. It is essential that professionals in the early childhood education and care sectors reflect on and become aware of their own unconscious prejudices that influence

their interactions with children: this can be conveyed by educators and teachers through games and activities proposed to children and, at the same time, shared with families and work colleagues. Countering gender stereotypes should involve the whole education community, i.e. all adult professionals working in nursery, pre-school and primary schools, but also families, third sector associations and public decision-makers. Increasing the efforts of the education community in building an inclusive society free of gender stereotypes contributes to the full development of children's capacity for self-determination, including gender identification. Acting according to a gender ethic therefore aims to critically question the more or less explicit ways in which gender assumptions influence everyone's beliefs and experiences and, above all, it means rethinking educational processes in order to promote an education free of stereotypes in which each person - child, family member, professional - can be valued.



1. The acronym STEM (science, technology, engineering and mathematics) is a term used to denote the scientific and technological disciplines (science, technology, engineering and mathematics) and the related courses of study.



THE TOPICS

Art and Storytelling, Science and Technology, Time and Space



The thematic areas have been identified as often being the object of a stereotyped reading, both from a social and an educational point of view. For this reason, the BEE project has provided for the theoretical and methodological in-depth discussion on these issues with the stakeholders and, at the same time, generated some local and one transnational Gender Toolkit meant to deeply address these thematic within educational contexts addressing children.

for this reason, illustrated books and silent books characterize many activities of this Gender Toolkit. Art and storytelling is the thematic area that lends itself more to going towards the other and bringing girls and boys into contact not only with the complexity of reality, but also with delicate themes and perceived as controversial by some families and / or from a part of public opinion. Themes such as different families, the hierarchy of genders, genders, etc. lend themselves to being elaborated through illustrations and narrative, both in a

more direct way and in a less centered approach to the theme. "Educating to the differences" is a transversal and intersectional approach that educators can follow so that the personal resources of boys and girls are strengthened, to make them live and manage the complex wealth of the world, but also to prevent phenomena such as gender-based violence, developing from an early age an idea of relationships not marked by possessiveness but by freedom and self-determination.

ART AND STORYTELLING

Children's literature books, for example, carry many stereotypes that limit the imagination of boys and girls. The gaze that is offered by the most commercial and widespread children's literature does not stimulate young children to grasp the richness of the world's complexity. A first necessary step, therefore, is to "educate the gaze" with which even adults, educators, teachers, analyze the texts and illustrations of children's literature. The illustrated books, used alone or as an accompaniment to more commercial or official texts, can stimulate and release not only the emotions of boys and girls, but above all their imagination. Precisely



SCIENCE AND TECHNOLOGY

While some girls and boys underestimate their skills and performance in the STEM field with negative effects on the motivation to continue study and work paths in these areas, some children and young people have the opposite tendency: they overestimate their skills and performance, with consequent ease in not giving up and continuing to achieve their goals, even in the face of mistakes and failures. This is the reference framework for operators of the entire educating community in the activities of the science and technology area. Working with a gender equity approach on STEM disciplines requires a lot of work on the imaginary, not only of boys and girls, but also of adults. The female scientists, chemists, physicists and mathematicians who participated in working groups and contributed to important discoveries and research are still largely unknown today. This confirms the stereotype that science is not something suitable for women. It is clear that gender stereotypes within STEM disciplines create the serious consequence of not only depriving science of women's talents and skills, but above all of providing fewer opportunities for girls and women to

access an area of the labour market. Special attention must be paid to deconstructing the stereotype of science as something boring, as a solitary activity. Talking about science means first of all starting from the approach connected to that natural disposition of people to understand, to know, to work in a group. Educators and teachers can stimulate boys and girls to follow the scientific method as a way of relating to the world, to face the problems that arise and are to be solved. Freeing boys and girls from expectations about gender roles and social pressures also means making them aware of the scientific method, innate in people, to relate to and investigate the world.

TIME AND SPACE

Educating children and adults on the history of women can enrich and let understand better the dynamics of past societies and to recognize and value women's contributions to the history of humanity. Approaching girls and boys to the history of humanity, going beyond the implicit hierarchy to which the narrative refers, is the first step to bring them closer to a knowledge of complexity, free from gender stereotypes. The enhancement of the narrative of women as a non-subordinate subjectivity, but

above all as the architect of female cultures and networks of relationships between women, represents a first objective. Reading and analyzing the biographies of women returns both the individual dimension of the person and that of families and groups to which they belong, stimulating the reconstruction of the characteristics of a community that is part of society, but is almost always made invisible in history. Deconstructing gender stereotypes in the space-time area does not consist in a simple integration of the history of women into traditional history, but in a new reading of the theoretical frameworks of reference, aimed at grasping the complexity of the history of humanity.



COUNTRIES THE

BEE through the countries

The project BEE has been implemented in four EU countries (Italy, Romania, Cyprus and Lithuania) where gender inequalities are still pronounced. It has been following the same path and general goal of ensuring a gender transformative educational and socio-cultural environment for children and their families starting from early childhood education contexts. In every country, the BEE project has been addressing gender stereotypes through capacity building of education professionals in order to innovate education methodologies through gender-sensitive tools. Even if the local educational systems of Italy, Romania, Cyprus and Lithuania are very diverse, throughout a constant deliberation among partners, the project valued and enhanced the specificities of every context and its specificity concerning gender stereotypes in childhood education. In every country a local Gender toolkit was developed - written in the local language and based on the implementation of the activities with the local stakeholders - that is briefly presented in the following pages.

COSPE Onlus and Casa della Donna di Pisa [ITALY]

The Italian Gender Toolkit involved a multidisciplinary working group that gathered a range of useful contents meant to promote stereotype-free education intended for early childhood. Like those produced in the other countries, it is the product of a long and articulated training process that involved educational professionals working with children aged from 0 to 11 years old from two different territories: Florence and Pisa - Pontedera in Tuscany. Several professionals were involved in the whole process (supporting staff, coordinators, teachers and educators) but only a few were directly involved in the development of the Gender Toolkit. It contains a general introduction to the project and its themes (such as educating children without gender stereotypes) and an explanation of how to use it and how it is composed. It is also enriched by an in-depth analysis

of the three thematic areas and a general reflection on why they should be included in a gender-free education addressing childhood. As in every other country participating in the project, the areas are: Art and storytelling, Science and technology, and Time and space. The Italian Gender Toolkit also provides educators, trainers and teachers with worksheets divided by theme and by age group (0-3; 3-6; 6+). The worksheets are all presented in the same format indicating Themes, Objectives, Tools and Materials, Time, Space, Description of the activities, Useful tips, Strategies to involve children. One of the peculiarities of the Italian educational context - distinct from the other countries - was the large number of Nursery schools for children from 0 to 3 years old in the country. This age target is the one that more engaged professionals in order to gather and to trial suitable activities because of the young age of the children. The efforts of the educators to find them and to adapt them to the children's needs has been admirable. The activities of the Italian Gender Toolkit were suggested by the professionals involved in the project's process since most of them are part of the daily routine of educators and teachers and, then, extensively tested with the participant children. The BEE project, in fact, aimed to highlight and to value the

competences of educational professionals but also to provide them with further theoretical-methodological competencies and practical tools to be used with children in order to promote a more equal and inclusive education. Some methodological insights are disseminated in the whole document and also gathered in a specific section of the toolkit. They are meant to support educators and those who will use the Gender Toolkit to organize and to provide efficient educational interventions. Such methodological suggestions don't relate only on the listed didactic activities but also on a wider educational approach on gender stereotypes. The activities are meant to be exhaustive but also to be enriched by the competences of those professionals who have experience in childhood education.

Readers are also equipped with methodological insights not only regarding the specific worksheets but also on how to involve adults that - especially dealing with childhood - play a very important role. Especially with young children (0-3 years old), in the Italian context, families play a crucial role. According to the participants to the experimentation of the activities included in the Italian Gender Toolkit (teachers and educators), educating children without stereotypes should involve families and, more generally, the wider community children live in. Gender education, in fact, appeared to be a crucial socio-political - beside educational - issue in the Italian context since gender stereotypes are still widely spread in the society. The document includes useful suggestions to stimulate and to strengthen discussion and collaboration between families and educational staff. Parents, grandparents, guardians or other caregivers turn out to be central to creating an implementing inclusive social-relational, as well as educational, climate. The Italian Gender Toolkit, for example, also includes further tools addressed to adults: a self-assessment questionnaire to be used by work teams for probing the level of attention on the issues in question and to implement the use of an inclusive language or to stimulate the creation of more gender inclusive settings. In order to reinforce adults' competences, the guide also provides the reader with a Glossary and some general

recommendations - Guidelines - useful for developing educational practices that are gender-sensitive, participatory and inclusive, and above all replicable and adaptable to different school and social contexts. The Italian partnership made by COSPE Onlus and Casa della Donna di Pisa thanks the trainers and the participants from Nido Stregatto, Nido Coccinella, Nido Gelsomino, Nido Melograno, Nido Pinocchio, Nido Pio Fedi, Nido Chicco di grano, Innocenti - Nido Trottole, Innocenti - Nido Girandola 0-6, Innocenti - Nido Birillo, Innocenti - Nido Biglia and Scuola Mazzei, Scuola Agnesi. Also thanks to the Pedagogical Coordination of Services 0-6 of the City of Florence. For Pisa and Pondera, Centro risorse educative e didattiche (Valdera area) and Associazione Culturale e sociale Crescere Insieme, Scuola primaria M. Hack, Scuola primaria Oltrera, Scuola dell'infanzia via Indipendenza, Scuola dell'infanzia Romito, Scuola secondaria M.K. Gandhi, Centro

0-6 Caduti in guerra with Nido d'infanzia Il bruco, Scuola d'infanzia La farfalla (Calcinaia), Cooperativa Arnera, Nido d'infanzia L'albero azzurro of Pontedera, Nido d'Infanzia I giochi di Cipi of Pontedera, Nido d'Infanzia La fabbrica dei sogni of Bientina, Nido d'infanzia Lo Scarabocchio of Bientina.

Asociatia Pentru Libertate Si Egalitate De Gen (A.L.E.G.) [ROMANIA]

The Romanian Gender Toolkit contains activities proposed by primary school teachers from participating schools in Sibiu county, Romania. The most

REFERENCES - ITALY

ITALIAN LANGUAGE REFERENCES

- Abbatecola E., Stagi L., Pink is the new black. Stereotipi di genere nella scuola dell'infanzia, Torino, Rosenberg & Seller, 2017
- Biemmi, I., Educazione sessista: Stereotipi di genere nei libri delle elementari, Torino, Rosenberg & Seller, 2010
- Fierli E. et al., Leggere senza stereotipi. Percorsi educativi 0-6 anni per figurarsi il futuro, Cagliari (PU), Edizioni Settenove, 2017
- Gamberi C., Maio M. A., Selmi, (a cura di), Educare al genere. Riflessioni e strumenti per articolare la complessità, Roma, Carocci, 2010
- Gianini Belotti E., Dalla parte delle bambine. L'influenza dei condizionamenti sociali nella formazione del ruolo femminile nei primi anni di vita, Milano, Feltrinelli, 1973
- Leonelli S., La Pedagogia di genere in Italia: dall'uguaglianza alla complessificazione, «Ricerche di Pedagogia e Didattica», Bologna, 2011, 6, 1 - Pedagogia di Genere
- Volpato C., Psicopsicologia del maschilismo, Roma-Bari, Laterza, 2013

ENGLISH LANGUAGE REFERENCES

- Gender Equality Index 2020: Italy <https://eige.europa.eu/publications/gender-equality-index-2020-italy>
- The G20 and gender equality: report on the Italian presidency of 2021 https://aidos.it/en/the-g20-and-gender-equality-report-on-the-italian-presidency-of-2021/?utm_source=rss&utm_medium=rss&utm_campaign=the-g20-and-gender-equality-report-on-the-italian-presidency-of-2021
- Gender Mainstreaming Italy <https://eige.europa.eu/gender-mainstreaming/countries/italy>
- European Parliament's Committee on Women's Rights and Gender Equality (FEMM) - The Policy on Gender Equality in Italy, 2014 [https://www.europarl.europa.eu/RegData/etudes/note/join/2014/493052/IPOL-FEMM_NT\(2014\)493052_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/note/join/2014/493052/IPOL-FEMM_NT(2014)493052_EN.pdf)
- Gender Equality in Academia and Research, 2022 <https://eige.europa.eu/gender-mainstreaming/toolkits/gear/legislative-policy-backgrounds/italy>



dedicated contributors were Liana Butoi from School no. 18, Crinela Crețu from School no. 4, Maria Denov from School Ion Luca Caragiale and Monica Dincă from ERI Finnish School, with support from A.L.E.G. team. Among the three themes that make up the structure of the educational package, the section on Art and Storytelling includes the biggest number of activities, as Romanian is a Latin-based language, with grammatical gender. The masculine is often used as the generic gender, deeming female notions invisible which contributes to gender inequality. As a result, some of the activities proposed address the issue of making language more gender-inclusive. Another characteristic of the Romanian toolkit is a focus on strengthening connections between students and their extended families. Activities under section Time and Space include interviews with grandparents, to encourage dialogue and sharing between generations in relation to what life used to be like for men and women and how it has changed over time. This also fosters better support from family for the school activities, so that messages coming from formal education can be reinforced at home.

Mediterranean Institute of Gender Studies (MIGS) [CYPRUS]

The aim of the Cypriot Gender Toolkit is the empowerment of educators and the development of skills and tools to address gender stereotypes and reflect on daily school practices. The toolkit was developed with the collaboration of pre-primary and primary educators working with children aged from 0 to 11 years old, and gender experts who worked closely together. The drafting of this Gender Toolkit was part of a longer process of consultation with a wide range of professionals in order to identify the needs and realities of the schools. School directors, educators, and

REFERENCES - ROMANIA

ROMANIAN LANGUAGE REFERENCES

- GenderEd: „Combaterea stereotipurilor de gen în educație și în orientare profesională” Analiză privind stereotipurile de gen în educație și orientare profesională în România, A.L.E.G. 2016 <http://aleg-romania.eu/wp-content/uploads/2018/09/Analiza-privind-stereotipurile-de-gen-in-Romania.pdf>
- Ghidul programului educațional „Combaterea stereotipurilor de gen în educație și în consiliere vocațională”, A.L.E.G. 2017 <https://aleg-romania.eu/wp-content/uploads/2017/02/GenderEd-Romanian-5-2-1.pdf>
- Călușii din ținutul curcubeului. O colecție de povești pro-diversitate, CPE 2016 <https://www.cpe.ro/wp-content/uploads/2016/03/Calutii-din-tinutul-curbueului-1.pdf>
- Drepturile mele și ale tale sunt egale. Cum să încurajăm prietenia, diversitatea și respectul încă de la grădiniță. Manual pentru educatoare și educatori, CPE 2016 <https://www.cpe.ro/wp-content/uploads/2016/03/Manual-pentru-educatoare-si-educatori.pdf>
- Ghid pentru mămici, tătici, educatori și învățători privind educația fără stereotipuri pentru fete și băieți, CPE 2013 <https://www.cpe.ro/wp-content/uploads/2016/03/Ghid-pentru-mamici-tatici-educatori-si-invatatori-privind-educatia-fara-stereotipuri-pentru-fete-si-baieti.pdf>
- Fete și băieți - Parteneri în viața privată și publică – perspective de gen, CPE 2003 <https://www.cpe.ro/wp-content/uploads/2016/03/Fete-si-baieti-Parteneri-in-viata-privata-si-publica.pdf>

ENGLISH LANGUAGE REFERENCES

- Gender Barometer, Romania 2018 https://centrulfilia.ro/new/wp-content/uploads/2021/01/Gender-Barometer_Introductive-Study-EN.pdf
- Gender Equality Awareness Raising Against Intimate Partner Violence II. The National GEAR against IPV Packages, 2015 <https://www.gear-ipv.eu/educational-material/national-packages>
- GENDERED: Combating gender stereotypes in education and career guidance National Diagnostic Report Romania, 2016 https://aleg-romania.eu/wp-content/uploads/2018/09/National-Diagnostic-Report-Research-Romania_ALEG.pdf
- Trafficking for sexual exploitation of Romanian women. A qualitative research in Romania, Italy and Spain. Gender Interventions for the Rights and Liberties of Women and Girls Victims of Trafficking for Sexual Exploitation, 2016 <https://www.cpe.ro/wp-content/uploads/2016/03/Final-qualitative-research-report.pdf>
- Good practices Catalogue - Catalogue of Gender-Based Good Practices on Prevention of Trafficking in the EU, The Gender Dimension in Anti-trafficking Policies and Prevention Activities in Romania, Italy and Spain, 2016 <https://www.cpe.ro/wp-content/uploads/2013/09/Catalogue-of-gender-based-good-practices-on-prevention-of-trafficking-in-the-EU.pdf>

supporting staff participated in focus groups and awareness raising workshops in order to create a culture of change within the schools. After that, a group of educators participated in workshops for the development of lesson plans that are age appropriate, and include step by step guidelines on how to address and challenge gender stereotypes in the classroom. The Gender Toolkit consists of two parts, The first part provides the theoretical and conceptual framework; the mapping of the existing gender stereotypes and inequalities in the

school environment and their impact on children and the society at large; the need to deconstruct gender stereotypes and combat gender inequalities in and through education. The second part outlines the complete educational intervention to be implemented in schools and contains ten lesson plans with comprehensive information on the step by step implementation process, key messages and activity resources. It is based on an interactive, experiential, non-formal learning methodology, which can either be integrated in the school

curriculum or implemented outside the classroom. It is highly recommended that teachers familiarize themselves with the relevant theory before planning and implementing a BEE workshop, in order to be more prepared and the workshop more impactful. Four schools were involved in the production of the lesson plans within the framework of the implementation of the BEE project in Cyprus: Pefkios Georgiades Primary School, School director: Periktion Hadjinicolaou, Pernera Primary School, School director: Rodoula Nicolaou, Pefkios Georgiades Nursery School, School director: Stavroula, and The Systemic Early Childhood Centre, School Director: Myria Lazarou. Educators who have contributed to the development of the Cypriot Gender Toolkit are (in alphabetical order): Alik Zachariadou, Despoina Irakleous, Elena Agrotou, Elena Michailidi, Hara Mina, Leticia Mousa, Maria Agathangelou, Maria Panagi, Maria Pliatsika, Morphoula Christofi, Myria Lazarou, Panagiotis Theodorou, and Paraskevi Frygana. BEE project coordinator in Cyprus: Maria Angeli, Mediterranean Institute of Gender Studies

Moteru Informacijos Centras Asociacija Mic (WIIC) [LITHUANIA]

Group of Lithuanian gender equality experts, active educators and enthusiasts from the early age education field joined together and tackled issues of gender stereotypes in early childhood. It was a road full of creativity and questioning that we all went for 2 years. Working group agreed that gender equality in our societies is a matter of constant efforts combating various stereotypes. It also proved spring sessions at focus groups where most of the educators admit how influential and phenomenal effect

REFERENCES - CYPRUS

- Angeli, M. (2020). Constructing and Deconstructing Gender Stereotypes Across Cyprus' Schools. Nicosia: Cyprus Review. Available here <https://cyprusreview.org/index.php/cr/article/view/729>
- Angeli, M. (2018). Gender Ed: Combating gender stereotypes in education. Nicosia: Mediterranean Institute of Gender Studies. Available here <https://medinstgenderstudies.org/wp-content/uploads/Combating-gender-stereotypes-in-education-EN.pdf>
- Angeli, M. (2018). Free to Choose: Gender Segregation in Education and Employment in Cyprus. Nicosia: Mediterranean Institute of Gender Studies. Available here https://medinstgenderstudies.org/wp-content/uploads/Free-to-Choose_Gender-segregation-in-education-and-employment-in-Cyprus.pdf
- European Institute for Gender Equality (EIGE): Gender Equality Index 2020: Cyprus
- Kaili, C. (2018) Raising Awareness and Empowerment of Girls and Boys for the Prevention of Gender Based Violence Through Audio-Visual Media and Music. Nicosia: Mediterranean Institute of Gender Studies. Available here http://playitforchange.org/wp-content/uploads/Play_it_for_change_National-Report_Cyprus_EN.pdf
- Lesta, S. (2018). GENDERED: Οδηγός Εκπαιδευτικού Προγράμματος. Nicosia: Mediterranean Institute of Gender Studies.

stereotypes make to our behavior. As gender stereotypes are recognized to be one of the main behavioral cause of many social phenomena, such as social exclusion, discrimination, gender pay gap, gender-based violence we all agreed to search for most effective and creative ways to get rid of them.

Being an early age educator is a huge responsibility coming from acknowledgement that if stereotypes are not tackled since early childhood, their persistence can influence boys' and girls' beliefs, norms accepted and the perception of their own capacities. Children respond to the world they see – reveals the OECD's International Early Learning and Child Well-being Study. While current gender roles are changing very slowly, we can ensure children are aware of the diversity of roles they can aspire to, through access to gender-sensitive books, films and other media entertainment. In particular, a wider range of children's literature is now available that challenges gender stereotypes and encourages children to think about who and what they want to be. Parents and educators who read such stories with children will expand their horizons.

During the project, we applied well-known methods and techniques of self-evaluation and follow up observation of our daily language and behaviors. We all accepted that gender equality would not

be achieved quickly if children continue to copy the gender norms taken from their environment and families.

You are reading the toolkit that presents 3 tools for kids of different ages. Those 3 particular tools are based on long discussions with educators from different kindergartens and day centers. For this reason, there are 3 activities that can be adapted and fitted for the particular age to try some out. Each activity has a general recommendation for the suitable age, however in the description you can find the add-ons recommended for different ages. So while implementing those tools in your kids groups, be creative and keep open doors to the improvisations that will always require explaining the world to the kids. There is no miracle recipe but play and follow your thoughts on details. It might be harder in the beginning but as soon as you discover that the world provides your kids much more opportunities to get rid of pink and blue cages. We invite you to take a tour and explore the process of assessment, daily self-observation and constant play without gender stereotypes.



METHODOLOGY

Methodology

This Gender Toolkit offers theoretical insights into the issues involved in combating gender stereotypes but also suggests practical activities to be carried out with children in three thematic areas (Art and Storytelling, Science and Technology, Time and Space) and according to age group. It draws on the experience of those who have contributed to building and enriching it who, in various capacities, work with children 0-11 (and beyond). Before using the proposed activities, it may be useful to reflect on one's own personal position with regard to the issues in question and then share the ideas that have emerged within the educational team. Tackling stereotypes calls for aspects, opinions and experiences that concern all people. The Glossary in this tool, for example, can serve as a reference for acquiring skills or exploring issues in greater depth. It is inspired by the European Institute for Gender Equality (EIGE)'s Glossary & Thesaurus (<https://eige.europa.eu/thesaurus/overview>). The bibliographies offer numerous suggestions for further study as well as operational tips on working with boys and girls. In fact, it is very useful to share reflections on gender, education and the prevention of stereotypes in working with children beforehand: planning together within

the working group facilitates comparison and enriches the experience of adults and supports a more effective spin-off when working with children. For this reason, it is advisable to first share any doubts within the working group and, where possible, to implement ongoing training in order to keep each professional's approach up to date. One area of particular relevance to gender education is language. Language defines concepts

and shapes identities and experiences. It represents each person's ability to communicate, has many forms and varies continuously in time and space. It defines and reinforces social reality, often reiterating reference models which, as far as written and oral language in neo-Latin languages such as Italian is concerned, are articulated in the two genders of male and female. A reflection on the use of words can help, for example, to avoid



the universal masculine, to explore new forms that include non-binary identities, to find forms of expression that do not reiterate stereotyped models, especially of gender. Inclusive language means not using words, phrases, images and tones that perpetrate gender stereotypes or discriminate against specific groups of people because of their sex, sexual orientation, gender identity, age, ethnicity, physical appearance, social status. Adults are of central importance in the education of children: parents, grandparents and other contextual adults are essential references. The intervention methodology promoted by BEE - Boosting Gender Equality in Education, in fact, is based on the promotion of inter-generational, inter-subjective and multi-professional social and educational networks on which wider processes of socio-cultural change can be built. Bringing together children, girls and adults, stimulating comparisons between different professionals and educational figures, enhancing the role of the family within child development are all aspects that are part of a broader methodological strategy based on comparison, interaction and mutual learning. It is important to make the most of the skills that each education professional has developed and it is also useful to network them with



those of other professionals working with children, involving families in a proactive and inclusive way. The activities and insights proposed in the Gender Toolkit aim to stimulate adults' reflection and participation so that they can relate to the target groups (0-3, 3-6, 6+) and support them in developing their emotional and cognitive skills in an age-appropriate way. The activities proposed to be carried out with boys and girls are designed according to age group and thematic focus. They contain the basic indications concerning the themes dealt with, the time needed to carry them out, the spaces and materials required, etc. Each sheet contains questions that are useful not only for carrying out the activities but also for guiding the discussion that may follow, especially for certain age groups. The aim is to activate a process of "debriefing" or guided reflection on the experience just lived. It serves to clarify and share both analytical and emotional-experiential points. In the active learning methodology it is an important tool and moment to reach a certain degree

of personal and shared awareness. The activities in the Gender Toolkit are potentially expandable and modifiable, but they are already comprehensive. However, each professional can adapt the activities to his or her own clientele - in consultation with the team during the planning and feedback phase - thus allowing any critical points or new stimuli to emerge. The activities are conceived as moments in which the adult suspends judgment and becomes an activator of experimentation, questioning and play on complex and particularly pregnant themes during the age of development. At the same time, however, it is a fixed point on which children can rely. Each sheet contains advices on how to carry out the activities and how to involve the target group. The adult supports and encourages children to learn, express themselves and explore their potential by creating an environment in which everyone can experience, explore and grow. The worksheets are presented heterogeneously and in accordance with the style of each country.



ART AND STORYTELLING 1



ACTIVITY SHEETS

I like it and I don't like



[ART AND STORYTELLING - 0-3 - ITALY]

THEMES

Gender stereotypes (in general). Gender stereotypes in childhood (in detail).

OBJECTIVE

To invite the children to tell what they like but above all what they do not like. To create a setting in which the child feels free to express him/herself. To respect the other through: taking turns to speak while respecting the other's time, promoting education in listening.

TOOLS AND MATERIALS

Thematic box containing 35 cards representing food, clothes, crafts, animals, etc. The images will be found in illustrated books, photographs, etc. The pictures will be found in picture books, photographs, etc. There will be several cards containing the same picture to give each child the same choice, and each child will be given a little bag/box to put the chosen picture in. Materials to be provided: box, glue, scissors, images from illustrated books, photographs, laminating machine, cardboard to stick the images to.

TIME

From 15 minutes to an hour, depending on the age group and time of year.

SPACE

Garden, soft corner and reading corner.

DESCRIPTION OF THE ACTIVITY

The activity is carried out in small groups (5/6 children).

FOR THE SMALL SECTION: the adult sets up the box in the soft corner/reading corner and invites the children to sit in a circle. A song will be sung (name of the child goes to the market/park with the bag/what he/she likes). The song will be modified according to the theme of the box and at the same time the cards will be shown. After a first moment of getting to know the activity, the children* will be invited to indicate what they like.

FOR THE MEDIUM-LARGE SECTION: the adult sets up the box in the reading corner, garden and invites the children to take their bags and sit in a circle. A song will be sung (name of child goes to the market/garden with the bag/what she likes). The song will be modified according to the theme of the box and at the same time the cards will be shown. After a first moment of getting to know the activity, the children* will be invited to indicate what they like and don't like. Each child will be invited in turn to choose what they like and dislike, sharing their choice with their classmates and putting the card in their bag/box.

USEFUL TIPS

Prepare all the materials before starting the activity, have a very clear time frame in mind and respect it, otherwise the activity may take longer than expected. Accept the suggestions of the boys and girls, suspending judgment. Share the activities with the families. Involve them, if possible, in its implementation. Involve colleagues - or the educational team - in the organization of the activities.

STRATEGIES FOR INVOLVING CHILDREN

Present the activity several times, respecting everyone's time; for medium to large groups, vary the images and stimulate verbalisation.



Alison's job

[ART AND STORYTELLING - 6-8 - LITHUANIA]



LEARNING OBJECTIVES

Encourage children to consider that both genders have equal rights to choose and practice a profession. Respect the aspirations of their peers even when they express a non-traditional preference. To make children aware that they could achieve the occupation of their choice even if it is not traditional. Empowering girls to assert themselves when they feel they have been wronged.

MATERIALS NEEDED

Scenario/story below the following guidelines.
Books Goodnight Stories for Rebel Girls or Goodnight Stories for Rebel Girls 2 by Francesca Cavallo and Elena Favilli, or stories on Amelia Earhart and Liliana Bland.

SUGGESTED STEP BY STEP PROCESS

1. Ask the children to listen carefully to the short story that will be read to them. They will be asked to give their opinion.
2. Read/ tell a story on Amelia Earhart or Liliana Bland to the kids, then share the following scenario: Kevin and Alison play together. Alison confides to Kevin that she would like to become an aviator when she grows up. Kevin replies: "Eh! a girl becoming an aviator?! There's no such thing as a female aviator".
3. Ask the children to share their feelings towards the story.
4. Ask the children:
 - Their opinion about Alison's choice. What could have made her want to do this job? Does she have the right to express this preference? In their opinion, are there many women aviators nowadays? Can they be as competent as their male colleagues?
 - How does Alison feel when Kevin makes fun of her choice? What can she say to Kevin?
 - Their opinion on Kevin's comment. What could he have said to Alison to show consideration and respect for her choice?

5. Ask the children to explain to their classmates what job they would like to do in the future and why they prefer it. Invite the children to give their opinion on the choice of their classmates.

6. Ask the children to explain to their classmates what job they would like to do in the future and why they prefer it. Invite the children to give their opinion on the choice of their classmates.

USEFUL TIPS

- Recommended for primary school pupils (age 6-8)
- Video for inspiration: <https://www.youtube.com/watch?v=qv8VZVP5csA>
Ugnegešė: firefighter: <https://www.youtube.com/watch?v=0fJGlfSM6-4>
Chirurgė: surgeon <https://www.youtube.com/watch?v=qlzupD14LTY>
Pilotė: pilot <https://www.youtube.com/watch?v=KFzf50uk3NM>
- You can also continue the activity by introducing the children to female aviators of the country, if possible have a study visit.
- Try using the gender sensitive language with the children before and after the activity, draw children's attention to that in a free play.



New flash

[ART AND STORYTELLING - 6-8 - CYPRUS]



AUTHORS

Elena Agrotou & Morphoula Christofi

AGE

Suitable for children over 6 years old

LEARNING TARGET

Awareness of stereotypes and why they exist. To deconstruct the initial image.

MATERIAL

Newspaper clippings; Figures of boys and girls.

TIME

40 minutes

SUGGESTED SPACE

Classroom

DESCRIPTION STEP BY STEP

STARTING POINT: Give each child one boy and one girl figure. Ask the children to pick up the figure they think can make the statements below.

READ THE STATEMENTS BELOW ONE BY ONE:

- Dances ballet
- Plays football, really well
- Dresses well
- Prepares breakfast
- Runs fast
- Knows how to wrestle
- Defends other children
- Is not easily scared

- Gets into fights
- Prefers karate
- Loves books
- Prefers the color pink
- Has tidy notebooks

Record the number of answers for each statement. Then, write on a newspaper clipping the NEWS FLASH of the day, choosing the 3-4 most prevalent answers, e.g., girls dance ballet.

Questions after the starting point:

- Was it easy to select whether it was a boy or a girl?
- How do you feel about the results we arrived at?
- What does a person need to dance? (Body, music, fun).
- Do you think these results are valid? Are they real?

Present the class with alternative examples, e.g., male dancers, women doing karate.

CLOSURE

Present on the newspapers the news that was recorded before and invite the children, if they disagree with it, to tear up the newspaper and rewrite the correct statement, on another newspaper. This will constitute the NEW NEWS.

USEFUL TIPS

Alternative starting point: a) Give the children cut out pictures, without faces, and ask them to guess the gender. The gender will appear afterwards.

Alternative starting point: b) ask the children to act out the activity of the statements, as shown above. The other children respond by raising their cards as above.



Words are not neutral



[ART AND STORYTELLING - 10-12 - ROMANIA]

DURATION

30 minutes

INTRODUCTION

Together with the children, discuss how certain professions are considered to be specific to women, while other specific to men, how in time this has led to inequality of payment between men and women, but that things are evolving, and we sometimes cannot find the right words to describe the changes. The aim is to find out what they think.

LEARNING OBJECTIVES

- Become aware of how society places the different occupations of men and women into different categories, analyze the consequences and think about alternatives.
- Become aware of how words influence our thinking about what men/women can do.
- Get used to using new word inflections of certain words that are normally only used in their feminine or masculine form.

STEP BY STEP DESCRIPTION

DIVIDE THE CLASS INTO TWO TEAMS.

Team no. 1: On the left side of the blackboard, make a list of 10-15 occupations and write next to them whether they are considered to be specific for women, men, or neutral (W, M, N).

Team no. 2: For each occupation, vote whether they think it is a production activity (manufacturing products, goods, services) / a reproductive one (activity such as caring for children, elderly people, domestic chores) and whether it is remunerated or not.

YOU CAN ROTATE CHILDREN INTO TEAMS 1 AND 2.

After gathering about 10 - 15 occupations, discuss with the class whether things can be different. Can

women be plumbers? What should we call them? Can women be soldiers/commanders/pilots? Can a man be a cleaning lady? What should we call him? We can give the example of the word air hostess which was used for a long time in the feminine, until men started working in the field and the term was updated to flight attendant.

DISCUSSION

WHAT CONCLUSIONS CAN WE DRAW?

The world is continuously changing, and we are an active part of the change. We can decide how things will change.

EXPECTED RESULTS

New words proposed by the pupils. We can write these down on a poster placed at the front of the classroom.



Families: let's get to know them in their differences



[ART AND STORYTELLING - 0-3 - 6-8 - 8-13 - ITALY]

THEMES

Stereotypes and family in general; Division of workload in the family and family patterns in particular.

OBJECTIVE(S)

Deconstruct stereotypes related to family structure and the attribution of roles and tasks in relation to gender. Promote awareness of the existence of different family models. To educate about differences.

TOOLS AND MATERIALS

Picture books - always

FIRST MEETING: poster board, colored markers, tape.

SECOND MEETING: A3 sheets, drawing paper, colored pencils, markers, tempera and watercolor, colored chalks, glue sticks and vinyl glue, scissors, adhesive tape, collage materials: newspapers and magazines, photocopies of illustrations from books, stationery.

THIRD MEETING: recycled materials of different shapes, sizes and structure, cardboard, cardboard, colored wires and wool, plywood panels or faesite.

TEMPO

FIRST PHASE: 20/30 minutes in kindergarten and 30 to 45 minutes in elementary school.

SECOND PHASE: 30/45 minutes in class for the preparation of the collage and one hour (also in the following days) for the setting up of the exhibition and guided discussion.

THIRD PHASE: one month with in-school reading sessions of 30/40 minutes of a book per week and with subsequent guided discussion of 30 minutes each.

SPACE

Classroom.

ACTIVITY DESCRIPTION

FIRST PHASE: THE FAMILY IS...

This first activity is aimed at bringing out knowledge and opinions on the topic of the family by analyzing each person's imagination.

1. Prior to the activity, you can read to the children G. Meyer, Adele e gli altri. Un libro sulla sua famiglia e molto altro ancora, RAUM Italic, 2019 or a picture book of your choice from the ones listed in the bibliography (see step three), to facilitate subsequent discussion. This is especially appropriate for younger age groups to help girls and boys focus on the topic.
2. Ask children: What is family to you? Who is part of your family?

The activity is carried out in circle time and the "word cloud" can be used for ages 6-8 and 8-13.

Encourage dialogue and comparison between different family models, trying to give voice to everyone.

SECOND PHASE: The exhibition of families in collage.

1. Again, to introduce the activity, you can read to the children Isol, Segreto di famiglia, Logos Edizioni 2014, or another illustrated book of your choice from those listed in the bibliography (see phase three).

2. The teacher provides the class with a variety of images including animals; people of different genders, ages, ethnicities; depictions of actions; objects; etc., making sure to offer alternative images to stereotypical ones. It is important to add photocopied images from illustrated books to the images collected from newspapers and magazines, which offer a broader view of families. The work of selecting the images should be done in class, favoring (especially for the younger children) the small group dimension with extended time.
2. Ask the children to compose a collage with the available



images that represents their idea of family. This type of activity works on a cognitive-conceptual level with respect to the concept of family. The collage can be completed at home.

Next, the teacher will ask the boys and girls to create a multi-material collage on the theme of families. In this case, the teacher will provide various recycled materials (e.g. sponge, sandpaper, Styrofoam, wood, tin foil, fabric, tulle, etc.) to be individually glued onto panels, taking care to choose materials that can offer different visual, chromatic and tactile stimuli. This type of collage is aimed at bringing out more emotional, abstract, metaphorical aspects and can stimulate in boys and girls the ability to narrate a series of sensations experienced next to a loved one (for example, the roughness of the sponge can remind them of their grandmother's hand working the vegetable garden), thus using other ways of telling relationships.

3. Once completed, set up an exhibit in the classroom with all of the "collaged families" and allow time for the children to see and observe the different works hanging.

4. Set up a guided discussion in which the following questions can be proposed:

- Who is in the collage?
- How many are there?
- What are they doing?
- Where are they? (what spaces: are they inside, outside, in what room...)
- Which characters are close to each other?
- Which characters are far from each other?

For boys and girls in the 3-6 age group, the most appropriate questions to stimulate conversation are:

- Who is a person you are comfortable with?
- What do you do when you are together?

THIRD PHASE: Read the different families

The teacher will facilitate reading aloud to the class one book per week for one month.

SUGGESTED BOOKS FOR THIS ACTIVITY ARE:

- K. Verplancke, Papà cuoredimela, Fatatrac 2019
- K. Banks, B. Tomek, Arriva la mamma, EDT- Giralangolo 2016
- T. Vanderheyden, Il libro delle famiglie speciali, Clavis, 2018
- C. Ponti, Catalogo dei genitori per i bambini che vogliono cambiarli, Babablibri, 2009
- A. Browne, Il maialibro, Kalandraka, 2013
- A. Maxeiner, In famiglia! Tutto sul figlio della nuova

compagna del fratello della ex-moglie del padre... e altri parenti, Settenove 2018

■ S. Vegna, A. Tolke, Il bosco in casa, Settenove, 2019

Each reading will be followed by a guided conversation in which the following prompting questions can be suggested:

- Where does a family live?
- Where do you like to be when you are at home?
- What are the sounds that make you feel at home?
- What do you eat at your house?
- What do you eat on your birthday?
- Describe the people in your family through their favorite dish.
- What things do you and your family members like?
- Which ones do you not like? (likes, interests, reading, movies, clothing...)
- What do you like to do together? (activities, sports, outings...)
- How are you similar? How are you different?
- What is the best emotion you experience together?

USEFUL ADVICES

Talking about the family can be difficult for some children or in particular moments of life (bereavement of a family member, children living in a family community, situations of domestic violence, etc.). Pay particular attention if there are children in the class who are in these situations and, if so, modulate the activities at different stages or select the stimulus questions according to their particular needs and sensitivities. Ensure a more private and protected space when needed or for those children who request it. Accommodate children's suggestions by suspending judgment.

STRATEGIES FOR INVOLVING CHILDREN

In order for the group to better understand how stereotypical narratives, linked to a single, traditional vision of the family and family roles, are present, it can be useful to focus on the differences that each student experiences personally (ethnicity and cultural background, age, gender of the family members, sexual orientation, etc.) and to value them. To avoid the split between tradition and what is not definable as such in the stereotypical view of the family, it is always important to bring the activity back to the theme of emotional ties, of people with whom we do many activities together and who make us feel good, that is, to bring the different forms back to the substance.

NOTE:

This activity sheet can be considered within a learning unit on the themes of families/identity/relationships and can be developed throughout the school year.

SCIENCE AND TECHNOLOGY



ACTIVITY SHEET



Colours in nature



[SCIENCE AND TECHNOLOGY - 0-3 - 3-6 - ITALY]

THEMES

Scientific, divergent and creative thinking.
Gender stereotypes 0-6.

OBJECTIVE

To observe the transformation of natural material and to encourage its use in a creative and unconventional way. Recognition and categorisation of natural material.

TOOLS AND MATERIALS

Natural materials such as soil, flowers, grass, leaves, herbs, fruit, berries, etc.

TIME

The experience is divided into three phases, each one involving different times: collection, transformation of the material and finally use.

SPACE

The garden and/or vegetable garden and the indoor space (section and workshop).

DESCRIPTION OF ACTIVITY

Identification and collection of natural materials with the children. Processing of the material: color is obtained from what has been collected using various techniques (squeezing, mixing with water, etc.). Proposed workshops: painting, manipulation and various experiments.

USEFUL TIPS

Think in advance about what to collect. Rehearse the experiments you want to propose. Find and organize the necessary tools (baskets, strainers, spoons, etc.). Organize the experience in the transformation phase for a small group (4/5 children maximum). For the pre-school: work in groups (3, 4 and 5 years old). The phases of the experience, as well as the tools, are calibrated according to age. Recommend a relevant bibliography.

STRATEGIES FOR INVOLVING CHILDREN

The experience is proposed respecting everyone's time and manner. The adult stimulates curiosity through verbalisation, creating a stimulating expectation.



Cipollino plait



[SCIENCE AND TECHNOLOGY - 3-6 - LITHUANIA]

DURATION

Up to 1 week

LEARNING OBJECTIVES

- To observe gender stereotypes related to appearance
- To encourage children to move away from stereotypical attitudes and judgements based on gender stereotypes

MATERIALS NEEDED

The "Adventures of Chipolino" by Gianni Rodari.

GROWING AN ONION

Onions (depending on the number of children), glasses/jars (depending on the number of children, water.

For measuring the "plaits" of an onion: rulers; sheet of paper, pencils.

Onion for combing: scissors, rubber bands for braiding, etc.

For dressing the onion: several tubes of glue, sheets of paper, pencils, felt-tip pens, clothes-shaped stickers.

SUGGESTED STEP BY STEP PROCESS

- Invite the children to read the story "The Adventures of Chipolin" and grow their own onion.
- Encourage the children to grow their own Cipollino (female) or Chipolino (male). Fill jars with water and dip an onion.
- Invite the children to draw their onion, its hairstyle and give it a name.
- While the onion's "plaits" are growing, dress the onions (decorate the onion pots/jars). Don't forget to write down the name given to the child's onion.
- As the leaves of the onion grow, measure them and no later than 5 days later open the "hair salon".
- Measure the final length of the onion leaves and invite the children to brush the onions "hair" (cutting, braiding, etc.).

- Observe the choices children made, are they related to stereotypes towards appearance (for example, women - long hair, men - short hair), discuss that.

USEFUL TIPS

- Recommended for kindergarten and pre-school children (ages 3-6)
- To draw children's attention to the fact that girls can have short hair and boys can have long hair.
- Draw children's attention to the fact that we some times categorize people according to their appearance, deciding that one or the other is suitable or acceptable for them. Encourage children to question stereotypes (e.g. that an onion with long hair, or hair tied up in a ponytail, can only be a girl, or that an onion wearing blue shorts can only be a boy)
- Observe the growth process of the leaves, measure the length of the hairs and mark on a piece of paper. Preschool children can try to take and record the measurements themselves.
- Observe the process of leaf growth and discuss with the children "where does the water go?", why does an onion in the shade (not on the windowsill) grow differently?



Do professions have gender?



[SCIENCE AND TECHNOLOGY - 6-8 - CYPRUS]

AUTHORS

Elena Agrotou & Hara Petridou

AGE

Age over 6 years old

SUBJECT FIELD

Science and technology / Occupational gender segregation

LEARNING TARGET

- To identify how gender stereotypes are manifested in various professions.
- To encourage children to recognise different cases of gender discrimination based on profession.
- To explore gender stereotypes in relation to professions and challenge occupational gender segregation.

MATERIAL

Profession cards, see step 1

TIME

1 hour (divided into 30 minute-sessions for younger children)

SUGGESTED SPACE

Classroom

DESCRIPTION STEP BY STEP

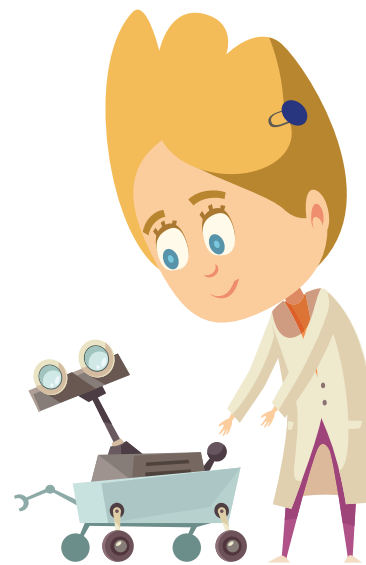
STARTING POINT: Each child is given a card indicating one of the following professions: kindergarten teacher, pilot, agronomist, chef, and architect. They are also given a human figure on which they are asked to draw features to make it look like any person. The drawings are shown to the entire group. Each child justifies their choice of features. Present pictures/examples of the professions used in the starting point and discuss the reasons that led

the children to choose particular characteristics, so that gender stereotypes of occupational segregation may be recognised and challenged.

Each child stands in front of the entire class and selects a card depicting on one side a boy or a girl and on the other side their interests in a bubble (e.g., "I am George. I like to see dance performances with my parents. I feel happy when I participate in such dance performances too"). The other children in the class suggest professions that would be suitable for the child in the picture based on his/her interests and justify their suggestions. Repeat the same activity, but this time each child who stands in front of the class is given a card-mirror depicting themselves. The child introduces himself or herself to the other children, saying his/her name and interests. The other children suggest and justify professions.

USEFUL TIPS

ASSESSMENT: Repeat the first activity, this time with the following professions: archaeologist, astronaut, police officer, painter, taxi driver. The children are expected to draw features for the profession on their figures, free of gender stereotypes.



Women in sports



[SCIENCE AND TECHNOLOGY - 6-8 - ROMANIA]

DURATION

One teaching unit

INTRODUCTION

The history of women's discrimination can be traced by looking back at how they were not involved in sports competitions.

LEARNING OBJECTIVES

- Become aware that women can take part in all types of sports competitions, as they have all the necessary physical and psychological abilities to practice sports. Not deny that mainly men have more physical strength, which is why often mixed competitions can be considered unequal.
- Identify concrete situations in which women are/were discriminated in sports competitions.
- Realize from experience that boys and girls can practice the same sports.

NECESSARY MATERIALS AND PREPARATION

- Start by reading a newspaper article (the first woman who climbed the Matterhorn): <https://www.swissinfo.ch/eng/150-years-ago-the-first-woman-conquered-the-matterhorn/46804074>
- Organize a mixed Skanderbeg competition in the classroom or a climbing one, if possible in your classroom, or any other sports activity to show that girls have the necessary qualities to practice a certain sports, and that they can win over boys in certain sports.

STEP BY STEP DESCRIPTION - SUGGESTION

- Put together a multidisciplinary project, combining sports, the children's mother tongue, civic education.

- Talk about the newspaper article in the mother tongue class, debate the additional challenges faced by a woman who tried to undertake a sports activity mostly specific for men (see lack of training spaces, all kinds of prejudice, difficult clothing items, such as a skirt).
- In the sports class, practice the previously discussed elements (everyone goes climbing, boys put on skirts over their equipment to notice the difference, as do girls).

DISCUSSIONS/GUIDING QUESTIONS

- Why would it have been more difficult if you would have been a woman at that time?
- What sport do you find unjust to girls?
- What do you think about girls who play football on breaks?
- What feminine qualities give girls' the upper hand over boys (and the other way around)?
- What was the participation in the last Olympics like, broken down by sex? What do you think about this?
- What should be done at a global level for a more balanced representation of women in sports?

EXPECTED RESULTS

- Children become aware that people are all born equal and should have equal rights in all fields.
- Foster respect for the women who had the courage to break unjust rules ("beneficial disobedience").
- Encourage girls to practice their sports passions and become aware of their physical potential.
- Encourage mixed play during the break and collaboration between boys and girls in the classroom.



I like and I am good at doing...



[SCIENCE AND TECHNOLOGY - 6-8 - ROMANIA]

DURATION

60 minutes

INTRODUCTION

In science and technology, we often have to talk about men's great scientific discoveries. This is not out of the ordinary if we look back in history when men were the only ones who had access to education, while women's role was reduced to looking after the family and the household. Only rich girls were allowed to develop their talents and skills, while poorer ones were strictly educated to be mothers and wives and had to listen to male relatives.

We can find models, laws, and useful tools in this sense in the contemporary world, so as to make sure that this gender discrepancy disappears from our days. The topic of jobs is very much appreciated by children, especially thanks to its instrumental-practical side, and schools play a crucial role in strengthening and cultivating non-discriminatory behaviours and fostering children's talents.

LEARNING OBJECTIVES

- Name the domestic activities described in the pictures
- Explore real tools used in various activities
- List why each domestic activity or job is important
- Actively engage in self- and inter-discovery activities

NECESSARY MATERIALS AND PREPARATION

- Cards with pictures of known domestic activities and tools used to perform these
- Videos of household daily activities
- Hammer, screwdriver, screws, wooden plate, clothes, detergent, fruits for fruit salad, whisk, various recipients, ingredients

STEP BY STEP DESCRIPTION - SUGGESTION

Have a talk about domestic activities a family may undertake. Show videos of familiar domestic activities. Name and explore the tools used for each activity.

The practical activities will be conducted as working stations, as follows:

- A)** Mending and fixing station
- B)** Laundry station
- C)** Cooking station
- D)** Job and tool sorting station

Divide the children into groups; they will take turns to spend 10 minutes per station. At the end of the activity, ask them to share their thoughts on the activities.

As homework, they will prepare a video capturing how they took part in family activities. A suggestion to present the project is by using the ChaterPix app or any other agreed way (pictures, drawings, etc.).

DISCUSSIONS/GUIDING QUESTIONS

- What did you do yesterday?
- What did you and your parents do?
- What other chores did you see your parents and your younger/older brothers do?
- How did you get involved in the smooth unfolding of your family chores?
- Which one of the discussed activities would you like or would fit you?
- Which activity does not fit you?

EXPECTED RESULTS

- Children will understand the role of each family member in the smooth unfolding of domestic chores.
- Children can identify their talents and overcome possible prejudice about how chores should be divided by gender.
- Children understand that cooperation and collaboration can be the foundation for harmonious relations with the people close to them.



Ice cream, how exciting!



[SCIENCE AND TECHNOLOGY - 3-6 - 6-11 - ITALY]

THEMES

Emotionality education; Emotions and gender; Introduction to the observational scientific method.

OBJECTIVE (S)

Recognition of one's own emotions.

TOOLS AND MATERIALS

A5 or A4 cardboard with a pre-designed ice cream cone, colored markers, poster board.

TIME

One hour for the first meeting. All weeks thereafter: 25 minutes on Monday, 25 minutes on Wednesday, 25 minutes on Friday.

SPACE

Classroom.

DESCRIPTION OF ACTIVITY

The activity has the function of allowing children to carry out a self-observation and to graphically represent the emotions they feel, learning to recognize them, name them and understand how much space they occupy inside themselves at a given moment. The observation is systematic, involves a dedicated space, defined in advance, always the same, and is reported by the child on a standard-sized sheet of paper (A5 or A4) on which an ice-cream cone has been photocopied.

1. Before starting the work in class, establish which classification of emotions you want to adopt. There are several models, all of which are valid, that the teacher can evaluate based on the needs. One of the models you can refer to is the one developed by Ekman and Friesen (happiness, surprise, anger, disgust, fear, sadness).

2. Ask children if they can tell the difference between an emotion and a feeling. Try to define it together, making the class focus on the difference in duration

in time (an emotion has a limited duration, a feeling is more stable in time).

3. Name the emotions in the model you have chosen and ask the class to mime the face corresponding to each of the emotions.

4. Together with the class, choose a color for each emotion, reporting it on a poster board to hang in the classroom, thus establishing a colorimetric map.

At an early age and with classes that have not yet developed reading skills, associate the colors with pictures that represent the corresponding emotions, with faces or photographs for reference.

Don't predefine what color an emotion should be, but open a discussion in class, to choose it together.

5. Distribute a sheet of paper with the cone drawn on it to each person and ask them to draw on the paper the emotions they are feeling at that moment as if they were many scoops of ice cream. Specify that they don't need to have all of them, just the ones they are feeling. Emphasize also that each emotion is complex and can be felt in many shades, which also take different names: they can be expressed through the shades of the same color.

The size of each ball must be proportional to the emotion felt: the larger the ball, the greater the emotion at that moment.

6. Give each person 10 minutes to complete their drawing.

7. Ask each child to show his or her drawing and, after the first time, compare ice creams from different days to see how emotions change.

8. Do a return together, guided by the following questions:

- Who would like to talk about the ice cream they made up today?
- How do you feel today?
- Do the emotions of this ice cream remind you of any of the characters we met in the stories we read together?
- This is your biggest scoop of ice cream. Will you share what made you feel this emotion?
- Have any emotions changed since your last ice cream scoop? Why?
- How do you express these emotions when you feel them?



9. Keep the drawings, pinning the name of each child and child who made them, so they can be compared. Explain to the class that observation of a phenomenon is based on repeated measurement of what is happening, using standard instruments. In this case, each and every one of them is doing a self-observation of how they feel, because emotions change and each and every one of us can feel many different ones.

USEFUL TIPS

The activity is a process of self-observation in which each child learns to decode what they are feeling and reflect on their emotions. The process is not always easy, nor is it obvious, and it can take quite a long time to allow everyone to feel and feel more deeply. For those who accompany children in these activities, it is indispensable to work from themselves and their emotions. The theme of emotions is dense and complex, and cannot be reduced to a schema, which risks simplifying the expression of the emotion itself and the experience of children. It is for this reason that it is very important to leave free space for the class to associate emotion and color, avoiding stereotypes with respect to emotions: for some classes anger can be yellow, for others blue, for others red. Don't decide a priori, but choose together with the class! Put the light on the fact that the same emotion can have different intensities: in the case of anger, for example, I can feel annoyance, frustration, anger, rage or fury. In addition, it is important for educators and teachers to observe the emotional jellies drawn by the class, noting what happens, what emotions are expressed. Often, gender socialization limits girls and boys in the expression of some emotions (e.g. boys can express anger more freely than girls, girls are legitimized in the expression of fear more than boys): this activity allows each and every one to draw all the emotions, reappropriating them. The educational coherence of the staff that adopts the activity is very important: it is necessary to allow people to freely express their emotions not only during the activity, but in general, in order not to provide ambiguous educational messages.

A suggestion for the educating staff is to record on the observation grid the emotions of the girls and boys in relation to gender, then use the charts to discuss the class once a month. Integrate the discussion starting from the table with questions about specific situations that you feel are important

to monitor (for example: although Luca appears sad in class, he hardly legitimates the sadness he feels, in fact his ice cream is almost never present. Or: Caterina doesn't give space to her anger, her ice cream is always full of happiness...). Other possible questions for the educating group: is there any individual situation that the emotional ice cream allows to emerge? The objective of the discussion meeting is to understand how the work of decoding and legitimizing the emotions that are felt is going. The purpose of the activities is to allow girls and boys to feel all emotions, regardless of gender.

NOTES

The activity was developed from a stimulus found on Instagram, from the profile @ta-maragarevic and later deepening with the working group the cue.



| | WEEK 1 | WEEK 2 | WEEK 3 | WEEK 4 |
|---|--------|--------|--------|--------|
| WHAT EMOTIONS ARE EXPRESSED MOST BY THE GROUP? | | | | |
| WHAT EMOTIONS ARE MOST EXPRESSED BY GIRLS? | | | | |
| WHAT EMOTIONS ARE MOST EXPRESSED BY BOYS? | | | | |
| WHAT EMOTIONS ARE LEAST EXPRESSED BY GIRLS? | | | | |
| WHAT EMOTIONS ARE LEAST EXPRESSED BY BOYS? | | | | |

The activity also works on the scientific method, with a data collection approach and the systematization of observations, repeated over time.



TIME AND SPACE 1

SPACE



ACTIVITY SHEET

Io faccio, io farò



[TIME AND SPACE - 0-3 - ITALY]

THEMES

Gender stereotypes in childhood.

SPAZIO

Reading corner

OBJECTIVE

To present professions and sports activities, attributing them indiscriminately to the two genders. The images aim to present a world where choices and passions are all accessible without limits due to gender differences.

DESCRIPTION OF ACTIVITY

Reading

USEFUL TIPS

Leave the books/pictures available for the children to pick up on their own.

TOOLS AND MATERIALS

Construction of books with images that focus on the representation of gender roles. The educators construct a book with images that present a plurality of professional opportunities, e.g. policewoman, teacher, astronaut, scientist, ecological operator, footballer, fireman, images of real people found on the web. The choice of images must be able to represent with richness and plurality the various options of possible roles in everyday life. E.g.: image of R. Bolle (dancer) and M. Hack (scientist).

STRATEGIES FOR INVOLVING CHILDREN

The educator starts by leafing through the book, stimulating their interest. e.g. ask: what would you like to do with these activities?

TIME

Variable according to the interest of the boys and girls



We work together / using our hands

[TIME AND SPACE - 3-6 - CYPRUS]

AUTHORS

Aliki Zachariadou & Elena Michailidi

SUBJECT FIELD

Time and space / Home / Gender stereotypes

LEARNING TARGET

1. Awareness of gender stereotypes
2. To make children understand that chores and responsibilities at home are gender-neutral

MATERIAL

- Mop
- Broom
- Steam iron
- Tools
- Shovel
- Garbage bags
- Rags and dolls

TIME

45 minutes (may be divided in two 20-minute sessions)

SUGGESTED SPACE

Classroom / any space with chairs

DESCRIPTION STEP BY STEP

- Divide the children into groups (mixed genders).
- Place 3 items in front of each group, different from each other.
- Let the children examine them freely.



- Ask the children "who does this chore at home?" and point a certain item. (Or if you feel comfortable discussing their personal experiences, ask "at your home, who does this chore?").
- It is expected that children will divide chores into "male" and "female", as we stereotype them in our minds.
- Return to the entire group.
- Ask each group separately to choose a chore and represent it, acting out with the items they hold.
- The other children will watch and try to guess the chore and who does it at a certain home.

DISCUSS

- Why does daddy or mummy do this job / why can't (the opposite gender) do it?
- What do we need to sweep? Leading the discussion to the fact that anyone can do anything.
- At the end ask the children to act out the activities with music!
- Each time you stop the music give instructions for a different activity, e.g. now we are sweeping, now we are changing our baby's diaper, now we are hammering nails into the wall and so on.

USEFUL TIPS

- It is important to have a clear time frame in mind and stick to it to complete the exercise.
- The material may be brought in by the children themselves from home, ask each child for one item the day before to get them involved in the process. You may incorporate this activity into the prescribed curriculum, e.g., hygiene, body or family.



Who is doing what?



[TIME AND SPACE - 3-6 - 6-8 - LITHUANIA]

DURATION

35 minutes

LEARNING OBJECTIVES

- Encourage children to see both genders as having the capacity to be actively involved in all aspects of family life (interchangeability of roles).
- Encourage children to consider that there are different ways of sharing tasks within a family (interchangeability of roles).
- Encouraging children to reject stereotypical attitudes and judgements based on gender stereotypes.

MATERIALS NEEDED

The drawing of the house (to be reproduced in as many copies as there are children in the group - A3 size), tubes of glue, scissors, sheets of paper (>80 gsm), pencils, felt-tip pens.

SUGGESTED STEP BY STEP PROCESS

1. Invite the children to share how they start/end they day. Guide the discussion towards who does what at their home. *Note, keep in mind, that some children might be living only with the mother and other siblings or with grandparents.*
2. Hand out the drawings of the house for each child. Talk about the different rooms in the house, remind them of what they shared previously. *Note, children aged 5-8 can be encouraged to draw their own template.*
3. Hand out the sheets of paper for the kids and encourage them to prepare the stickers. Let them draw up to 5 activities representing characters (a man or a woman for each activity) in the different rooms of the house. *Note, for the kids age 3-5 hand out pre parade stickers.*
4. Invite children to place the stickers representing characters (a man or a woman for each activity) in the different rooms of the house.
5. When the children have finished, display their houses on the board.
6. Choose a few houses (preferably those with non-traditional elements in the sharing of domestic tasks) and ask their authors to present them to the class.

7. Ask the children:

- Who usually does the housework at home?
- Can dads/grandfathers/brothers do the cleaning too?
- Do you help your parents with the cleaning?
- Are boys and girls able to do the cleaning?
- Who usually does the laundry at home?
- Do you know any dads/grandfathers/brothers who do the laundry?
- Do you think dads, grandfathers/brothers can do it?
- Why are some dads/grandfathers/brothers unwilling or unable to do it?
- Who usually uses the tools at home (saw, hammer, etc.)?
- Can mums/grandmothers/sisters also do DIY?
- Do you think that mothers/grandmothers/sisters know how to use tools?
- Why can't or won't some mothers/grandmothers/sisters use them?
- Do you think it is safer to make dinner than to use a saw? Why is this?
- Who prepares the meal most often at home?
- Do you think dads/grandfathers/brothers can cook?
- Who relaxes most often by watching TV or reading the newspaper?
- Why do you think that is?
- What does the other parent do during this time?

8. End the activity by pointing out that mums/grandmothers/sisters and dads/grandfathers/brothers are able to help each other at home, whether it's cleaning, cooking, gardening or tinkering or gardening. Let the children, who drew non-traditional elements in the sharing of domestic tasks, their story. Discuss with the children about the time needed for the cores to be done. Ask them to share what they like to do in their free time. Discuss who has free time according to their drawings. *Note, recommended for children age 5-8.*

USEFUL TIPS

Recommended for the kindergarten and early primary school pupils (age 3-8).



What languages for history?



[TIME AND SPACE - 8-11 - ITALY]

THEMES

Gender stereotypes in the study of disciplines.
Universal masculinity in the construction of history.
Neutrality of knowledge.

OBJECTIVE(S)

To reveal that behind the neutrality with which history is taught is a point of view that discriminates against women and disempowered individuals. To reflect on the implications of sexist language in the construction of knowledge.

TOOLS AND MATERIALS

Textbooks, Historical sources or interpretations of them taken from school texts (e.g.: M. Bona, F. Gillone, Schede di lavoro storico 1, La Nuova Italia, 1987). A4 paper, pencils, colored pencils, markers, erasers, posters.

TIME

The three-year period to deal with the various themes of historical time. One year to deal with the various themes of historical time, each time.

SPACES

In the classroom, in the library

ACTIVITY DESCRIPTION

The activity begins once the class comes into contact with written (textbooks, worksheets) and/or narrated (documentaries) material.

1. In the first meeting, reflection is initiated using a stimulus question such as:

Who are the people involved in the study of history? This approach is useful in the first phase of work, during which attention is paid to the complexity of the discipline and to all the people who contribute to the reconstruction of history.

2. Reflection on language is taken up at each moment when the sources present the protagonists and protagonists of prehistory.

Following the reading of the first excerpts of the text, the following questions are asked:

What people do the text present to us?

From what words do we understand it?

3. We collect all the words that refer to the characters present. The teacher collects on a poster all the words (nouns and adjectives) that refer to the characters presented and the actions they perform.

4. At this point the class is invited to look at the poster with the words collected.

5. You prompt the class to note what is missing: who are prehistoric societies composed of? Are there women and men? In your opinion, were the earliest prehistoric communities composed exclusively of men?

6. Different texts are then proposed in order to verify the presence of more subjects acting in the story and to exclude random errors in the presented text. The work can be done in plenary or in small groups, encouraging research and annotation of results.

7. Once the neutrality of the male universal in the presentation of the story has been confirmed, the class is asked to reflect on the reason for this choice. They also reflect on how the use of language conditions is thought of and how the absence of language means that some subjects cannot be thought of or imagined.

GUIDING QUESTIONS

How is history presented in the texts we have studied? Who are these texts telling us about?

As you read these sentences, what do you imagine? What scenes?

Can you imagine what the people not mentioned in the text (e.g., girls and boys) are doing? How do you know if what you are imagining was reality or is a fantasy?

Do you think it is important that when we tell the stories of humanity we talk about all the main

characters and make it clear through the words that there are both women and men? Why?

These prompts will accompany the class throughout the year and will also be extended to other disciplines and/or school moments.

USEFUL TIPS

Language contributes to the creation of stories and narratives that provide us with the imagery to which we refer when reading and interpreting the world around us. This is why it is an area in which many social norms, beliefs, stereotypes and discriminations are consolidated, which are often difficult to see and are deeply rooted in each and every one of us. In order to approach activities on language it is therefore necessary, first of all, to carry out an accurate and thorough work on oneself. This will help and avoid the risk of unintentionally reinforcing some stereotypes in the classroom. As far as the work on sources is concerned, in relation to Prehistory there are no written sources, but only interpretations that, for the most part, foresee the exclusive use of the universal masculine. An example is a text published by La Nuova Italia (reported in the materials of the card), in which it speaks only of hunters and painters in the case of cave paintings, thus invisibilizing women. To deepen the important role in the prehistoric age of the women, a suggested reading is M. Patou-Mathis, *La preistoria è donna*, Giunti, 2021 (especially in the part on the economic-social organization, from page 125 to 214). This book discusses women hunters and the evidence that has shown their involvement in an activity considered traditionally male. This will allow a connection with the picture of civilization of today realized in the activity Pictures of the present and the past, trying to delineate a picture also for the prehistoric period; in doing so, the methodology of problem posing will be used, showing how on many aspects scientific research still has an open debate. Therefore, starting from doubt as a criterion for approaching knowledge in a critical sense.

STRATEGIES FOR INVOLVING CHILDREN

Precisely because language is a terrain for imagining narratives and possibilities, there can be a great deal of resistance, both on the part of children and families.

For this reason, it is indispensable to involve the families, making them aware of the methods of work and building an educational alliance with them, so that the same attentions are encouraged in the home environment as well, to guarantee the acquisition of complete and correct knowledge. It may be important, in order to provide additional tools and points of view, to have in class the book E. Serafini, C. Di Paolo, *Preistoria. Altri sguardi, nuovi racconti*, Settenove, 2018, which brings out interesting perspectives and that children can consult, freely or with the accompaniment of the teacher at a dedicated time. Also from Settenove's *Storie nella storia* series, other periods can be explored with F. Minen, C. Di Paolo, *Le Civiltà dei Fiumi*, Settenove, 2019 and A. Chiaiese, C. Di Paolo, *Antichità greca e romana*, Settenove, 2021.



The time capsule

[TIME AND SPACE - 8-12 - ROMANIA]

DURATION

45 minutes

INTRODUCTION

Over time, the lives of men and women, boys and girls have changed. The last century has brought about huge changes. What does the present represent? How would we describe it to people living in the future?

LEARNING OBJECTIVES

- Acquiring new information about how women and men's lives have changed over the last century.
- Practice imagination regarding the changes to come in the future and capacity to analyze beneficial changes that they'd like to see happen.

NECESSARY MATERIALS AND PREPARATION

Printed pictures of men and women from the 1900s to our days and pictures of today's young people (including cars, planes/spaceships, computers, telephones), to be used as the starting point of an introductory talk about what life was like 100 years ago vs. now - What rights did women have, how did they spend their time? What did men do? What has changed? (For example, women can vote, go to high school/university, fly planes, men no longer duel, spend more time with their children.)

STEP BY STEP DESCRIPTION - SUGGESTION

The introductory talk is meant to show some major changes in the lives of people over the last 100 years. Ask children what they think the biggest changes have been or what the main advantages of the present are - overall but also specifically for women and men. The teacher can mention that people have started exploring outer space, traveling from one

corner of the earth to another within days rather than months, exploring previously unexplored areas; women have paid jobs and are no longer confined to the sphere of the home, housework is shared, etc. Then, put together mixed groups of 2 girls and 2 boys and ask them to draw the objects they would include in a time capsule to show the people from the future what 2022 girls and boys were like. The drawing must include both a girl and a boy and 3 objects for each of them. They can also use magazine cut-outs. At the end, hang the drawings in a gallery and talk about them.

Alternatively, the building of the time capsule could be given as individual homework and then discussed in class the following day. This would give children a chance to compare and contrast their own choices with the choices of others, and learn about diversity of views and experiences. After seeing their colleague's work, the teacher could ask whether they would change anything in their time capsule. This discussion would enable students to reflect on how they might change their mind under the influence of others, or how they can impact the views of others.

DISCUSSIONS/GUIDING QUESTIONS

Did you use similar or different objects for boys and girls? What are the main differences you've shown? What do you think the girls/boys of 2100 will be like?

EXPECTED RESULTS

Students realize that people have changed their way of living throughout history, and that men and women have had different roles and preoccupations. By imagining communication with people in the future, they will also understand their place in history and accept change as part of human evolution.

They learn that views on what is most important at a given time may vary from one person to another and to accept differences.

GLOSSARY

Glossary

MET AFFIRMATIVE ACTION

Measures aimed at a particular group and designed to eliminate and prevent discrimination or to compensate for disadvantages resulting from existing attitudes, behaviors, and structures. Affirmative or positive action means action designed to promote access by members of certain categories of people, in this particular case women, to the rights guaranteed to them to the same extent as members of other categories, in this particular case men. In some cases, the reason discrimination is found is because the same rule is applied to all and sundry, without taking into account the relevant differences that make the rule in itself unfair. To remedy and prevent this kind of situation, governments, employers and service providers must make sure to adjust their rules and practices to take such differences into account - that is, they must do something to adjust existing policies and measures. In the UN context, affirmative action is labeled as special measures, while the context of EU law refers to specific measures or affirmative action. By taking special measures, governments are able to ensure substantive equality, that is, the equal enjoyment of opportunities to access the benefits available in society, rather than just formal equality.

CAPACITY BUILDING

Capacity building is the development of individual people's skills and system change that enables transformational processes and effects in institutions.

COMING OUT

From English coming out of the closet means the process by which a person openly declares his or her sexual orientation and/or gender identity. It differs from so-called Outing, which corresponds, on the other hand, to deliberately making a person's sexual orientation or gender identity public in the absence of his or her consent.

DIRECT DISCRIMINATION

Direct discrimination occurs when a difference in treatment is directly and explicitly based on distinctions based solely on sex and characteristics of men or women, which cannot be objectively justified.

EQUAL TREATMENT

Ensure the absence of discrimination based on sex, directly or indirectly.

EQUALITY OF OPPORTUNITY

This concept indicates the absence of barriers to economic, political and social participation because of sex and gender and/or other characteristics.

Such barriers are often indirect, difficult to detect, caused and maintained by structural phenomena and social representations that have proven particularly resistant to change. Equal opportunity as one of the goals of gender equality is based on the logic that a whole range of strategies, actions and measures are needed to correct deep-seated and persistent inequalities.

GENDER

The concept of gender is much debated in its definition, which remains open-ended and changeable; in fact, there is no single theoretical corpus. Gender theory originated in the Anglo-Saxon cultural field in the 1970s and later spread to Italy under the name of gender studies. The central element of this theory, to which many scholars have contributed, is to consider biological sex separate from what is said about being a woman and being a man on the level of the given symbolic order, on the level of language. Beginning with a historical examination, gender means an analytical category of social and cultural relations based on sex, that is, what forms society has established to codify the sexes. Gender highlights that roles, behaviors, power hierarchies, and conceptions of masculinity and femininity are historically determined within a culture, vary over time and space, and are not natural and unchangeable. In this sense, "the term gender would first be employed by American feminists, in an effort to reiterate the fundamentally social quality of distinctions based on sex. The word served to denote a rejection of the biological determinism implicit in terms such as "sex" or "sexual difference." Gender also emphasized the relational aspect of normative definitions of femininity." [J. W. Scott, Gender, a useful category of historical analysis, Journal of Contemporary History, No. 4, 1987]. The Istanbul Convention defines gender as socially constructed roles, behaviors, activities and attributes that a given society considers



appropriate for women and men. According to the intersectional perspective, which was developed in the 1990s in the United States, relationships between men and women may also vary due to other factors, first of all sexuality, race, age, disability, etc.

Alongside this elaboration, it is important to mention the thought of sexual difference. A long debate from the 1980s to the present has articulated interrelated positions in the European context and in comparison with Anglo-Saxon feminisms. French philosopher Luce Irigaray in *Ethics of Sexual Difference* stated, "Sexual difference is what needs to be thought about in our time." For Irigaray, sexual difference is the strength of our society, which is made up of a multiplicity of differences: linguistic, religious, cultural, etc. All are based on sexual difference, the basic difference to be considered that is, in order then to be able to consider all the others, is the difference between man and woman. Sexual difference does not clearly separate gender from sexuality, starting from the impossibility of establishing clear boundaries between biological and psychic, discursive and social, and, in summary, biological/cultural. Irigaray's thought was developed in Italy with the elaborations of the Diotima Philosophical Community (*The Thought of Sexual Difference, Mettere al mondo il mondo...*) in close connection with the thought expressed by feminism, as a political movement of women that had and has at its core female freedom. The thought of sexual difference was born out of a felt need for women to freely seek expressions, political practices, and actions in fidelity to their own desire. Such thinking therefore arises unbalanced and asymmetrical because its root is to put women's authenticity into words, and this represents a real unforeseen in male culture.

GENDER BIAS

Biased actions or thoughts based on distorted perceptions of gender, which originate from gender stereotypes. Gender bias occurs when gender differences are not considered inclusively.

GENDER DISCRIMINATION

Gender discrimination is defined as: "any distinction exclusion or limitation based on sex,

which has the consequence, or the purpose, of impairing or destroying the recognition, enjoyment or exercise by women, whatever their marital status, of human rights and fundamental freedoms in the political, economic, social, cultural and civil spheres or in any other field, on the basis of equality between men and women." (United Nations, 1979. Convention on the Elimination of All Forms of Discrimination against Women. Article 1). Discrimination can result from either law (*de jure*) or practice (*de facto*). The CEDAW Convention recognizes and addresses both forms of discrimination, whether contained in law, policy, procedure or practice.

GENDER EDUCATION

The set of behaviors, actions, and attentions put in place on a daily basis, in a more or less intentional way, by those who have educational responsibilities (parents, teachers, etc...) regarding the gender experience, gender roles, and gender relations of /young people. The purpose is to educate the youth(s) about gender differences, mutual respect of peculiarities, and gender relations. Adequate gender education involves the adoption of pathways aimed at avoiding the crystallization in the minds of girls/young women and men of some dangerous stereotypes in society (gender asymmetries, symbolic legitimization of male sex domination over female sex, etc.) that unfortunately are still present, even in schools.

GENDER EXPRESSION

The set of behaviors, appearances, interests, and appearance of a person associated with gender in a particular socio-cultural context, referring to the categories of femininity or masculinity.

GENDER EQUALITY

This term refers to equal rights, responsibilities and opportunities between women and men, girls and boys. Equality does not mean that women and men are equal, but that the rights, responsibilities, and opportunities of women and men should not depend on whether they are male or female. Gender equality implies that the interests, needs and priorities of women and men are taken into account, recognizing the diversity of different

groups of women and men. Gender equality is not a women's issue, but concerns and fully involves all people. Gender equality is seen both as a human rights issue and as a precondition and indicator of sustainable people-centered development.

GENDER GAP

The gap in any sector between women and men in terms of levels of participation, access, rights, remuneration or benefits.

GENDER IDENTITY

The social identity of each person in relation to gender, deeply felt internally and individually, which may or may not correspond to the sex assigned at birth; includes personal perceptions of one's body and other expressions of gender, including ways of dressing and behaving. On the basis of gender identity, people can be defined as cisgender (a person whose gender identity matches that of the gender assigned at birth) or transgender (a person whose gender identity is different from the gender assigned at birth and who wishes to express his or her gender identity in a way that differs from the gender assigned at birth, including by resorting to intervention on his or her body).

GENDER INEQUALITY

Inequality of access to and control over the various material and non-material resources and goods of society. In all societies, the role of women is the inferior one in gender relations. There is still no country in the world where women have equal access to power and decision-making, and to decent, well-paid jobs. Gender mainstreaming The systematic consideration of differences between the conditions, situations and needs of women and men in all community policies and actions. Gender mainstreaming is the (re)organization, improvement, development and evaluation of policy processes so that a gender equality perspective is incorporated into all policies at all levels and at all stages, by actors normally involved in decision-making. Incorporating a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in all sectors and at all levels. It

is a way to make women's and men's concerns and experiences an integral dimension of the design, implementation, monitoring, and evaluation of policies and programs in all political, economic, and social spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.

GENDER NORM

Gender norms are ideas about how men and women should be and act, internalized and learned as rules, very early in life. Put differently, gender norms are the standards and expectations to which women and men generally conform, within a range of behaviors that is defined by a particular society, culture, and community at that time.

GENDER ROLE

A set of prescriptions for action and behavior, assigned to women and men and inculcated and maintained socially. Gender roles refer to the social and behavioral norms that, within a specific culture, are widely considered appropriate for individuals of a specific sex. These often determine the traditional responsibilities and tasks assigned to men, women, boys and girls. Gender roles are often conditioned by family structure, access to resources, the impacts of the global economy, the occurrence of conflicts or disasters, and other locally relevant factors, such as ecological conditions. Like gender itself, gender roles can evolve over time, particularly through the empowerment of women and the transformation of masculinities.

GENDER SEGREGATION

Gender segregation manifests itself in the different concentrations of women and men in the labor market, in public and political life, in unpaid domestic work and care work, and in areas of study and education by young women and men. It can be horizontal, with under- or over-representation of women or men in certain sectors and occupations, with no hierarchical ordering based on a status-related desirability criterion, or vertical, if there is a hierarchical ordering based on desirable attributes such as income, prestige, etc., which places men at the top and women in the rest of the pyramid.

GENDER SOCIALIZATION

Process of learning cultural behaviors associated with the concepts of femininity and masculinity and deemed appropriate in a given culture and historical moment.

GENDER STEREOTYPE

Rigidly pre constituted and generalized opinion ascribed to women and men by virtue of their gender and not acquired on the basis of direct experience. It is a cognitive core, which tends to establish itself as a socially accepted cognitive category used to describe people, social groups and situations and to interpret events and relationships.

It is closely related to prejudice, which belongs instead to the behavioral domain and discrimination. Gender stereotypes are preconceived ideas whereby males and females are arbitrarily assigned characteristics and roles determined and limited by their sex. Gender stereotypes can hinder the development of the natural talents and abilities of boys and girls, women and men, their educational and vocational experiences, and life opportunities in general. Stereotypes about women derive from and are the cause of deeply ingrained attitudes, values, norms and prejudices against women. They are used to justify and maintain men's historical power relations over women and sexist attitudes that hold back women's advancement.

GOOD PRACTICE

Any experience or initiative with techniques, methods, or approaches that produce effects and outcomes consistent with the definition of gender mainstreaming. They are considered effective in achieving gender mainstreaming as a transformative strategy, and therefore worthy of being disseminated and proposed to other organizational contexts. *See also gender mainstreaming.*

HATE SPEECH (SEXIST)

Communication with verbal and nonverbal elements aimed at expressing and spreading hatred and intolerance, or inciting prejudice and fear toward an individual or group of individuals who share characteristics such as, for example, gender, ethnicity, religious belief, disability, or other social or cultural affiliation. In the case of sexist hate speech, it is based on

gender affiliation, and is directed at women or non hegemonic masculinities.

HOMOBILESOTRANSFOBIA

Set of negative emotions, attitudes, and actions toward nonheterosexual and/or cisgender people based on stereotypes and prejudices legitimized by value systems and social norms. Affective and sexual orientation. Ability of each person to feel a deep emotional, affective and/or sexual attraction to persons belonging to a sex other than his or her own (heterosexuality), to his or her own sex (homosexuality) or to both sexes (bisexuality), as well as to develop intimate and sexual relationships with them. Asexuality, or the lack of sexual attraction to any sex and gender, or as the absence of interest or desire in sexual activity more generally, is sometimes identified as the fourth category. Affective and sexual orientation is based on several factors such as attraction, falling in love, sexual behavior, and self-definition.

INCLUSIVE LANGUAGE

Written and oral language that does not involve the use of words, phrases, images, and tones perpetrating gender stereotypes or discrimination against specific groups of people because of their sex, sexual orientation, gender identity, age, ethnicity, physical appearance, or social status. Language not only reflects the way we think, but also shapes the thinking of those who listen or read, and influences beliefs and behaviors. Gender-sensitive language refers to the use of written and spoken language so that women and men receive equal treatment and consideration. It requires avoiding speaking in generically masculine terms, excluding women, or reflecting stereotypical assumptions about gender roles.

INDIRECT DISCRIMINATION

Indirect discrimination occurs when an apparently neutral provision, criterion, or practice puts persons of one sex at a particular disadvantage compared to persons of the other sex, unless that provision, criterion, or practice is objectively justified by a legitimate purpose, and the means of achieving that purpose are appropriate and necessary. The concept focuses on the effect of a rule or practice and takes into account everyday social realities.



GLOSSARY

Indirect discrimination occurs when a law, policy or program does not appear to be discriminatory, but has a discriminatory effect when it is implemented. This can occur, for example, when women are disadvantaged relative to men with respect to the enjoyment of a particular opportunity or benefit because of pre-existing inequalities. The implementation of a gender-neutral law may leave the existing inequality in place, or exacerbate it.

See also affirmative action.

INTERSECTIONAL APPROACH

Method of social research in which gender, ethnicity, class, sexuality and other social differences are analyzed simultaneously.

See also multiple discrimination.

INTERSECTIONALITY

A term used to describe the overlapping of different social identities that simultaneously contribute to particular discrimination, oppression, or domination. According to this perspective, racism, sexism, ableism, homophobia, xenophobia, and all intolerance-based prejudices do not act independently, but are interconnected and create a system of oppression that reflects the intersection of multiple forms of discrimination.

MULTIPLE DISCRIMINATION

Comprehension of multiple factors of social vulnerability, because the person simultaneously belongs to several disadvantaged social groups and experiences several distinct forms of discrimination. Certain groups of women, because of the combination of their sex with other factors, such as race, color, language, religion, political or other opinion, national or social origin, association with a national minority, sexual orientation, property, birth, or other conditions, are more likely to be discriminated against.

OUTING

Disclosure by other people, against the will of the person concerned, of his or her sexual orientation and/or gender identity.

See also coming out.

PREJUDICE

It is a judgment that occurs prior to knowledge, thus in advance of factual assessment

and direct knowledge. It determines a hostile or favorable attitude, based on stereotyping: it is rigid, superficial and generalizing. It implies, moreover, a refusal to question its soundness and a continuous search to validate it through verifications. Unlike stereotype, which works on the cognitive core, prejudice works on attitude, that is, on the cognitive component (beliefs and knowledge), the affective component (the emotions that are aroused) and the behavioral component (the actions and behaviors that are enacted).

SEX

Sex refers to the biological characteristics that define individuals in the human species as female or male. These sets of biological characteristics are not always mutually exclusive, as there are individuals who possess both (intersex). Biological characteristics are caused by a complex interplay of genetic, anatomical, and hormonal factors, which combine to determine primary (gonads) and secondary (accessory reproductive organs and secondary extra-genital characters) sexual characteristics.

SEXISM

Set of behaviors, attitudes, attitudes that discriminate against people because of their sex and gender of belonging, based on gender stereotypes and prejudices. Sexism is related to power: men are power-holding subjects and routinely enjoy favorable treatment, while women represent subordinate or powerless subjects and are subjected to discrimination.

SEXUALITY

Fundamental aspect of women's and men's lives, expressed in different ways, behaviors and relationships throughout life. It includes sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy, and reproduction. Sexuality is experienced and expressed in thoughts, fantasies and desires, choices, beliefs, attitudes, values, behaviors, practices, roles and relationships. Sexuality is influenced by the interaction of biological, psychological, social, economic, political, ethical, legal, historical, religious and spiritual factors.

VIOLENCE AGAINST WOMEN

Set of actions, committed, intended or threatened, often repeated over time, that men

differing in age, social status, level of education, nationality, religion carry out against women, mainly their female partners, wives and ex-partners, within an intimate or family relationship. It is not only physical violence but also psychological harassment, economic blackmail, threats, sexual violence, and persecution carried out by a man against a woman as a woman. Sometimes it results in its most extreme form, femicide. This is a widespread violence worldwide, linked to the structural social, economic and power disparity between men and women.

WOMEN'S EMPOWERMENT

Empowerment of women and girls is about gaining power and control over their lives. It involves raising awareness, building self-confidence, expanding choices, increasing access to and control over resources, and taking action to transform structures and institutions that reinforce and perpetuate discrimination and gender inequality. This implies that in order to be empowered, not only must they have equal tools (such as education and health) and equal access to resources and opportunities (such as land and labor), but they must also have the ability to use these rights, skills, resources, and opportunities to make choices and strategic decisions (this is fostered through opportunities for leadership and participation in political institutions).



GUIDELINES

Guidelines

Among BEE's outputs there are also the following guidelines. They represent some general recommendations for gender-sensitive, participatory and inclusive education modalities that can be easily replicable and adaptable to the school class contexts, and can respond to the needs of teachers/educators and communities engaging in educating childhood contrasting gender stereotypes. These outputs therefore represent very malleable and reproducible work tools and are particularly suitable for a large-scale dissemination.

INDICATIONS FOR THE EDUCATORS/TEACHERS

- About ourselves: training, self-training, observational practices.
- Continuous self-training.
- Enhancement of the practices of (self)observation and work on education for differences as important educational material, not negligible and not secondary to the disciplines or the relationship with the class.
- More projects on issues regarding education for differences.
- Establishment of practices of (self)-observation of ourselves and our own routine work. It scares me to be their model, am I worthy of it? Talk to colleagues, participate at supervision meetings.
- Analyze our educational attitude, the values and attitudes that guide it.
- Suspension of judgment and acceptance; listening to the others.
- To be an example: accept stumbling blocks and automatisms, but observe and question ourselves.

Language

- Work on a language that does not convey gender stereotypes and is inclusive:
- Do not use the universal masculine.
- Do not use adjectives for girls that you would not use for boys.
- Avoid group rebuking in which you address girls or boys in a general manner, for instance: Chatter-girls, be silent! Or Toughen up, boys, you're not girls!
- Change teachers' reactions to small quarrels between boys and girls. Replace classic explanations, such as: "If he pulls your hair in the school yard, he likes you" with open questions: How do you feel when somebody keeps teasing you? What do you think about people who keep taunting you? Why would somebody do that? In what other ways can one express their interest for a colleague, whether boy or girl?"
- Do not use stereotypes about families: there are many family models, and it is preferable not to focus on the traditional family, but to promote each child's account of their own family model.



On space and tools

- Work on the bibliography of readings (collect texts that present plural and non-stereotypical models).
- Reflection on spaces and settings.
- Work on the space of symbolic games to offer plural models of identification, for example making possible to have not only a toilette corner, but also a carpentry bench, a mechanical and electronic corner.
- Work on the disguise corner, which typically contains more clothing associated with the feminine, with little representation of the masculine (e.g., also includes objects considered masculine, such as a brush, shaving foam, gel...); increase the number of clothes, disguises and objects available.
- Avoid stereotypes when organizing children into groups and designing their tasks, by ensuring equal access to toys, games-no toy should be dedicated to one gender only.

On working with children and their caregivers

- Propose to the children equal tasks, regardless of gender.
- Work on the themes, elements and cues provided by the children, without judgment.
- Work on the stimulation of passions and emotions, regardless of gender.
- Stimulation of critical thinking (situating knowledge) and research.
- Encouragement of children's participation (ideas, decisions), even when it comes to daily activities and games.
- Stimulation of sharing and dialogue, to overcome resistance on the theme: also with children.
- Promotion of respect towards people, through work on words and empathy, respect for women and their bodies.
- Promotion of the relationship of care.
- Enhancement of male educational figures and involvement of male reference in children activities.
- Valorization of all caregivers (not only teachers and parents, but also other caregivers: auxiliary staff, other family members, significant figures...).
- Work on scholastic orientation from early childhood, in order to learn about all the professions and identify one's own desires for the future in a way that is not conditioned by gender stereotypes.
- Identification of gender discriminatory behaviors at kindergarten/school and conduction of various guidance activities such as observe children's play/interaction, conduction of role play activities to practice being in someone else's shoes.

On working with children of a specific gender

Sometimes can be useful to work on different tasks for boys and girls, not to strengthen gender segregation, but to increase their possibility to deconstruct stereotypes:

The aim of gender-education for boys

- Learn they can identify as boys in other ways than by disassociation from girls.
- Experience communication, storytelling, expressing what they feel, learn to welcome each other.
- Understand the importance of conflict resolution.
- Learn that all emotions are allowed, but not all behaviors: experience control techniques.
- Be able to have positive body contact with others.
- In time, have the courage to make their own choices, not just follow the leader of the group.
- Not be criticized and teased by adults, but be able to have a non-verbal, secret understanding with other children.
- Place an accent on the positive, learn to say what they want.
- Know the rules, the limits, and the expectations before they receive work materials or begin a new activity.
- Engage them in exercises that involve movement, rhythm, and balance.
- Give them opportunities to develop their fine motor skills.

The aim of gender-education for girls

- In a girl-only group, implement activities to help them focus on their own identity and personal value instead of taking on the role of small teacher/caregiver.
- Welcome them kindly as individuals.
- Support them in developing a positive picture of themselves, become self-confident and trust their ability to rely on themselves.
- Appreciate them for their inner qualities and physical abilities.
- Help them perceive differences as positive and valuable.



- Find the courage to enter a competition, help themselves, be able to work in big groups, be the center of attention.
- Develop their curiosity, do experiments, math exercises, place them in contexts to notice causes and effects.
- Make their voices heard and say no.
- Choose what they want, make individual choices.
- Communicate by saying what they truly want.
- Talk in front of a group without being interrupted.
- Develop their gross motor skills, play with a ball.
- Take up all the space in a room.
- Make jokes and be noisy.
- See the opposite sex in a positive environment.

On genuinely supporting children to find their own path:

- Authentic personal change: give children personal examples of how we make efforts to overcome one of our own stereotypes, how we learn to accept things we had never thought about in the past. Personal examples are the most important, especially at young ages.
- Having honest, open conversations about any situation that may come up, with all the pupils in the class, and making joint decisions about fair behaviors acceptable to all.
- Therapeutic self-knowledge stories and activities, to accept differences.
- Grant attention and importance to lifelong personal development in all activities conducted in the classroom.
- Emotional support and availability of the teacher for all pupils, making no discriminations.
- Design activities to encourage positive, constructive interaction between pupils.
- Educational extracurricular activities to reinforce collaboration and self-understanding outside the normal school context.
- Encourage, stimulate the development of their self-confidence through specific activities.
- Although schools do offer models, pupils must be encouraged to make their own decisions in certain situations and take responsibility for their own actions.
- Talks about the meaning of colors beyond gender (moods, seasons, flag, men's colors, etc.) to help children overcome stereotypes.
- Talks about home chores, jobs, etc. with non-stereotypical examples.

RELATIONSHIP WITH THE FAMILIES

On relationship

Structuring a proactive relationship with parents, also accepting their possible doubts or stereotypes.

Proposal of initiatives dedicated to families (discussions, workshops, awareness meetings): gradually, so as not to alienate any of them:

- Organizing meetings sharing values regarding gender equality.
- Exploring families' arguments and limits.
- Tell families that they consider teachers as allies in answering children's questions about gender and so on.
- Reinforce the triangular relationship among families, teachers and the child.
- Always consider families as an extended network of adults around the child (grandparents, tutors, etc.).
- Sharing of educational reasoning, also on the structuring of spaces, with families:
- Sharing the schools' values.
- Sharing general educational objectives of a gender approach with families.
- Inform parents about gender activities and that they can ask teachers directly (not through children) about those after they are realized in the class.

Proposal of initiatives dedicated to families (discussions, workshops, awareness meetings): gradually, so as not to alienate any of them:

- Promoting inclusion concerning families (homosexual parents, single parents, etc) and general diversity through years.
- Organizing interactive workshops with external experts (at school or somewhere else addressed to families).
- Implement observation during the work with children, and if some strong opinion arises from the children, talk about this with families or organize confrontation moments.
- Never overwhelm parents.



- Organize three moments during the school year to share values, experiences and possible critical moments (balance the topics who are facing, not stressing gender roles).
- Promoting the chance of self organizing these moments (online, physically or on the phone – depending on families' possibilities).
- During events, experiment with the families and some of the activities made with the children.
- Inviting parents having alternative gender experiences (dad in parental leave, male educator, mother who works as a technician) to challenge stereotypes.
- Suggest experiences to do with the children (games, visiting places, doing collages, drawings, creative activities, etc.) and give them an online document to be fulfilled after the activities to get their feedback.

Tools

- Construction of questionnaires to investigate the level of awareness of families on these issues.
- Suggest a bibliography also on gender – not only gender in order to avoid stressing this topic (books, articles, videos, podcasts, webpages).
- Sharing pictures and material of the activities (videos, feedbacks and sentences from the children) during an exhibition.

Promotion of (self)-observation also in relation to families

- Preparation of a bibliography of readings to be recommended to families.
- Insisting on inviting and involving both male and female figures.
- Try to interrupt the automatic attitude of referring to mothers or female figures.

RELATIONSHIP WITH OTHER PROFESSIONALS INSIDE THE SCHOOL

With the educational team

- Sharing vision and values.
- Importance of a common vision in the teaching staff: being united among teachers strengthens the relationship with families.
- Consideration of the team as an element of strength (living collectively the educational challenges).
- Training, information, practices of (self)-observation.
- Sharing of information acquired through this type of team training, detection of knowledge on the topic and promotion of information.
- Group sharing of methodological reflections and our role in the educational relationship.
- Formation as a group and dissemination of knowledge even to those who are less inclined to be informed.
- Mutual observation in the classroom between colleagues and proactive role of peer agents, who stimulate colleagues and colleagues on issues of education without stereotypes.
- Ensure gender info sessions that encourage exchanges between teaching staff, support staff and decision makers in the school.
- Organization of work and space.
- Division of tasks in a non-gendered manner among the educational staff.
- Demonstrate commitment to combating gender inequalities by delegating tasks in a non-stereotypical way inside the school.
- Whenever possible revise contracting and hiring procedures to accommodate non-stereotypical assignments.
- Reflection on the importance of informal spaces (e.g. bathroom) in gender education: planning inherent in their management and daily rituals.
- Activation of research-action processes, even on small things (being a supervisor).
- Ensure a gender balanced interior design of the school spaces (e.g representation of women in the illustrations on the walls).
- Sharing common tools.
- Exchange on tools available together (e.g. textbooks).
- Choice of new tools to propose disciplines in a gender perspective (e.g. textbooks).



With the extended team

- Sharing visions and values.
- Valuing each educational figure! Each one is important: also the auxiliary staff, technical and administrative figures and coordination/management.
- Identification of shared values of the educational community to provide a clear image of the school/educational service.
- Training, comparison practices.
- Provision of training courses for all staff (educators, teachers, auxiliary and auxiliary staff, staff members, management).
- Construction of formal and informal moments of exchange with colleagues: keep everyone in (how do you do it if an external company is involved?).

External and networks

- Implementing communication.
- Management-level work on communication that addresses the outside so that it is inclusive, as well as internally.
- Structuring of the institution or service.
- Promotion of observation of institutional practices and how the school/educational service is constructed.
- Networking.
- Identification of actors and strengthening of the educational network between reference figures (families, agencies, etc.).
- Network with public authorities (Cred, Municipality, Region, Ministry).
- Public authorities: proposal of training on gender stereotypes at the educational level, and reflections on the theme also with other levels of the organization (managers, policy makers, etc.).

Formal and normative level, decisions-maker at regional and national level, institutions

- Selection of personnel also with gender criterion, to contrast occupational segregation.
- Monitor the process of training and hiring gender experts as well as the impact if their work, to avoid gender washing practices.
- Interconnection with anti-discrimination law reforms (e.g.: laws against LGBTIQ+ discrimination and parental leave).
- Ensure properly trained gender experts on each school staff to elaborate a gender equality policy, plan gender awareness and gender research action, train and support teaching staff and decision making/ care staff, supervise and monitor implementation of school gender policy interconnected with other nondiscriminatory policies.
- Implement inclusive and gender equal policies for parental leave, healthcare and care related jobs etc.
- Stress specific local political critics concerning gender equality.

Acknowledgements

The whole BEE partnership thanks all those who collaborated for the development of this toolkit: in particular all those professionals who - in the countries involved - dedicated themselves and their time to the implementation of a childhood education free from gender stereotypes.

Even if there's still a long way ahead, we can be all part of an educational community that combats gender-based discrimination and violence, that promotes gender equality and that prevents any kind of discrimination.



NOTES

Notes



NOTES

Notes





*This project is funded by
the European Union's
Justice Programme (2014-2020)*

BEE



BOOSTING GENDER EQUALITY IN EDUCATION



FOR INFOS:

Casa della donna APS:
segreteria@casadelladonnapisa.it
www.casadelladonnapisa.it

COSPE
info@cospe.org
www.cospe.org

This publication is funded by the European Union's Justice Programme (2014-2020). The content of this publication represents the views of the author only and is his/her sole responsibility. The European Commission does not accept any responsibility for use that may be made of the information it contains.