



Sources for teachers

The EU funded project “**Boys in Care – Strengthening Boys to Pursue Care Occupations**” aimed at vocational education and presented care work in explicit connection with masculinity. Among others, it provided a toolkit, videos with men* employed in care professions and Handbook for Teachers and Vocational Counsellors Working with Boys that contains background knowledge, self-reflection and methods for strengthening caring masculinities. However, the material is intended for educational professionals working with boys* over the age of 10.

boys-in-care.eu

A European funded project “**Diversity, Equality and Inclusion in pre-primary education and care: a gender perspective**” (DEE) focus on gender and education in ECEC and has produced a useful checklist for self-monitoring of hidden curriculum.

<https://deeplus.wixsite.com/deep/dee-output>

Also project “**E4E Education for Equality - Going Beyond Gender Stereotypes**” developed useful resources for teachers about how to implement gender-sensitive education for both boys* and girls*.

<http://www.education4equality.eu/>

“**Method set Cliché-free**” starts early (2020) is aimed at children and pedagogical staff in early childhood education with a focus on gender-sensitive career orientation. It contains methods for stereotype-free pedagogical work with children, sensitisation and self-reflection in the team, the involvement of parents and guardians as well as tips and suggestions for preparation and implementation in the day-to-day life of the day care centre. Included are a hidden object book and an occupation memo.

<https://www.klischee-frei.de/>

The initiative “**Klischeefrei**” has developed also a method set “Cliché-free through primary school” (2021). The focus is on gender-sensitive career orientation for primary school pupils. It includes methods for pedagogical work with children on gender stereotypes and professions, instructions for sensitisation and self-reflection of teachers and for involving parents. The method set also contains two reading books for children who have just started reading and for advanced readers.

https://www.klischee-frei.de/de/klischeefrei_101987.php

A comprehensive methodological tool “**Fostering Respect for Others in Primary Education**” (by Akvilė Giniotaitė and Vilma Gabrieliūtė, 2018) is provided by Lithuanian NGO House of Diversity and Education. It is aimed at professionals in primary education and provides theoretical background on stereotype formation, advice on how to discuss stereotypes with children, preventive measures for harassment and violence as well as practical tasks that can be used in different subject classes. An example of one such task is titled How do we share household chores in the family? This task allows the educator to prepare for work with children by reflecting on their own internalised stereotypes and provides guiding questions for group discussions.

Slovenian Sector for Equal Opportunities at the Ministry of Labour, Family, Social Affairs and Equal Opportunities developed The Guidelines for the Elimination of Stereotypes and the Promotion of Equality between Men and Women with the aim of promoting an equal distribution of care work within the family and of active fatherhood. The Guidelines highlight the role of institutions and professionals in education, health, social services and local communities in overcoming gender stereotypes. The Guidelines highlight the impact of gender stereotypes on children’s educational and occupational choices and offers suggestions on how to eliminate stereotypes in language, child rearing and education, parenting, employment and access to services. The Guidelines suggest to the teachers that they should choose literature and contents in which men* and women* are represented in a balanced way, and discuss stereotyped characters with children and young people.

[AktivniVsiSmerniceEN.pdf \(gov.si\)](#)

The **Project “STEP STereotipi Educazione Pari opportunità”** (Stereotypes, Education, Equal Opportunities) carried out by the Municipality of Genoa (Italy) addressed gender stereotypes in preschools with a focus also on educational and cultural models of masculinity, thus shifting attention from the feminine to the masculine as an agent for change. The project investigated the ways in which gender stereotypes are reproduced and rooted in formal and informal educational settings.

It highlighted stereotypes regarding masculinity such as: models of premature construction of hegemonic masculinity; stereotypes about masculinity internalised by parents and passed on to children relating to the choice of toys, activities, clothing, etc.; fear of emasculating sons and inducing homosexuality; cultural pressures as fertile ground for the construction of forms of toxic masculinity that are misogynist, sexist, and transphobic. The toolkit designed for both educators and parents provides useful recommendations on gender-sensitive educational work with girls* and boys*.

<http://www.arcostricerca.it/Lavori/step/index.html>

The project “**PARI lo imPARI a scuola**”. A project on gender equality carried out in the schools of the territory of Seregno, aimed at addressing gender stereotypes through the proposal of playful activities in ECEC services and primary schools intended at reflecting on children’s identity, gender roles in the family, at work and in society. The project also actively involved families. The list of exercises used is available at:

<https://www.impariascuola.it/sites/default/files/media/allegati/pariloimpariascuola.pdf>

Involving fathers into kindergarten activities and in active fatherhood is the aim of the “**Being a Father project**” (Bulgaria), which is based on the idea that a good and strong bond between children and their fathers is beneficial for all. Nurseries and kindergartens organize different actions and activities, guided by the understanding that the fathers are equal partners in the

educational process. There are special guides and resources developed for teachers to organize, for example “Father’s week”.

<http://mencare.bg/>

<http://mencare.bg/ресурси-за-учители/>

<https://roditeli.org/resources>

A manual of good practices “**Cross-disciplinary Pathways to Educate about Differences from nursery to secondary school**”, developed by Associazione Scosse (Italy), provides methods, activities, and tools for working with girls* and boys* on differences, care, and the body.

<https://www.scosse.org/scosse-in-classe-2/>

The “**Fairy Tales Project**”, implemented in 2018-2020 in Bulgaria, Greece and Italy, addressed the issue of how to introduce the topic of gender equality among children aged 5-7, as well as among their parents and teachers. The project developed an online training platform for teachers and professionals working with children aged 5 to 7; a Guide for teachers and childcare professionals and training modules on gender equality for 5-7 year old children.

<https://www.fairy-tales.eu/en/>

The EU funded project “**Gender Loops. Methods, Instruments and Strategies for Gender Mainstreaming in Early Childhood Education**” addressed the topics “culture of binary genders”, “doing gender”, “gender mainstreaming” and “hegemonic masculinity”. The handbook which was developed has a strong practical orientation and contains a collection of methods, instructions and examples for the implementation of gender-sensitive pedagogy in day-care centres. A checklist for picture books has been created which can be used by pedagogues to check whether books are in line with gender-sensitive pedagogy.

<https://genderloops.dissens.de/outcomes-and-results>

Gender-sensitive pedagogy: “**Manual for Teachers and Adult Educators in Elementary Pedagogy**”, was developed in 2009 by Claudia Schneider and the EFEU association focusing on gender, diversity and education in Vienna. The target group of the manual are kindergarten pedagogues. The manual provides a theoretical discussion of the topic of gender-sensitive education, methods, games and exercises to be used with children, and checklists for pedagogues and teams of pedagogues. It tackles topics, such as: gendered bodies, gender-sensitive language, socialization, gender sensitivity, perception of gendered interactions among children and how to deal with them using guided methods for gender-sensitive education in the different activities.

https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjErpGhw830AhXIDuwKHWJ4ArsQFnoECAMQAAQ&url=https%3A%2F%2Fpubshop.bmbwf.gv.at%2Findex.php%3Frefx_media_type%3Dpubshop_download%26refx_media_file%3D184_1_eitfaden_bakip_09_15545.pdf&usg=AOvVaw3BZo4utUEvyxSnDiY86ahb

Another manual for practical work in kindergartens from Austria is titled “**Dani und Alex – Gender-sensitive Pedagogy in Elementary Educational Facilities**”. It consists of an introduction to gender-sensitive education and national legal and education frameworks; instructions for self-reflection and group reflection for pedagogues; examples of situations in the kindergarten in which gender-sensitive education can and should be applied; further material and literature. The checklist in the form of guiding questions are intended to make it easier for pedagogues to reflect on (non-) gender-sensitive actions and, if necessary, to intervene at different levels. The guiding questions refers to personal aspects of the pedagogues,

their teamwork, work with the children, design of the rooms and services, work with parents, as well as public relations and work in the system of childcare.

https://www.tirol.gv.at/fileadmin/themen/bildung/elementarbildung/allgemeines/Broschuere_Geschlechtersensible_Paedagogik.pdf



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