



GUIDE TO BEST PRACTICES FOR EDUCATION IN EQUALITY IN EUROPE





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1. Introduction

The aim of this Guide to Best Practices in Education in Equality in Europe is to offer an overview of how people are currently working towards Education in Equality in Europe, and what have been the paths taken by different countries, in terms of Education policies and of equal opportunities policies among women and men.

This Guide offers a series of examples to approach Education in Equality at the different levels of the system of education. These range from working proposals of the various governments, both at the national and devolved level, to practices that are followed in the course of the daily work in education settings.

This report is divided into five chapters. Chapter 4 brings together the best practices of the seven European countries analyzed: Germany, Spain, France, Norway, Portugal, The United Kingdom and Sweden. The information is synthesized on a data sheet that contains the following sections: body/entity responsible, the context in which it was drawn up, a description of the objectives, target group, content/activities, planning, results obtained (in those cases in which it was possible to locate this information) and a final section with observations regarding the achievement of the criteria that define good practice in Education in Equality.

2. Theoretical Approach: Education in Equality

2.1. What is meant by "Education in Equality?"

Education in Equality is defined as a methodological proposal for the training of women and men under the same conditions, offering the same opportunities to groups of both genders (Co-education Guide, Instituto de la Mujer, 2007)¹.

Education in Equality pays special attention to the elimination of sexist stereotypes and struggles against discrimination of women and girls in teaching centres.

It also aspires to the involvement of the entire educational community: teaching staff, students, families, legal guardians, school and college personnel and the wider community in general.

Education in Equality is a dynamic concept that evolves in parallel with society. According to the "Instituto de la Mujer" (2007) Education in Equality is: "the current pedagogical proposal to respond to the demand for equality made by feminist theory, which proposes a reformulation of the knowledge and ideas transmission model from a gender perspective in spaces of socialization used for training and learning".

2.2. Education in Equality in Europe

During the process of searching for the best practices in Education in Equality in the selected European countries, we have found that the concept of "Education in Equality" – or "coeducation"–, is applied in a more integrated manner, encompassing not only equality among genders, but also the inclusion in education of ethnic minorities, homosexual collectives, persons of different nationalities and/or persons with disabilities.

¹ **Instituto de la Mujer** (2008): "Guía de Coeducación. Síntesis sobre la Educación para la Igualdad de Oportunidades entre Mujeres y Hombres" ("Co-education Guide. Synthesis on Education for equal opportunities between genders"). Observatory for Equality of Opportunities. Madrid. Available at:

<http://www.inmujer.gob.es/observatorios/observigualdad/estudiosInformes/docs/009-guia.pdf>

The policies pursued by the governments, to make the principle of equality among women and men count, vary from country to country. In many of the countries we looked at, the political commitment to equal opportunities is reflected in specific regulations, while in others, these principles are enshrined in specific precepts in laws on the various areas.

Regardless of the way in which the principle of equality is regulated, most of the policies on Education in Equality in Europe focus their attention on the eradication of sexist roles and traditional stereotypes. To this end, according to a Eurydice report on gender differences in educational outcomes (Eurydice, 2010)² measures are taken in a number of spheres, including, among others, the curriculum, school climate, gender-based violence prevention and the representation of women in decision-making bodies in education.

2.3. What features define a practice of Education in Equality?

In line with the “Co-education Guide” mentioned above, a practice of Education in Equality must contain the following aspects:

- ❖ The theoretical framework on which it is based is within the tradition of feminist theory.
- ❖ The starting point is to assume that the existing environment is “sexist and not neutral”. The school is part of this environment and replicates it. Hence, not only the student body needs to be the subject of Education in Equality, but also the teaching faculty, and, in general, the educational model itself – the school curriculum.
- ❖ The overhaul of the educational curriculum is needed, to include education in values such as equality, tolerance, dialogue and the practical resolution of conflicts, taking into account other spaces and agents of socialization which need to be involved beyond the confines of the school.
- ❖ Its ultimate objective is a transformation of relations between men and women, but also among men, so that roles cross over and there is no objectification of women.
- ❖ Conflict resolution must be approached in a peaceful, non-violent manner.

² **Eurydice Network** (2010): “Gender differences in Educational Outcomes: study on the Measures taken and the current situation in Europe”. The European Commission. Available at: http://eacea.ec.europa.eu/education/eurydice/documents/thematic_reports/120en.pdf

3. Methodology

In order to make a selection of the best practices in the area of Education in Equality at the international level, it was necessary to conduct an intensive search of the information available on the Internet.

To supplement this, material available at Instituto de la Mujer was consulted, as well as material sent by a wide range of bodies involved in equality and/or education from the selected countries.

Below we present the methodology used in carrying out this report.

3.1. Defining criteria for identifying and selecting a Best Practice

The methodology used for the analysis and selection of best practices is based on the “Co-education Guide” published by Instituto de la Mujer. This Guide features a set of indicators that have been taken as a basic tool for identifying best practices.

The principal element of this tool is a test that comprises three different levels of analysis:

- Level 1: Ascertain if X constitutes an experience in Education in Equality.
- Level 2: Determine whether a practice is feasible in a school environment.
- Level 3: Conclude whether indeed this is an exemplary recommendation that can be considered a best practice.

The indicators suggested in the guide we have used to select these best practices are as follows:

LEVEL 1: INDICATORS FOR IDENTIFYING A BEST PRACTICE IN EDUCATION IN EQUALITY

Recognizes explicitly or implicitly that sexism is manifest in the school

Challenges roles assigned according to gender

Contributes new elements, knowledge and skills to the school curriculum

Contributes to the development of a more equitable relationship between men and women

Takes as its cornerstone education in values: equality, tolerance, respect and peaceful resolution of conflicts

Source: The Authors, based on the “Co-education Guide”, Instituto de la Mujer, 2007.

LEVEL 2: CO-EDUCATIONAL PRACTICES IN THE SCHOOL ENVIRONMENT

OUTSTANDING FEATURES OF CO-EDUCATIONAL PRACTICES IN THE SCHOOL ENVIRONMENT

- The starting point of this project is a certain knowledge or observation of the environment
- Breaks with traditional dynamics and practices in schools
- Modifies the point of departure in the short or medium term
- Serves the interests of pupils and students as well as those of the school
- Contributes to raising the awareness of pupils and students
- Contributes to raising the awareness of teaching staff
- Contributes to raising the awareness of the immediate environment
- Fosters participation and cooperation among pupils and students
- Promotes discovery, reflection and debate
- Produces some impact on the persons it targets
- Is equipped with materials to carry out the activity
- Applies an active, participatory and motivating methodology
- Takes due account of the need for monitoring and assessment
- Is an initiative of a team of teaching practitioners
- Is backed up by the involvement of a group of teaching practitioners
- Is an experience that involves some commitment to continuity
- Is appropriately programmed and coordinated
- Is publicized and disseminated throughout the school/college and the immediate environment
- Pays due attention to the use of non-sexist language

Source: The Authors, based on the “Co-education Guide”, Instituto de la Mujer, 2007.

LEVEL 3: DEFINING FEATURES OF A BEST PRACTICE IN SCHOOL ENVIRONMENT

- Is developed within the framework of a governmental/institutional code, set of regulations, scheme or plan
- Is developed within the framework of a project set up by the school
- Is developed within the framework of a teaching faculty project
- Starts with an analysis of the environment
- Starts with a diagnostic audit of the degree of equality in the centre
- Is grounded in previous research/experience
- Is grounded in action research
- Is assisted by the co-participation of pupils and students throughout the process
- Involves families in the process
- Involves the community in the process
- There is a generalized commitment on the part of the teaching staff to its implementation
- There is active participation and involvement of the teaching staff/professionals in its development
- Produces a manifest modification in behaviours and mentalities
- Methodologically, takes account of the difficulty of assessing changes in attitudes
- Benefits from spaces for dissemination, reflection and debate

- Incorporates specific indicators for the various areas of intervention
- Envisages within its own process of development how to continue or evolve as it unfolds in practice
- Includes monitoring and assessment
- Includes specific materials, in-house or third-party, and appropriate tools and instruments
- Is a medium or long-term project
- Constitutes a solid foundation for cross-curricular activity in the centre
- Includes innovative activities consistent with both the school and the environment
- Is transferable: its actions can be replicated and adapted to other environments
- Is programmed, coordinated, budgeted and planned according to the academic calendar
- Is publicized and disseminated through a range of media

Source: The Authors, based on the “Co-education Guide”, Instituto de la Mujer, 2007.

These criteria have been applied to all of the practices identified, in order to determine which of them should be considered as exemplary proposals of best practices.

3.2. Scope of this study

In order to tackle the task of selecting and identifying best practices in Education in Equality it is necessary to restrict the geographical scope of the study. For this reason, a total of five European countries were selected, plus Norway and Spain.

The selection of these countries was made according to the extent of regulatory activity existing in those countries, according to Eurydice, in terms of the promotion of gender equality in education. Below we present a table with the countries selected:

Countries included in the study

Germany
Spain
France
Norway
Portugal
The United Kingdom
Sweden

All of the countries selected have a long historical tradition of combating discrimination against women and striving for equal opportunities between women and men. France, Norway and Sweden have all been involved in the struggle for gender equality for more than three decades, in their legal systems and in the incorporation of a gender perspective at all levels of government policy.

This long tradition has resulted in a high degree of equality across the whole spectrum of in government structure and policies.

4. Selection of Best Practices in Education in Equality

4.1. GERMANY

The basis of equal opportunities policy is to be found in Section 3 of the Constitution of the Federal Republic of Germany, completed in 1994 by the commitment on the part of the Lander to assume responsibilities and work actively to create true equality of opportunities for women and men and combat sexual discrimination.

Additionally, in view of Germany's highly decentralized political and administrative structure, there is complementary legislation that lays the foundations of the various state-level policies on equality which is promoted by the Federal Ministry for the Family, Senior Citizens, Women, Infants and Youth (Department of Equal Opportunities). Among these laws we would highlight the Federal Equal Opportunities Act (which deals mainly with equality in the Federal Civil Service) and the 2001 Implementation of Equal Opportunities Act. In turn, the various regional laws on equal opportunities are more effective than the federal ones as they include indicators and mandatory quotas that apply to regional and municipal governments and authorities.

To conclude, it is worth noting that in 2006, the German Federal Government enacted the General Act on Equal Treatment, which regulates the elimination of discrimination of any kind on the basis of gender in the workplace and in the admission of persons to all professions and trades.

Within this framework, the government of the Federal Republic of Germany is committed to a greater presence of women in the public sphere and, within this, in professions that have traditionally been a male preserve. This tendency may be observed in the various co-educational experiences identified. The vast majority of these are aimed at combating gender stereotyping, starting in school, in the career development of women and men.

In Germany, education is decentralized, with each of the federal states (Länder) having authority over it in their respective territories, meaning that each of them has their own education system with their own Ministry of Education, while the Federal Government (Bund)'s role is to set objectives and introduce measures of a general character, which the Länder then implement as they see fit.

In Germany, basic and vocational education are structured as follows:

- o) Preschool: from 3 to 5 years, voluntary and non-funded.
- 1) Primary school: from 6 to 9 years, comprising 4 grades, compulsory and free of charge.
- 2) Secondary school level I: from 10 to 15 years, comprising 5 grades, compulsory and free of charge.
- 3) Secondary school level II: from 16 to 18 years, comprising 3 grades, optional and fee-paying.
- 4) Secondary school level III: from 19 to 22 years, comprising 4 grades, optional and fee-paying.

GERMANY

I - GUIDE FOR EQUALITY IN EDUCATION: PRACTICAL SUPPORT FOR THE TEACHING PROFESSIONAL, (GUIDEBOOK ENTITLED “EINE SCHULE FÜR MÄDCHEN UND JUNGEN”).

Body/entity responsible

Science and Education Syndicate, University of Kassel. The University of Kassel, founded in 1971, is a state-funded university in the federal state of Hesse. The university’s principal subject areas are technological and environmental sciences, educational and social research, art and teacher training.

Context in which the best practice has been developed

The federal system, together with the cultural, political and economic diversity among the 16 Lander, is an obstacle to the development of general policies and programmes for the mainstreaming of gender and the struggle for equality in education, and information on this issue is widely dispersed.

The University of Kassel is committed to a methodological approach that aims at the use of specialized training for German teaching staff in the area of gender equality in the whole of Germany, no matter which federal state they happen to be working in.

Implementation of the best practice

Objectives	To provide a solid basis of information, reflection and orientation on gender and equality for all German teaching staff, focussing on the development on the ability to self-diagnose and identify the origin, influence and consequences of deep-seated gender stereotypes in the school environment and in the future careers of girls and boys.
Target group	Teaching staff.
Content/ Activities	<p>The guide takes as its starting point the PISA Report (International Programme for Student Assessment), which brings together international data on academic performance in key subjects and aptitudes, such as reading competence, the development of mathematical or scientific thinking skills, and verbal competence.</p> <p>Based on this report, the authors set out to establish a correlation between the data and gender theories, and draw the conclusion that the socialization process that boys and girls undergo in their years at school determines their intellectual development and has a major influence on their professional development as well. The main determinants in this process are the teaching staff’s competence, biases and aptitudes in terms of gender equality.</p> <p>From this perspective , the Guide is structured in 4 chapters:</p> <p>1) “Introduction. Boys and girls at School” This is an analysis by gender of the data on academic performance of German students in primary and secondary school. It shows how, despite the fact that girls score higher in the first years of education, the trend is inverted at secondary level and later when it comes to gaining a place at university and completing the course. In the light of these findings, the question is: differentiation between boys and girls begins at infancy, but to what extent is the school responsible for it?</p> <p>2) “Ten questions for education in equality” In the daily practice of teaching, the teaching staff’s actions and behaviours are the basis of how gender is socially constructed in the school. It becomes</p>

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	<p>necessary to reflect and develop the ability to self-assess. They propose a battery of ten questions on three essential aspects of the social construction in schools of gender differentiation: a) the teaching staff’s personal attitudes; b) how to teach and educate from a gender perspective in the classroom; c) the school as a democratic institution with mainstreaming.</p> <p>3) “In practice... from practice”</p> <p>A selection of 12 concrete examples taken from a number of schools in Hesse that show how to give tangible form to a range of themes related to equality with three guiding principles: diversity, opportunity and co-education. These are presented in the form of a data sheet which shows the title given to the practice, the name(s) of the author(s), the key concept(s), the type of school, objectives, contents, materials and other relevant information.</p> <p>4) “Results and perspectives”</p> <p>Summarizes the contents of the rest of the chapters and highlights a series of aims that the teaching staff can achieve if they put into practice what the previous chapters propose. The final aim is to produce an egalitarian education for boys and girls, one that promotes their overall development in a free and democratic manner which will determine how they transition from the school setting to the workplace.</p>
Scheduling	This guide is available to all teaching centres at Primary and Secondary level in digital form.
Results	<p>Among the most noteworthy desired outcomes, we would point out the following:</p> <ul style="list-style-type: none"> ▪ Increase in girl’s self-esteem and greater awareness among boys and girls, based in mutual recognition and respect. ▪ Displacement of violence by dialogue for conflict resolution among boys and girls. ▪ Boys and girls display more cooperative behaviour when teaching staff reward their good actions with quality time, rather than expending energy and attention in repressing negative conduct. ▪ Greater awareness among teaching staff of the influence that their attitudes, beliefs, and sentiments have on the development of the group and of each person within it. ▪ Raised awareness among the teaching staff of the need to develop their observation of the behaviours of boys and girls in the various spaces in the school/college, namely, in terms of aggressive sexual conduct against girls. ▪ A greater tendency among female secondary level students to show an interest in studies in which they have traditionally been under-represented: mathematics, environmental science, industry etc.
Contact details / Useful links	http://www.gew.de/Binaries/Binary31557/Eine_Schule_fuer_Jungen_und_Maedchen.pdf
Remarks	
The Guide stems from a scientific statistical study of the inequalities existing in the academic performance of German girls and boys and establishes a correlation between this inequality and the different treatment given to them by teaching staff and the educational community in general	

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when they are at school; the latter are the principal agents of influence on the process of the former's socialization during those years.

Taking into account the difficulties presented by the decentralization of the German education system and the fact that the Guide is not directly associated with any particular policy in terms of equality or education, the Guide is considered to be a model of best practice for the following reasons:

- It aspires to being a valid, simple and concrete tool for reflecting on the origins of inequality of treatment among women and men, taking self-assessment of the teaching community as its starting point.
- It promotes reflection and participation of teaching staff as the principal agents of the socialization that is transmitted to boys and girls of school age.
- It promotes the general commitment of the teaching staff to uncover the beliefs and sentiments that hamper the development of pupils and students.
- It leads to a clearly visible modification of discriminatory behaviours and mentalities towards girls and boys both inside and outside the educational institution.
- It equips the teaching staff with key approaches to foster freedom of career choice on the part of pupils and students.
- Methodologically, it takes due account of the difficulty of assessing changes in attitudes.
- It is a methodological model for the orientation of teaching staff in carrying out a personal self-assessment (as teaching practitioners), of their work in the classroom and in the educational institution as a democratic and participatory institution in which women and men choose the paths they wish to take freely and in equal conditions.
- Constitutes a solid foundation for cross-curricular activity in the centre.
- Is transferable: its actions can be replicated and adapted to the circumstances of other environments

GERMANY

II - ERICH-KÄSTNER SCHOOL, BOCHUM.

Body/entity responsible

Erich-Kästner School, Bochum

Context in which the best practice has been developed

The initiative has been developed in the Erich-Kästner School and is financed by the Board of Governors of the school in conjunction with the Bosch Foundation. The best practice is situated within the framework of the Education Act of the Federal Land of the Rhineland of North-Westphalia and KJHG.

The Erich Kästner Comprehensive School was founded in 1971 and offers a wide range of courses that cannot be found in other kinds of schools, thereby offering more opportunities. The school is committed to resolving social problems and its mission is to teach pupils in cooperation with fathers and mothers. It runs projects on gender for girls and boys, sports events and school trips.

Implementation of the best practice

Objectives	<ul style="list-style-type: none"> ▪ Deconstruct the traditional gender roles assigned to boys and girls according to their sex. ▪ Reduce gender-based aggressive behaviours. ▪ Foster closeness, empathy and solidarity as masculine behaviours. ▪ Ensure that boys learn to internalize the rules of the game, their own and others, to satisfy others with respect and tolerance, to have more confidence in themselves, to learn to recognize the danger signs of violence in time and to resolve conflicts without resorting to violence.
Target group	The initiative is aimed at pupils in the school in general, with specific projects for boys and girls in year 6 and 7. In addition, activities are conducted for parents and for the centre's teaching staff.
Content/ Activities	<ul style="list-style-type: none"> ▪ Work with mothers on gender differentiation. ▪ Regular seminars for boys and girls that deal with gender. ▪ Advisory sessions with girls and boys concerning: sexual conduct, combating sexual harassment, accepting the otherness of the opposite sex, non-violent conflict resolution, gender roles, etc. ▪ Round tables with male and female teachers and parents on healthcare, life training, perspectives and gender roles ▪ Project: "Small worlds-girls' worlds": consisting of three seminars aimed at year 6 pupils in which subjects related gender issues are tackled. The main themes of the seminars are, in addition to the prevention of violence, the control and self-correction of group dynamics, the development of a democratic debating culture and the opportunity to girls to recognize their strengths, to express their own interests and limits so that they can realise that they can go further than their traditionally stereotyped limitations. ▪ Project with groups separated by gender: two double sessions per week of sports activities for boys and girls in year 7. The sports periods are held jointly and their main objective is that the girls do not allow themselves to be intimidated while the boys do not 'cross the line' with them. ▪ Project AG: this is a sports project for boys only. It is held once a week for two hours and its aims are to reduce uncertainty, disorientation and aggressive behaviour among boys as well as to foster respect and tolerance and boost their self-confidence.
Scheduling	The best practice was implemented for the whole of the academic year 2004-2005, with once-weekly seminars of two hours' duration.

GERMANY

II - ERICH-KÄSTNER SCHOOL, BOCHUM.

Results	<p>The application of the practice was evaluated by the participating teaching staff. Initial and final assessments were conducted. In these assessments, the pupils had the opportunity to express themselves and the teaching staff could analyze the results.</p> <p>The results are positive for pupils and teaching staff, the most highly rated items being the thematic focus and the separation of genders when carrying out the activities.</p> <p>With regard to the practice, we would highlight that an exchange of experiences is done with other schools and the "Youth Office, the free welfare of young people". In addition, there is a network in the educational district (District Conference, Kin and youth associations), with a youth working group, consortiums, and national working groups and bodies.</p>
Contact details / Useful links	<p>Director: Walter Pronto. Stephen Carpenter (School of Social Work). Tel: 0234 9734910 Fax: 0234 9734911 E-mail: schulleitung@eks.schule.tmr.net</p>

Remarks

The school working group comprises three social workers and educators who work alongside the school department working group: teaching staff, consultants, psychologists and school psychologists.

Participation in activities is voluntary, and the teaching staff and other professionals who take part in conducting them have all signed up to a confidentiality agreement. Close cooperation with parents is desirable throughout the implementation of this practice.

In addition to implementing this best practice, the school provides parents with voluntary study groups in which the materials that have been procured for use in the pupils' free time are analysed.

GERMANY

III - TEACHERS TRAINING ON VIOLENCE PREVENTION FOR THE BOYS (MÄNNER GEGEN MÄNNER GEWALT)

Body/entity responsible

Männer gegen MännerGewalt

Context in which the best practice has been developed

The initiative arises from the non-profit association "Men Against Violence Association of men" (Männer gegen Männergewalt) of Bremen, which works with schools, youth and social welfare services. Try inter alia, teacher training with a gender approach. The initiative is financed through own funds, donations and membership fees.

Implementation of the best practice

Objectives	<ul style="list-style-type: none"> ▪ Train teachers on gender for their work with children. ▪ Search critical reflections on the traditional male role. ▪ Reflect living conditions in the lives of children and young people in relation to their gender.
Target group	Good practice is directed to male students and teaching staff of the center, as well as parents of students.
Content/ Activities	<ul style="list-style-type: none"> ▪ Sessions with parents of children. ▪ With regard to teacher training, first interview is done to identify their motivations for participating. ▪ Subsequently training is divided into six thematic sessions: <ol style="list-style-type: none"> 1. Session on "How to be a child"; the issue of expectations that facing children, overloading towards them, stereotypes and the image of masculinity is. 2. Session on everyday experience that teachers themselves have with children. 3. Session on the socialization of children and their stereotypes. 4. Session on the concept of violence to children, terms of violence and aggression in accordance with the model of Hamburg are clarified. 5. Session of the meaning of violence for teachers themselves and their personal experience on the subject. 6. Session on as his teaching experience may influence their daily practice future: at work, in their formation, changes in the practice and development of new models of behavior. <p>Finally a brainstorming session that begins about three months after the first part is done. Reflection units are: reflection on experiences from the first time since the training and knowledge, and introduction to practice.</p>
Scheduling	Good practice is carried out in three days, including the thematic sessions are divided. The last thematic session takes place a few months after the Primara part.
Results	Information on the results of good practice is not available.
Contact details / Useful links	<p>Frank Meyer ; Andrew Egbers-Nankemann ; Burkhard Jutz</p> <p>Hollerallee 14 . 28 209 Bremen</p> <p>Tel: 0421 3039422. E-mail: bremen@gewaltberatung.org</p> <p>www.gewaltberatung.org</p>

Remarks

The association promotes the initiative consists of a network of advice centers in Germany, Austria and Switzerland, with more than 200 specialists with extensive experience in violence,

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education and practices to achieve continuous change.

In developing the activity is counted with the involvement of both the faculty and the student and family.

Good practice da lugar a cambios de conducta y mentalidad, and has a session in which the influence of everyday practice future, changes in the practice and development of new models of behavior is expected.

Finally, the initiative has a final session of reflection and debate.

4.2. SPAIN

Article 9.2 of the Spanish Constitution, enacted in 1978 states that “It is the duty of the Public Authorities to promote conditions in which freedom and equality of individuals and of the groups to which they belong must be real and effective; to remove the obstacles that may impede or hinder their full realization and to facilitate the participation of all citizens in political, economic, cultural and social life.”

The Organic Law 1/ 2004, of 28 December, on Comprehensive Protective Measures to combat Gender-based Violence, marks the beginning in Spain’s democracy of the legal commitment to struggle against discrimination of women. Subsequently, the Organic Law 3/2007, of 22 March, for the Effective Equality of Women and Men, set out a range of measures among which are defined those concerned with Education in equality of girls and boys.

For its part, the *Organic Law 2/2006 of 3 May, on Education (LOE)*, is the state law that regulates educational teachings in Spain. This law has been partially modified after the adoption on 28 November 2013 of the *Organic Law for the Improvement of Educational Quality (LOMCE)*, which will take effect in 2014-2015 academic period.

LOE establishes equality, quality and equity as basic principles of coeducation. The preamble to the law establishes the principles and purposes of education, that include effective equality of opportunity between men and women, the recognition of sexual diversity, as well as the critical appraisal of inequalities in order to overcome sexist behavior.

The Spanish education system is structured as follows:

- o) Preschool education: from 3 to 5 years, voluntary and free of charge.
- 1) Primary Education: from 6 to 12 years, compulsory, free of charge and run by the Autonomous Government’s Board of Education.
- 2) Compulsory Secondary Education (ESO): from 12 to 14 years.

On completing ESO, students can choose from a number of options:

- 1. Proceed to intermediate level cycles.
- 2. Take the course leading to the Spanish 'bachillerato' - approximately equivalent to UK A-levels.
- 3. Enter the labour market (once they have reached the legal minimum age).

If the student has not achieved the ESO diploma, she or he may take a vocational education training course.

SPAIN

I - "CO-EDUCATION GUIDE FOR PRIMARY SCHOOL TEACHING STAFF. CO-EDUCATION GUIDE FOR PRIMARY-LEVEL PUPILS".

Body/entity responsible

Zaragoza Provincial Authority for Social Welfare and Development.

Context in which the best practice has been developed

Article 6 of the Statute of Autonomy of Aragon binds the public authorities in Aragon to safeguard these rights and freedoms, and states that they "must ensure they are protected and respected, and encourage people to exercise them fully".

As a result of this, the Law 2/1993, of 19 February, created the *Instituto Aragonés de la Mujer* with the aim of drawing up and implementing measures to enforce the principle of Equal Opportunities among men and women, to drive and promote the participation women in all spheres and to eliminate any form of discrimination of women in Aragon. In addition, among its objectives are to raise the awareness of the entire education community of the importance of educating boys and girls of school age in the principle of Equality of Opportunities and to offer new generations a non-sexist education in order to achieve a climate free of discriminatory attitudes, by means of activities that are reflected in the school or colleges education mission.

For its part, the Zaragoza Provincial Authority (Diputación Provincial de Zaragoza) set in motion throughout the region in all of the municipalities of the province a Provincial Plan for Equality of Opportunities for Women in the Rural Community for the years 2008 to 2011, whose objective was to reduce, and if possible eradicate, social, employment and domestic inequalities through the promotion of the defence and safeguarding of the principle of equality among men and women. To address all of these aims, the Zaragoza Provincial Authority has been developing and implementing a range of initiatives since the year 2005 among which we would highlight the Provincial Prizes for Equality.

These guidebooks to Education in Equality constitute educational best practice for how to approach coeducation at primary level by working alongside the teaching staff and pupils.

Implementation of the best practice

Objectives	<p>"Foster egalitarian relations within an atmosphere of cooperation and participation by both sexes, taking into account that an important contributory factor which is at the heart of gender-based violence is the construction of gender identity on the assumption that so-called 'masculine values' should be exalted whilst the feminine sex is discriminated against."</p> <p>"Information and reflection on these issues can help to prevent the negative consequences of gender-based violence. This means uncoupling the figure of woman from that of the defenceless victim and representing her instead with the demand for personal and societal respect that the Spanish Constitution confers. It is not a question of taking sides in the 'war of the sexes' but rather promoting harmony between the genders, equal rights, while respecting their differences."</p>
Target group	Teaching staff and pupils in Primary Education.
Content/ Activities	<p>The Guide for Teaching staff comprises two parts:</p> <ul style="list-style-type: none"> ▪ The first includes the regulatory framework on Equality and contextualizes the concept of co-education within the Spanish education system, specifically in the socio-economic and cultural sphere of the Government of Aragon the Zaragoza Provincial Authority. It goes on to underline the importance of integrating coeducation in the curriculum,

SPAIN

I - "CO-EDUCATION GUIDE FOR PRIMARY SCHOOL TEACHING STAFF. CO-EDUCATION GUIDE FOR PRIMARY-LEVEL PUPILS".

	<p>involving all members of the educational community and establishing this as a key project of the school/college. This first part concludes with a reflection on the importance of Primary Education in the socialization of girls and boys.</p> <ul style="list-style-type: none"> ▪ The second part offers in its opening pages a tool that facilitates self-assessment by teaching staff on aspects relating to gender equality, so that each professional can find their own starting point in terms of beliefs about stereotypes and discrimination. Next, it offers a series of recommendations on how to approach the various subjects from a co-educational perspective. <p>The Guide for Pupils includes a series of activities aimed at pupils with easy-to-understand illustrations. The contents and activities are distributed across the various cycles of the Spanish Primary Curriculum as follows:</p> <ul style="list-style-type: none"> ▪ 1st Cycle (Years 1 and 2, Primary level): 2 activities that set out to identify in a series of drawings the household tasks and the person or persons who carry them out in the home, so that it becomes apparent whether the pupils share out the tasks on an equal basis or if they do so differently on the basis of gender. ▪ 2nd Cycle (Years 3 and 4 Primary level): games in the surroundings (2 activities), stereotypes (2 activities), terminology relating to equality between women and men (2 activities). ▪ 3rd Cycle (Years 5 and 6 Primary level): folk tales with sexist language (1 activity), what will I be when I grow up? (1 activity); values and abilities, sexist stereotypes (3 activities); violence prevention (1 activity); International Women's Day (1 activity). ▪ Co-education on the Internet: a guide to resources available on the Web. <p>From this perspective, the responsibility for the implementation of the contents of the guides is borne by the Board of Management in each centre, which must present and introduce it in due form to all personnel working in the school in the first instance and subsequently adapt its contents to the characteristics of the pupils and teaching staff, extending and proposing for example, activities related to territories.</p>
Scheduling	<p>The guide is distributed free of charge to all primary schools in rural areas in the Province of Zaragoza and is also available in digital form.</p> <p>The activities it contains are intended, on the one hand, for the development of the Primary curriculum from the perspective of equality among girls and boys and also to support pupils with activities and games aimed at awakening their emerging consciousness to equality throughout the school year.</p>
Results	<p>The implementation of the guides to Education in Equality has led to the effective implementation of one of the main pillars of the <i>Provincial Plan for Equal Opportunities between Genders</i> in rural areas of the province of Zaragoza. It has also produced the raising of consciousness of a major proportion of the rural population in Aragon of the benefits that an education which sets out to eliminate gender stereotypes and discrimination of women, which are root causes of violence, will have for their daughters and sons in the long term.</p>
Contact	<p>http://www.dpz.es/diputacion/areas/bienestarsocial/plan-</p>

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details / Useful links	igualdad/actuaciones06/ppio6_guias.asp http://www.dpz.es/diputacion/areas/bienestarsocial/plan-igualdad.asp http://www.dpz.es/diputacion/areas/bienestarsocial/plan-igualdad/actuaciones07/ppio7_educativos.asp
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Remarks

- Developed within the framework of the I Provincial Plan for Equal Opportunities between Genders.
- The intention is to implement it in all primary schools in rural areas of the Province, although there has not been a rigorous monitoring of its actual implementation.
- Promotes the reflection and participation of everybody in the educational community: school personnel, teaching staff, pupils and students, parents and legal guardians, companies and the community in general.
- Constitutes a valid, simple and concrete tool for reflecting on the influence of stereotypes on the development of a truly egalitarian education for citizenship.
- They must be implemented within the framework of a project set up by the school/college
- Involves families in the process
- Involves the community in the process
- There is active participation and involvement of the teaching staff/professionals in its development
- Benefits from spaces for dissemination, reflection and debate
- It leads to a clearly visible modification of behaviours and mentalities, revealing, through a process of discovery, discriminatory attitudes towards girls and boys both inside and outside the educational institution.
- Incorporates a methodological rationale to orientate the work of the teaching staff in conducting a personal and professional self-assessment of the work that goes on in the classroom.
- Includes specific materials, in-house or third-party, and appropriate tools and instruments
- Constitutes a solid foundation for cross-curricular activity in Primary schools in the long term.
- Is transferable: its actions can be replicated and adapted to the circumstances of other environments
- Is publicized and disseminated through a range of media

SPAIN

II – SAN GREGORIO PRESCHOOL AND PRIMARY SCHOOL.

Body/entity responsible

San Gregorio de Valle del Zalabí Preschool and Primary School.

Context in which the best practice has been developed

The co-education project which is being run in the school aims to involve the whole educational community and this means it is an inter-disciplinary effort since it involves all possible spheres. The initiative seeks to draw conclusions about how to intervene at the Preschool, Primary and Secondary levels to eliminate inequalities and dismantle stereotypes. In this way, it aims to eliminate the possibility of any kind of gender discrimination being practised, by fostering the necessary conditions to really enhance the quality of education and thereby increase the likelihood of obtaining a more lasting and meaningful learning experience with regard to the opposite sex.

The methodological approach adopted in the development of the project is fundamentally practical, enjoyable, active, participatory and dynamic. The intention is to work from two perspectives:

- Mainstreamed co-education, which should permeate every facet of teaching practice. Any moment or situation that can be exploited should be exploited to foster attitudes of equality through choice of vocabulary, language, behaviour, etc.
- A series of concrete actions and activities is developed that help to improve the co-educational climate in the school and the general learning context: gender-based violence, the role of women in history, murals, posters, games, sports, International Women's Day, etc.

Implementation of the best practice

Objectives	<p>Throughout the development and implementation of the project, the following are the main overall objectives:</p> <ul style="list-style-type: none">▪ Educate boys and girls about tolerance, co-responsibility and solidarity.▪ Prevent violence against women, and violence in all its forms.▪ Achieve equal treatment of both sexes from the earliest age to foster social relations in which freedom and equality are priorities.▪ Impact on the training of teaching staff, equipping them with the procedures and resources required so that they can design pedagogical strategies that contribute to avoiding situations of inequality.▪ Sensitize teaching staff and families to the importance of co-education in order to achieve non-sexist models of relations.▪ Value the influence that educational models offered in the school or college have on patterns of behaviour.▪ Observe, criticize and eliminate male chauvinistic behaviours and stereotypes in all sectors of the educational community.▪ Promote a non-sexist personal and professional orientation.▪ Analyze language reflectively and critically, accepting other alternatives for usage, and avoiding gender inequality.▪ Reinforce cooperative and non-sexist activities.▪ Foster co-educational culture and practices that enable us to progress towards equality.
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SPAIN

II – SAN GREGORIO PRESCHOOL AND PRIMARY SCHOOL.

	<p>In addition, the following specific objectives are set:</p> <ul style="list-style-type: none"> ▪ Revise teaching and learning materials and curricula to identify possible prejudices and/or stereotypes. ▪ Redraft the school/college’s documents and forms from a co-educational perspective. ▪ Develop a sensitivity among pupils that will enable them to detect factors of discriminatory differentiation (sexism and situations of inequality) in their immediate environment. Propose solutions and corrective measures for such situations. ▪ Detect cultural prejudices and gender stereotypes in textbooks and teaching materials, proposing alternatives. ▪ Use PE as an ideal framework for encouraging co-education and strengthening equality between the sexes: activities of various types, games, sports etc. ▪ Work on co-education as an orientation in tutorials as a process and not an isolated event. ▪ Encourage a critical attitude to language mechanisms that discriminate against women. ▪ Teach pupils how to use non-sexist resources and alternatives in their use of vocabulary. ▪ Promote the use of non-sexist toys. ▪ Know about and make explicit the role of women and their contribution to the development of our society. ▪ Promote the use of non-sexist language in situations of everyday communication. It is suggested that constant reference be made to the two genders, using examples with women and in the feminine (in those languages where this applies), use unmarked nouns in terms of gender, etc. ▪ Refrain from using feminine forms to refer exclusively to low-status professions or social roles (cleaning ‘ladies’, housewives’, etc.). ▪ Ensure that girls and boys respond in a non-violent manner when resolving their own disputes. ▪ Investigate the distribution of tasks in the school or college and in families, fostering personal autonomy, co-responsibility in housework and in the care of persons, as well as the participation of girls and women in representative positions and decision-making. ▪ Analyze and denounce discriminatory images of women when they appear in the media and advertising. ▪ Raise awareness of the need to oppose all forms of violence, to defend and enforce the respect of gender equality rights. ▪ Create a bibliographical resource on co-education in the library. ▪ Distribute spaces to prevent sexist exploitation of space.
Target group	The initiative is directed at the educational community as a whole, pupils and students in the school or college, teaching staff, and families.
Content/ Activities	The contents developed in the activities carried out are: revision and editing of teaching and curriculum materials and other documents in the school/college that express sexual discrimination, produce co-educational teaching materials, use non-sexist language, actions in communal spaces (school playgrounds and sports fields), select methods aimed at the acquisition by students of the skills needed to develop positive attitudes to housework, family responsibilities and

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caring for people, preventive action against gender-based violence, the media and sexism, the public image of women, non-sexist toys, International Peace Day, International Women’s Day, male chauvinism in advertising, the role of women in history, the role of the family in co-education, co-educational texts: readings, stories, poetry, songs, games, activities and co-educational sports.

The activities carried out to achieve the objectives set are the following:

- Carrying out a series of activities (questionnaires, observation, etc.) through which an audit can be conducted of the actual reality on the ground in the centre:
 - -The interests, motivations and attitudes of pupils and students.
 - -Most frequent behaviours and habits.
 - -Forms of grouping.
 - The language used (use of the generic masculine, diminutives, discriminatory words and/or terms that boost self-esteem for either gender).
 - -Materials used and the use of open spaces.
 - -Types of activities and games.
 - -Displays of affection and violence.
 - -Free writing, painting, sketching or drawing.
 - -Internalization of gender stereotypes.
- Following this diagnostic phase, a range of activities is conducted:
 - Training the coordinator in the equality plan; all those with responsibility for co-education should attend a training course. Implementation in the school/college of the knowledge acquired in the training; knowledge transfer to the faculty through training sessions.
 - Revision of all of the documents of the school/college and design of new educational mission with due regard to the co-educational perspective.
 - In all classes, activities and routines are to be implemented that promote coeducation: use of co-educational oral language, co-educational materials and resources: stories, activities, equitable allocation of tasks regardless of gender, non-sexist games in the playground and in PE class, analysis of press reports on gender-based violence.
 - Compiling co-educational reading materials for the class library.
 - Creation of a resource bank for tutorials conducted by the school’s teaching staff.
- Development of co-educational activities for commemorating special days:

25 November “International Day for the elimination of violence against women”.

Activities at primary level:

 - - Concept of physical abuse and various situations and manifestations of physical abuse through the activity “A woman is being physically abused when...”. A checklist of different situations is drawn up and each class designs a mural on this topic.
 - Know the origin of 25 November, International Day for the

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	<p>elimination of violence against women. Through the history of Patria, Minerva and the Mirabal sisters, social figures in the struggle who are an indisputable symbol of the bravery of these women.</p> <ul style="list-style-type: none"> - Work on the use of non-violence in conflict resolution. For this, a range of problems is set for all of the pupils as well as possible solutions, the consequences of each of these solutions are analyzed and the most suitable ones are selected; to conclude, a plan is drawn up to implement the solution chosen. <p>Activities at Secondary level:</p> <ul style="list-style-type: none"> - “Deconstructing Prince Charming”, offers pupils and students a guide that they can consult in order to identify gender-based violence if it occurs in their first relationships. To this end, work is done in an easily accessible way on fundamental concepts such as the difference between sex and gender; learning about love; the myth of Prince Charming; jealousy; possessiveness; gender-based violence as a specific type of violence directed against women for the mere fact of being women. In addition, an instrument is presented that gives them guidelines on how to end a violent relationship and resources are offered in the event of being the victim of any kind of aggression. <p>8 March: “International Women’s Day”.</p> <p>Activities at primary level:</p> <ul style="list-style-type: none"> - Playing mamas and papas. Through this activity the implicit attitudes of pupils with regard to the allocation of domestic tasks. At the end of the game, the behaviours observed are discussed and any of them in which some members displayed irresponsible attitudes or ones strongly influenced by sexual differentiation are reflected upon. - At home we are all responsible. Reflection on the responsibility that all members of the family have for the welfare of the group. <p>Activities at Secondary level:</p> <ul style="list-style-type: none"> - Reflection on the role of the woman at home starting with a text that contains a letter sent by a mother.
Scheduling	The activities were carried out throughout the academic year 2010-2011.
Results	<p>With the end of the academic year, it was observed that the extent of achievement of the objectives had been positive; the involvement of the teaching staff had been good in terms of the application of the activities proposed, although no proposals of work or personal initiatives had been put forward regarding the theme of co-education.</p> <p>Pupils and students participated actively in all of the activities proposed, and an improvement was observed in their healthy and friendly relationships. However, it was felt that some more work needed to be done with regard to social sensitization to gender-based violence.</p> <p>In addition, it was observed that there continued to be a need for the person in charge of co-education in the centre to make a concerted effort to manage, mediate and motivate. At times, the lack of involvement of some of those who</p>

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	represent the educational community, which comprises not just the teaching staff, but also students and families, meant that the work was not fully appreciated.
Contact details / Useful links	Calle San Gregorio 18511 Alcudia de Guadix Telephone no.: 958699705. 18000295.edu@juntadeandalucia.es

Remarks

The School proposes a monitoring of these activities conducted in the academic year and puts forward a series of proposals for the following year. These proposals consist of:

- Continuing with the assessment of previous years, completing it, putting it in order and, if applicable, updating it with data drawn from the whole educational community.
- Talks, conferences or similar activities for parents.
- Regular meetings of those in charge of the various centres.
- Training actions and activities aimed at all teaching staff.
- A greater awareness in the educational community in general and not merely in the person in charge of co-education.
- More involvement of teaching staff in planning specific tasks related to co-education.
- Initiate the procurement of books, CDs and films relating to this topic to create a section in the school library, and continue to develop more in-house materials (interactive blogs, web quests, flash or power point presentations, videos etc.) to extend the co-educational scope of the website.

Make the most of all the resources available to the various institutions to tackle issues related to co-education and gender equality.

SPAIN

III – UNIT FOR THE PREVENTION OF GENDER VIOLENCE. "A SHORT ... PRIVATE PROPERTY".("UN CORTO PRPIEDAD PRIVADA").

Body/entity responsible

Ministry of Presidency, Justice and Equality. Asturian Institute for Women.

Context in which the best practice has been developed

Article 14 of the Spanish Constitution of 1978 states that "Spaniards are equal before the law, there may be no discrimination on grounds of birth, race, sex, religion, opinion or any other condition or personal or social circumstance."

The Organic Law 1/2004 of 28 December on Integrated Protection Measures against Gender Violence, democracy marks the beginning of the legal treatment of combat discrimination against women. In Article 1.1. Gender Violence is defined as "any act of physical and psychological violence, including sexual assaults on freedom, threats, coercion or arbitrary deprivation of liberty".

Subsequently, Article 1 of the Organic Law 3/2007 for the effective equality of women and men, set as the object of the Act: "Women and men are equal in human dignity, and equal in rights and duties. This Act aims to implement the right to equal treatment and opportunities for women and men, particularly by eliminating discrimination against women, whatever their circumstances or conditions in any of the areas of life and singularly, in the political, civil, labor, economic, social and cultural spheres for in the application of Articles 9.2 and 14 of the Constitution, to achieve a more democratic, more just and caring society".

The Law of the Principality of Asturias for Equality of Women and Men and Eradication of Gender Violence (2/2011), Article 10 states that "The Government of the Principality of Asturias, in the framework of its powers, develop actions for the prevention of violence against women and citizen rejection of this phenomenon. It will also provide the necessary support to victims of gender violence for their full recovery and will implement the rights to information, comprehensive social assistance to victims and legal assistance. "

The Asturian Women's Institute is the agency of the Government of the Principality of Asturias responsible for implementing the principle of equality between women and men, encouraging and promoting the participation of women in all fields and eliminating all forms of discrimination. It was created by Decree 61/1999, of 10 August. Its functions, structure and organization are regulated by Decree 137/1999 amended by Decree 58/2000 and Decree 29/2004.

The Asturian Women's Institute, through the publication of educational materials for coeducation. You build equity, offers a collection of 15 teaching units to work in the classroom. The selected good practice is the guide number 14, guide to working the short film Private Property, directed by filmmaker Angeles Asturian Muñiz Cachon, funded by the Asturian Institute for Women and nominated for the Goya Awards in 2006.

Implementation of the best practice

Objectives	<ul style="list-style-type: none"> - Analyze and understand the everyday situations of violence against women in their immediate environment. To know the different types and forms of violence, with particular attention to psychological violence. Critically Analyze the social, cultural and historical violence against women origin and its consequences both personal and social. Understand the power relations and unequal social organization that sustain gender violence. - Critically analyze how social and cultural myths attempt to justify violence.
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SPAIN	
III – UNIT FOR THE PREVENTION OF GENDER VIOLENCE. "A SHORT ... PRIVATE PROPERTY". ("UN CORTO PRPIEDAD PRIVADA").	
	<p>-To Prevent unequal emotional relationships of control and dominance, positively valuing personal and social equality as a fundamental element.</p> <p>-To Promote the rejection of any form of violence, especially domestic violence, encouraging the development of empathy and respect, as well as skills, attitudes and values for a peaceful, negotiated resolution of conflicts.</p>
Target group	Teachers and students of Secondary Education .
Content/ Activities	<p><u>Pre-viewing activities:</u> Thinking together and prepare common findings on previous ideas and myths about gender violence. It works on chips questionnaire format and comments to texts.</p> <p><u>Activities viewing:</u> Brief Introduction of short, suggesting some key elements so that students attach attention. Projection short.</p> <p><u>Post-viewing activities:</u></p> <p>1- Inequalities being male or female:</p> <ul style="list-style-type: none"> - Analysis of the scenes. - Deepening the concepts of: Structural inequality through reading a text Graciela Morales Hernández and Concepción Jaramillo Guijarro, work "Dealing with conflicts at school without violence " Micromachisms, through the text of Luis Bonino: micromachisms: the invisible partner violence, p. 4-5. Married through a poetry of Gloria Fuertes woman. <p>2- What is gender violence?:</p> <ul style="list-style-type: none"> - Analysis of Scenes: The many faces of violence. <p><u>Activities to deepen:</u></p> <p>1-Domination and control mechanisms. Facts violence against women in Asturias and Spain.</p> <p>2-Individual and social responsibility in the violence. Analysis of scenes.</p> <p>3-Dawn of the consideration of women as private property. The first step: report abuse. Poem Reading and Conclusion.</p> <p><u>Analysis of the last scene.</u> Conclusion: Everyone gain equality. Stewardship in love. Promoting equitable loves.</p>
Scheduling	The methodological approach can work full or in part. It consists of a pre-visualization of short and six sessions to address all activities that arise session.
Results	The implementation of guidelines Education Equality led, on the one hand, the effective implementation of one of the principal axes of the first Provincial Plan for Equal Opportunities between Men and Women in rural areas of the province of Zaragoza. The other has led to the realization of an important part of the Aragonese rural population about the benefits in the long term will have for their children oriented towards eliminating gender stereotypes education and discrimination against women in based violence.
Contact details /	Instituto Asturiano de la Mujer

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III – UNIT FOR THE PREVENTION OF GENDER VIOLENCE. "A SHORT ... PRIVATE PROPERTY". ("UN CORTO PRPIEDAD PRIVADA").

Useful links	<p>CONSEJERÍA DE PRESIDENCIA, JUSTICIA E IGUALDAD DEL PRINCIPADO DE ASTURIAS</p> <p>C/ Eduardo Herrera “Herrerita”, s/n 33006 Oviedo</p> <p>Telephone: 98 596 20 10</p> <p>E-mail: institutoasturianodelamujer@asturias.org</p> <p>Fax: 98 596 20 13</p> <p>http://institutoasturianodelamujer.com/iam/wp-content/uploads/2011/08/mat_did%C3%A1ctico14_un-corto_propiedad-privada.pdf</p> <p>http://www.filmaffinity.com/es/evideos.php?movie_id=361268</p>
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Remarks

- The selected guide is a simple and specific resource that allows us to reflect on the issue of gender violence and provide tools to fight from the classrooms, resulting in a clear change of mentalities and behaviors of students inside and outside the classroom .
- There is a participation and active involvement of teachers in the development of the activity.
- The initiative is fully transferable: All of it is capable of being reproduced in other school settings.
- Short object of analysis has been widely disseminated due to his nomination for the Goya Awards.

4.3. FRANCE

In 1984, France ratified “the Convention on the elimination of all forms of discrimination against women” (CEDAW), passed by the General Assembly of the United Nations in December 1979. Since then, the French government is under the obligation to report periodically on measures adopted to implement this Convention.

The implementation of European directives in France has led to an advance in the field of Equal Opportunities. In the last two decades, the French government has focused the attention of its social policy on the struggle against inequalities between women and men, principally with regard to political representation and participation, maternal/paternal access to children and reduction of the gender pay gap. In these areas, there has been significant progress in French legislation, even going beyond the stipulations of European directives in some cases.

In France, equality between the sexes has gradually acquired a mainstreamed character.

The “*Inter-ministerial Agreement on Equality between Girls and Boys, and between Women and Men in the Education System*” was signed on 25 February 2000 and ratified in 2006 and 2008 by the various ministries. At the present time, the Agreement is focused on 3 main lines of actions, namely: the elimination of sexist stereotypes, combating sexual violence and promoting equality in career guidance in schools and colleges. In particular, with regard to the final point, the objectives are:

- Define and transmit a culture of sexual equality.
- Strengthen education for the mutual respect and equality between girls and boys, and between women and men.
- Promote greater diversity in training courses at all levels of education.

Each vector is developed through a range of concrete measures and these are implemented by actions at the local level. Currently, the inter-ministerial agreement is incorporated in French education policy through the 2012-2013 Yearly Plan, which proposes concrete measures to be implemented at the various levels of education.

The French education system is becoming decentralized, with the Ministry of Education being the body in charge of setting the overall guidelines while the Regional Education Authorities (Académies Régionales) adapt the national policy to local characteristics.

The levels of education in France are as follows:

- o) Primary school-Education preschool: from 0 to 6 years. Non-compulsory.
- 1) Primary school-Elementary education: from 6 to 10 years. Compulsory and free of charge.
- 2) Secondary school: Pupils aged 12 to 16 years. Compulsory and free of charge up to 15 years.

FRANCE

I – GUIDE “BOYS Y GIRLS ON THE ROAD TO EQUALITY”.

Body/entity responsible

National Information Office on training courses and occupations - Orleans Regional Authority (DRONISEP-Orleans) and Academic Information and Guidance Service of the Académie de Orleans.

Context in which the best practice has been developed

The Guide is based on studies conducted by the National Office for Information and Career Guidance (ONISEP) and deals with the sexist influences and stimuli received by boys and girls during their years of schooling, can condition their choice of higher level studies and how, even though girls display better academic performance during elementary school and the lycée (Primary and Secondary), their enrolment is lower in tertiary level studies and they are concentrated in professions traditionally regarded as feminine, and are underrepresented in courses related to science and technology, traditionally considered masculine.

Implementation of the best practice

Objectives	<ul style="list-style-type: none"> -The main objective is to combat sexist stereotypes that influence girls and boys when selecting professional studies. -Strengthen the training and experience of teaching staff in the area of equality, through a series of pedagogical tools, in such a way that they incorporate this perspective in the design of an orientation project for pupils aged 12 to 16 years in learning about occupations and professions.
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Target group	Teaching practitioners at Elementary and Secondary level in general and vocational education.
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Content/ Activities	<p>The Guide is structured in 5 modules:</p> <ol style="list-style-type: none"> 1)Context: Statistical framework of reference based on studies conducted by the National Office for Information and Career Guidance (ONISEP) 2) Competitions: data sheets that bring together experiences promoted at the national and regional levels aimed at the sensitization of girls and boys towards a free choice of profession, mainly of girls towards scientific or technological professions, crafts or trades: “Olympiad of the Arts”, “Prize for the Scientific Vocation of Girls” are some of the competitions compiled on these data sheets. 3) Actions: talks, discussions and workshops adopted by several vocational colleges and secondary schools aimed at showing the scant representation of women in professions such as engineering, architecture or technical services (electricity, carpentry, etc.) 4)Activities for the classroom: a compilation of various activities conducted with pupils and students in Secondary Education (from Year 3 to Year 6) aimed at uncovering sexist stereotypes that influence the career choices of girls and boys and determine their future development. Examples of some of the themes are: “1900-2000 a century of progress?”, “where are the women in the hierarchies of organisations?”, “occupations of women: persistent stereotypes”, “consciousness and reflection on sexist stereotypes”, “where do stereotypes come from?” 5) <u>Resources</u>: a compilation of publications and audio-visual materials as tools of support in the classroom when dealing with the subject of equality between the sexes.
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FRANCE

I – GUIDE “BOYS Y GIRLS ON THE ROAD TO EQUALITY”.

Scheduling	Is distributed free of charge to schools and colleges of general, technical, professional and agricultural education and Apprentice Training Centres (CFA) of the Academie de Orleans-Tours.
Results	The result takes the form of the regular updating of the guide, although so far there is no data on the direct impact on the preferences of these girls when choosing training after having participated in the various initiatives.
Contact details / Useful links	http://www.onisep.fr/Mes-infos-regionales/ http://femmes.gouv.fr/

Remarks

of the actions contained in the Guide display an explicit recognition of the existence of sexism in France and openly propose a struggle to combat the persistence of sexist stereotypes by showing their consequences to both teaching staff and pupils and students.

- It is developed within the framework of various projects of the school/college, as all of the experiences brought together in the guide have already been implemented as part of the equality policies of many primary and secondary schools.
- Starts with an analysis of the context, conducted by the Office for Information and Career Guidance for the Orleans Region.
- Is grounded in previous research: the guide is a compilation of research and experiences from a number of schools and colleges in the Orléans region.
- Is grounded in action research: the section devoted to “activities in the classroom” consists mainly of scientific and practical workshops whose aim is to promote a research-based and reflective approach among pupils and students on the inequalities between the sexes.
- Involves the participation of pupils and students throughout the process: all of the actions contained in the guide, with the exception of the first section that is devoted to the context in which historically inequalities between women and men have germinated, involve the participation of pupils and students, from the elementary school up to the vocational training college.
- There is a general commitment of the teaching staff to its development: given the content of the majority of these activities, the commitment of the teaching staff is very high.
- Leads to a clearly visible modification in conducts and mentalities: the objective of the guide is to sensitize pupils and students and teaching staff to the stereotypes that influence the choice of professional training course and how this choice impacts on the future development of these women. Aims to provide the necessary tools to promote a free and conscious choice of profession.
- Methodologically, takes due account of the difficulty of assessing changes in attitudes: all of the competitions and activities are based on the study conducted by DRONISEP-Orléans on the preferences of men and women when choosing professional training and a profession.
- Provides spaces for dissemination, reflection and debate: the guide in itself is a tool for dissemination, as it is distributed free of charge to all secondary schools and vocational training colleges in the region. Each one of these data sheets is in itself an incentive to reflection and participation of pupils and students in the issue of equality between the sexes. The competitions they include are also a tool for dissemination among the educational community.
- It makes provision for follow-up and assessment, through DRONASEP’s studies.
- Includes specific materials, in-house or third-party, and appropriate tools and instruments: the concluding section of the guide contains a catalogue of resources, principally a bibliography and audio-visual content, aimed at teaching staff and as tool for supporting

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I – GUIDE “BOYS Y GIRLS ON THE ROAD TO EQUALITY”.

the development of these classroom activities, discussions and debates.

- Is both a medium and long-term project The guide is intended to be used at periodic intervals.
- It constitutes a solid basis for mainstreaming in the medium term in the centre: each one of these data sheets brings together information on how deeply rooted gender stereotypes are among girls and boys and incorporates this in the activities suggested.
- Includes innovative activities adapted to the school and the environment: focuses on the deep-seatedness of stereotypes and their consequences for the professional development of women and men in the region.

Is transferable: its actions can be replicated and adapted to the circumstances of other environments

FRANCE

II- GUIDE “ABCD-EQUALITY”.

Body/entity responsible

Ministry of National Education and Ministry of Women’s Rights in collaboration with the Ministries of Higher Education and Research, Agriculture and Employment.

Context in which the best practice has been developed

The initiative is carried out jointly by the Ministry of National Education and the Ministry of Women’s Rights in collaboration with the Ministries of Higher Education and Research, Agriculture and Employment. Its aim is to establish a culture of gender equality in primary schools. The pass and fail rates as well as employment figures show differences between boys and girls. Their respective skills have a major impact on the lives of women and men both in school and in the workplace. In addition, it is imperative to combat the prejudices and gender stereotypes that often develop during the early years of a person’s life.

Three main lines of action are defined: transmitting a culture of gender equality, a commitment to diversity in all sectors of education and the promotion of mutual respect between the sexes.

The experiment was deployed in over 600 classes in 10 private fee-paying schools in the following cities: Bordeaux, Clermont-Ferrand, Créteil, Corsica, Guadalupe, Lyon, Montpellier, Nancy-Metz, Rouen and Toulouse.

Implementation of the best practice

Objectives	<ul style="list-style-type: none"> ▪ Combat inequalities from an early age. ▪ Prevent early phenomena of self-censorship such as violence, build confidence among boys and girls so that they do not allow themselves to be trapped by predetermined stereotypes and unequal roles. ▪ Convey equality and egalitarian values among girls and boys. ▪ Strengthen education for the mutual respect and equality between girls and boys, and between women and men. ▪ Deconstruct gender stereotypes.
Target group	<ul style="list-style-type: none"> ▪ Teaching staff: they are helped to become more aware of the power of prejudices and sexist stereotypes, including attitudes implicit therein. ▪ Pupils and students.
Content/ Activities	<ul style="list-style-type: none"> ▪ Design of the webpage “ABCD Equality”, which contains educational resources and tools to support teaching practitioners and serves to create a space of reflection and Exchange of experiences of its practices. ▪ Trainer training. ▪ Tests and support for teaching staff in the classroom. ▪ Mainstreamed implementation in schools of the pedagogical data sheets proposed in all subjects taught in the school. ▪ Module for teaching staff delivered at the university on “Combating gender stereotypes in professional practice”. ▪ Three periods of sex education in schools to ensure that sexuality is covered in all of its many dimensions: physiological, psychological, social, ethical and cultural. ▪ Implementation in schools of a counselling and advice service that will promote equality between boys and girls in accessing training and employment.
Scheduling	<ul style="list-style-type: none"> ▪ September 2013 - November 2013: Trainer training, school inspectors, counsellors and consultants in the education catchment area. Knowledge of primary level teaching practitioners of the training plan.

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II- GUIDE “ABCD-EQUALITY”.

	<ul style="list-style-type: none"> ▪ End of 2013 - March 2014: Tests and support for teaching practitioners in the classroom. ▪ April 2014 - June 2014: Evaluation of the programme. ▪ September 2014 and thereafter: General roll-out of the experimental programme.
Results	<p>The experiment has only just commenced and so no results have yet been achieved.</p> <p>The results will be available on the blog of the webpage for the initiative, where there will be an Exchange of best practices as well as monitoring and assessment of the impact of the experiment on the schools taking part.</p>
Contact details / Useful links	<p>http://www.cndp.fr/ABCD-de-l-egalite/accueil.html</p>
Remarks	
<p>Following evaluation of the experiment in April 2014, it is hoped that the initiative will be rolled out in all French schools</p>	

FRANCE	
III – MARTINIÈRE DUCHÈRE SCHOOL	
Body/entity responsible	
Martinière Duchère school. Lyon.	
Context in which the best practice has been developed	
At school Martinière Duchère Lyon each year a subject of teaching and educational interest that allows disciplinary and interdisciplinary teams aware of the existence of different approaches is chosen. During the 2012-2013 school year the theme is "Boys and girls, equal to what?". Throughout the course, both the students and the teaching staff works on the theme of equality between girls and boys. This work is embodied in the Week of Culture and Education.	
Implementation of the best practice	
Objectives	<ul style="list-style-type: none"> -To get a dynamic and varied pedagogy -That students think and exchange ideas on equality between women and men. -Allow Students understand the relationships between the sexes and the riches it brings. -Work with students about gender stereotypes and their influence in relationships and at work.
Target group	-The Project involves students from 25 school classes, teachers, professional staff from different backgrounds: mediators cultural, academic and academic, etc .
Content/ Activities	<ul style="list-style-type: none"> ▪ Interactive Theatre: "Race Equality". The show was followed by discussions in workshops with the presence of the actors. ▪ Testimony Conference: Elise Fouassier, professor of mathematics at the University of Lyon offers a conference for its teaching and research work, career and reflects on the place of women in the scientific community. ▪ Conference "brain sex": The neurobiologist Catherine Vidal analyzes the sexual difference in the strictly scientific perspective. Highlights the important role of stereotypes in the discourse on the behavioral differences between men and women. ▪ Conference "Biological Muscle encyclopedias for children" sociologist Christine Detrez shows by example how is given to see and read to children in relation to science is really good. ▪ Exhibition "The great figures of feminism": Through the portrait of the great figures of feminism (O. de Gouges, Mr. Wollstonecraft, E. Stein, S. Beauvoir, S. Agacinski, J. Butler), students philosophy reflect on the meaning and nature of equality between women and men. The results of their work with their reflections in a visible display are presented. ▪ Exhibition "The construction of gender" through the analysis of reading materials and images of daily life (albums for children, cartoons, textbooks, encyclopedias, comics, advertising, video games, campaigns recruitment), students reflect on current standards and values and how are socialized in different ways to the children. ▪ Exhibition of Contemporary Art "Melee" from a selection of artworks from the library of Lyon, the student presents forms of representations of femininity and masculinity today. ▪ Exhibition "Women and accounting": Students reflect on the place of women in the middle of accounting. The study shows

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III – MARTINIÈRE DUCHÈRE SCHOOL

	<p style="text-align: center;">that the profession tends to feminize.</p> <ul style="list-style-type: none"> ▪ Visual Arts Exhibition: <ul style="list-style-type: none"> - Works of students of technical option, in two or three dimensions: drawings, paintings, photographs, volumes, facilities. Productions on the subject of the representation of children, as well as an article by Catherine Vidal in brain plasticity. - Works on topic Social and Family Economics: posters promoting equality of boys and girls and men and women in various fields. - Traces of the project carried out in French and art throughout the year: new heroines and female representations the 17th, 18th, 19th and 20th centuries. - Graphs: Students of Social and Family Economics autore is the visual identity of the Week of Culture and Education: typography and visual composition. Forum Theatre: six classes attending a theatrical performance -forum proposed by the company Tenfor. -The Objective is to put students in a position to recognize and stereotypes at work and in political decisions and trade. Animation. Students work on "Women and science" research is carried out on major scientific women - Screening of a film showing a professional situation where gender stereotypes appear. - Multimedia installation "Women in History", "Women and the Athenian democracy". Posterior reflection: Where are the women in this democracy? What is your role? - Exposure to the media about Week of Culture and Education: - Screening of the film "Dagenham" Nigel Cole, 2011 in VO.
Scheduling	Activities in the subject matter of the project are developed throughout the school year 2012-2013. These activities are embodied in the Week of Culture and Education held from 15 to 20 April 2013.
Results	There is no available information about the results
Contact details / Useful links	Lycée La Martinière-Duchère 300, av. Andreï-Sakharov, CP 417 69338 Lyon cedex 9 Tél. : 04.72.17.29.50 Fax: 04.78.35.42.00 Web: www.martiniere-duchere.fr
Remarks	
<ul style="list-style-type: none"> ▪ The initiative was developed in the framework of a school project, and has co-participation of students in the process. ▪ Specific features, own and others, very varied and original materials, and multiple advocacy tools. ▪ There is a participation and active involvement of teachers and other professionals from various fields in the development of good practice. ▪ The Good practice is transferable, their actions are likely to be adapted and replicated in golds schools. ▪ The activities are scheduled and coordinated set in calendar. 	

4 . 4 . NORWAY

Norway is one of the countries in Europe with the longest histories in the struggle for equality between women and men. Its Equality Act dates back to 1979, and it has been revised and updated on several occasions, and since 2004 it is given material form in the four-yearly Equality Plans. The Ministry for Children, Equality and Social Inclusion, and within this, the Secretariat for Equal Opportunities, is the body responsible for promoting legislation and developing plans relating to Equality of Opportunities among men and women, which is mainstreamed to all actions of government.

At the same time, the Ministry of Education and Research draws up, in a participatory manner, the overall structure of the Norwegian education system, delegating administrative and executive powers to the regional and municipal governments. Gender equality is mainstreamed in the Education Act and in the common core contents, as well as in the syllabuses and subjects in Primary and Secondary Education. One of the main objectives of mainstreaming is to ensure that the learning process of boys and girls is centred on preparing them for the future and their part in it, the choice of their profession in accordance with their abilities and interests, regardless of traditional roles and gender stereotypes.

This conception of equality is found at all levels of the education system:

- o) Preschool education: from 0 to 5 years, voluntary.
- 1) Junior secondary school: from 6 to 14 years, compulsory, publicly funded and free of charge.
- 2) Senior secondary school: 5 to 18 years, voluntary – either general or technical/vocational.
- 3) Higher education and university: this is administered at the national level.
- 4) Adult education and lifelong learning: these are two basic principles of Norway's education policy and they involve people at all levels: public, private and subsidized; at state, regional and municipal levels.

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I - GUIDE “HANDSOME & ATTRACTIVE” (“KJEKK OG PEN”).

Body/entity responsible

Ministry of Education and Research and the Secretariat for Equal Opportunities of the Ministry for Children, Equality and Social Inclusion.

Context in which the best practice has been developed

This best practice is developed within the framework of the guidelines contained in the Norwegian Action Plan for Equality of Opportunities 2010-2014, whose second objective is: “Gender equality for the future: raising awareness of gender in preschools and compulsory education”.

The Guide takes as its starting point the express recognition of the persistence of marked gender inequalities in Norway’s labour market as well in the domestic and family arena, which call for efforts to promote equality from childhood.

Implementation of the best practice

Objectives	To provide the educational community with a solid foundation of information and guidance on how to implement equal opportunities between genders at all levels of Norway’s education system, starting with preschools and extending all the way to adult education.
Target group	Personnel of the educational community (administration, teaching staff, apprentices, maintenance staff), pupils and students, parents and legal guardians, employers, pupils and students at university level and the wider community in general.
Content/ Activities	<p>The guide is intended to provide support for the necessary interaction between pupils and students, teaching staff, the family environment and the wider community. Within this interaction, all persons must have the same information and receive the same input regarding effective equality between the sexes.</p> <p>From this perspective, the responsibility for the implementation of the contents of the guide is borne by the management of each centre, which must present and introduce it appropriately to all personnel assigned to the school/college in the first instance, and at a later stage, adapt it to each particular context.</p> <p>The Guide is structured in 7 modules:</p> <ol style="list-style-type: none"> 1) <i>Introduction</i>. The responsibility of the school in achieving gender equality in reality. Information and sensitization of the teaching staff about the origins, consequences and current situation of inequality between women and men and its mirror image between girls and boys. 2) <i>Equality</i>: Everyone benefits. Suggests reflection by the teaching staff on the following topics: “one is not born a woman”, “the situation of inequality in Norway”, “equality in the development of the school”, “conducting gender diagnostic audits in the school”. These are aimed at raising awareness among teaching staff. 3) <i>Teacher training from the perspective of gender equality</i>. Proposes and suggests how to incorporate a gender perspective in the design of schemes of work, and in the organization of groups, the distribution of tasks and the management of spaces in schools and colleges. Some of the topics recommended are: affirmative action, role switching, leadership and carer

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I - GUIDE “HANDSOME & ATTRACTIVE” (“KJEKK OG PEN”).

	<p>training, observation and continuous assessment of behaviour tasks, attitudes and performance, the use of TICs and cooperation between schools and family units.</p> <p>4) <i>Themes to be covered in the mainstreaming of gender equality.</i> This unit is the most extensive, as it goes through all of the aspects relating to equality between men and women inside and outside the school. All of the themes relate to the influence of masculine and feminine models in shaping one’s personality: reconciling one’s personal life and the family as a global challenge; female and male leaders in schools, how to get attention; sexual violence; shaping and manifestation of sexist stereotypes; physical violence, physical abuse, sexual relations under duress, rape, pornography, the body and health, natural beauty; eating disorders; sexuality; shared responsibility in the domestic arena and the family; the family and family relationships: marriage, forced marriages, marriages of convenience; cultural, ethnic and religious diversity; the workplace: career guidance assessments, mentoring, financial independence, work ethic, women and leadership, entrepreneurship, the law and practice; responsibility for the promotion of equality: the media, feminization of poverty; equality in different countries, structural causes, equality and health, female genital mutilation.</p> <p>5) <i>Gender mainstreaming in professional training courses in Secondary Education.</i> Given the marked vertical and horizontal segregation of the Norwegian labour market, the Ministry de Education and Research has set in motion the project “A conscious decision of education” (“Bevisste utdanningsvalg”), with the objective of sensitizing pupils and students in order to base their choices of education on their own abilities, aptitudes and personal preferences rather than on gender roles. The programme includes information on a diverse range of training courses, such as health and social work, hotel industry and catering, agriculture, natural disaster prevention, environment, music, theatre, dance, top-level sport, business and services.</p> <p>6) <i>Gender mainstreaming in companies.</i> The objective of this section is to suggest to Norwegian companies that accept students as interns a series of steps to help them adapt to roles in the workplace in which they are traditionally under-represented. These range from the choice of an instructor of the same gender as the intern, the identification of sexist and discriminatory attitudes among the company’s staff and dialogue between schools and companies in the community to promote an equitable representation of student interns in all companies, freed from gender stereotypes.</p> <p>7) <i>Tools and bibliography.</i> The final section of the guide provides useful information on public institutions and bodies working towards equality and a timeline of the most important milestones in the struggle for Equality in Norway since 1839.</p>
Scheduling	<p>The Guide is distributed free of charge to all Primary and Secondary schools in Norway, as well as vocational training colleges and employers that accept students as interns and for on-the-job training placements. As it is structured as a flexible tool that can be adapted to any situation and learning institution, it can be used at various levels.</p>

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I - GUIDE “HANDSOME & ATTRACTIVE” (“KJEKK OG PEN”).

Results	<p>In the final pages a range of diverse experiences are compiled about how schools in Norway have used this guide in their work with teaching staff, pupils, parents and legal guardians, starting at different levels and from different prior diagnostic audits. The most noteworthy results are:</p> <ul style="list-style-type: none"> ▪ Increase in girl’s self-esteem and greater awareness among boys and girls, based in mutual recognition and respect. ▪ Displacement of violence by dialogue for conflict resolution among boys and girls. ▪ Boys and girls display more cooperative behaviour when teaching staff reward their good actions with quality time, rather than expending energy and attention in repressing negative conduct. ▪ Greater awareness among teaching staff of the influence that their attitudes, beliefs, and sentiments have on the development of the group and of each person within it. ▪ Raised awareness among the teaching staff of the need to develop their observation of the behaviours of boys and girls in the various spaces in the school/college, namely, in terms of aggressive sexual conduct against girls. <p>A greater tendency among female secondary level students to show an interest in studies in which they have traditionally been under-represented: mathematics, environmental science, industry etc.</p>
Contact details / Useful links	<p>http://www.regjeringen.no/nb/dep/kd/tema/likestilling-i-barnehage-utdanning-og-fo/gender-equality-in-comprehensive-educati.html?id=571283</p> <p>http://www.regjeringen.no/en/dep/bld/documents/Reports-and-plans/Plans/2010/equality-2014--the-norwegian-government.html?id=697592</p> <p>http://www.regjeringen.no</p>

Remarks

- It is developed within the framework of the Action Plan for Equality between women and men, prioritized by the Norwegian government for the period 2010-2014.
- The intention is to implement it in all educational institutions throughout Norway, although there has not been a rigorous monitoring of its actual implementation.
- It takes as its starting point an OECD study on the persistence of inequalities between men and women in Norway’s Labour market.
- It promotes the reflection and participation of everybody in the educational community: school personnel, teaching staff, pupils and students, parents and legal guardians, companies and the community in general.
- It promotes the general commitment of the teaching staff to uncover the beliefs and sentiments that hamper the development of pupils and students in their care.
- It leads to a clearly visible modification of behaviours and mentalities, revealing, through a process of discovery, discriminatory attitudes towards girls and boys both inside and outside the educational institution.
- It marks out the development of the future of women. Aims to provide the necessary tools to promote a free and conscious choice of profession.
- Methodologically, it takes due account of the difficulty of assessing changes in attitudes.
- It provides spaces for dissemination, reflection and debate: the guide is a tool for dissemination, as it is distributed free of charge to all primary and secondary schools in Norway and also to vocational schools and companies with internship programmes in each region.
- It does not make provision for mechanisms of monitoring and assessment.
- It includes a methodological proposal for each theme, to orientate the teachers' work,

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I - GUIDE “HANDSOME & ATTRACTIVE” (“KJEKK OG PEN”).

focused on the entrenchment of gender stereotypes among the teaching staff, the family, boys, girls and the community in general.

- It constitutes a solid foundation for cross-curricular activity in the centre in the long term. Is transferable: its actions can be replicated and adapted to the circumstances of other environments.

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II - GUIDE “JO VISST NYTTER DET (LIKESTILLING I DET PEDAGOGISKE ARBEIDET I KVINESDAL)”, GENDER EQUALITY IN THE SPHERE OF EDUCATION. WORKING IN KVINESDAL. 2009.

Body/entity responsible

Kun, Equality Knowledge Centre.

Context in which the best practice has been developed

“Working towards gender equality in kindergartens in Kvinesdal 2007 -2009” is a continuation of the work begun with the Kvinesdal project “An Equal Society in 2006 – 2007”. This precursor project set out to provide guidance on equality in schools in the municipality of Kvinesdal, in companies, and above all in kindergartens.

In the case of the project "working towards gender equality in Kvinesdal", the focus of attention is on working in kindergartens and families. The results of this project show the widespread extent of traditional gender roles. To deal with this, the kindergartens have implemented a range of measures.

Through this process, the municipality of Kvinesdal and the kindergartens have worked together to eradicate these discriminatory situations.

The project takes as its basis the existence of biological differences between the sexes and does not set out to deny that these differences exist, but it does seek to strengthen education as a means of conveying the message of equality to new generations without repeating the gender roles that exist among their parents' generation.

The psychological and social differences that develop in behaviour, relationships and interests are the result of the socialization processes in a community in which gender always has a cultural significance that is reflected in our cultural expectations in gender terms.

Implementation of the best practice

Objectives	The overall objective of the project is to contribute to the ability of boys and girls to discover, experiment with and develop their potential regardless of their gender. Boys and girls must have the same opportunities and must be attended to and encouraged to participate in the community in all of the activities. Boys and girls may be different, but they must be treated equally.
Target group	Teaching and services staff (administration, teaching staff, maintenance staff), pupils and students and families in kindergartens.
Content/ Activities	<p>The method selected for conducting the activity was video recording, in order to detect behaviours that would subsequently be studied and debated among the participants in the study.</p> <p>First of all, a form was distributed to each kindergarten to specify the situations selected for the filming, aiming to motivate the teaching staff in the kindergartens that participated in the experiment. The activity was conducted in a total of 5 kindergartens.</p> <p>Next, the pupils were filmed interacting with adults, both teaching staff and adults, in diverse contexts and situations, indoors, outdoors, at the table, playing sports and engaging in leisure activities etc.</p> <p>In order to carry out the filming, permission was obtained from the families and three hours of filming were made in total, which were analyzed by KUN, who presented their results in each kindergarten.</p>

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II - GUIDE “JO VISST NYTTER DET (LIKESTILLING I DET PEDAGOGISKE ARBEIDET I KVINESDAL)”, GENDER EQUALITY IN THE SPHERE OF EDUCATION. WORKING IN KVINESDAL. 2009.

	<p>The most revealing stills were taken from the video footage in each kindergarten, highlighting the most controversial themes and these were edited in the form of a narrative as kind of story to encourage active reflection by the people who watched the finished film.</p> <p>The aim was to tell stories about the everyday life of the kindergarten from the point of view of gender and equality, and in this way to reflect upon teaching practice, the behaviour of families, of the pupils, etc.</p> <p>Finally, the films were shown to all parties involved, including teachers, clerical and admin staff, service workers and families. After the films were shown, there was a discussion. After presenting each of the stories, the following questions were posed:</p> <ul style="list-style-type: none"> ▪ Does gender play any part in the situation shown in the film? ▪ Did gender constitute a constraint for the boys and girls in the situation shown in the film? ▪ What did the boys and girls learn in this episode? ▪ Could they have acted differently? <p>Subsequently, new filmings were agreed to evaluate and ascertain whether any changes had taken place as a result of the analysis of the film.</p>
Scheduling	The Guide is available on the Internet.
Results	<p>The most noteworthy results are:</p> <ul style="list-style-type: none"> ▪ Boys were called by their name more frequently than girls. ▪ Adults spoke more with boys than with girls. Conversations were longer, communication was more direct, more frequent and the topics were more varied. ▪ Fathers tended to make more positive comments to boys. ▪ Staff joked more with fathers than with mothers. ▪ Staff spoke more to mothers about their children than they did to fathers. <p>After numerous filmings, the following conclusions were drawn:</p> <ul style="list-style-type: none"> ▪ Focusing on working for gender equality promotes equality. ▪ Working continuously with a focus on gender and striving to achieve equality delivers results. ▪ Governments have a responsibility to put the issue on the agenda.
Contact details / Useful links	www.kun.nl.no
Remarks	
<ul style="list-style-type: none"> ▪ The Guide arose from a process of questioning the stereotypical perceptions of gender among adults and how these can affect future generations. ▪ Is transferable: its actions can be replicated and adapted to the circumstances of other environments ▪ Promotes the reflection and participation of everybody in the educational community: school personnel, teaching staff, pupils and students, parents and legal guardians. 	

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II - GUIDE “JO VISST NYTTER DET (LIKESTILLING I DET PEDAGOGISKE ARBEIDET I KVINESDAL)”, GENDER EQUALITY IN THE SPHERE OF EDUCATION. WORKING IN KVINESDAL. 2009.

- It leads to a tangible modification of conducts and mentalities by revealing, through a process of discovery, discriminatory attitudes.
- KUN has spaces dedicated to dissemination, such as its web page.
- This is a project conducted over the long term and it can be replicated to gauge improvements.
- Constitutes a solid foundation for cross-curricular activity in the school/college in the long term.
- Is transferable: its actions can be replicated and adapted to the circumstances of other environments
- Constitutes a valid, simple and concrete tool for reflecting on the influence of stereotypes on the development of a truly egalitarian education for citizenship.
- It requires parental consent and a high degree of specificity in order that privacy rights are not infringed.
- It involves the family in the process, through training sessions and explanatory workshops.
- Provides spaces for dissemination, reflection and debate, inside and outside the school/college.
- It promotes reflection and active participation of teaching staff as the principal agents of the socialization that is transmitted to boys and girls of preschool age.

NORWAY

III - EDUCATION WEEK IN THE MUNICIPALITY OF FARSUND .

Body/entity responsible

Municipality of Farsund, Noruega

Context in which the best practice has been developed

The Norwegian primary schools are for students aged 6 to 14 years. The school comprises seven years, and attendance is mandatory. Most schools are publicly funded and free. Farsund is a rather small town of 9,500 inhabitants. It has 10 kindergartens and five primary schools, one private.

For years, the municipality of Farsund celebrates the Week of Equality, particularly aimed at kindergartens and primary schools. The purpose is to create a joint commitment and an opportunity for multidisciplinary work in all age groups to publicize the work of equality in general, and resources for educators.

".. We have to see our society in a new perspective The goal of the Week of Equality is to have all children and students aware of the conditions in which equality efforts are made in other countries Equality is not only on gender: it also refers to the social background, religion, disability and ethnic affiliation. "

Implementation of the best practice

Objectives	<ol style="list-style-type: none"> 1. Increase awareness of equality throughout the learning cycle 2. Ensure joint and simultaneous efforts to provide mutual experiences about an issue 3. Create joint educational resources
Target group	Students, teachers and staff in schools and kindergartens, library staff, politicians and parents.
Content/ Activities	<p>It has been conducted an educational programming that offers different challenges in equality in society. They are often related to matters of great importance such as when the Nobel Peace Prize was awarded to Ellen Johnson Sirleaf, Africa's first woman president in 2011. That year, the theme week focused on the rights and challenges of women in countries and non-Western cultures.</p> <p>Equality week consists of three main activities:</p> <ul style="list-style-type: none"> • All students are working on the same topic • At least five hours are assigned to work on equality • Joint issues, materials and guidance on teaching work method are provided. <p>Teachers make a program tailored to your group focused on:</p> <ul style="list-style-type: none"> • Objectives • Skills students / as • Methods • Content and choice of material evaluation <p>Relevant topics:</p> <ul style="list-style-type: none"> • Equality at home • The position of women in different countries • Equality in Farsund • Women's right to vote
Scheduling	Week number 46 each year
Results	The project has attracted considerable attention, reinforcing the belief that a joint thematic week raises awareness on issues of equality. The teachers have proven education professionals who selected appropriate programs for their

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III - EDUCATION WEEK IN THE MUNICIPALITY OF FARSUND .

	groups. The development of brochures was one of the activities that allowed publicize the issue and make it accessible in general.
Contact details / Useful links	Tore K. Haus, Jefe del Departamento de Educación y Cultura del municipio de Farsund.

Remarks

The project is reinforced by the fact that is periodically repeated every year and offers good joint experiences of an issue. Farsund projects an image of town that gives priority to equality. The project involves many people in the town and generates reflection and awareness of gender roles. The administration of the municipality involved in the project has a direct influence on school administration.

4.5. PORTUGAL

The Portuguese government was one of the first to ratify, with no reservations, the CEDAW, in 1980. These commitments have undergone a gradual development through the creation of diverse instruments for the implementation of policies to promote gender equality. It is important to underline two fundamental tools: these are the National Plan for Equality - Gender, Citizenship and Non-Discrimination - and the National Plan against Domestic Violence.

During the period (2011-2013), the Fourth National Plan for Equality Gender, Citizenship and Non-Discrimination was implemented, among whose priority objectives are equal access to education and professional training courses , as well as increased presence of women in the public sphere.

In addition, specific mechanisms are being created whose main aim is the promotion of equality. Among these are the Commission for Citizenship and Gender Equality (CIG). This body, which is part of the State Secretariat for Parliamentary Affairs and Equality, has had since 2007 a mandate to introduce equality mainstreaming in all aspects of government.

The Portuguese government is committed to equal participation by men and women in building a more democratic society in which the participation of its citizens is the basis of all action plans at the social, political and economic levels. As part of this commitment, education, which encompasses Preschooling, Primary and Secondary Education, plays a vital role as it is one of the spheres in which the socialization of girls and boys takes place during a stage of their lives when they absorb the values, principles and beliefs that will develop later in their adult lives.

The Portuguese education system is structured as follows:

- o) Preschool education: from 3 to 5 years, voluntary but not free of charge.
- 1) Primary School (3 cycles): the first cycle, from 6 to 9 years, comprises 4 grades. The second cycle, from 10 to 12 years, with 5th and 6th grade. The third cycle comprises 7th and 9th grade. The three cycles are compulsory and non-fee paying.
- 2) Secondary School: years 10, 11 and 12, which is currently not compulsory. It has its own system of organization.

PORTUGAL

I - GUIDE "GENDER AND CITIZENSHIP IN PRESCHOOL EDUCATION"

Body/entity responsible

Commission for Citizenship and Gender Equality (CIG) under the aegis of the State Secretariat for Parliamentary Affairs and Equality, Office of the President of the Council of Ministers of the Government of Portugal, in collaboration with the Commission for the Eradication of all forms of Discrimination of Women (CEDAW).

Context in which the best practice has been developed

The educational guide "Gender and Citizenship" exists within the framework of the struggle against discrimination, directed through the CIG and part of the strategy for continuity, consolidation and sustainability of the results achieved by the said Commission in the field of education.

The development and publication of the Education Guide "Gender and Citizenship" were coordinated by the Directorate General for Innovation and Curriculum Development.

Implementation of the best practice

Objectives	<p>To identify the barriers, gaps and reactions of teachers and preschool pupils to changes in the education system and teaching practices, incorporating education for citizenship and gender as mainstreaming themes at all levels of the curriculum.</p> <p>To provide teachers with a proposal of concepts, terms, tools, and specific examples to address gender mainstreaming in topics such as the human body, health and safety, stereotypes, relationships and communication, verbal expression, decision making and responsibility.</p>
Target group	Teaching staff.
Content/ Activities	<p>The guidelines are based on various gender studies conducted in Portugal, mainly based on the entrenched gender stereotypes in the Portuguese education system and the persistence of sexist beliefs and attitudes of teachers and how these are manifested in their teaching practices.</p> <p>Each guide consists of two clearly distinct parts: the first offers a theoretical and conceptual framework for gender and equality that is aimed at encouraging teacher reflection and a second proposal with examples and cases for teachers to incorporate the lessons learned in the first part in their teaching practice.</p> <p>The guide, designed for Preschool, incorporates the following topics in each of the sections:</p> <p>1) Part 1. Theoretical framework.</p> <p>It addresses concepts such as gender and citizenship: the distinction between sex and gender, gender as a social category, the formation of gender identity, gender stereotypes, what we mean by citizenship; relationship between gender and citizenship, gender, citizenship and education : culture of democracy and human rights. Gender and curriculum in the education of children: provides the theoretical framework for the development of personality and social and emotional relationships with which girls and boys grow up. Education for Citizenship and Gender Equality in Children's Education: highlights the importance of kindergarten as the first democratic experience of childhood and</p>

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I - GUIDE "GENDER AND CITIZENSHIP IN PRESCHOOL EDUCATION"

	<p>calls for increased presence of male teachers as part of the strategy to improve childhood education from gender perspective.</p> <p>2) Part 2. Gender, Citizenship and Educational Intervention: practical issues. This is the practical section of the guides and consists of an explanatory text, cards and drawings and a proposal for tools for each topic. It deals with the organization of the learning environment from the perspective of gender, group organization, the role of teachers as agents of change, how to perform a self-assessment of teachers in relation to their beliefs and perceptions, and how to involve families and the community in the educational process. Finally, it brings together a series of experiments proposed by education professionals who have already implemented the content of the guide in their respective classrooms.</p>
Scheduling	<p>This guide is available to all teaching centres at Primary and Secondary level in digital form, on the CIG's webpage.</p>
Results	<p>The proposed methodology of the Guides for Gender and Citizenship Education has been implemented in several phases since 2008, including pretesting and validation by the Ministry of Education and Science, teacher training, and gradual implementation at the various levels to achieve real mainstreaming of the gender perspective.</p> <p>The results obtained so far come from the evaluation conducted by the teaching staff who have implemented the guides that were presented at a National Seminar in June 2012.</p> <p>The main points made by teachers were the relevance and appropriateness of the structure, the content organization, methodology and practical materials available in the guide. In addition, the following results are worthy of note:</p> <ul style="list-style-type: none"> ▪ An increase in theoretical knowledge and acquisition of skills and competencies in relation to the areas of general knowledge and citizenship. ▪ The training and exchange experiences were of great importance in the process of internalization and contrasted learning. ▪ The guides are an extremely helpful resource when the contents of Citizenship Education are implemented in classrooms. ▪ The guides generate more critical thinking, both personally and professionally in relation to mainstreaming gender in education. ▪ Teachers call for more ongoing training in these areas to completely embed the knowledge necessary to develop specific methods adapted to each classroom. ▪ It is valued positively that the guide produces a greater impact when implemented both horizontally and vertically in the school, i.e. at both teacher-student, and at all levels of the centre's organizational structure, by involving everyone in the process that is involved in the educational process. ▪ As for the results of the cognitive development of students aged between 3 and 6 years, the most important results were in areas such as "Environmental Awareness", "Personal and Social education" and "Expression and Communication."

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I - GUIDE "GENDER AND CITIZENSHIP IN PRESCHOOL EDUCATION"

	The Preschool Guide is also used as a textbook in university Colleges of Education and Early Childhood Education.
Contact details / Useful links	http://www.cig.gov.pt/

Remarks

Taken as a whole, the Guides for Education in Gender and Citizenship are based on a number of studies conducted by the CIG, form part of the National Policy for Education and have been implemented and evaluated, feeding back their content and methodological approach for their further development.

Aspects we would highlight as good practice in education in equality are:

- It constitutes a valid, simple and concrete tool for reflecting on the influence of stereotypes on the development of a truly egalitarian education for citizenship.
 - It is conducted within the framework of an institution-wide project, as it must be approved by the management of the school or college as part of its overall strategy.
 - It is developed within the framework of a faculty project, because it has to be approved by the faculty.
 - It is grounded in research, since it facilitates the identification of stereotypes and beliefs through the participation of pupils and students, parents and legal guardians.
 - It involves the family in the process, through training sessions and explanatory workshops.
 - There is active participation and involvement of the teaching staff/professionals in its development
 - Provides spaces for dissemination, reflection and debate, inside and outside the school/college.
 - It provides for monitoring and assessment with concrete performance indicators.
 - It promotes reflection and participation of teaching staff as the principal agents of the socialization that is transmitted to boys and girls of preschool age.
 - It leads to a clearly visible modification of behaviours and mentalities, revealing, through a process of discovery, discriminatory attitudes towards girls and boys both inside and outside the educational institution.
 - Methodologically, it takes due account of the difficulty of assessing changes in attitudes.
 - It incorporates a methodological rationale to orientate the work of the teaching staff in conducting a personal and professional self-assessment of the work that goes on in the classroom.
 - It includes specific materials, in-house or third-party, and appropriate tools and instruments
 - It constitutes a solid foundation for cross-curricular activity in the school/college in the long term.
 - It is transferable: its actions can be replicated and adapted to the circumstances of other environments
- It is publicized and disseminated through a range of means.

PORTUGAL

II - GUIDE “PRACTICAL EXPERIMENT CONDUCTED IN A PRESCHOOL AND PRIMARY SCHOOL IN CASTELO BRANCO”

Body/entity responsible

Castelo Branco Polytechnic Institute

Context in which the best practice has been developed

This initiative was implemented in Castelo Branco Preschool and Primary school This was a practical experiment conducted under supervision for the Practical Report submitted to Castelo Branco Polytechnic to fulfil the course requirements of the Master’s Degree in Education - Preschool and Primary Education.

The school in which the experiment was conducted has a maximum enrolment of 100 children. It is a single-storey building with 5 activity rooms, all of which have access to a courtyard, a lavatory, a multi-use room, kitchen, canteen, music room, language laboratory for English study, adults' lavatory, secretary's office, main office, entrance lobby and corridor.

The pupils with whom the practical was conducted were a mixed group comprising 20 subjects (11 boys and 9 girls) aged from 3 to 6 years.

Implementation of the best practice

Objectives	<ul style="list-style-type: none"> ▪ The overall objective was to promote gender equality through play. ▪ More specifically, the aims were: To identify through observation of the boys’ and girls’ spontaneous play, how they enacted gender roles. ▪ Promote equal opportunities to permit real equality between the boys and girls. ▪ Raise the boys’ and girls’ awareness of gender roles. ▪ Assist the participants in deconstructing gender-based stereotypes. ▪ Encourage changes in attitudes and reflection on stereotyped conducts. <p>Allow the boys and girls to have time to reflect and communicate, thereby fostering pupil participation.</p>
Target group	Pupils and teaching staff in Castelo Branco Preschool and Primary School.
Content/ Activities	<ul style="list-style-type: none"> ▪ Pupils are observed at spontaneous play to identify gender roles and stereotypes. ▪ 40-minute interview with teaching staff about their stance on gender equality and their teaching practice in this respect. ▪ 10-15 minute interviews per individual with boys and girls about the games they play in the classroom and their opinion on whether these are boys' or girls' games. ▪ Implementation of play techniques and group dynamics. <p>Story: A story is read out to the boys and girls to break down sexist stereotypes in professions.</p> <p>Drama: Dramatization of a story to consolidated its comprehension.</p> <p>Dramatization of a new story made up by the group.</p>
Scheduling	The practical experiment was conducted during the academic year 2012, first carrying out the spontaneous play observations and then the interviews, finishing off the activities in the months of May and June.
Results	As an outcome of the practical, a "Practical Experiment Report" was written up, comprising: background, theoretical framework, empirical study, analysis and

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II - GUIDE "PRACTICAL EXPERIMENT CONDUCTED IN A PRESCHOOL AND PRIMARY SCHOOL IN CASTELO BRANCO"

	<p>conclusions.</p> <p>The following conclusions were reached following the practical:</p> <p>With regard to the teaching staff, it was clear that they must interact, participate and remain alert to the games the pupils play in order to encourage them to play other games and talk about the situations experiences in the course of these games.</p> <p>With regard to the pupils' analysis, the presence of stereotypes is significant. Boys and girls play, choose the toys, games and professions according to gender.</p> <p>The two activities can promote a change, perhaps not in behaviours and attitudes in the short term, but in views and reflections on the issue in the long term.</p>
Contact details / Useful links	Castelo Branco Polytechnic Institute http://www.ipcb.pt

Remarks

- The practical experiment is based on a series of observations of spontaneous games played by girls and boys, which clearly show gender stereotyping, a series of interviews held with pupils and teachers, in order subsequently to deconstruct gender stereotypes by means of play activities.
 - The room in which the activities and observations were conducted has the following learning or play spaces: Learning tools for specific themes, play areas (comprising three shelves with a range of games, puzzles and Lego sets), a library, a play house (with miniature oven, dishwasher, kitchen utensils, iron, etc.) a garage and Plaid (a place for dialogue with male and female teachers).
 - The study was based on previous observations, in which the use of spaces by boys and girls was found to be biased. While the boys hung around the "garage", the girls tended to remain "at home".
 - Through play activities, an attempt was made to break down these gender roles, with positive results among the participants.
- This experiment included monitoring and evaluation of results, as well as suggestions for implementing these activities in the school in the future.

PORTUGAL

III – BIG-EI- LIBRARIES FOR GENDER EQUALITY-SCHOOLS FOR GENDER EQUALITY.

Body/entity responsible

UMAR (União de Mulheres Alternativa e Resposta) and funded by CIG (Comissão para a Cidadania e Igualdade de Género), OPH/QREN, FSE (Fondo Social Europeo)

Context in which the best practice has been developed

The Big-Ei project is the result of experience developed during 2009 and 2010. He traveled schools and municipal libraries Lisboa e Vale do Tejo, and reached more than 20,500 youth and was considered as a reference project and good practice .

The work of the Big-Ei project continued during the years 2011 and 2012 and about issues of feminism, women's rights and gender equality to schools, public libraries and local government district of Lisbon. In addition, delivery kits books, promotes free tutorials, discussions and workshops, and promoting artistic activities.

Implementation of the best practice

Objectives	<p>Deconstruct gender stereotypes and attitudes and practices of intrinsic value in the prospect of new masculinities that contribute to equality between boys and girls.</p> <ul style="list-style-type: none"> -Involve Schools, local authorities and other social organizations in the promotion of culture and citizenship promoting gender equality. -Advance Of socio-cultural and artistic involvement of girls in schools and in the European Union as co-constructors of equality in school. -To Contribute to the active participation of youth in the denial of multiple discrimination, violence and exclusion. <p>Develop inclusive forms of citizenship and inclusive language.</p>
Target group	<p>The Big-Ei Project is aimed at teachers, civil servants, agents of social intervention, youth, children and relatives (mothers and fathers). It takes place in schools, libraries, community centers, town halls, etc.</p>
Content/ Activities	<p>The Big-Ei project promotes artistic activities to promote socio-artistic material and young women in schools, public libraries and local community, organizes free courses and delivery to schools and public libraries bibliographic kits.</p> <p>Under the Big-Ei Project the following activities:</p> <ul style="list-style-type: none"> - Olympics Equality: Consisting of a competition between different groups of schools working creatively gender equality. - Thematic Sessions in schools: <ul style="list-style-type: none"> Session on body and sexuality: Thematic Session on crisis, economy and gender equality Thematic Session on dating violence and sexuality Thematic Session on gender equality and deconstruction of stereotypes Thematic Session on Human Rights and Women Thematic Session on Violence against Women Thematic Session Free Dating violence Thematic Session on Women and the Republic Thematic Session on the Voluntary Interruption of Pregnancy Thematic Session on Female genital mutilation Thematic Session on gender equality Thematic Session on gender equality Thematic Session Feminist Movements Thematic Session deconstruction of stereotypes and new masculinities Thematic Session on Human Rights of Women Thematic Session on gender violence Thematic Session on dating violence

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III – BIG-EI- LIBRARIES FOR GENDER EQUALITY-SCHOOLS FOR GENDER EQUALITY.

	<p>- Courses for teachers, civil servants and agents of social intervention During the project 5 free courses on the following topics are developed: Labor, discrimination and sexual harassment Prevention of Domestic Violence Bodies and sexualities Beyond hegemonic masculinity Feminism and Equality Roads: Arab and Islamic Feminism Feminism</p>
Scheduling	<p>The project is developed during the years 2009, 2010, 2011 and 2012. There have been several sessions and courses paid during this period.</p>
Results	<ul style="list-style-type: none"> ▪ As a result of the Olympics Equality has drawn lots of material to work gender equality. ▪ As a result of the thematic sessions in schools developed the virtual game "Equality is at stake", which consists of consists of five categories of questions and answers. In addition to responses provides information on different themes: gender violence, women who have contributed to scientific discoveries, who was the first woman to vote in Portugal, which are gender stereotypes, girls and boys have equal rights or not, etc. <p>This game consists of a string of entertaining and educational to inform, raise awareness, attract interest and promote gender equality in the different subjects resources. It is located on the web http://umarfeminismos.org/projectobig/jogo/</p>
Contact details / Useful links	<p>Rua da Cozinha Económica, Empreendimento Alcântara Rio, Bloco D, 30M e 30N 1300-149 Lisboa, Portugal Tel: 218873005; 969666879 email: projectobig.ei@gmail.com; Web: http://umarfeminismos.org/projectobig/ You can find more information about the project and activities in facebook: https://www.facebook.com/pages/BIG-Projectos-bigEi-e-BIIG/105236589576682?sk=info</p>
Remarks	
<p>Alongside the Big-Ei Project, Biig Project (Library Itinerant Gender Equality) is developed. The mobile library provides access books, informational materials, educational games and talk and discuss the challenges of gender equality.</p> <p>In the project Weeks Equality designing and implementing with local partners sessions and debates in schools and libraries are made, workshops, exhibitions, reading sessions and more are made. You create and offer bibliographic kits to municipal libraries and school libraries in the region and seeks to spread new forms of action in the field of gender equality.</p>	

4.6. THE UNITED KINGDOM

In the United Kingdom, the legislative framework for equality between women y men starts with the Sex Discrimination Act, 1975. Since then, and up to the most recent Equality Act 2010, a series of laws have been enacted that tackle inequality between women and men.

The Equality Act 2010 proclaims the principle of equal treatment in the educational sphere regardless of sex, race, disability religious belief, or sexual orientation. However, the novel feature of this piece of legislation is that it provides protection for students in a state of pregnancy and transgender persons. Nevertheless, there are still some exceptions to the law's anti-discrimination provisions, such as the fact that some curriculum contents have not been adapted in line with the law.

The introduction in schools of a single concept to refer to the right to equality replaces the separation previously established between gender, race and disability. Teachers therefore call for tools to work in all these areas and contribute to an equal attention to each of them.

The features of the UK as a state that consists of various nations have implications for the configuration of the education system. In recent decades, there has been devolution of powers to the various nations in education. The government establishes general guidelines regarding training levels and common curricular content to the devolved national parliaments and each of them customizes their own system within the scope of its powers.

In this context, several policies and strategies have been implemented in the different nations of the UK, in order to generate a real change towards gender equality in schools.

THE UNITED KINGDOM (England and Wales)

I - WOMANKIND "PREVENTING VIOLENCE, PROMOTING EQUALITY: A WHOLE-SCHOOL APPROACH".

Body/entity responsible

WOMANKIND WORLDWIDE is an international non-profit organization that works in defence of human rights for women and for their development.

Context in which the best practice has been developed

The initiative is led by WOMANKIND and developed in five centres of education in England and Wales.

The programme, which was run from 2004 to 2010, consisted of two phases. The first of these phases, which lasted from 2005 to 2007, took place in all 5 of the participating centres and produced a tool entitled "Challenging Violence, Changing Lives", with reference to the subject "Personal, Social, Health and Economic Education" - PSHE. From 2008, the second phase of the programme commenced, whose aim was to combat gender-based violence from a comprehensive approach.

The information which appears here in summarized form refers to the second of these phases as it was implemented.

Implementation of the best practice

Objectives	<p>The main objective of this programme is to develop a national strategic framework to integrate the struggle against and prevention of gender-based violence within the education system.</p> <p>To this end, three key aspects are identified, namely;:</p> <ol style="list-style-type: none"> 1. Supporting schools - through the creation of educational resources, skills development for staff and students and individual orientation for school leaders to help them to carry out the work and challenge violence against women and girls. A fundamental aspect for the development and commitment to this work is the identification of persons with a role of "leader" and "contact point" for participation in the WOMANKIND programme. 2. Developing understanding through research. To achieve this, the approach involved analyzing the processes of development and the impact of educational initiatives in schools participating in the project, through qualitative methods. 3. Campaigning to change policy - at national and local levels- to ensure that all young people receive education concerning violence against women and girls.
Target group	Institutions and public bodies responsible for education policy, teachers and students.
Content/ Activities	<p>The activities carried out in the five schools where the program was conducted were many and varied. Below we detail some of them, without identifying the school/college where they were implemented:</p> <p>ACTIVITIES AIMED AT INSTITUTIONS OR POLITICAL BODIES</p> <ul style="list-style-type: none"> ▪ The formation of Equality Task Forces that report to higher authorities on the work they do. ▪ Reporting all cases of domestic violence that may occur (regardless of their severity) to the relevant government bodies. ▪ All of the centres have an Equality Plan (or similar tool which under UK law is called the Gender Equality Scheme) which include the obligation to inform the competent authorities on the matter as to the progress of the plans.

THE UNITED KINGDOM (England and Wales)

I - WOMANKIND "PREVENTING VIOLENCE, PROMOTING EQUALITY: A WHOLE-SCHOOL APPROACH".

	<p>ACTIVITIES AIMED AT STAFF</p> <ul style="list-style-type: none"> ▪ Training for all school staff (both teaching and non-teaching) in equality between women and men, violence, etc., thus enabling them to identify risk situations and / or situations of sexism among students. ▪ Concerned staff become part of the Equality Team, which by law, must be set up among the teachers. <p>ACTIVITIES AIMED AT STUDENTS</p> <ul style="list-style-type: none"> ▪ Individual interviews aimed at students on sexist language, sexist and violent attitudes, etc.. The questionnaires are administered in some cases, by the students themselves, generating debate among classmates. ▪ Group interviews in different groups and a group interview, to find out their opinion on some sexist and violent behaviour (the report includes excerpts from the verbatim responses provided by students of both sexes). ▪ Anti-sexual harassment counsellors. This role is created in schools and there are several female and / or male students who are trained in cyber bullying and harassment prevention, so that they are dedicated to giving information to their classmates, to receive complaints and to organize activities to raise awareness. ▪ Working groups for boys. A specific group is created in the school to work with young people who have been directly involved in or who have been exposed to some kind of relationship violence and / or sexual harassment, regardless of their severity. 8 sessions are held over 4 weeks. This group debates all acts of violence and harassment, sexual exploitation, rape, consent, power and control, gender roles, pornography, the ideal couple, etc.. The group is chaired by a person from outside the school with expertise in the area. <p>Girl Scouts Group. This group was created for young girls who have low academic performance or do not adapt to school life and break the rules. The group performs a range of activities: eating out at a restaurant and talking about what they like and dislike about the school/college, attending conferences on abuse within the family provided by the Welsh police; organizing weekly meals where every day one of them cooks, and they are trained as counsellors so they can later act as mediators in the resolution of conflicts between colleagues from lower grades.</p>
Scheduling	The activities were conducted during two academic years: 2008-2009 and 2009-2010.
Results	<p>implementation of some activities are specified, and these are covered in this section:</p> <ul style="list-style-type: none"> ▪ Equality teams set up among the teaching staff: teachers who take part in these teams report that it is a very enriching experience. In addition, most of the persons involved said this made them realize things which, being internalized, they are unaware that they could generate inequality and sexist attitudes, such as language. Now, they notice discriminatory attitudes and behaviours more easily and have more capability of action to try to change them. ▪ With regard to student surveys: the results were surprising and unexpected and led to enhanced awareness of the existence of actual cases of sexual harassment and violent tendencies within the institution that, until now, had gone unnoticed.

THE UNITED KINGDOM (England and Wales)

I - WOMANKIND "PREVENTING VIOLENCE, PROMOTING EQUALITY: A WHOLE-SCHOOL APPROACH".

	<ul style="list-style-type: none"> ▪ Male and female anti-sexual harassment counsellors. Among the results of this activity, the teachers involved highlighted the positive response of students and increased awareness of sexual harassment. They also emphasize the importance of actions in relation to student participation in the formulating of rules and social norms, rather than their being imposed on them. ▪ Working group with boys: the boys generally do not associate the crimes covered with their lives and attitudes to women. Attitudes of contempt and sexist language are displayed related to girl's sex and body image. The final evaluation of the activity shows how the participants stated that they valued the group as they are not judged and they acknowledge the importance of negotiation. The outcomes of the experiment were the strengthening of communication and mutual understanding. They report that they have learned a great deal about laws and sex, consent, the reality of pornography and what they expect from a relationship. <p>Girl Scouts group: the post-evaluation results obtained lead to the conclusion that some of the girls who participated in this group also participated more in class and achieved better marks. The participants themselves comment that it has inspired them with a sense of belonging to a community that they did not have before, it has made them more confident in themselves and made them think more about what they do, especially to think twice before engaging in any violent behaviour</p>
Contact details / Useful links	<p>Womankind Worldwide, 2nd Floor, Development House, 56-64 Leonard street, London EC2A4LT</p> <p>http://www.womankind.org.uk/wp-content/uploads/2011/02/WKREPORT_web-24-NOV-2010.pdf</p>

Remarks

The programme includes information on areas for improvement regarding the activities that have been carried out, as well as providing ways to improve these aspects.

The study we have analyzed meets the following requirements to be considered a good practice:

- Recognizes explicitly or implicitly that sexism is manifest in the school.
- Challenges roles assigned according to gender.
- Contributes new elements, knowledge and skills to the school curriculum.
- Contributes to the development of a more equitable relationship between men and women.
- Takes as its cornerstone education in ethical values: equality, tolerance, respect and peaceful resolution of conflicts.
- Breaks with traditional dynamics and practices in schools
- Modifies the point of departure in the short or medium term
- Serves the interests of pupils and students as well as those of the school.
- Contributes to raising the awareness of pupils and students.
- Contributes to raising the awareness of teaching staff.
- Contributes to raising the awareness of the immediate environment.
- Fosters participation and cooperation among pupils and students.
- Promotes discovery, reflection and debate.
- Produces some impact on the persons it targets.
- Applies an active, participatory and motivating methodology.
- Is backed up by the involvement of a group of teaching practitioners.
- Is appropriately programmed and coordinated.

THE UNITED KINGDOM (England and Wales)

I - WOMANKIND "PREVENTING VIOLENCE, PROMOTING EQUALITY: A WHOLE-SCHOOL APPROACH".

- Pays due attention to the use of non-sexist language.
- Is developed within the framework of a governmental/institutional code, set of regulations, scheme or plan.
- Starts with a diagnostic audit of the degree of equality in the centre.
- Is grounded in previous research/experience.
- Is grounded in action research.
- Is assisted by the co-participation of pupils and students throughout the process.
- Involves families in the process.
- Involves the community in the process.
- There is a generalized commitment on the part of the teaching staff to its implementation.
- There is active participation and involvement of the teaching staff/professionals in its development.
- Produces a manifest modification in behaviours and mentalities.
- Methodologically, it takes due account of the difficulty of assessing changes in attitudes.
- Benefits from spaces for dissemination, reflection and debate.
- Includes monitoring and assessment.
- Includes specific materials, in-house or third-party, and appropriate tools and instruments.
- Includes innovative activities consistent with both the school and the environment.
- Is transferable: its actions can be replicated and adapted to other environments.

THE UNITED KINGDOM (Scotland)

II - GUIDE: "GENDER EQUALITY. A TOOLKIT FOR EDUCATION STAFF"

Body/entity responsible

Government of Scotland, Ministry of Education and Training.

Context in which the best practice has been developed

The Government of Scotland, implements this Guide, as a methodological approach to help both teachers and students assess the situation of the school in relation to equality between women and men.

This guide is also part of the "Curriculum for Excellence" programme which aims to promote the transformation of the Scottish education system through a reform that will produce a more coherent, more flexible and enriched curriculum in the education and training of Scottish children and young people.

Implementation of the best practice

Objectives	<ul style="list-style-type: none"> ▪ To combat homophobia and sexism in Scottish schools so that they can work effectively to achieve gender equality. <p>To provide the team of teaching professionals, including management and clerical staff, with a number of tools to promote the mainstreaming of gender equality in schools that can be adapted to the circumstances and contexts of the educational communities of which they are part.</p>
Target group	Teaching staff and pupils in Primary Education.
Content/ Activities	<p>The guide is designed as a set of indicators grouped into 10 blocks, whose measurement firstly helps teachers in performing a self -assessment as professionals incorporating a gender perspective in their work of teaching and secondly, a diagnostic audit of the centre in relation to the effective mainstreaming of gender equality in their way of being and doing.</p> <p>The proposed sets of quality indicators revolve mainly around homophobic and sexist beliefs and attitudes and are backed up with materials and documentary references to reinforce the work in this field.</p> <p>Quality indicator Set -4. Beliefs about the impact of gender perspective mainstreaming in schools and colleges.</p> <ul style="list-style-type: none"> ▪ Quality indicator 1. Key performance indicator. Includes indicators for measuring improvements in student performance and with regard to compliance with legal obligations in terms of Equal Education. ▪ Quality indicator 2. Impact of mainstreaming equality on students and involvement of parents, families and legal guardians. ▪ Quality indicator 3. Impact of equality mainstreaming on the school/college staff. ▪ Quality indicator 4. Impact of equality mainstreaming on the community. <p>Quality indicator Set 5. Indicators for the analysis and design of Syllabi from the mainstreaming of equality between girls and boys in schools and colleges.</p> <ul style="list-style-type: none"> ▪ Development and implementation of Syllabuses. ▪ Teaching for effective learning: the environment, interaction between teachers and students, the clarity and intentionality of dialogue. ▪ Meetings. ▪ Assessment for learning. ▪ Expectations and achievements of promotion.

THE UNITED KINGDOM (Scotland)

II - GUIDE: "GENDER EQUALITY. A TOOLKIT FOR EDUCATION STAFF"

	<ul style="list-style-type: none"> ▪ Equality and fairness. ▪ Students associations and parents. ▪ Care, welfare and development. ▪ Improvement through assessment. <p>Quality indicator Set 6. Development of policies and planning from a gender perspective.</p> <ul style="list-style-type: none"> ▪ Learning institution policy review and policy development. ▪ Participation in the policy and planning. <p>Quality indicator Set 7. Management and support of personnel for compliance with school policies from the mainstreaming of the gender perspective.</p> <ul style="list-style-type: none"> ▪ Adequate staffing, recruitment and retention. ▪ Staff deployment and teamwork. ▪ Staff development and review. <p>Quality indicator Set 8. Strategic alliances, provision and use of resources for working on equality in educational institutions.</p> <ul style="list-style-type: none"> ▪ Associations with the community, educational institutions, agencies and employers. ▪ Management of education funding. ▪ Handling and use of resources and space for learning. ▪ Administrative information. <p>Quality indicator Set 9. Leadership in gender equality mainstreaming in education.</p> <ul style="list-style-type: none"> ▪ Vision, values, objectives and direction. ▪ Leadership and direction. ▪ Development of people and associations. ▪ Annexes: Recommendation for dynamics for the work of the teaching staff. Proposed curriculum content from the perspective of equality. Resource and documentation centre on equality between women and men.
Scheduling	The guide is intended to be implemented in whole or in part - each set of indicators can be implemented separately or as a whole. Its main distribution channel is via the website of the Scottish Ministry of Education and Training.
Results	No information is currently available regarding its implementation.
Contact details / Useful links	http://www.scotland.gov.uk/Publications/2007/08/30161011/0
Remarks	
<ul style="list-style-type: none"> ▪ It is developed within the framework of the Equality Act 2010 and the programme 'Education for Excellence' of the Government of Scotland. ▪ It is intended for implementation at the national level in all schools, although there has not as yet been any rigorous monitoring of its actual implementation. ▪ It promotes the reflection and participation of everybody in the educational community: school personnel, teaching staff, pupils and students, parents and legal guardians and the 	

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community in general.

- It constitutes a valid, simple and concrete tool for reflecting on the influence of sexist stereotypes on the development of a truly egalitarian education for citizenship, mainly aimed at combating sexism and homophobia.
- It facilitates its implementation, whether partially or totally, by differentiating the objectives and benefits of the implementation of each set of indicators.
- It involves the family in the process, as it proposes indicators to measure equality at the family level.
- It involves the community in the process as it promotes networking from schools.
- There is an active participation and involvement of the teaching/other professional staff in the development, as it takes a diagnostic self-assessment on the part of teaching staff as its starting point.
- It benefits from spaces for dissemination, reflection and debate, mainly among the teaching staff, and between the teaching staff and student body.
- It leads to a clearly visible modification of behaviours and mentalities, revealing, through a process of discovery, discriminatory attitudes towards girls and boys both inside and outside the educational institution.
- It incorporates a methodological rationale to orientate the work of the teaching staff in conducting a personal and professional self-assessment of the work that goes on in the classroom.
- It includes specific materials, in-house or third-party, and appropriate tools and instruments
- It constitutes a solid foundation for work on Education in Equality in the long term in schools and colleges in Scotland.

It is transferable: its actions can be replicated and adapted to the circumstances of other environments

THE UNITED KINGDOM

III- IMPROVING GENDER BALANCE (IGB PROYECT)

Body/entity responsible

Institute of Physics (IOP). Department for Education (UK Goberment).

Context in which the best practice has been developed

The Improving Gender Balance project is part of the Stimulating Physics Network (SPN), an Institute of Physics project funded by the Department for Education to develop the teaching and learning of physics in secondary schools. The SPN supports over 400 SPN Partner Schools across England. Running since 2006, it has recently been refunded with an expanded scope, which includes the development of the IGB project. Whitin this context, the IGB proyect is developed.

Implementation of the best practice

Objectives	<p>The project “Improving gender balance” aims to improve the number of girls choosing to progress to A-level physics by addressing the factors which the evidence suggests are important in influencing subject choices. It involves three distinct interventions in a total of 20 schools to identify effective ways of increasing the number of girls choosing A-level physics:</p> <ul style="list-style-type: none"> • Strand A: ‘Building confidence and resilience’ • Strand B: ‘Girls and the physics classroom’ • Strand C: ‘School Culture’ <p>A fourth intervention, the Drayson Project, examine the impact of running all three strands concurrently in a further 3-6 schools. This work is funded by a generous private donation made to the IOP.</p> <p>Schools are in a variety of settings (urban, rural, suburban etc.) and with a diverse range of characteristics.</p>
Target group	<p>Institutions and public bodies responsible for education policy. Teachers and students.</p>
Content/ Activities	<ul style="list-style-type: none"> ▪ Strand A. Building confidence and resilience <ol style="list-style-type: none"> 1. Engaging girls with the problem of gender inequality. An existing discussion workshop is developed and deployed with the female students. The workshop was developed by the IOP to explore gender stereotyping, make girls aware of the issues and encourage ownership of the problem. 2. Primary outreach. Links are developed with local primary schools and Year 8 and 9 girls participate in diverse activities that increases girls’ enthusiasm for the subject and help to counter nascent gender stereotyping in primary schools. 3. Priming. A number of priming sequences are used to develop Year 10 and 11 girls’ confidence and resilience. ▪ Strand B. Girls and the physics classroom <p>This strand works with teachers to modify their pedagogy and classroom management during physics lessons. This approach is based on the experiences of an action research project led by the IOP and Science Learning Centres in 2008-09.</p> <ol style="list-style-type: none"> i. The big picture. The science department develops physics schemes of work to include context and the bigger picture in the teaching of all topics in each year group; ii. Reflective practice. iii. Group work. Teachers are supported in using active group management techniques to avoid marginalising girls in lessons;

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III - IMPROVING GENDER BALANCE (IGB PROJECT)

	<p>iv. Practical work. The quality of practical work in physics lessons is strengthened, supported by new practical materials;</p> <p>v. Careers. Schools develop and support a programme of careers sessions appropriate to each year group across the school year.</p> <ul style="list-style-type: none"> ▪ Strand C. Whole school approach to gender stereotyping <p>A whole school protocol is created to encourage teachers in all subjects to counter gender stereotyping effects:</p> <ol style="list-style-type: none"> i. Benchmarking and commitment. Examination of attainment and progression data for the school disaggregated by gender. Areas of asymmetry are discussed with governors, the head teacher and subject leaders; a whole school action plan is developed. Engagement at these levels is an essential factor in eliciting change. ii. Cross-subject commitment. Workshops with teachers on topics including choice of curriculum materials, careers advice and subject choice. iii. Gender identity. Sessions with pupils about gender identity and how to counter the notion of 'girls' subjects and 'boys' subjects. iv. Environment. Celebrating the school's commitment to gender equality throughout the school (classrooms, hallways, reception etc.); facilitating assemblies with each year group in the school.
Scheduling	<p>Running since 2006, it has recently been refunded with an expanded scope, which includes the development of the IGB project to 2016.</p>
Results	<p>The Institute has published a number of reports investigating the situation, and produced a suite of resources for teachers:</p> <ul style="list-style-type: none"> ▪ Reports and research: <ul style="list-style-type: none"> -Girls in the Physics Classroom: A review of the research on girls' participation in physics (2006) pulls together the existing research, highlighting common threads and effective strategies. -Girls into Physics: Action research (2009) is the evaluation report from our 2008 action research programme, including rich data and recommendations for practice. -Closing Doors: Exploring gender and subject choice in schools (2013) looks at the progression to A level in a number of gendered subjects, including physics. <ul style="list-style-type: none"> ▪ Resources and guidance for teachers: -Girls in the Physics Classroom: A teachers' guide for action is a guide for teachers on how to put the research findings into action. -Engaging with Girls: An action pack for teachers includes guidance on carrying out action research and a set of additional teaching resources. -Science: It's a people thing is a pack of resources for running an off-timetable discussion workshop with female students. -The girls in physics videos illustrate teaching approaches that the research suggests will encourage girls to consider continuing with the subject. <p>In relation to the general results of the project and its stands, it can be said that</p>

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III - IMPROVING GENDER BALANCE (IGB PROYECT)

	the effectiveness of these strands are subject to robust external evaluation, with the intention that the findings will be applied to and integrated into the main body of support provided by the IOP to schools.
Contact details / Useful links	http://www.iop.org/education/teacher/support/girls_physics/page_41593.html education@iop.org.

Remarks

The project can be considered good practice in equality as it incorporates many of the elements that define them. Some of them are drawn below:

- The project leads to changes in behavior and attitudes through the discovery of gender inequalities in education.
- Much of the content of the project is based on results of previous experiences and the actions are based on previous research.
- The project has spaces for reflection and debate aimed at both students as teachers.
- The project has specific materials and appropriate tools for their implementation.
- The project is subject to external evaluation and is a fully replicable practice in other educational settings.
- There is a general commitment to the project at various levels: teachers head of studies and political staff, which is essential to the ultimate success.

The Institute of Physics is currently running other pilot project: Opening Doors, a pilot project developing a code of practice on gender equity for schools.

(http://www.iop.org/education/teacher/support/girls_physics/opening-doors/page_63803.html)

4.7. SWEDEN

In Sweden, the Ministry of Gender Equality and in particular the Anti-Discrimination Agency are the agencies responsible for protecting equal rights and opportunities for all Swedish citizens and ensuring compliance with equality laws. Examine situations regarding gender equality in various fields, including the professional and educational spheres. Chiefly, monitors compliance with the Anti-Discrimination Act 2009, which prohibits discrimination on grounds of gender, gender identity, sexual orientation, ethnicity, religion or other belief, disability or age.

At the school or college level, responsibility for integration and equality is held by the Ministry of Education and Research since 2011, although there is a close cooperation with the Anti-Discrimination Agency.

The Education Act 2011 amends the previous 2008 Act, including the basic principles outlined above. This law sets out the basis of the Swedish educational system, the design of which is based on the "National Curriculum for compulsory education, preschool education and free time" in 2011 and its subsequent updated amendments. It states as follows: *"The sanctity of human life, individual freedom and integrity, the equal value of all people, equality between women and men and solidarity with the weak and vulnerable are the values that the school must stand for and disseminate"*

It also notes that the school should work more actively and consciously for greater equality of rights and opportunities for women and men. The form of assessment of girls and boys in school and the demands and expectations attributed to them, contribute to the perception of gender differences. In this regard, the school as an institution has the task of countering traditional gender patterns and should constitute a space in which students are helped to discover and develop their abilities and interests regardless of their gender.

It also determines that the person responsible for managing teachers in the school holds a special responsibility to ensure that equal education is integrated in all subjects of knowledge. As for other personnel who are members of the school staff, it states that all persons working in the school should contribute to remove restrictions on the student's choices of subjects and other limitations on the development of vocations based on gender differences, or on social or cultural differences (Lgr11, Section 2.6). Gender equality is covered in several of the subjects of the curriculum.

SWEDEN

I - CURRICULUM FOR THE PRESCHOOL LPFÖ 98. REVISED 2010".

Body/entity responsible

National Education Agency (*Skolverket*). Ministry for Education and Research

Context in which the best practice has been developed

The Ministry of Education and Research set up the Swedish National Agency for Education, one of the central administrative authorities of the Swedish school system. The Agency supports local school authorities, as well as monitoring and evaluating schools and colleges to improve their quality and the results obtained by the students. During the period 2012-2014, the Swedish National Agency for Education has also been assigned the task of strengthening gender equality in education (Education in Equality).

Decentralization of the Swedish government and therefore public policies, such as the National Education Policy and the resulting structure of the Swedish educational system, determine which local authorities are responsible for deciding the methods for achieving curricular objectives and requirements set by the national authority

The Swedish education system is structured as follows:

- o) preschool education: from 3 to 6 years, voluntary but not free of charge.
- 1) Primary School: lasts for 6 years, from 7 to 12 years. Compulsory and free of charge.
- 2) Secondary School: this is divided into two cycles: First cycle of Secondary Education: from 13 to 16 years, compulsory and free of charge, and Second Cycle of Secondary Education, from 17 to 19 years, non-compulsory.
- 3) Higher Education: this covers university education.

Implementation of the best practice

Objectives	To provide education staff with the general guidelines for preschool education, the basis of which is respect for human rights and the fundamental democratic values on which Swedish society is based.
Target group	Teachers and other teaching staff in preschool Education.
Content/ Activities	<p>The document is divided into two main parts: the first centred on the core values and challenges of preschool, and the second on goals and guidelines for Early Childhood Education.</p> <p>1) Values and challenges</p> <p>Within the framework of the values of respect for human rights and democracy, this section defines as core values to work on in Preschool: the sanctity of human life, individual freedom and integrity, equality of all people, gender equality, and solidarity with the weak and vulnerable.</p> <p>Furthermore, it is stressed that no child must be a victim of discrimination on the grounds of gender, ethnic group, religion, sexual orientation of any person in their family or deterioration of their functional capacity or be otherwise subjected to degrading treatment of any kind. In the section devoted to "objectivity and breadth of understanding", the document calls for forms of adult participation in preschool education stressing that the way adults respond to girls and boys, as well as the demands and expectations placed upon them contribute to the replication of gender differences and that preschool education must counteract traditional gender patterns and gender stereotypes. It goes on to urge teachers to contribute to girls and children in preschool having the same opportunities to develop and explore their skills and interests without the limitations imposed by gender stereotypes.</p>

SWEDEN

I - CURRICULUM FOR THE PRESCHOOL LPFÖ 98. REVISED 2010''.

	<p>2) Guidelines and objectives</p> <p>In all the objectives set out in this section of the Curriculum for Early Childhood Education the following stand out as priorities: to develop in girls and boys an understanding of the equal worth of all people, regardless of social background and regardless of gender, ethnic origin, religious and other beliefs, sexual orientation or deterioration in functional capacity and respect for all forms of life as well as care of their immediate environment.</p> <p>The work of teachers in relation to this objective is to ensure that democratic working methods are applied in which girls and boys participate actively and equally and the internal rules of the group are oriented at meeting that objective.</p> <p>In order to achieve this objective, mothers, fathers and those persons who have legal guardianship of girls and boys are to be included, offering them channels of participation and ongoing communication with teaching staff.</p>
Scheduling	The curriculum is a document distributed by the Swedish Education Agency (<i>Skolverket</i>) to all preschools.
Results	No information is currently available regarding its implementation.
Contact details / Useful links	http://www.skolverket.se

Remarks

- It has been developed within the framework of the Anti-Discrimination Act 2009 and the Education Act 2010.
- It is intended for implementation at the national level in all preschools, although there has not as yet been any rigorous monitoring of its actual implementation.
- It promotes the reflection and participation of everybody in the educational community: school personnel, teaching staff, pupils and students, parents and legal guardians and the community in general.
- It constitutes a valid, simple and concrete tool for reflecting on the influence of sexist stereotypes on the development of a truly egalitarian education for citizenship, mainly aimed at combating sexism, racism and homophobia.
- It facilitates its full implementation, as it provides concrete objectives and targets for preschool pupils.
- It involves families in the process
- It involves the community in the process as it promotes networking from schools.
- There is an active participation and involvement of teachers in the development, as it helps them to plan the content and methodology of their teaching.
- It benefits from spaces for dissemination, reflection and debate, mainly among the teaching staff.
- It leads to a clearly visible modification of behaviours and mentalities, revealing, through a process of discovery, discriminatory attitudes towards girls and boys both inside and outside the educational institution.
- It incorporates a methodological rationale to orientate the teaching staff in how they carry out the work in the classroom.
- It constitutes the continuation of the work on Education in Equality in the long term in schools and colleges in Sweden.

It is transferable: its actions can be replicated and adapted to the circumstances of other environments

SWEDEN

II - THEORY AND PRACTICE OF GENDER WITH YEAR 6 STUDENTS.

Body/entity responsible

University of Malmö.

Context in which the best practice has been developed

The initiative was developed in a school in Malmö. This is a practical study conducted as part of a doctoral thesis submitted to the University of Malmö.

The school where it was conducted is located in a small town on the outskirts of Malmö. It is in the middle of a residential area, inhabited by families who have young children, boys and girls. It is also in the middle of several green areas. The school's catchment area is extensive and covers several districts with families belonging to diverse social groups. All of the students are of Swedish origin

Implementation of the best practice

Objectives	<ul style="list-style-type: none"> ▪ To study educational play as a method for working for a more egalitarian school. ▪ To promote work on equality among boys and girls. ▪ To use educational play in order to arrive at a greater understanding of gender roles in society. <p>To observe how boys and girls perceive masculinity and femininity.</p>
Target group	<p>The target group comprises pupils in Year 6 in a school on the outskirts of Malmö. To be specific, the project was conducted in two classes comprised of 10 boys and 10 girls in the first class and 13 boys and 8 girls in the second.</p>
Content/ Activities	<ul style="list-style-type: none"> ▪ Evaluation exercises were conducted to find out about the pupils' stances on gender equality. The evaluation exercises lasted some 40 or 50 minutes. Through the evaluation exercises, the pupils had the opportunity to think and decide, to express points of view, to justify their stances, to listen to others and to reflect and work on attitudes. ▪ A series of educational games were conducted with the aim of promoting gender equality in the school: <ol style="list-style-type: none"> 1. Hotseat: in the first session, the boys and girls were seated in a circle on chairs, with one chair left vacant. The pupils were given the chance to sit on this seat on a voluntary basis and the teacher would ask them a series of questions. 2. He and she: a debate was conducted on masculinity and femininity. The characteristics that the boys and girls assigned to masculine and feminine were written up on the board. 3. 4-Corner: boys and girls took a position on an issue raised regarding gender equality. For each question, there are four options; one of which is empty - the pupil has to suggest an answer. 4. Meeting 4 "Forum Games on Equality" (3 boys and 3 girls take part): one person is asked to think of some form on inequality that is commonly experienced in the school. Using appropriate materials, he or she makes a sculpture that illustrates this inequality. <p>A series of sessions is conducted in which the pupils participate and debate on their perception of the differences and similarities between the girls and the boys; they rate the level of equality or inequality in the school.</p>
Scheduling	<p>The activity was conducted during the academic year 2005-2006.</p>
Results	<p>With regard to the educational games that were conducted, the following</p>

SWEDEN

II - THEORY AND PRACTICE OF GENDER WITH YEAR 6 STUDENTS.

	<p>results were observed for each of them, respectively:</p> <ul style="list-style-type: none"> ▪ Hotseat: the pupils got involved in the game from which arose a debate in which both girls and boys gave their opinion on several aspects. In general, the boys and girls had quite a few ideas on equality issues and considered that they were treated differently in school: the girls received more attention than the boys as the latter were considered more problematic. Also, it was observed that boys and girls were aware of their respective gender roles in society. ▪ He and she: following the game, it was observed that the pupils were strongly impressed by society's opinion on the sexes. In addition, they were aware of the segregation by sex existing in the school. ▪ 4 Corner: although the pupils were very familiar with the subject of equality, it was clear that their opinions were highly influenced. Many pupils felt that working on equality led nowhere. The issue of equality was often discussed, but nothing changed. This may have been because the pupils felt that in school they are not allowed to say what they think and they are expected to say what the teachers want to hear. <p>Meeting 4 "Forum Games on Equality": in the course of the game it was observed that boys and girls did not relate naturally to the opposite sex.</p>
Contact details / Useful links	University of Malmö. Teacher Training Culture, language, communications media. Tel.: +46 40 665 70 00 Malmö högskola 205 06 Malmö, Sweden.

Remarks

- After the activity, the conclusion was drawn that both boys and girls were aware of their gender roles in society and individuals of the two sexes are sometimes treated differently.
- The pupils are very aware of how men and women are seen differently by society and that boys and girls are treated differently, even at school.
- It constitutes a valid, simple and concrete tool for reflecting on the influence of sexist stereotypes on the development of a truly egalitarian education for citizenship, mainly aimed at combating sexism, racism and homophobia.
- It facilitates its full implementation, as it provides concrete objectives and targets for preschool pupils.
- There is an active participation and involvement of teachers in the development, as it helps them to plan the content and methodology of their teaching.
- It leads to a clearly visible modification of behaviours and mentalities, revealing, through a process of discovery, discriminatory attitudes towards girls and boys both inside and outside the educational institution.
- It incorporates a methodological rationale to orientate the teaching staff in how they carry out the work in the classroom.

It is transferable: its actions can be replicated and adapted to other environments

SWEDEN

III - ACTION PLAN FOR GENDER MAINSTREAMING IN BLEKET SCHOOL.

Body/entity responsible

Sveriges Kommuner och Landsting (SKL) and the National Agency to work for gender equality in schools. Both agencies work together in the implementation of gender equality in schools.

Context in which the best practice has been developed

The initiative comes in Bleket school, located in Tjörn, and is funded by the SKL and the National Agency to work for gender equality in schools. The idea comes from school teachers. They think that the school can change and achieve the gender equality. That change is possible because of the development of the initiative.

The project has as its starting point the central idea that a school operates under criteria of equality or inequality all the time, through small everyday decisions. Every action or decision is an opportunity to promote gender equality Therefore an Action Plan that follows two clearly marked lines is developed: the first is that all students regardless of gender should have equal access to classroom space and the same responsibility in the common work environment; and secondly, the materials used with students should be analyzed through a gender equality perspective.

Implementation of the best practice

Objectives	<p>The overall objective, which consists in implementing gender mainstreaming (mainstreaming) throughout the educational process is accompanied by a series of specific objectives, which are as follows:</p> <ul style="list-style-type: none"> ▪ Getting to give children the care they need for their education in equality with the other sex. ▪ The incorporation of the gender perspective in all policies of the school, and at all levels. ▪ Staff and students work with suppression techniques. (These techniques can be defined as social manipulation strategies by which a dominant group maintains its position relative to another, in this case refers to the suppression techniques women). ▪ Review and discuss about existing teaching materials with a gender equality perspective. ▪ The purchase of new teaching materials will be made with a perspective of gender equality. ▪ Discuss the way traditional materials are used as reinforcing gender roles. <p>Identify stereotypes and playing roles in media and advertising.</p>
Target group	The initiative is aimed at students and school teachers from the school of Bleket in Tjör.
Content/ Activities	<ul style="list-style-type: none"> ▪ Video recordings to analyze the behavior of teachers regarding students. Some recordings made during the activities, later, along with all the teachers discuss analyze the behavior and action plans to raise changing attitudes. ▪ Review of the study material by means of parameters agreed by teachers, paying particular attention to the presence of roles and stereotypes, equal representation of men and women and power relations. ▪ Plan for promoting gender equality: <ul style="list-style-type: none"> • To do this first, an analysis of how children behave in relation to different activities physical education, health education, sentiment regarding new technologies is done ... • Reading groups that meet twice a semester to discuss and analyze about the books they have read and are encouraged to read related books gender equality. • Debates about the skills, tastes and interests of men and women.

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III - ACTION PLAN FOR GENDER MAINSTREAMING IN BLEKET SCHOOL.

	<ul style="list-style-type: none"> • Playback and discussion of images in the media and advertising, in order to see images or sexist ads. • Reading and discussion of "A thousand times stronger" book • Session on changing roles; children dress like girls and girls and boys, were subsequently photographed and discussion about how they felt. • Sessions with computers to increase skills and vocabulary when expressed, improve the ability of children to read and write and empower girls through social networking blogs. Short stories were written regularly.
Scheduling	The initiative is developed throughout the school year 2009-2010, integrating activities into daily school life. This project serves to improve school education in equality and incorporate these practices to subsequent years.
Results	As a result of the experience, the book "A method and an inspirational book for gender equality in primary education", which is bringing the working methods of this school to other schools so that they can be edited view benefited.
Contact details / Useful links	<p>Tjörns Kommun, Bleket Skolan Slåtthusvägen 4471 96 BLEKET bleketskolan@tjorn.se www.tjorn.se</p> <p>More information: Childcare and education, Municipality of Tjörns Tel: 0304-60 11 00, Email: barn.utbildning @ tjorn.se</p>
Remarks	
<p>The experience and knowledge gained in it, became mentoring to other schools and kindergartens in the town of Tjörns. Almost simultaneously a network of gender equality with representatives of all municipal units is established. Once a month were performed during the school year, meetings to exchange experiences and give each other new methods.</p> <p>This knowledge acquired during the course of the school year, as well as the experiences of other schools joined the teaching method for this school, having thus monitor the activities take place.</p>	

5. Conclusions

The compilation of Best Practices in Education in Equality shown in this guide is a small sample of the many initiatives that have been undertaken in recent years from various governments, public organizations, nonprofit organizations, schools and universities from different European countries at different levels of the implementation process of gender equality in education.

The main objective pursued in each initiative has been the eradication of sexist roles and stereotypes within the educational environment, and through it.

The best practices identified are shown in many forms: guides for the training of professionals in equality with specific objectives, such as non-stereotypical choice of educational pathways for students and pupils, or preventing gender-based violence; exemplary schools that have implemented global models of inclusion and fight against gender inequalities; experiences that have contributed to promoting the cultural sector from a gender perspective, or curriculum models which integrate equality objectives.

Best practices are embodied in different activities and numerous tools have been described: lectures, seminars, celebrations, awareness campaigns, workshops, publications, courses, research, etc. The activities are organized in blocks, or in phases, following a methodological order. This methodology, key to the success of any practice, includes defined processes of diagnostic, research, participation, enforcement or action phases, and finally, the evaluation processes of the best practice.

Selected best practices are focused to different target groups, usually students and teachers groups. Complementary, in many cases, they transcend the barriers of schools and involve families groups, municipal agents or the business sector as well. In other cases, best practices are identified in higher strategic levels, within educational policies at national, regional, or local level.

Best practices often have a temporary schedule, which in some cases is fixed along one or more years, and in other cases is concentrated in a few days with the possibility of being repeated periodically. Practices that answer to non-programming have been also included, such as publications or internet resources characterized by a non-temporal profile.

Difficulties in the compilation of information about results obtained with the best practices

should be remarked. In some cases, best practices selected are shown with no data about results obtained, because there is no available information even though the practice has ended. This fact may lead to think in negative aspects that would detract value and exemplary to the initiatives, such as the lack of indicators to measure results and impact of the practice, which would not allow carrying out its final evaluation. It can also be attributed to little impact, or a weak diffusion of the practice.

When results are available, they are usually displayed as qualitative information and generally meet the initial objectives in practice. Cases where the results of the practice are revealed in the edition of some kind of publication as part of the practice itself are notable and desirable.

Finally, is necessary to remark the importance of diffusion of final reports that reflect the degree of achievement of the objectives, in a concrete way and from a critical point of view. Is necessary to expose the true potential of the proceedings to contribute to the development of improved initiatives that allow further progress in meeting the goals of equality.

Plural es

