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**ERASMUS+ DEE**  
**Diversity, Equality and Inclusion in pre- primary**  
**Education and care: a gender perspective**

**2017-1-IT02-KA201-036723**

**I03 - Policy guidelines and recommendations**

Development of recommendations and guidelines for pedagogical coordinators  
in the pre-primary education and care system and for decision makers at  
national and international level.





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**ERASMUS+ DEE**

**Diversity, Equality and Inclusion in pre- primary Education and care: a gender perspective**

2017-1-IT02-KA201-036723

KA2 - Cooperation for Innovation and the Exchange of Good Practices

KA201 - Strategic Partnerships for school education

This document was carried out as part of the activities of the Erasmus+ Dee Project within IO1/2/3. It was edited by Alliance for regional and civil initiatives (responsible partner IO3).

DEE project reports:

- ✓ The Training Course Handbook for pre - primary school educators, IO1
- ✓ Transnational Report on IO2: Parents information materials
- ✓ Activity toolkit for work with parents and guardians, IO2
- ✓ Policy guidelines and recommendations, IO3
- ✓ A Handbook for Professionals Working in Pre-Primary Education and Care that it is a collection of practice-relevant outcomes of the three intellectual outputs (IO) of the DEE.

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- February 2020 -

# About DEE

The Dee project started on 01<sup>st</sup> November 2017 and lasted for 30 months.  
It was produced by a partnership of three European countries (Austria, Bulgaria, Italy).

The general objective of DEE project is to promote diversity, gender equality and inclusion starting from pre-school education by addressing educators and parents.

## Our outputs

### **I01 - Training course for pre - primary school educators**

Development of a training course for pre-primary school educators and a toolkit to be used in everyday activity of educators.

### **I02 - Parents information materials**

Development of communication materials for parents to provide awareness of stereotypes as well as benefits of diversity and gender equality.

### **I03 - Policy guidelines and recommendations**

Development of recommendations and guidelines for pedagogical coordinators in the pre-primary education and care system and for decision makers at national and international level.

## Partners



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## I. Introduction

The presented analysis is focused on the perception of key stakeholders regarding gender issues and equal opportunities for both women and men.

The analysis is based on a **questionnaire** that has been developed in the project "DEE - DIVERSITY, EQUALITY AND INCLUSION IN PRE - PRIMARY EDUCATION AND CARE: A GENDER PERSPECTIVE". The project is implemented by the Autonomous Province of Trento (Italy) in partnership with the University of Trento (Italy), The Institute for Masculinity Studies and Gender Research (Austria), The Association Save the Child Styria (Austria) and Alliance for Regional and Civic Initiatives (Bulgaria) with the financial support of Erasmus + / KA2 Strategic Partnerships for School Education.

The questionnaire has collected information about the level of awareness on gender issues and the equal opportunities for both girls and boys among policy- makers, decision-makers and experts at local and EU level. It aims to gain information on the use of existing legislation and the legal basis for a gender sensitive approach in pre-school education.

As a result of the data analysis, Recommendations for pedagogical coordinators in the system of pre-school education and decision- makers have been developed and later disseminated in local governments responsible for pre-school education.

The project partners have distributed the questionnaire amongst different stakeholders in each participating country (online and/or hard copy). The questionnaire consists of 28 open and closed questions which aim to gather information of the participant's perception on the presence of gender equality and diversity in general and related to early (0-6 years) education. Space for sharing challenges and best practices has also been provided.

Alongside, a **desk analysis** of the national legislation of the partnering countries has been made by the project team.

Other methods used for the purpose of the analysis are **statistical methods**, including descriptive data analysis, graphical data analysis and **analytical methods** - primary review and secondary analysis of data from existing studies and analysis of documents.

It is important to say that the presented analysis refers to a limited number of feedbacks from 113 participants and could not be considered representative. However, it is a good starting point for a deeper reflection and a critical look at gender issues and equal opportunities for both women and men. Where necessary, the text contains quotations from respondents to illustrate their attitude to the topic; these statements have not a representative value but are only indicative of some attitudes towards gender topics.

The document addresses several main topics related to gender equality.

The profile of the respondents in the survey is presented at the beginning of the analysis.

The first major topic is related to gender equality policies in partnering countries and draws attention to the presence of equal access to healthcare, education, labour market and career development.

Particular attention is paid to gender equality policies and their implementation at national level in the three countries in Chapter IV, where a brief overview of the legislation in force is presented.

A special focus is placed on the presence of gender equality in the education system in Chapter V, where the analysis examines the curriculum, the training of specialists and the challenges that the educational system is facing in applying a gender-sensitive approach.

The barriers and risks limiting the implementation of equality policies with a focus on education system are very different in the partner countries. They are presented in Chapter VI, where alongside, possibilities for overcoming the gender-related restrictions are included, according to the respondent's perception.

Attention has been given to the existing good examples from the practice in Chapter VII.

Based on critical reflection of the survey results, the analysis presents conclusions that needs attention, despite the non-representative character of the document. They are summarized in Chapter VIII.

Based on the conclusions from the analysis, policy guidelines and recommendation are proposed in chapter IX. These policy guidelines and recommendation aim to raise awareness of decision makers to improve knowledge of the problems and possibilities of their decision regarding the prevention of gender stereotypes in preschool education.

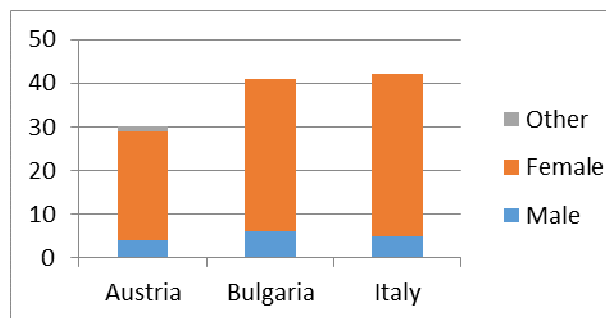
## II. Basic information

The survey has been implemented in the period March- October 2019 in Austria, Italy and Bulgaria. It has covered 113 respondents as follows: Austria- 30, Bulgaria- 41 and Italy- 42.

The profile of the most common respondent is female, age 30 to 45 and with a master degree (**Errore. L'origine riferimento non è stata trovata.** and **Errore. L'origine riferimento non è stata trovata.**).

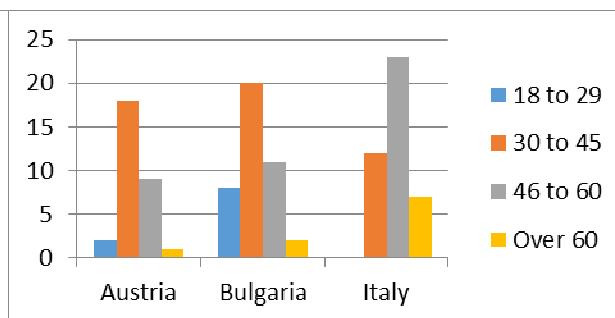
**Sex**

**Figure 1**



**Age**

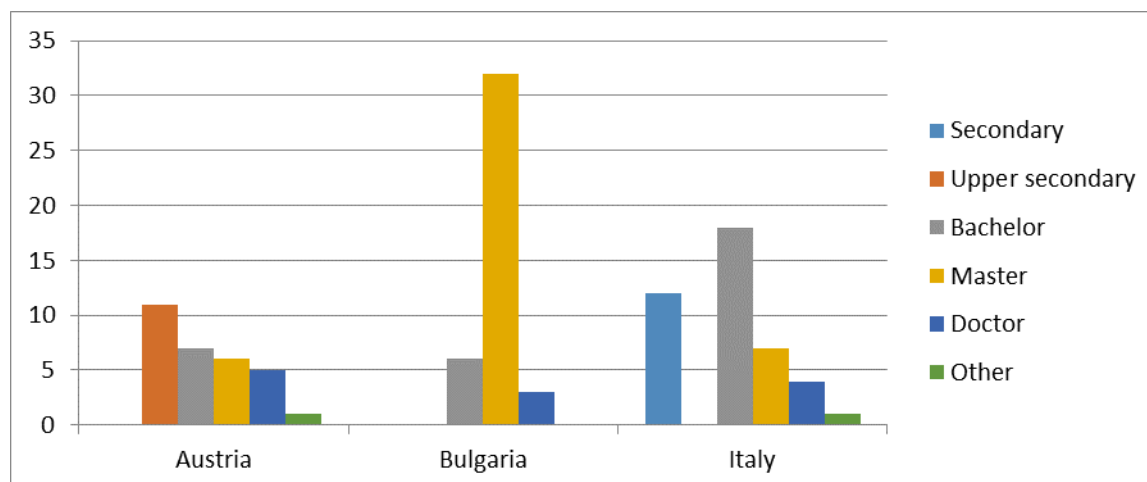
**Figure 2**



The highest rate of participants have a master degree (40%), followed by the ones with Bachelor degree (27%), upper secondary (10%), doctor and secondary each 11% and 2% other qualifications (Incl. College for Social Pedagogy).

**Education**

**Figure 3**



To provide a broader picture, the project partners have tried to reach experts from different structures and levels. ( Figure 4).

Of all respondents in the survey, there are 37% representatives of educational institutions. Municipal administration and NGOs have balanced representation with each 15%.

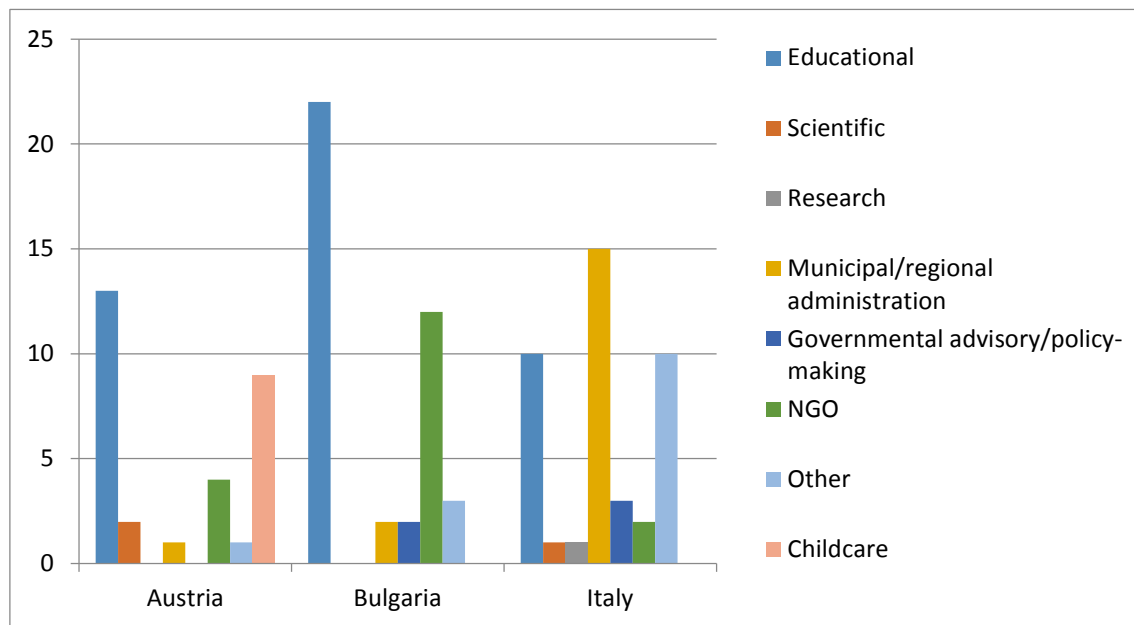
The survey has managed to reached governmental advisory and/or policy- making bodies with 4% representation.

In Category "Other" there are structures as "Childcare and education institutions" (5), "Childcare" (9), Freelance experts and other.



## Type of organization

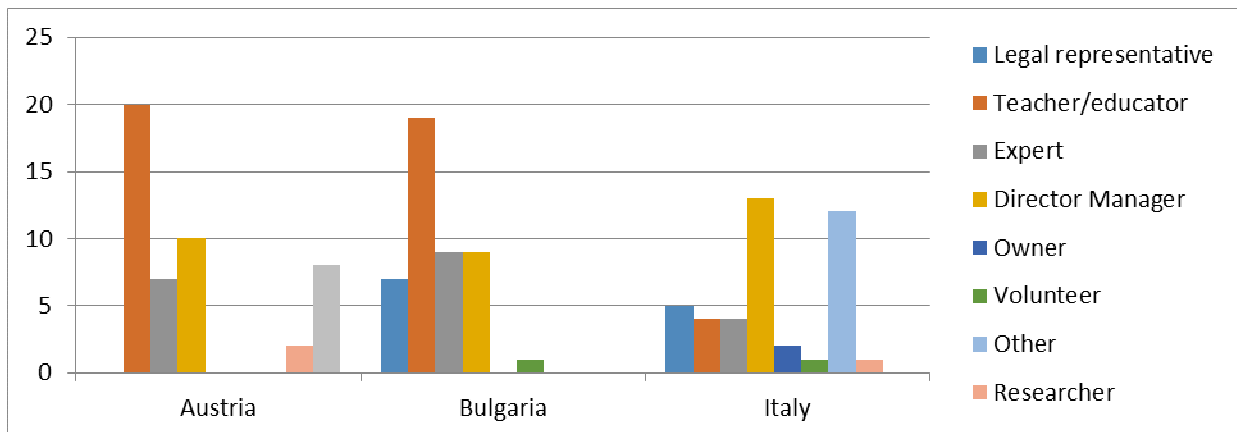
Figure 4



The teachers/educators are the highest quota of all respondents (32%), followed by the directors/managers (24%). The highest rate of respondents that are teachers/educators is seen in Austria in Bulgaria, while in Italy those are the directors/managers.

## Role in the organization

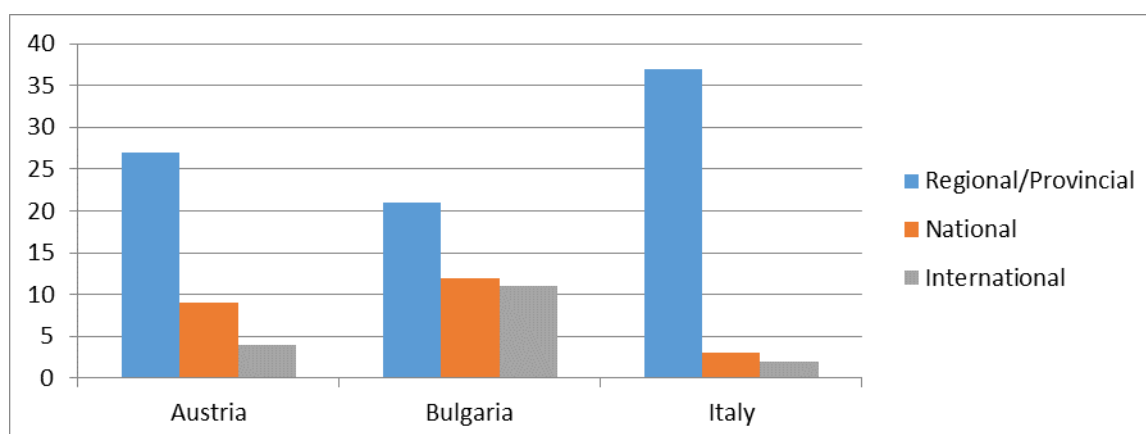
Figure 5



Most of the respondents in the survey are representatives of regional/provincial organizations and structures (67%). In all of the partnering countries they are the prevailing part. The national and international representation is much less (19% national and 14% international). Some of the respondents have checked more than one answer, meaning that their organization is working on two or three levels.

## Geographical range of organization's work

Figure 6

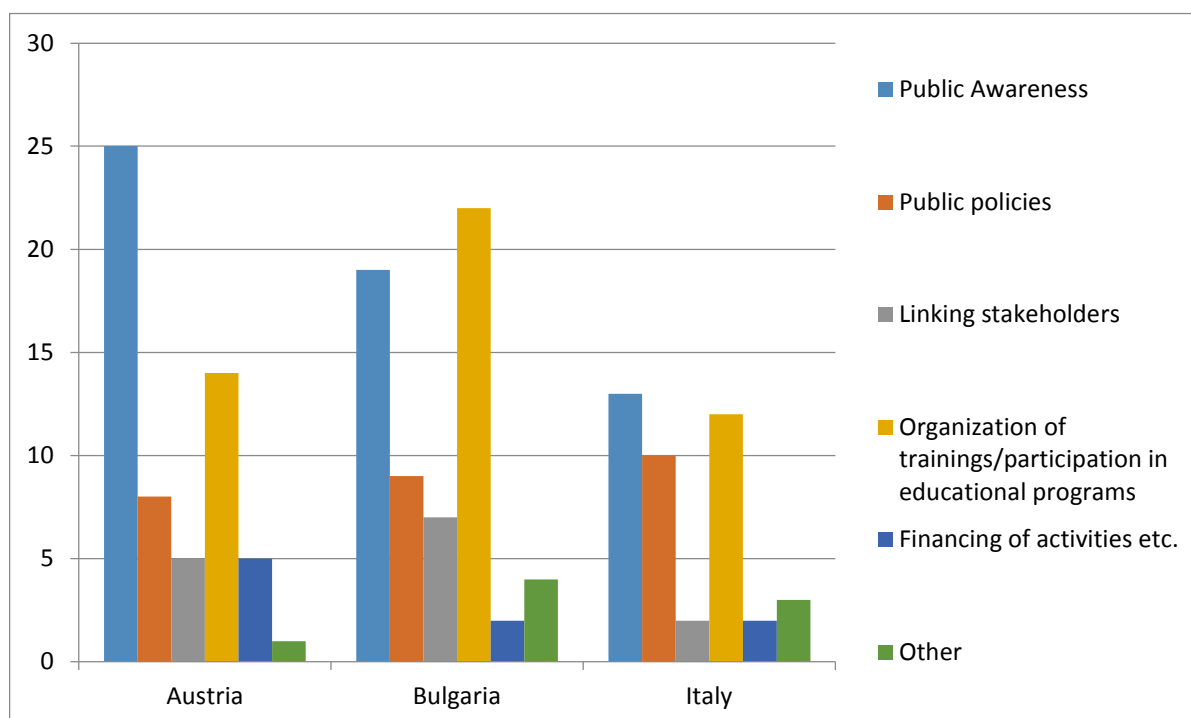


Speaking in general for the 3 participating countries, the promotion of equality / equal opportunities is mainly performed by public awareness activities (36%) and organization of trainings/participation in educational programs (48%). Third position (if classified) is held by development and implementation of public policies (17%).

Linking stakeholders (7%) and financing of activities (6%) is not presented at highest rate, but it does not mean that they are not crucially needed according to the answers of some questions further below.

## Services/activities provided to promote equality/equal opportunities

Figure 7



### III. Gender equality policies. Equal access to healthcare, education, labour market and career development.

The following chapter will focus on the respondent's perception on how all people (regardless of gender, migration experience, dis/abilities, minority status, etc.) have equal access to healthcare, education, labour market and career development.

#### 1. Healthcare

The respondents describe that systems are not enough equipped to offer access to everyone. Though the results of this section are country-specific, there are common issues and the respondents define two major groups having obstacles in accessing the healthcare system. Those **are immigrants and people with disabilities**.

According to the respondents, the immigrants' access to health services is limited usually due to the absence of resident permit, language and cultural barriers.

People with disabilities are facing different challenges in each of the partnering countries. In most cases they are related to shortage of services, discrepancies between the requirements for providing an accessible environment for people with disabilities and the presence of such.

In **Austria** the respondents are paying attention also to class and economical conditions. Four respondents refer to the so-called "*two-class medicine*" and describe a discrepancy between insurance-funded doctors and self-pay specialists or state that treatment can be different according to the type of health insurance a person has access to.

Other remarks:

- Too little places to make use of early intervention ("Frühförderung")
- Health system does not sufficiently take into account the different living conditions of all people

**Italian** respondents share that there is "*not enough support from public facilities*" and that the access to medical care still presents some problems from a gender perspective. Other problems are related to "*vertical segregation between men and women among doctors and horizontal segregation (between women and men) between doctors and nurses*". In Italy the respondents also consider as an important issue linked to equal opportunities the gender medicine. Some respondents indicate that "*There is no gender culture and medicine*".

In **Bulgaria** 17 of 41 respondents believe that there is no equal access to health care, especially for ethnic minorities and people with disabilities. Minorities are "*heavily discriminated*" and the quality of the services that they get is low, due to "*prejudices of medical staff*". According to some answers there is a lack of medical services and expertise in the small towns. The health care is "*available only for people with insurance, but even then the range of services are limited*".

#### 2. Education

When asked to share their opinion on how people have equal access to education, 45% of the **Austrian** respondents find that there is no equal access. Although more than half of the Austrian respondents

think that there is equal access, the open answers are focusing on examples of obstacles rather than positive experiences.

Some respondents described that access to education, while generally available in theory, is a matter of social class, so that good education is, as one respondent put it, *“inherited”*. In this context, also a difference in terms of quality between privately funded and publicly funded schools is mentioned. Lack of accessibility in terms of language and health needs is mentioned twice (e.g. meaning barriers for persons with a first language other than German). Personal initiative and skills are mentioned as factors as well – in the sense of taking advantage of what is being offered.

Some respondents are stating that (the system) is *“too rigid, not child-centered, no individual support possible, almost no reconciliation of family and education”*; *“Equal access would have to be promoted by a clear political commitment and various measures”* and that *“Every child receives a place in crèche if the parents are in employment”*.

In **Bulgaria** nearly 50 % (20 of 41 respondents) share the opinion that the education system provides equal access for different groups. In support of that impression they share good examples such as the *“Large number of State activities for encouraging minorities to go to school”* and that *“There are ramps for disabled people”*.

At the same time the other half of the participants report of:

- Discrimination of children based on economical and social status
- Lack of financial means to access the education system
- A lot of cultural stereotypes that impedes the successful implementation of policies targeted at inclusive education
- Discrimination on grounds of sexual orientation

**Italian** respondents share that gender inequality is often faced in the education system and it is mostly based on cultural, structural and economic factors. Although by rules of law the access to education is guaranteed, there are obstacles such as:

- Stereotypes still prevent boys and girls from freely choosing the school to attend
- limited gender-sensitive language and too many stereotypes hampering the enhancement of gender differences
- Educational pathways strongly segregated by sex in high schools
- Gender stereotypes influence school choices
- Prejudice of teachers and society towards STEM subjects
- The scholastic orientation is affected by gender stereotypes

### **3. Employment and labour market**

When asked about their impressions whether there is equal access to employment and labour market, the prevailing part of **Austrian** respondents answered that there is no equal access (77%) and only 6% stated that there is. The respondents described barriers to equal access to the labour market for migrants, asylum seekers, persons with disabilities, persons from low educated families. With respect

to gender, the unequal distribution of household and care responsibilities (women care) is mentioned as a key factor in creating unequal access.

It is also mentioned that the labour market makes many demands on the employees such as (greater) *“experience, no children, self-financed education”* (for further development), while not offering adequate pay. Respondents refer to the Gender Pay Gap, a proven fact showing that women earn less than men and that is a precondition for further limitations in the personal and professional welfare of women.

Half of the **Bulgarian** respondents believe that there is no equal access to the labour market. They state that there is gender **based discrimination** and women have difficulties to start a job as men are preferred. There are *“prejudice and reluctance of employers to create jobs for people with disabilities”* and to hire representatives of ethnic minorities. Members of minorities often face language difficulties that do not allow them to start a job.

The prevailing part of the **Italian** respondents share that there are disparities between men and women in accessing and staying in the labour market. They define issues related to the following categories:

**The gender pay gaps** relating to the fact that women are paid lower than men and there is a serious wage disparity. Part of the respondents believe that *“recruitment of men is privileged from the beginning”*.

**Maternity** is often seen as a limitation for career development as the *“maternity leave is still seen as a problem by companies”* and *“If women are mothers or have a family it is more difficult to find a job”*.

**Stereotypes** also define the choosing of career, *“because there are jobs seen as purely male and others as purely female”*.

Other challenges mentioned by respondents are related to the *“difficulties in recognizing qualifications for foreigners”*, *“wide forms of exploitation of immigrants”*, *“racial discrimination”*.

#### 4. Career development

The prevailing part of **Austrian** respondents finds that there is no equal access (80%). Again, there is the mention of barriers for people with disabilities and migrants. Socioeconomic background is also a factor that was mentioned by respondents. With respect to gender, respondents stated that similarly qualified men seem to be preferred, women in management positions are still underrepresented and that there are gendered professional fields which have limited opportunities for career growth, such as childhood education and care.

The respondents find it impossible for women to reasonably reconcile **career and family/child-care**. It is a common perception in the survey that work and family life balance is more of a women issue and none of the respondents even mentioned reconciliation and men.

In **Bulgaria** only 17% of the respondents find the presence of equal access to career development. The other 83% find it difficult for women to achieve career development mostly because of their strong engagement in the parenthood/**motherhood**. Apart from that, *“there are more expectations and*

*requirements for women to succeed*". Members of minorities and people with disabilities face serious difficulties in finding a chance for professional development, mostly because of societal prejudices.

In **Italy** the respondents are putting the accent again on the strong and systematic discrimination against women in the opportunity for professional growth, usually due to maternity issues. *"Women are not considered reliable for managerial tasks because of their potential frequent absence and maternity leave is often seen as a problem"*. Some respondents find that there is *"patriarchal corporatism"* and men are preferred for managerial positions. There are, in the opinion of the respondents, cultural preconceptions and few facilities to reconcile family and career and as one of the respondents is stating *"Difficulties for the female gender in covering top roles, even in organizations where the staff is predominantly female"*.

In relation to employment and career development, **equal pay for equal work** is not present according to 77 % of the **Austrian** respondents. The wage discrepancies between men and women are specifically mentioned, with variations of the statement *"Women still earn worse than men (in many areas)"* by 8 people. Respondents also remarked that there are professional sectors with a majority of female staff and they are generally lower-pay sectors (quote: *"the valuable jobs in education and social matters are underpaid dramatically"*). As most of the respondents are educators/teachers, they especially mention the area of early childhood education and care with regards to the need to work for free in order to fulfill the daily requirements: *"Educators also spend a lot of free time to run a kindergarten / crèche or for celebrations, parent talks"*. An additional remark was made about the existence of pay schemes below the nationally required minimum wage, this concerns the labor of convicts, disabled respondents, and community work of refugees.

Equal pay for equal work is not recognized as present by significant part of the **Italian** respondents. As one of them states *"gender pay gap is a scientifically proven fact"*. The most common impression is that there is a gender pay gap and *"women are paid less than men with the same skills and job description"*. Women hardly reach top positions and the *"salary is not by merit but by level"*. Apart of gender inequality, some respondents state that there is discrimination in terms of payment when it comes to *"Italian VS foreigners"*.

**Bulgarian** respondents are reporting of discrimination of minority groups and people with disabilities in terms of equal payment. 3 of them are paying attention to gender pay gap. Equal pay for equal work is recognized by 9 of 41 respondents that believe that in the NGO sector there is equal treatment.

## **5. Conditions which have to be met in order to achieve equality between men and women**

***A change in policies and attitude of society*** regarding the gender issues and equal opportunities is the highlight for all respondents in the participating countries.

Unanimously the respondents are defining the need for ***creation of new policies***, as well as control of the compliance to these policies.

The achievement of equality between women and men is seen through measures in the following fields:

## Labour market

The importance of equal opportunities in the employment market (**equal career opportunities and pay**) is shared by nearly all respondents. According to the answers, the introduction and regulation of “gender quotas” is one of the possible ways to overcome the existing Gender Pay Gap. The respondents clearly state that the equal recognition of the work done and the requirements for the employees positions are crucial.

The results of the questionnaire show that the **political representation of women** and their **involvement in management position** is found as not sufficient.

Apart from the gender quota, some are suggesting working towards “*increased attractiveness of the occupations*”, e.g. “*increased remuneration of the staff in the social sectors (esp. childcare), so that these professions would also be of interest to men*”.

## Family and parenthood

The common perception of the respondents is that the “*family-care burden must be equally divided*” through “*sharing of tasks, with schedules and wages that allow work-life conciliation and through family care leave for both men and women*”.

Most of the respondents are reporting the need for **greater support for the family** through services for “*children, single parents or respondents caring for (sick) relatives and extended day care*”.

Another challenge is the **choice career- parenthood**. In all of the three countries, there is a need for (working) regulations to safeguard women choosing to become mothers. Although the respondents often find that the balance between career and parenthood is mainly a women’s issue, some are reflecting on the need to have accessible opportunities for use of paternity leave.

## Public awareness

**Overcoming the prejudices, patriarchal stereotypes and gender based discrimination** is crucial for all three countries and seen as possible through “**social awareness, education and legislation**” and “**strong cultural investment**”.

Although public awareness is a core activity of the organizations where the respondents are involved, they still define the need of more awareness on the issue to **eliminate the direct and indirect gender based discrimination**.

As one of the responses is stating “*Awareness in society that there is inequality is the basis for concrete measures*”.

Last, but not least there is a need for **promotion of good practices** in the field of gender equality and diversity.

## Education

**Strong educational system and approach** is seen as a basic condition in order to achieve equality between women and men. Education is seen as a tool for achieving equality by most of the participants.

The need for **specific training courses and/or introducing the issue of gender equality in schools** is definitive according to the prevailing part of the respondents. They do believe that such trainings have

to be target to all participants in the education process- children, educators and parents. Some answers define it as a “*need for specific training courses for children from nursery school and over the whole school curriculum, as well as **dedicated training courses for teachers/educators and parents***”. One of the respondents suggests “*Media training*” in order to influence the media to reflect the issue in a professional, adequate and tolerant manner.

#### IV. Gender equality policies and their implementation at national level

In addition to the questionnaire used in the survey, the following chapter will present an analysis of the national legislation that is in force in the three countries.

##### 1. Gender and diversity legislation in practice in Austria

Where gender is mentioned in the existing curricula of vocational schools for ECEN staff, it is largely with an unquestioned binary concept. The Styrian curriculum, for example, was adapted to include EU-requirements of gender mainstreaming in 2005 but it does not require a big amount of teaching regarding gender and diversity issues.

In the curricula on the university level, gender and diversity issues are present (concerning development of leadership and analytical competences, as well as with regards to supporting children in their development), with varying emphasizes from institution to institution. In Vienna, for example, “gender mainstreaming is embedded in the curriculum as a cross-sectional issue, module-specific and interdisciplinary. Gender know-how, gender competence and gender sensitivity are promoted in teaching and research with the aim of promoting equal opportunities for women and men in professional, cultural, material and psychosocial terms.”

Austrian child care facilities are required by law to adhere to the “BildungsRahmenPlan” (Charlotte Bühler Institut 2009). Diversity, inclusion and gender sensitivity are mentioned in its section on „Pedagogical Perspectives”. Diversity is described here as a resource for learning and gender sensitivity as a key pedagogical orientation. The text states that depending on their individual socialization, children have different experiences and ideas about gender roles. The goal of gender-sensitive pedagogy is to help children, regardless of their gender, develop different potentials in their personality. An encounter with diversity is, according to the BildungsRahmenPlan, a prerequisite for the openness to critically deal with prejudices. All people in a society are described as people with different needs, to which one reacts individually with regard to “inclusion”. Gender is again mentioned regarding “Health Awareness” in the context of sexuality and gender identity, it promotes an unselfconscious attitude towards one’s own sexual orientation as well as the giving of factually correct answers to children’s questions about sexuality and bodies in order to foster positive attitudes towards sexuality and prevent sexualized violence. While this document promotes more cooperation with parents, it does not mention parent work with regards to gender (e.g. engaging fathers).



The Basic Decree "Reflexive Gender Education and Gender Equality", circular No. 21/2018, by the Ministry of Education, Science and Research provides schools with a framework for implementing the teaching principle of "Reflexive Gender Education and Gender Equality" at the different levels of school teaching and learning. State institutions have the obligation to promote gender equality through appropriate and preventive measures in the field of education. The Basic Decree describes Austria as a diverse society, including migrants, while also implicitly using anti-discrimination legislation and references to human rights to shed a negative light on certain groups of migrants (e.g. Muslims). The innovative parts of the decree state that there is sexism in Austrian autochthone society, take a stand against homophobia and other forms of discrimination, encourage training of staff in violence prevention and recognizes the importance of social workers and gender-specific counselling centers (girls' and boys' counselling centers).

## 2. Gender and diversity legislation in practice in Bulgaria

The state policy of the Republic of Bulgaria on equality between women and men is a horizontal policy and unites the actions of the central and territorial bodies of the executive power at all levels. The policy is determined by the Council of Ministers and is implemented through the combined implementation of an integrated approach (so called "*gender mainstreaming*") and special (incentive, targeted) measures.

The gender equality policy is in accordance with the national specificity and commitments under international treaties to which Bulgaria is a party, incl. as a member of the European Union.

At national level, equality policy is coordinated by the Ministry of Labor and Social Policy (MLSP). Since 2004, it has been a specialized unit within the MLSP, which is currently the Equal Opportunities, Anti-Discrimination and Social Assistance Department (RWPAF) of the Disability, Equal Opportunities and Social Assistance Policy Directorate (PHWRDS).

Since 2004, a national institutional mechanism for cooperation between the institutions as well as with civil society has been operating in Bulgaria, namely through their participation in the National Council for Equality between Women and Men (NCRM) at the Council of Ministers, which is a body for consultation, cooperation and coordination between central and territorial executive bodies and civil society structures.

The institutional mechanism for equality between women and men in Bulgaria is regulated by the Law on Equality of Women and Men. The strategic document defining the framework of the unified policy is the National Strategy for the Promotion of Equality between Women and Men 2016-2020, adopted by Council of Ministers Decision 967 of 14.11.2016.

Tolerance for difference, overcoming negative prejudices, and preventing aggressive behavior and violence are expected outcomes of education. This is referenced by a Ministry of Education and Science (MES) report on the study of gender roles and gender equality in school.

Following the past few years of tensions in the public space that the ratification of the Istanbul Convention will lead to the introduction of the so-called "gender ideology" in the curriculum, in 2018

the Education Minister has stated in an interview that changes in the content of the curriculum would not be made, as the values of tolerance and mutual respect are still being studied.

The existing and very few researches on that issue shows that introducing the gender equality concept in schools depends mainly on the willingness of the particular teacher/school and faces a lot of defenses in the educators and public community.

### 3. Gender and diversity legislation in practice in Italy

The general principle of equality between women and men is enshrined in Article 3 of the Italian Constitution: "All citizens have equal social dignity and are equal before the law, without distinction of sex, race, language, religion, political opinion, personal and social conditions".

The National Code of Equal Opportunities between Women and Men has been established by Legislative Decree No. 198 of 2006 and is considered the Italian legal framework on gender equality and women's empowerment. The Code gathers 11 laws on equal opportunities in a single text, with a view to rationalising and harmonising the current legislative provisions on gender equality and regulating the promotion of equal opportunities between women and men in the areas of ethical, social and economic relations, and in civil and political rights. It also introduced the principle of gender mainstreaming, obliging the government to take the gender perspective into account.

The governing body entrusted with gender equality is the Department for Equal Opportunities, established in 1997 within the office of the Prime Minister. The Department is responsible for gender policy. It plans, coordinates and manages the complex framework set up at national and local level to support equal opportunity policies.

National Commission for equality of men and women composed of 26 members who represents women's organizations and civil society organisations collaborate with the Prime Minister.

The Commission for equal opportunities between men and women was established for the first time in 1984 by a decree of the President of the Council of Ministers and then revised by the "Code of equal opportunities between men and women" (2006, Law 198) which reports the new functions, duration and composition of the Commission. The Equal Opportunities Commission is not currently set up.

The Department for Equal Opportunities approved the first National Plan Against Gender Based Violence and Stalking on 28 October 2010.

At the local level, Equal Opportunity Committee (CPOs) have been active in each institution of the public sector since 1988 (regional, provincial, municipal administrations, universities, local units of the national health system, etc.).

The CPOs have been transformed (by Law 183/2010) into Unified Committee for the rights of the employees, which combine the former commissions for gender equality with the committees for protection against mobbing.

Equality Advisors have been created in 1991 at the regional and provincial level to deal with cases of employment discrimination. They have been coordinated in a network headed by a National Equality Advisor since 2006. They cooperate with employment offices and equality bodies to monitor the

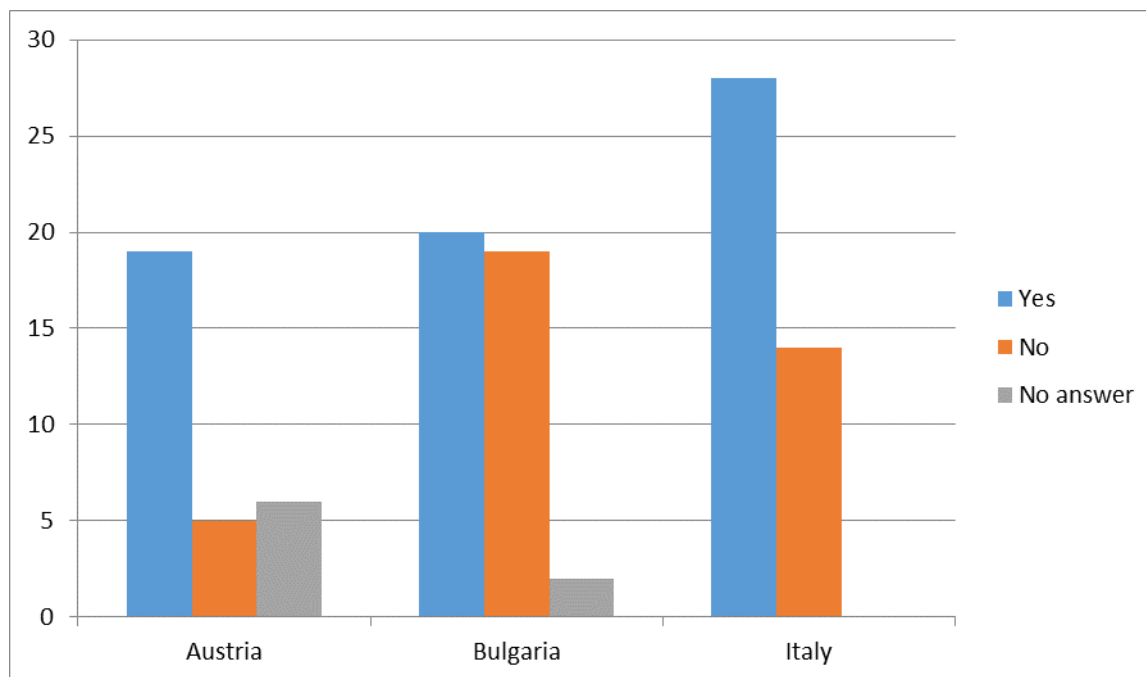
concrete implementation of equal opportunity principles and can stand in court next to the victims of gender discrimination.

#### 4. Awareness on the existing legislation dealing with the issue of equal opportunities

In their prevailing part, the participants in the survey are aware of their national legislation (Figure 8). Both Austria and Italy have definitive prevail of the respondents knowing their legislation. That corresponds to the fact that both countries have reported strong public awareness activities. In Bulgaria the percentage of people who are aware and the ones that do not know is almost equal. This country specific result speaks only for the urgent need to make people acquainted with their national legislation.

#### **Do you know the laws (normative, strategic, etc.) in your country that deal with the issues of equal opportunities incl. the equality between men and women?**

Figure 8



Although some have not provided answers, the respondents are aware of their national legislation and the relevant EU directives. The results are showing that in the three countries there is a set of regulatory/legislative mechanisms to guarantee the achievement of equal opportunities for women and man. Annex I of this analysis presents a list of acting laws listed by country.

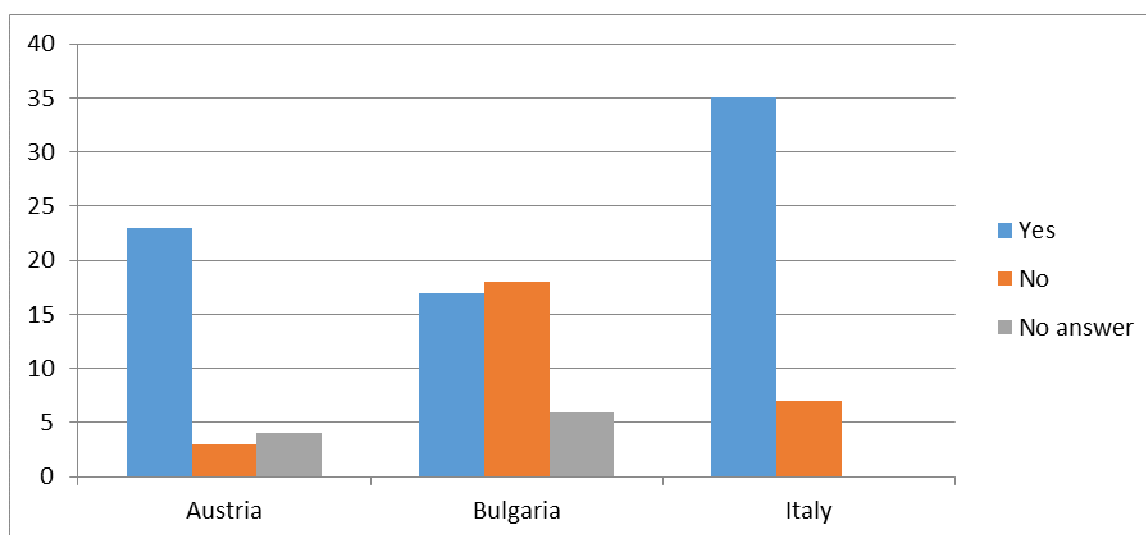
In the survey, the respondents have been asked to indicate which normative documents/laws are related to regulation of equality between women and men. The most popular for all the three participating countries are:

- The Constitution
- The Gender Equality Law; the respective Acts establishing national and regional commissions/councils and the National strategies for promotion of equality

- The legislation concerning the Family- Family law/code; Law on the protection of parenthood, Law on Provisions for the support of motherhood and paternity
- The legislation concerning the domestic and gender-based violence- Provincial law against gender violence; Domestic violence protection Act
- Law Against discrimination
- Civil Code/Law
- Labour Code/Law
- Social Assistance and security Acts/Laws
- Istanbul Convention
- UN Treaty
- EU Regulations and directives

**Do you know which state institutions in your country are responsible for implementing policies on gender equality?**

Figure 9



The knowledge for the responsible institutions is at a highest rate in Italy and Austria.

In Bulgaria the percentage of people who are aware of the institutions responsible for implementing gender equality policies and the ones that do not know is almost equal. This country specific result shows the necessity for targeted campaigns promoting the structures and their functions, so that the civil society is able to address them properly.

The most recognized bodies for Austria and Italy are **those directly involved in the implementation of gender equality policies** on national and regional/provincial level such as: Anti-Discrimination Agency/Equal Treatment Attorney and Commissioner; Equal Opportunities Office; Equal Opportunities Provincial Commission; Equal Opportunities Committee; Guarantee Act Committee; Councilor for Equal Opportunities; The Autonomous province of Trento.

Individual respondents are listing **relevant Ministries** and structures such as Ministry of Women's Affairs; Ministry of Social Affairs; Municipality Women's Departments; Austrian Integration Fund; Ministry of Labour etc.

The NGOs also have their place among the responsible bodies when it comes to women's shelters, counseling centers and other services that are mentioned by respondents from the three countries.

Quite the same is the situation in Bulgaria with a slight difference with the Ministry of labour and social policy as most mentioned as responsible, followed by the National council on equality between men and women, Commission for protection against discrimination, the Ombudsman and NGOs.

Apart from the institutions listed, some respondents (representing the 3 countries) also refer to the Constitutional Court, Politics, Parliament, the business sector and the parents.

Asked **if they have ever approached the abovementioned institutions and what was the reason**, both for Austria and Bulgaria there is a significant number of respondents that have never approached state or local institutions responsible for implementing policies on gender equality. For Austria the number of negative answers is almost 100% (29 from 30 respondents) and for Bulgaria it is 97% (36 from 41).

The fact that in Bulgaria nearly half of the respondents are not aware of the institutions responsible for implementing gender equality policies and their commitments explains such a low rate of interaction.

That is not the case with Austria, where the prevailing part of the respondents is aware of the institutions and their commitments. Only one of the Austrians representatives in the survey has approached *“women's officer because of discrimination”*.

The Italian respondents are much more active in their interaction with the authorities responsible for implementing policies on gender equality. In most of the cases, they have been approached for collaboration in research and policy implementation activities. Such collaboration is targeted through promotion of projects and implementation of training activities. In most of the cases the respondents have been in their professional capacity and in a very few cases as requiring support for individual issues.

When it comes to the commitments of the institutions responsible for implementing policies on gender equalities, most of the respondents believe that they are in the fields of:

**Creation and implementation of legislation-** As a main task, the respondents refer to the commitment for creation and implementation of national policies and laws that guarantee the equal treatment of women and men. A significant number of answers points at implementing national policy on equality through awareness and development of concrete actions such as: *“guarantee representation in Institutions”, “quota regulations”, “gender mainstreaming”* etc.

**Fighting discrimination** is another cluster of answers common for all partnering countries. The respondents see the institutions/bodies as committed to *“promote positive actions to fight the culture of gender discrimination”* and *“preventing and removing any form and cause of discrimination through government actions”* and measures.

**Awareness promotion targeted at removing prejudices and stereotypes** through information campaigns, dissemination activities, conferences, courses to raise awareness on the issues of equal opportunities, organization and promotion of clubs, contact points etc. Individual answer, though rather important is related to the promotion of “*gender-appropriate language*”.

**Analysis and guidance** is seen as commitment performed by surveys and statistics; consultation, intervention and process support; collecting data and promoting policy-based solutions; provision of training sessions on the subject of gender equality and other direct interventions.

**Monitoring and control** is remarked by five respondents from the three partnering countries, including “*appeal and complaint mechanisms*”.

**Funding** of activities is lacking recognition as well. It is mentioned by only 3 respondents, representatives of Austria and Italy.

Attention needs the fact that 29 of 41 Bulgarian respondents have not provided answer to the question. An assumption can be made that either they are not aware of the commitments of the responsible bodies or have no trust in the institutions. The results clearly correspond to the results of the Figure 9 “Do you know which state institutions in your country are responsible for implementing policies on gender equality?”, where the percentage of people who are aware of the institutions responsible for implementing gender equality policies and the ones that do not know is almost equal.

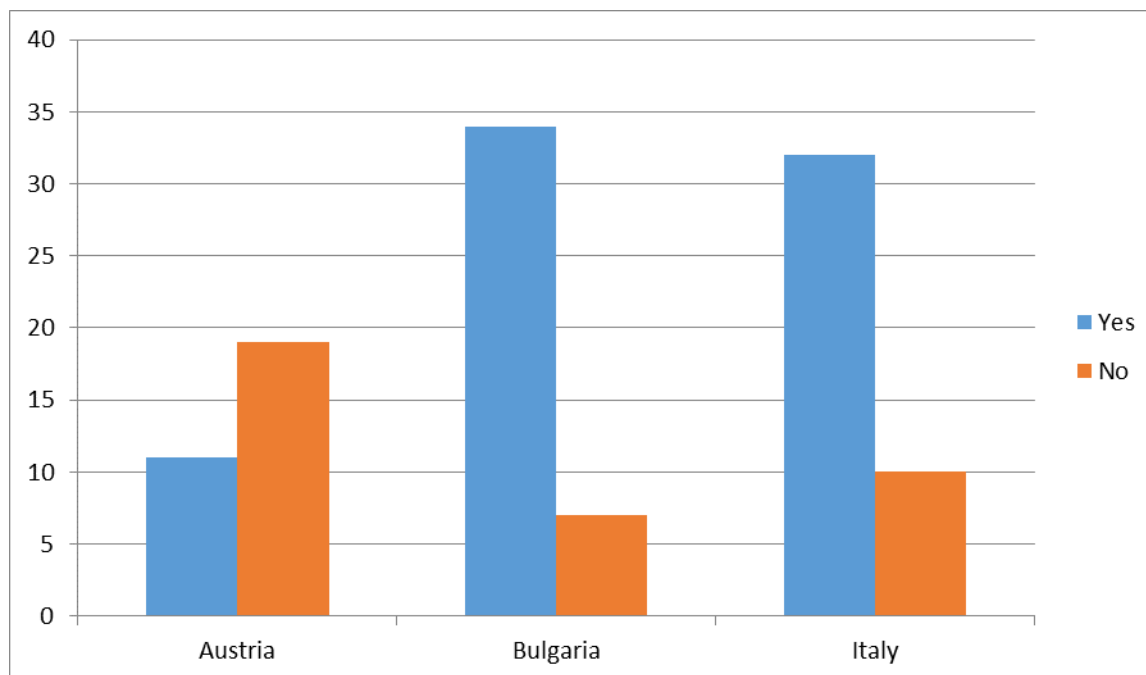
## **V. Presence of gender equality in the education system**

### **1. Gender equality at different levels of the education system**

Austria is the country where the opinion that there is no gender equality at school admission level is prevailing (63%), while in Italy and Bulgaria the respondents find a solid ground for equality with 76% for Italy and 83% for Bulgaria (Figure 10).

#### **At school admission level**

**Figure 10**



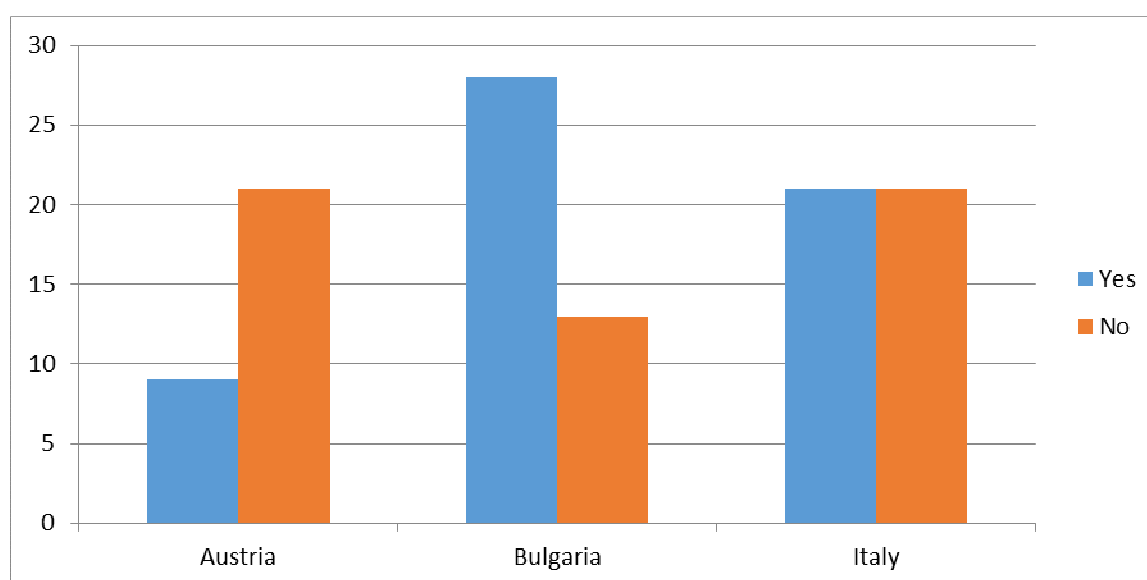
The situation is completely different for the partner countries when it comes to gender equality at the level of pedagogical staff in the system of pre-primary and primary education (Figure 11).

In Austria, most of the respondents find a lack of equality, while in Bulgaria is just the opposite. In both countries the difference between yes and No is quite visible and reflected further in the chapter.

This is not the case in Italy, where there is no clear trend and the answers are just the same – 21 respondents believe that there is equality and 21 that do not agree with the statement.

#### **At the level of pedagogical staff in the system of pre-primary and primary education**

**Figure 11**

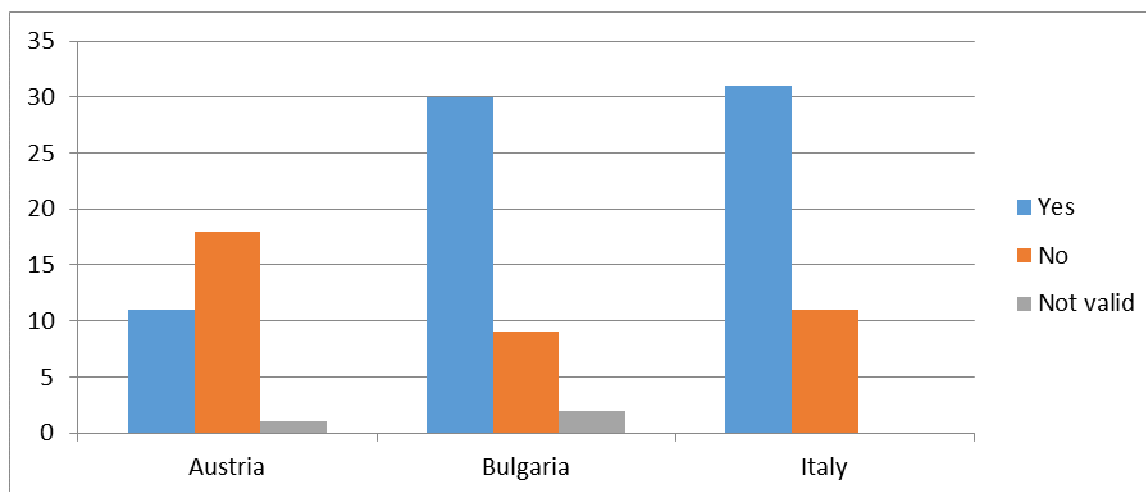


At the level of pedagogical staff in the secondary education system, the tendency for both Bulgaria and Austria is the same as in the system of pre-primary and primary education. According to the respondents from Austria, the country is still facing lack of equality, while in Bulgaria most of the respondents are definite that equality is present (Figure 12).

For Italy, the perception that there is gender equality at the level of pedagogical staff in the secondary education system is higher than in the pre- primary and primary level.

#### At the level of pedagogical staff in the secondary education system

Figure 12

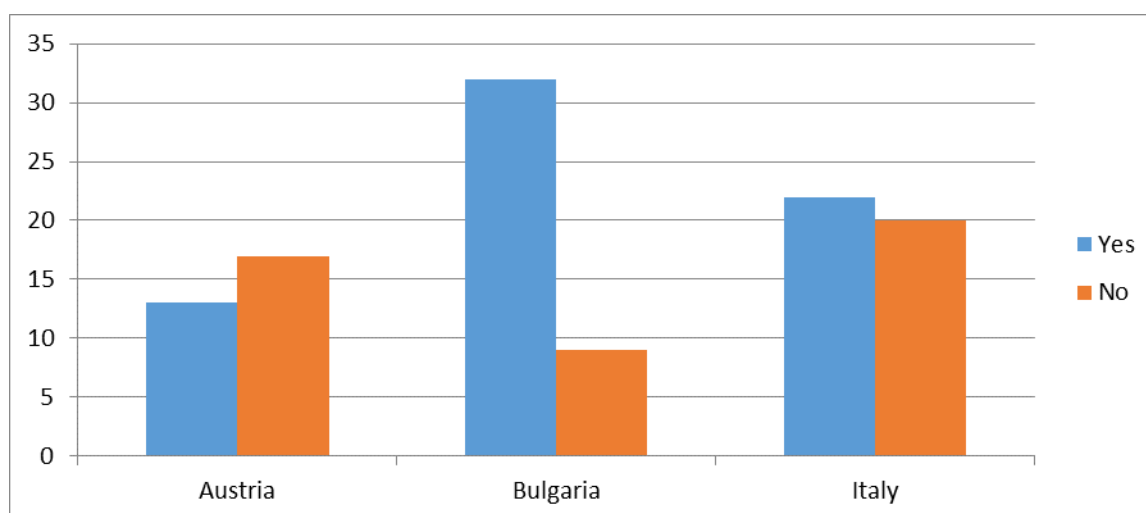


The difference between the presence and the lack of it at the level of pedagogical staff in the higher education system is slightly reduced for Austria (4 respondents).

The answers of the Bulgarian respondents show that their perception of presence of gender equality is prevailing, while in Italy is hard to distinguish the two categories, with only 2 answers more in favor of the equality.

#### At the level of pedagogical staff in the higher education system

Figure 13



Though from different countries, the issues are often similar and the highest rates of the answers why people believe that there is no gender equality in the education system are related to:

**Feminization** of the teacher/educator profession- Nearly 80% of all respondents find that there is “unequal distribution between men and women in working contexts”, especially in the pre- school and primary education. As some of the answers states “A male teacher in the 0-6 age is a statistically



*extraordinary phenomenon*". There are still strong cultural stereotypes that the teaching and caring is a women career.

It is just the opposite when it comes to **University/Academic/Scientific** careers. There the respondents believe that the field is strongly **masculinized**. A common perception is that male professors make careers more often than women who struggle to reach high academic positions. Some suggested explanations of the phenomenon are related to facts such as: *"the possibility of accessing the position of university professor in Italy is still linked to the explicit support of someone who is already in that position; since these are mainly men, they tend to favor other men"* or that *"the academic career is very long and female researchers often abandon it because they think they can't realize a family life project"*.

A significant amount of answers speak for inequality between men and women with respect to the labor market, remarking on the dominance of men in leadership positions, in areas which are well remunerated, as well as in fields which require a high level of education. Still one of the answers is quite optimistic stating that *"Professors are mostly men, but the system will balance because the young female students and researchers are many more than in the past"*.

The respondents are paying special attention on the fact that there are **prejudices and structural barriers influencing children's' pathway through the educational system**. Examples for these include:

- Too little is invested in compensatory measures and individual support for all children regarding migration background, language ability
- Rural/urban divide in attitudes: *"the countryside has even more traditional images and less tolerance"*
- Discrimination by teachers: *"many teachers often rate their performance with pre-formed opinions"*, *"Prevailing gender stereotypes, classism, racism and anti-Semitism"*
- *"Statistics shows that boys are among the losers in the education system due to female dominated education."*
- Parents with greater financial means can provide better education for their children
- Cultural attitudes towards gender equality

Of all respondents in the survey, only 3 respondents remarked that regarding some areas, there is equality already and they refer to their own personal experience as well as to existing legislation (*"My daily observation leads me to believe that there is almost a 50:50 ratio here"*, *"This is provided by the legislation"* and *"Because I myself have not had any contrary experiences."*). Another 2 of the responses are stating that *"Education system ensures equal opportunities for both sexes"* (Austria) and *"everyone is equal"* (Bulgaria).

## 2. Curriculum concerning the gender equality theme

Both for Bulgaria and Italy, most of the respondents are not aware of the existence of any school textbooks and/or any other curriculum concerning the gender equality theme. Still 27 respondents of

those interviewed from both countries have knowledge of the presence of such materials that obviously need a higher level of dissemination (Figure 14)

In Austria, 4 respondents mentioned the Austrian federal “BildungsRahmenplan”, a framework for education.

Regarding educational materials, 3 respondents mentioned “Die Dumme Augustine”, a picture book for children used in the DEE training course, and 6 respondents in total mentioned that they know picture books which focus on equality issues, with only 2 persons naming specific titles apart from “Augustine”:

- Meine Familie
- Mama, Mama und ich
- Ich bin anders
- Regenbogen
- Die Amigos

Professional literature was also mentioned by 4 respondents, with only 1 respondent mentioning specific title:

- *“Pedagogy of Diversity (Annedore Prengel)”*
- *“Approach of Prejudice-Conscious Education and Upbringing (Kinderwelten Berlin, Petra Wagner)”*
- *“various literature on political gender research, gender equality and social analysis”*
- *“Various textbooks e.g. Diversity in elementary education”*
- *“Books”*

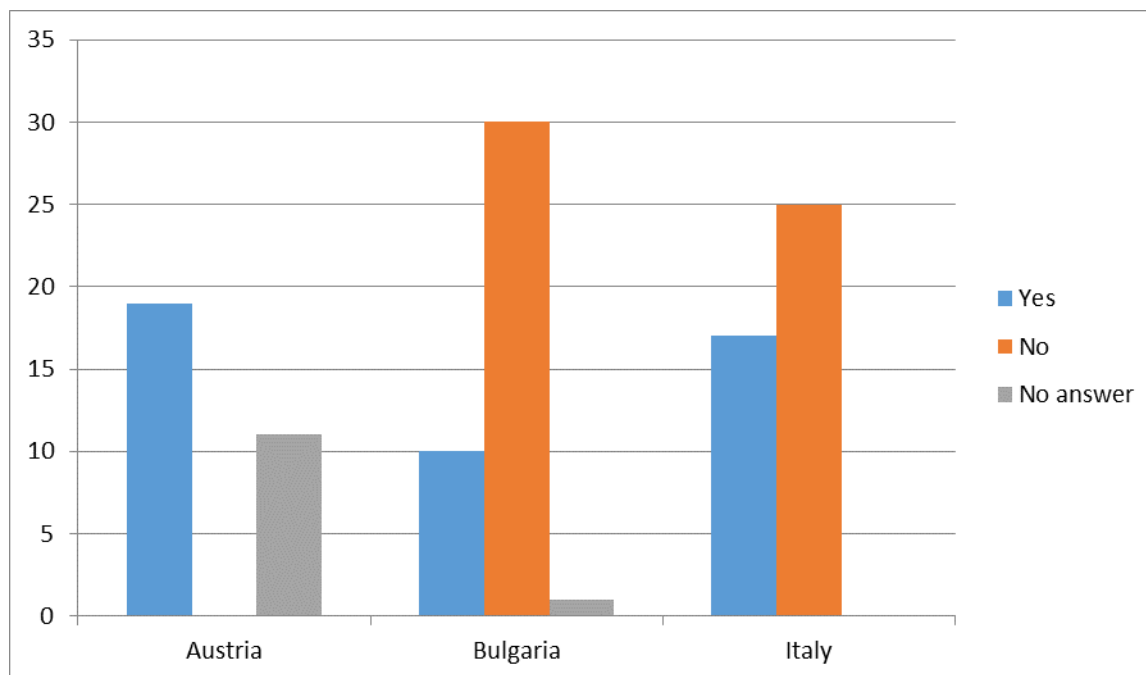
Individual respondents are listing a guideline of their organization, or that gender equality is a topic in curricula for early childhood education and care but not often present in educational materials, while yet another respondent said *“In the BAFEPs [vocational schools for elementary education] confrontation with gender-appropriate language is lacking, the sensitization to the topic”*.

Books by some authors and/or editors that deal specifically with the issue mention by Italian respondents:

- „Sexist education. Gender stereotypes in primary books“ by Biemmi Irene
- “Illustrated books by Settenove editor”
- „Buona notte bambine ribelli“ by Francesca Cavallo
- „Cosa faremo da grandi?“ by Biemmi Irene

**Do you know any school textbooks and / or any other curriculum concerning the gender equality theme?**

Figure 14



### 3. Training of specialists

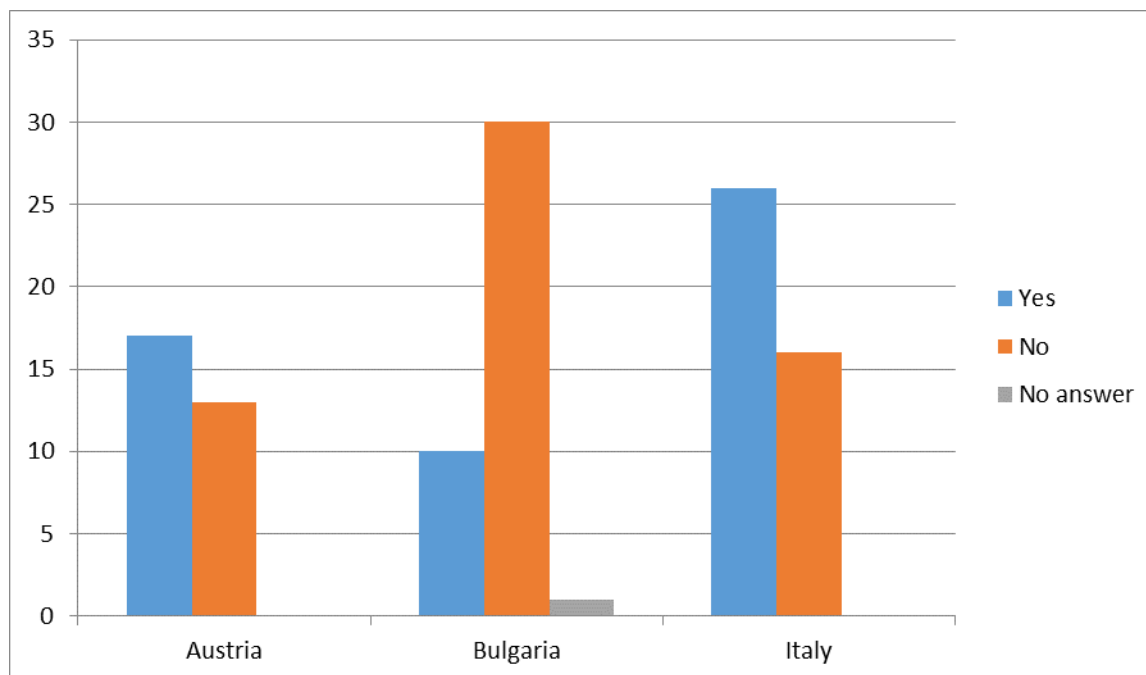
The general picture shows that of all participating countries 52% of the respondents have not been trained in topics related to gender equality and 47% have participated in such (Figure 15).

The biggest lack of acquired additional expertise is found in Bulgaria where 30 of 41 respondents have never participated in any training related to gender equality or at least they can't share of such.

Here we have to remind that 43 of all respondents are teachers/educators (more than 1/3) and the need of training of the pedagogical specialists is definite as explained further in the analysis.

#### **Have you, as a specialist, ever been trained in gender equality?**

**Figure 15**



Most of the respondents have passed through training initiatives, University courses/degrees and/or postgraduate qualifications in the period 2013-2019.

Part of the trainings have been organized by State or local Authorities such as: Department of the Province, Equal Opportunities Commission and the Comunità di Valle, Equal Opportunities Office etc.

The trainings/degrees have been targeted mainly at: Gender studies, Gender Mainstreaming, Diversity Management, Developing of increased awareness and critical thinking, Women's studies, Disability and Diversity Studies, PAT courses, training courses for teachers, project management etc.

There is a clear need amongst the respondents to increase their competences throughout their working career.

In **Austria** the common topics are

- Gender und Diversity
- Gender mainstreaming
- Gender studies
- Cross Work, Gender-sensitive work, Mentoring in apprenticeship
- Diversity Management

**Bulgarian** respondents have not specified the trainings they have obtained. Only 2 are sharing they have been trained in:

- Master program "Gender studies"
- Consultancy trainings

In **Italy** few people have specified the topics of the trainings they have passed, but some are:

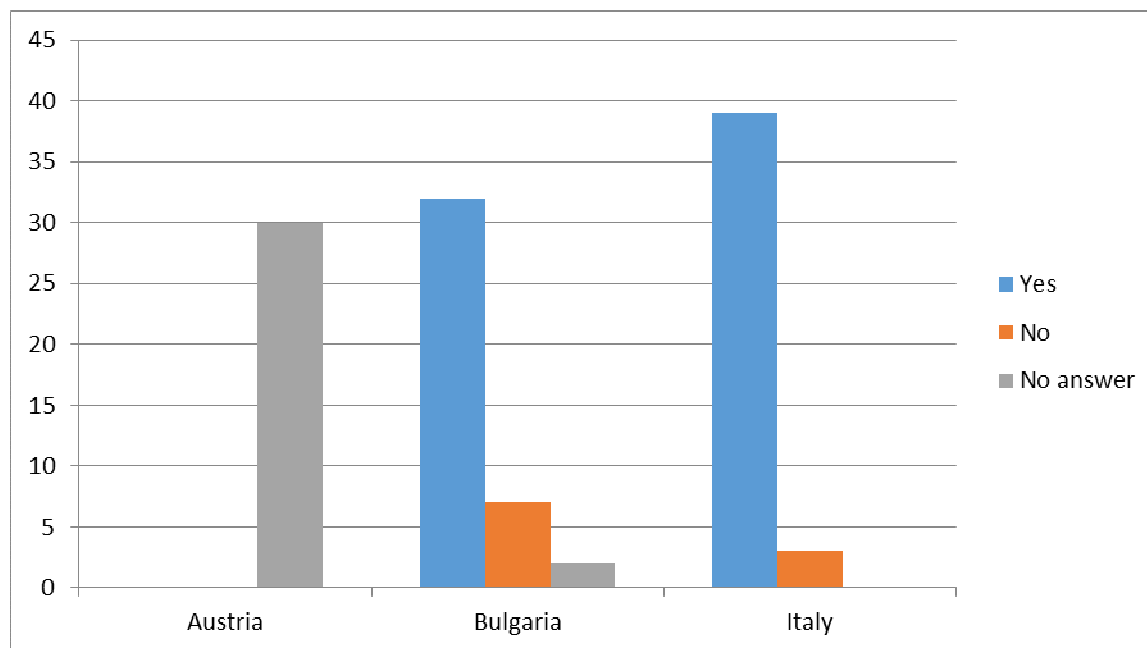
- Short course organized by the Equal Opportunities Commission and the Comunità di Valle
- PAT courses
- Multidisciplinary approach and not only on gender difference in the society
- Different training courses to develop increased awareness and critical thinking that may be enriching the discussion on equal opportunities

- Information evenings promoted by organizations
- Training courses for teachers.

Both in Italy and Bulgaria the respondents in the survey are definitive that there is a clear need for increasing the expertise of the pedagogical specialists in the field of gender equality ( Figure 16). Of all the respondents, 63% believe that pedagogical staff needs training in the field.

### Do you think that pedagogical specialists must undergo gender equality training?

Figure 16



*\*The question has not been included in the Austrian version of the survey by decision of the partner.*

Although the question has not been included in the questionnaire used in Austria, Austrian respondents do have suggestions for topics to be covered in such trainings and their frequency, so we can assume that they share the need of increasing the competences of the pedagogical staff.

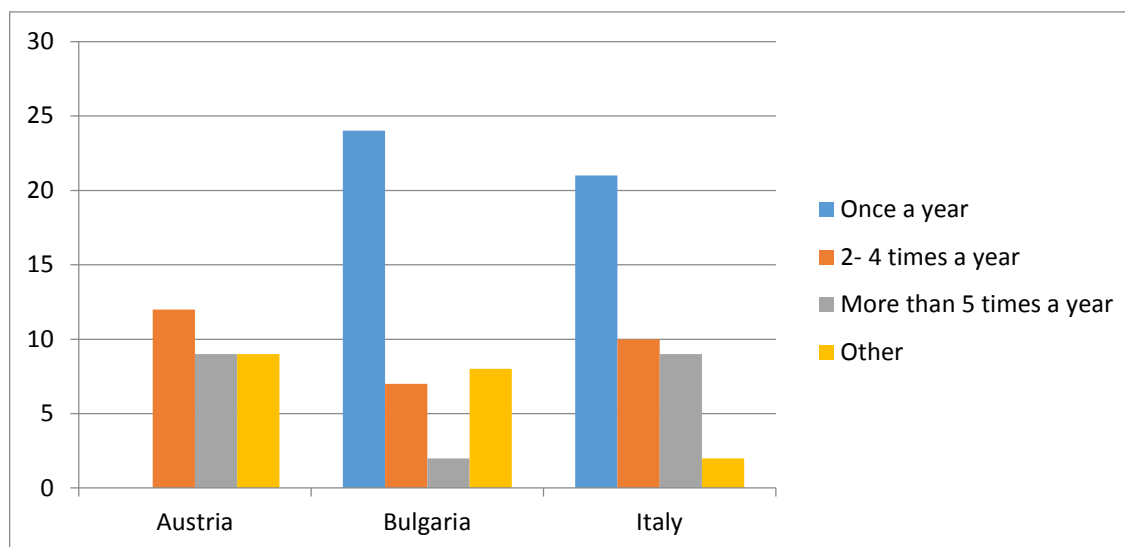
When asked how often such training should be conducted, once a year is found as most realistic strategy by the respondents from Italy and Bulgaria, while for Austria 2 to 4 times per year is the prevailing opinion (Figure 17).

The graphic shows that unanimously all the respondents believe in the process of increasing the pedagogical specialist's expertise in the field of gender equality.

No answer has been provided by 10 respondents and 3 stated that they "don't know". In the category "Others" there are also suggestions that the trainings are supposed to be provided "as needed", "less than once a year", "cannot be generalized".

## How often do you think such training should be conducted?

Figure 17



The respondents from the partnering countries definitely agree that Gender Equality in general should be present in the education system.

The main thematic groups that the answers suggest are:

**Gender stereotype and prejudices** including how to encourage the development of gender identity in children, avoiding stereotypes. Gender and diversity specific issues are detailed as follows:

- How gender-sensitive education can already happen in the toddler group and why it is important to pay attention to such issues.
- Gender-fair upbringing
- Inclusion, stereotype-aware education and upbringing
- LGTBQ \*
- Intersectionality, Classism, Gender Concept, Stereotypes
- Women's Rights
- Gender studies
- Politics, gender equality and social structure
- Ability to identify stereotypes in the media and in advertising in a rational and conscious way

**Gender relations** have been found as important topics in terms of understanding the differences between men and women.

### Gender-based violence and discrimination

- Effects of discrimination and on positive actions to be taken in the classroom
- Gender-based bullying- educational and career guidance
- Forms of discrimination and strategies to cope
- Educational strategies to educate to **inclusion**

### Family

- Co-responsibility in the management of family life and children
- Gender inequality within the family

- The responsibility of parents' educational work and who plays which role. - Father / mother and family as a whole, as well as other caregivers outside of the family

## **Other**

- National legislation- Rights and duties
- Good practices
- cognitive development and emotional management
- Anthropology
- psychology
- pedagogy
- Communication, conflict resolution management, health prevention
- Appreciative approach, non-violent communication, mindfulness, open attitude, self-reflection
- Sensitization and resource education, work / family compatibility
- Awareness formation ("what all this is good for!"), Reflection of own attitudes, experiences (feedback on own biography).
- Acquire negotiation techniques for salary negotiations etc.

Strong emphasis on practical implementation is reported by a group of respondents: "concrete, realistic implementation in everyday working life (methods, options for action)".

**Guidance** throughout the process of learning and implementing different approaches is requested by respondents from all countries.

The respondents have been asked as well **at what age they think that gender issues need to be presented to children/students.**

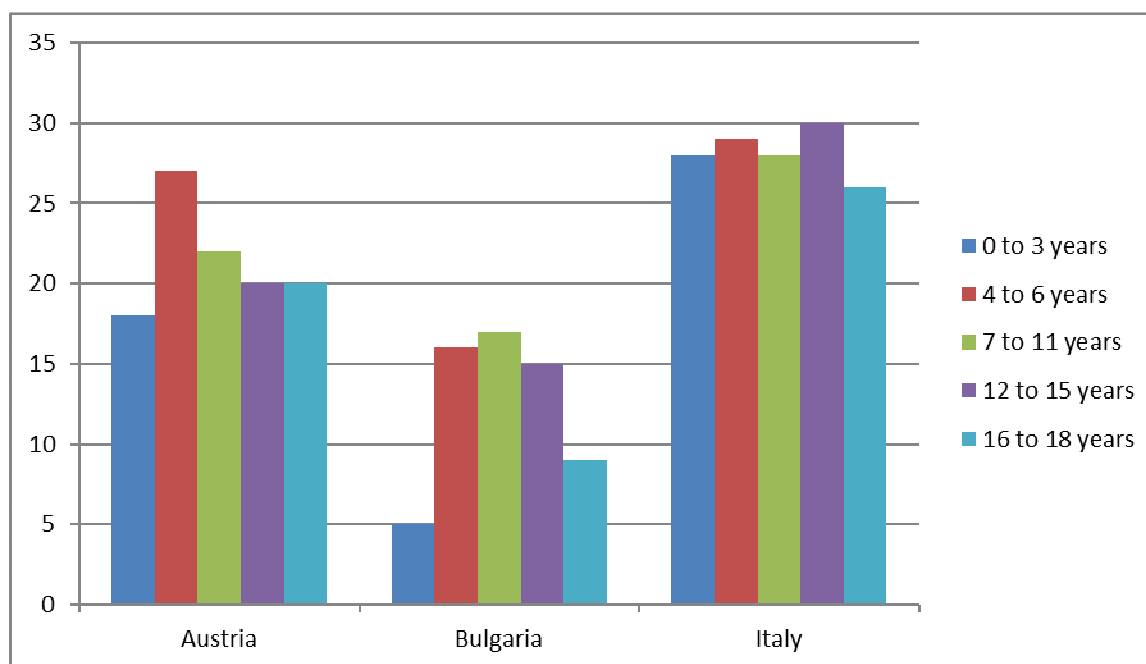
The difference between the age groups selected as appropriate for introducing the gender issue is minimal, especially in the case of Italy.

Bulgaria is the country where the age group 0 to 3 is hardly acceptable for introducing the gender issues to children with only 5 respondents from 41 (12%) that appointed 0 to 3 as appropriate age for introducing the issue.

There is a big group of respondents believing that the topic has to be present through lifetime, in that case meaning 0 to 18 (Figure 18).

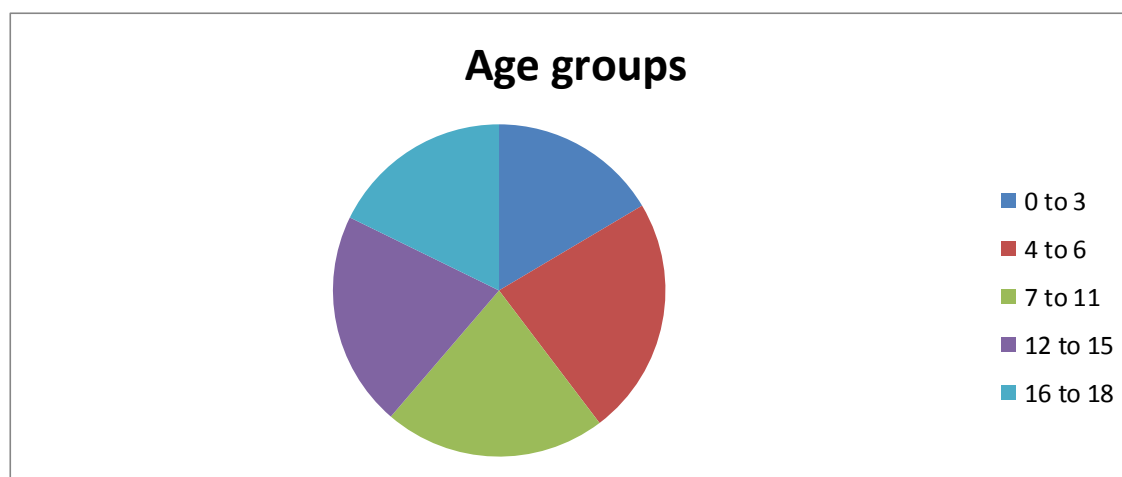
## At what age they think that gender issues need to be presented to children/students?

Figure 18



To visualize the balance of the responses, see the chart below (Figure 19)

Figure 19



### 4. Authorities in the education system responsible for applying gender equality into practice

The most recognized authority as one responsible for applying gender equality into practice at all levels is the **Ministry of Education** with their respective **regional/local Directorates/school offices**. As stated in one of the answers *“Political institutions should set out strategies to promote equal opportunities to be translated operatively by educational institutions”*.

**The education institutions** (schools, kindergartens, universities) are also loaded with high expectations. Significant part of the respondents believes that the schools are equally responsible to



implement gender equality policies and measures as any other body. That involves both the management of the structures and their staff.

**The Municipal authorities** (region, province etc.) are also expected to define and implement measures encouraging gender equality.

It is interesting to note that the **Family** is recognized as *Authority* by many respondents. This fact comes to support the conclusion that *“collaboration between educational and other institutions that deal with equal opportunities is crucial”*.

Austrian respondents did not provide answers to this question. Rather, they are suggesting measures to be undertaken in response of the answer **“In your opinion, which measures should be carried out by organizations/official bodies in the education system to implement gender equality”**?

Some of the proposed measures are targeted at:

- An equal opportunity officer for each major department
- “True acceptance of people with disabilities (e.g. provision of job assistance)”
- The importance of providing role equality models among the staff (example: *“Leading personalities should live these values. Then they can also go into the DNA of the organization”*)
- *“Separate lessons in subjects where gender-specific performance differences are significant”, and “strengthening of individual strengths (girls are constantly being asked not to take on typical women’s jobs, even if these correspond to their strengths and interests)”*
- Stronger campaigning to raise awareness
- Legislation needs to be changed and its implementation monitored (*“set laws so that various things must be implemented and not just recommended”*)
- *“Higher income and more appreciation for kindergarten pedagogues/occupations which are traditionally coded as female”*
- More projects concerned with gender and diversity.

## **VI. Barriers and possibilities for overcoming the gender-related restrictions from the earliest childhood**

The barriers and risks limiting the implementation of equality policies with a focus on education system are very different in the partner countries. The differences shown in the diagram (Figure 2020) are determined by the respective contexts in the countries- existing legislation and policies, awareness on the issue, public attitudes and presence (or lack of it) of good practices.

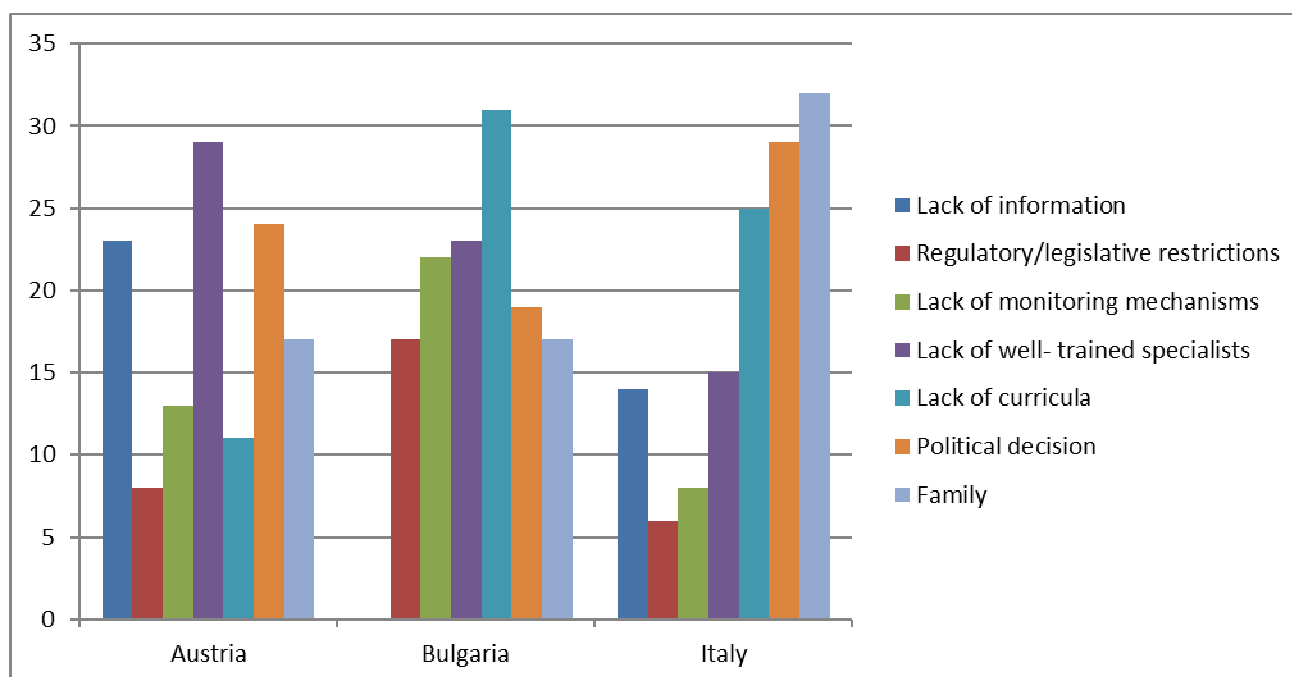
For Austria the most common answer and with the highest rate is the “lack of well- trained specialists” (97%), followed by “political decision” (80%) and “lack of information” (77%).

For Bulgaria the biggest barrier and risk is seen in the “lack of curricula, aids, etc.” (76%), followed by “lack of well- trained specialists” (58%) and “lack of monitoring mechanisms” (54%).

For Italy the most common response is the “family environment” as a barrier and a risk factor (76%), followed by “political decision” (69%) and “lack of curricula, aids, etc.”- (60%).

**What do you think are the barriers and risks limiting the implementation of equality policies to the focus education system? ( more than one answer is possible)**

**Figure 20**



The possibilities for overcoming the gender-related restrictions from the earliest childhood in all countries are seen equally by **Development of new, up- to- date curricula and teacher training plans** and **working with the parent community** (Figure 21).

**Austrian** respondents are suggesting additional measures such as:

- Binding guidelines for the implementation of gender equality measures – 16 of 30 respondents
- Compulsory training for educational staff – 21 of 30 respondents

Individual answers are targeted at:

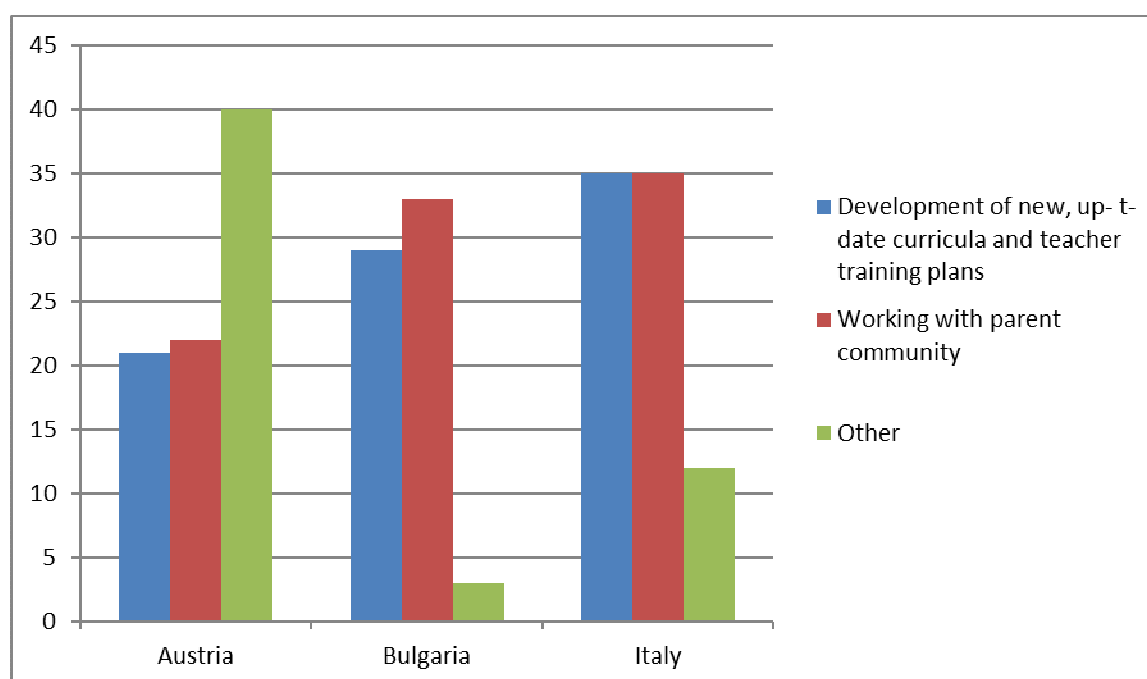
- Supervision
- Campaigns and awareness
- Voluntary training of pedagogical staff

**Bulgarian** respondents are suggesting also *“Participation of media in GE images creation- cartoons for young children, educational movies for grown- ups and ads free of gender stereotypes”*.

In **Italy** the possibilities for overcoming the gender-related restrictions from the earliest childhood are related to Development of new, up- to- date curricula and teacher training plans and working with the parent community. Both have been appointed by equal number of respondents – each 35.

## What are the possibilities for overcoming the gender-related restrictions from the earliest childhood? (more than one answer is possible)

Figure 21



### VII. Good examples from the practice

The good practices shared are country specific in their content and for this purpose are listed by country. Alas, the examples are mostly listed and not explained in their full content.

#### Austria

7 respondents mentioned the **implementation of gender-sensitive and diversity oriented pedagogy** in children's educational institutions as a best practice (referring to their own team, the unnamed kindergarten of their child or to the practice of gender-aware education and care in general).

Other mentions of best practices were focused on institutions of higher learning:

- Gender officers at the Catholic Pedagogical University of Applied Science (KPH), annual Gender Day
- Awards and financial assistance for scientific work
- University of Applied Science (FH) Campus Wien - courses, Campus Lecture
- At the Medical University of Innsbruck: Gender Medicine, Women's Health Office, Equal Opportunities Working Group and Equal Opportunity Coordination Office, Women's Funding and Diversity

Best practices regarding work with children and youth were also mentioned:

- 8 employees from municipal institutions have completed a 16-day multiplier training course on "Prejudice-aware education and training" (continuing education offer of the A6 Land Steiermark together with the City of Graz, speakers of Kinderwelten Berlin) - these employees now pass on their knowledge in Internal training courses for the teams of the municipal child-raising and care institutions and continue to accompany the facilities
- Kindergarten and family center "Wohin"

- Social workers in mobile youth work in Vienna: reaching young people outside of institutions and helping them exercise their rights and opportunities in all areas of life
- BiC - Boys in Care, Girls Day, Boys' Day, re-ment

### **Bulgaria**

Only 6 respondents of 41 have shared knowledge of good example from their practice related to the gender equality theme.

- Project development
- Career Rocket festival
- Role and didactical plays with children, books, presentations on the subject, meetings with parents
- Training for pre-school teachers on GE and non- discrimination
- Participative workshops with children during which the differences between sexes are explained

And as one of the respondent is stating *"My wife gets 2 times more money than me and has much more influential position internationally"*

### **Italy**

The good examples in Italy are targeted on project initiatives and often based on personal experience.

Amongst them are:

- Double preference man and woman in politics
- The school "Parlamentino" where gender-equal presence is expected
- The project "Educating to the gender relationship" carried out by the PAT
- Game of roles reversal, difference as a resource not as a lack
- Courses on healthy relationships
- Co-manager projects in collaboration with the Autonomous province of Trento
- Fathers going to hearing sessions about their children at school
- Reflections and exchanges of views among young educators
- Gender quota in Administrative Board has allowed me to take an institutional position in a largely masculine environment

## VIII. Conclusions

The presented analysis is focused on the perception of key stakeholders towards the gender issues and the equal opportunities for both women and men.

As the analysis is based on a targeted questionnaire that has been developed as part of the implementation of the project "DEE - DIVERSITY, EQUALITY AND INCLUSION IN PRE - PRIMARY EDUCATION AND CARE: A GENDER PERSPECTIVE", the proposed conclusions reflect the results from the respondent's answers.

As member states of the EU, the project partnering countries are committed to eliminating inequalities and promoting gender equality and has made considerable advances over the years. Though the situation remains uneven across the countries, the proposed conclusions are common and reflect similar issues.

The respondents from all countries report a strong demand for **more active involvement of Governmental advisory and/or policy-making bodies**.

*Most of the initiatives for promotion of equality/equal opportunities are project based, targeted at public awareness and participation in educational programs, but lack the participation of consistent network that involves policy-making bodies.*

Although the results of the survey show that there is awareness about **the bodies responsible for implementation of gender equality policies** and their commitments and regulations, they **are rarely approached**.

In all of the partnering countries there are still **existing stereotypes** that **block the opportunities for implementation of equality policies** and the family is seen as a key factor in (not) forming equality values.

Those society stereotypes often create barriers for personal and professional realization. It is not a rare fact that **women have limited opportunities for career development and often are underpaid**.

The **feminization and masculinization** of professions is common phenomenon that only exacerbates gender inequality.

A strong educational system and approach is seen as a basic condition in order to achieve equality between women and men. Education is recognized as a tool for achieving equality by most of the participants, but specialists, mostly **educators/teachers, are still not well enough prepared to introduce and bring up values such as equality**.

In the education system as well in the society, there is a **lack of good examples** in the field or if there are, they are not brought to the attention of the specialists.

Last but not least attention needs to be brought to people with disabilities, migrants and ethnic minorities that suffer **lack of equal access in healthcare education, employment, career development and equal pay**.

## IX. Policy guidelines and recommendation

The early childhood years are critical for cognitive, social and emotional development. Early childhood education that promotes equality and inclusion build a solid ground for individual performance in the educational path and self-esteem.

Decision makers at local governments and all education stakeholders have key roles to take social and gender discrimination out of early childhood education and replace it with empowerment.

These policy guidelines and recommendation aim to raise awareness of decision makers to improve knowledge of the problems and possibilities of their decision regarding the prevention of gender stereotypes in preschool education. They are intended for non-specialized decision makers dealing with children's education authorities on child protection and other practitioners and organizations responsible for providing legal protection of children's rights.

Challenging existing gender roles and stereotypes in preschools is not an easy task either for policymakers or for practitioners in the field (teachers, school managers, counsellors, etc.).

The following recommendation are based on the results from the intellectual outputs elaborated during the "DEE - DIVERSITY, EQUALITY AND INCLUSION IN PRE - PRIMARY EDUCATION AND CARE: A GENDER PERSPECTIVE" project.

It is of great importance to undertake actions for:

1. **Involvement of government and policy-making bodies in active networks of stakeholders.** The Intensive dialogue for creation of new policies is a precondition for the establishment of a synchronized network of targeted interventions for improvement of the state of gender equality in the States.
2. **Involvement of State and Municipal/regional bodies in public awareness initiatives and enlarging their network of local offices.** There is awareness about the bodies responsible for implementation of gender equality policies and their commitments and regulations, but they are rarely approached. Often local structures are not present or known of by the community and it requires wider dissemination of the core functions and locations of the structures.
3. **Development of binding guidelines and strategies for the implementation of gender equality measures as well as mechanisms for control of the compliance.** Such framework is crucial to overcome the existing female- male segregation in different fields of private and professional life. The mechanisms could also include corporate's certification for its equal opportunities policies.
4. **Development and improvement of nondiscriminatory practices for providing employment.** Creation and/or development of policies stimulating women's participation in the labour market, career development and participation in decision- making processes requires further exploration of the possibility of introducing/improving the actions for overcoming the gender- pay- gap, introduction of gender quotas.
5. **Development/enlargement of networks that are linking the relevant stakeholders and targeted long- term State/regional financing for measures and initiatives in the field of**

**gender equality.** Most of the initiatives for promotion of equality/equal opportunities are project based, targeted at public awareness and participation in educational programs, but lack the participation of consistent network that involves policy-making bodies.

6. **Overcoming the prejudices, patriarchal stereotypes and gender based discrimination.** Existing stereotypes block the opportunities for implementation of equality policies. They often create barriers for personal and professional realization and it takes measures such as strong cultural investment, social awareness, education and legislation, media training to achieve awareness that people are equal.
7. **Special focus on the education system at all levels and deeper involvement of respective Ministries/bodies and school managements.** A strong educational and system approach is a basic condition in order to achieve equality between women and men. Education is recognized as a tool for achieving equality, but specialists, mostly educators/teachers, are still not well enough prepared to introduce and bring up values such as equality. **The development of new, up- to- date curricula, provision of mandatory and regular trainings for educators/teachers, revision and/or development of school text books and instruments** are of great importance.
8. **Wider promotion of existing good practices and professional networks.** In the education system as well in the society, there is a lack of good examples in the field or if there are, they are not brought to the attention of the specialists and community. In most cases, the best practices are known to limited professional groups that have access to broader sources of information and experiences, which is often not the case in the rural areas of the countries.
9. **Wider range of services in support of reconciling career and family.** There is a need for broader network of childcare services that will allow the family members to balance their private- professional life. In addition, flexible measures regulating both maternity and paternity leaves would strengthen the perception of equality and possibly influence the process of overcoming the existing stereotypes of family roles.
10. **Development of policies and practical measures that stimulate inclusion and promote possibilities for development for people with disabilities, migrants and ethnic minorities** that suffer lack of equal access in healthcare education, employment, career development and equal pay.

## Annex I Questionnaire on the level of awareness on gender equality

### QUESTIONNAIRE on the level of awareness on the theme of gender equality

This questionnaire has been developed as part of the implementation of the project "DEE - DIVERSITY, EQUALITY AND INCLUSION IN PRE - PRIMARY EDUCATION AND CARE: A GENDER PERSPECTIVE". The project is implemented by the Autonomous Province of Trento (Italy) in partnership with the University of Trento (Italy), The Institute for Masculinity Studies and Gender Research (Austria), The Association Save the Child Styria (Austria) and Alliance for Regional and Civic Initiatives (Bulgaria) with the financial support of Erasmus + / KA2 Strategic Partnerships for School Education.

Through this questionnaire we would like to collect information on the level of the awareness among policymakers and decisionmakers at local and EU level on gender issues and the equal opportunities for both girls and boys, we will analyze the use of existing legislation and the legal basis for solving the problems and the elimination of gender stereotypes in pre-school education, etc.

As a result, "Recommendations for pedagogical coordinators in the system of pre-school education and decision makers will be developed and disseminated in local governments responsible for pre-school education.

Thank you for your time!

#### Section I: Basic information

1	You are a citizen of?	<input type="checkbox"/> Austrian <input type="checkbox"/> Bulgarian <input type="checkbox"/> Italian <input type="checkbox"/> Other: (please specify): .....
2	Sex:	<input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Other
3	Age:	<input type="checkbox"/> 18-29 years <input type="checkbox"/> 30 to 45 years <input type="checkbox"/> 46 to 60 years <input type="checkbox"/> over 60
4	Education:	<input type="checkbox"/> Secondary education <input type="checkbox"/> Bachelor <input type="checkbox"/> Master <input type="checkbox"/> Doctor <input type="checkbox"/> Other (please specify): .....



5	Please, specify the type of organization you work for:	<input type="checkbox"/> Educational institution <input type="checkbox"/> Scientific Institution <input type="checkbox"/> Research organization <input type="checkbox"/> Municipal / provincial /regional administration <input type="checkbox"/> Governmental advisory and / or policy-making body <input type="checkbox"/> Non-governmental organization <input type="checkbox"/> Other (please specify): .....
6	What is your role in the organization you are working for?	<input type="checkbox"/> Legal Representative <input type="checkbox"/> Teacher / educator <input type="checkbox"/> Expert <input type="checkbox"/> Researcher <input type="checkbox"/> Director / Manager <input type="checkbox"/> Owner <input type="checkbox"/> Volunteer <input type="checkbox"/> Other (please specify): .....
7	What is the geographical range of your organization's work?	<input type="checkbox"/> Regional/provincial <input type="checkbox"/> National <input type="checkbox"/> International
8	What services / activities does your organization provide to promote equality / equal opportunities?	<input type="checkbox"/> Public awareness <input type="checkbox"/> Public policies <input type="checkbox"/> Linking stakeholders <input type="checkbox"/> Organization of trainings and / or participation in educational programs <input type="checkbox"/> Financing of activities, initiatives, etc. <input type="checkbox"/> Other (please specify): .....

Section II: Gender equality policies and their implementation at national and EU level in the context of policy and training of pedagogical specialists

9	Please share your opinion on how all people (including gender, migrants, people with disabilities, minatory groups) have equal access to:	
9.1	Healthcare/ Health services	
9.2	Education	
9.3	Employment/Labor market	
9.4	Career development	
9.5	Equal pay for equal work	

10	Please describe the conditions which have to be met in order to achieve equality between men and women?	
11	Do you know the laws (normative, strategic, etc.) in your country that deal with the issues of equal opportunities incl. the equality between men and women?	<input type="checkbox"/> Yes <input type="checkbox"/> No
12	If you have answered positively to Question 11, Please describe the law?	
13	Do you know which state or local institutions in your country are responsible for implementing policies on gender equality (please specify)?	
14	If you answered positively to Question 13, please indicate what are the gender equality commitments of these institutions.	
15	Have you ever approached them and what was the reason?	
16	Do you think there is a gender equality in the education system in your country in terms of:	
16.1	At school admission level	<input type="checkbox"/> Yes <input type="checkbox"/> No
16.2	At the level of pedagogical staff in the system of pre-primary and primary education	<input type="checkbox"/> Yes <input type="checkbox"/> No
16.3	At the level of pedagogical staff in the secondary education system	<input type="checkbox"/> Yes <input type="checkbox"/> No
16.4	At the level of pedagogical staff in the higher education system	<input type="checkbox"/> Yes <input type="checkbox"/> No
16.5	If at least one of the questions is answered negatively, please comment.	
17	If you answered positively to question 16, please indicate:	
18	Do you know any school textbooks and / or any other curriculum concerning the gender equality theme?	<input type="checkbox"/> Yes <input type="checkbox"/> No
19	Have you, as a specialist, ever been trained in gender equality?	<input type="checkbox"/> Yes <input type="checkbox"/> No
20	If you answered positively to question 19, please indicate: When? What year?	
21	Do you think that pedagogical specialists must undergo gender equality training ?	<input type="checkbox"/> Yes <input type="checkbox"/> No
22	If you answered positively to	<input type="checkbox"/> Once a year

	question 21, please share your opinion on how often do you think such training should be conducted?	<input type="checkbox"/> Between 2-4 times a year <input type="checkbox"/> More than 5 times a year
23	What topics should be covered in your opinion?	
24	Which of the authorities in the education system should be responsible for applying gender equality into practice at all levels? (please specify):	
25	At what age do you think that gender issues need to be presented to children / students? (please specify the age( more than one answer is possible)	<input type="checkbox"/> 0 to 3 years <input type="checkbox"/> 4-6 years <input type="checkbox"/> 7 to 11 <input type="checkbox"/> 12 to 16 <input type="checkbox"/> from 16 to 18 years
26	Please share a good example of your practice related to the gender equality theme?	
27	What do you think are the barriers and risks limiting the implementation of equality policies to the focus education system? ( more than one answer is possible)	<input type="checkbox"/> Regulatory / legislative restrictions <input type="checkbox"/> Lack of monitoring mechanisms <input type="checkbox"/> Lack of well-trained specialists <input type="checkbox"/> Lack of curricula, aids, etc. to prepare for the topic <input type="checkbox"/> Political decisions <input type="checkbox"/> Family environment
28	What are the ways for overcoming the gender-related restrictions from the earliest childhood? (more than one answer is possible)	<input type="checkbox"/> Development of new, up-to-date curricula and teacher training plans on the subject <input type="checkbox"/> Working with the parent community <input type="checkbox"/> Other (please specify) .....

## Annex II National legislation review form Austria

### NATIONAL LEGISLATION REVIEW FORM

#### AUSTRIA

<b>PARNER /Province</b>	<b>ORGANIZATION/Country</b>	VMG/Austria/Styria
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#### 1. Educational framework plan for elementary educational institutions in Austria

<b>Title of the document</b>	Bundesländerübergreifender BildungsRahmenPlan für elementare Bildungseinrichtungen in Österreich / Federal Republic of Austria educational framework plan for elementary educational institutions in Austria
<b>TYPE of document</b>	directive
<b>Author</b>	Ämter der Landesregierungen der österreichischen Bundesländer, Magistrat der Stadt Wien, Bundesministerium für Unterricht, Kunst und Kultur (Departments of the Provincial Governments of the Austrian Provinces, Municipal Authority of the City of Vienna, Federal Ministry of Education, the Arts and Culture)
<b>Date</b>	2009
<b>Monitoring institution /if applicable</b>	Federal Ministry of Education
<b>Key words</b>	Areas of educational work in early childhood education / role of educator / role and concept of child / educational principles / transitions / pedagogical quality
<b>Target groups</b>	The document is addressed to coordinators of education and educators

<p><b>Extract</b></p>	<p>A 50-page manual developed by all Austrian provinces as well as the Austrian Ministry for Education, Art and Culture in 2009 as a measure to maintain pedagogical quality in Austria for children under 6 years. Austrian child care facilities are required by law to adhere to the “Bildungsrahmenplan”. The focus is on outlining a concept of the child as a competent individual acting as co-constructor of its/his/her development. The theoretical explanations on pedagogical orientation, on education and competences and on the areas of education take into account the diversity of educational concepts and the freedom of method in the individual institutions. The practical implementation of the educational assignment is the responsibility of the professionally qualified educators.</p> <p>In the introduction, central „Pedagogical Perspectives” are outlined. Diversity, inclusion and gender sensitivity are mentioned: Diversity as a resource for learning and gender sensitivity as a key pedagogical orientation. The text states that depending on their individual socialization, children have different experiences and ideas about gender roles. The goal of gender-sensitive pedagogy is to help girls and boys, regardless of their gender, develop different potentials in their personality. An encounter with diversity is a prerequisite for the openness to critically deal with prejudices. All people in a society are seen as people with different needs, to which one reacts individually states the text, with regard to “inclusion”. Gender is again mentioned regarding “Health Awareness” in the context of sexuality and gender identity.</p>
<p><b>STRENGTHS</b></p>	<ul style="list-style-type: none"> <li>• gives a guideline for quality assurance state-wide</li> <li>• promotes a relationship of appreciation and trust with children and a respect of their needs and interests</li> <li>• promotes continuous self-reflection pedagogues concerning their professional praxis</li> <li>• encourages pedagogues to cooperate with the families of the children in the sense of an education and training partnership</li> <li>• promotes participatory approach</li> <li>• promotes an unselfconscious attitude towards one’s own sexual orientation</li> <li>• promotes the giving of factually correct answers to children’s’</li> </ul>

	questions about sexuality & bodies in order to foster positive attitudes towards sexuality and prevent sexualized violence
<b>WEAKNESSES</b>	<ul style="list-style-type: none"> <li>• Does not mention parent work with regards to gender (e.g. engaging fathers)</li> <li>• Being only a framework curriculum, each federal state has the right and possibility to add specifications or more detailed guidelines – at the moment its legal implementation is missing in most federal states</li> </ul>
<b>Link to the original document both in origin language and in English</b>	<a href="https://www.lsr-stmk.gv.at/Documents/BRP.pdf">https://www.lsr-stmk.gv.at/Documents/BRP.pdf</a> (no English version, but here on page 19 is an analysis: <a href="http://www.oecd.org/education/school/SS5-country-background-report-austria.pdf">http://www.oecd.org/education/school/SS5-country-background-report-austria.pdf</a> )
<b>National transportation from EU legislation</b>	Refers to European directives only with regards to life-long-learning: Europäische Gemeinschaften (2007). Schlüsselkompetenzen für lebenslanges Lernen. Ein europäischer Referenzrahmen. [Online im Internet]. URL: <a href="http://eur-lex.europa.eu/LexUriServ/site/de/oj/2006/l_394/l_39420061230de00100018.pdf">http://eur-lex.europa.eu/LexUriServ/site/de/oj/2006/l_394/l_39420061230de00100018.pdf</a> [24. 4. 2009]

## 2. Consolidated Federal Law: Entire Legislation for Curriculum of the College of Elementary Education

<b>Title of the document</b>	Bundesrecht konsolidiert: Gesamte Rechtsvorschrift für Lehrpläne des Kollegs der Bildungsanstalten für Elementarpädagogik, Hortpädagogik und Sozialpädagogik, Fassung vom 05.09.2017 / Consolidated Federal Law: Entire Legislation for Curriculum of the College of Elementary Education
<b>TYPE of document</b>	Ordinance of the Federal Minister of Education and the Arts Curriculum of the College of Elementary Education
<b>Author</b>	Federal Minister of Education and the Arts

<b>Date</b>	05.09.2017
<b>Monitoring institution /if applicable</b>	Federal Minister of Education and the Arts
<b>Key words</b>	Syllabus
<b>Target groups</b>	The document is addressed to school administrators.
<b>Extract</b>	<p>The curriculum of the College of Elementary Education is a syllabus that sets out teaching objectives and content and procedures for the planning and implementation of learning processes, and enables teachers to teach independently and responsibly in accordance with Section 17 (1) of the School Teaching Act. The syllabus includes the general educational goal, the general didactic principles, the school autonomous syllabus regulations, the hourly table and the educational and teaching tasks, the didactic principles and the content of the individual subjects. According to § 94, the colleges of elementary education, taking into account § 2 of the School Organization Act, have the task of providing the pupils with the attitudes and abilities required for professional pedagogical work in the field of kindergarten. Among these are mentioned: Value consciousness (awareness of ethical, religious and social values as the basis of a general value system), Sensitivity to cultural and gender aspects of education and socialization, Readiness for independent acquisition of knowledge and for further education and training Ability and willingness to reflect on one's own actions and conditions, comprehensive knowledge on "(sexualized) violence against children", Ability to plan, carry out and evaluate educational work related to individuals, age groups and tasks (for example, intercultural learning measures, gender sensitive education, special support for and integration of special needs children, health management in terms of prevention and education, healthy lifestyle).</p>
<b>STRENGTHS</b>	<ul style="list-style-type: none"> <li>• Promotes intercultural sensitivity</li> <li>• Encourages knowledge on violence prevention</li> <li>• Promotes gender sensitive education</li> <li>• Promotes special needs education</li> </ul>

<b>WEAKNESSES</b>	<ul style="list-style-type: none"> <li>• “Gender-sensitive” is interpreted largely as gender-stereotypical</li> <li>• Does not question binary gender concept</li> <li>• Does not require a lot of teaching regarding gender and diversity issues</li> </ul>
<b>Link to the original document both in origin language and in English</b>	<a href="https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&amp;Gesetzesnummer=10008942">https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&amp;Gesetzesnummer=10008942</a>  European Legislation Identifier (ELI) <a href="https://www.ris.bka.gv.at/eli/bgbl/II/2017/239/20170905">https://www.ris.bka.gv.at/eli/bgbl/II/2017/239/20170905</a>
<b>National transportation from EU legislation</b>	This curriculum was adapted to include EU-requirements of gender mainstreaming in 2005.

### 3. Styrian law for children’s education and care

<b>Title of the document</b>	Steiermärkisches Kinderbildungs- und –betreuungsgesetz Styrian law for children’s education and care
<b>TYPE of document</b>	law
<b>Author</b>	Province of Styria
<b>Date</b>	Last changed 14 <sup>th</sup> of march 2019
<b>Monitoring institution /if applicable</b>	Province of Styria
<b>Key words</b>	Regulations / management /educational responsibilities / organizations
<b>Target groups</b>	The document is addressed to all stakeholders responsible for



	providing childcare and education
<b>Extract</b>	<p>This Act applies to Nurseries, Kindergartens and Special needs Schools, Curative Hospitals, Children's Houses, Age-Extended Groups and Day-Mothers / Day Fathers. Laws for childcare facilities are a province-matter, i.e. each federal state has its own child care law.</p> <p>This act regulates buildings, holidays and opening hours, maximum and minimum number of children and staff, staff categories, responsibilities of staff, professional education of staff, data protection, responsibilities of parents, fees, cleaning of facilities, regulations for buildings and outside space and so forth.</p> <p>According to this act, all childcare facilities have the responsibility:</p> <ul style="list-style-type: none"> <li>• to individually support the social, emotional, cognitive, linguistic and physical development of each child;</li> <li>• to promote the development of the total personality of each child and his ability to autonomous, independent and to promote responsible living in the community;</li> <li>• to consider the needs of the individual child, and in particular to consider the family situation;</li> <li>• to support and supplement family education until completion of compulsory education (subsidiarity);</li> <li>• to undertake integration tasks with regard to children with special educational needs or intercultural aspects;</li> <li>• to contribute to a basic religious and ethical education;</li> <li>• to work as closely as possible with the parents (guardians) or the teachers of the children in the fulfilment of their duties.</li> </ul>
<b>STRENGTHS</b>	<ul style="list-style-type: none"> <li>• Promotes partnership with parents</li> <li>• Recognizes intercultural aspects and special needs</li> </ul>
<b>WEAKNESSES</b>	<ul style="list-style-type: none"> <li>• Applies a binary gender concept and heteronormativity</li> <li>• Does not use gender-conscious language, male-centric language is used throughout</li> <li>• There is evidence of hidden agendas regarding religion (catholic religion is promoted, religious symbols in dress are forbidden, which points towards Islam)</li> </ul>

<b>Link to the original document both in origin language and in English</b>	<a href="https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=LrStmk&amp;Gesetzesnummer=20000291">https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=LrStmk&amp;Gesetzesnummer=20000291</a>  <a href="https://www.ris.bka.gv.at/eli/lgb/ST/2019/19/20190314">https://www.ris.bka.gv.at/eli/lgb/ST/2019/19/20190314</a>
<b>National transportation from EU legislation</b>	N/A

#### 4. Basic Decree "Reflexive Gender Education and Gender Equality"

<b>Title of the document</b>	Basic Decree "Reflexive Gender Education and Gender Equality", circular No. 21/2018, BMBWF-15.510/0024-Präs/1/2018
<b>TYPE of document</b>	Decree
<b>Author</b>	Ministry of Education, Science and Research, Department Präs / 1 Equality and Diversity Management
<b>Date</b>	1.11.2018
<b>Monitoring institution /if applicable</b>	Ministry of Education, Science and Research, Department Präs / 1 Equality and Diversity Management
<b>Key words</b>	Patriarchal Stereotypes / Reflexivity / MINT & Care Work / Gender Knowledge & Competence / Anti-Discrimination / Personality Development
<b>Target groups</b>	The document is addressed to educators, staff responsible for schools.
<b>Extract</b>	The Basic Decree provides schools with a framework for implementing the teaching principle of "Reflexive Gender Education and Gender Equality" at the different levels of school teaching and learning. It is

based on the principle issued by Minister E. Gehrler on the teaching principle "Education for the equality of women and men" (1995). In 2018, a revision and renaming was seen as necessary (repeal by Circular No. 9/2018) to take account of new challenges and legal bases, under the authority of Federal Minister Dr. Ing. Heinz Fassmann. Suggestions from experts from schools, universities and NGOs were said to have been included in the text of the present decree.

It contains suggestions on how equality issues in the public school - in the context of a pluralistic society characterized by religious, cultural and social diversity - can be taken into account both at subject and class level as well as at social level.

The legal framework of reference for this decree also includes universal human, women's and children's rights as defined by the UN Conventions (CEDAW, CRC) ratified by Austria and the Istanbul Convention of the Council of Europe. The state institutions have the obligation to promote gender equality through appropriate and preventive measures in the field of education, in particular by reducing culturally traditional gender stereotypes and patriarchal role assignments.

#### **STRENGTHS**

- Recognizes Austria as a diverse society, including migrants
- Recognizes that there is sexism in Austrian autochthone society
- Discusses gender equality with a focus on diversity
- Takes a stand against homophobia and other forms of discrimination
- Encourages/requires schools to build working groups and competences regarding gender & diversity
- Takes a stand against violence, encourages schooling of staff in prevention and recognizes the importance of social workers and gender-specific counselling centres (girls' and boys' counselling centres)

#### **WEAKNESSES**

- Devotes a lot of space to discrimination of girls in Muslim families, which is clearly influenced by the current political discourse (without outright mentioning Islam in many cases, such as when discussing clothing/headdress, swimming lessons, family structures, access to education, violence in the name of honor,)
- Implicitly uses anti-discrimination legislation and references to

	human rights to shed a negative light on certain groups of migrants
<b>Link to the original document both in origin language and in English</b>	<a href="https://bildung.bmbwf.gv.at/ministerium/rs/2018_21_lo.pdf?6ux5qe">https://bildung.bmbwf.gv.at/ministerium/rs/2018_21_lo.pdf?6ux5qe</a>
<b>National transportation from EU legislation</b>	Istanbul-convention (Ratification in Austria in 2013), esp. Article 12, 14, 15.

## 5. Austrian Federal Constitution

<b>Title of the document</b>	Austrian Federal Constitution/ Österreichisches Bundesverfassungsgesetz
<b>TYPE of document</b>	Law
<b>Author</b>	National Council and Federal Council
<b>Date</b>	01.01.2019 (article 14) 01.08.2013 (article 7)
<b>Monitoring institution /if applicable</b>	The relevant ministries
<b>Key words</b>	Citizens / Men & Women / ban on discrimination / Constitutional Law / Disability / Class
<b>Target groups</b>	Schools, all citizens.
<b>Extract</b>	The 2 articles are relevant for elementary education:

	<p>Article 7 (paragraph 2) of the Austrian Federal Constitution calls for positive measures for the effective equality of the sexes at all levels and in all policy areas:</p> <p>“(1) All citizens are equal before the law. Privileges of birth, sex, status, class and confession are excluded. Nobody may be disadvantaged because of his disability. The Republic (federal, state and local) is committed to ensuring equal treatment of disabled and non-disabled people in all areas of daily life.</p> <p>(2) The federal, state and local governments are committed to the actual equality of men and women. Measures to promote de facto equality between women and men, in particular by eliminating existing inequalities, are permitted.”</p> <p>Art. 14 para. 5a B-VG: States that ensuring the highest possible level of education of the entire population is to be pursued irrespective of origin, social situation and financial background, with fundamental values, quote: “Democracy, humanity, solidarity, peace and justice as well as openness and tolerance for the people are fundamental values of the school.”</p> <p>It furthermore states that in the partnership-like interaction of students, parents and teachers, children and adolescents should be given the best possible mental, emotional and physical development. An openness to the political, religious and ideological thinking of others is required.</p>
<b>STRENGTHS</b>	<ul style="list-style-type: none"> <li>➤ Equal treatment of persons with disability is explicitly recognized since 2013</li> <li>➤ Requires the state to take measures for equality between men and women</li> <li>➤ Encourages autonomy in personality development</li> <li>➤ Encourages education as a partnership</li> <li>➤ Encourages tolerance</li> </ul>
<b>WEAKNESSES</b>	<ul style="list-style-type: none"> <li>➤ Binary gender concept: does not recognize citizens who are neither men nor women</li> <li>➤ Could be more specific concerning sexism</li> </ul>
<b>Link to the original document both in</b>	<ul style="list-style-type: none"> <li>▪ Article 7: <a href="https://www.ris.bka.gv.at/NormDokument.wxe?Abfrage=Bundesnormen&amp;Gesetzesnummer=10000138&amp;Artikel=7&amp;Paragraf=&amp;Anlage=&amp;Uebergangsrecht=">https://www.ris.bka.gv.at/NormDokument.wxe?Abfrage=Bundesnormen&amp;Gesetzesnummer=10000138&amp;Artikel=7&amp;Paragraf=&amp;Anlage=&amp;Uebergangsrecht=</a></li> </ul>

<p><b>origin language and in English</b></p>	<ul style="list-style-type: none"> <li>▪ Article 17:  <a href="https://www.ris.bka.gv.at/NormDokument.wxe?Abfrage=Bundesnormen&amp;Gesetzesnummer=10000138&amp;FassungVom=2019-07-23&amp;Artikel=14&amp;Paragraf=&amp;Anlage=&amp;Uebergangsrecht=">https://www.ris.bka.gv.at/NormDokument.wxe?Abfrage=Bundesnormen&amp;Gesetzesnummer=10000138&amp;FassungVom=2019-07-23&amp;Artikel=14&amp;Paragraf=&amp;Anlage=&amp;Uebergangsrecht=</a> </li> <li>▪</li> </ul> <p>List of Laws in English: <a href="https://www.ris.bka.gv.at/RisInfo/LawList.pdf">https://www.ris.bka.gv.at/RisInfo/LawList.pdf</a></p> <ul style="list-style-type: none"> <li>▪</li> </ul>
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## Annex III National legislation review form Bulgaria

### NATIONAL LEGISLATION REVIEW FORM BULGARIA

PARNER /Province	ORGANIZATION/Country	Alliance for regional and civil initiatives (ARCI) , Bulgaria, Sofia
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1.

Title of the document	Конституция на Република България Constitution of the Republic of Bulgaria
TYPE of document	Supreme law
Author	Grand National Assembly
Date	12th of July 1991 by the 7th Grand National Assembly. Prom. SG 56/13 July 1991, amend. SG 85/26 September 2003, SG 18/25 February 2005, SG 27/31 March 2006, SG 78/26 September 2006 - constitutional court judgment no.7/2006 , SG 12/6 February 2007, SG 100/18 December 2015
Monitoring institution /if applicable	The National Assembly is free to amend all provisions of the Constitution except those that fall under the prerogative of the Grand National Assembly. A constitutional amendment requires a majority of three-quarters of the votes of all members of the National Assembly in three ballots on three different days. An amendment to the Constitution is signed and promulgated in the state gazette by the chairperson of the Grand National Assembly within seven days of being passed.
Key words	Human rights
Target groups	Citizens of Republic of Bulgaria
Extract	„Art. 6.

	<p>(1) All persons are born free and equal in dignity and rights.</p> <p>(2) All citizens shall be equal before the law. There shall be no privileges or restriction of rights on the grounds of race, national or social origin, ethnic self-identity, sex, religion, education, opinion, political affiliation, personal or social status or property status“.</p>
WEAKNESSES	According the European Commission report on progress in judicial reform and the fight against corruption, the country should “Adopt constitutional amendments removing any ambiguity regarding the independence and accountability of the judicial system”. (Memo 27 January 2016, Brussels)
Link to the original document both in origin language and in English	<a href="https://parliament.bg/bg/const">https://parliament.bg/bg/const</a> <a href="https://parliament.bg/en/const">https://parliament.bg/en/const</a>
National transportation from EU legislation	<p>One of the principal sources of law in Bulgaria is European Union law. International treaties negotiated between Bulgaria and third states form part of the domestic legal order.</p> <p>International treaties that have been ratified in accordance with constitutional procedure, promulgated and come into force in Bulgaria become part of the legislation of the state. Such law has primacy over any conflicting provision in the domestic legislation.</p>
Additional comments	<p>The Constitution of the Republic of Bulgaria is the basic law of the Republic of Bulgaria.</p> <p>It sets out the basic principles on which the political system of the society is built.</p>

2.

Title of the document	Закон за защита от дискриминация Law on Protection from Discrimination
TYPE of document	legislation



Author	Commission for Protection from Discrimination
Date	2003, came into force on January 1st , 2004
Monitoring institution /if applicable	<p>“Art. 40. (1) The Commission for Protection against Discrimination, hereinafter referred to as "the Commission", shall be an independent specialized state body for the prevention of discrimination, protection against discrimination and ensuring equality of opportunity.</p> <p>(2) The Commission shall exercise control over the application and compliance with this or other laws governing equality of treatment”.</p>
Key words	Human rights; Equality; (Anti-)Discrimination; Justice
<b>Target groups</b>	This law protects against discrimination all natural persons on the territory of the Republic of Bulgaria
Extract	<p>“Art. 1. This law protects against all forms of discrimination and promotes its prevention.</p> <p>Art. 4. (1) (Supplemented, SG No. 70/2004) It is prohibited any form of direct or indirect discrimination, based on gender, race, nationality, ethnicity, human genome, citizenship, origin, religion or belief, education, beliefs, political affiliation, personal or social position, disability, age, sexual orientation, marital status, financial status or on any other grounds laid down by law or in an international treaty under which The Republic of Bulgaria is a party”.</p>
STRENGTHS	<p>The Commission for Protection from Discrimination has 23 regional representatives all-over the country that according to:</p> <p>Art. 23. (2) “1. provide methodological assistance and give independent consultations to citizens and individuals under the Law on Protection against Discrimination;</p> <p>2. Receive and file complaints, alerts and requests of natural or legal persons”.</p>
WEAKNESSES	On the 12 <sup>th</sup> of May 2017, The UN Committee on the Elimination of Racial Discrimination has expressed its deep concerns about the rise in hate speech and hate crimes and has noted that the racist public discourse is

	<p>particularly evident during election campaign periods. The Committee recommends amendments to the Anti-Discrimination Act that will introduce a legal definition of hate speech in accordance with Article 4 of the Convention, as well as with the general recommendations of CPR No. 7 (1985) and No. 15 (1993). They have also recommend the introduction of standard procedures for investigating racist speech and racially motivated violence, as well as promoting respect for ethnic and racial diversity in society and the elimination of racial discrimination.</p>
Link to the original document both in origin language and in English	<a href="https://www.lex.bg/laws/ldoc/2135472223">https://www.lex.bg/laws/ldoc/2135472223</a>
National transportation from EU legislation	<p>The Law on Protection against Discrimination is in fulfilment of the international commitments undertaken by the Republic of Bulgaria to legislatively prohibit discrimination on various grounds and to establish a national mechanism for prevention and protection against discrimination.</p> <p>Council Directive 75/117/EEC of 10 February 1975 on the approximation of the laws of the Member States relating to the application of the principle of equal pay for men and women.</p> <p>Council Directive 76/207/EEC of 9 February 1976 on the implementation of the principle of equal treatment for men and women as regards access to employment, vocational training and promotion, and working conditions.</p>
Additional comments	N/A

3.

Title of the document	<p>Закон за равнопоставеност на жените и мъжете</p> <p>Law on Equality between Women and Men</p>
TYPE of document	Law

Author	The Parliament
Date	26 <sup>th</sup> of April 2016
Monitoring institution /if applicable	“Art. 6. (1) A National Council for Equality between Women and Men shall be established at the Council of Ministers, which shall be a body for consulting, cooperation and coordination between the central and territorial bodies of the executive power and civil society structures”.
Key words	Gender equality; gender mainstreaming
Target groups	All natural persons on the territory of the Republic of Bulgaria
Extract	<p>“Art. 1. (1) This law regulates the implementation of the state policy on equality between women and men.</p> <p>(2) The purpose of the law is to promote the achievement of equality between women and men by creating conditions for building an institutional environment and determining the bodies and mechanisms for conducting the state policy on equality between women and men”.</p>
STRENGTHS	The Law on Equality between Women and Men creates regulations preconditions for effective policy management by regulating a national mechanism at a higher regulatory level for a unified State policy in this area.
WEAKNESSES	N/A
Link to the original document both in origin language and in English	<a href="https://www.lex.bg/bg/laws/ldoc/2136803101">https://www.lex.bg/bg/laws/ldoc/2136803101</a>
National transportation from EU	The Law on Equality between Women and Men provides guarantees of equality through long-term state policy. By bringing the national legislation in line with the EU standards, it establishes the foundations

legislation	<p>for state policy in this field. The concept of gender mainstreaming is included in the Law, with coordination entrusted to the Ministry of Labour and Social Policy and the National Council on Equality between Women and Men.</p> <p>Council Directive 96/97/EC of 20 December 1996 amending Directive 86/378/EEC on the implementation of the principle of equal treatment for men and women in occupational social security schemes.</p> <p>Council Directive 97/80/EC of 15 December 1997 on the burden of proof in cases of discrimination based on sex</p>
Additional comments	N/A

4.

Title of the document	<p>Национална стратегия за насърчаване на равнопоставеността на жените и мъжете за периода 2016-2020</p> <p>National Strategy for Promoting Equality between Women and Men 2016-2020</p>
TYPE of document	Strategy
Author	Ministry of Labour and Social Policy
Date	14 <sup>th</sup> of November 2016
Monitoring institution /if applicable	Ministry of Labour and Social Policy
Key words	Equality between Women and Men
Target groups	Public
Extract	<p>“The main objective of the National Strategy for Promotion of Equality between Women and Men for the period 2016-2020 is to create guarantees for equal treatment, equal access to the resources of the</p>

	<p>society and equal participation in decision-making of women and men in the Republic of Bulgaria with a view to their successful personal and social realization and promotion of equality of women and men in all spheres of public, economic and political life of the country.”.</p>
STRENGTHS	<p>By its very nature, the National Strategy represents a significant positive step in the fight against gender inequality, aiming to take proactive measures to tackle the legacy of discrimination in the past and transform public perceptions in the country.</p>
WEAKNESSES	<p>External evaluators, such as the Convention on the Elimination of All Forms of Discrimination against Women at the UN, highlights the difficulties in implementing the strategy, as well as the lack of information on the results achieved. The Strategy 2016-2020 emphasizes the need for increased monitoring, but little progress has been made in identifying specific measures.</p>
<p>Link to the original document both in origin language and in English</p>	<p><a href="https://www.strategy.bg/StrategicDocuments/View.aspx?lang=bg-BG&amp;Id=1218">https://www.strategy.bg/StrategicDocuments/View.aspx?lang=bg-BG&amp;Id=1218</a></p>
<p>National transportation from EU legislation</p>	<p>A significant part of the national legislation in the Republic of Bulgaria related to equal opportunities for women and men is accepted in the process of its harmonization with the Acquis Communautaire. In the process, national rules have been aligned with EU primary and secondary legislation, especially in the field of equal treatment of women and men, equal opportunities for all and the fight against all forms of gender-based violence.</p> <p>EU Charter of Fundamental Rights( article 23)</p> <p>Council conclusions of 7 March 2011 on European Pact for Gender Equality (2011-2020).</p>
<p>Additional comments</p>	<p>N/A</p>

5.

Title of the document	ЗАКОН ЗА ЗАЩИТА ОТ ДОМАШНОТО НАСИЛИЕ LAW ON PROTECTION AGAINST DOMESTIC VIOLENCE
TYPE of document	Law
Author	The Parliament
Date	22 <sup>nd</sup> of December 2009
Monitoring institution /if applicable	RULES FOR THE APPLICATION OF THE DOMESTIC VIOLENCE PROTECTION LAW „Art. 3. (1) The Minister of the Interior together with the Minister of Justice, the Minister of Labour and Social Policy and the Minister of Finance shall develop annually a draft National Program for Prevention and Protection against Domestic Violence, which shall be submitted for adoption by the Council of Ministers. (2) The legal entities working for protection against domestic violence shall participate in the development of the National Program for Prevention and Protection against Domestic Violence and provide information on implemented and planned by them activities for prevention and protection against domestic violence“.
Key words	Gender based violence; domestic violence
Target groups	„Art. 3. Protection under this Act may be sought by any person who has suffered domestic violence perpetrated by: 1. spouse or ex-spouse; 2. a person with whom he or she has been or has been in actual cohabitation; 3. a person with a child; 4. ascending; 5. descending; 6. (Amend. - SG 102/09, in force from 22.12.2009) a person with whom he is related to a collateral line up to the fourth degree inclusive; 7. (Amend. - SG 102/09, in force from 22.12.2009) a person with whom he is or has been in a kinship relationship up to the third degree

	<p>inclusive;</p> <p>8. guardian, guardian or foster parent;</p> <p>9. (new - SG 102/09, in force from 22.12.2009) ascending or descending to the person with whom he or she is in actual matrimonial cohabitation;</p> <p>10. (New - SG 102/09, in force from 22.12.2009) a person with whom the parent is or has been in actual cohabitation“.</p>
Extract	<p>“Art. 1. (1) This law regulates the rights of the victims of domestic violence, the protection measures and the procedure for their imposition.</p> <p>(2) (Supplemented, SG No. 102/2009, effective 22.12.2009) The liability under this Act shall not exclude the civil, administrative and criminal liability of the perpetrator”.</p>
STRENGTHS	<p>In 2018, 10 civil cases related to domestic violence have been filed, and one case remained unresolved from the previous period and has been also considered in the reporting year 2018.</p> <p>Out of these 11, 10 cases have been closed, all of which were settled within three months.</p>
WEAKNESSES	N/A
Link to the original document both in origin language and in English	<a href="https://lex.bg/laws/ldoc/2135501151">https://lex.bg/laws/ldoc/2135501151</a>
National transportation from EU legislation	REGULATION (EU) No 606/2013 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 12 June 2013 on the mutual recognition of protection measures in civil matters
Additional comments	N/A

6.

Title of the document	ЗАКОН ЗА ОМБУДСМАНА Ombudsman Act
TYPE of document	Law
Author	The Parliament
Date	1 <sup>st</sup> of January 2004
Monitoring institution /if applicable	„Art. 45. (1) The Ombudsman shall submit an annual report on his activity to the National Assembly“. In his/her activity, the Ombudsman is independent and is subject only to the Constitution, laws and ratified international treaties to which the Republic of Bulgaria is a party, guided by his/her personal conscience and morality.
Key words	human rights; fundamental freedoms
Target groups	Public
Extract	“Art. 2. (Amended, SG No. 20/2018) (1) The Ombudsman is a public defender who promotes and protects human rights and fundamental freedoms. (2) The Ombudsman shall advocate with the means provided for in this Act when, with act or omission, the rights and freedoms of citizens are affected by state and municipal bodies and their administrations, from persons entrusted with the provision of public services, and by individuals”.
WEAKNESSES	N/A
Link to the original document both in origin language and in	<a href="http://www.cwsp.bg/htmls/page.php?category=107&amp;id=658">http://www.cwsp.bg/htmls/page.php?category=107&amp;id=658</a>



English	
National transportation from EU legislation	The European Ombudsman institution

## Annex IV National legislation review form Italy

### NATIONAL LEGISLATION REVIEW FORM

#### ITALY

PARNER /Province	ORGANIZATION/Country	Università degli Studi di Trento _ ITALY
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1.

Title of the document	<b>Articolo 3 della Costituzione Italiana - Article n.3 of the Italian Constitution</b>
TYPE of document	Constitutional Law – is one of the fundamental and founding law of the Italian State
Author	The Constituent Assembly
Date	27 <sup>th</sup> December 1947
Monitoring institution /if applicable	The President of the Italian Republic is the guarantor of the Italian Constitution and the Constitutional Court is the guarantee body of the Constitution that judges on disputes concerning the constitutional legitimacy of laws and powers.
Key words	Equality before the law
Target groups	All Italian citizens
Extract	<p><i>“Tutti I cittadini hanno pari dignità sociale e sono eguali davanti alla legge, senza distinzione di sesso, razza, lingua, religione, opinion politiche, condizioni personali e sociali. È compito della repubblica rimuovere gli ostacoli di ordine economico e sociale che, limitando di fatto l’uguaglianza e la libertà dei cittadini, impediscono il pieno sviluppo della persona umana e l’effettiva partecipazione di tutti I lavoratori all’organizzazione politica, economica e sociale del paese”.</i></p> <p><i>“All citizens have equal social dignity and are equal before the law without distinction of sex, race, language, religion, and political opinions,</i></p>

	<i>personal and social conditions...”</i>
STRENGTHS	It is one of the fundamental principles on which the Italian society is based. Next to the list of the formal equality principles this law describes what are the tasks of the Italian Parliament to remove the material obstacles that limit the freedom of all citizens.
WEAKNESSES	
Link to the original document both in origin language and in English	<a href="http://www.governo.it/it/costituzione-italiana/principi-fondamentali/2839">http://www.governo.it/it/costituzione-italiana/principi-fondamentali/2839</a>
National transportation from EU legislation	

2.

Title of the document	<b>Strategia nazionale per la prevenzione ed il contrasto delle discriminazioni basate sull’orientamento sessuale e sull’identità di genere, “Strategia LGBT”.</b> <b>National Strategy for the prevention and contrast of discrimination based on sexual orientation and gender identity, “LGBT Strategy”.</b>
TYPE of document	It is a document that proposes action plans and intervention strategies to reduce gender and sexual discrimination.
Author	Equal Opportunities Department of the Italian Government and UNAR (National Anti-Racial Discrimination Office).
Date	29 <sup>th</sup> April 2013
Monitoring	European Council and Equal Opportunities Department of the Italian

institution /if applicable	Government
Key words	Anti-discrimination – gender identity – sexual orientation
Target groups	Institutions and civil society
Extract	<p><i>The Strategy has been developed and implemented with the active involvement of institutions, civil society, social partners and associations, which have worked together to define active policies for contrast and prevention of discrimination.</i></p> <p><i>The National Strategy identifies four strategic intervention axes. For each, the objectives and measures to be implemented were highlighted:</i></p> <ul style="list-style-type: none"> <li><i>• Education and Education, in particular as regards the prevention and contrast of intolerance and violence and of homophobic and transphobic bullying;</i></li> <li><i>• Work, for what concerns discrimination in access to work and working conditions, differentiating between the situation of gay and lesbian people compared to that of transsexual and transgender people; in particular attention is paid to the problem of the "visibility" of the latter, as well as to the promotion of diversity management policies and positive actions aimed at social and work inclusion;</i></li> <li><i>• Security and Prisons, in relation to security and protection from violence of LGBT people and to the prevention and combating of "hate crimes", with particular attention to information and awareness-raising by the Order's Forces and prison administration personnel;</i></li> <li><i>• Media and Communication to combat stereotypes and prejudices in the representation of LGBT realities, which fuel intolerance, discrimination and violence, with particular attention to combating the so-called "hate speech".</i></li> </ul>
STRENGTHS	Training courses for managers of public administrations, guidelines for information workers and a plan to monitor the conditions of trans people held.
WEAKNESSES	The intervention plan was blocked before the end of the project (2015)

	as a result of the controversy erupted within the Italian public opinion and institutions about the gender theory.
Link to the original document both in origin language and in English	<a href="http://www.unar.it/wp-content/uploads/2017/12/LGBT-strategia-unar-17_24.pdf">http://www.unar.it/wp-content/uploads/2017/12/LGBT-strategia-unar-17_24.pdf</a>
National transportation from EU legislation	<p>Recommendation CM/Rec(2010)5 of the Committee of Ministers to member states on measures to combat discrimination on grounds of sexual orientation or gender identity.</p> <p>Adopted by the Committee of Ministers on 31 March 2010 at the 1081st meeting of the Ministers' Deputies</p> <p><a href="http://www.europeanrights.eu/index.php?funzione=S&amp;op=3&amp;id=288">http://www.europeanrights.eu/index.php?funzione=S&amp;op=3&amp;id=288</a></p>

3.

Title of the document	<b>Law n. 77/2013</b>
TYPE of document	Italian state law authorizing ratification of the Istanbul convention
Author	Italian Government
Date	27 <sup>th</sup> June 2013
Monitoring institution /if applicable	Council of Europe
Key words	Violence against Women – Gender-based Violence

Target groups	All citizens
Extract	<p>"[...] Condemning all forms of violence against women and domestic violence; recognising that the realisation of de jure and the facto equality between women and men is a key element in the prevention of violence against women; recognising that violence against women is a manifestation of historically unequal power relations between women and men, which have led to domination over, and discrimination against, women by men and to the prevention of the full advancement of women... [...]"</p>
STRENGTHS	<p>The Istanbul Convention is the first legally binding international instrument that creates a comprehensive legal framework to protect women against any form of violence and focuses on the prevention of domestic violence, protecting victims and prosecuting offenders.</p> <p>The Art. n.14 includes the inclusion in school programs of teaching materials on topics such as gender equality, gender roles not-stereotyped, mutual respect, the non-violent solution to conflicts in interpersonal relationships and gender-based violence against women and the right to personal integrity.</p>
WEAKNESSES	Please identify the key elements of weaknesses
Link to the original document both in origin language and in English	<p><a href="https://www.gazzettaufficiale.it/eli/id/2013/07/01/13G00122/sg">https://www.gazzettaufficiale.it/eli/id/2013/07/01/13G00122/sg</a></p> <p><a href="https://www.gazzettaufficiale.it/do/atto/serie_generale/caricaPdf?cdimg=13G0012200100010110001&amp;dgu=2013-07-01&amp;art.dataPubblicazioneGazzetta=2013-07-01&amp;art.codiceRedazionale=13G00122&amp;art.num=1&amp;art.tiposerie=SG">https://www.gazzettaufficiale.it/do/atto/serie_generale/caricaPdf?cdimg=13G0012200100010110001&amp;dgu=2013-07-01&amp;art.dataPubblicazioneGazzetta=2013-07-01&amp;art.codiceRedazionale=13G00122&amp;art.num=1&amp;art.tiposerie=SG</a></p>
National transportation from EU legislation	Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence (Istanbul 2015)

4.

Title of the document	<b>Law n. 128/2013</b>
TYPE of document	Italian State Law
Author	Italian Parliament
Date	8 <sup>th</sup> November 2013
Monitoring institution /if applicable	The President of the Italian Republic
Key words	Education – university – research
Target groups	Students – researchers – educational institutions
Extract	<p><i>Art. 16 formazione del personale</i></p> <p><i>d) all'aumento delle competenze relative all'educazione all'affettività, al rispetto delle diversità e delle pari opportunità di genere e al superamento degli stereotipi di genere, in attuazione di quanto previsto dall'articolo 5 del decreto-legge 14 agosto 2013, n. 93, convertito, con modificazioni, dalla legge 15 ottobre 2013, n. 119.</i></p> <p><i>Art. 16 “staff training”:</i></p> <p><i>d) the increase in skills relating to education for affectivity, respect for diversity and gender equality and the overcoming of gender stereotypes, in implementation of the provisions of article 5 of the decree-law of August 14, 2013, n. 93, converted, with modifications, by the law 15 October 2013, n. 119.</i></p>
STRENGTHS	It provides the obligation of training course for all school staff of each school of order and grade on issues of gender, diversity and education to affectivity.

Link to the original document both in origin language and in English	<a href="https://www.gazzettaufficiale.it/eli/id/2013/11/11/13G00172/sg">https://www.gazzettaufficiale.it/eli/id/2013/11/11/13G00172/sg</a>
National transportation from EU legislation	N/A

5.

Title of the document	<b>“Decreto Femminicidio”, Law n. 119/2013</b> <b>“Feminicide Decree”</b>
TYPE of document	Italian State Law
Author	Italian Parliament
Date	15 <sup>th</sup> October 2013
Monitoring institution /if applicable	The President of the Italian Republic
Key words	Violence against women – gender sensitivity – education
Extract	Art. n. 5 a) prevenire il fenomeno della violenza contro le donne attraverso l’informazione e la sensibilizzazione della collettività, rafforzando la consapevolezza degli uomini e ragazzi nel processo di eliminazione della violenza contro le donne; b) promuovere l’educazione alla relazione e contro la violenza e la discriminazione di genere nell’ambito dei programmi scolastici delle scuole di ogni ordine e grado, al fine di



	<p>sensibilizzare, informare, formare gli studenti e prevenire la violenza nei confronti delle donne e la discriminazione di genere, anche attraverso un'adeguata valorizzazione della tematica nei libri di testo.</p> <p>a) prevent the phenomenon of violence against women through information and awareness of the community, strengthening the awareness of men and boys in the process of eliminating violence against women; b) promote education in relationships and against violence and gender discrimination in school programs of schools of all levels, in order to raise awareness, inform, train students and prevent violence against women and gender discrimination, including through an adequate use of the topic in textbooks.</p>
STRENGTHS	<p>A residence permit for humanitarian reasons will be granted to foreign citizens suffering violence of this type; the promotion on gender sensitivity in school.</p> <p>Also forecast an extraordinary action plan against violence from 2014 to 2020.</p>
WEAKNESSES	<p>it is a law that conceives gender-based violence as an emergency problem rather than a structural dimension of society; provides purely repressive aspects against abusive men and does not provide, instead, real plan strategy to finance anti-violence houses.</p>
Link to the original document both in origin language and in English	<p><a href="https://www.gazzettaufficiale.it/eli/id/2013/08/16/13G00141/sg">https://www.gazzettaufficiale.it/eli/id/2013/08/16/13G00141/sg</a></p> <p>link to the actual Extraordinary Action Plan Against Violence:</p> <p><a href="http://www.pariopportunita.gov.it/wp-content/uploads/2018/03/testo-piano-diramato-conferenza.pdf">http://www.pariopportunita.gov.it/wp-content/uploads/2018/03/testo-piano-diramato-conferenza.pdf</a></p>
National transportation from EU legislation	<p>Convention of Istanbul</p>

Title of the document	<b>“Buona Scuola”, Law. n. 107/2015</b>
TYPE of document	Italian State Law, reform of the national education and training system.
Author	Italian Parliament
Date	13 <sup>th</sup> July 2015
Monitoring institution /if applicable	Department of Education, University and Research of the Italian Government
Key words	Education – gender sensitivity
Target groups	Students – researchers – professors – educators
Extract	<p>Comma 16: <i>“il piano triennale dell'offerta formativa assicura l'attuazione dei principi di pari opportunità, promuovendo nelle scuole di ogni ordine e grado l'educazione alla parità tra i sessi, la prevenzione della violenza di genere e di tutte le discriminazioni, al fine di informare e di sensibilizzare gli studenti, i docenti e i genitori sulle tematiche indicate dall'articolo 5, comma 2, del decreto-legge 14 agosto 2013, n. 93, convertito, con modificazioni, dalla legge 15 ottobre 2013, n. 119”.</i></p> <p>Section 16: <i>“the three-year training offer plan ensures the implementation of the principles of equal opportunities”, promoting gender equality education in schools of all levels, preventing gender-based violence and all discrimination, in order to inform and raise awareness among students, teachers and parents on the topics indicated in article 5, paragraph 2, of the decree-law 14 August 2013, n. 93, converted, with modifications, by the law 15 October 2013, n. 119.”</i></p>
STRENGTHS	In implementation of paragraph 16 of Law 107/2015 were developed in 2018 a set of guidelines entitled “Educating to respect: for gender equality, violence prevention of gender and all forms of discrimination”

	imagined guiding the organization of the Italian education system regarding gender issues and preventing gender violence.
Link to the original document both in origin language and in English	<a href="https://www.istruzione.it/allegati/2017/La_Buona_Scuola_Approfondimenti.pdf">https://www.istruzione.it/allegati/2017/La Buona Scuola Approfondimenti.pdf</a>  link to the National Guidelines “Educare al rispetto/Educating to respect”: <a href="https://www.miur.gov.it/documents/20182/0/Linee+guida+Comma16+finale.pdf/">https://www.miur.gov.it/documents/20182/0/Linee+guida+Comma16+finale.pdf/</a>
National transportation from EU legislation	Convention of Istanbul

7.

Title of the document	Decreto Legislativo 11 aprile 2006, n. 198 - "Codice delle pari opportunità tra uomo e donna"
TYPE of document	Italian State Law
Author	Italian Parliament
Date	11th April 2006
Monitoring institution /if applicable	The President of the Italian Republic
Key words	Equal opportunity between women and men; gender equality; gender discrimination; positive actions
Target groups	Citizen, organizations, associations

Extract	
STRENGTHS	Consolidated Act that coordinates the laws and the regulations in force on gender equality and gender based discrimination
WEAKNESSES	
Link to the original document both in origin language and in English	<a href="https://www.gazzettaufficiale.it/dettaglio/codici/pariOpportunita">https://www.gazzettaufficiale.it/dettaglio/codici/pariOpportunita</a>
National transportation from EU legislation	
Additional comments	