



GROWING BEYOND GENDER: PRACTICES FOR OUTDOOR EDUCATORS

**A SHORT GUIDE TO GENDER INCLUSIVE PRACTICES IN
NATURE-BASED EARLY CHILDHOOD EDUCATION**



Co-funded by
the European Union

CONTENTS

1. Building a stereotype-free Education in Nature, in Forest Schools and others educational systems

2. Gender stereotypes Checklist for educators working with early childhood

3. 10 Field Observation Parameters : Gender Dynamics in Early Childhood (2–6 Years) in Forest Schools

4. 9 good practices for fostering a gender- neutral learning environment

4.1 Forest as a symbol

5. Our reading and listening recommendations (in English, French, Italian, and Spanish)

5.1 Readings

5.2 Podcasts

6. Appendix – Glossary of gender-inclusive language in English, Spanish, French and Italian



INTRODUCTION

Our practitioner-led research project, REGEN (RE-imagining Gender in Nature Education), started with a hypothesis: outdoor learning spaces offer an ideal environment for children to connect on more "neutral" ground, with less rigid gender expectations.

Educators can reinforce, through reflection and conscious work, how to avoid perpetuating rigid stereotypes with the children we work with every day.

While our academic article delves deeper, these guidelines offer immediate, practical tools we've tested in our forest schools — from language changes to activity redesigns — to create a more inclusive and equitable space.

Consider this a practical guide to construct, deconstruct, reflect, create, innovate, and unlearn. Use what appeals, adapt what doesn't, and share it.

Gender inclusion is not about erasing differences. It's about ensuring all children, regardless of their gender identity or expression, have the same opportunities to explore, learn, and fully develop.

In nature-based pedagogy, the open space for play provides broad opportunities to identify and question gender stereotypes. However, without conscious observation and pedagogical intervention, unconscious biases can continue to influence interactions, expectations, and opportunities.

We have the responsibility to foster spaces where the transmission of stereotypes across generations is no longer a problem.

Here you will find abundant material and references to work on this subject in depth at different levels : personal, team, and institutional.

We hope you find it useful.

A warm forest hug from the REGEN Project Team



BUILDING A STEREOTYPE-FREE EDUCATION IN NATURE, IN FOREST SCHOOLS AND OTHERS EDUCATIONAL SYSTEMS



A stereotype is a widely held but oversimplified belief about individuals based on their membership in a social category, like gender.

In early childhood education, these stereotypes often manifest through expectations about how boys and girls should behave, what activities they should enjoy, or what roles they should assume.

For educators, becoming aware of these stereotypes is the crucial first step toward intentional pedagogical interventions. This awareness enables practitioners to observe and analyze the gender dynamics in their groups, recognizing both overt and subtle forms of bias.

While not all stereotypes emerge in every group, over years of practice, educators will identify multiple instances. By engaging in targeted activities (role-play, discussions, sharing stories, diversifying resources) we can challenge and expand children's understanding.

This process has a dual function: it supports intervention strategies tailored to each group, and it fosters personal reflection among educators to examine their own internalized biases.

This collective and individual work disrupts the generational transmission of restrictive gender norms.

Integrating such practices into daily routines cultivates learning environments that promote equity, diversity, and inclusivity, ensuring children's potential is not limited.

Our mission is to educate for peace, love, development, knowledge creation, harmony, respect, and freedom. Strategies for healthy gender dynamics must be on our agendas.

We accompany

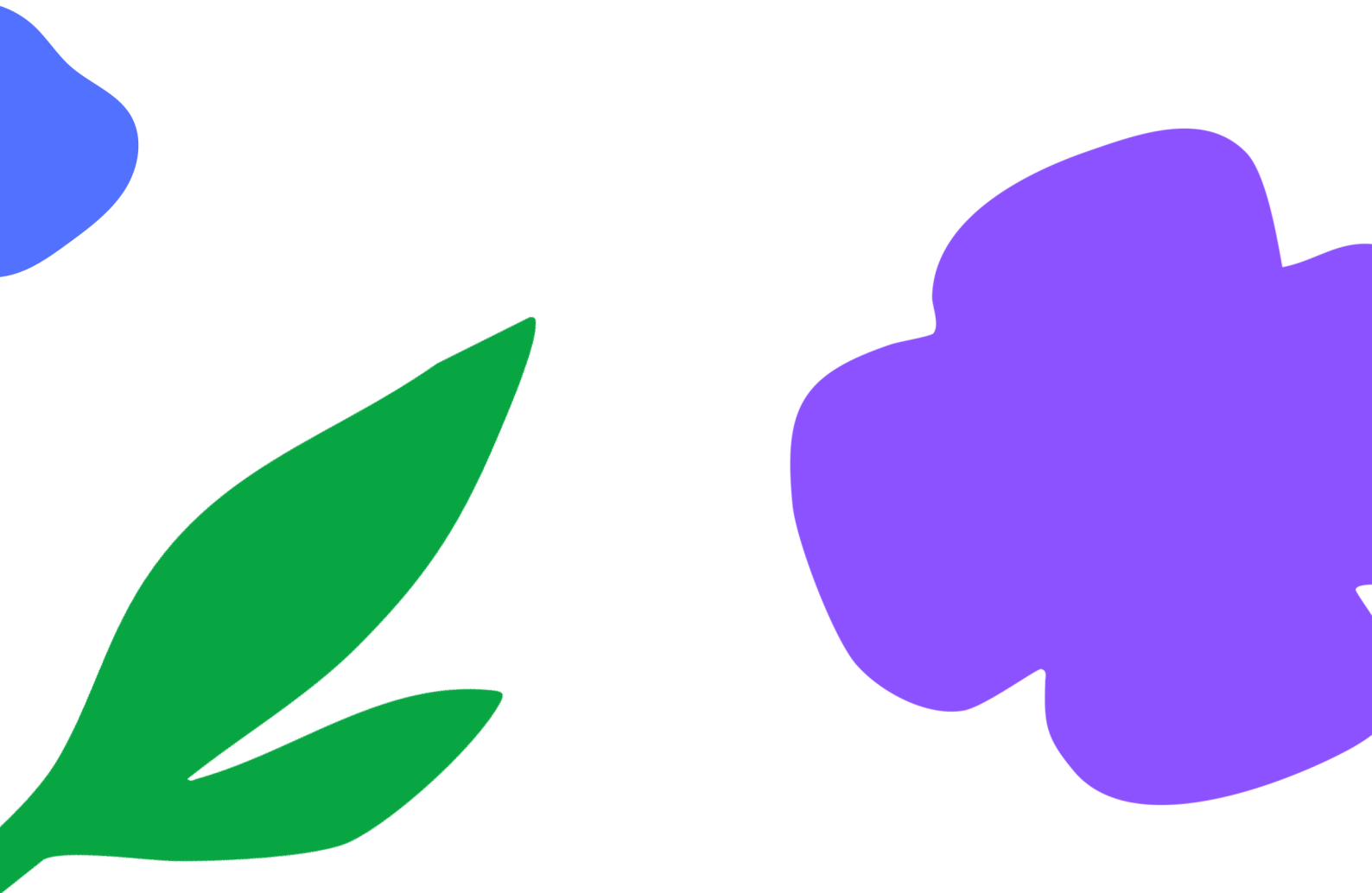
In Forest School, the concept of accompaniment differs significantly from traditional teaching or instruction.

Accompanying emphasises presence, observation, and responsiveness rather than predetermined knowledge transmission. The adult is a facilitator who walks alongside the child, creating conditions for curiosity, autonomy, and intrinsic motivation to unfold.

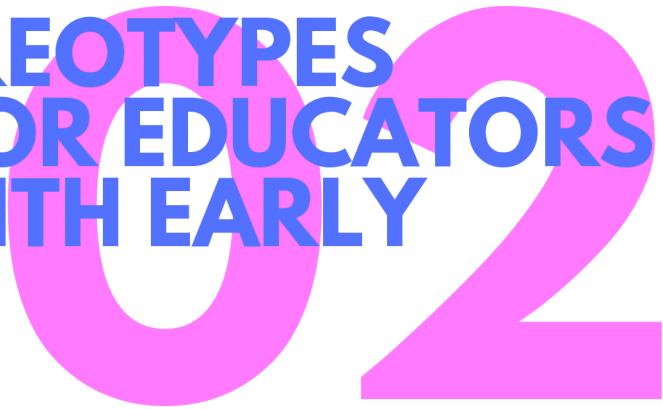
This contrasts with conventional teaching, which directs learning toward externally defined outcomes. In regular education, interventions are often corrective. Accompaniment acknowledges each child's unique path, allowing learning to emerge from play and exploration.

The adult's role is about ensuring safety, providing resources, and offering gentle invitations without imposing outcomes. Accompaniment is relational, dialogical, and ecological, rooted in trust.

With all respect... We accompany.



GENDER STEREOTYPES CHECKLIST FOR EDUCATORS WORKING WITH EARLY CHILDHOOD



(You can use this chapter to conduct a workshop with your team annually or as needed)

Gender stereotypes start forming early, as children ages 2–6 internalize social norms. This checklist is a starting point. Finding none, some, or lots should be significant for your team.

PLAY AND TOYS

Feminine Stereotypes:

- ☐ Preference for Dolls/Caretaking (for instance to engage in nurturing play like feeding or dressing them)
- ☐ Pretend Cooking/Domestic Play
- ☐ Quiet, Cooperative Play (focusing on sharing and peaceful play)
- ☐ Dress-up/Princess Play (emphasising beauty and appearance)
- ☐ Crafting/Art (girls are often stereotyped as being more interested in art)

Masculine Stereotypes:

- ☐ Preference for Action Figures/Superheroes (or in general toys that emphasise strength and power)
- ☐ Vehicles/Construction Toys
- ☐ Rough and Tumble Play (wrestling, running, climbing...)
- ☐ Competitive Games (that include winning and dominance)
- ☐ Sports (boys are often expected to show interest in playing sports)

APPEARANCE

Feminine Stereotypes:

- ☐ Long Hair/Braids
- ☐ Pastels/Pink
- ☐ Dresses/Skirts
- ☐ Attention to Cleanliness/Neatness (girls are often expected to stay clean and neat
- ☐ during play, with an emphasis on looking presentable.

Masculine Stereotypes:

- ☐ Short Hair (and deviations from this (e.g., long hair) might be frowned upon)
- ☐ Dark/Bold Color Clothing
- ☐ Practical Clothing (without much emphasis on appearance or adornment)
- ☐ Less Focus on Cleanliness (boys may be allowed or expected to get dirty during play and not care as much about their appearance)

SOCIAL BEHAVIORS

Feminine Stereotypes:

- ☐ Gentleness/Politeness
- ☐ Emotional Sensitivity (girls are generally allowed to express a broader range of emotions (crying, sadness, nurturing behaviors) and are seen as more emotionally sensitive)
- ☐ Helpfulness/Cooperation (Girls are more likely to be praised for cooperative play, sharing, and helping others)
- ☐ Supportive Roles (such as being the mother, caretaker, or princess who needs saving)

Masculine Stereotypes:

- ☐ Assertiveness (boys can be encouraged to be assertive or even dominant in social interactions, often praised for taking charge or speaking up)
- ☐ Less Emotionally Expressive
- ☐ Independence (expected to solve problems on their own without asking for help)
- ☐ Leadership Roles

COMMUNICATION STYLES

Feminine Stereotypes:

- ☐ More Verbal/Expressive
- ☐ Soft-Spoken
- ☐ Focused on Relationships (with friends, family, and their feelings about social interactions)

Masculine Stereotypes:

- ☐ Less Verbal Communication
- ☐ Louder/More Boisterous
- ☐ More Interest in Objects (and less about relationships or people)

LEARNING AND COGNITIVE STEREOTYPES

Feminine Stereotypes:

- ☐ Better at Verbal/Literacy Skills (engaging more in reading, storytelling, or verbal games)
- ☐ Interest in Art and Creativity

Masculine Stereotypes:

- ☐ Better at Spatial/Mechanical Tasks (puzzles, building blocks, or mechanical toys that are seen as enhancing spatial or problem solving skills)
- ☐ More Interest in STEM
- ☐ Less Interest in Reading/Art

Stereotypes similarly show in role play.

Indeed, pretend play is a critical activity where children create scenarios and roles, fostering cognitive, social, and emotional development. Children often “**play what they live**,” using play to process their experiences, giving symbolic form to situations they can’t yet manage emotionally.

In role play, particularly in family scenarios, gender stereotypes often emerge, reflecting transmitted norms. Here is a checklist to start with:

GENDER ROLES IN ROLE PLAY

Feminine Stereotypes:

- ☐ Caretaking Roles (eg. mothers, babysitters, or nurses, caring for baby dolls or other "family members.")
- ☐ Domestic Roles (pretend to cook, clean, or care for the home, reinforcing traditional domestic roles in their play)
- ☐ Romantic Roles

Masculine Stereotypes:

- ☐ Heroic Roles
- ☐ Explorative Roles (adventurous role play scenarios)
- ☐ Violent or Aggressive Roles

10 FIELD OBSERVATION PARAMETERS : GENDER DYNAMICS IN EARLY CHILDHOOD (2–6 YEARS) IN FOREST SCHOOLS

Gender stereotypes start forming early, as children ages 2–6 internalize social norms. This checklist is a starting point. Finding none, some, or lots should be significant for your team.

1. **Access to Spaces:** Observe which children choose open VS sheltered zones. Map the space and how it is being used. Note location and time.
2. **Engagement with Tools and materials:** Who chooses tools (saws, knives) VS. loose parts? Record choice and duration.
3. **Initiating and leading play:** Who starts group games? Watch from the periphery. Try looking beyond "loud" leadership.
4. **Role allocation in role Play:** Note gendered patterns (carers, rescuers...). Listen to role negotiations.
5. **Peer Invitations and exclusions:** Who invites whom? Who is left out?
6. **Emotional Expression:** Observe the range of emotions and how adults/peers respond. Note events leading to emotions without attributing "toughness" or "sensitivity."
7. **Language and Communication:** Record use of gendered labels ("That's for boys")
8. **Approach to physical challenges:** Who attempts climbing, balancing? Record attempts and refusals
9. **Collaboration VS Competition:** Observe if patterns align with gender. Avoid framing either as better.
10. **Adult–Child interaction patterns:** Note differences in tone/attention given. Write down exact prompts given.

GUIDANCE FOR OBSERVERS : THE IMPORTANCE OF REFLEXIVITY AND TEAM WORK

Gender bias among practitioners is a central issue. Even in free-play environments, adults transmit gendered perspectives consciously or unconsciously.

A gender bias is a predisposition that shapes how we perceive and value children's actions (e.g., valuing construction over relational play). These biases influence expectations and interventions.

Therefore, conscious self-reflection is essential. This involves:

- Enter each observation with a clean mind, free from assumptions and expectations
- Focus on behaviors, interactions, and environment , not on perceived personality traits.
- Use descriptive language in notes (“what happened”) before moving into interpretation.
- Observe in silence and stillness when possible; your presence should feel non-intrusive.
- Share observations only in team reflection spaces, never in ways that label or compare individual children.

Moreover, and in your daily practice, it is important to:

- Offer materials equitably.
- Value all forms of play.
- Always work as a team to identify biased patterns

THREE SIMPLE PERSONAL EXERCISES FOR EDUCATORS

These exercises help you arrive ready, aware, and calm, able to perceive without premature evaluation.

1. **Grounding breathwork and Sensory reset** (5 min): Pause. Close your eyes, take three deep breaths. Focus on five sensory inputs. This anchors you in the present.

1. **Neutral Mind Journaling** (3–5 min): Write down personal emotions or judgments. Acknowledge them and set the intention: “I will notice without judgment.”

1. **Walking the perimeter in silence** (3 min): Walk slowly around the space. Notice the environment. This attunes your mind to subtle group dynamics.

Observación global participativa	• roles • interacción entre pares • interacción con adultos • preferencias participativas	Notas del observador:
Idioma, lenguaje e interacciones verbales	• quien habla más • quien habla menos • quien no habla • contexto • contenido de la interacción verbal • dinámicas de poder • etiquetas de género	
Mapeos de espacios, accesos, uso, cómo utilizan los diferentes espacios del bosque, campo, playa, etc..	• quienes ocupan las zonas tranquilas • quienes utilizan rincones escondidos • quienes utilizan espacios abiertos • quienes utilizan y conquistan espacios en alturas • movimiento y apropiación del territorio por género • ¿Quiénes toman más riesgos, y quienes toman más precauciones, se observan patrones de género en ello?	
Observación del juego y los roles	• quien inicia el juego, proyecto, actividad • distribución, dinámica y característica del liderazgo • roles que adoptan niñas y niños • negociación de roles en el juego • influencia de los estereotipos de género en la dinámica del juego • invitaciones y exclusiones, se observan patrones de género? • expresiones emocionales entre géneros, gama de emociones y respuestas de adultos y pares • se observan patrones de juego en juegos competitivos o juegos cooperativos?	
Observación del material que utilizan, patrones de elección de materiales y/o herramientas según el género	• tipos de objetos que utilizan • hay preferencias de color según el género? • preferencia de manejo de herramientas • preferencia en manejo de utensilios de huerto, campo • preferencias de utilización de cuerdas, palos, cuchillos • preferencias de material didáctico para el juego • preferencia de utilización de telas • actividad física de gran intensidad • actividad física de intensidad media • actividad física de baja intensidad	
Auto-observación del acompañante que utiliza esta guía	• Antes de comenzar, durante o al finalizar la observación de campo, ¿he identificado algún factor interno o externo que haya influido en mi objetividad o que me haya dificultado mantener atención plena, escucha activa y una observación abierta y sin juicios? ¿Qué puedo ajustar para mejorar mi atención plena en futuras observaciones?	

9 GOOD PRACTICES FOR FOSTERING A GENDER-NEUTRAL LEARNING ENVIRONMENT



-  **1. Rotate roles:** Ensure all educators lead different tasks (tool safety, storytelling, cooking, nurturing). Team Activity: Create a monthly role rotation chart.
-  **2. Observe without assumptions:** Avoid predictions based on gender. Team Activity: Keep a week-long observation log focusing only on children's actions and choices, without noting gender, and review findings together.
-  **3. Use inclusive language:** Replace “boys and girls” with “explorers,” “friends.” Check the Appendix for further advice and examples!
-  **4. Offer equal access:** Ensure every child can try every activity. Team Activity: Review recent observations of your sessions and check for diversity in who is participating in each type of activity.
-  **5. Introduce diverse role models:** Invite guests of all genders to model varied skills, breaking stereotypes about “who does what.”
-  **6. Challenge stereotypes in play:** Note stereotyped roles. In your next meeting, share field notes and elaborate strategies with creative didactics to work in children's role play beyond gender norms. In what ways do our current practices reinforce or challenge gender stereotypes? What is one change we can make this month to create a more inclusive learning environment for every child in our Forest School?
-  **7. Curate an inclusive library:** Use books with diverse, gender-fluid characters or who defy traditional gender roles. Team activity: Each educator brings to the meeting new stories or books for the group that challenges gender stereotypes that can be shared in assembly, fire circle, forest library, or other group reflection moments. Sharing the stories with families or letting them take the book to home can be another good practice.



Engage families: Explain your approach in meetings or newsletters. Team Activity: Draft a short, clear statement on your inclusive practices or project identity documents to share with parents.



Reflect and adapt regularly: Inclusion is a continuous practice, not a one-time checklist. Use regular team reflections to identify blind spots and set new goals. Team Activity: Once a month (or with the frequency that fits your team) , dedicate 15 minutes to discussing “gender inclusion moments” successes, challenges, ideas, and next steps.

OUR READING AND LISTENING RECOMMENDATIONS (IN ENGLISH, FRENCH, ITALIAN, AND SPANISH)

05

5.1 Readings

FRENCH

Filles, garçons : Pour une éducation non genrée et sans clichés by Soline Bourdeverre-Veyssière (Hatier, 2021)

A practical guide offering clear tips to raise children free from gender stereotypes and clichés

Éducation non sexiste : Stop aux stéréotypes de genre ! by Brigitte Laloupe (Mango Éditions)

An insightful walkthrough of how gender stereotypes take root and pragmatic techniques to challenge them in daily interactions

Éduquer sans préjugés : Pour une éducation non-sexiste des filles et des garçons by Manuela Spinelli, Amandine Hancewicz (Broché – Illustré, 3 février 2021)

Offers tools to support children in expressing themselves freely, without constraints tied to gender

ITALIAN

Dalla parte delle bambine, Elena Gianini Belotti, (Feltrinelli 1973)

Ancora dalla parte delle bambine, Loredana Lipperini, (Feltrinelli 2008)

Educazione sessista, stereotipi di genere nei libri delle elementari, Irene Biemmi (Rosenberg&Sellier 2017)

Quanti generi di diversità? promuovere nuovi linguaggi, rappresentazioni e saperi per educare alle differenze e prevenire l'omofobia e la transfobia, a cura di Irene Biemmi (Firenze University Press 2023)

CHILDREN BOOKS IN ITALIAN

LA PRINCIPESSA E IL DRAGO, Robert Munsch, Michael Martchenko, SOTTOSOPRA

C'E' QUALCOSA DI PIU' NOIOSO DI ESSERE UNA PRINCIPESSA ROSA
Raquel Diaz Reguera, SETTENOVE

STORIA DI GIULIA che aveva un'ombra da bambino, Christian Buel, Anne Bozellec, SETTENOVE

IL TRATTORE DELLA NONNA, Anselmo Roveda, Paolo Domeniconi, SOTTOSOPRA

NEI PANNI DI ZAC, Manuela Salvi, Francesca Cavallaro, FATATRAC

ROSACONFETTO e altre storie, Adela Turin, Nella Bosnia, MOTTA junior

SALVERO' LA PRINCIPESSA!, Nicola Cinquetti, Silvia Vignale, LAPIS

I TRE PORCELLINI, Giusi Quarenghi, Chiara Carrer, TOPIPITTORI

LE VERE PRINCIPESSE CORAGGIOSE, Dolores Brown, Sonja Wimmer, NUBEOCHO

ETTORE, L'UOMO STRAORDINARIAMENTE FORTE, Magali Le Huce, SETTENOVE

SPANISH

Moreno, M. (1986). *Cómo se enseña a ser niña: El sexismo en la escuela*. Barcelona: Icaria Editorial.

Tomé, A. (1999). *Mujer y educación: Educar para la igualdad*. Madrid: Narcea.

Tomé, A. (2003). *Género y educación. La escuela coeducativa*. Barcelona: Graó.

Urruzola, M. J. (1991). *Sexualidad en la escuela: El discurso amoroso y la coeducación*. Bilbao: Maite Canal.

Urruzola, M. J. (1997). *Introducción a la filosofía coeducadora*. Bilbao: Maite Canal.

López, R., & García, S. (Coords.). (2020). *Educación infantil con perspectiva de género: Del pensamiento a la acción*. Cantabria: Editorial Universidad de Cantabria.

Amaya, A., Arias, J. C., & Chaparro, M. (2020). *Género y educación infantil: Discursos, prácticas y propuestas de acción*. Bogotá: Editorial UNAD.

Amaya, A., Arias, J. C., & Chaparro, M. (2020). *Género y educación infantil: Discursos, prácticas y propuestas de acción*. Bogotá: Editorial UNAD.

Martínez, A. (2021). *Gender, youth and education in early 21st century Spain*. Leiden: Brill.

CHILDREN BOOKS IN SPANISH

Fink, N. (2015–). *Colección Antiprincesas*. Buenos Aires: Chirimbote.

López, B., & López, R. (2015). *Érase dos veces Rapunzel*. Madrid: Cuatro Tuercas.

Coscolluela, M. (2017). *Ni yo princesa, ni tú rana*. Zaragoza: Apila Ediciones.

Serrano, A. (2018). *Las chicas pueden con todo*. Madrid: NubeOcho.

Ray, J. (2017). *Sirenas*. Madrid: Kókinos.

Sánchez, C. (2019). *Julia, la niña que tenía sombra de chico*. Barcelona: NubeOcho.

Silverberg, C., & Smyth, F. (2015). *Sexo es una palabra divertida*. Barcelona: Bellaterra.

Parr, T. (2011). *¡En familia!*. Madrid: SM

Orejas, L. (2008). *Orejas de mariposa*. Barcelona: Kalandraka.

ACADEMIC ARTICLES IN SPANISH

Moreno, M. (1986). *Cómo se enseña a ser niña: El sexismo en la escuela*. Barcelona: Icaria Editorial.

Tomé, A. (1999). *Mujer y educación: Educar para la igualdad*. Madrid: Narcea.

Tomé, A. (2003). *Género y educación. La escuela coeducativa*. Barcelona: Graó.

Urruzola, M. J. (1991). *Sexualidad en la escuela: El discurso amoroso y la coeducación*. Bilbao: Maite Canal.

Urruzola, M. J. (1997). *Introducción a la filosofía coeducadora*. Bilbao: Maite Canal.

López, R., & García, S. (Coords.). (2020). *Educación infantil con perspectiva de género: Del pensamiento a la acción*. Cantabria: Editorial Universidad de Cantabria.

Amaya, A., Arias, J. C., & Chaparro, M. (2020). *Género y educación infantil: Discursos, prácticas y propuestas de acción*. Bogotá: Editorial UNAD.

Martínez, A. (2021). *Gender, youth and education in early 21st century Spain*. Leiden: Brill.

Faur, E., & Lavari, M., con la colaboración de laschinsky, D. (2022, 28 de noviembre). *Cuatro pasos para prevenir la violencia basada en género: Kit de herramientas educativas para escuelas y comunidades [Material educativo]*. Uruguay Educa, ANEP._

Cuatro pasos para prevenir la violencia basada en género. Kit de herramientas teóricas y prácticas para escuelas y comunidades. (Propuesta didáctica) | Uruguay Educa

Creciendo en igualdad | UNICEF

<https://www.unicef.org/guatemala/informes/creciendo-en-igualdad>

Lo que puedes hacer hoy por la Igualdad de Género. Primeros Pasos.
<https://blogs.iadb.org/desarrollo-infantil/es/igualdad-de-genero/>

Guía de Buenas Prácticas en Educación Inclusiva

https://www.savethechildren.es/sites/default/files/imce/docs/guia_de_buenas_practicas_en_educacion_inclusiva_vok.pdf?

GUÍA DE BUENAS PRÁCTICAS DE EDUCACIÓN EN IGUALDAD EN EUROPA

<https://www.inmujeres.gob.es/areasTematicas/educacion/programas/docs/GuiaBuenasPracticas.pdf>

Guía de Buenas Prácticas Coeducativas

<https://www.coeducacion.es/wp-content/uploads/2018/12/Guia-Buenas-Pr%C3%A1cticas-Final.pdf>

Nota de Orientación Género. Equidad de género en y a través de la educación

https://inee.org/sites/default/files/resources/INEE_GN_Gender_2019_SPA.pdf

5.2 Podcasts

ENGLISH

***Méta de Choc* by Élisabeth Feytit**

A thought-provoking podcast centered on critical thinking and the deconstruction of social conditioning, including gender norms. It explores how beliefs form and can be unlearned

FRENCH

L'éducation non genrée – Les Adultes de Demain -Épisode #156 (15 juin 2023) A 28-minute conversation with gender specialist Aline Laurent-Mayard, exploring how gender norms and stereotypes shape early childhood. The episode offers accessible and concrete ideas for fostering a gender-inclusive approach in education, both at home and in learning environments.

L'éducation non genrée, la clef de l'égalité femme-homme ? – Sans langue de bois Épisode 6 (11 avril 2023) This episode focuses on dismantling gender stereotypes from early childhood, decoding gendered marketing, and sharing first-hand accounts of non-stereotypical parenting. It blends analysis with everyday practices for those committed to equity in raising children.

ITALIAN

AMARE PAROLE

a podcast on language and its changes, with sociolinguist Vera Gheno

- Ep. 6 – È più brava una avvocato o un'avvocata?
- Ep. 7 – Il linguaggio modella il nostro modo di pensare?
- Ep. 8 – Perché usiamo la parola femminicidio
- Ep. 11 – La necessità dei giornali di definire la vittima
- Ep. 15 – Prove tecniche di linguaggio ampio in un tema della maturità
- Ep. 18 – Biancaneve, le fiabe e lo spirito del tempo
- Ep. 24 – Asimmetrie linguistiche nei titoli dei giornali
- Ep. 25 – Prove tecniche di prevaricazione
- Ep. 30 – Artisti e artiste alle prese con la contemporaneità
- Ep. 33 – Per Giulia e per Elena Cecchetti
- Ep. 34 – Il patriarcato uccide
- Ep. 35 – Architetta, avvocatessa e co.
- Ep. 37 – La mistica dell'essere madri
- Ep. 39 – Ancora gogne mediatiche e metaforiche lapidazioni
- Ep. 43 – Sessismo in università
- Ep. 45 – La presidente, la presidentessa, il presidente o la presidenta?
- Ep. 51 – Lo schwa in Baviera e altre perle di disinformazione
- Ep. 57 – Dal linguaggio inclusivo al linguaggio ampio
- Ep. 66 – Attorno alla proposta di legge che vorrebbe vietare l'uso dei femminili
- Ep. 69 – Ma cosa diavolo è il woke?
- Ep. 70 – Maschiacci, femminucce, mammi e brat
- Ep. 71 – Ancora sul woke, e alcune considerazioni sulla cosiddetta ideologia gender
- Ep. 80 – Su una bufala di nome presidenta... e qualche considerazione sulla sospensione di Christian Raimo dall'insegnamento

TUTTI GLI UOMINI, voci maschili si raccontano per cambiare (Irene Facheris)

IL CUORE SCOPERTO, la versione in italiano della serie internazionale Le Coeur sur la table di Victoire Tuaillon, prodotta da Binge Audio nel 2021, con Carlotta De Sanctis, Marta Pacor, Valeria Testagrossa
a cura di Associazione Vanvera

SPANISH

Educational Podcast "Educaiguales"

Podcast: Educación ¿qué onda?, Episode 1 — "Género y..."

Podcast: Nuestras Voces, Season 2 Episode 1 — "Igualdad de género en la nueva escuela mexicana"

Apple Podcasts – "El Género en la Educación" by Luis Fernando Leaño García. Episode dated June 5, 2021

Podcast | Romper barreras: educación para la igualdad de género, la reducción de la pobreza y el compromiso de los jóvenes UNESCO (in english)

APPENDIX - GLOSSARY OF GENDER-INCLUSIVE LANGUAGE IN ENGLISH, SPANISH, FRENCH AND ITALIAN

Unlike English, which offers more possibilities for making language more neutral, neo-latin languages like spanish, french, or italian.

These languages present a grammatical system strongly marked by a binary gender. A key limitation is the generic masculine, where the masculine plural designates mixed groups. Studies show this use reinforces the invisibility of the feminine and activates male mental representations.

Another significant limitation is the absence of a standardized grammatical mechanism for non-binary identities. In Spanish, innovations like -e (todes, elle) or @ are social responses but face practical limitations: lack of standardisation, pronunciation issues, and institutional resistance.

The resistance from normative institutions reflects a tension between the “unity of the language” and the need for democratic representation. The challenge is to find formulas that, without undermining intelligibility, allow for the representation of plural identities.

COMPARATIVE TABLE: LIMITS OF GENDER-INCLUSIVE LANGUAGE

Language	Structural Features	Inclusive Strategies	Main Limits	Institutional Position
English	Minimal grammatical gender. Gender visible mainly in pronouns (he/she) and a few lexical pairs (actor/actress).	Singular they ; neutral job titles (firefighter, chair); limited neopronouns (ze/hir).	Resistance in formal/legal registers to singular they; neopronouns lack widespread adoption; kinship and honorifics remain binary.	Increasing institutional support (APA, Merriam-Webster, major universities).
French	Highly gendered system: all nouns, adjectives, articles, and participles are masculine/feminine. Generic masculine dominates plurals.	Écriture inclusive with point médian (étudiant·e·s); feminine job titles (autrice); emerging neutral pronoun iel.	Point médian difficult for oral language and accessibility (screen readers); strong institutional resistance; binary grammar blocks neutral categories.	Académie Française strongly opposed; some dictionaries (e.g., Le Robert) more open.

COMPARATIVE TABLE: LIMITS OF GENDER-INCLUSIVE LANGUAGE

Language	Structural Features	Inclusive Strategies	Main Limits	Institutional Position
Spanish	Strongly gendered grammar. Masculine plural used as generic (los niños for “children”).	Feminization of professions (doctora, presidenta); orthographic marks (tod@s, todxs, todes).	Symbols (@, x) unpronounceable; e (schwa) lacks normative recognition; oral use problematic; generic masculine entrenched.	Real Academia Española rejects reforms; inclusive Spanish used mainly in activist, informal, and pedagogical contexts.
Italian	Strongly gendered grammar, similar to Spanish. Masculine plural as generic (i bambini).	Feminine occupational titles (ministra); graphic symbols (carə tuttə, asterisk, @, schwa ə).	Schwa absent from Italian phonology (oral difficulty); *, @ unpronounceable; inclusivity confined mostly to writing.	Accademia della Crusca cautious, critical of schwa; recognizes debate but not reforms.

REFERENCES

Académie Française. (2017). Déclaration sur l'écriture inclusive.

Accademia della Crusca. (2021). Sull'uso della schwa e di altri segni per la neutralizzazione di genere.

American Psychological Association. (2020). Publication Manual of the American Psychological Association (7th ed.).

Gabriel, U., & Gygax, P. (2016). Gender and linguistic sexism. In H. Giles & A. Maass (Eds.), *Advances in Intergroup Communication* (pp. 177–192). Peter Lang.

Prewitt-Freilino, J., Caswell, T. A., & Laakso, E. K. (2012). The gendering of language: A comparison of gender equality in countries with gendered, natural gender, and genderless languages. *Sex Roles*, 66(3–4), 268–281.

Real Academia Española. (2020). Libro de estilo de la lengua española según la norma panhispánica.

Elmiger, D. (2017). Écriture inclusive et langue française. *Revue suisse de linguistique appliquée*, 105, 39–62.

ucaiguales"

IN SPANISH: INCLUSIVE EVERYDAY EXPRESSIONS

Expresión común (con género)	Alternativa Inclusiva
Chicos / chicas	Gente, grupo, compas, peques
Amigos / amigas	Amistades, colegas, compas
Niños / niñas	Infancia, criaturas, alumnado
Alumnos / alumnas	Estudiantado, alumnado
Profesores / profesoras	Profesorado, docentes, acompañantes
Padres de familia	Familias, tutores, referentes adultos
Voluntarios / voluntarias	Equipo de voluntariado, personas voluntarias
Bienvenidos	Bienvenidas todas las personas, sean todas bienvenidas
Queridos amigos	Queridas personas, apreciada gente
Damas y caballeros	Público presente, respetable audiencia, asistentes
Jóvenes	Juventud, gente joven
Todos sabemos que...	Sabemos que... / todas las personas sabemos que...

IN SPANISH: INCLUSIVE EVERYDAY EXPRESSIONS

Expresión común (con género)	Alternativa Inclusiva
Cada uno debe...	Cada cual debe... / cada persona debe...
Los interesados	Personas interesadas / quienes estén interesadas
Los responsables	El equipo responsable / personas responsables
Los trabajadores	Personal trabajador / equipo de trabajo
Cada uno a su lugar	Cada cual a su lugar
Padres de familia	Familias, tutores, referentes adultos
El que quiera puede	Quien quiera puede
Entre todos lo logramos	En conjunto lo logramos / colectivamente lo logramos
Los demás	El resto / las demás personas
Todos juntos	En conjunto / en unión / entre todas

IN SPANISH: INCLUSIVE EVERYDAY EXPRESSIONS

Expresión común (con género)	Alternativa Inclusiva	Contexto
Hola chicos / chicas	Hola peques / Hola grupo / Hola criaturas	Saludo al llegar por la mañana
Venid, niños / niñas	Vengan, peques / Vengan, grupo	Llamada para reunirse en un círculo
Buenos días a todos	Buenos días al grupo / Buenos días a cada cual	Saludo en asamblea o inicio de actividad
Niños / niñas	Infancia / peques / alumnado	Al dar indicaciones generales
Los pequeños	El grupo de peques / quienes son más pequeños	Diferenciar edades en actividades mixtas
Los mayores	El grupo grande / quienes son más grandes	Organizar tareas por edad
Cada uno elige un juguete	Cada cual elige un juguete	Distribución de materiales
Todos juntos al corro	En conjunto al corro / hagamos el círculo	Juego grupal o canciones
Los demás esperan	El resto espera / quienes ya jugaron esperan	Turnos de juego
Cada uno lava sus manos	Cada cual lava sus manos / ahora todas lavamos	Rutina de higiene antes de comer

IN SPANISH: INCLUSIVE EVERYDAY EXPRESSIONS

Expresión común (con género)	Alternativa Inclusiva	Contexto
Todos a guardar	Ahora guardamos en conjunto / guardamos entre todas	Ordenar juguetes o materiales
Que cada uno se siente	Que cada cual se siente / ahora nos sentamos todas	Inicio de la merienda o actividad
Muy bien, chicos / chicas	Muy bien, peques / Muy bien, grupo	Refuerzo positivo tras una tarea
Mis niños / niñas	Mi grupo / mis peques	Expresión de afecto y pertenencia
Qué listos son	Qué bien lo hacen / qué capaces son / qué creatividad tienen	Reconocimiento de logros

EXPRESSIONS IN ENGLISH

Avoid saying...	Instead try...	Why?
"Girls, be careful!"	"Let's check our footing before climbing."	Avoids implying girls are fragile or less capable.
"Guys!"	"Hey everyone"	"Guys" may feel exclusionary for some children. "Everyone" is inclusive and gender-neutral, helping all feel addressed equally.
"That's not a game for boys."	"Everyone's welcome to play however they like."	Reinforces freedom of expression and breaks gendered play expectations.
"You're strong, like a boy!"	"You're strong! You carried that log all by yourself"	Detaches strength from gender and celebrates the act, not the stereotype.
"Let the girls go first."	"Let's take turns so everyone gets a chance."	Promotes fairness without reinforcing binary groupings.
"You look so pretty today!"	"You look joyful/confident/ready for the forest!"	Shifts focus from appearance to inner state and capability.
"Boys don't cry."	"It's okay to feel sad. Want to talk about it?"	Encourages emotional expression in all children.

"The only dimension in which we can truly do something is the present... To change, we must have courage; courage is the antidote to fear. To have courage means knowing how to listen to the heart."

-Paolo Mai

REGEN

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.



Co-funded by
the European Union