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Compendium of virtuous practices and useful tools for the emotional and sexual education of children aged 6-9

“Xse” ERASMUS+ PROJECT (nr. 2021-2-IT02-KA210-SCH-000048153)

Xse: comprehensive emotional and sexuality education from primary school



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Introduction

The Compendium of good practices for emotional literacy aimed at the sexual education of children aged 6-9 is one of the products of the Erasmus+ project “Xse”.

The **Xse - comprehensive emotional and sexuality education from primary school** project is based on the guidelines of the World Health Organization, and aims to promote the education of children aged 6-9 in the sphere of feelings and sexuality in a comprehensive and age-appropriate manner.

The Xse initiative consists of five partners from four European countries: Italy, Portugal, Croatia and Finland.

Partners carried out the identification and collection, at the European level, of methodologies, innovative and virtuous approaches and tools, aimed at stimulating the learning process of cognitive, emotional, physical, social and legal aspects of emotional and sexual education for targeted preschool education of children. Cabinet research and mapping of at least 5 of such practices was complemented by field interviews (minimum 3 interviews per partner country), addressed to sectoral experts and relevant European stakeholders.

The research (desk and field) was carried out by all organizations and was coordinated by DEŠA. The criteria for selecting practices, stakeholders, and implementation methods were the same for each partner, as part of a common research methodology preliminarily shared within the consortium.



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NATIONAL REPORT – Portugal

A brief introduction to existing Portugal national policies concerning the research topic

In Portugal, the first law on Sex Education in schools emerged in 1984 (Law No. 3/84) advocating that sex education is a need and a right of children, young people and families. Since then several attempts to regulate the law have been made. Only in 2009, the Assembly of the Republic approved Law n.º 60/2009, which establishes a set of principles and rules, as well as the functional organization of sex education in schools, recognizing that sex education is one of the dimensions of education for health.

Sexual education projects are thus developed within the scope of health education activities, in non-disciplinary curricular areas in basic education, and in secondary education, they are integrated in both disciplinary and non-disciplinary curricular areas. After 2012, with the extinction of the non-disciplinary curriculum areas where sex education projects were developed, the development of sex education programs was more compromised.

Contents

For basic education (6-10 years) the law includes the following topics to be addressed:

1st cycle (1st to 4th years)

Notion of body; The body in harmony with Nature and its social and cultural environment;

Notion of family;

Differences between boys and girls;

Protection of the body and notion of limits, saying no to abusive approaches.

2nd year

In addition to the rubrics included in the physical environment programs, the teacher must clarify the students about questions and doubts that arise naturally, answering in a simple and clear way.

3rd and 4th years



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In addition to the rubrics included in the physical environment programs, the teacher can develop themes that lead students to understand the need to protect their own body, to defend themselves against possible abusive approaches, advising that, if they encounter doubts or identity problems gender, feel entitled to ask for help from people they trust in the family or at school.

Teams

The law provides that each group of schools and non-grouped school must have an interdisciplinary health education and sex education team, with an adequate size for the number of existing classes, coordinated by a teacher appointed to be coordinator of health education and sex education.

Partnerships are foreseen with various agencies of the Ministry of Health and Education, as well as with governmental and non-governmental institutions in the community.

The present report refers to three national programmes: PRESSE project - Regional Program of Sexual Education in School Health, Gender ABC project and the MIND THE GAP: Step Up for Gender Equality.



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Portugal - Local case N° 1

PRESSE - Regional Program of Sexual Education in School Health

1. Introduction about the origin and development

PRESSE is the Regional Program of Sexual Education in School Health, promoted by ARS Norte, I.P., inserted in the functional area of Health Promotion and Protection, of the Department of Public Health.

This project began in 2008 and supports the implementation of sex education in schools in a structured and sustained way, involving joint work between school health professionals and teachers. It is a program implemented in public and private schools in the North region of Portugal, in partnership with DGEstE Norte, inserted in the educational projects of the schools' curricula. PRESSE is based on project methodology and interdisciplinary intervention.

2. "Personal card" PRESSE

Name: PRESSE - Regional Program of Sexual Education in School Health

Website: <http://www.presse.com.pt/presse>

Contact person and/or email: ARS North, Department of Public Health

presse@arsnorte.min-saude.pt; presse@presse.com.pt

Address: Rua Anselmo Braancamp, n° 114, 4000-078 Porto

Phone : +351 220 411 701

The target group are students and teachers from the 1st, 2nd, 3rd cycles of basic education and secondary education, also involving other agents in the development of the program, as parents, educators, non-teaching staff and the community.

The goals of the program is to contribute to the reduction of risk behaviors and to the increase of protective factors in relation to sexuality, among students in the North region.



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Contribute to the inclusion in educational projects and curricula of Schools in the North region of a structured and sustained sexual education program.

Learning objectives pursued through the identified practice:	
<ul style="list-style-type: none"> The human body and its development: recognizing the (biological) differences between men and women, appreciating body changes, taking care of own body, acquiring a self-image based on self-esteem. 	✓
<ul style="list-style-type: none"> Fertility and reproduction: building a basic idea of the fertility cycle, debunking the myths about reproduction, acquiring the concept that one can affect one's fertility, favoring the acceptance of diversity. 	✓
<ul style="list-style-type: none"> Sexuality: narrating the themes of love and tenderness, accepting the need for one's own privacy and that of others, using sexual language in a non-offensive way. 	✓
<ul style="list-style-type: none"> Emotions/ affections: understanding the difference between friendship, love and desire / attraction, addressing the issues of jealousy, anger, aggression and disappointment; express and communicate emotions, desires and needs, manage disappointments; knowing how to value one's feelings. 	✓
<ul style="list-style-type: none"> Relationships and lifestyles: appreciate the diversity of family relationships; learn to express oneself in relationships, to mediate to reach compromises, to show tolerance and empathy, to understand the importance of having social contacts and making friends; learn respect for others and acquire the conviction that commitment, responsibility and honesty are the basis of relationships. 	✓
<ul style="list-style-type: none"> Understanding the positive influence of sexuality on health and well-being, building a basic idea on diseases related to sexuality, on sexual violence and aggression. 	✓
<ul style="list-style-type: none"> Sexuality, Gender and rights: understanding the right to self-expression, building a basic idea of abuse and understanding the responsibility of adults with respect to the safety of children; knowing how to ask for help. 	✓
<ul style="list-style-type: none"> Social and cultural influences on sexuality: values and norms. 	✓

Tbl.1. learning objectives of PRESSE



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3. What makes this example innovative/best practice for your national context

The activities of the PRESSE programme are structured in 3 phases:

1st Phase: Training of PRESSE teams provided by the coordination team of the project

2nd Phase: Replication of PRESSE training with PRESSE teachers provided by e-PRESSE

3rd Phase: Application of PRESSE to students by PRESSE teachers.

PRESSE presents itself as a facilitating response to the entire process of implementing Sexual Education through the following intervention measures defined regionally and applied locally:
Training of school health professionals (doctors and nurses), teachers and psychologists in human sexuality, sex education and pedagogical methodologies.

Availability of pedagogical resources and other materials that facilitate the application of curriculum content in sex education provided for the various levels of education.

Promotion of curricular complement initiatives that contribute to the dynamization of sex education in schools, such as: competitions, exhibitions, debate theater, among others.

Support for the implementation of Information and Support Offices in the field of health education and sexual education.

Support for intervention with families of students from PRESSE schools.

4. What impact does the practice have

It's a multidisciplinary work involving health and education professionals, with the need to qualifying the school, in the figure of the teachers, for a sexuality program, which would create uniform practices and language for the entire region and with the possibility of adapting to local realities.

5. Key lessons

Sexual Education integrates the priority components of Education for Health in School Health. PRESSE advocates a comprehensive model for curriculum development in Sexual Education, involving different contents.



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PRESSE favors teachers as facilitators of sessions with students, with their active participation, through active and participatory methodologies in sex education.

PRESSE sessions are structured according to objectives and contents foreseen for the different levels of education.

Portugal - Local case N° 2

GENDER ABC

1. Introduction about the origin and development

Gender ABC is a two-year international educational programme, implemented in four European Union countries by AIDOS (Italy), APF (Portugal), Médicos del Mundo (Spain) and Terre des Femmes (Germany), being co-financed european union under the Programme "Rights, Equality and Citizenship 2014-2020", aimed at youngers, which explores and challenges negative social norms that lead to gender-based violence.

By designing and delivering training modules in schools, the project aims to build trust among peers, promoting healthy relationships inside and outside the classroom, and promoting children and young people's understanding of gender stereotypes and social norms that reinforce violence. of gender.

In addition to schools, the project also involves communities, families and local support services to develop a stimulating and safe learning environment.

2. "Personal card" Gender ABC

Name: Gender ABC



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Website: <https://www.endfgm.eu/what-we-do/projects/gender-abc-project/gender-abc-educational-modules>

Contact person and/or email: Sónia Duarte Lopes: Project coordinator AND Sónia Breda: Project team

Phone: +351 213 832 392

Social media:

Instagram (international): <http://www.instagram.com/genderabc/>

FB (international): <http://www.facebook.com/GenderABC/>

BlogPosts(international): <https://www.endfgm.eu/what-we-do/projects/gender-abc-project/gender-abc-educational-modules>

FB (national): <http://www.facebook.com/Taligual/>

The target group of the project are students aged 6 to 18 years old

The goals of the intervention are:

- Explore and challenge children and young people's attitudes towards gender stereotypes and
- Challenge children and young people's attitudes towards social norms that reinforce gender-based violence
- Raise awareness of these issues in schools, families and communities

Learning objectives pursued through the identified practice:

- | | |
|--|---|
| <ul style="list-style-type: none"> • The human body and its development: recognizing the (biological) differences between men and women, appreciating body changes, taking care of own body, acquiring a self-image based on self-esteem. | ✓ |
| <ul style="list-style-type: none"> • Fertility and reproduction: building a basic idea of the fertility cycle, debunking the myths about reproduction, acquiring the concept that one can affect one's fertility, favoring the acceptance of diversity. | ✓ |



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<ul style="list-style-type: none"> Sexuality: narrating the themes of love and tenderness, accepting the need for one's own privacy and that of others, using sexual language in a non-offensive way. 	✓
<ul style="list-style-type: none"> Emotions/ affections: understanding the difference between friendship, love and desire / attraction, addressing the issues of jealousy, anger, aggression and disappointment; express and communicate emotions, desires and needs, manage disappointments; knowing how to value one's feelings. 	✓
<ul style="list-style-type: none"> Relationships and lifestyles: appreciate the diversity of family relationships; learn to express oneself in relationships, to mediate to reach compromises, to show tolerance and empathy, to understand the importance of having social contacts and making friends; learn respect for others and acquire the conviction that commitment, responsibility and honesty are the basis of relationships. 	✓
<ul style="list-style-type: none"> Understanding the positive influence of sexuality on health and well-being, building a basic idea on diseases related to sexuality, on sexual violence and aggression. 	✓
<ul style="list-style-type: none"> Sexuality, Gender and rights: understanding the right to self-expression, building a basic idea of abuse and understanding the responsibility of adults with respect to the safety of children; knowing how to ask for help. 	✓
<ul style="list-style-type: none"> Social and cultural influences on sexuality: values and norms. 	✓

Tbl.2. learning objective of Gender ABC

3. What makes this example innovative/best practice for your national context

This is a two-year international educational programme, implemented in four European Union countries



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The programme includes 18 educational modules with tools for educators, teachers and any other professional working with children and teenagers that wish to raise awareness about gender equality and gender-based violence.

The programme includes:

12 modules for 3rd Cycle Schools/Secondary education;

6 modules for Schools of the 1st and 2nd Cycle;

1 module on evaluation for school professionals.

The programme offers a Pedagogical Kit which includes:

- 18 educational modules
- 3 supporting documents for intervention:
 - General methodology (an overview for programme)
 - Glossary (describing and explaining terms for diversity, inclusion and equality gender)
 - Risk assessment (describes what are the risk factors, alert signs and support institutions for the following themes: female genital mutilation (FGM), forced early marriage, cyberviolence - sexting; violence in intimate relationships between adolescents; violence against LGBTQI+ people;
- 1 animation video (about gender equality and gender-based violence)

4. What impact does the practice have

Gender ABC was officially recognised as a best practice by EPIS - Entrepreneurs for Social Inclusion.

5. Key lessons

The support materials for the project allow for a global intervention, from risk assessment, training agents, as well as raising awareness of the various topics addressed in the project.

Portugal - Local case N° 3



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MIND THE GAP: Step Up for Gender Equality

1. Introduction about the origin and development

Is project (2021/2022) co-funded by the European Union's Rights, Equality and Citizenship Programme, coordinated by AIDOS – Associazione Italiana Donne per lo Sviluppo (Italy) in partnership with APF-Associação para Planeamento Familiar (Portugal), END FGM European Network (based in Belgium, working at EU level) and Medicos del Mundo (Spain). This project aims to combat gender stereotypes in education in Portugal, Italy and Spain – three countries where practices in education still fuel gender inequality.

It aims to raise awareness among school professionals and non-formal educators, students, children and people in charge of education about how prejudice and gender roles impact the education, work and life choices of girls and boys.

2. "Personal card" MIND THE GAP

Name: MIND THE GAP: Step Up for Gender Equality

Website: https://www.endfgm.eu/editor/0/EN_guide_WEB_2.pdf

Contact person and/or email: Sónia Duarte Lopes: Project coordinator and Sónia Breda: Project team

Phone: +351213 832 392

Target group: Educators in formal and non-formal education

The project aims to reduce the influence of gender roles on girls' and boys' choices in education, work and life, by strengthening the capacity of professionals (and other adults) to identify and address gender stereotypes in education, including their own unconscious bias.

Learning objectives pursued through the identified practice:



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<ul style="list-style-type: none"> • Fertility and reproduction: building a basic idea of the fertility cycle, debunking the myths about reproduction, acquiring the concept that one can affect one's fertility, favoring the acceptance of diversity. 	✓
<ul style="list-style-type: none"> • Sexuality: narrating the themes of love and tenderness, accepting the need for one's own privacy and that of others, using sexual language in a non-offensive way. 	✓
<ul style="list-style-type: none"> • Emotions/ affections: understanding the difference between friendship, love and desire / attraction, addressing the issues of jealousy, anger, aggression and disappointment; express and communicate emotions, desires and needs, manage disappointments; knowing how to value one's feelings. 	✓
<ul style="list-style-type: none"> • Relationships and lifestyles: appreciate the diversity of family relationships; learn to express oneself in relationships, to mediate to reach compromises, to show tolerance and empathy, to understand the importance of having social contacts and making friends; learn respect for others and acquire the conviction that commitment, responsibility and honesty are the basis of relationships. 	✓
<ul style="list-style-type: none"> • Understanding the positive influence of sexuality on health and well-being, building a basic idea on diseases related to sexuality, on sexual violence and aggression. 	✓
<ul style="list-style-type: none"> • Sexuality, Gender and rights: understanding the right to self-expression, building a basic idea of abuse and understanding the responsibility of adults with respect to the safety of children; knowing how to ask for help. 	✓



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- Social and cultural influences on sexuality: values and norms.



Tbl.3. learning objectives of the Mind the Gap project

3. What makes this example innovative/best practice for your national context

This is a project tool for educators, teachers and any other professional working with children and teenagers that wish to raise awareness about gender equality and gender-based violence.

The project activities are focused on:

- Production of a guide on How to avoid gender bias in teaching
- Training of educational staff/teachers, professionals/educators of non-formal systems (people who work with children in sports, summer-camps, guardians, etc.), students of University and other high educational courses
- Exchange meetings between partners, training beneficiaries, teachers, parents and children
- Awareness-raising events
- Advocacy event in Brussels

Within the scope of the Mind the Gap project it was produced:

- the “Guide for Gender Inclusive Education” for educators in formal and non-formal education.
- the Deck of Cards “Living in Equality”, authored by the Galician Equality Service.

4. What impact does the practice have

As these modules are tools for educators, teachers and any other professional working with children and teenagers that wish to raise awareness about gender equality and gender-based violence.

5. Key lessons

Strengthening the capacity of professionals (and other adults) to identify and address gender stereotypes in education, including their own unconscious bias.



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Diário da República, 1ª série, n.º 151, 6 de Agosto de 2009

Diário da República, 1.ª série, n.º 69, 9 de Abril de 2010

NATIONAL REPORT - Finland

A brief introduction to existing Finland's national policies concerning the research topic

During the first phase of the research, reviewing archival media, existing educational manuals for educators, policies and various project reports that are available on the Internet, we mapped 5 associations in Åland and Finland that's close to our topic of research.

The first formal sexuality education in Finland was developed in 1964. Today, sexual education is included in the curriculum and covers all children and young people regardless of culture. In 2020, a new curriculum was developed for the primary school on Åland where the content of health knowledge was also updated and today it contains more about consent and emotions than before (<https://www.utbildning.ax/styrdokument/laroplaner/nya-laroplanen-grundskolan>).

Sexual education in school is carried out to the greatest extent from year 5 to year 9. The content in its entirety is to learn about puberty, consent, feelings, relationships, friendship, trust, LGBTQ, sexuality, venereal diseases, contraception, pregnancy, sexual harassment and crime, abortion and porn.

This report refers to three selected practices in Åland:

- Folkhälsan – Snippelisnopp
- RFSU
- Save the Children – STOPP! Min kropp!



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Finland - Local case N° 1

Folkhälsan - non-profit social and health care organization

1. Introduction about the origin and development

Folkhälsan is a versatile, modern, non-profit social and health care organization that helps, supports, educates, researches, cares and exists in all stages of life.

They were founded in 1921 to promote public health in Swedish Finland through comprehensive scientific research and practical measures. Today, they operate in both associations and non-profit companies. They meet a large number of people, of all ages, every day. You can join as a volunteer or elected representative, or support them financially.

2. „Personal card“ of Folkhälsan

Name: Folkhälsan

Website: <https://www.folkhalsan.fi/>

Contact person and/or email: kansli@folkhalsan.fi

Address: Topeliusgatan 20, 00250 Helsingfors

Phone: +35818 527 050

Facebook: <https://www.facebook.com/folkhalsan>

Instagram: <https://www.instagram.com/folkhalsan>

Learning objectives pursued through the identified practice:



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<ul style="list-style-type: none"> • The human body and its development: recognizing the (biological) differences between men and women, appreciating body changes, taking care of own body, acquiring a self-image based on self-esteem. 	✓
<ul style="list-style-type: none"> • Fertility and reproduction: building a basic idea of the fertility cycle, debunking the myths about reproduction, acquiring the concept that one can affect one's fertility, favoring the acceptance of diversity. 	✓
<ul style="list-style-type: none"> • Sexuality: narrating the themes of love and tenderness, accepting the need for one's own privacy and that of others, using sexual language in a non-offensive way. 	✓
<ul style="list-style-type: none"> • Emotions/ affections: understanding the difference between friendship, love and desire / attraction, addressing the issues of jealousy, anger, aggression and disappointment; express and communicate emotions, desires and needs, manage disappointments; knowing how to value one's feelings. 	✓
<ul style="list-style-type: none"> • Relationships and lifestyles: appreciate the diversity of family relationships; learn to express oneself in relationships, to mediate to reach compromises, to show tolerance and empathy, to understand the importance of having social contacts and making friends; learn respect for others and acquire the conviction that commitment, responsibility and honesty are the basis of relationships. 	✓
<ul style="list-style-type: none"> • Understanding the positive influence of sexuality on health and well-being, building a basic idea on diseases related to sexuality, on sexual violence and aggression. 	✓
<ul style="list-style-type: none"> • Sexuality, Gender and rights: understanding the right to self-expression, building a basic idea of abuse and understanding the responsibility of adults with respect to the safety of children; knowing how to ask for help. 	✓
<ul style="list-style-type: none"> • Social and cultural influences on sexuality: values and norms. 	✓

Tbl.4. learning objective of Folkhälsan

3. What makes this example innovative/best practice for your national context

It is a ready-made concept that works in all schools and can be adapted according to who you have in the class or group. Children learn both to keep boundaries and to respect other people's bodies. They learn how the body looks and works and to communicate about feelings and sexuality. At best, knowledge of boundaries, combined with good communication,



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prevents sexual harassment and exploitation. It is not yet standard to talk about these issues with younger children, neither globally nor in Finland, so it is important to highlight these issues. (<https://www.folkhalsan.fi/kunskap/kunskapsomraden/kropp-halsa/sexuell-halsa/>)

4. What impact does the practice have

It has increased the possibility for teachers, even in lower grades, to start a conversation about the body and to explore it from an early age. There are few teachers who work with sexual education for younger children. Folkhälsan is a precursor to sexual education at that age. Sexual education needs to start early, preferably before school age - that's why it feels so nice and important to highlight these themes.

(<https://www.folkhalsan.fi/kunskap/kunskapsomraden/kropp-halsa/sexuell-halsa/>)

5. Key lessons

- Start conversations about sex and sexuality early
- Adapt the material to the school's curricula
- Prepare lesson plans

Finland - Local case N° 2

RSFU – NGO



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1. Introduction about the origin and development

RFSU was founded in 1933 and is a pioneering Swedish organisation working in the field of sexual and reproductive health and rights (SRHR). RFSU is a non-profit, non-governmental organisation without party-political, trade union or religious affiliation. They run projects and programmes to promote access to sexual and reproductive health and rights — both in Sweden and internationally. They also have a sexual health clinic in Stockholm that serves the community, as well as providing a source of learning for the organisation. They own a company that makes and sells condoms, lubricants, sex toys and pregnancy tests.

RFSU plays a leading role in shaping the political agenda on gender equality (as well as SRHR) in the Nordic and internationally. The International Planned Parenthood Federation (IPPF) was founded by RFSU and other actors, and RFSU remains IPPF's Swedish member association. (Idéprogram RFSU 2015)

2. "Personal card" of RFSU

Name: RFSU

Website: <https://www.rfsu.com> or <https://www.rfsu.se/>

Contact person and/or email: rfsu@rfsu.fi

Address: Suomen RFSU Oy, Kuortaneenkatu 2, 00510 Helsingfors

Facebook: <https://www.facebook.com/rfsusuomi>

RFSU is based on the conviction of the central role of sexuality for the individual and society and works for a knowledge-based and open view of sexuality and coexistence. The purpose of RFSU is to enable engagement, increase knowledge, form opinion, influence politicians and decision-makers, and demand responsibility in matters related to sexuality, at both local and national level, but also internationally.



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At RFSU, we talk about having a promoting and joyful perspective in sex education. It is not possible to only talk about sex, sexuality and relationships from a perspective of everything terrible that can happen. We must teach children and young people that sex and closeness can be cozy and pleasant if everyone has given consent to what is happening.

Sex and cohabitation education should be a support for children and young people in their everyday life and their development. With factual knowledge, we give them a foundation to stand on. Through conversation and dialogue, we help them find their own paths to how they want to live their lives.

We also need to be aware that students have different experiences and living environments. It can be about how they identify – as straight, gay, bi or trans – but also that they have different class backgrounds, geographical backgrounds, beliefs, family situations, and so on.

(<https://www.rfsu.se/sex-och-relationer/for-pedagoger-och-yrkesverksamma/sexualundervisning-i-skolan/>)

Learning objectives pursued through the identified practice:

<ul style="list-style-type: none"> • The human body and its development: recognizing the (biological) differences between men and women, appreciating body changes, taking care of own body, acquiring a self-image based on self-esteem. 	✓
<ul style="list-style-type: none"> • Fertility and reproduction: building a basic idea of the fertility cycle, debunking the myths about reproduction, acquiring the concept that one can affect one's fertility, favoring the acceptance of diversity. 	✓
<ul style="list-style-type: none"> • Sexuality: narrating the themes of love and tenderness, accepting the need for one's own privacy and that of others, using sexual language in a non-offensive way. 	✓
<ul style="list-style-type: none"> • Emotions/ affections: understanding the difference between friendship, love and desire / attraction, addressing the issues of jealousy, anger, aggression and disappointment; express and communicate emotions, desires and needs, manage disappointments; knowing how to value one's feelings. 	✓



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<ul style="list-style-type: none"> Relationships and lifestyles: appreciate the diversity of family relationships; learn to express oneself in relationships, to mediate to reach compromises, to show tolerance and empathy, to understand the importance of having social contacts and making friends; learn respect for others and acquire the conviction that commitment, responsibility and honesty are the basis of relationships. 	✓
<ul style="list-style-type: none"> Understanding the positive influence of sexuality on health and well-being, building a basic idea on diseases related to sexuality, on sexual violence and aggression. 	✓
<ul style="list-style-type: none"> Sexuality, Gender and rights: understanding the right to self-expression, building a basic idea of abuse and understanding the responsibility of adults with respect to the safety of children; knowing how to ask for help. 	✓
<ul style="list-style-type: none"> Social and cultural influences on sexuality: values and norms. 	✓

Tbl.5. learning objectives of RFSU

3. What makes this example innovative/best practice for your national context

RFSU is the Nordic region's biggest influencer and pioneer when it comes to sexuality education. They were the first to go around and inform about contraception so that women could decide for themselves when they wanted to get pregnant or not. Since then, theirs has developed into a complete program with training and method materials, helping many schools and educators to shape their teaching, also cross-subject. It is also not uncommon for sex and cohabitation education in schools to be carried out by informants from RFSU. Although they are mainly aimed at children and young people above the age limit that we set for this project, there is much in the material that can be transferred to younger children.

4. What impact does the practice have

RFSU has raised the issue of a good and inclusive sex and cohabitation education since 1933. Because they are such a large organization with partners all over the world, they are listened to in politics, which means that they have every opportunity to shape laws and curricula.

RFSU's positive perspective is the dominant one in Nordic sexuality education and has been for many years. Their stance is always that we can't make children feel safe when it comes to sex and sexuality if we talk about it as something shameful.



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They have contributed with the inclusion of an LGBTQ perspective and the removal of racism within sex education.

5. Key lessons

- Don't forget the positive aspects of sex and cohabitation
- Remove guilt and shame in wanting to explore your body and sexuality
- Based on research not own opinions
- Consider including LGBTQ and racialized people in sexuality education

Finland - Local case N° 3

Save the Children

1. Introduction about the origin and development

Save the Children is the world's largest independent children's rights organization. Save the Children has operations both locally and internationally. They have spread over 119 countries. On Åland, they have activities related to children's internet and media use, children's right to security in the home and in our society and children's convention work.
(<https://raddabarnen.ax/om-oss/>)

2. "Personal card" Save the Children

Name: Rädda Barnen

Website: <https://raddabarnen.ax/>



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Contact person and/or email: info@raddabarnen.ax

Address: Norrgatan 13 B, 22100 Mariefhamn

Phone: +358 (0)18 14394 / 0457 3613 919

Facebook: <https://www.facebook.com/raddabarnenaland>

Instagram: <https://www.instagram.com/raddabarnenaland/>

"Stop my body" is a term coined by Save the Children, which is about raising children's integrity and right to their own bodies. Something the organization wants to contribute by making the subject talkable, both for children and adults.

By talking about the body, private parts of the body and feelings, it becomes easier for the students to put the subject into words. Hopefully, they can then tell you more spontaneously if something feels uncomfortable or unpleasant.

(<https://www.raddabarnen.se/rad-och-kunskap/foralder/stopp-min-kropp/arbetsmaterial/>)

Learning objectives pursued through the identified practice:

- | | |
|---|---|
| • The human body and its development: recognizing the (biological) differences between men and women, appreciating body changes, taking care of own body, acquiring a self-image based on self-esteem. | ✓ |
| • Fertility and reproduction: building a basic idea of the fertility cycle, debunking the myths about reproduction, acquiring the concept that one can affect one's fertility, favoring the acceptance of diversity. | ✓ |
| • Sexuality: narrating the themes of love and tenderness, accepting the need for one's own privacy and that of others, using sexual language in a non-offensive way. | ✓ |
| • Emotions/ affections: understanding the difference between friendship, love and desire / attraction, addressing the issues of jealousy, anger, aggression and disappointment; express and communicate emotions, desires and needs, manage disappointments; knowing how to value one's feelings. | |



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<ul style="list-style-type: none"> Relationships and lifestyles: appreciate the diversity of family relationships; learn to express oneself in relationships, to mediate to reach compromises, to show tolerance and empathy, to understand the importance of having social contacts and making friends; learn respect for others and acquire the conviction that commitment, responsibility and honesty are the basis of relationships. 	
<ul style="list-style-type: none"> Understanding the positive influence of sexuality on health and well-being, building a basic idea on diseases related to sexuality, on sexual violence and aggression. 	
<ul style="list-style-type: none"> Sexuality, Gender and rights: understanding the right to self-expression, building a basic idea of abuse and understanding the responsibility of adults with respect to the safety of children; knowing how to ask for help. 	
<ul style="list-style-type: none"> Social and cultural influences on sexuality: values and norms. 	✓

Tbl.6. learning objectives of Save the children

3. What makes this example innovative/best practice for your national context

The earlier children become aware of the value of the body, the easier it becomes for them to say or show yes and no. When adults dare to talk to children about these issues, we equip children with the strength to tell if someone is doing something they don't like. It also teaches children to understand and respect someone else's No. (Vägledning Stopp! Min kropp 2019)

4. What impact does the practice have

Stop! My body! is a well-established concept that was developed by Rädda Barnen in 2013, with the aim of strengthening children's bodily integrity. The material is used in a majority of daycare centers and schools in the Nordics, which means that both children and adults use the term Stop! My body! It's a great way of learning about consent from an early age.

5. Key lessons

- It is important to teach children from an early age that they are in control of their bodies and others are in control of theirs.



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- By talking about bodily integrity with children, a trust is formed that makes it easier for children to tell if someone is crossing their boundaries.
- Bring all the adults around the children into the conversation.

Literature

About us in Save the Children (2021) Visited on 21.11.2022. on the website of Save the Children Åland: <https://raddabarnen.ax/om-oss/>

Children and sexuality (2022) Visited on 15.11.2022. on the website of Folkhälsan: <https://www.folkhalsan.fi/kunskap/kunskapsomraden/kropp-halsa/sexuell-halsa/>

Idea program for RFSU (2015) (pp. 3-16)

Manual in Sexual education for pedagogue (2019) Visited on 20.11.2022. on the website of RFSU: <https://www.rfsu.se/sex-och-relationer/for-pedagoger-och-yrkesverksamma/sexualundervisning-i-skolan/>

Norlén, A. (2013) Guidens in Stop! My body! (pp. 6-7)

Stop! My body! – metod and material (2020) Visited on 22.11.2022 on the website of Save the Children Sweden
<https://www.raddabarnen.se/rad-och-kunskap/foralder/stopp-min-kropp/arbetsmaterial/>

The curriculum for primary school on Åland (2021) Visited on 20.11.2022. on the website of The education agency on Åland:
<https://www.utbildning.ax/styrdokument/laroplaner/nya-laroplanen-grundskolan>

Willie and Fanny – simple sexuality education for 7–12 year olds (2022) Visited on 15. 11. 2022. on the website of Folkhälsan:
<https://indd.adobe.com/view/2e939b01-7142-4f1b-ae79-db5dde72fd07>



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NATIONAL REPORT – Italy

Short intro into existing Italian national Policies concerning the research topic

The mapping phase conducted in Italy led to the collection of good practices on affective and sexual education in Italy, mainly focused on the work of publishing houses, as it was not possible to detect different paths or projects.

The practices are rather aimed at the training of adults as educators and mediators and less linked to the direct involvement of boys and girls as the issues treated are still perceived as "difficult" to be treated, from a cultural perspective.

Although being perceived as a fundamental theme by the civil society, sexual and emotional education is not equally important for the educational and political system. Indeed, in Italy there is no national law which provides an obligation to include this topic as a "school subject": Italian schools choose autonomously at a local/decentralised level.

Although there is a wide discussion about the importance of prevention and various possible laws and amendments have been proposed since 1977, still too much needs to be done.

The legislative proposals presented to date are quite interesting:

The Parliament has been discussing the “need to approve specific legislation on sex education in schools for over twenty-five years. In Italy, the school, which is responsible for doing so with and alongside parents, almost never speaks to students about sexuality and gender issues, which are two aspects of human personality and behavior which, from whatever perspective are considered, are fundamental in human education and development. Even less is said in school about the important correlations between sexuality, sex and health. The recognition, defence and promotion of health and freedom cannot do without the development of a serene and gratifying sexuality, which passes through sexual education.” (Proposal of Law from Deputy Sasso "Discipline of education on sexuality in the schools of the Republic", presented on 6 June 2007).

As the UNESCO states, the purpose of sexuality education is “the teaching and learning of the cognitive, affective, physical and social aspects of sexuality. It aims to equip children and young people with the knowledge, skills, attitudes and values that will enable them to fulfill themselves, with respect for their health, well-being and dignity, to develop social and sexual relationships based on respect, to understand how their choices affect their well-being and that of others, and to understand their rights and protect them for life.” (Dunja Mijatović: Comprehensive sex education protects children and contributes to a safer and more inclusive society); the subject is therefore fundamental for a complete development of the learner.





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Since the training of the citizen from the cultural to the purely emotional aspect is entrusted to the school, it should therefore also and above all be guaranteed in the sphere of sexuality; the school should therefore equip itself with specialized professionals such as psychologists, psychotherapists and above all sexologists and sex counsellors. However, the Italian school is not yet committed to this at a regulatory level and it is often possible to obtain correct information in the sexual sphere purely on a biological level, and not yet in the psychological-relational sphere which is an integral and fundamental part of human behavior.

The (human) right to affective and sexual education is in itself the right to health, "to develop social and sexual relationships based on respect" (UNESCO).

This task should be carried out in synergy by the school and the family, however in Italy affective and sexual education is still relegated to the private sphere of families rather than to real educational paths referring to schools of various levels. If present, they are addressed to an age group ranging from pre-adolescence and adolescence in which stereotypes, imaginaries and languages are partly already well defined. The projects are at the discretion of the individual manager or on the personal initiative of the teacher and are not institutionalized by a shared educational policy (Grillini e Sasso 2007; Viola Giannoni 2022; SenatoRagazzi 2022).

The organisations have been chosen because they use illustrated book as a means, resulting in an effective communication, representation and information for the target to which our research is aimed.

(Teresa Di Martino 2016; Donne Women Femme 2017; Di Silvia Fichera e Tiziana Scalisi 2022)

The present report refers to three national realities:

- Scosse APS
- Momo Edizioni
- Settenove Casa Editrice

Italy - Local case N° 1

S.C.O.S.S.E. APS

1. Introduction about the origin and development



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SCOSSE is a social promotion association (APS) that works on education to differences and carries out its interventions with teachers within schools of all levels.

Since 2011 they have also been dealing with gender issues and try to network with other actors operating in the sector through the national network *Educare alle differenze* (launched as an association in 2014).

In 2016 the *Fammi capire* project has been launched: a research on the representation of the body in illustrated books for children and youngsters from 0 to 14 years.

(Elena Fierli, Giulia Franchi, Giovanna Lancia, Sara Marini 2021; Manuela Perrone 2018-2019)

2. "Personal card" S.C.O.S.S.E. APS

Name: S.C.O.S.S.E. Associazione di Promozione Sociale

Website: www.scosse.org

Contact person and/or email: infoscosse@gmail.com

Address: Casa Internazionale delle donne, Via della Lungara 19 - Rome, Italy

Facebook: <https://www.facebook.com/profile.php?id=100064799883575>

Their target group is made up of parents and teachers/educators.

Learning objectives pursued through the identified practice:

- | | |
|--|---|
| <ul style="list-style-type: none"> The human body and its development: recognizing the (biological) differences between men and women, appreciating body changes, taking care of own body, acquiring a self-image based on self-esteem. | ✓ |
| <ul style="list-style-type: none"> Fertility and reproduction: building a basic idea of the fertility cycle, debunking the myths about reproduction, acquiring the concept that one can affect one's fertility, favoring the acceptance of diversity. | |
| <ul style="list-style-type: none"> Sexuality: narrating the themes of love and tenderness, accepting the need for one's own privacy and that of others, using sexual language in a non-offensive way. | ✓ |



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<ul style="list-style-type: none"> Emotions/ affections: understanding the difference between friendship, love and desire / attraction, addressing the issues of jealousy, anger, aggression and disappointment; express and communicate emotions, desires and needs, manage disappointments; knowing how to value one's feelings. 	✓
<ul style="list-style-type: none"> Relationships and lifestyles: appreciate the diversity of family relationships; learn to express oneself in relationships, to mediate to reach compromises, to show tolerance and empathy, to understand the importance of having social contacts and making friends; learn respect for others and acquire the conviction that commitment, responsibility and honesty are the basis of relationships. 	✓
<ul style="list-style-type: none"> Understanding the positive influence of sexuality on health and well-being, building a basic idea on diseases related to sexuality, on sexual violence and aggression. 	✓
<ul style="list-style-type: none"> Sexuality, Gender and rights: understanding the right to self-expression, building a basic idea of abuse and understanding the responsibility of adults with respect to the safety of children; knowing how to ask for help. 	✓
<ul style="list-style-type: none"> Social and cultural influences on sexuality: values and norms. 	✓

Tbl.7. learning objectives of Association Scosse

3. What makes this example innovative/best practice for your national context

The overall objective is to train teachers and parents to ensure that they are prepared to drive change.

They propose "conversations" on the subject starting from a bibliographic exhibition composed of illustrated books selected in all European countries. The exhibition became an itinerant project that involves the whole national territory.

4. What impact does the practice have

The association does not conduct a real impact assessment referring to its practices. The only data likely to be taken as a reference consist in the index of satisfaction and involvement of the recipients of the practices. Positive feedback come from the teachers and pupils involved, while some resistance is still perceived from leaders and families.

5. Key lessons

- The efficacy of illustrated books as educational tools
- The power of horizontal conversations towards cultural change



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- Arts education as a mediation tool
- The importance of continuous research and monitoring

Italy – Local case N° 2

MOMO EDIZIONI

1. Introduction about the origin and development

Momo is a publishing house and an independent cultural project. Beyond dealing with fiction and essays, Momo publishes books for children and teenagers. Within these publications, there is a sector entirely dedicated to gender issues and sexual education.

One of the publications considered key in this research is "Cos'è il sesso?" ("What is sex?"), being an illustrated book by Francesca D'Onofrio, psychotherapist and family mediator, who has been dealing with sexuality for several years, and Silvio Montanaro, videomaker who has been working with Francesca since 2015 in sex counseling, deepening the assumptions theorists of sexual imagery, Momo Edizioni (Momo Editions).

The idea of the book consists in the wish of accompanying people of all ages towards a satisfying and happy sexuality from early childhood. The two authors, Francesca and Silvio, and the publishing house Momo, published the book within the "Libri monelli" series, a set of radical books that go to the root of the issues treated.

(Flavia Fazi, Virginia Taroni 2022; Francesca D'Onofrio, Silvio Montanaro, Luisa Montalto 2022)

2. "Personal card" MOMO EDIZIONI

Name: MOMO Edizioni

Website: www.momoedizioni.it

Contact person and/or email: direzione@momoedizioni.it, info@momoedizioni.it

Francesca D'Onofrio, info@francescadonofrio.com,

Address: Viale Londra 47 - Rome, Italy

Facebook: <https://www.facebook.com/momoedizioni/> and

<https://www.facebook.com/liberimpudico>



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Their target group is made up of boys and girls aged 6+ and their parents.

Learning objectives pursued through the identified practice:	
• The human body and its development: recognizing the (biological) differences between men and women, appreciating body changes, taking care of own body, acquiring a self-image based on self-esteem.	✓
• Fertility and reproduction: building a basic idea of the fertility cycle, debunking the myths about reproduction, acquiring the concept that one can affect one's fertility, favoring the acceptance of diversity.	✓
• Sexuality: narrating the themes of love and tenderness, accepting the need for one's own privacy and that of others, using sexual language in a non-offensive way.	✓
• Emotions/ affections: understanding the difference between friendship, love and desire / attraction, addressing the issues of jealousy, anger, aggression and disappointment; express and communicate emotions, desires and needs, manage disappointments; knowing how to value one's feelings.	✓
• Relationships and lifestyles: appreciate the diversity of family relationships; learn to express oneself in relationships, to mediate to reach compromises, to show tolerance and empathy, to understand the importance of having social contacts and making friends; learn respect for others and acquire the conviction that commitment, responsibility and honesty are the basis of relationships.	✓
• Understanding the positive influence of sexuality on health and well-being, building a basic idea on diseases related to sexuality, on sexual violence and aggression.	✓
• Sexuality, Gender and rights: understanding the right to self-expression, building a basic idea of abuse and understanding the responsibility of adults with respect to the safety of children; knowing how to ask for help.	✓
• Social and cultural influences on sexuality: values and norms.	✓

Tbl.8. learning objectives of Momo Edition

3. What makes this example innovative/best practice for your national context

The illustrated book deals with the theme of sexuality for children from the age of six, in a new perspective, focusing on pleasure and desire as the main drivers of the human being



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evolution. Fundamental in their practice is to insert the theme of "consent" as the basis of the freedom of each and every one.

4. What impact does the practice have

The publishing house does not have a real assessment of the impact of its practices but relies on the dissemination of the book that has already been reprinted. They have also reached a good capillarity in Italy also thanks to the theatrical performance with which they accompany the presentation of the book.

5. Key lessons

- The efficacy of illustrated books as educational tools
- The impact of sound research and careful choice of language and images
- The importance of themes as pleasure, desire, freedom and consent from an early age

Italy – Local case N° 3

SETTENOVE CASA EDITRICE

1. Introduction about the origin and development

Settenove is a publishing house for the prevention of gender violence that was founded in 2013 by Monica Martinelli. Starting from her legal background in the field, she then got to know the world of publishing and then chose to combine her two commitments. It deals with the theme from different points of view and across all literary genres, with particular attention to fiction for children and adolescents, Italian and international, which contributes to the development of a stereotypes-free imaginary.

Settenove is a direct reference to the year 1979. An important year, during which the United Nations adopted CEDAW, the UN Convention on the Elimination of All Forms of Discrimination and Violence against Women, which for the first time identifies gender stereotype as the seed of violence.

(Justin Hancock, Fuchsia MacAree 2022; Katharina Hotter, Lisa Charlotte Sonnberger, Flo Staffelmayer, Anna Horak 2022; Rosie Haine 2021; Sandra Kollender, Claire Cantais 2022)



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2. "Personal card" SETTENOVE CASA EDITRICE

Name: SETTENOVE Casa Editrice

Website: www.momoedizioni.it

Contact person and/or email: Monica Martinelli, stampa@settenove.it

Address: Cagli, Italy

Facebook: <https://www.facebook.com/settenove.it/>

Their target group is made up of children and adults interested in countering gender-based violence and all forms of discrimination.

Learning objectives pursued through the identified practice:

<ul style="list-style-type: none"> • The human body and its development: recognizing the (biological) differences between men and women, appreciating body changes, taking care of own body, acquiring a self-image based on self-esteem. 	✓
<ul style="list-style-type: none"> • Fertility and reproduction: building a basic idea of the fertility cycle, debunking the myths about reproduction, acquiring the concept that one can affect one's fertility, favoring the acceptance of diversity. 	✓
<ul style="list-style-type: none"> • Sexuality: narrating the themes of love and tenderness, accepting the need for one's own privacy and that of others, using sexual language in a non-offensive way. 	✓
<ul style="list-style-type: none"> • Emotions/ affections: understanding the difference between friendship, love and desire / attraction, addressing the issues of jealousy, anger, aggression and disappointment; express and communicate emotions, desires and needs, manage disappointments; knowing how to value one's feelings. 	✓
<ul style="list-style-type: none"> • Relationships and lifestyles: appreciate the diversity of family relationships; learn to express oneself in relationships, to mediate to reach compromises, to show tolerance and empathy, to understand the importance of having social contacts and making friends; learn respect for others and acquire the conviction that commitment, responsibility and honesty are the basis of relationships. 	✓
<ul style="list-style-type: none"> • Understanding the positive influence of sexuality on health and well-being, building a basic idea on diseases related to sexuality, on sexual violence and aggression. 	✓



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<ul style="list-style-type: none"> Sexuality, Gender and rights: understanding the right to self-expression, building a basic idea of abuse and understanding the responsibility of adults with respect to the safety of children; knowing how to ask for help. 	✓
<ul style="list-style-type: none"> Social and cultural influences on sexuality: values and norms. 	✓

Tbl.9. learning objectives of Settenove Edition

3. What makes this example innovative/best practice for your national context

The innovativeness lies in the fact that this publishing house exclusively deals with these issues and that is not linked to feminist / political collectives. Their practices aim to help create a different, wider imaginary in boys and girls, a different culture and language.

4. What impact does the practice have

The publishing house does not have a real assessment of the impact of its practices. The only data that can be taken as a reference are the index of satisfaction and involvement of the recipients, the sale and dissemination of books. Positive feedback come from adults who contact the publishing house for specific training on the subject.

5. Key lessons

- New languages
- Stereotypes
- Rights
- Respect
- Gender education

6. Literature

Books:

Justin Hancock, Fuchsia MacAree (2022). *Consenso, possiamo parlarne?*, Settenove.

Katharina Hotter, Lisa Charlotte Sonnberger, Flo Staffelmayer, Anna Horak (2022). *Lina l'esploratrice*, Settenove: illustrated edition.

Sandra Kollender, Claire Cantais (2022). *Diversi a chi?*, Settenove: illustrated edition.



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Rosie Haine (2021). *La nudità che male fa?*, Settenove: illustrated edition.

Francesca D'Onofrio, Silvio Montanaro, Luisa Montalto (2022). *Cos'è il sesso*, Momo edizioni: illustrated edition.

Lily Williams, Karen Scjneemann, (2020). *È tutto un ciclo*, Il Castoro ed.: graphic novel.

Flavia Fazi, Virginia Taroni (2022). *Libera dal ciclo*, Momo edizioni.

Elena Fierli, Giulia Franchi, Giovanna Lancia, Sara Marini (2021).

Scosse in classe. Percorsi trasversali tra il nido e la scuola secondaria per educare alle relazioni, S.Co.S.S.E.

Online source:

Senato Ragazzi (16 marzo 2022). Liceo G. D'Alessandro, Bagheria (Palermo). Disposizioni in materia dell'introduzione dell'insegnamento dell'educazione alla sessualità a partire dalla scuola secondaria di primo grado nelle scuole italiane. Visited on 18.10.2022 on the senatoragazzi website:

[https://www.senatoragazzi.it/iniziative/disegno-di-legge/143/#:~:text=Obblighi%20delle%20scuole\)-1,fa%20parte%20del%20curriculum%20scolastico](https://www.senatoragazzi.it/iniziative/disegno-di-legge/143/#:~:text=Obblighi%20delle%20scuole)-1,fa%20parte%20del%20curriculum%20scolastico).

Camera dei deputati (6 giugno 2007). XV Legislatura. Grillini e Sasso. Disciplina dell'educazione alla sessualità nelle scuole della Repubblica. Visited on 18.10.2022 on the Camera website:

http://leg15.camera.it/_dati/lavori/schedela/apriTelecomando_wai.asp?codice=15PDL0040460

La Repubblica (26 novembre 2022). Viola Giannoni. Educazione sessuale a scuola, naufragate 16 proposte di legge. "L'Italia tra le ultime in Europa". Visited on 18.10.2022 on La Repubblica website:

https://www.google.it/amp/s/www.repubblica.it/cronaca/2022/11/26/news/educazione_sessuale_scuola-376172172/amp/

Catania Today (30 giugno 2021). Di Silvia Fichera e Tiziana Scalisi. Leggere senza stereotipi. Libò, libreria dei ragazzi e degli errori. Visited on 15.10.2022 on CataniaToday website:



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<https://www.cataniatoday.it/blog/libo-libreria-dei-ragazzi-e-degli-errori/leggere-senza-stereotipi-percorsi-educativi-per-tutti.html?fbclid=IwAR0r4PWBtVduBdZ8HxpkaMajkkS68lefMnRkFHkLnqfKEPzAYnbsLq5onbw>

Press review:

Manuela Perrone. (2019). Mappedellimmaginario. Mai smettere di esplorare. Al di là di stereotipi e differenze... c'è il futuro, 1-2.

Manuela Perrone. (2018). Isole24ore. "Scosse" anti-stereotipi: la bella fatica di "educare alle differenze", 1-2.

Teresa Di Martino (2016). Senza stereotipi. Intervista a Monica Martinelli Settenove Edizioni. 41-42-43

DWF Donne Women Femme0112 (2017) Dalla parte delle eroine. Istruzioni per l'uso, 1-4.

NATIONAL REPORT - Croatia

A brief introduction to existing Croatian national policies concerning the research topic

During the first phase of the research, reviewing archival media, existing educational manuals for educators, policies and various project reports that are available on the Internet, we mapped 5 associations in Croatia that at least partially deal with the topic of our research.

Emotional literacy and complete sexual education in Croatia are carried out by associations, through project financing, using European, national and local tenders to carry out activities. However, only a few of them include all the elements of our research in their activities, most of them deal with promoting and strengthening emotional literacy in children and young people, or they also conduct sexual education, but not with the age group envisaged by the research, i.e. with children of preschool age.

Everyone agrees that regardless of the existing research results and guidelines that promote the introduction of emotional literacy and sexual education in kindergartens and schools (Modrić, Šoh, Štulhofer, 2011; Mesić, 2016; UNESCO, 2009), there is a lack of political awareness in terms of a more systematic introduction topics of emotional literacy and sexual education in educational institutions. Currently, there is a Decision on Adopting a Curriculum for the Cross-Curriculum Personal and Social Development for Primary and Secondary Schools in the Republic of Croatia (Ministry of Science and Education, 2019.), but it is still



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implemented sporadically, deficiently and mostly depends on the enthusiasm and engagement of individual professional associates and teachers .

This report refers to three selected practices in Croatia:

- PRAGMA
- PARITY
- WOMEN'S ROOM

Croatia - Local case N° 1

Pragma

1. Introduction about the origin and development

Pragma was founded in 2006. by various experts from the fields of social work, social pedagogy, education and other professions. Since its foundation, Pragma has developed into an organization recognized at the national level as relevant in the field of providing psychosocial and educational services. The association dealt with various topics, from the quality of housing, the development of services for parents, children and youth, the local community, and the development and promotion of social protection and quality education policies. Currently, Pragma is profiled mostly as an organization that deals with emotional literacy and the protection of mental health of children and young people, as well as education for teachers, experts and parents in the aforementioned areas. Since its inception, Pragma has had volunteer members (currently there are about twenty of them) as well as employees.

2. "Personal card" Pragma

Name: PRAGMA



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Website: <https://www.udruga-pragma.hr>

Contact person and/or email: pragma@udruga-pragma.hr

Address: Ulica Nikole Tesla 13, Zagreb 10 000, Croatia

Phone: ++385 (0)1 77 89 950

Fax: ++385 (0)1 77 89 951

Facebook: <http://www.facebook.com/udrugapragma>

<https://www.facebook.com/Pragma.nagrada>

Instagram and Twitter: @udrugapragma

Linkedin: <https://www.linkedin.com/company/udruga-pragma>

Their target group is primarily children and young people, their parents, experts, educational and training institutions, government representatives, institutions that cover the areas of interest of Pragma, the media and the public.

The association is strategically oriented in four areas: evaluations, research, education and advocacy. You can see Pragma's strategic goals and expected results for the period from 2017 to 2020 on their website (<https://www.udruga-pragma.hr/o-nama/>).

Learning objectives pursued through the identified practice:

- | | |
|---|---|
| • The human body and its development: recognizing the (biological) differences between men and women, appreciating body changes, taking care of own body, acquiring a self-image based on self-esteem. | |
| • Fertility and reproduction: building a basic idea of the fertility cycle, debunking the myths about reproduction, acquiring the concept that one can affect one's fertility, favoring the acceptance of diversity. | |
| • Sexuality: narrating the themes of love and tenderness, accepting the need for one's own privacy and that of others, using sexual language in a non-offensive way. | |
| • Emotions/ affections: understanding the difference between friendship, love and desire / attraction, addressing the issues of jealousy, anger, aggression and disappointment; express and communicate emotions, desires and needs, manage disappointments; knowing how to value one's feelings. | ✓ |



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<ul style="list-style-type: none"> Relationships and lifestyles: appreciate the diversity of family relationships; learn to express oneself in relationships, to mediate to reach compromises, to show tolerance and empathy, to understand the importance of having social contacts and making friends; learn respect for others and acquire the conviction that commitment, responsibility and honesty are the basis of relationships. 	✓
<ul style="list-style-type: none"> Understanding the positive influence of sexuality on health and well-being, building a basic idea on diseases related to sexuality, on sexual violence and aggression. 	✓
<ul style="list-style-type: none"> Sexuality, Gender and rights: understanding the right to self-expression, building a basic idea of abuse and understanding the responsibility of adults with respect to the safety of children; knowing how to ask for help. 	✓
<ul style="list-style-type: none"> Social and cultural influences on sexuality: values and norms. 	✓

Tbl.10. learning objectives of Association Pragma

3. What makes this example innovative?

Due to the desire for the association to reach a larger number of experts, students and parents with its professional contents on the topic of emotional literacy, awareness and mental health development, they have created various free educational materials, some of which are published every year: school calendars that are published every school year, from 2013/2014. (with monthly topics in which they talk about different topics in the field of emotional literacy and personal development through theory and a proposal for developing activities in schools); Family manual in two editions, "From the first step to the marathon", intended for education from 0-7. and "The Adventure Begins" intended for education from 8 to 18 years old; publication "Communication education - communication education. Emotional and media literacy" is intended for experts and parents. with these easily accessible and free publications, Pragma strives to empower children and young people, point out healthy social behaviors and encourage them to work on themselves, in order to develop into quality, optimistic, brave and successful people.

4. What effect does practice have?

With its projects, Pragma builds a network of organizations, institutions and experts in order to respond to the needs of experts, parents and children in the field of emotional and media literacy as basic literacy in the prevention of socially undesirable behaviors. Most projects are recognized as important and necessary in educational institutions and are financed by various



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ministries almost every year. Continuity in implementing projects enables success when responding to the needs of experts, parents and children

(<https://www.udruga-pragma.hr/qopii-meq-projekt-emocionalnog-i-medijskog-opismenjavanja/>; <https://www.udruga-pragma.hr/podrska-obitelji-u-zajednici/>).

5. Key lessons

- build a partner network of experts, civil society organizations and institutions
- ensure program continuity
- quality educational content available online

Croatia - Local case N° 2

Association for human rights and civil participation PaRiter

1. Introduction about the origin and development

Association for human rights and civil participation PaRiter (lat. equal) is a non-profit non-governmental organization from Rijeka (northern Croatia), founded in 2014. It promotes human rights, culture of non-violence, tolerance, minority rights, gender equality by



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connecting non-formal education, research and activism. She conducts advocacy and research on public policies and legislation, hosts local radio shows and runs two online platforms (znajznanje.org and hopacupa.org) that provide comprehensive information on sexual and reproductive rights - the first of its kind in the country. They recognized the need to improve emotional skills in children and to learn about sexuality in an appropriate way. Therefore, in addition to the fact that PaRiter also conducts sexual education workshops for young people in the city of Rijeka, it invests great efforts in an advocacy campaign so that emotional literacy and complete sexual education begin to be implemented throughout schools in Croatia according to UNESCO guidelines (<https://pariter.hr/tko-smo-mi/>).

2. "Personal card" Association for human rights and civil participation PaRiter

Name: Association for human rights and civil participation PaRiter

Website: <https://pariter.hr>

Contact person and/or email: udruga@pariter.hr

Address: Blaža Polića 2, Rijeka

Phone: ++38592 391 5959 092 389 7926

Facebook: <https://www.facebook.com/udrugapariter/>

Their target group is children, youth, students, adults, pensioners, women, vulnerable groups, local self-government units, educational institutions and experts in the field.

We are witnessing the spread of conservative ideologies and the growth of intolerance towards sexuality and gender issues. Sex is more taboo now than it was in the 1970s. Abstinence programs are promoted, which are proven to do more harm than good.

Namely, we cannot prevent young people from exploring their own sexuality. We can only prevent them from doing it in a responsible way (<https://pariter.hr/kontracepcija-i-zdravstveni-odgoj>).



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PaRiter educates, informs and raises awareness about human rights issues, through projects, workshops, civic actions, advocacy, etc. They pay special attention to raising, educating and informing younger generations, who are a prerequisite for creating a healthy and active society, aware of their role, but and obligation to society and members of the society in which they live (<https://pariter.hr/kontracepcija-i-zdravstveni-odgoj>).

Learning objectives pursued through the identified practice:	
<ul style="list-style-type: none"> The human body and its development: recognizing the (biological) differences between men and women, appreciating body changes, taking care of own body, acquiring a self-image based on self-esteem. 	
<ul style="list-style-type: none"> Fertility and reproduction: building a basic idea of the fertility cycle, debunking the myths about reproduction, acquiring the concept that one can affect one's fertility, favoring the acceptance of diversity. 	
<ul style="list-style-type: none"> Sexuality: narrating the themes of love and tenderness, accepting the need for one's own privacy and that of others, using sexual language in a non-offensive way. 	
<ul style="list-style-type: none"> Emotions/ affections: understanding the difference between friendship, love and desire / attraction, addressing the issues of jealousy, anger, aggression and disappointment; express and communicate emotions, desires and needs, manage disappointments; knowing how to value one's feelings. 	✓
<ul style="list-style-type: none"> Relationships and lifestyles: appreciate the diversity of family relationships; learn to express oneself in relationships, to mediate to reach compromises, to show tolerance and empathy, to understand the importance of having social contacts and making friends; learn respect for others and acquire the conviction that commitment, responsibility and honesty are the basis of relationships. 	✓
<ul style="list-style-type: none"> Understanding the positive influence of sexuality on health and well-being, building a basic idea on diseases related to sexuality, on sexual violence and aggression. 	
<ul style="list-style-type: none"> Sexuality, Gender and rights: understanding the right to self-expression, building a basic idea of abuse and understanding the responsibility of adults with respect to the safety of children; knowing how to ask for help. 	
<ul style="list-style-type: none"> Social and cultural influences on sexuality: values and norms. 	

Tbl.11. learning objectives of association PaRiter



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3. What makes this example innovative?

In 2022, they launched the Healthy Relationships project - a project aimed at the key problem of the lack of content from the field of comprehensive sexual education in school curricula, the lack of recognition of the importance of the same by relevant stakeholders, but also the stigma of comprehensive sexual education, which is based on incorrect information. The goal of the project is to contribute to the introduction of comprehensive sexual education in primary and secondary schools through extracurricular activities, in such a way as to first collect evidence for advocating the above, by conducting a dialogue with representatives of local and regional self-government units, but also by raising public awareness of the benefits of introducing comprehensive sexual education. Through the project, they plan to conduct a curriculum analysis in Pimorsko-Goranska, Sisak-Moslavina and Varaždin Counties in order to gain insight into the current state of CSE and compare it with UNESCO's guidelines. Through questionnaires and discussions in focus groups, they will examine the needs in the field of CSE of all stakeholders and sections, i.e. students, teaching staff of primary and secondary schools, as well as parents, in order to find out what students, teaching staff and parents think is important to have on mind when introducing CSE in schools and, based on the knowledge gathered, shape messages towards JLRS, as well as the public.

The expected results are an advocacy document with recommendations and guidelines for the introduction of comprehensive sexual education as an extracurricular activity in primary and secondary schools in the area of 3 counties and one city, and to ensure a solid foundation for the introduction of emotional literacy and comprehensive sexual education in educational institutions.

4. What effect does practice have?

Given that Pariter operates within three umbrella themes, namely human rights, women's rights and youth education. In this sense, they work within both formal national and



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international networks, as well as informal ones, all in order to implement programs as efficiently as possible and advocate for changes within the areas they work in, through strengthening the capacity of the association, expanding the spectrum of stakeholders and exchanging examples of good practice. The effects of their actions can also be seen in the changes in local units that are partners in the association's projects, for example the City of Rijeka, which was among the first in Croatia to enable the introduction of civic education into the curriculum of primary schools in the City of Rijeka. association Pariter on menstrual poverty in Croatia, introduced free menstrual supplies in primary schools, and announced the introduction of complete health education (<https://www.rijeka.hr/djevojicicama-u-osnovnim-skolama-grada-rijeke-dostupni-besplatni-higijenski-ulosci/>; <https://riportal.net.hr/rijeka/video-filozofski-fakultet-u-rijeci-studenticama-osigurao-besplatne-higijenske-uloske/288182/>).

5. Key lessons

- build a network of associations, local self-government units and educational institutions
- ensure the involvement of children and parents
- advocating, pointing out, providing verified information

Croatia - Local case N° 3



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WOMANS ROOM (Ženska soba)

1. Introduction about the origin and development

The Women's Room is a non-profit civil society organization, founded in 2002. The focus of their work is the prevention and suppression of sexual violence and the provision of direct support and assistance to survivors of sexual violence and the promotion and protection of sexual rights. The Center for Victims of Sexual Violence operates within the Women's Room, where they provide direct help and support to survivors of sexual violence. In addition, they actively work on the development of public policies, prevention programs, improvement of legislation, implementation of specialized education and awareness and sensitization of the public on the issue of sexual violence, as well as the promotion and protection of sexual rights in accordance with the Declaration on Sexual Rights.

2. "Personal card" Women's room

Name: Women's room (Ženska soba)

Website: <https://zenskasoba.hr>

Contact person and/or email: zenska.soba@zenska.soba.hr

Address: Maksimirska cesta 51 A, Zagreb 10000, Croatia

Phone: +385 1 6119 174

Facebook: www.facebook.com/zenska.soba/

Their target groups are children, youth, women, media, associations, educational institutions, other institutions and local and national decision-makers.

The effect of their preventive programs, although significant, is still limited by the fact that there is a lack of a systematic program in Croatian schools that would include sexual



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education and education and education about gender equality through all subjects. Furthermore, another challenge is that various forms of violence, including sexual violence, are normalized in our society (through the media, prejudices, etc.) and a wider change in social awareness is needed in order for their programs to have an even greater effect.

Learning objectives pursued through the identified practice:		
✓ The human body and its development: recognizing the (biological) differences between men and women, appreciating body changes, taking care of own body, acquiring a self-image based on self-esteem.		
✓ Fertility and reproduction: building a basic idea of the fertility cycle, debunking the myths about reproduction, acquiring the concept that one can affect one's fertility, favoring the acceptance of diversity.		
✓ Sexuality: narrating the themes of love and tenderness, accepting the need for one's own privacy and that of others, using sexual language in a non-offensive way.		
✓ Emotions/ affections: understanding the difference between friendship, love and desire / attraction, addressing the issues of jealousy, anger, aggression and disappointment; express and communicate emotions, desires and needs, manage disappointments; knowing how to value one's feelings.		
✓ Relationships and lifestyles: appreciate the diversity of family relationships; learn to express oneself in relationships, to mediate to reach compromises, to show tolerance and empathy, to understand the importance of having social contacts and making friends; learn respect for others and acquire the conviction that commitment, responsibility and honesty are the basis of relationships.		
✓ Understanding the positive influence of sexuality on health and well-being, building a basic idea on diseases related to sexuality, on sexual violence and aggression.		✓
✓ Sexuality, Gender and rights: understanding the right to self-expression, building a basic idea of abuse and understanding the responsibility of adults with respect to the safety of children; knowing how to ask for help.		✓
✓ Social and cultural influences on sexuality: values and norms.		✓

Tbl.12. learning objective of association Ženska soba (Woman's room)



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3. What makes this example innovative?

The Women's Room designed the first program for the prevention of sexual violence (SNEP), intended for high school girls and boys. The program was created as part of a project financed by the European Commission in the field of prevention and suppression of gender-based violence and violence against children, which took place from 2018 to 2020. Partner organizations on the project were the Ombudsperson for Children, Blue Telephone, Food and Technology School Zagreb, Bernardin Frankopan Ogulin Gymnasium and Vocational School, Ivan Švear Ivanić Grad High School, Osijek Medical School, Osijek Trade School and Daruvar Economic and Tourism School. The developed preventive program was verified by the Ministry of Science and Education as well as the Education Agency and was included in the list of approved preventive programs for secondary schools, as well as the accompanying manual "Sexual violence against and among children and young people". The entire program with all workshops and accompanying materials, as well as the electronic edition of the manual, are available on the SNEP program website. Furthermore, as part of one of the current European projects, the SNEP program will be adapted and turned into an online platform for independent use by students, teachers and parents. (<http://www.zenskasoba.hr/seksualno-nasilje-edukacijski-i-prevenციjski-program/>).

SNEP and SNEP2 – Junior are innovative primarily because they represent the first preventive programs aimed at the prevention of sexual violence against and among children and young people of this type and for the specified ages. In addition, they were developed in a way that ensures effective implementation and facilitates independent implementation by schools even if they were not involved in the original project, given that the programs contain detailed and clear instructions for implementation, as well as manuals (<http://zenskasoba.hr/hr/category/seksualno-nasilje-edukacijski-i-preventivni-program-2-junior/>).



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4. What effect does practice have?

According to the results of the evaluation of the effectiveness as well as the testimonies of the participants of the education and training, they achieved an effect on the formation of all the values listed below:

- greater awareness of the topic of sexual violence against and among children and young people among educational workers, parents and students according to the above-mentioned items
- greater awareness of the need for gender equality in society and the connection between gender inequality and sexual violence
- Normalization of conversations about sexual violence against and among children and young people and active work on its prevention.

5. Key lessons

- based on feminist principles, awareness of the gender component of sexual violence, inclusiveness and a trauma-informed approach in working with survivors of sexual violence. All their services are completely free for users, as well as for training and education participants.
- All the programs they develop are based on the real needs of end users, which contributes to their success and sustainability.
- Educational manuals for educators free and available online



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