

# AGDISTIS

30/08/2024

## EMOTIONAL INTELLIGENCE AND INTERVENTION IN NON-NORMATIVE BEHAVIOUR AND GENDER BULLYING



### 5 Ways to Use More Gender-Inclusive Language

- 01 KEEP IT NEUTRAL**  
 Address people by their name, use a title (doctor, professor etc.) instead of "Mr." or "Mrs.", and say "excuse me" instead of "sir" or "ma'am".
- 02 FIND RESOURCES**  
 Seek out and keep up with commonly used pronouns in your target language.
- 03 DON'T ASSUME**  
 Don't assume an individual's gender identity based on appearance or how they sound. Always ask. A simple "What are your pronouns?" works perfectly.
- 04 BE AN ALLY**  
 Add your pronouns to your email signature or business cards to help educate others that pronouns shouldn't be assumed.
- 05 HOLD OTHERS ACCOUNTABLE**  
 When someone misgenders another individual, kindly remind them of the pronouns they use.

Inclusive education is an education system that includes all students, and welcomes and supports them to learn, whoever they are and whatever their abilities or requirements. This means making sure that teaching and the curriculum, school buildings, classrooms, play areas, transport and toilets are appropriate for all children at all levels. Inclusive education means all children learn together in the same schools. No-one should be excluded (UNICEF,2017).

Every child has a right to inclusive education, including children with non-normative gender behaviors. Schools and education settings have a responsibility to ensure that all children and young people in their care feel safe and supported to reach their potential and be the best version of themselves.

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Achieving gender equality in and through education is essential for inclusive education and inclusive societies. It is key to the achievement of United Nations 2030 Agenda for Sustainable Development and in particular Sustainable Development Goal (SDG) 4 on ensuring the right the inclusive and equitable quality education and lifelong learning and SDG 5 on gender equality.



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We are pleased to share the updated activities of our AGDISTIS project in this third newsletter.

After the second face-to-face meeting in Vienna, the different partners participating in the project began to work on WP3. We prepared Non-Normative Gender Training Programme For Teachers which is a combination of 24 modules for primary and secondary school teachers working with 7-18 years.

This programme focuses on building the knowledge and understanding necessary for effective non-normative gender education. By providing comprehensive theoretical modules, teachers can deepen their understanding of key concepts, theories, and best practices, ultimately enhancing their ability to create inclusive classrooms. This will ensure that teachers understand the significance of emotional intelligence in creating inclusive learning environments. By identifying key areas where emotional intelligence intersects with sexual diversity education, teachers can better support non-normative gender students and foster empathy and understanding among all students. The aim is to create a sense of urgency and importance around non-normative gender education among teachers. By raising awareness of the challenges faced by non-normative gender students and the benefits of inclusive education, teachers are more likely to engage actively in training and implementation efforts. The programme will emphasize the importance of equipping teachers with the interpersonal and emotional skills necessary for creating supportive learning environments. By empowering teachers with skills such as empathy, communication, and emotional management, they can better meet the diverse needs of their students and serve as role models for inclusive behavior.

Activities in our project have not finished yet. WP4 - Toolkit For teachers is nearly ready to be shared with teachers. Stay tuned...



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