

Erasmus+

Agnebäckens förskola

- **Erasmus+**
- **Swedish Council for Higher Education**
- **Cooperation for innovation and the exchange of good practices**
- **Strategic Partnerships**
- **Strategic Partnerships for Schools Only**
- **Call 2015**
- **Round 1**
- **Grant Agreement Number 2015-1-SE01-KA219-012317_1**
- **Report Type Final**
- **Date of submission - Beneficiary Report not yet submitted**

Lotta Lundqvist
Name of legal representative

Main content:	Report Form
Number of attachments:	1

General Information

This report form generated from the Mobility Tool+ consists of the following main sections:

- **Inactive Organisations within Project Activities**
- **Context:** this section resumes some general information about your project;
- **Project Summary:** this section summarises your project and the organisations involved as partners;
- **Description of the Project:** in this section, you are asked to give information about the objectives and topics addressed by your project;
- **Project Management**
- **Implementation:** this section asks for information about all the stages of the project: implementation of main activities including practical arrangements, participants' profile, impact, dissemination of the results and future plans;
- **Follow-up**
- **Budget:** this section gives a detailed overview of the final amount of the EU grant you request;

For your convenience, some parts of this report are prefilled with information from the Mobility Tool+

1. Context

this section resumes some general information about your project;

Programme	Erasmus+
Key Action	Cooperation for innovation and the exchange of good practices
Action	Strategic Partnerships
Action Type	Strategic Partnerships for Schools Only
Call	2015
Report Type	Final
Language used to fill in the form	EN

1.1. Project Identification

Grant Agreement Number	2015-1-SE01-KA219-012317_1
Project Title	Shaking the Habitual: Norm Critical Approaches to Gender in Early Childhood Education Settings.
Project Acronym	
Project Start Date (dd-mm-yyyy)	01/09/2015
Project End Date (dd-mm-yyyy)	30/09/2017
Project Total Duration (months)	25
Beneficiary Organisation Full Legal Name (Latin characters)	Agnebäckens förskola

1.2. National Agency of the Beneficiary Organisation

Identification	Swedish Council for Higher Education
----------------	--------------------------------------

For further details about the available Erasmus+ National Agencies, please consult the following page:

https://ec.europa.eu/programmes/erasmus-plus/contact_en

2. Project Summary

this section summarises your project and the organisations involved as partners;

Please provide a short summary of the completed project.

Please recall that this section [or part of it] may be used by the European Commission, Executive Agency or National Agencies in their publications or when giving information on a completed project. It will also feed the Erasmus+ Dissemination platform (see annex III of Programme Guide on dissemination guidelines). Main elements to be mentioned are:

- Context/background of the project;
- Objectives;
- Number and profile of participating organisations;
- Description of undertaken main activities;
- Results and impact attained;
- If relevant, longer-term benefits.

Please be concise and clear.

The motivation and background of the project has been a need for more gender awareness and equality, along with a longing to expand horizons, sharing experience and creating new ways of working towards gender equality. The main objectives of the project has been to break down gender stereotypes and for everyone, staff, children and parents/caregivers to become more norm critical, in the hopes of creating a more equal society, free of discrimination and exclusion.

There has been four participants in the project:

Agnebäcken preschool, in Harryda, Sweden which has had a gender focus for several years. Gender has been a focus area for further education of preschool teachers in the municipality and the preschool recognizes the value of expanding the issue to include an international perspective;

Hjalli preschool in Iceland has a long experience of working with single gender groups, gender compensations projects, controlled mixed gender settings and gender equality and is a part of Hjallastefnan, an education company that runs both preschools and primary schools. From its inception Hjalli has maintained a strong gender equality discourse, developing distinct ways of working with gender, while looking to improve and continue to lead the way in gender equality in preschools in Iceland;

Progettinanzia in Italy which has in the last few years made efforts to create awareness around gender issues in early childhood education. In Italy the

discourse on gender equality has been rather weak, however Progettinanzia is taking part in the debate on a local, regional and national perspective. The work done on the field has focused on adults' awareness and self-reflection staff holding the capacity of the practitioners to read and de-construct gender stereotypes and biases;

Nikolaigården-Egalia, the first preschool in the world to be LGBT-certified (Lesbian, Gay, Bisexual, Transgender). Nikolaigården-Egalia has a lot of experience in the matter of gender and equality and wants to share and take part, to inspire and get inspired

Each participant has hosted two transnational meetings with a specific theme, providing information on that theme as well as a lecture. During the meetings participants has relayed information about previous work and discussed and planned future work. Brainstorming has been done and best practices has been shared. The project progression and success has been measured during the project with questionnaires as well as throughout the project through a focus group at each individual preschool.

The expected results of the project has been more aware and informed staff on issues of gender and equality, and work that is specifically aimed at dismantling stereotypes and being norm critical. Gender mainstreaming has also been an expected outcome, along with tools to help carry out consistent gender equality work. The children at the preschools are in the future expected to become more aware of gender norms and to question and defy them. Parents and caregivers are also expected to become more aware of gender norms and to support their children in stepping outside gender boundaries. Potential long term benefits, and one of the main goals of the project has been to change how gender is viewed in society and the impact it has on individuals, bringing about more freedom from gender constraints and more equality on a whole.

2.1. Summary of participating organisations

Role of the Organisation	PIC of the Organisation	Name of the Organisation	Country of the Organisation	Type of Organisation	Accreditation of organisation (if applicable)	Partnership Entry Date	Partnership Withdrawal Date
Applicant Organisation	929678071	Agnebäckens förskola	Sweden	Other		01/09/2015	30/09/2017
Partner Organisation	931646201	Associazione Progettinanzia Bassa Reggiana	Italy	Other		01/09/2015	30/09/2017
Partner Organisation	932377290	Hjallastefnan	Iceland	Other		01/09/2015	30/09/2017
Partner Organisation	929128663	Nicolaigarden-Egalia	Sweden	Other		01/09/2015	30/09/2017

Total number of participating organisations

4

3. Description of the Project

In this section, you are asked to give information about the objectives and topics addressed by your project;

Were all original objectives of the project met? How were they reached? Please comment also on any objectives initially pursued but not achieved in the project.

Exchange of ideas and practices

An important part in every transnational project meeting have been to show successful practice in the daily work. Time for discussions have been a really important part of the schedule.

Presentations have been collected in the website at eTwinning.net, for the project participants. After every transnational project meeting the focus group of the project have discussed what's been informed about and been shown. The homework, which every preschool have worked with, have been presented and also published in the website.

Further development and change in the gender work

Through the evaluations we can be sure of that the awareness of the problems round the issue of gender has increased. Many of the preschool teachers have declared that the knowledge of the complexity of gender and norm critic have increased a lot.

Toolkit

The Toolkit is presented in a publication that can be reached at a link at the website. It will be available hopefully at 8th of March 2018.

Parents and caregivers be more aware of gender issue

The project has become a reason to discuss the matter of gender and the traditional norms in the society with the parents and caregivers. The matter has been discussed at formal meetings in the preschools as well as informal daily meetings. The reactions have always been interested and positive.

Network of interested preschool educators

The preschool teachers, connected to the project, have got to know each other quite good and have formed an, so far, informal network for the development of the preschools according to gender and norm critics. Networks on a national basis have also started in the local organisations.

Best practice discussion

As mentioned above, one of the most important parts of the transnational project meetings have been the discussions of how to work with gender issues and how to improve the work in that matter.

New and improved ideologies and theories to build the work on

At every transnational project meeting there have been lectures of scientists from Universities that are connected to the project or other representatives from e.g. NGOs that work with gender issues. They have presented research in the scientific frontline and successful civic activities. Presentations from the lectures have been uploaded at the website. Often have the lectures been open for an extended group of local preschool teachers.

Working towards a more equal society

In the project we are absolutely sure that the activities in the project have made a change in the work in the preschools in the right direction according to gender and norm awareness although much is still to be done.

Public website

We have the website in twinspace in etwinning.net for internal communication. The website has also a public mode where common material is published. <https://twinspace.etwinning.net/6273/home>. We are not aware of if the website has been used much.

More educated staff in the gender and norm critical matter

Through presentations, discussions and lectures in the gender and norm critic matter we are confident that the knowledge of these important questions have increased in the group of preschool teachers and preschool directors. Evaluations in the national groups have also showed that the awareness of the focus questions of the project have increased.

What were the achievements of the project? Please provide a detailed description of the project results (if they are not listed in the sections "intellectual outputs", "multiplier events" or "learning, training, teaching activities"). Please describe achievements exceeding the initial expectations, if relevant.

The most important achievements in the project was

- The project has had many transnational project meetings where the meetings within the project group were very important. Everyone has experienced that the project's question about gender and gender equality work in preschool is so important that it requires a discussion friendly climate with much respect for each other's differences. All preschools have been able to demonstrate good work of the focus of the project, and there have been space to discuss it.
- Every preschool's method and good practice have been discussed between the meetings at home, so the dissemination of the work have been really good.
- Every preschool have worked with the focus questions for the next meeting
- At almost every transnational project meeting there have been at least one lecture at university level. An extended group of preschool teachers have participated at that kind of activities. There have also been lectures from NGO:s or companies that work with gender and equality questions.
- Based on what has been reported at the transnational project meetings, the preschool teachers have worked directly with their children groups both for the children to be informed about the project and also to test the methods and pedagogical theories reported at the meetings
- All reports from the transnational project meetings have been published at the internal mode of the project's website on eTwinning.net for the preschool teachers to download.
- In the public mode of the website all newsletters from the project meetings have been published.

That we want to highlight extra in the project are

- It has been a high quality level of the discussions. They have been experienced as professional.
- The university lectures, with no exceptions, have been interesting and on a high level. At every lecture there have been a big extended group of audience.
- The work that have been done between the transnational project meetings where the local focus groups have worked with the reports from the meetings and with the coming focus questions.
- Children and parents and caregivers have successfully been informed about the project during the whole project period.
- Together with the project group an author and an illustrator from Italy have written a children's book about gender and norms in society. "Ne questo ne quello", "Neither this nor that", www.edizionilibre.it, IBAN 978-88-99087-07-4
- There have been international interest in the project and contacts have been taken for a continuing of the work with gender and equality in a coming Erasmus+ project with preschool workers from Portugal, Italy and Greece.

In what way was the project innovative and/or complementary to other projects already carried out?

The theme for the project, to Shake the habitual, is so relevant in our time and the society really needs to focus of the questions of gender, equality and questioning the traditional norms.

In the project group we think that the work has been facilitated because of the project group has met so often, two transnational project meetings at every preschool.

In connection with most project meetings, job shadowing have also been organized, which meant that knowledge about the project has increased both among the preschool teachers who carried out job shadowing and those who received the guests from the hosting preschools.

What was the most relevant horizontal or sectoral priority addressed by your project?(multiple selection possible)

- Developing basic and transversal skills using innovative methods

What were the other relevant horizontal or sectoral priorities addressed by your project?(multiple selection possible)

- Enhancing the quality of early childhood education and care (ECEC)
- Strengthening the profile of the teaching professions

In case the above selected priorities are different from the ones in the application, please explain why.



What were the most relevant topics addressed by your project?(multiple selection possible)

- Gender equality / equal opportunities
- Inclusion - equity
- Pedagogy and didactics

In case the selected topics are different from the ones in the application, please explain why.

4. Project Management

Which activities and indicators of achievement (quantitative and qualitative) did you put in place in order to assess whether and to what extent did the project reach its objectives and results? How did you measure the level of success?

At every meeting we have had time to discuss the project, comparing to the application, and how we were going to continue the project.

All preschool have discussed the project and the transnational project meetings at home in their local focus groups.

The results of the activities between the project meetings have all been reported to all at the transnational project meetings and the presentations have been collected at the website at eTwinning.net

Interviews and surveys have been made during the project.

The most obvious effect according to the project ideas has been the change in attitude and behaviour of the preschool teacher that were involved. That has been clearly expressed in the evaluations from all participating preschools. All preschool have made their own interviews or surveys and have all reported the progress in the development.

How were the quality, effectiveness and efficiency of the project monitored and evaluated (include budget control and time management)? Please mention the involved staff profiles and frequency of such activities.

The quality of the project was a regular discussion point at every transnational meeting

From every transnational meeting there were newsletters written where the work of the project at the preschools were reported.

All reports from the preschool were presented at the transnational meetings and presentations from the reports were saved at the twinspace in etwinning.net

The coordinator from Sweden has been present at every meeting except one, to lead the evaluation discussions in the project group. All schedules have had parts of evaluation and critical discussions of what's been at the meetings according to the agreed application.

All participants have been a part of the discussions.

If relevant, please describe any difficulties you have encountered in managing the implementation of the project and how you and your partners handled them. What measures were used to handle project risks (e.g. conflict resolution processes, etc.)?

From the beginning of the project we decided to make films of the lectures that was a part of the project.

Our idea was to publish the films and use them as information materials to colleagues.

We have been aware of the difficulties to make this films good enough to use in the preschools. It took too much time to edit the movies and also to get a high quality enough of the recordings. We were a bit naïve about the possibility to make the films and to create interest in watching them.

In the project we have two films from the first project meeting who are saved for internal use in the project website at eTwinning.net.

We decided to skip the film idea and instead save all the ppt presentations at etwinning.net.

The staff situation

The working situation for preschools, especially in Sweden and Iceland, is complicated with a lot of offers to preschool teachers to change jobs. The staff are attractive both in other preschools and in other businesses. Persons who were involved in the project have quit their employment and new people have come in in the project.

The new involved staff have been informed about the project and got support, if necessary, by colleagues in the project or from the coordinator.

We think and hope that the new participants have had possibilities to be a genuine part of the project.

5. Implementation

this section asks for information about all the stages of the project: implementation of main activities including practical arrangements, participants' profile, impact, dissemination of the results and future plans;

Please describe the activities organised by your project and elaborate on the methodology you applied. Please provide detailed information in particular about the project activities that were supported by the grant for Project Management and Implementation.

Trans national project meetings

In the project we decided to meet in the project group at two transnational project meetings at every preschool (Reykjavik, Stockholm, Bassa Regiana and Harryda). The meetings did mainly use the same structure for the schedule for the meetings.

The preschools showed something in a study visit connected to the work with gender, equality and norm discussions. The study visit were discussed in the project group.

Every project meeting have had a theme that the staff have been worked with between the meetings. The local work has been presented at the project meetings and the presentations have been collected at the project website.

At almost every meeting there have also been lectures about university research about gender and equality performed by researchers from the universities. At some meetings there have also been lectures of local NGO:s, companies or national authority's that work with children, the gender issue and equality.

Preschool teachers in the local organisations have been invited to the lectures as a possible continuing education. This opportunity has been used almost every times and with success.

At every project meeting there have been time for evaluation discussions and also time for discussions about the theme of the coming meetings.

Job shadowing

Connected to the transnational project meetings there have, in many cases, been job shadowing activities. The job shadowers have reported their experiences to the project group at the transnational meetings.

Homework

Prior to a forthcoming project meeting, the preschools and their focus groups have worked together with the children with the theme of the coming meeting. Those works have been presented at the project meetings and the documentation have been collected in the website at eTwinning.

Focus groups

At every preschool there have been a local focus group that have evaluated and discussed the project and the theme for the next meeting. At the preschools the children have been involved in the project in the daily work while they have worked with activities connected to the next meeting's theme.

Dissemination activities

There have also been information about the project to colleagues, children and parents and caregivers. For colleagues at staff meetings and conferences, for the children in the daily work and especially before and after the transnational project meetings. Parents and caregivers have been informed in the daily meetings and have also got information about the project's website on eTwinning.net (the public part of the website).

At the preschool's websites there have been links to the "Shaking the Habitual" website at eTwinning.net. There are the newsletters from every meeting published in the public mode of the site, open for all colleagues and parents and caregivers.

The website at Twinspace at eTwinning.net, "Shaking the Habitual"

<https://twinspace.etwinning.net/6273/home> content information about the application, newsletters from the transnational project meetings in the public mode and presentations from the homework and photos from the meetings in the internal mode.

The Tool Kit

The project participants are now working with the tool kit publication. Material are produced at every preschool and put together by the preschool organisation in Guastalla. The tool kit is hopefully published at 8th of March 2018. It will be presented at the website in eTwinning.net and in the EPRP website.

The grant for Project Management and Implementation has been used for participation for the coordinator in the transnational project meetings. It has also been used to engage researchers from the Universities and other resource persons. The grant have also been used to partly pay the jobshadower's travel cost and

accommodation.

How did the project partners contribute to the project? Please detail specific competences brought in by the partner organisations.

All participating preschools has been equally responsible for the quality of the project work. All preschools have participated in all transnational project meetings (except for the second meeting in Stockholm where the team from Iceland could not participate) and have contributed to the meeting with presentations from the preschools. All participating preschools have unique experience in the question of gender and working with norms with the children. The transnational project meetings have, according to the unique experience and reflected analysis all participating preschool have, been very fruitful for all participating preschool workers since the individual experiences have been components to create a picture of the complexity of the gender, equality and norm critics issue.

Agnebäcken preschool, in Harryda, Sweden have had a gender focus for several years. Gender has been a focus area for further education of preschool teachers in the municipality and the preschool recognizes the value of expanding the issue to include an international perspective.

The Hjalli preschool group in Iceland has a long experience of working with single gender groups, gender compensations projects, controlled mixed gender settings and gender equality and is a part of Hjallastefnan, an education company that runs both preschools and primary schools. From its inception Hjalli has maintained a strong gender equality discourse, developing distinct ways of working with gender, while looking to improve and continue to lead the way in gender equality in preschools in Iceland.

Progettinfaizia in Italy has in the last few years made efforts to create awareness around gender issues in early childhood education. In Italy the discourse on gender equality has been rather weak, however Progettinfaizia is taking part in the debate on a local, regional and national perspective. The work done on the field has focused on adults' awareness and self-reflection staff holding the capacity of the practitioners to read and de-construct gender stereotypes and biases

Nikolaigården-Egalia, the first preschool in the world to be LGBT-certified (Lesbian, Gay, Bisexual, Transgender). Nikolaigården-Egalia has a lot of experience in the matter of gender and equality and wants to share and take part, to inspire and get inspired

What is your qualitative appreciation about the cooperation and communication between the partners and with other relevant stakeholders during the implementation of this project? What are the positive and negative elements of this cooperation process? What are the elements you would improve if you were to carry out a similar project in the future?

The cooperation in the project have worked out very well. All preschools have participated according to their special strengths, and also been curious about the other's work with gender, equality and norm criticism. All preschools have reported back to their colleagues and in that way involved more preschool teachers at home. All preschools have, during the transnational project meetings, reported the discussions they have had with their colleagues. The preschools have experienced that the interest about the issue of the project has been very large. During the project meetings have also an extended group of preschool teachers from the hosting preschool participated in lectures and presentations, something that have been highly appreciated. The preschools have, with no exception, expressed the value of the discussions and the respectful tone. We have all agreed that the start point for the work with gender, equality and norm criticism is very different in the four preschools.

In a similar project in the future we would try to use the website at eTwinning.net better. There have been some difficulties to get access to the website and the time for troubleshooting have been too short. The employees have felt that the time for the discussions have been too short sometimes and perhaps that the discussion questions could be more "narrow". At the lectures there could be more time for reflections and discussions.

What target groups were addressed in your activities plan? Were the target groups changed in comparison to the ones identified in the application form?

It has been a good correlation between the target groups in the application and in the project.

The preschool workers have participated much. The group has been extended with the job shadowing activities.

The children have had a really important role in the work between the transnational project meetings

Parents and caretakers have shown a great interest in the project and the reactions from the group have always been positive.

We have felt a big interest from colleagues outside the project organisation. We have been invited to talk about the project both national and international and preschool workers from other countries in Europe have also shown interest and have made suggestions of continuing the work with the thoughts from the Shaking the Habitual project in another Erasmus+ project

5.1. Involvement of Participants With Fewer Opportunities

Did your project involve participants with fewer opportunities in project activities?

No

5.2. Transnational Project Meetings

Please describe the Transnational Project Meetings organised within your project. What was the purpose and frequency of the transnational project meetings and who participated? Please elaborate how these meetings served the purpose of project coordination and implementation and in case there is a difference between what was planned and what was implemented, please explain why.

The transnational project meetings have been a most important part of the project. Those meetings have been the meeting points for the project group and a very important area for reporting, discussion and evaluation of the project. The transnational project meetings have been the platform for the progress of the project.

There have been eight project meetings during the project. Twice in every preschool. At every meeting there have been a theme, agreed at the previous meeting. The theme has been homework for the participating preschools and the preschool teacher have discussed the theme in the focus groups and made a kind of small studies with the participation of the preschool children.

At every meeting there has been time for presentation of the preschool in a certain matter with study visits and time for discussions.

There has also been lectures about a connected subject with a researcher from a university.

The homework has been presented from every preschool and it has been time for reflections and discussions.

At every project meeting there have also been time for project management and evaluation.

The host preschool has written a newsletter from the meeting and also made a group photo.

1st project meeting

was in Reykjavik with study visits at Hjalli preschool.

There were two lectures.

Svandís Anna Sigurðardóttir spoke about their work with Gender and equality at Hjallastefnan

Þórdís Þórðardóttir from University of Iceland. Respectable femininities of aspiring female teachers

She presented her findings from research in which she asked first year students at the School of Education to write down their first memory connected to their own gender.

2nd project meeting,

Nikolaigarden – Egalia.

Focus: Childrens literature.

Study visit at Nikolaigarden.

Lotta Rajalin gave a talk about the work with Equality and gender neutral education at Nicolaigården/Egalia.

Cathrine Fawcett held a lecture called The effect on norm-conscious pedagogy on preschool children's gender-related cognition

Kristian Wallin held a lecture on Men in Preschool: The man as a symbol for change

3rd ,project meeting

Agnebacken preschool in Harryda.

Focus: When and how do I/we, as preschool educators, enforce stereotypical gender norms?

When, where and how do the children in preschool act/ interact beyond stereotypical gender norms?

Study visits at Agnebackenn and Salmereds preschools

Also study visit at Navet Science Centre in Borås

Lecture by Anette Hellman, University of Gothenburg, about Food and eating, space and norms.

4 th, Guastalla

Focus: How can the environment, the material and the way of different expressions help and support a shaking of gender stereotypes in creative processes?

Study visit at the new infant toddler centre, built in Guastalla after the earthquake

Lecture by Roberta Cardarello, University of Modena, about The Italian situation about gender education.

Also lecture by Cristian Fabbi, the director of Azienda Servizi Bassa Reggiana, about The preschools system of the Bassa Reggiana district, underlining its historical, social and political dimension. He also talked about Early childhood and late modernity

5th project meeting,

Nikolaigarden-Egalia

Focus: How do the preschool work to enforce the empathy and emotions of the children?

Study visit

Lecture by Lillemor Torstensson at The Children's books Institute, about Children's literature.

Lecture in and about Old Town in Stockholm from the view of the children by Kristian Wallin

6th project meeting,

Agnebacken preschool

Focus: "How do norms affect us when we are supporting/challenging the children's cognitive development in pre-school?"

Study visit at Tellus, a science resource centre in the municipality.

Lecture by Erika Kyrk Seger and Ulrika Kärnfelt, Earth's own heart beat, about an art project, and Karin Hultman, University of Stockholm, had a lection about the "non-living" environment around children and adults in the preschool. Enchantment, ethics and aesthetics as a point of departure in exploring natural science.

7th project meeting,

Guastalla

Focus: "How do we involve caregivers and parents in our norm critical work and gender awareness?"

Visit at The International Loris Malaguzzi Center

Study visit at 0-3 year old preschool "Birillo" and the 3-6 year old preschool "Arcobaleno" in the

municipality of Novellara and a visit at the International Loris Malaguzzi Center

Meeting at "Non una di meno", a network of women help desks, LGBTQ associations and feminist groups

8th meeting, Reykjavik

Focus: How are body norms created and recreated in schools and in society? How can we counteract the body norms in school?

Lecture by Margrét Pála Ólafsdóttir; What is the Hjalli model?

Hanna Björg Vilhjálmsdóttir; The Importance of Gender Equality in Education.

Sigrún Daníelsdóttir; Body respect in youth

Also a study visit at Sólheimar in Grímsnes.

5.3. Intellectual Outputs

This section doesn't apply for this project

5.4. Multiplier Events

This section doesn't apply for this project

5.5. Learning/Teaching/Training Activities

This section doesn't apply for this project

6. Follow-up

6.1. Impact

What was the project's impact on the participants and participating organisations involved in the project?

The preschool workers at the participating preschool have, with no exceptions, shown an increasing interest and awareness about the questions of gender and equality. There are more than one preschool teacher that have expressed that they are surprised about their earlier stereotype way of communicating with children depending on their sex.

The issue have been discussed in the whole organisations and the behaviour of the preschool workers have changed. The employees says that the project have had a great influence on the work with the children and the way they address the children. The outdoor and indoor environment have changed and are in many ways rebuilt with the new knowledge from the discussions in the project.

The lectures organised by the project have been a possibility for a bigger group of preschool workers to get gender and equality education.

The interest for a continuing work to develop the norm critical issue is big in the whole group of participating preschools.

The children have shown a change in behaviour in the everyday work.

The question of gender and equality have been discussed a lot in the group of parents and caregivers, informally in the everyday meetings and formally at meetings with the whole groups of parents and caregivers. They have always been positive when the question has been raised.

Outside of the participating organisations which were the project's target groups and other relevant stakeholders? What was the project's impact on them and how did the results reach them?

There have been a clear interest from other groups outside our partnership. Every preschool have organised seminars, meetings and lectures about the project both inside and outside their organisations.

From a NGO in Portugal there have been a request of working with a continuing of the project in another Erasmus+ project and with new participants. The idea to the new Project was found at the Etwinning website, in the public mode.

The Shaking the Habitual project is presented at the School Education Gateway together with other projects under the heading "Gender and its expressions: equality in education".

The project has participated in both national and international information initiatives organised of the Erasmus+ authorities.

How has the project contributed to the achievement of the most relevant priorities (as outlined in the description section)? To which extent was the expected impact reached?

Exchange of ideas and practices

An important part in every transnational project meeting have been to show successful practice in the daily work. Time for discussions have been a really important part of the schedule.

Presentations have been collected in the website at eTwinning.net, for the project participants. After every transnational project meeting the focus group of the project have discussed what's been informed about and been shown. The homework, which every preschool have worked with, have been presented and also published in the website.

Further development and change in the gender work

Through the evaluations we can be sure of that the awareness of the problems round the issue of gender has increased. Many of the preschool teachers have declared that the knowledge of the complexity of gender and norm critic have increased a lot.

Toolkit

The Toolkit is presented in a publication that can be reached at a link at the website. The date for the release of the Tool Kit is 8th March 2018.

Parents and caregivers be more aware of gender issue

The project has become a reason to discuss the matter of gender and the traditional norms in the society with the parents and caregivers. The reactions have every time been positive.

Network of interested preschool educators

The preschool teachers, connected to the project, have got to know each other quite good and have formed a, so far, informal network for the development of the preschools according to gender and norm critics.

Best practice discussion

As mentioned above, one of the most important parts of the transnational project meetings have been the discussions of how to work with gender issues and how to improve the work in that matter.

New and improved ideologies and theories to build the work on

At every transnational project meeting there have been lectures of scientists from Universities that are connected to the project or other representatives from e.g. NGO:s that work with gender issues. They have presented research in the scientific frontline. Presentations from the lectures have been uploaded at the website. Often have the lectures been open for an extended group of local preschool teachers

Working towards a more equal society

In the project we are absolutely sure that the work in the project have made a change in the work in the preschools in the right direction according to gender and norm awareness although much is still to be done.

Public website

We have the website in twinspace in etwinning.net for internal communication. The website has also a public mode where common material is published. <https://twinspace.etwinning.net/6273/home> We are not aware of if the website has been used a lot.

More educated staff in the gender and norm critical matter

Through presentation, discussions and lectures in the gender and norm critic matter we are confident that the knowledge of these important questions have increased in the group of preschool teachers and preschool directors

What was the impact of the project at the local, regional, European and/or international levels? Please provide qualitative and quantitative indicators.

The project has been discussed internal and external. Through conferences, locally, regional, national and international, have representative's from all participating preschools from the project informed about the Shaking the Habitual project. They have all had the possibility to report from the project about content and outcomes from the work.

Local; in the municipalities and at conferences in the local preschool company

Regional: Seminar in Linköping about international projects

National; at two UHR seminar about Erasmus+ projects

International; at an international Erasmus+ conference in Malmo and a coming contact conference in Stockholm in February

A contact has been taken of a NGO in Portugal as an effect of the website. Plans about another Erasmus+ project as a continuing of the Shaking the Habitual project is under discussion.

Two authors have cooperated with the project in writing a children's book about gender and norms. The book is written in Italian and English and the title is "Ne questo ne quello", "Neither this nor that", www.edizionilibre.it, IBAN 978-88-99087-07-4

Publikationer

Work is going on to create a tool kit publication with articles written by representatives from every participating preschool. It will be published as a book both analogue and digital. The publication will be released at 8th of March 2018.

Website

The website has been used for internal information in the project. It has also been used for information to other outside the project like preschool teachers and other curious and interested general public.

School Education Gateway

The Shaking the Habitual project is presented in School Education Gateway,

<https://www.schooleducationgateway.eu/sv/pub/latest/practices/gender-and-its-expressions-eq.htm>

Harryda municipality plan to organize a Dissemination conference in May 2018 for employees in the

municipality and interested workers from preschool and school in the area. There will be presentations of the most important results from the project and also lectures about how it's possible to work with diversity in preschool, school and in the society. Lectures are planned to be performed by people from the participating preschools. The conference is financed by the Municipality of Harryda.

6.2. Dissemination and Use of Projects' Results

To whom did you disseminate the project results inside and outside your partnership? Please define in particular your targeted audience(s) at local/regional/national/EU level/international and explain your choices.

The Project participants have informed about the project to, mostly, colleagues in preschools in our different organisations. At study visits at the preschools there have been a used possibility to inform the guests about the Shaking the Habitual project. We think it's so important to lift the question about gender, equality and norms to the whole of the preschool organisation. All preschools in the project have had contacts with Universities, to discuss the project and to invite researchers to come and inform of the frontline of the academic research.

Locally the parents and caregivers are also, of course, an important group for information. They have been informed and involved through formal and informal meetings at the preschools where the preschool teachers who are involved in the project have informed about the project, the transnational project meetings and the "homework" that has to be done in the project. The parents have also been invited to the public part of the TwinSpace website.

The project have also been invited to participate in local, national and international conferences to inform of international projects, Erasmus+ partnership and our project "Shaking the Habitual"

Regionally the project have been invited to Linköping Municipality in the middle of Sweden. Nationally the project have participated in an information conference about Erasmus+ projects in Stockholm, organized by Swedish Council for Higher Education and at EU level in a conference about transnational projects in Malmö also organized by Swedish Council for Higher Education.

What kind of dissemination activities did your partnership carry out and through which channels? Please also provide information on the feedback received.

The website has been working since the start of the project. Since we have been using the TwinSpace platform at eTwinning.net we have had the possibility to use it for public information to parents, caregivers and interested colleagues. There are difficult to get feedback from the use of the website, but we have the contact in Portugal that first got the information about the project from the website.

Konferenser

We have also been invited to talk about the project to a planning group from the City of Linköping.

The project has also been represented at a national seminar about Erasmus+ projects, arranged by UHR in Sweden.

Through UHR in Sweden the project also has been invited to inform and discuss the Shaking the Habitual project in a European seminar about Erasmus+ projects in Malmö.

In Italy there was a public book release organized when the book "Ne questo ne quello", "Neither this nor that", www.edizionilibre.it IBAN 978-88-99087-07-4, was presented. The most lectures that were organized by the project have been open for a larger group of preschool workers .

SEG, The Shaking the Habitual project is presented in School Education Gateway, <https://www.schooleducationgateway.eu/sv/pub/latest/practices/gender-and-its-expressions-eq.htm>

Harryda municipality plan to organize a Dissemination conference in May 2018 for employees in the municipality and interested workers from preschool and school in the area. There will be presentations of the most important results from the project and also lectures about how it's possible to work with diversity in preschool, school and in the society. Lectures are planned to be performed by people from the

participating preschools. The conference is financed by the Municipality of Harryda.

Erasmus+ promotes an open access requirement for all materials produced through its projects. In case your project has produced intellectual outputs/tangible deliverables, please describe if and how you have promoted their free access to the public. In case a limitation was foreseen for the use of the open licence, please specify the reasons, extent and nature of this limitation.

Results like ideas and methods in the gender and equality work are collected in our tool kit. There are a lot of material connected to the reports and results from the homework that are presented at the transnational project meetings that due to photos of children are not published public. These results are available to anyone indirectly through the tool kit and the increased knowledge and experience of the project's preschool teachers group.

The book "Ne questo ne quello", "Neither this nor that" is made by the author and the illustrator in close cooperation with the project's participants. The public have access to the book through the book publisher, www.edizionilibre.it.

How have you ensured that the project's results will remain available and/or will be used by others?

The project has been an education for a large group of preschool workers. At almost every project meeting work shadow activities have been arranged. The number of involved preschool workers in the jobshadowing activities and the transnational project meetings have been high. All educated preschool teachers will continue the work and can influence new colleagues. Either at their present or at new preschools.

The documentation of the project will remain at the eTwinning website.

There will also be possible to download the toolkit from the project from the website and also from the EPRP website.

The toolkit and also the publication "Ne questo ne quello", "Neither this nor that", will be available from the book's publisher.

The results from the project will inspire to further international projects and conferences.

How did you see the potential to use this project's approach in other projects on a larger scale and/or in a different field or area?

The project's design is, according to our evaluations, effective and can be useful in other projects with other subjects. The double meetings at every preschool increase the discussion friendly atmosphere due to that all participants know each other.

The contact with different Universities has given the project high quality research knowledge and interesting insights from the academic world.

The content of the project is very important and we think that more international projects should work on with these subjects. The question of gender, equality and norms as well as to critically analyse the work in preschools are so important, locally and global.

6.3. Sustainability

Which activities and results will be maintained after the end of the EU funding? How will these activities be implemented and supported?

The book "Ne questo ne quello", "Neither this nor that", www.edizionilibre.it, IBAN 978-88-99087-07-4 is published and in use. Because of the bilingual format of the book it is possible to use the book in all our preschools.

In March 2018 the Shaking the habitual toolkit will be available for the project and the public a digital publication through the website and there will also be a printed version of the book.

The website will remain for the project's participants and also for public. For the members in the project all

material is collected there.

Harryda municipality plan to organize a Dissemination conference in May 2018 for employees in the municipality and interested workers from preschool and school in the area. There will be presentations of the most important results from the project and also lectures about how it's possible to work with diversity in preschool, school and in the society. Lectures are planned to be performed by people from the participating preschools. The conference is financed by the Municipality of Harryda.

There are still plans to implement another preschool project about work with gender, equality and norm discussions with help from the Erasmus+ programme. We are still waiting of the decisions from the NA in Lisbon in Portugal. The project application is first reserve and is to be processed in the end of the year.

7. Budget

this section gives a detailed overview of the final amount of the EU grant you request;

7.1. Budget Summary

PIC of the Organisation	Project Management and Implementation	Transnational Project Meetings	Intellectual Outputs	Multiplier Events	Learning/Teaching/Training Activities			Special Needs Support	Exceptional Costs	Exceptional Cost Guarantee	Total (Calculated)
					EU Travel Grant	EU Individual Support	Linguistic Support Grant				
929678071	12,500.00	10,350.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	22,850.00
Total	12,500.00	10,350.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	22,850.00

7.1.1. Project Total Amount

Project Total Amount Reported (Calculated)	22,850.00
--	-----------

Please provide any further comments you may have concerning the above figure.

7.2. Project management and implementation

PIC of the Organisation	Role of the Organisation	Name of the Organisation	Total
929678071	Beneficiary	Agnebäckens förskola	12,500.00
Total			12,500.00

7.3. Transnational Project Meetings

PIC of the Sending Organisation	Total No. of Meetings	Total Number of Participants in All Meetings	Distance Band	Grant per participant	Total (Calculated)
---------------------------------	-----------------------	--	---------------	-----------------------	--------------------

929678071	1	3	100 - 1999 km	575.00	1,725.00
929678071	1	3	100 - 1999 km	575.00	1,725.00
929678071	1	3	100 - 1999 km	575.00	1,725.00
929678071	1	3	100 - 1999 km	575.00	1,725.00
929678071	1	3	100 - 1999 km	575.00	1,725.00
929678071	1	3	100 - 1999 km	575.00	1,725.00
				Total	10,350.00

7.4. Intellectual Outputs

This section doesn't apply for this project

7.5. Multiplier Events

This section doesn't apply for this project

7.6. Learning/Teaching/Training Activities

This section doesn't apply for this project

7.7. Special Needs Support

This section doesn't apply for this project

7.8. Exceptional Costs

This section doesn't apply for this project

7.9. Exceptional costs - Guarantee

This section doesn't apply for this project

Annexes

in this section, you need to attach additional documents that are mandatory for the completion of the report;

Please note that all documents mentioned below need to be attached here before you submit your form online. Before submitting your report to the National Agency, please check that:

- All necessary information on your project have been encoded in Mobility Tool+
- The report form has been completed using one of the official languages of the Erasmus+ Programme Countries.
- You have annexed all the relevant documents:
- The Declaration of Honour signed by the legal representative of the beneficiary organisation.
- The necessary supporting documents as requested in the grant agreement.
- you have saved or printed the copy of the completed form for yourself.
- You have uploaded the relevant results on the Erasmus+ Project Results Platform:
<http://ec.europa.eu/programmes/erasmus-plus/projects/>

List of uploaded files

- **Declaration of Honour signerad.pdf** DOH
0.10 Mb
7 minutes ago