



Teacher education is a deeply pedagogical process rooted in values, ethics, and the social purpose of schooling. Globally, it sits at the core of educational quality and fairness, as research in comparative and international education demonstrates: the training of teachers directly influences students' learning chances, social inclusion, and the democratic aims of schools. Teachers are not simply transmitters of curricula, but active professionals whose convictions, reflective skills, and ability to manage the complexities of classroom life give shape and substance to the educational experience itself.

The pedagogical dimension of teacher education frames teaching as a relational, context-aware, and ethically grounded profession rather than just a set of procedural skills. From a research perspective, this demands robust research methodologies that can critically examine the complex realities of schools and inform evidence-based policies. Equally important is the connection between theory and practice, which helps to bridge the persistent gap between universities and schools.

The contributions gathered in this volume reflect the richness and diversity of experiences showcased during the ATEE Spring Conference 2024, held at the University of Bergamo from May 29 to June 1, 2024. The volume presents 70 selected papers out of more than 300 presented by researchers representing over 40 countries.

This broad spectrum of studies highlights promising directions that can inspire renewed inquiry and concrete proposals aimed at improving contemporary educational systems.

FRANCESCO MAGNI is an Associate Professor of General and Social Pedagogy (PAED-01/A) at the Department of Human and Social Sciences, University of Bergamo, Italy. He is a member of the board and Deputy Director of CQIIA (Center for the Quality of Teaching, Didactic Innovation, and Learning). He is also a member of the ATEE - Association for Teacher Education in Europe.

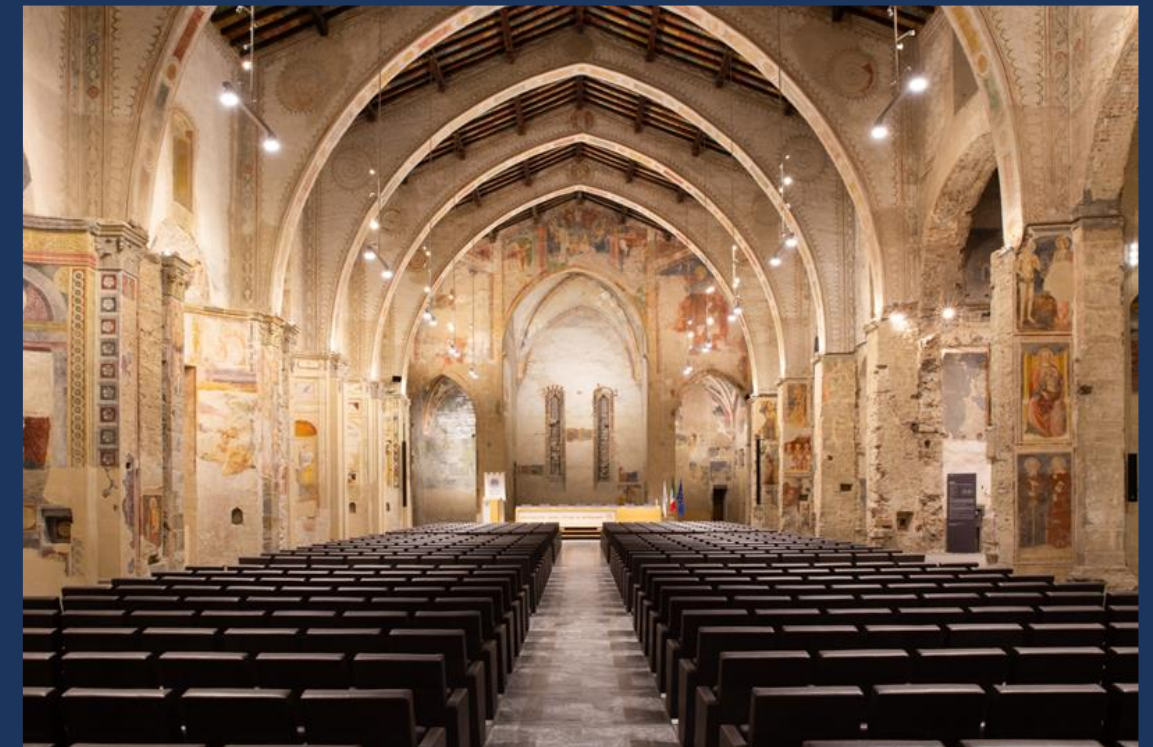
NICOLE BIANQUIN is an Associate Professor of Didactics and Special Education (PAED-02/A) at the Department of Human and Social Sciences, University of the Aosta Valley, Aosta, Italy. She is a member of the ATEE - Association for Teacher Education in Europe.

ATEE Spring Conference 2024

ATEE Spring Conference 2024

Teacher education research in Europe: trends, challenges, practices and perspectives

May 29th – June 1st, 2024
S. Agostino, Bergamo



Edited by Nicole Bianquin and Francesco Magni



UNIVERSITÀ
DEGLI STUDI
DI BERGAMO

ISBN:978-88-97253-27-3

DOI: [10.62336/unibg.978-88-97253-27-3](https://doi.org/10.62336/unibg.978-88-97253-27-3)



2025



UNIVERSITÀ
DEGLI STUDI
DI BERGAMO | Dipartimento
di Scienze Umane
e Sociali



CQIA

Centro per la Qualità dell'Insegnamento,
dell'Innovazione Didattica e dell'Apprendimento
UNIVERSITÀ DEGLI STUDI
DI BERGAMO



BOOK OF PROCEEDINGS

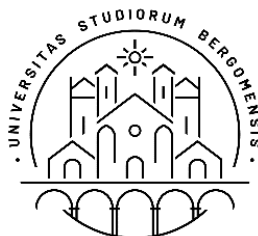
ATEE Spring Conference 2024

Teacher education research in Europe:
trends, challenges, practices and perspectives

May 29th – June 1st, 2024

S. Agostino, 2 - Bergamo, Italy

Edited by Nicole Bianquin and Francesco Magni



Università degli studi di Bergamo

2025

BOOK OF PROCEEDINGS ATEE Spring Conference 2024. Teacher education research in Europe: trends, challenges, practices and perspectives / Nicole Bianquin, Francesco Magni (edited by) - Bergamo: Università degli studi di Bergamo, 2025

ISBN: **978-88-97253-27-3**

DOI: [10.62336/unibg.978-88-97253-27-3](https://doi.org/10.62336/unibg.978-88-97253-27-3)

This publication is released under the Creative Commons
[Attribution Non-Commercial No Derivatives license \(CC BY-NC-ND 4.0\)](https://creativecommons.org/licenses/by-nc-nd/4.0/)



© 2025 The Authors

<https://aisberg.unibg.it/handle/10446/309209>

An event organised by:

Dipartimento di Scienze Umane e Sociali, **University of Bergamo** // www.dsus.unibg.it

CQIIA – Centro per la Qualità dell’Insegnamento, dell’Innovazione didattica e dell’Apprendimento, **University of Bergamo** // www.cqia.unibg.it

ATEE – Association for Teacher Education in Europe // www.atee.education

In collaboration with:

Siped
Società Italiana di Pedagogia
fondata nel 1989

SIPED
Società Italiana di
Pedagogia

BAUHAUS4EU
European University Alliance

Bahuhus4EU
European University
Alliance



CIRSE
Centro italiano per la
ricerca storico
educativa

SIRD
Società Italiana di Ricerca Didattica

SIRD
Società Italiana di Ricerca
Didattica

SIPSE
SOCIETÀ ITALIANA
PER LO STUDIO DEL
PATRIMONIO
STORICO-EDUCATIVO

SIPSE
Società Italiana per lo
Studio del Patrimonio
Storico-Educativo

**COMENIUS
ASSOCIATION
COMENIUS**

Comenius Association
European Higher Education
Network of Teacher and
Social Education

sipeges
società italiana di pedagogia generale e sociale

SIPeGeS
Società Italiana di
Pedagogia Generale e
Sociale

EFVET
European Forum
of Technical
and Vocational
Education and Training

EfVET
European forum of
Technical and Vocational
Education and Training

SIPeS
Società Italiana
di Pedagogia
speciale

SIPeS
Società Italiana di
Pedagogia Speciale

ETF
Working together
Learning for life
European Training Foundation

ETF
European Training
Foundation

**Centro
Italiano di
Ricerca
Pedagogica**

C.I.R.PED
Centro Italiano di
Ricerca Pedagogica

INVALSI

INVALSI
Istituto nazionale per
la valutazione del
sistema educativo di
istruzione e di
formazione

SIREF
Società Italiana di Ricerca Educativa e Formativa

SIREF
Società Italiana di
Ricerca Educativa e
Formativa

Ministero dell'Istruzione - Ufficio Scolastico Regionale e per la Lombardia
**Ufficio
Scolastico
Territoriale
di Bergamo**

**Ufficio Scolastico
Territoriale di Bergamo**

Conference Chair

Nicole Bianquin, associate professor in Special Education, University of the Aosta Valley, ATEE member;

Francesco Magni, associate professor in Education, University of Bergamo, ATEE member.

Scientific committee

Adolfo Scotto Di Luzio, Vice-Rector for Didactics, Guidance and Placement, University of Bergamo, Italy

Marco Lazzari, Head of the Department of Human and Social Sciences, University of Bergamo, Italy (until September 2024).

Anna Maria Falzoni, Director of CQIIA - Centre for Teaching Quality, Teaching Innovation and Learning, University of Bergamo, Italy

Maria Assunção Flores, University of Minho, Portugal

Joanne Banks, Trinity College of Dublin, Ireland

Federica Baroni, University of Bergamo, Italy

Tore Bernt Sorensen, University of Glasgow,

Scotland (UK)

Paolo Bertuletti, University of Bergamo, Italy

Serenella Besio, University of Bergamo, Italy

Antonio Borgogni, University of Bergamo, Italy

T.J. Ó Ceallaigh, University College Cork, Ireland;

ATEE AC member

Monica Crotti, University of Bergamo, Italy

Linda Daniela, University of Latvia, Latvia

Dietmar Frommberger, University of Osnabrück,

Germany

Paola Gandolfi, University of Bergamo, Italy

Mabel Giraldo, University of Bergamo, Italy

Etti Gordon Ginzburg, Oranim College of Education,

Israel

Michiel Heijnen, Marnix Academy, Netherlands; ATEE

AC President

Erika Kopp, Eötvös Loránd University, Hungary;

ATEE AC member

Marta Kowalczyk-Walędziak, University of Białystok,

Poland

Anna Lazzarini, University of Bergamo, Italy

Hagen Lehmann, University of Bergamo, Italy

Nicola Lovecchio, University of Bergamo, Italy

Gale MacLeod, University of Edinburgh, Scotland

(UK)

Fernando Marhuenda Fluixá, Universitat de València, Spain

Alessandra Mazzini, University of Bergamo, Italy

Sara Nijs, Leuven University, Belgium,

Katrin Poom-Valickis, University of Tallinn, Estonia

Andrea Potestio, University of Bergamo, Italy

Evelina Scaglia, University of Bergamo, Italy

Johannes Karl Schmees, Norwegian University of

Science and Technology (NTNU), Norway

Leah Shagrir, Levinsky College of Education, Israel;

ATEE AC member

Olena Shyyann, Lviv State University of Physical

Culture, Ukraine; ATEE AC member

Vasileios Symeonidis, Pädagogische Hochschule

Freiburg, Germany

Ronny Smet, Karel de Grote University of Applied

Science and Arts, Belgium; RDCs Coordinator of

ATEE

Agnieszka Szplit, Jan Kochanowski University of

Kielce, Poland; ATEE AC Vice-President

Elena Theodoropoulou, University of the Aegean,

Greece

Philippe Tremblay, Université de Laval, Québec

Vidmantas Tūtlys, Academy of Education, Vytautas

Magnus University, Lithuania

Wieland Wermke, Stockholm University, Sweden

Mara Westling Allodi, Stockholm University, Sweden

Jenny Wilder, Stockholm University, Sweden

Rano Zakirova Engstrand, Stockholm University,

Sweden

Organizing committee

Virginia Capriotti, University of Bergamo

Sara Cecchetti, University of Bergamo

Federico Chiappetta, University of Bergamo

Emilio Conte, University of Bergamo

Ester Guerini, University of Bergamo

Paolo Lazzaroni, University of Bergamo

Alice Locatelli, University of Bergamo

Isabel Maggiarra, University of Bergamo

Fabio Sacchi, University of Bergamo

Arianna Taravella, University of Bergamo

Table of contents

Introduction

Francesco Magni, Nicole Bianquin, *Back to the Core: Rediscovering the Power of Teacher Education Research* 7

Teacher education and pedagogical perspective in uncertain times: history, theory, policies and practices

Brigitta Bekesi, Eva Ulbrich, Tony Houghton, Jana Trgalova & Zsolt Lavicza, *The Reflected Double Tetrahedron Model: Project-based learning in teacher training* 11

Andrea Dessardo, «*The Italian didactic secret*». *Teachers' education according to Giuseppe Lombardo-Radice's thought* 19

Ylenia Falzone & Alessandra La Marca, *Lifelong Learning for Mongolia: Occupational Health & Safety project (3L4MHOS)* 25

Ylenia Falzone, Benedetta Miro & Elif Gülbay, *Teachers and Artificial Intelligence: Developing Digital Citizenship Skills* 31

Eleonora Florio, Tanu Biswas, Ilaria Castelli & Letizia Caso, *Bleak Pedagogy: A new term unveiled from research on Adultcentrism* 38

Deirdre Harvey & Maria Campbell, *Promoting and supporting learner resilience in the hospital school* 44

Aggelos Kavasakalis & Angeliki-Despoina Varouxli, *Reasons and beliefs of (Greek) teachers for participating in an MSc relevant to their profession* 54

Semih Kaygisiz & Hanife Akar, *Challenges Head to Train Culturally and Linguistically Responsive Teachers* 62

Sabina Leoncini, *Gender Stereotypes between School and Guidance: A Look at European Regulations and Vocational Education in Italy* 69

Silvia Maggiolini & Elena Zanfroni, *Emergency and people with intellectual disabilities. Teachers' training in the LEBEL proposal* 77

Cristina Miralles-Cardona, María C. Cardona-Moltó & José M. Esteve-Faubel, <i>Gender-responsive teaching: What strategies are teacher educators using for gender mainstreaming implementation?</i>	83
Benedetta Miro & Alessandra La Marca, <i>Service Learning in teacher education for soft skills development</i>	93
Georgia Natsiou & Melpomeni Tsitouridou, <i>Reflecting together online and offline: A systematic review on the types of peer reflection activities in teacher education</i>	102
Laura Parigi & Maria Elisabetta Cicognini, <i>Exploring the Transformative Impact of Teacher Professional Development on Student-Centered Assessment Approaches</i>	109
Francesca Pileggi, <i>Non-cognitive competence and critical-creative skills. A critical review of the current perspectives</i>	116
Francis J. Prescott-Pickup, <i>Finding a successful teacher identity: the role of the mentor-mentee relationship</i>	122
Nathanaili Valbona, <i>Analyzing poor academic performance of Albanian pupils in PISA</i>	129
Elena Zanfroni, <i>Problematic behaviours and classroom management: teachers' representations</i>	137

Teaching and learning challenges and professional development

Monica Banzato, <i>Attitudes of Humanities Students and Aspiring Teachers Toward Quantitative Educational Research: An Introductory Study</i>	146
Ane Bergersen, <i>Global awareness and professional teacher competence through student mobility from Norway to Zambia</i>	152
Barbara Bocchi, Elena Bortolitti & Paola Damiani, <i>Informal Support Teacher Networks: training and self-training between Communities of Practice</i>	160
Barbara Bocchi, Elena Bortolitti, Paola Damiani, Giuseppe Filippo Dettori & Barbara Letteri, <i>The use of artificial intelligence (AI) in inclusive learning: an exploratory investigation</i>	167
Virginia Capriotti, <i>The Impact of Teaching and Learning Centers (TLCs) on Initial Teacher Education Programs in Italy</i>	176
Giorgia Coppola, <i>From Burnout toward Pedagogical Teacher Education. A communities perspective</i>	183
Alexandra Efstathiades, Christiane Gesierich, Christian Rudloff & Anna Kapsalis, <i>FOOTT PRINTTS: Advancing Quality Standards in Teacher Training</i>	189

Elena Gabbi, Ilaria ancillotti & Maria Ranieri, <i>Rethinking digital competences for teaching in the Post-Covid Era: A participatory approach</i>	197
Marco Giganti, <i>Emergency Remote Teaching and Teacher Training: The Role of Implicit Beliefs in Lasting Educational Change</i>	205
Hege Knudsmoen & Mette Birgitte Helleve, <i>Develop teachers' professional identity through global internship</i>	212
Charlotte Kohlloffel, <i>Opening the black box of writing instruction in times of change: insights from Italian secondary school teachers</i>	220
Regine Lehberger, <i>A learning-design to promote reflection and digital media skills for professionalisation of teacher students</i>	229
Marica Liotino, Taiwo Isaac Olatunji, Marianne Grace Araneta, & Monica Fedeli, <i>Reflective Practice in MOOCs: Exploring the Role of Tutors and Fostering Teacher Professional Development</i>	236
Cristina Lisimberti & Katia Montalbetti, <i>Guiding students from lower to upper secondary: a challenging and shared task for families and schools</i>	244
Sabrina Natali, <i>Rethinking teacher training in emotional education through sports</i>	256
Sara Nosari & Emanuela Guarcello, <i>The question of non-cognitive skills and the cheetah's coat perspective</i>	262
Alessandro Oro, Ira Vannini & Elisa Guasconi, <i>A formative assessment framework to develop primary school pre-service and in-service teachers' video analysis programs</i>	271
Federica Pelizzari & Simona Ferrari, <i>Exploring Coding and Educational Robotics in Primary Schools. Results and Perspectives from an Action Research Approach to Teaching Innovation</i>	278
Annfrid Rosey & Tove Leming, <i>Internationalization in Teacher Education: How can student practice in Southern Africa contribute to strengthening the professional work as teachers in Northern Norway?</i>	293
Stefano Spennati, <i>Educating on complexity at the time of transition</i>	300
Chiara Urbani, <i>Collaborative and epistemic advances: a study on teacher agency</i>	305
Gerd Wikan, <i>Global Teachers and Practicum in the Global South. A study of Long-Term Impact of International Practicum in Namibia</i>	312
Franco Zengaro & Sally A. Zengaro, <i>Teachers Reflect on Their Identities as Former Students and Future Teachers</i>	318
Sally A. Zengaro & Franco Zengaro, <i>Supporting Active Learning in Online Learning: Creating a Culture of Care</i>	326

Inclusion in teaching and learning processes and school improvement

Luca Angelone & Federica Festa, <i>Cultivating Inclusive Education: A Collaborative Journey of Secondary School Teachers in Promoting Cognitive and Linguistic Accessibility through Picture Books and AAC</i>	333
Luca Ballestra Caffaratti, Cecilia Marchisio, Alessandro Monchietto, Alessandro Zanzo & Marco Secchia, <i>The Use of Artificial Intelligence in Secondary Schools: Experiences in Initial Teacher Training</i>	340
Daniele Bullegas & Martina Monteverde, <i>Theory into practice: exploring teacher perceptions about Early Intervention in the Italian school system</i>	346
Sara Cecchetti & Nicole Bianquin, <i>The work plan (Plan de Travail) as an educational device that addresses everyone's needs. A survey of teachers' and pupils' perspectives</i>	354
Federica Cilia, Jeanne Kruck, Marie-Hélène Plumet & Mélina Dell'armi, <i>Well-Being and Social Participation of Autism Spectrum Disorder Students at University: the impact of Atypie Friendly Inclusion Program</i>	362
Alice Di Leva & Federica Festa, <i>The Student Voice in teacher training, an investigation into the inclusiveness of European practices</i>	370
Ilaria Folci & Anna Monauni, <i>Differentiation in Preschool. Pedagogical Issues and Best Practices</i>	378
Mabel Giraldo & Fabio Sacchi, <i>Planning the transition to adulthood for students with disabilities: knowledge, perceptions, challenges from STRADE teacher training program</i>	384
Jørgen Klein, Ann Sylvi Larsen & Tove Grete Lie, <i>'People are people' – An investigation of long-term impacts of an international practicum</i>	393
Daniela Maccario & Annamaria Garibaldi, <i>Helping to learn. What are good practices of educational intervention? Structure and preliminary results of a participatory research study</i>	400
Cecilia Marchisio & Alessandro Monchietto, <i>Improving Inclusive Education: The Turin Model of Collaboration between Schools, Universities and Communities</i>	405
Francesca Placanica, Rosa Sgambelluri & Alessandra Priore, <i>Life Designing and inclusive prospects in Italian schools</i>	411
Ilaria Ravasi, <i>Preventing early school leaving. Perspectives of intervention research between school and territory</i>	417

Digital innovation and artificial intelligence (AI): schools, teachers and students between real and virtual world

Valentina Berardinetti, Michele Ciletti, Andreana Lavanga & Giusi Antonia Toto, <i>Digital Innovation and Artificial Intelligence in Museum Education: perspectives, debates and psychological implications</i>	424
Roxana-Madalina Cristea, <i>Investigating the Relationships between In-service Teachers' Technology Pedagogy Content Knowledge and Virtual Learning Environment Success</i>	432
Francesca De Vitis & Marcello Tempesta, <i>Touch in small hands. Responding to the challenges of technology in childhood 0-6</i>	439
Silvia Larghi & Edoardo Datteri, <i>Programming errors and the attribution of intentionality to educational robots</i>	445
Juliana Elisa Raffaghelli, Francesca Crudele, Laura Foschi & Graziano Cecchinato, <i>Let me introduce open education... Facilitating Prospective teachers' understanding of open Education through an ai-based tool</i>	453
Alice Roffi, <i>Digital technologies and collaborative activities for science teaching in the upper secondary school: a qualitative study on teacher's perspective</i>	464
Alice Roffi, Gabriele Biagini, Stefano Cuomo & Maria Ranieri, <i>Development of teachers' competences on Learning Design and on supporting student's Self-Regulated Learning in the lower secondary school</i>	472
Marcello Tempesta, <i>Teacher education and motivation culture</i>	481

School & work and the role of teachers in Vocational Education and Training

Maria Concetta Carruba, Mariateresa Cairo & Magdalena Tsoneva, <i>Comparative Analysis of Inclusive Education Practices in Italy and Bulgaria: Reflections from the Erasmus Plus ASuMIE Project</i>	488
Valerio Ferrero, <i>Teacher Education as a Game Changer: Non-Traditional Factors of Inequality and the Role of Teachers for Equity</i>	494
Anna Granata & Valerio Ferrero, <i>Beyond Patriarchy: Teaching Profession, Gender Issues and Teacher Education in Italy</i>	502
Paola Zini & Dalila Raccagni, <i>Teacher training and well-being best practices: the 3H project</i>	508



POSTER SESSION

Antinea Ambretti, Chiara Gamberini & Arianna Fogliata, <i>Integration of the Sincrony method in physical education during school age in the digital era</i>	517
Francesca Finestrone, <i>Music as an inclusive tool for promoting a sustainable Culture</i>	523
Francesca Finestrone, Francesco Pio Savino, Leonardo Palmisano & Giusi Antonia Toto, <i>Nature Connection and Music in Early Education: Insights from the CNS-ch Scale and TEAL Methods</i>	532
Paula Matijašević, Bruno Matijašević, Ana Žnidarec Čučković & Vesna Babić, <i>Kinesiologists' and Coaches' Self-Assessment of Their Pedagogical Competences</i>	538

The contributions published in this book of proceedings have been evaluated through a double-blind peer review process. We would like to thank the members of the Scientific Committee, as well as the many other professors, researchers and experts who agreed to act as reviewers.

INTRODUCTION

Back to the Core: Rediscovering the Power of Teacher Education Research

Teacher education is a deeply pedagogical process rooted in values, ethics, and the social purpose of schooling. Globally, it sits at the core of educational quality and fairness, as research in comparative and international education demonstrates: the training of teachers directly influences students' learning chances, social inclusion, and the democratic aims of schools. Teachers are not simply transmitters of curricula, but active professionals whose convictions, reflective skills, and ability to manage the complexities of classroom life give shape and substance to the educational experience itself.

In many contexts, the ongoing shortage of qualified teachers poses a threat to the right to quality education for all. Elsewhere, inadequate preparation undermines student learning and exacerbates inequalities, especially for learners with diverse needs or those from marginalized communities. Scientific research into teacher education – through theoretical frameworks and empirical studies – has sparked a broad and lively international debate on how to create training systems that are adaptable, inclusive, and responsive to social change. Over the past decade, noteworthy advances in teacher education research have driven innovations in teaching methods, curriculum design, and assessment practices. These include the integration of reflective practice models, teacher-led research, and collaborative professional learning communities as drivers of systemic improvement. Although the quality and passion of teachers are undoubtedly crucial to making a difference in any school, teacher education research is now more vital than ever for carefully and effectively examining the complex and challenging realities of schools and institutions that aim to educate children and young people.

The pedagogical dimension of teacher education is therefore crucial, as it frames teaching as a relational, context-aware, and ethically grounded profession rather than just a set of procedural skills¹. From a research perspective, this demands robust research methodologies – ranging from longitudinal studies and mixed-methods approaches to participatory action research – that can critically examine the complex realities of schools and inform evidence-based policies. Equally important is the connection between theory and practice, achieved through authentic, school-based experiences guided by expert mentors, which helps to bridge the persistent gap between universities and schools.

ISBN: 978-88-97253-27-3

DOI: [10.62336/unibg.978-88-97253-27-3_p.7](https://doi.org/10.62336/unibg.978-88-97253-27-3_p.7)

¹ OECD, *Unlocking High-Quality Teaching*, OECD Publishing, Paris 2025.

Within this framework, Italy's long-standing tradition of training specialized support teachers (docenti di sostegno) represents a distinctive and valuable contribution. Since the 1970s, Italy has pioneered inclusive education by progressively phasing out special schools and training teachers to work collaboratively with colleagues in mainstream classrooms to support students with disabilities. This experience – rooted in legislative milestones such as Law No. 517/1977 and reinforced by later reforms – has established a model of collaborative, school-embedded teacher preparation that is internationally recognized for promoting participation, equity, and the rights of all learners². The extensive expertise developed through decades of support-teacher training offers critical insights for the broader field of teacher education, particularly in fostering reflective practice, interprofessional collaboration, and attention to the diverse needs of learners.

Furthermore, significant reforms (DPCM 2023) are currently transforming Italy's initial teacher education system for secondary schools, enhancing partnerships between universities and schools. Central to these reforms are the Teaching and Learning Centers, conceived as genuine educational hubs within each university and as inter-university networks that will play a crucial role in the coming years³.

Tackling the long-standing issue of precarious employment – which has compromised the continuity of education that students rightfully deserve – has now become an urgent priority. Although recent measures mark an essential first step forward, a considerable imbalance remains between the number of prospective teachers available and the persistent shortages affecting specific regions and subject areas⁴.

One notable achievement of the 2023 reform is its resolution of a long-standing regulatory gap that had remained unresolved for over a decade. The reform also reinstates a model of initial teacher education based on active collaboration between universities and schools, extending this approach explicitly to secondary education.

An effective system of initial teacher education must provide clear and coherent guidance to universities, ensuring the quality and consistency of training programs. At the same time, it should foster strong, trust-based partnerships with schools to guarantee a seamless integration of theory and practice. Establishing such a virtuous cycle is essential to overcome the mutual hesitations and mistrust that too often separate these two key institutions, both fundamental to the education of young people. Emphasis should therefore be placed on direct school-based traineeships and indirect internship experiences supported by qualified tutors. Furthermore, the renewed framework for initial teacher education for secondary school teachers in Italy should be conceived as an interdisciplinary pathway, fostering deep and meaningful learning that goes beyond the superficial accumulation of fragmented knowledge. This perspective calls for strong connections among diverse epistemological approaches and for a dynamic dialogue between theoretical insights and practical experiences within the school context. There is no doubt that the system still has significant problems, inefficiencies and contradictions. These regulatory changes are still recent and will inevitably require further refinements, adjustments and improvements over the coming years⁵.

The contributions gathered in this volume reflect the richness and diversity of experiences showcased during the ATEE Spring Conference 2024, held at the University of Bergamo from May 29 to June 1, 2024. The volume presents 70 selected papers out of more than 300 presented by researchers representing over 40 countries.

² P. Aiello, C. Giacconi, L. D'Alonzo, A. Mura, & T. Zappaterra, *Ruolo e funzioni dell'insegnante specializzato per il sostegno. Riflessioni, studi, esperienze e ricerche sul profilo di una figura cruciale del sistema formativo nazionale*, in «Italian Journal Of Special Education for Inclusion», 2024, n. 12, pp. 15-18.

³ F. Magni, *Teachers' shortage and initial teacher education reforms in Italy: an overview*, in «European Journal of Teacher Education», 2024, pp. 1-16.

⁴ F. Magni, V. Capriotti, *Addressing the teacher shortage crisis in Italy: among reforms, challenges and a case study*, in «Journal of Education for Teaching», 2025, pp. 1-15.

⁵ G. Bertagna, F. Magni (eds.), *Lauree e abilitazione all'insegnamento. Analisi del presente, tracce di futuro*, Edizioni Studium, Roma 2022.

This broad spectrum of studies – ranging from theoretical analyses to empirical research and case studies conducted in different contexts – highlights promising directions that can inspire renewed inquiry and concrete proposals aimed at improving contemporary educational systems.

The texts are organized into five sub-themes, the same as at the conference, with the addition of the poster session:

- Teacher education and pedagogical perspective in uncertain times: history, theory, policies and practices.
- Digital innovation and artificial intelligence (AI): schools, teachers and students between real and virtual world.
- Inclusion in teaching and learning processes and school improvement.
- Teaching and learning challenges and professional development.
- School & work and the role of teachers in Vocational Education and Training.

We also wish to express our sincere thanks to the entire Scientific Committee and the additional experts who selflessly volunteered their time for the double-blind peer review process. Likewise, we extend our heartfelt gratitude to the organizing committee and the wonderful ATEE community for making the conference such a memorable experience.

Francesco Magni – Nicole Bianquin

Chairs of the ATEE Spring Conference 2024

Gender Stereotypes between School and Guidance: A Look at European Regulations and Vocational Education in Italy

Sabina Leoncini, *University of Siena*, sabina.leoncini@unisi.it

Abstract

Gender equality remains a key goal of the EU's Gender Equality Strategy, aiming to promote a gender-equal Europe through social progress. The Gender Equality Index (2023) shows Europe is still far from this goal. Education must focus on implementing gender policies with an intersectional perspective. Statistics highlight segregation in education and professions due to gender stereotypes. This contribution analyzes the main European Commission documents and International Convention on gender equality furthermore the Italian School Legislation, deepening into The vocational education and training track. If public schools today in Italy provide the opportunity for basic and compulsory education to all children, the national education system, still has many goals to achieve.

Keywords: education; gender equality; VET; school; European Commission.

1. Introduction

Gender equality remains a key objective of the EU Gender Equality Strategy, which aims to promote a Europe based on gender equality through social progress. This includes working at various levels to combat gender stereotypes and create equal opportunities for everyone, men and women, boys and girls, in all their diversity. According to the Gender Equality Index (2023), Europe is still far from reaching this goal. This is why teaching and education need to focus on the implementation of gender policies from an intersectional perspective. Statistics show horizontal and vertical segregation in the inclusion of men and women in educational and professional fields due to gender stereotypes perpetuated by school curricula, role models provided by teachers, other school staff, and educational resources, including textbooks (Guerrini, 2015). In this contribution, I have decided to provide a brief analysis of recent documents issued by the European Commission, which offer guidance on promoting gender equality, with a particular focus on the reality of the Italian school system, specifically regional vocational training programs. In these programs, most students are girls from socio-economically complex backgrounds, with high dropout and failure rates. Here, the teacher finds fertile ground to carry out activities aimed at addressing gender stereotypes so that female students are aware of their potential and capabilities. Gender equality education and the fight against gender stereotypes begin first and foremost with the teacher's challenge of being available and empathetic toward their students, supporting them in fulfilling their self-realization needs with the school's help as an educating community. The theoretical framework of reference of this contribution is linked to gender pedagogy (Burgio, Lopez, 2023) understood as the reflection on gender education undertaken by pedagogists, coordinators of educational services, experts in the field of training (Leonelli, 2011). The concept of gender, which took shape within the feminist debate of the Seventies (Cretella, 2018) has changed the perspective on the entire society by highlighting mechanisms of domination that were imperceptible until then. Thus, the existence of an order emerges within which hierarchies and power relations exist: the gender order (Scott, 1988). Once this cognitive framework has been clarified, gender violence can no longer be considered the consequence of a pathology, nor can it be considered a phenomenon attributable to hegemonic masculinity (Connell, 2009), but rather it should be interpreted as the product of a sexist culture with which we are accustomed to relating and living with since the early years of life (Ulivieri, 1995). This culture asserts itself in the most unsuspected places such as school (Biemmi, Chiappelli, Guirado, 2023). The concept of equality is in fact learned from the early years of life (Abbatecola and Stagi, 2017); an education based on the recognition of equality can therefore teach boys and girls to fight against gender stereotypes (Wrigley, 2021). In this regard, training teachers in a non-sexist perspective in subjects is the key to success in the fight against stereotypes. The massive presence of women in the education sector, from 99.2% in nursery schools to 59.7% in secondary schools (Guerrini, 2015), can lead to changes in meaning and a real symbolic revolution in knowledge and in the ways of processing knowledge (Piusi, 2003) only if the teaching staff possesses those reflective and self-reflective skills that allow them to critically read reality, to be aware of the processes that have determined their own formation and identity and to be able to establish an educational relationship based on the principles of recognition of the singularity of each person, of freedom and respect. Hence the need to invest in the initial training of teachers, to develop those reflective, communicative and relational skills to make the teacher a professional of education and training (Riva, 2008). In this paper, after a brief introduction that outlines the theoretical framework of reference, we proceed to the analysis of European and Italian legislation on the topic of stereotypes, prevention of violence, measures to promote gender equality. Finally, in the conclusions, future scenarios are discussed also in relation to studies carried out at an international level. The essay takes into consideration both quantitative data relating to the most recent research at a European level, and qualitative data that allow a deeper understanding of the problems analyzed. A mixed-methods approach is a research methodology in its own right. As stated by Creswell and Plano Clark (2011), a mixed-methods research design is a research design that has its own philosophical assumptions and methods of inquiry. As a methodology, it includes philosophical assumptions to provide directions for the collection and analysis of data from multiple sources in a single study.

2. The European Union and the Policies for Promoting Gender Equality and Overcoming Stereotypes

The European Union's strategy for gender equality sets political objectives and actions to make significant progress toward a gender-equal Europe by 2025. This strategy is grounded in legal frameworks, including the European Parliament's resolution of November 26, 2009, on the elimination of violence against women. The goal is a Union where women and men, girls and boys, in all their diversity, are free to pursue their chosen paths in life, have equal opportunities, and can equally and actively participate in political and social life. Key objectives include ending gender-based violence, challenging gender stereotypes, closing gender gaps in the labor market, achieving gender balance in various sectors of the economy, addressing gender pay and pension gaps, and achieving gender balance in decision-making and politics. In 2021, the Commission proposed binding measures on pay transparency to ensure that the principle of equal pay for equal work becomes a concrete reality. The lack of pay transparency was identified as one of the main barriers to closing the gender pay gap, which in 2020 was still around 13% in the European Union. Women earn on average 13% less than men. Regarding the long-term pension gap, it reached 30% in the EU (2018 data). In 2022, the European Commission adopted a new directive to combat violence against women and domestic violence. This directive is the first comprehensive legal tool at the EU level to counteract violence against women, criminalizing certain forms of physical violence, and providing global measures for victim protection, access to justice, and support. Another important outcome is the Directive on gender balance in corporate boards, aimed at breaking the glass ceiling in boards of listed companies. Equally significant is the European strategy for care, linked to new goals for early childhood education and care to improve women's participation in the labor market. Finally, in 2023, the European Commission launched a campaign to challenge gender stereotypes. The #EndGenderStereotypes campaign addressed gender stereotypes affecting both men and women in various areas of life, including career choices, caregiving responsibilities, and decision-making. Also in 2023, the Commission joined the Council of Europe Convention on the Prevention and Combatting of Violence Against Women and Domestic Violence, the Istanbul Convention, which will be further discussed in the following paragraph with regard to education.

2.1 The Council of Europe Convention on Preventing and Combating Violence Against Women and Domestic Violence (The Istanbul Convention), 11.05.2011

From a regulatory perspective aimed at countering gender-based violence, Italy ratified the Council of Europe's Convention on Preventing and Combating Violence Against Women and Domestic Violence in 2012, known as the Istanbul Convention. This is the first internationally legally binding instrument aimed at creating a comprehensive legal framework to protect women from all forms of violence. The Convention also addresses domestic violence, which not only affects women but also other individuals, such as children and the elderly, who are equally entitled to the same protective measures. The Convention (Article 3) defines violence against women as: "a violation of human rights and a form of discrimination against women, encompassing all acts of gender-based violence that cause or are likely to cause physical, sexual, psychological, or economic harm or suffering, including threats of such acts, coercion, or arbitrary deprivation of liberty, whether in public or private life." In this context, it is important to define what pertains to education (Article 14). The Convention states that signatory countries must include in their educational curricula materials on topics such as gender equality, non-stereotyped gender roles, mutual respect, non-violent conflict resolution in interpersonal relationships, gender-based violence, and the right to personal integrity, appropriate to the cognitive level of students. Signatory states are also committed to promoting these principles in non-formal educational settings, such as sports, cultural, and recreational centers, and in the media. To date, the treaty has been ratified by 38 parties (37 states and the European Union). All EU member states have signed it, with 21 states having ratified it (Austria, Belgium, Croatia, Cyprus, Denmark, Estonia, Finland, France, Germany, Greece, Ireland, Italy, Luxembourg, Malta, the Netherlands, Poland, Portugal, Romania, Slovenia, Spain, and Sweden).

2.2 European Parliament Resolution of March 12, 2013, on the Elimination of Gender Stereotypes in the EU (2012/2116(INI))

This document focuses on education and training, on the contents of school curricula imparted to girls and boys, identifying them as determining factors that influence gender differences and, consequently, choices and access to rights. While it is taken for granted that access to education is ensured in European Union countries compared to other parts of the world, it is important to emphasize that there is not yet gender equality in terms of access and full enjoyment of school systems and study opportunities. In some countries, access for girls from minority groups, such as Romani girls, migrants, asylum seekers, refugees, and those with disabilities, remains a significant problem. These documents are based on the idea that gender-based violence is not the result of a pathology nor can it be considered a phenomenon related to masculinity, but instead must be understood as the product of a sexist culture with which we are accustomed to relating and living from an early age. This culture is evident in the most unsuspected places, including schools (Biemmi, Chiappelli, Guirado, 2023). The resolution also emphasizes that the concept of equality is learned from the early years of life, and that education based on the recognition of equality can teach children to fight against gender stereotypes. Teacher training in a gender perspective within subjects is key to success in combating stereotypes. The significant presence of women in the education sector, from 99.2% in preschool to 59.7% in upper secondary school (Guerrini, 2015), could lead to meaningful changes in perception and a true symbolic revolution of knowledge and modes of knowledge processing (Piuksi, 2003), provided the teaching staff possess reflective and self-reflective skills that enable them to critically read reality, be aware of the processes that have shaped their own formation and gender identity, and thus establish an educational relationship founded on the principles of recognizing individuality, freedom, and respect. This underlines the necessity of investing in teachers' initial training to develop the reflective, communicative, and relational skills necessary to make them professionals in education and training (Riva, 2008).

2.3 The Gender Equality Strategy 2024-2029

On March 6, 2024, the Committee of Ministers of the Council of Europe adopted a new strategy for gender equality for the 2024-2029 period. The gender equality strategy focuses on six key objectives: preventing and combating gender stereotypes and sexism; preventing and combating violence against women and girls and domestic violence; ensuring women's equal access to justice; achieving balanced participation of women and men in political, public, social, and economic life; ensuring women's empowerment and gender equality in relation to global and geopolitical challenges; and achieving the integration of gender in all policies with an intersectional approach. This strategy provides the framework within which each EU member state develops its own policy related to the fight against stereotypes, gender-based violence, equality, and inclusion in education, social, and professional life for both men and women in Europe.

3. Gender Segregation, Precarious Work, and Vocational Training

According to data collected by the European Institute for Gender Equality, segregation is when women or men dominate a specific field of work or study. For example, women in the arts and humanities, and men in construction and technology. A gender division between fields of study, combined with gender stereotypes or insufficient options for work-life balance, contributes to the conditions for gender segregation. Gender segregation in the labor market is partly the result of women and men choosing different fields of study in school. For those studying in atypical fields for their gender, the transition from education to employment is not always easy. For example, women who graduate in STEM subjects have fewer chances of obtaining their first job corresponding to their qualifications compared to their male peers. In 2014, one in two men with a STEM high school diploma found a job in a related field. However, this applies to only one in three women with the same education.

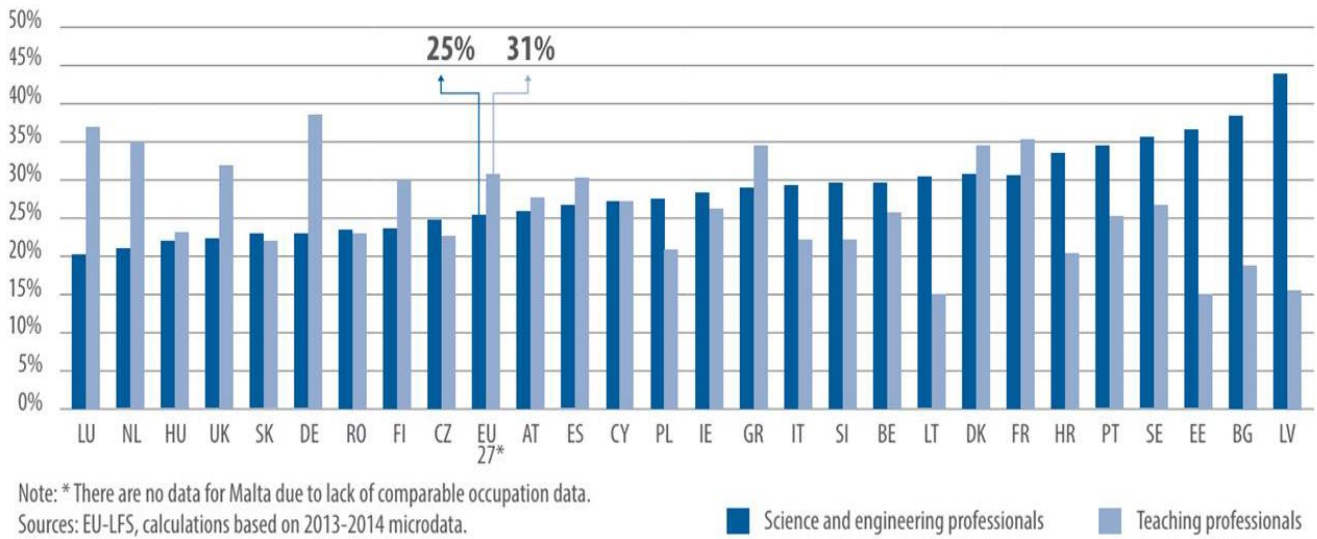
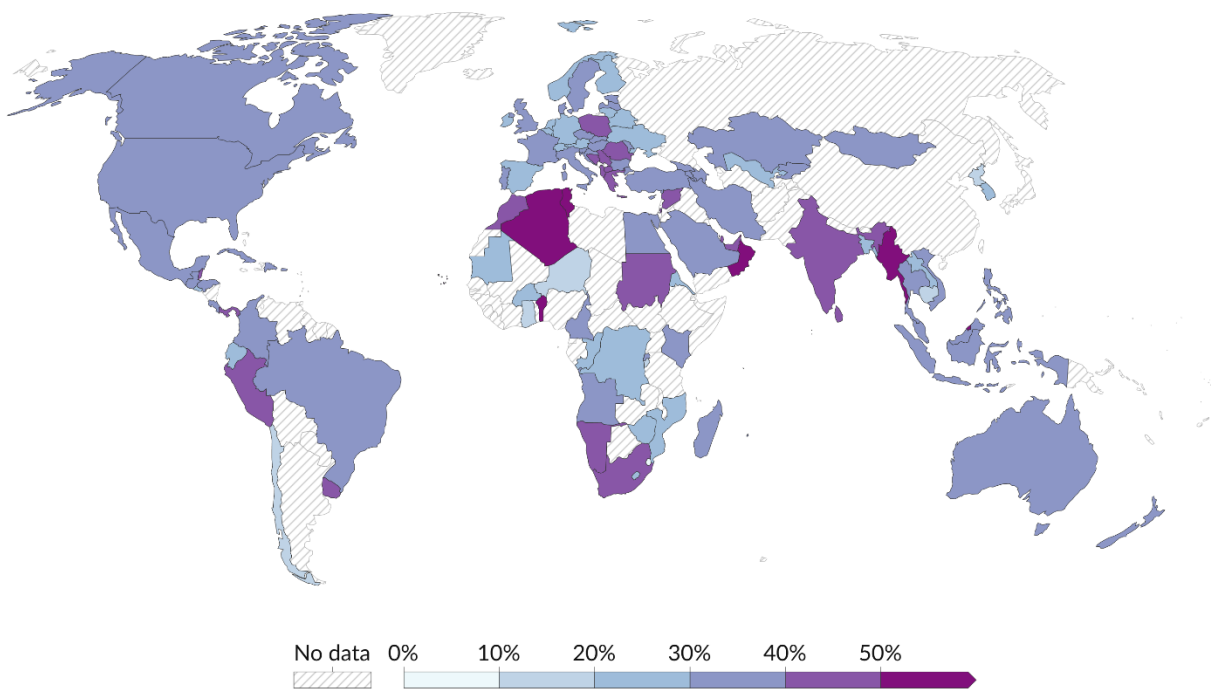


Figure 1: share of women among science engineering professionals. Share of men among teaching professionals.

Share of women graduating from STEM programs in tertiary education, 2019

Our World in Data

Proportion of female graduates in STEM (Science, Technology, Engineering, and Mathematics) fields at the tertiary¹ level of education.



Data source: World Bank - Women, Business and the Law (2024)

OurWorldinData.org/global-education | CC BY

1. **Tertiary education** Tertiary education includes all formal post-secondary learning. It ranges from short-cycle vocational programs to bachelor's, master's, and doctoral degrees. These programs offer advanced theoretical and practical knowledge in specialized fields such as medicine, law, engineering, and the arts.

Figure 2: Share of woman graduation from STEM program in tertiary education, 2019.

Women with lower qualification levels are more likely to accept precarious jobs with short contracts, reduced working hours, and very low wages. This can affect their decision to work, especially if searching for or accepting a job incurs additional costs, such as transportation or childcare. Additional costs can have a greater impact on the employment of individuals who earn secondary income and those who care for them, especially if they have more than one child. The availability and costs of childcare services significantly hinder women's careers. Kimmel (1998) emphasizes how family-friendly policies, such as subsidies for childcare and parental leave, have a positive effect on the decision of women with children to work. Furthermore, women in precarious jobs, such as those with fixed-term contracts, also face social protection limitations. In many European countries, for example, there are eligibility rules for parental leave and related benefits, meaning that people with fragmented and non-continuous work may have limited or no rights to parental leave and benefits if they have a child (Reskin, 1988). Therefore, due to the need to care for a child, people may lose their job. Gender differences are built daily through the labor market structure, division of school orientations, family roles, and through continuous ritualization that makes them both taken for granted and immediately recognizable (Bianchi, Fabbri, and Romano, 2018). While education and training continue to reinforce gender stereotypes, boys and girls often follow educational and training paths aligned with these stereotypes, despite recent discussions on this topic leading to the creation of essential documents by the Ministry of Education (currently MIM). In 2015, the Italian Law 107 (the "Good School" law) came into force, specifying in Article 1, paragraph 16, that the implementation of gender equality principles is guaranteed through the three-year Educational Offer Plan (PTOF), promoting education on gender equality and the prevention of gender-based violence and all forms of discrimination in schools of every level to inform and sensitize students, teachers, and parents. To implement this, the Ministry of Education established a technical committee, which in 2017 published the National Guidelines, "Educating for Respect: for Gender Equality, the Prevention of Gender-based Violence, and All Forms of Discrimination." These guidelines, along with the Guidelines for Preventing and Combating Cyberbullying in Schools, are part of the National Plan for Education on Respect, promoted by the Ministry of Education to encourage educational and formative actions in schools, ensuring the acquisition and development of transversal, social, and civic skills, which are part of a broader concept of education for active and global citizenship. Vocational guidance, taking gender into account, provides measures to encourage girls to pursue careers in technology and science, but unfortunately, there are very few initiatives aimed at encouraging boys to consider careers in early childhood education, healthcare, or humanities.

A deeper understanding of existing job opportunities in the labor market would certainly facilitate better access to all vocational training courses. In this regard, the National Guidelines for Permanent Guidance are an important reference in the Italian landscape of vocational guidance for young people. This document aims to contribute to defining an integrated, unified, and responsible guidance system centered on the individual and their needs to prevent and address youth distress and promote full and active employment, social inclusion, and intercultural dialogue. The school system is central and represents an irreplaceable space where every young person must acquire basic and transversal skills for guidance, necessary to develop their identity, autonomy, decision-making, and planning. Guidance, in fact, must help individuals develop their self-actualization, make decisions about their personal and professional lives, and facilitate the connection between training demand and supply, and later between job demand and supply. Given that the socio-economic context has changed and the culture of guidance has evolved, it is inevitable that the traditional approach to guidance by schools, based on information often delegated to external experts, must also change. Schools must invest in the initial and continuous training of all teachers so that they can meet diverse needs and the demands of society and the labor market, as well as the new learning models of young people, including their difficulties and challenges. Since the Lisbon Strategy, all European documents emphasize key concepts such as "lifelong learning," "lifewide learning," and "lifelong guidance." Guidance is seen as "a set of activities that enables citizens of all ages, at any stage of their life, to identify their abilities, interests, and skills. This also implies making informed decisions about education and employment, managing one's personal life paths in learning and working situations in other contexts." In this regard, Ministerial Decree 328 of 2022 supports that, in line with the European

Union's policy, Italy has recognized the need for all member states' educational systems to aim at reducing the percentage of students who drop out of school early to below 10%.

4. Conclusions

Referring to some international research, we can state that parents' income is one of the most significant factors in choosing a school for their children. When parents' income is high, there is an intention to choose private schools, whereas when income is low, parents are more likely to choose public schools (Tarkhnishvili and Strielkowski, 2022). Studies on this phenomenon have been conducted in Georgia, India, Qatar, Ethiopia, and Israel (Leoncini, 2018). Private schools often offer more resources to extend learning in the afternoon when parents are busy (Hossain, Shohel, & Jahan, 2017). While public schools today offer the opportunity for basic and compulsory education to all children, the national education system still has many goals to achieve. According to Istat data for the 2011-12 academic year, 95% of enrollments in degree programs leading to teaching careers are women, as well as 83% in the linguistic area and almost 82% in the psychological area. Meanwhile, in the scientific sector, 67.4% of enrollments are male, as well as 76.7% in engineering. While women are more consistent in their studies, they remain tied to certain sectors, and there are still very low education levels in some countries worldwide concerning the female population. Globally, around 750 million adults and 102 million young people cannot read or write a simple sentence. Two-thirds of them are women, and there has been almost no progress in reducing this proportion, even though the global illiterate population has decreased. In Italy, the most significant negative figures are found in the provinces of Crotone and Brindisi. Specifically, Crotone has the highest percentage of males (6.4% of the population aged 9 and above) without any qualifications, while Brindisi holds the highest percentage for females (8.5%). Even in the choice of secondary school, there is a lower presence of females in the scientific-technological sector: 54.9% of males graduate from scientific high schools or technical institutes in the technological sector, compared to 25.5% of females. In 2020, the percentage of people obtaining their first university degree increased to 39.6%, and the percentage of master's degrees reached 24.4%. The best performance is seen in women, with over 47 cases out of 100 twenty-five-years-old obtaining their first university degree (compared to about 32 out of 100 men). Women also have a higher rate of completing long studies with a master's degree (29.2% compared to 19.9% of men). One can only hope, as Paola Cortellesi would say, "There is still tomorrow." The consistency of female education and the initiative of males in challenging traditional gender perspectives lead us to believe that, slowly, something will change.

Bibliography

- Abbatecola, E., & Stagi, L. (2017). *Pink is the new black*. Torino: Rosenberg & Sellier.
- Bianchi, F., Fabbri, L., & Romano, A. (2018). Scusate se voglio far carriera. Pratiche trasformative per l'educazione al genere. In A. Murgia & B. Poggio (Eds.), *Saperi di genere*. Trento: Università degli Studi di Trento. <https://iris.unitn.it/handle/11572/204484>
- Biemmi, I., Chiappelli, T., & Guidado, S. (2023). Gender discrimination and good practices to combat it in academia: The results of an exploratory research conducted in three Italian universities within the framework of the European project FREASCO. *Ricerche di Pedagogia e Didattica – Journal of Theories and Research in Education*, 18(3). <https://doi.org/10.6092/issn.1970-2221/18017>
- Burgio, G., & Lopez, A. G. (2023). *La pedagogia di genere. Percorsi di ricerca contemporanei*. Milano: Franco Angeli.
- Caritas Poverty Education Sheet; Caritas Italiana. (n.d.). *Cause della povertà educativa* [PDF]. Caritas Italiana archive. https://archivio.caritas.it/caritasitaliana/allegati/7807/Scheda_02_cause_Poverta_educativa.pdf
- Commission Gender Equality Strategy Page; European Commission. (n.d.). *Gender equality strategy*. European Commission. https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en
- Connell, R. (2009). *Gender*. Cambridge: Polity Press.
- Council of Europe Convention (PDF); Istituto Nazionale di Statistica [ISTAT]. (2017). *Convenzione di Istanbul* [PDF]. <https://www.istat.it/it/files/2017/11/ISTANBUL-Convenzione-Consiglio-Europa.pdf>
- Council of Europe Strategy Page; Consiglio d'Europa. (n.d.). *Gender equality strategy for 2024–2029*. Council of Europe. <https://www.coe.int/it/web/portal/-/council-of-europe-adopts-gender-equality-strategy-for-2024-2029>
- Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research (2nd ed.)*. Thousand Oaks, CA: Sage Publications.
- Cretella, C. (2018). L'Europa, politiche e buone prassi. La ricezione italiana delle politiche comunitarie in tema di educazione di genere. In A. Murgia & B. Poggio (Eds.), *Saperi di genere*. Trento: Università degli Studi di Trento. <https://iris.unitn.it/handle/11572/204484>
- Education Regulations DLgs PDF (Emilia-Romagna); Regione Emilia-Romagna. (2019). *Decreto legislativo 61/2017* [PDF]. IstruzioneER. <https://www.istruzioneer.gov.it/wp-content/uploads/2019/02/dlgs-61-2017.pdf>

- EIGE Report PDF; European Institute for Gender Equality. (n.d.). *Work in the EU – women and men at opposite ends* [PDF]. EIGE. https://eige.europa.eu/sites/default/files/documents/work_in_the_eu_-_women_and_men_at_opposite_ends.pdf
- EU Document (Commission); European Commission. (2022). *Gender equality strategy 2022–2025* (COM/2022/440 final) [Policy document]. European Commission. <https://eur-lex.europa.eu/legal-content/IT/TXT/PDF/?uri=CELEX:52022DC0440>
- EU Institutional Campaign
- European Union. (n.d.). *End gender stereotypes – European campaign*. European Commission. https://end-gender-stereotypes.campaign.europa.eu/index_en
- EU Law (Eur-Lex); European Union. (2010). *Official Journal C 285E: pages 53-58*. EUR-Lex. <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2010:285E:0053:0058:IT:PDF>
- European Council Policy Page – Pay Transparency; Consiglio dell'Unione Europea. (n.d.). *Pay transparency in the EU: Directive summary*. Consilium Europa. <https://www.consilium.europa.eu/it/policies/pay-transparency/#:~:text=La%20trasparenza%20retributiva..>
- European Council Policy Page – Violence Against Women; Consiglio dell'Unione Europea. (n.d.). *EU measures to end violence against women*. Consilium Europa. <https://www.consilium.europa.eu/it/policies/eu-measures-end-violence-against-women/>
- European Council Press Release; Consiglio dell'Unione Europea. (2022, October 17). *Council approves EU law to improve gender balance on company boards* [Press release]. Consilium Europa. <https://www.consilium.europa.eu/it/press/press-releases/2022/10/17/council-approves-eu-law-to-improve-gender-balance-on-company-boards/>
- European Institute for Gender Equality – Index Data; European Institute for Gender Equality. (2023). *Gender equality index: Country data*. EIGE. <https://eige.europa.eu/gender-equality-index/2023/country>
- European Parliament Resolution; European Parliament. (2013). *Resolution on gender equality (2013/0074 (INI))* [Press release]. European Parliament. https://www.europarl.europa.eu/doceo/document/TA-7-2013-0074_EN.html
- Guerrini, V. (2015). Gender dimension and teaching profession: Perspectives for a renewal of teachers' skills by data of a research in Tuscany. *Formazione & Insegnamento*, 13(2). https://doi.org/10.7346/-fei-XIII-02-15_22
- Hossain, T., Shohel, T. A., & Jahan, N. (2017). Determinants of school choice: A study on Khulna City Corporation (KCC) area of Bangladesh. *Khulna University Studies*, 14(1–2), 137–148. <http://dx.doi.org/10.53808/KUS.2017.14.1and2.1614-S>
- ISTAT ASI Chapter PDF; ISTAT. (2022). *Capitolo C07* [PDF]. Istat ASI. <https://www.istat.it/storage/ASI/2022/capitoli/C07.pdf>
- Italian Legislative Source; Regione Toscana. (2007, November 16). *Legge regionale n. 59/2007*. Regione Toscana. <https://raccoltanormativa.consiglio.regione.toscana.it/articolo?urndoc=urn:nir:regione.toscana:legge:2007-11-16:59>
- Italian National Law Repository; LexItalia. (2013). *Legge 13 agosto 2013, n. 128*. LexItalia. <https://www.lexitalia.it/leggi/2013-128.htm>
- Italian Senate Dossier Page; Senato della Repubblica. (n.d.). *Dossier: [750 635]*. Senato. <http://www.senato.it/japp/bgt/showdoc/17/DOSSIER/0/750635/index.html>
- Kimmel, J. (1998). Child care costs as a barrier to employment for single and married mothers. *The Review of Economics and Statistics*, 80(2), 287–299.
- Leoncini, S. (2018). *Uguaglianze e differenze. L'educazione mista a Jaffa studiata da un'antropologa*. Roma: Aracne.
- Leonelli, S. (2011). La pedagogia di genere in Italia: Dall'uguaglianza alla complessificazione. *Ricerche di Pedagogia e Didattica*, 6(1).
- MIUR Decree; Ministero dell'Istruzione. (2022, December 22). *Decreto ministeriale n. 328 del 22 dicembre 2022*. MIUR. <https://www.miur.gov.it/-/decreto-ministeriale-n-328-del-22-dicembre-2022>
- MIUR Permanent Orientation Guidelines; Ministero dell'Istruzione. (n.d.). *Linee guida nazionali per l'orientamento permanente* [PDF]. MIUR. <https://www.miur.gov.it/documents/20182/49991/Linee+guida+nazionali+per+%E2%80%99orientamento+permanente.pdf>
- Official Gazette (Gazzetta Ufficiale); Gazzetta Ufficiale della Repubblica Italiana. (2010, June 15). *Decreto-legge 15 giugno 2010, n. 109* [Supplemento ordinario General Series No. 109]. <https://www.gazzettaufficiale.it/eli/id/2010/06/15/010G0109/sg>
- Piussi, A. M. (2003). L'incerto crinale: Formazione e lavoro nell'esperienza femminile e nel lifelong learning. *Studium Educationis*, 8(2), 404–415.
- Regional Law Tuscany PDF; Regione Toscana. (2004, July). *Legge regionale n. 28 del 2004* [PDF]. Regione Toscana. <https://www.regione.toscana.it/documents/10180/23558/Legge+regionale+n.+28+del+2004/>
- Reskin, B. F. (1988). Bringing the men back in: Sex differentiation and the devaluation of women's work. *Gender and Society*, 2(1), 58–81.
- Riva, E. (2008). *L'insegnante professionista dell'educazione e della formazione*. Pisa: ETS.
- Tarkhnishvili, A., Tarkhnishvili, L., & Strielkowski, W. (2022). Factors influencing the choice of private or public schools: Evidence from Georgia. *Frontiers in Education*, 7, 1–18. <https://doi.org/10.3389/educ.2022.910593>
- Tuscany Education Law PDF; Regione Toscana. (2015, July). *Legge 13 luglio 2015, n. 107 (Riforma Scuola)* [PDF]. Regione Toscana. <http://www.toscana.istruzione.it/allegati/2015/LEGGE13luglio%202015n107RiformaScuolaGU162-15072015.pdf>
- Ulivieri, S. (1995). *Educare al femminile*. Pisa: ETS.
- Wrigley, J. (2021). *Education and gender equality*. London & New York: Routledge-Taylor & Francis Group.