

EMAKUNDE
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EUSKO JAURLARITZA
GOBIERNO VASCO



EMAKUNDE

EMAKUMEAREN EUSKAL ERAKUNDEA
INSTITUTO VASCO DE LA MUJER

Erakunde Autonomiaduna

Organismo Autónomo

EUSKO JAURLARITZA



GOBIERNO VASCO

COEDUCATIONAL PROGRAMME FOR EQUALITY, RESPECT AND NON-VIOLENCE

Primary Education



www.emakunde.euskadi.eus

WHAT IS THE 'NAHIKO! PROGRAMME'?

A coeducational programme used and assessed by over 90 schools and more than 4.000 students. Further information: : www.emakunde.euskadi.eus

AIMS

To improve coexistence and the relationships between students, to educate them about equality and human rights and to prevent violence against women.

The programme therefore offers materials which enable us to develop new models for coexistence with the following features:

- The development and full independence of each boy and girl.
- Responsibility in all aspects of life.
- The construction of interpersonal relationships without violence.
- Analysis and reflection on reality and relationships from a gender perspective.
- New concepts of masculinity without violence.



Material created by OREBE HEZKUNTZA SL.

METHODOLOGY

- Tailored to the students' age and development.
- Accessible for students and close to their reality.
- Focuses on relationships between people and social skills.
- Enables families to reflect and get involved.
- Has an effective, game-like format.
 - Designed in an open format: for mentoring and linking in with other programmes and sections of the curriculum.

WHY CHOOSE THE NAHIKO! PROGRAMME?

The results achieved since 2003 show how useful it is.

External assessment has proven that students who take part in the programme:

Have a greater level of knowledge, reflection and awareness of nuances, wealth and diversity regarding:

- Gender roles and stereotypes and their consequences for boys and girls.
- Differences and inequality. They associate equality and diversity in a positive way.
- Equality, rights, responsibilities and people, as well as their social and cultural features.

Regard equality as a source of rights and obligations, they relate it to their way of life and treating people well, respect and non-violence.

- They are more likely to assert equality and human rights.
- They see shared responsibility and equal participation in household chores as vital.

Have better results in terms of self-perception and self-esteem:

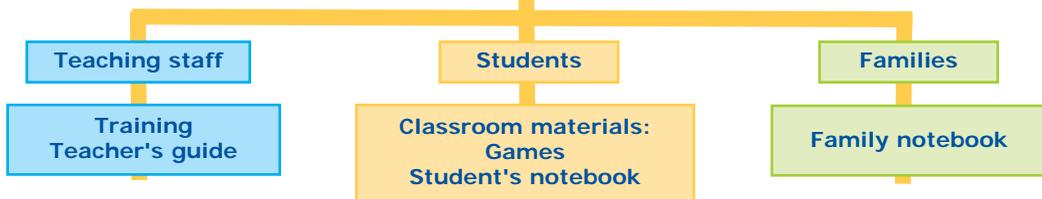
- Rates of both physical and verbal aggression reduce significantly.
- Levels of empathy are significantly improved, especially among boys.



WHAT DOES THE NAHIKO! PROGRAMME INVOLVE?

The programme is divided into educational units for each term.

EACH EDUCATIONAL UNIT



The teacher's guide explains:

- The main topic for each unit.
- The aims and content of the unit.
- The description, aims and content of the material, as well as the rules for playing the games.

The games:

- These are physical, dynamic games for group work in the classroom. They allow students to observe, analyse, discuss, etc.
- They use simple dynamics which are generally well-known: card games, dominoes, bingo, the goose game, ludo, true or false, etc.
- Their goal is to turn the students' everyday way of life into a topic that they can work on: having experiences, remembering, reflecting on situations and analysing them, feelings, relationships, etc.



The notebooks:

- Student's notebook: for classwork after the students have played the game and done group work. It allows the student to summarise and internalise what they have learned, take it in permanently and draw conclusions.
- Family notebook: This aims to make families aware of what has been learned at school. The book is to take away and use at home. It increases awareness among families and allows them to reflect, share and discuss.

HOW CAN I GET THE NAHIKO! PROGRAMME?

All the materials are available in Spanish and Basque from the Basque Government's Central Publications Service.



THREE SEPARATE COURSES

The material for each course forms part of a wider programme and this can be used separately from the rest.

However, the three interrelated courses form a single, progressive journey.

NAHIKO! 3-4 - SECOND STAGE OF PRIMARY SCHOOL

3rd year

- UNIT-1** Game: "Care".
Game: "The pyramid".
Game: "Instinct or education?".
- UNIT-2** Game: "Story lottery".
Game: "The goose game for girls".
Game: "The goose game for boys".
- UNIT-3** Game: "The goose game for equality"

4th year

- UNIT-4** Game: "Forbidden words".
Game: "Quartets".
- UNIT-5** Game: "Characters".
Game: "Media ludo".
- UNIT-6** Game: "The goose game for living together in equality".



The materials for this course focus on analysing how the students **interpret reality and the models** they are taught by the world and society from the point of view of equality. They therefore make students aware of the male and female role models which are implicit in both narratives (children's stories, illustrations, films, etc.) and in information (press, television, internet, etc.). These models refer to two basic pillars of human activity: **care** (reproductive work) **and employment** (productive work) involving men and women in our society.



The games allow the students to learn and understand that the models for life that they receive constitute **two very different journeys through life for each of them** (the pink goose game for girls and the blue goose game for boys). Along these journeys, they go through very different experiences of learning, education, resources, training, etc. which pigeonhole them with roles and statuses that are very unequal. They also introduce an alternative involving equality and human rights (the green goose game for equality), **a shared journey** that enables each person to reach their full potential and live independently.

NAHIKO! 5-6 - THIRD STAGE OF PRIMARY SCHOOL

5th year

- UNIT-1** Game: "Who's who?".
Game: "Word for word".
Game: "The label game".
- UNIT-2** Game: "The lottery of life".
Game: "The game of life".
- UNIT-3** Game: "The four pillars of life".
Songs: "Think positive".

6th year

- UNIT-4** Game: "Everybody has their own path".
Game: "Do you love me?".
Cinema: "Characters: are they only from films?".
Songs: "Songs full of life".
- UNIT-5** Game: "Family chain 1: people".
Game: "EMA.S.O.S. Telephone".
- UNIT-6** Game: "Family chain 2: words".
Game: "The Broken Heart Surgery".



The games and materials in this course encourage and help the students to start building a **personal life project which is independent and fulfilling** across various aspects of life (personal, family, social and professional life). They therefore make students aware of the social labels that restrict, stereotype and clone men and women in our society and encourage each of them to learn about, accept and evaluate they way they are, their characteristics, wishes, projects, etc., as well as their right (and that of every man and woman) to be, change and live however they want and decide to do so.

The games bring together different **for romantic, family and close relationships** and they inspire students to explore them from the perspective of equality. Through these, boys and girls can get to know and understand the myths of romantic love and alternatives which centre around **love with equality, treating others well and being respectful of human rights.**

