
This is the **published version** of the bachelor thesis:

Márquez i Serna, Manel; Sánchez Martí, Angelina , dir. Gender stereotypes and roles in children's literature. Bellaterra: Universitat Autònoma de Barcelona, 2022. 67 pag. (1140 Grau en Educació Primària)

This version is available at <https://ddd.uab.cat/record/265374>

under the terms of the  license

**GENDER STEREOTYPES AND ROLES
IN CHILDREN'S LITERATURE
AT THE SCHOOL OCTAVIO PAZ**



Manel Márquez i Serna

FACULTY OF EDUCATION

BACHELOR'S FINAL DEGREE PROJECT

PRIMARY EDUCATION

Supervisor: Angelina Sánchez Martí

Department of Applied Pedagogy

Ordinary call

03/06/2022

Table of contents

1.	Introduction	1
2.	Theoretical Framework	1
2.1.	The representation of gender in children’s literature	2
2.2.	Impact of gender roles through children’s literature.....	4
2.3.	Gender roles and stereotypes in early childhood and primary education.....	5
2.4.	Incorporation of gender perspective at schools	5
3.	Methodology	6
3.1.	Objectives	6
3.2.	Method: a mixed-method case study	7
3.3.	The context of the study: Octavio Paz school	8
3.4.	Data collection tools.....	8
3.4.1.	The document analysis of the books.....	8
3.4.2.	The focus group.....	10
3.5.	Data analysis.....	11
3.5.1.	The analysis of the books	11
3.5.2.	The focus group analysis	11
4.	Results	12
4.1.	Analysis of the books to identify and measure sexism in the reading books	12
4.2.	Schoolteachers’ perception about the importance of gender in reading books	15
5.	Conclusions and discussion	20
6.	References.....	22
7.	Annexes	32
7.1.	Annex 1 Books included in the sample sorted by year of publication	32
7.2.	Annex 2 Analysis of the books.....	35
7.3.	Annex 3 Percentages and calculations.....	47
7.4.	Annex 4 Focus group outline.....	52
7.5.	Annex 5 Transcription of the Focus group	54
7.6.	Annex 6 List of 5 books with gender perspective to promote heterogeneous identities in the libraries	60
7.7.	Annex 7 Work plan.....	62

Abstract

This study case research is focused on analysing through gender perspective the current situation of gender stereotypes and roles in children's literature at the school Octavio Paz. Gender and sexuality are closely intertwined, which have been changing schemas throughout the years, and books might still be portraying and producing inequalities from them. For that reason, the first objective of this project is to quantify and qualitatively analyse the gender representation of 90 reading books in the initial cycle of the school, in which gender and sexual identities are the object of the study. The categories used to collect data are: unequal representation, personality traits, occupational roles, language and LGBTIQ+ representation. Furthermore, the second objective aims at looking into schoolteachers' perception, through a focus group, on these inequalities to identify their possible contributions to eradicate gender stereotypes and roles or their objection to change. Results have revealed that from the analysis conducted in the books sorted between the publication years 1980-2022, there is still a clear gender bias in the representation of male and female identities, as males are still predominant as main characters, active, heroic, independent, drivers... As opposed to women, who are mostly depicted as passive, dependent, emotional, caretakers, etc. Moreover, it was identified an overuse of cisheteronormative language in the books and underrepresentation of LGTBIQ+ identities. In addition, through the focus group, schoolteachers' perception showed the harmful effects of gender roles and some resistances in their discourses as well.

Key words: gender, gender roles, gender stereotypes, gender perspective, children's literature.

Resum

Aquest estudi de cas d'investigació està enfocat a analitzar des de la perspectiva de gènere la situació actual dels estereotips i rols de gènere en la literatura infantil a l'escola Octavio Paz. El gènere i la sexualitat estan estretament entrelaçats, els quals han anat canviant esquemes al llarg dels anys, i els llibres encara podrien estar retratant i produint desigualtats a partir d'ells. Per això, el primer objectiu d'aquest projecte és quantificar i analitzar qualitativament la representació de gènere de 90 llibres de lectura del cicle inicial de l'escola, en què les identitats de gènere i sexuals són objecte d'estudi. Les categories utilitzades per recollir dades són: representació desigual, trets de personalitat, rols ocupacionals, llengua i representació LGBTIQ+. A més, el segon objectiu pretén examinar la percepció del professorat, a través d'un grup focal, sobre aquestes desigualtats per identificar les seves possibles contribucions a l'erradicació dels estereotips i rols de gènere o la seva objecció al canvi. Els resultats han revelat que a partir de l'anàlisi realitzada en els llibres ordenats entre els anys de publicació 1980-2022, encara hi ha un clar biaix de gènere en la

representació de les identitats masculines i femenines, ja que els homes encara són predominants com a personatges principals, actius, heroics, independents, conductors... A diferència de les dones, que es descriuen majoritàriament com a passives, dependents, emocionals, cuidadores, etc. A més, es va identificar un ús excessiu del llenguatge cisheteronormatiu en els llibres i una infrarepresentació de les identitats LGTBIQ+. A més, a través del grup focal, la percepció dels mestres va mostrar els efectes nocius dels rols de gènere i algunes resistències també en els seus discursos.

Paraules clau: gènere, rols de gènere, estereotips de gènere, perspectiva de gènere, literatura infantil.

Resumen

Esta investigación de caso de estudio está enfocada a analizar desde la perspectiva de género la situación actual de los estereotipos y roles de género en la literatura infantil y juvenil del colegio Octavio Paz. El género y la sexualidad están íntimamente entrelazados, los cuales han ido cambiando esquemas a lo largo de los años, y quizás los libros aún estén retratando y produciendo desigualdades a partir de ellos. Por ello, el primer objetivo de este proyecto es cuantificar y analizar cualitativamente la representación de género de 90 libros de lectura del ciclo inicial de la escuela, en los que las identidades de género y sexual son objeto de estudio. Las categorías utilizadas para la recolección de datos son: representación desigual, rasgos de personalidad, roles ocupacionales, lenguaje y representación LGTBIQ+. Además, el segundo objetivo pretende indagar en la percepción del profesorado, a través de un grupo focal, sobre estas desigualdades para identificar sus posibles contribuciones a la erradicación de los estereotipos y roles de género o su oposición al cambio. Los resultados han revelado que del análisis realizado en los libros ordenados entre los años de publicación 1980-2022, todavía existe un claro sesgo de género en la representación de las identidades masculina y femenina, ya que los hombres siguen predominando como personajes principales, activos, heroicos, independientes, conductores... A diferencia de las mujeres, que en su mayoría son representadas como pasivas, dependientes, emocionales, cuidadoras, etc. Además, se identificó un uso excesivo del lenguaje cisheteronormativo en los libros y una subrepresentación de las identidades LGTBIQ+. Además, a través del grupo focal, la percepción de los docentes mostró los efectos nocivos de los roles de género y también algunas resistencias en sus discursos.

Palabras clave: género, roles de género, estereotipos de género, perspectiva de género, literatura infantil.

1. Introduction

Gender stereotypes are the preconceived ideas over members of particular social groups, which reinforce prejudice among individuals that differ from them (Ellemers, 2018). Gender roles may be read as indicators of inequality acquired through the socialisation process. Children adopt certain roles and behaviours through socialising, in which gender stereotypes considerably affect their expectations and they often do not understand the expected behaviour (Tsao, 2008). For that reason, it is important that in primary school gender becomes free of expectations so that everyone can construct their gender identity or appropriate behaviour without impositions and fostering equality of opportunities.

Gender stereotypical role socialization occurs in part through observations of the rewards and punishments that define appropriate forms of behaviour (Bussey & Bandura, 1999). Children's literature may be playing an important role as well in their acquisition since it has the power to influence the development and perception of children's gender identity. Thus, this Final Year Project (TFG in its acronym in Catalan) has the aim to investigate the representation and extent of gender stereotypes and roles in children's reading books. The investigation also seeks to engage schoolteachers in the analysis of reading books and create recommendations to foster the use of books with gender equality.

The idea of tackling gender stereotypical roles in children's literature in this TFG surges up due to my observation of the frequent usage of children's literature in the initial cycle of the school Octavio Paz during my internship. Every week the students pick up a book from the classroom library to read it at home and return it the following one. The constant use of reading books is becoming an important source of transmission of values and social norms related to gender stereotypical roles, which may be affecting children's development of their gender identity or creating them expectations that could be leading them to an unequal socialisation process.

The project will start with an analysis of all the books of the initial cycle, in which gender roles and stereotypes will be the base of the study. Afterwards, a focus group will be held with some schoolteachers to discuss and compose a list of books with gender perspective, which will be suggested to be included in the school libraries. Finally, the list will be provided to the school in order to raise awareness of gender issues and promote heterogenous identities to encourage the introduction of these books in the school libraries.

2. Theoretical Framework

In this section, there is a contextualisation of gender roles and stereotypes in children's literature. Their expansion and impact are investigated to analyse their influence on the construction of gender identity throughout the different stages of children's lives. In addition, gender perspective is tackled to understand the current measures taken from schools to counteract these gender inequalities.

2.1. The representation of gender in children's literature

Gender can be found in many children's books in the form of content, language and illustrations (Jett-Simpson & Masland, 1993). Gender bias is the prejudice that favours more one gender than the others (Rothchild, 2007). Thus, gender can be seen as a social construct that determines the attitudes and expectations of individuals, establishing inequalities that affect the opportunities for women and men, usually benefiting men more than women (Blackstone, 2003). These mechanisms of socialisation have an impact on people's acquired behaviour, in which families, schools and media play an important role in the maintenance and spread of gender stereotypes (León Ciliotta, 2021).

Books contribute to the formation of identity schemas for boys and girls (McCabe et al., 2011). According to a study, women are represented as servants of males, marriage is the main goal and occupation in a girl or woman's life, furthermore, there is an overrepresentation of men characters or use of sexist language in children's literature (Diekman & Murnen, 2004). Children's literature has been depicting women in constrained traditional roles along history (Ashby & Wittmaier, 1978), above all, through classic tales reinforcing ideals of femininity and masculinity (Meland, 2020). In addition, women have been depicted under standards of beauty that seek to look like the blonde, straight hair image of the European 'barby' as part of the so-called normative femininity (Deliovsky, 2008). Beauty is an ideology that stems from patriarchal structures (Cooper, 2019). It has been focusing on women in many tales over the centuries, above all, in classic ones, in which women perpetuate an obsession for looking pretty (Parsons, 2004). Moreover, females have been portrayed in classic tales as waiting for her prince to appear and save them from disgrace (Schroeder, 2013).

The Guardian newspaper (Ferguson, 2019) analysed 100 bestselling children's books in 2018 in the UK. The study revealed that little has changed in recent years as there were 1.6 books with male lead characters for every one book with female ones. Moreover, male villains were seven times far likely to appear as opposed to female villains. Female characters were significantly less likely to speak in stories than male characters. Moreover, 20% of the books contained no females at all (Ferguson, 2019).

Recent gender equality children's literature about feminine roles have been expanding its horizon due to the incorporation of other models. However, these models are mainly based on adopting male stereotypic attributes and roles (Diekman & Murnen, 2004). Conversely, most of children's books show male as brave confronting danger opposing to law, manners or are seen as heroes (Stephens, 2002). Thus, men learn masculinity as opposed to femineity and feminine behaviour (León Ciliotta, 2021). Consequently, men have not assumed the liability to caretake or make household work, which is still performed unevenly by women (Bianchi et al., 2000). Sexism can be understood as attitudes emphasized when reinforcing gender stereotypes or roles (Moya et al., 2006). Overall, the so-called

non-sexist materials at schools still have gender stereotypical roles transmitted in their content, so the measurement of sexism becomes subjective.

According to a cross cultural study both in the USA and AUS, 96 books were the object of study to investigate gender stereotypes in children's literature (Adam & Harper, 2021). Harper categorised them into four categories:

- *Gender traditional* stands for books that show gender bias; for instance, male portrayed as road workers and female shown as house caretakers.
- *Gender restrictive* analyses the use of gender-neutral to perpetuate gender bias. For example, using the term officers to be inclusive, but depicting male outnumbering female or showing female as passive and friendly while men are shown as in active duty.
- *Gender sensitive* analyses crossing gender boundaries to provide positive role models.
- *Gender-neutral* embraces inclusive language through a non-categorisation of the characters such as an ungendered rabbit, which becomes up to the reader to interpret or disrupt masculinity or femininity.

According to this, 85% of the books showed to have traditional stereotypes, 7% gender sensitive and 4% both gender neutral and restrictive (Adam & Harper, 2021).

Although there has been a primarily focus on studying the representation of gender stereotypical roles, recent studies research on mutually intersectional relationships that exist between gender identities and sexuality. Heteronormativity refers to social norms, discourses and practices that define heterosexuality as natural and superior to all other expressions of sexuality, which is part of pedagogical materials (Robinson, 2016). Cis/heteronormativity is also described as a set of norms based on heterosexuality and gender binary (Carrotte et al., 2016). Research on sexual identities expose an underrepresentation of LGBTIQ+ children's literature as well (Moya-Guijarro & Ventola, 2021). These small quantities of books that show LGBTIQ+ characters have been showing this diversity as villains such as in the children's novel titled: *Left to themselves* by Edward Stevenson (1891), reinforcing prejudice and the closet, known as queer coding (Tribunella, 2012). In addition, in some books such as in *Harry Potter*; J. K. Rowling created Dumbledore as a gay character, but he has never been shown with affection for other men, therefore, same-sex characters in romance have never been allowed in a relationship (Fathallah, 2020; Haaland, 2020). In addition, when these characters appear, they are most of the times depicted as looking for social acceptance and respect instead of seeking to change the normalising structures of society (Taylor, 2012).

In 1950 homosexuality was considered a pathological condition (Schumm & Crawford, 2019). Since 1981, institutions have been opening the LGBTIQ+ content to the public such as the Information

Resource and Archives in Chicago, and five years later, the Quatrefoil Library in Minnesota (Pruitt, 2010). There have also been recent protests in 2020 in the UK in response to the mandatory introduction of LGBTIQ+ content in primary education (Moya-Guijarro & Ventola, 2021).

2.2. Impact of gender roles through children's literature

Gender roles are a potential resource to influence the perception of children's thinking, above all, through classroom use of children's literature. Non-stereotypical reading books or classroom activities may well challenge children's gender role thinking (Trepanier-Street & Romatowski, 1999).

According to an experimental study in which early school children read about females represented breaking gender stereotypical roles, ended up engaging in nonstereotyped activities (Scott & Feldman-Summers, 1979). A more current study conducted between 2-5 year-olds, who read a story about a same-sex child getting involved in games with gender atypical toys, showed increase in the play with these toys (Abad & Pruden, 2013), boys and girls exposed to hearing non-stereotypical stories broadens a range of behaviours (Ashton, 1983). Overall, context and protagonists provide gender information in storybooks, which are labelled and learnt very easily by children (Seitz et al., 2020).

These gender-stereotypical beliefs may also be affecting children's decision on professional careers. Research suggests that part of the reasons why women do not enter certain academic or high-status fields stems from psychological barriers created by stereotypes (Olsson & Martiny, 2018). Women are underrepresented in STEM, which stands for science, technology, engineering and mathematics (National Science Foundation, 2015). Shapiro and Sax (2011) state that women's interest in STEM is shaped by middle and high school curriculum, culture and pedagogy, interactions with teachers and peer-and-curriculum connections. Nowadays, women are studying more than ever excelling in science and mathematics, but they do not end up in professions such as engineering or computing among others (Corbett & Hill, 2015).

In the last 30 years, studies on understanding masculinities have considerably increased (Kahn, 2009). Throughout the years, boys have had one role stereotypical model of becoming a man under the representation of normative masculinity, also known as hegemonic masculinity. This masculinity is repressive and establishes the constraints in which boys can behave (Stephens, 2002). It is seen as always dominant, never subordinated, and seen from a central perspective (Cheng, 1999) establishing a subordination of feminine masculinities in men (Carrigan et al., 1985; Jackson, 1990) and over women too (Connell & Messerschmidt, 2005). Most of the current changes in gender roles have been focusing on empowering women against hegemonic masculinity, however, changes in the role of men towards alternative masculinities have substantially been ignored (Sathiparsad, 2008). Thus, their roles are still underrepresented in healthcare, elementary education and domestic functions (Croft et al., 2015; Leopold et al., 2016).

2.3. Gender roles and stereotypes in early childhood and primary education

In preschool children learn the two polarised gender models known as gender binary (Martin & Ruble, 2004), which define the constraints of being masculine or feminine through gender stereotypes, however, in its purity, gender can be seen as a continuum (Baltes-Löhr, 2018) from which their extremes are male murderous rapists and females helpless of care (Earles, 2018). Instead, sex refers to biological traits assigned when a newborn has a penis or a vagina (Hubbard, 1996), nevertheless, this social differentiation leaves intersex newborns out of these two categories (Zucker, 1999), therefore, sex can also be understood as socially constructed (Carter, 2012). Gender defines the expectations over sex since a child is born which sets a sex-gender system and defines the boundaries of the patriarchal society (Hubbard, 1996). Toddlers are taught gender labels and how to separate gender categories (Zosuls et al., 2009), which affects the acquisition of gender roles, mainly learned through interactions that frequently happen in childcare settings (Chick et al., 2002).

In Bertran (2015) study, a girl that likes competing in speed and strength is the only one let to play with vehicle toys by her male playmates with whom establishes frequent interactions. The decisions that adults make when deciding toys to give away for their children significantly influence children's play experiences (Yeung & Wong, 2018). Adults' attitudes still resist assessing toys in a gender stereotyped way (Blakemore & Centers, 2005; Fisher-Thompson 1990; Fisher-Thompson et al., 1995). Families play an important role in influencing children's involvement in housework and everyday routines (Schulz, 2020). In Cordero-Coma and Esping-Andersen (2018) study, it is analysed how boys at the age of 8 do significantly less chores than girls depending on the parental distribution of housework. Gender traditional roles regarding chores are rooted in childhood and are more reinforced as time passes by (Dotti Sani, 2016).

Role model interventions, which have consisted of exposing children to literature or commercials representing men and women in counterstereotypical roles, influence girls' gender-related belief from preschool-age to 4th grade (Olsson & Martiny, 2018). Therefore, children's literature can modify visions and alter children's behaviour through gender stereotypical roles. Although the most important part of the socialisation in the acquisition of gender roles takes place in the early childhood, their transmission still continuous in primary education. For that reason, it is important that gender roles are considered both in primary and kindergarten education.

2.4. Incorporation of gender perspective at schools

Androcentrism has established a vision of privileging men in society as well as in schools (Lapayese, 2012). Mixed schools do not mean undifferentiated education (Carra, 2019). There are sexually differentiated curricular materials that reproduce gender stereotypical roles (Gelís & Abril, 2020). Schools need to urgently include gender perspective in children's literature to counteract this

vision and inequalities of sexist materials. Gender perspective analyses the power relations among genders, which can be used in any spheres of society such as scientific, economic, political, social, etc. (Serret, 2008). In other words, gender perspective becomes a tool to identify gender stereotypical roles to revert their inequalities. Gender perspective has been applied in different areas of education; for instance, in language English learning to make students become aware of discriminatory language, which results in an increase of confidence in their gender identities (Banegas et al., 2019). Besides, gender perspective in physical education has uncovered discriminations of laughter or insults when boys and girls transgress gender roles (Prat, 2008).

According to a guide on the introduction of gender perspective in children's literature created by several organizations of Barcelona (2017) gender perspective is introduced by questioning roles and stereotypes, recognising, and identifying diversity, putting at the centre of values femininity, fostering fair relations and equality in a framework of peace and non-violence (p. 26-27). Education is experimenting a pedagogical renewal, in which gender perspective is starting to be implemented to rethink and critique learning processes. The current trend shows a commitment to transform education to question gender roles and their consequence on society (p. 14). Despite these measures, introducing gender perspective becomes difficult to apply as teachers and families often show resistance to non-sexist materials due to failure to identify or see gender stereotypes and roles as harmful (Lingard, 2003), known as gender blindness (García-Pérez et al., 2011). For that reason, gender awareness becomes fundamental to identify sexism and be able to counteract inequalities in education (Usmanovna & Elmurodova, 2021). Gender blindness can be narrowed down by 'unlearning' or rethinking gender, which requires personal efforts to constantly question the existing structures of gender (Hughes & Kerfoot, 2002). Therefore, teachers' gender bias affect pupils' progress and schooling (Terrier, 2020). Teachers tend to treat consciously and unconsciously differently boys and girls (Saramourtsi et al., 2020). This involuntary proliferation of gender roles is caused by teachers' daily interactions within society (Brown, 2005). Moreover, teachers' expectations on girls and boys are quite significant for students' academic achievements (Muntoni & Retelsdorf, 2018).

3. Methodology

This section tackles the objectives of the TFG and the type of study carried out to research on gender stereotypes and roles at the school Octavio Paz. It mentions the tools used to gather information and the development followed for the analysis of data.

3.1. Objectives

This research has the aim to analyse gender stereotypes and roles in children's literature and encourage the introduction of non-sexist reading books in the school libraries. As it follows, the objectives have been determined between general and specific:

General objectives:

- To explore the representation and extent of gender stereotypes and roles in children's reading books in the first cycle of the school Octavio Paz in order to come up with recommendations of books with gender perspective to be included in the library.

Specific objectives:

- To identify and measure sexism in the reading books of the first cycle of the Catalan school Octavio Paz.
- To explore schoolteachers' perception about the importance of gender in reading books and engage them in discussing which books could be included in the library to promote heterogeneous identities.

3.2. Method: a mixed-method case study

Mixed-method research sits between quantitative and qualitative study cases (Johnson & Onwuegbuzie, 2004). With this purpose, this research follows the design of a mixed-method case study which combines qualitative and quantitative data (Sandelowski, 2000). Mixed method-case studies increase the validity of findings and broadens the understanding of topics (Hurmerinta-Peltomäki & Nummela, 2006). Qualitative research is used when the analysis focuses on understanding a context, interactions among people, individuals sharing their opinions, linking theory and models, etc. (Creswell & Poth, 2016). On the contrary, quantitative data focuses on the use of numbers and accuracy (Polit & Beck, 2012), that is to say, the qualitative approach involves the understanding of information, while the quantitative deals with statistical and comparative data, from which eventually inferences can be made (Sandelowski, 2000).

Specifically, in the first specific objective, literature books were analysed through quantitative and qualitative lenses. On the one hand, books were qualitatively analysed to distinguish characters' behaviours or collect relevant data from the illustrations of the books regarding gender bias, whereas the comparison between gender representations have followed a quantitative approach to generate statistics and be able to compare them to identify gender inequalities.

The second objective follows a qualitative approach, which places more importance on the understanding of particular sub-groups, underlying processes, values, emotions, conflicts and are normally expressed with words (Drury et al., 2011). Thus, as this part is based on a focus group and stimulation of debates, it allows to gather teachers' perceptions and opinions on the topic.

3.3. The context of the study: Octavio Paz school

Octavio Paz School is a public and secular school located in the neighbourhood of Navas, Barcelona. The Oficina Municipal de Dades de l'Ajuntament de Barcelona (2021) indicates that in 2020 its population reached up to 22,457 inhabitants, which had been increasing slightly in the previous 6 years. 17.1% of the population was foreign and the per capita household income was approximately 20,051 in 2018. In the field of vocational training and education in 2020, 28% of the population had access to university studies and CFGS, 27.9% had a high school diploma or CFGM, 40.9% had compulsory education and 1.9% had an insufficient level of education (pp. 1-4).

The school offers kindergarten and primary education. The courses are divided amongst three cycles in primary education: upper cycle (6th and 5th graders), middle cycle (4th and 3rd graders) and initial cycle (1st and 2nd graders). I have conducted the research in the classrooms of the initial cycle because I have been doing my internship in those classrooms for months, which has allowed me to identify gender inequalities in the reading books. Apart from that, each cycle has three lines and children learn through innovative pedagogies such as corners or through the project of the school: the cuisine. Regarding gender equality, the school advocates for fostering social cohesion and equality, nevertheless, none of the school documents mention a look through the gender perspective lenses.

3.4. Data collection tools

3.4.1. The document analysis of the books

Literature books were analysed following document analysis. This is a systematic procedure for reviewing or evaluating documents, which can be used to provide context, generate questions, supplement other types of research data, track change over time and corroborate other sources (Bowen, 2009). In one commonly cited approach in social research, Bowen recommends first skimming the documents to get an overview, then reading to identify relevant categories of analysis for the overall set of documents and finally interpreting the body of documents (Bowen, 2009). Document analysis can include both qualitative and quantitative components:

- **Qualitative:** this type of analysis has been criticised for explicit or implicit bias due to assumptions (Barusch et al., 2011; Danto, 2008; Guest et al., 2011). Nonetheless, it allows to supplement the study in order to be more thorough, as well as, permitting a triangulation of multiple multi-methodological research (Davies, 2001). The qualitative research aims at understanding how human beings construct reality through their experiences (Fossey et al., 2002).

- Quantitative: the qualitative component is objective, measurable and result-oriented (Ahmad et al., 2019). In addition, quantitative research is deductive (Watson, 2015), which intertwinds theory and research (Bryman, 2016).

To collect information about the characteristics of the reading books, it was used the same parameters following Diekman and Murnen (2004) research, that is to say, title, author, publisher and original publication date ([Annex 1](#)). In addition, I also picked up in the worksheet all the data of the analysis of the books ([Annex 2](#)) to identify gender inequalities and measure sexism in the reading books following the next indicators: unequal representation, occupational roles, language, personality characteristics and LGBTIQ+ representation. Some of these have been extracted from Diekman and Murnen (2004) study as well, in which unequal representation and personality characteristics were used to analyse 20 mid-elementary books to indicate the extent of represented boys and girls as main characters, in turn, social roles were used as another indicator to gather information about feminine and masculine behaviours attributed to boys and girls. Their results were expressed by using a scale from 1 to 7.

In my study, unequal representation was used to count the number of men and women that were main characters. Personality characteristics was used to identify feminine and masculine stereotypes within the categories of men and women to spot whether there was an unequal depiction of femininity and masculinity between both genders. The indicators used to quantify these behaviours were: passive, dependent, active, heroic, independent, strong and emotional.

In another study Lee and Chin (2021) investigated occupational roles between men and women taking as reference 16 occupations such as airport staff, chef, cable car worker, etc. From this data, they got to know the number of males and female dominated occupations. In my study, the same indicator was used to quantify the number of men and women that undertake occupational roles such as singer, caretaker, dancer, teacher, shop assistant and nurse.

In the study of Adam and Harper (2021) an indicator named as gender restrictive analyses the use of gender-neutral to perpetuate gender bias in 96 children's books. In addition, they also used the indicator gender neutral to quantify the non-categorisation of characters. In my study, these indicators were used within the parameter language in order to quantify the number of books containing these gender categories.

In the study of Hedberg et al. (2020) several book titles were analysed in order to quantify the number of books with titles such as lesbian mothers, gay parents, homosexuality, children of gay parents, etc. In order to adapt these indicators into my study, a new parameter called LGBTIQ+ representation was used to quantify the representation of LGBTIQ+ book divided into four categories: gay, bisexual, transsexual and lesbian.

Finally, a qualitative indicator named as document analysis was used to note down other inequalities spotted during the analysis of the books, in which illustrations containing gender inequalities were mostly analysed under this premise.

3.4.2. The focus group

Focus groups normally match qualitative research methods (Nyumba, 2018). They are adequate to pay attention to interactions within a group (Parker & Tritter, 2006), moreover, focus groups contain participants and a moderator to control the specific topic and the group dynamics (Woodring et al., 2006). Focus groups are useful to gain a deep understanding on social issues and gather information about a group of individuals (Nyumba, 2018). Therefore, in my study, the focus group was comprised by 5 class teachers of the initial cycle. They have been chosen to take part in it considering they spend a significant amount of time working in the initial cycle, therefore, they are quite likely to use reading books in their lessons and proliferating gender stereotypes and roles. Thus, they and I brought gender equality books to be analysed and shared with each other. The focus group followed a qualitative method being divided into three phases, which are stated in the outline ([Annex 4](#)): the first one consists of sharing the outcomes of the analysis of the books, the second one deals with analysing and discussing the gender equality books brought and the third phase tackles teachers' perception on gender equality in children's literature through some questions. All the focus group was transcribed in a word document to keep record of the whole conversations and dialogs, which were provided an alias (teacher 1, teacher 2, teacher 3, teacher 4 and teacher 5). I took part in the focus group with the alias: "M" ([Annex 5](#)).

Regarding the first phase, the results of the analysis of the first cycle books were discussed with the schoolteachers. As for the second phase, the data of teachers' books was picked up on an excel table ([Annex 6](#)) containing the parameters: title, author, publisher and original publication, as in the study of Diekman and Murnen (2004). In addition, the section of document analysis was used to note down teachers' point of view of each of the books in the excel (this list of 5 books was provided to the school to promote heterogeneous identities in the libraries). Regarding the third phase, the document where there is the outline of the session ([Annex 4](#)) contained the following questions: do you think there is something missing in the analysis carried out with books regarding gender equality?, to what extent the analysis of gender equality carried out with books should be extended to the rest of the school cycles?, what aspects of gender do you consider are the most important to tackle in children's literature?, how important do you think it is to include gender equality books in school libraries?, what aspects of a book would you take into consideration to work on gender equality (year of publication, editorials, author...)? These questions were inferred from León Ciliotta's thesis (2021) to engage teachers in the importance of gender stereotypes in children's literature and get to know their standpoints.

3.5. Data analysis

3.5.1. The analysis of the books

The analysis of the reading books belonging to the first cycle of the school were registered in an excel worksheet to collect quantitative and qualitative data. The total number of books, which were analysed, reached up to 90 books, from which 30 of them were randomly chosen for each of the classroom of the initial cycle.

During the analysis, the identification of the books was picked up in the excel worksheet whose entries were sorted by years of publication which led to three groups of books: 1980-2004, 2005-2011, 2012-2022 ([Annex 1](#)). These three blocks were made to compare the representation by ages and figure out how gender stereotypical roles and stereotypes have been changing throughout the years. In addition, all the information was noted down in a single table creating a database containing all the parameters and indicators in the same document ([Annex 2](#)). On this basis, descriptive analyses were carried out once the collection of data was finished. The results are shown in tables comparing male, female and other identities through percentages in order to measure their gender representation in the books by the year-groups. As a consequence, percentages are shown of unequal representation, personality characteristics and occupational roles, from which all the characters of each year-group were counted to get the percentages compared to the total amount of characters of each year-group. Conversely, the percentages, which were taken from the table language and LGBTIQ+ representation, were extracted from counting the books containing these realities within each year-group in order to be able to compare them with the total amount of books in each year-group and get statistical percentages of their representation in comparison to cisheteronormative identities regarding LGBTIQ+ representation and gender traditional books regarding language ([Annex 3](#)).

3.5.2. The focus group analysis

The focus group followed a qualitative method to pick up all the data. To organise the development of the session, the aforementioned outline of the session was followed ([Annex 4](#)). The focus group took place at the school Octavio Paz and was held on the 18th of March of 2022. The duration of it took 60 minutes maximum.

During the analysis, once the transcription of the focus group was done, I analysed schoolteachers' perception and dialogs on the following aspects: LGBTIQ+ representation, gender stereotypical roles, gender bias, heterogeneous and homogeneous gender identities and language. Although, the focus group followed the outline, I organised their responses combining them with the different phases of the focus group in relation to the mentioned aspects with the aim to know their standpoints and extract conclusions in the results.

4. Results

The results are organised following the two specific objectives of this TFG, combining when necessary both quantitative and qualitative analyses carried out: on the one hand, to identify and measure sexism in the reading books of the first cycle of the Catalan school Octavio Paz; and, on the other hand, to explore schoolteachers' perception about the importance of gender in reading books and engage them in discussing which books could be included in the library to promote heterogeneous identities.

4.1. Analysis of the books to identify and measure sexism in the reading books

Although there has been an introduction of females as main characters in children's literature in recent years, results show that males are still prevailing in stories. Table 1 shows the overrepresentation of male main characters in children's literature and the huge number of books that are hitherto transmitting these gender stereotypical roles in the school. Therefore, the recent introduction of gender perspective may give the impression that the distribution of male and female main characters is currently more equally represented, however, in the year-group 2012-2022, these inequalities still exist, which proves that there has not been much change since 1980. This overrepresentation has been setting gender schemas for children who look at these characters and learn from their attitudes. For instance, this overrepresentation can be found in the book: *El tito busca nas* by Guido van Genechten (2002) in which the male main character monopolises the story.

Publication year	Number of books	Main characters	
		Male	Female
1980-2004	15	64,71%	35,29%
2005-2011	11	50,00%	50,00%
2012-2022	64	57,27%	42,73%

Table 1. Unequal representation

Male characters have been depicted throughout history as heroic, strong and active. Far more than a half of these personality characteristics analysed in the books are represented in male children's literature since 1980, which has been reinforcing normative or hegemonic masculinity throughout the years. Results show that little change has been made in these male' values as their appearance in the books is astonishingly overrepresented in all the year-groups (Table 2). In addition, their independency is strongly represented in the books as self-reliant males. On the contrary, personality characteristics such as emotional, passive or dependent are underrepresented in all the books analysed, which does not leave much room for alternative masculinities. When there is an introduction of male characters performing in feminine ways, they are often coded as evil perpetrating prejudice against new masculinities, for instance, it can be seen in the book: *La petita caputxeta Africana* by Niki Daly (2006) in which the wolf is shown with feminine traits, but it is shown as the evil character of the story.

Table 2 also reveals that females are represented as emotional, passive, dependent in more than two thirds in each year-group. Along history women have been depicted as looking for marriage to form the traditional family, which is strongly related to the staggering dependency they have in the statistics. In addition, it goes in line with the passive values they are attributed for not being relevant in the stories and have only been taken into consideration to make household chores. As for their emotional traits, women have been represented as caretaking, above all, in many classic tales, reinforcing femininity in a huge number of books. For that reason, in the statistics gathered these values are so much represented in all the years. Conversely, their low representation in personality traits such as active, heroic and strong, which does not exceed a half of the percentages, imposes normative femininity, subordinating alternative femininities. For instance, these traits can be found in the book: *De nadal, cap d'any i reis* by Francesc Salvà (2000) in which gender occupational roles are clearly reflected and women are shown with a lot of dependency.

This underrepresentation in male and female personality traits in children's literature caused by gender bias has not had much change over the years. Therefore, in the years 2012-2022 these patriarchal structures are still being spread. For example in the book: *L'hort de l'escola* by Estel Baldó, Rosa Gill and Maria Soliva (2013), in which boys are dressed in blue and girls are dressed in pink.

Publication year	Number of books	Passive		Dependent		Active		Heroic		Independent		Strong		Emotional	
		M (%)	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)
1980-2004	15	11,1	88,9	18,2	81,8	77,8	22,2	83,3	16,7	78,3	21,7	75,0	25,0	31,6	68,4
2005-2011	11	0,0	100	0,0	100	75,0	25,0	71,4	28,6	71,4	28,6	60,0	40,0	0,0	100
2012-2022	64	17,1	82,9	4,8	95,2	67,3	32,7	81,5	18,5	67,8	32,2	73,7	26,3	22,0	78,0

Table 2. Representation of personality characteristics

Table 3 shows that women have been more and more represented as drivers since 1980, however, their representation in the books is approximately a quarter of the male characters shown as drivers in the years 1980-2004 and 2012-2022. Nevertheless, in the year-group 2005-2011, women are shown three quarters more than male characters as drivers. Women have always been underrepresented in fields such as in STEM, which is the reason why their representation in driving is lower than men. Although there was an introduction of books with gender perspective in the recent years, for instance, in the year-group 2005-2011, which entailed an increase of the representation of women driving, it is still not enough to balance the results to a 50% for both genders, as men still have more representation taking into account the year span 1980-2022, which proves that modern books are still being made under the premises of sexism.

Table 3 also shows that women’s representation as caretakers or teachers surpasses three quarters in comparison to male characters and does not change much from 1980 to 2022, which proves that there has been little change over the years too. The spread of these gender stereotypical roles in children’s literature is strongly connected to the unequal amount of housework done by women at home and the bias distribution of household chores among boys and girls in the current years. Therefore, these gender roles in children’s literature have been influencing males not taking responsibility for chores or caretaking. For instance, that is the case of the book titled: *La nena que només es va poder endur una cosa* by Eulàlia Canal (2014) in which the illustrations show girls playing with dolls and men with balls. In addition, the boy teacher teaches maths, which uncovers the overrepresentation of male in STEM.

Publication year	Number of books	Singer		Caretaker		Dancer		Driver		Teacher		Shop assistant		Nurse	
		M (%)	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)
1980-2004	15	50,0	50,0	18,8	81,3	66,7	33,3	80,0	20,0	25,0	75,0	0,0	100,0	100,0	0,0
2005-2011	11	100,0	0,0	0,0	100,0	25,0	75,0	25,0	75,0	0,0	100,0	50,0	50,0	0,0	100,0
2012-2022	64	14,3	85,7	16,7	83,3	25,0	75,0	69,6	30,4	11,1	88,9	63,6	36,4	22,2	77,8

Table 3 Occupational roles

Table 4 shows that regarding language, most of the books have gender traditional words. Thus, sexist language is part of a great number of children's literature analysed, setting the expectations, and leaving out those identities that do not fit with them. As for gender neutral, there is no representation between 1980 and 2011, which only leaves room for language represented under the logics of gender binary.

In relation to gender restrictive, the analysis clearly shows that there has been a slight introduction of books with gender perspective between 2005 and 2012, yet it is under values of 10% in each year-group. Nonetheless, these books end up spreading gender stereotypes and roles by using neutral language, but showing gender bias through illustrations in the stories. For example in the following book: *Em disfressa* by Violeta Denou (2006). The main character's gender is not known. However, the rest of the characters follow gender roles; for instance, the daughter wears pink dresses and beauty falls on her. Therefore, results show how most of the books contain traditional language in children’s literature until 2022.

According to the results, the LGBTIQ+ representation is almost inexistent in the children's literature analysed. Bisexual and lesbian books have had no representation in the children's literature since 1980. Transsexuality and gay characters in the books are the two categories most represented in the books within the LGBTIQ+ indicator, however, their representation is less than a quarter of the total amount of books analysed between the years 2005-2011 regarding transsexuality, and in 2012-2022 regarding gay. The huge number of books representing cisheteronormative books clearly show heterosexuality as natural and gender binary too, which has had little change in the year-gap 2012-2022. For

that reason, heterogeneous identities are currently underrepresented, and children do not get other models of being. In addition, when books represent gay couples, they have been coded under homoeroticism, in which they do not show a clear romance or show affection for each other, for instance, in the book titled: *Mientras tú duermes* by Mariana Ruiz Johnson (2020), in which the gay couple is just shown in an illustration, and they do not cuddle or show their loving passion for each other.

Publication year	Number of books	Gender restrictive (%)	Gender neutral (%)	Gender traditional (%)	Gay (%)	Bisexual (%)	Transexual (%)	Lesbian (%)	Cis-heteronormative (%)
1980-2004	15	0,0	0,0	100,0	0,0	0,0	0,0	0,0	100,0
2005-2011	11	9,0	0,0	90,9	0,0	0,0	9,0	0,0	90,9
2012-2022	64	7,8	3,1	89,0	3,1	0,0	0,0	0,0	96,8

Table 4 Language and LGBTIQ+ representation

4.2. Schoolteachers' perception about the importance of gender in reading books

I identified some gender blindness in the teachers at the beginning of the focus group as teacher1 showed surprise when I said that there was an underrepresentation of LGBTIQ+ in the books. This type of reaction was strongly connected to the naturalisation of gender stereotypes and roles in their socialisation process. Nevertheless, the rest of the teachers agreed on my comment, which might be proving that there were teachers that had a narrower gender blindness.

M: *"Pel que fa a la diversitat, he analitzat la representació del col·lectiu LGTBIQ+. He trobat que, en general, falten llibres que mostrin aquestes realitats."*

Ai: *"Tu creus?"*

M: *"Bé, sí que és veritat que aquí he trobat alguns llibres LGTBIQ+ que mostrin aquestes realitats, però si que depèn de quina biblioteca hi vagis doncs no n'hi ha cap (la resta de mestres assenteixen amb el cap)."*

Nevertheless, in the explanation of my book, I pointed out the effort of increasing the representation of different models of family and also complained about these books most of the time being treated from the point of view of social acceptance or seeking for respect. The introduction of books with LGBTIQ+ representation is being gradually introduced into children's literature due to centuries of censorship and societal reluctance. However, the LGBTIQ+ books, brought to the focus group, dealt with this subject from the perspective of having problems with gender identity, sexual orientations or seeking for others' acceptance. Therefore, these books do not contribute to change the established structures of society.

M: *"Penso que aquest llibre sobre igualtat de gènere està bé perquè visibilitza un altre model de família que són les dues mares. Però, el que no m'acaba d'agradar és que aquests llibres sobre diversitat moltes vegades tracten aquests temes des de la problemàtica; sempre busquen*

que la diversitat sigui respectada o tingui acceptació social. Penso que els llibres, en general, haurien de posar en el centre la diversitat.”

As a reply, teacher5 considered that there is currently more acceptance regarding diversity and that Barcelona is quite free of discrimination of this type now. She claimed that resources are far behind than the acceptance of diversity in the society. In addition, teacher4 supported her statement claiming that in towns being diverse may be far more difficult. In addition, teacher5 connected this discrimination to a more individualistic aspect, in which the experiences lived by the subjects may strongly be relevant for their acceptance. Although advances are being made regarding LGBTIQ+ rights, gender blindness plays an important role in the preconceived idea that discrimination is over, gender roles and stereotypes are still part of the normal functioning of society affecting the LGBTIQ+ community daily. Although teacher 4 and teacher5 seemed to agree with the underrepresentation of these books, they seemed to have gender blindness regarding the LGBTIQ+ community. In addition, teacher1 also seemed not to identify the harmful effects of heteronormativity on the LGBTIQ+ community as she attributed it to other countries. The rest of the teachers did not mention anything. For that reason, I considered that there was a generalized gender blindness in relation to the LGBTIQ+ community in the teachers.

Teacher5: *“Jo penso que avui dia la societat està més avançada que els recursos. I, bé, Barcelona és una ciutat molt oberta amb la diversitat.”*

Teacher4: *“Sí, en alguns pobles, segurament, és més difícil que hi hagi acceptació.”*

Teacher5: *“Jo crec que depèn de moltes coses que t’acceptin, sobretot, la família, els tipus d’amics o també com t’ho prenguis. Però, jo crec que Barcelona és molt oberta amb tot això.”*

Teacher1: *“Sí, a mi m’agradaria dir que aquí trobo que la gent és bastant oberta. Quan estava al Canadà notava que la gent era més tancada de ment i que eren més rígids en aquestes qüestions.”*

Regarding gender stereotypical roles, teacher4 and teacher5 also spotted some gender stereotypical roles in their gender equality book, as the single mother took whole responsibility of her child. Teacher2 also noticed that in the illustrations there were occupational roles in women as they have been depicted in this way along history. Both teachers showed rejection against gender roles, above all, in women.

Teacher5: *“Sí, però, tot i així, aquests llibres acaben caient en els estereotips perquè mira la mare apareix cuinant, fent-se responsable de la seva filla... penso que al final aquests llibres sempre acaben caient en els estereotips.”*

Teacher4: *“Sí, tens tot la raó. Mira per exemple el llibre que de la teacher2 (assenyala unes il·lustracions del seu llibre en què les nenes apareixen cantant, dibuixant i ballant). Per molta igualtat que hi hagi sempre hi ha estereotips.”*

Teacher3 identified the fact that her gender equality book showed how women do not need a male to rescue them as shown in many classic tales. She gave importance to the fact gender roles were broken in her book as a bunch of children redeemed the princess by reading her a book and giving her a kiss on her cheeks.

Teacher3: *“Penso que aquest llibre ens explica a les dones que no hem d'esperar que un home ens vingui a salvar. En aquest conte donen protagonisme als nens que aconsegueixen fer dormir a la princesa. No ha sigut el príncep qui ho ha fet, tal com hem vist en molts contes clàssics al llarg de la història”.*

Teacher 3 also recognised that those books aiming at counter stereotyping end up proliferating inequalities, for instance, she mentioned the way the princess was represented through her dress or the fact that she needed to be rescued. Thus, teacher2 showed reluctance to gender roles and sexist books with gender perspective.

Teacher3: *“M..., sí, perquè al final es mostra la princesa vestida de princesa i és qui ha de ser rescatada...”*

Teacher2 also pointed out the fact that her book neither show girls' empowerment nor break gender stereotypes to reach their dreams. Besides, she criticized that the standard of beauty is often focused on women, which she considered it as being in the roots of patriarchy. For instance, that is the case of the book: *Ep, no badis!*, by Teresa Porcella and Cristina Losantos (2017), which gives a lot of importance to the girl's beauty. Although her book was not a classic tale, it was a clear example of the way books with gender perspective still perpetuate gender stereotypes and roles to a certain extent.

Teacher2: *“M... no, jo no diria empoderament, no, perquè tampoc fan res per plantar cara, encara que a les il·lustracions apareguin elles jugant a ser pilots o el que sigui per complir els seus somnis.*

A més, puc veure com les il·lustracions mostren les noies amb molta bellesa, com el cànon de bellesa. Crec que aquest conte dona nom a les coses que reflecteix, coses que fins ara no s'han nomenat: 'La más guapa, la menos guapa'. Penso que aquesta part és endinsar-se en la part fosca de la societat. Alguna cosa 'xunga' que toca d'arrel el problema.”

From the discussion, I also identified desire and capability to see gender bias as harmful for the construction of children's gender identity, such as when teacher1 stood out the importance of not polarising between boys and girls in order to avoid discriminations. Not only did she identify gender bias, but also chose a book in which playing is an important source of socialisation for the construction of gender identity.

Teacher1: *“Sí, penso que els jocs no haurien d'estar tan... com es diu...”*

M: *“Polaritzats?”*

Teacher1: *“Sí, exacte, polaritzats. Penso que els nens i nenes haurien de poder jugar al que volguessin i que ningú hauria de rebre insults ni comentaris per això.”*

Nevertheless, Teacher4 strongly mentioned that gender bias would exist forever and that little could be done to break it. Teacher4 showed quite a lot of gender awareness on the issues related to the sex-gender system, however, she seemed to perceive gender bias as impossible to abolish. The first resistance to break the sex-gender system or add non-sexist materials lays in the willingness of teachers to take the first step to change it, which is to believe that change is possible. In addition, change is feasible as counterstereotypical children’s literature has proved to be quite useful to change gender stereotypical roles, above all, in early childhood.

Teacher4: *“A veure és que el biaix de gènere existeix i existirà. Amb això no... no podem fer res. Per tot arreu hi ha estereotips, això mai canviarà.”*

In the same way, when tackling the question: to what extent does the analysis of gender equality carried out with books should be extended to the rest of the school cycles? Teacher4 and teacher5 did not think that analysing books through gender perspective could significantly change gender stereotypical roles or prejudice, instead, they pointed out that families were the main agent of change. Teacher4 and teacher5 seemed to show resistance to break gender bias at school, which may well be caused due to gender blindness. They only attributed responsibilities to families as being strongly relevant to change gender stereotypes and roles.

Teacher5: *“Penso que més que estendre-ho a la resta de cicles, crec que és un tema que s’hauria de tractar en l’àmbit familiar. Penso que no hauríem de tractar aquests tipus de llibres com a especials.”*

Teacher4: *“Sí, jo penso que més que fer intervencions educatives el que és més útil són els comentaris que rebi el nen/a de la seva família.”*

Regarding heterogeneous identities, in one of the answers to the question: ‘Do you think there is an underrepresentation or overrepresentation of the characters in the books in terms of their gender identity or sexual orientation?’ Teacher2 identified that classical tales spread homogeneous identities and that they are currently very present in children’s literature. Notwithstanding, she recognised that there are more and more books that promote gender equality as years pass by.

Teacher2: *“Sí, de totes maneres encara tenim, sobretot, llibres clàssics que transmeten els valors contraris; per exemple, Disney ha tingut contes en què hi havia molts estereotips, però sí que és veritat que últimament està fent contes que són reivindicatius amb tot això.”*

Teacher4 and teacher5 pointed out that their gender equality book makes visible the reality of single mothers. They claimed that it showed how women can break gender roles by being independent

and capable. However, teacher4 complained that the book was too simple, maybe because it only breaks women's stereotype of getting married to form a family.

Teacher4: *“És un conte bastant senzill.”*

Teacher5: *“Sí, però, el que mostra és una mare que és independent i que cuida de la seva filla. A les il·lustracions es pot veure com la mare es fa càrrec en tot moment de la seva filla. Per exemple, la porta al parc, al zoo, cuinen, etc.”*

When I asked them the questions: ‘Do you think there is something missing in the analysis carried out with books regarding gender equality?’ Teacher5 mentioned that gender stereotypical roles were important in children's lives and reported some cases of prejudice at the school (Teacher2 seemed to agree by nodding, but did not add anything else). On the contrary, Teacher1 showed surprise to listen to something like that. Gender binary schemas might be behind these discriminations, as it normally happens in an unnoticed way.

Teacher5: *“No sé si faltaria alguna cosa, però crec que els estereotips de gènere són el més important. De fet, tenim alumnes a l'escola, de primer, que les coses roses les rebutgen.”* (Teacher2 assenteix amb el cap).

Teacher1: *“A si?”*

Teacher5: *“Sí, depèn del que els donis de color rosa et diran que no ho volen.”*

When I asked them about gender roles and stereotypes in males, they replied to the following: teacher4 added that the representation of women has been increasing in the books and that they are shown more and more masculine, to which the rest of the teachers agreed. Teacher5 also highlighted the fact that new masculinities or LGBTIQ+ representations are also being depicted in books, however, less frequently. These teachers could see how new gender schemas are being portrayed.

Teacher4: *“Avui dia hi ha molta més representació de dones als llibres que es mostren fortes, poderoses, heroïnes i valentes.”*

Teacher5: *“Sí, com més masculines. De fet, els nois també he vist algun llibre que mostrava les emocions més tendres com plorar o mostrar-se més emocional.”*

As for language, teacher 2 claimed that there are harmful comments made by males that diminish females' expectations to reach their dreams of becoming pilots, writers, musicians as such. Teacher2 was against the influence and reinforcement of homogenous identities for men and women shaped through cisheteronormative language.

Teacher2: *“Vale, doncs, el meu llibre tracta sobre tres nenes que tenen uns somnis sobre el que volen ser de grans, però hi ha una banda de 'Villanos', els 'Nohoaconseguiràs pas' que els diuen que mai podran arribar a ser el que volen. És la típica situació que reflecteix que un noi li diu a una noia que mai arribarà a ser el que vol ser. Des de ben petites any rere any, hem*

rebut comentaris com aquests per frustrar-nos. Per exemple, una de les nenes té el somni de ser pilot i poder volar, una altra té el somni de ser violinista o música i l'última vol ser escriptora. Vull dir, crec que en els llibres falten referents de certes professions que podem arribar a ser les dones.”

5. Conclusions and discussion

To conclude this research, the objectives have been successfully achieved as I have been able to analyse gender stereotypes and roles in children's literature in the school and collect schoolteachers' perception on them.

Regarding the results of the analysis of books, the percentages obtained in my research go in line with Shahnaz et al. (2020) study which concluded that males were much more represented than women in children's literature, despite the recent inclusion of more women in the books. In Lee and Chin (2021) study, gender stereotypical roles revealed that men were far more represented in roles such as drivers, while women overcame them drastically in occupations such as teachers, dancers or house caretaking, in the same way, the literature analysed in my study clearly showed the disparity in these occupational roles between men and women. Moreover, Epstein (2013) claimed in his books there were more children's literature showing gay and lesbian identities within the heteronormative framework. Although in my research I did not find lesbian identities in the books, gay identities were the most represented of the whole LGBTIQ+ representation, being overly underrepresented by cisheteronormative identities. In Adam and Harper (2021) study the number of books with gender traditional greatly outnumbered gender sensitive, restrictive and neutral. In my study, almost the totality of the books analysed contained gender traditional in language.

Regarding the focus group, other studies have demonstrated similar results; for instance, Filipović (2018) stated that some teachers showed surprise when exposing the overrepresentation of men in the books in his study, which is similar to the reaction teachers had when I exposed them the LGBTIQ+ underrepresentation of my analysis. Wyatt et al. (2008) conducted an item survey of 147 schoolteachers to examine attitudes towards gays and lesbians exposing teachers had certain biases, which could create unsupportive environment for LGTBIQ+ students. This reveals that there is still some gender blindness when it comes to tackling the LGBTIQ+ underrepresentation on the books or the common belief that there is currently no prejudice against this collective. Moreover, they had a generalised lack of willingness to take action to revert these patriarchal structures in children's literature as they gave more importance to tackling LGBTIQ+ matters in the private or familiar scope. According to Tiedemann (2002) study, 48 teachers participated in questionnaires related to 300 third and fourth grade students. Results showed that teachers' perception in the students' abilities and achievement in mathematics was strongly connected to gender stereotypes. In my study, I could spot certain gender awareness in teachers as they were familiarised with terms such as gender bias or stereotypes, which

they could identify as detrimental, above all, in STEM and women. Following the study conducted by Gouvias and Alexopoulos (2018), 12 teachers were interviewed and only the 2 who had previous training on gender could identify sexist language in 225 textbooks that contained 56,2% of male gender words used to denote both genders. In my study, one of the teachers identified detrimental language against women being relevant for the construction of gender identity.

All in all, having conducted the analysis, a dilemma about what to do with these books appear; should they be removed from school libraries and replaced by books with gender perspective? In my opinion books ought to have a similar representation of all kinds of identities so that gender stereotypical roles do not create hierarchies and children get a variety of possible ways of being without expectations, therefore, removing all traditional books from the classroom libraries would not be suitable to make visible all gender schemas. Instead, the representation of these books should be more balanced with books containing gender perspective. As for schoolteachers' perception on gender stereotypes and roles, most of them proved to be able to identify and argue gender structures of power deriving from children literature, however, I perceived a certain reluctance to change them both in children's literature or in the school setting, in my opinion, due to the difficulty or uncertainty on how to deal with them.

Regarding the limitations of my TFG, the analysis of the books was distributed into three year-groups, in which the year span 1980-2004 only had 14 books, the year 2005-2011 had 11 and the last year-group 2012-2022 contained 64 books analysed. This small quantity of books analysed in the years 1980-2004 and 2005-2011 made that in certain indicators such as in occupational roles, percentages were extremely high or low due to the small amount of characters represented in the books, for instance, in the parameter teachers between the years 2005-2011, 100% of females were represented like this compared to the 0% of males. This disparity is caused because only 1 book out of the 11 contained a female teacher.

As a suggestion for the future, although the analysis has only been focused on one school, it would be interesting to extend this analysis to other schools in future research in order to identify the existing representation of gender and the effects of the incorporation of gender perspective in children's literature. In addition, teachers should have more training on gender perspective to increase their gender awareness and more investigations ought to be conducted on teachers' perception of gender stereotypes and roles to uncover resistances and willingness to take a step in the right direction to eradicate gender inequalities.

Finally, this final year project has made me manage and self-organise the whole research. In my opinion, I have learned so many new things about gender stereotypes and roles in children's literature by reading other authors. Moreover, I have been able to interpret data from my analysis conducted to look into the current situation of these inequalities in the literature of the school centre and extract conclusions about future changes in education. In addition, being part of a focus group enriched me as

I had to find the most suitable questions and dynamics to organise a conversation with all teachers and encourage them to take part in it. Furthermore, I learned not just to transmit and share the results in a concise and clear way to the rest of teachers, but also to listen and take into consideration their perceptions and contributions.

6. References

- Abad, C., & Pruden, S. M. (2013). Do storybooks really break children's gender stereotypes? *Frontiers in Psychology*, 4(986). <https://doi.org/10.3389/fpsyg.2013.00986>
- Adam, H., & Harper, L. J. (2021). Gender equity in early childhood picture books: A cross-cultural study of frequently read picture books in early childhood classrooms in Australia and the United States. *The Australian Educational Researcher*. <https://doi.org/10.1007/s13384-021-00494-0>
- Ahmad, S., Wasim, S., Irfan, S., Gogoi, S., Srivastava, A., & Farheen, Z. (2019). Qualitative vs. Quantitative Research. *population*, 1, 1-5. <https://www.5staressays.com/blog/qualitative-vs-quantitative-research/qualitative-vs-quantitative-research.pdf>
- Ajuntament De Barcelona Direcció De Serveis A Les Persones I Al Territori Del Districte De Ciutat Vella Direcció De Feminismes I LGTBI. (2017). *Explica'm un conte*. https://coeducaccio.coop/wp-content/uploads/2019/02/Explicam-un-conte_-versio-x-difondre.pdf
- Ashby, M. S., & Wittmaier, B. C. (1978). Attitude changes in children after exposure to stories about women in traditional or nontraditional occupations. *Journal of Educational Psychology*, 70(6), 945–949. <https://doi.org/10.1037/0022-0663.70.6.945>
- Ashton, E. (1983). Measures of play behavior: The influence of sex-role stereotyped children's books. *Sex Roles*, 9(1), 43-47. <https://doi.org/10.1007/BF00303108>
- Baltes-Löhr, C. (2018). What are we speaking about when we speak about gender? Gender as a Continuum. *Cultural and Religious Studies*, 6(1), 1-32. <https://doi.org/10.17265/2328-2177/2018.01.001>
- Banegas, D. L., Jacovkis, L. G., & Romiti, A. (2020). A gender perspective in initial English language teacher education: An Argentinian experience. *Sexuality & Culture*, 24(1), 1-22. <https://doi.org/10.1007/s12119-019-09604-8>
- Barusch, A., Gringeri, C., & George, M. (2011). Rigor in qualitative social work research: A review of strategies used in published articles. *Social work research*, 35(1), 11-19. <https://doi.org/10.1093/swr/35.1.11>

- Bertran, M. (2015). Factors that influence friendship choices in children under 3 in two schools: An approach towards child culture in formal settings in Barcelona. *Childhood*, 22(2), 187-200. <https://doi.org/10.1177/0907568214528224>
- Bianchi, S. M., Milkie, M. A., Sayer, L. C., & Robinson, J. P. (2000). Is anyone doing the housework? Trends in the gender division of household labor. *Social forces*, 79(1), 191-228. <https://doi.org/10.1093/sf/79.1.191>
- Blackstone, A. 2003. "Gender Roles and Society." In Miller, Richard M. Lerner, and Lawrence B. Schiamberg (eds.), *Human Ecology: An Encyclopedia of Children, Families, Communities, and Environments*, (Pp. 335-338). ABC-CLIO.
- Blakemore, J. E. O., & Centers, R. E. (2005). Characteristics of boys' and girls' toys. *Sex roles*, 53(9), 619-633. <https://doi.org/10.1007/s11199-005-7729-0>
- Bowen, G. A. (2009). Document Analysis as a Qualitative Research Method. *Qualitative Research Journal*, 9(2), 27–40. <http://doi.org/10.3316/qj0902027>
- Brown, D. (2005). An economy of gendered practices? Learning to teach physical education from the perspective of Pierre Bourdieu's Embodied. *Sociology, Sport, Education and Society*, 10(1), 3-23. <https://doi.org/10.1080/135733205298785>
- Bryman, A. (2016). *Social research methods*. Oxford university press. <https://ktpu.kpi.ua/wp-content/uploads/2014/02/social-research-methods-alan-bryman.pdf>
- Bussey, K., & Bandura, A. (1999). Social cognitive theory of gender development and differentiation. *Psychological Review*, 106(4), 676-713. <https://doi.org/10.1037/0033-295X.106.4.676>
- Carra, P. R. A. (2019). Mixed-sex schools? Co-education? A historical challenge in the education of boys and girls1. *Cadernos de História da Educação*, 18(2), 548-570. <https://doi.org/10.14393/che-v18n2-2019-15>
- Carrigan, T., Connell, B., & Lee, J. (1985). Toward a new sociology of masculinity. *Theory and society*, 14(5), 551-604. <https://www.jstor.org/stable/657315>
- Carrotte, E. R., Vella, A. M., Bowring, A. L., Douglass, C., Hellard, M. E., & Lim, M. S. (2016). "I am yet to encounter any survey that actually reflects my life": a qualitative study of inclusivity in sexual health research. *BMC Medical Research Methodology*, 16(1), 1-10. <https://doi.org/10.1186/s12874-016-0193-4>
- Carter, C. (2012). Sex/gender and the media from sex roles to social construction. *The handbook of gender, sex, and media*, 365.

- Cheng, C. (1999). Marginalized masculinities and hegemonic masculinity: An introduction. *The Journal of men's studies*, 7(3), 295-315. <https://doi.org/10.3149/jms.0703.295>
- Chick, K. A., Heilman-Houser, R. A., & Hunter, M. W. (2002). The impact of child care on gender role development and gender stereotypes. *Early Childhood Education Journal*, 29(3), 149-154. <https://doi.org/10.1023/A:1014528424032>
- Connell, R. W., & Messerschmidt, J. W. (2005). Hegemonic masculinity: Rethinking the concept. *Gender & society*, 19(6), 829-859. <https://doi.org/10.1177/0891243205278639>
- Cooper, A. D. (2019). *Patriarchy and the Politics of Beauty*. Rowman & Littlefield.
- Corbett, C., & Hill, C. (2015). *Solving the Equation: The Variables for Women's Success in Engineering and Computing*. American Association of University Women. 1111 Sixteenth Street NW, Washington, DC 20036. <https://files.eric.ed.gov/fulltext/ED580805.pdf>
- Cordero-Coma, J., & Esping-Andersen, G. (2018). The Intergenerational Transmission of Gender Roles: Children's Contribution to Housework in Germany. *Journal of Marriage and Family*, 80(4), 1005–1019. <https://doi.org/10.1111/jomf.12497>
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.
- Croft, A., Schmader, T., & Block, K. (2015). An underexamined inequality: Cultural and psychological barriers to men's engagement with communal roles. *Personality and Social Psychology Review*, 19(4), 343-370. <https://doi.org/10.1177/1088868314564789>
- Danto, E. A. (2008). *Historical research*. Oxford University Press.
- Davies, P. H. (2001). Spies as informants: triangulation and the interpretation of elite interview data in the study of the intelligence and security services. *Politics*, 21(1), 73-80. <https://doi.org/10.1111/1467-9256.00138>
- Deliovsky, K. (2008). Normative white femininity: Race, gender and the politics of beauty. *Atlantis: Critical Studies in Gender, Culture & Social Justice*, 33(1), 49-59. <https://core.ac.uk/download/pdf/322497505.pdf>
- Diekman, A. B., & Murnen, S. K. (2004). Learning to Be Little Women and Little Men: The Inequitable Gender Equality of Nonsexist Children's Literature. *Sex Roles*, 50(5/6), 373–385. <https://doi.org/10.1023/b:sers.0000018892.26527.ea>
- Dotti Sani, G. M. (2016). Undoing gender in housework? Participation in domestic chores by Italian fathers and children of different ages. *Sex Roles*, 74(9), 411-421. <https://doi.org/10.1007/s11199-016-0585-2>

- Drury, R., Homewood, K., & Randall, S. (2011). Less is more: the potential of qualitative approaches in conservation research. *Animal conservation*, 14(1), 18-24. <https://doi.org/10.1111/j.1469-1795.2010.00375.x>
- Earles, J. (2018). The “penis police”: Lesbian and feminist spaces, trans women, and the maintenance of the sex/gender/sexuality system. *Journal of Lesbian Studies*, 23(2), 243-256. <https://doi.org/10.1080/10894160.2018.1517574>
- Ellemers, N. (2018). Gender stereotypes. *Annual review of psychology*, 69(1), 275-298. <https://doi.org/10.1146/annurev-psych-122216-011719>
- Epstein, B. J. (2013). *Are the Kids All Right?: Representations of LGBTQ Characters in Children's and Young Adult Literature*. Intellect Books.
- Fathallah, J. (2020). Book Review: Queerbaiting and Fandom: Teasing Fans Through Homoerotic Possibilities. *Critical Studies in Television: The International Journal of Television Studies*, 15(4), 430–432. <https://doi.org/10.1177/1749602020951653c>
- Ferguson, D. (2019, June 13). ‘Highly concerning’: Picture books bias worsens as female characters stay silent. *The Guardian*. <https://www.theguardian.com/books/2019/jun/13/highly-concerning-picture-books-bias-worsens-as-female-characters-stay-silent>
- Filipović, K. (2018). Gender representation in children’s books: Case of an early childhood setting. *Journal of Research in Childhood Education*, 32(3), 310-325. <https://doi.org/10.1080/02568543.2018.1464086>
- Fisher-Thompson, D. (1990). Adult sex typing of children's toys. *Sex Roles*, 23(5), 291-303. <https://doi.org/10.1007/BF00290050>
- Fisher-Thompson, D., Sausa, A. D., & Wright, T. F. (1995). Toy selection for children: Personality and toy request influences. *Sex Roles*, 33(3), 239-255. <https://doi.org/10.1007/BF01544613>
- Fossey, E., Harvey, C., McDermott, F., & Davidson, L. (2002). Understanding and evaluating qualitative research. *Australian & New Zealand Journal of Psychiatry*, 36(6), 717-732. <https://doi.org/10.1046/j.1440-1614.2002.01100.x>
- García-Pérez, R., Rebollo, M. Á., Vega, L., Barragán-Sánchez, R., Buzón, O., & Piedra, J. (2011). El patriarcado no es transparente: competencias del profesorado para reconocer desigualdad. *Cultura y Educación*, 23(3), 385-397. <https://doi.org/10.1174/113564011797330298>

- Gelis, J. F., & Abril, P. (2020). Gender perspective as a dimension of democracy in schools. *Profesorado, revista de currículum y formación del profesorado*, 24(1), 1-21. <https://doi.org/10.30827/profesorado.v24i1.8237>
- Gouvias, D., & Alexopoulos, C. (2018). Sexist stereotypes in the language textbooks of the Greek primary school: a multidimensional approach. *Gender and Education*, 30(5), 642-662. <https://doi.org/10.1080/09540253.2016.1237620>
- Guest, G., MacQueen, K. M., & Namey, E. E. (2011). *Applied thematic analysis*. sage publications.
- Haaland, L. R. (2020). *Queerbaiting in the Wizarding World of Harry Potter* (Master's thesis, NTNU). <https://hdl.handle.net/11250/2781889>
- Hedberg, L., Venzo, P., & Young, H. (2020). Mums, dads and the kids: Representations of rainbow families in children's picture books. *Journal of LGBT Youth*, 1–19. <https://doi.org/10.1080/19361653.2020.1779164>
- Hubbard, R. (1996). Gender and genitals: Constructs of sex and gender. *Social Text*, (46/47), 157-165. <https://doi.org/10.2307/466851>
- Hughes, C., & Kerfoot, D. (2002). Editorial: Rethinking gender, work and organization. *Gender, Work and Organization*, 9(5), 473–481. <https://doi.org/10.1111/1468-0432.00171>
- Hurmerinta-Peltomäki, L., & Nummela, N. (2006). Mixed methods in international business research: A value-added perspective. *Management International Review*, 46(4), 439-459. <https://doi.org/10.1007/s11575-006-0100-z>
- Jackson, D. (1990). *Unmasking Masculinity (Routledge Revivals): A Critical Autobiography* (1st ed.). London: Routledge. <https://doi.org/10.4324/9781315750514>
- Jett-Simpson, M., & Masland, S. (1993). Girls are not dodo birds! Exploring gender equity issues in the language arts classroom. *Language Arts*, 70(2), 104-108. <https://www.jstor.org/stable/41482070>
- Johnson, R. B., & Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational researcher*, 33(7), 14-26. <https://doi.org/10.3102/0013189X033007014>
- Kahn, J. S. (2009). *An introduction to masculinities*. John Wiley & Sons.
- Lapayese, Y. V. (2012). Androcentrism in schools. In *Mother-Scholar* (pp. 11-15). SensePublishers, Rotterdam. https://doi.org/10.1007/978-94-6091-891-9_2
- Lee, J. F. K., & Chin, A. C. O. (2021). Constructing gender using visual imagery –a study of early readers. *Language & Communication*, 78, 1–18. <https://doi.org/10.1016/j.langcom.2021.01.005>

- León Ciliotta, R. (2021). La lupa de género: Un diagnóstico de la representación de género en libros de narrativa infantil de planes lectores de primaria en Perú (Tesis doctoral). Departament de Didáctica de la Literatura Infantil y Juvenil. Universitat Autònoma de Barcelona.
- Leopold, T. A., Ratcheva, V., & Zahidi, S. (2016). The global gender gap report 2016. World Economic Forum.
https://www3.weforum.org/docs/GGGR16/WEF_Global_Gender_Gap_Report_2016.pdf
- Lingard, B. (2003). Where to in gender policy in education after recuperative masculinity politics?. *International Journal of Inclusive Education*, 7(1), 33-56.
<https://doi.org/10.1080/13603110210143626>
- Martin, C. L., & Ruble, D. (2004). Children's search for gender cues: Cognitive perspectives on gender development. *Current directions in psychological science*, 13(2), 67-70.
<https://doi.org/10.1111/j.0963-7214.2004.00276.x>
- McCabe, J., Fairchild, E., Grauerholz, L., Pescosolido, B. A., & Tope, D. (2011). Gender in Twentieth-Century Children's Books: Patterns of Disparity in Titles and Central Characters. *Gender & Society*, 25(2), 197–226. <https://doi.org/10.1177/0891243211398358>
- Meland, A. T. (2020). Challenging gender stereotypes through a transformation of a fairy tale. *European Early Childhood Education Research Journal*, 28(6), 911-922.
<https://doi.org/10.1080/1350293X.2020.1836589>
- Moya, M., Expósito, F., & Padilla, J. L. (2006). Revisión de las propiedades psicométricas de las versiones larga y reducida de la Escala sobre Ideología de Género. *International Journal of Clinical and Health Psychology*, 6(3), 709-727. <https://www.redalyc.org/pdf/337/33760312.pdf>
- Moya-Guijarro, A.J., & Ventola, E. (Eds.). (2021). A Multimodal Approach to Challenging Gender Stereotypes in Children's Picture Books (1st ed.). New York: Routledge.
<https://doi.org/10.4324/9781003145875>
- Muntoni, F., & Retelsdorf, J. (2018). Gender-specific teacher expectations in reading—The role of teachers' gender stereotypes. *Contemporary Educational Psychology*, 54, 212-220.
<https://doi.org/10.1080/14681811.2017.1411254>
- National Science Foundation (2015). Women, minorities, and persons with disabilities in science and engineering. <https://www.nsf.gov/statistics/women/>
- Nyumba, T. O., Wilson, K., Derrick, C. J., & Mukherjee, N. (2018). The use of focus group discussion methodology: Insights from two decades of application in conservation. *Methods in Ecology and evolution*, 9(1), 20-32. <https://doi.org/10.1111/2041-210X.12860>

- Oficina Municipal de Dades de l'Ajuntament de Barcelona. (2021). *Navas Sant Andreu*.
https://ajuntament.barcelona.cat/estadistica/castella/Estadistiques_per_territori/Documents/barris/63_SA_Navas_2021.pdf
- Olsson, M., & Martiny, S. E. (2018). Does exposure to counterstereotypical role models influence girls' and women's gender stereotypes and career choices? A review of social psychological research. *Frontiers in Psychology*, 9(2264), 1-15. <https://doi.org/10.3389/fpsyg.2018.02264>
- Parker, A., & Tritter, J. (2006). Focus group method and methodology: current practice and recent debate. *International Journal of Research & Method in Education*, 29(1), 23-37. <https://doi.org/10.1080/01406720500537304>
- Parsons, L. T. (2004). Ella evolving: Cinderella stories and the construction of gender-appropriate behavior. *Children's literature in education*, 35(2), 135-154. <https://doi.org/10.1023/B:CLID.0000030223.88357.e8>
- Polit, D. F., & Beck, C. T. (2012). *Nursing research: Generating and assessing evidence for nursing practice*. (9th ed.). Philadelphia, PA: Wolters Kluwer.
- Prat, S. S. (2008). *Les relacions de gènere en l'Educació Física a l'escola primària. Anàlisi dels processos de reproducció, resistència i canvi a l'aula*. Universitat de Barcelona. <http://hdl.handle.net/2445/43078>
- Pruitt, J. (2010). Gay men's book clubs versus Wisconsin's public libraries: Political perceptions in the absence of dialogue. *The Library Quarterly*, 80(2), 121-141. <https://doi.org/10.1086/651004>
- Robinson, B. A. (2016). Heteronormativity and homonormativity. *The Wiley Blackwell encyclopedia of gender and sexuality studies*, 1-3. <https://doi.org/10.1002/9781118663219.wbegss013>
- Rothchild, J. (2007). Gender bias. *The Blackwell Encyclopedia of Sociology*. <https://doi.org/10.1002/9781405165518.wbeosg011>
- Sandelowski, M. (2000). Combining qualitative and quantitative sampling, data collection, and analysis techniques in mixed-method studies. *Research in nursing & health*, 23(3), 246-255. [https://doi.org/10.1002/1098-240X\(200006\)23:3<246::AID-NUR9>3.0.CO;2-H](https://doi.org/10.1002/1098-240X(200006)23:3<246::AID-NUR9>3.0.CO;2-H)
- Saramourtsi, E., Zafiri, M., & Pliogou, V. (2020). Gender Stereotypes in Children's Play, Pro-social and Aggressive Behavior in the Kindergarten Class: The Kindergarten Teachers' Stance. *Universal Journal of Educational Research*, 8(12A), 7992-8009. <https://doi.org/10.13189/ujer.2020.082587>

- Sathiparsad, R. (2008). Developing alternative masculinities as a strategy to address gender-based violence. *International Social Work*, 51(3), 348-359. <https://doi.org/10.1177/0020872807088081>
- Schroeder, J. L. (2013). A retelling of classic tales in a new light or just glares of the old: an analysis of "Once Upon a Time" from a feminist perspective. <http://commons.lib.niu.edu/handle/10843/16954>
- Schulz, F. (2020). Trends in Children's Gendered Housework Performance. Time Use Evidence from Germany, 1991–2013. *Child Indicators Research*, 13(4), 1313-1334. <https://doi.org/10.1007/s12187-019-09702-x>
- Schumm, W., & Crawford, D. (2019). Scientific consensus on whether LGBTQ parents are more likely (or not) to have LGBTQ children: An analysis of 72 social science reviews of the literature published between 2001 and 2017. *Journal of International Women's Studies*, 20(7), 1-12. <https://vc.bridgew.edu/jiws/vol20/iss7/1>
- Scott, K. P., & Feldman-Summers, S. (1979). Children's reactions to textbook stories in which females are portrayed in traditionally male roles. *Journal of Educational Psychology*, 71(3), 396–402. <https://doi.org/10.1037/0022-0663.71.3.396>
- Seitz, M., Lenhart, J., & RübSam, N. (2020). The effects of gendered information in stories on preschool children's development of gender stereotypes. *British Journal of Developmental Psychology*, 38(3), 363-390. <https://doi.org/10.1111/bjdp.12323>
- Serret, E. (2008). Qué es y para qué sirve la perspectiva de género. *Libro de texto para la asignatura: perspectiva de género en educación superior, Oaxaca: IMO*. <http://cedoc.inmujeres.gob.mx/PAIMEF/Oaxaca/oax09.pdf>
- Shahnaz, A., Fatima, S. T., & Qadir, S. A. (2020). 'The myth that children can be anything they want': gender construction in Pakistani children literature. *Journal of gender studies*, 29(4), 470-482. <https://doi.org/10.1080/09589236.2020.1736529>
- Shapiro, C. A., & Sax, L. J. (2011). Major selection and persistence for women in STEM. *New Directions for Institutional Research*, 2011(152), 5-18. <https://doi.org/10.1002/ir.404>
- Stephens, J. (2002). *Ways of Being Male: Representing Masculinities in Children's Literature* (1st ed.). New York: Routledge. <https://doi.org/10.4324/9780203953488>
- Taylor, N. (2012). US children's picture books and the homonormative subject. *Journal of LGBT Youth*, 9(2), 136-152. <https://doi.org/10.1080/19361653.2011.649646>

- Terrier, C. (2020). Boys lag behind: How teachers' gender biases affect student achievement. *Economics of Education Review*, 77, 101981. <https://doi.org/10.1016/j.econedurev.2020.101981>
- Tiedemann, J. (2002). Teachers' gender stereotypes as determinants of teacher perceptions in elementary school mathematics. *Educational Studies in mathematics*, 50(1), 49-62. <https://doi.org/10.1023/A:1020518104346>
- Trepanier-Street, M. L., & Romatowski, J. A. (1999). The influence of children's literature on gender role perceptions: A reexamination. *Early Childhood Education Journal*, 26(3), 155-159. <https://doi.org/10.1023/A:1022977317864>
- Tribunella, E. L. (2012). Between Boys: Edward Stevenson's Left to Themselves (1891) and the Birth of Gay Children's Literature. *Children's Literature Association Quarterly*, 37(4), 374-388. <https://doi.org/10.1353/chq.2012.0055>
- Tsao, Y.-L. (2008). Gender issues in young children's literature. *Reading Improvement*, 45(3), 108+. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.691.2538&rep=rep1&type=pdf>
- Usmanovna, A. G., & Elmurodova, L. T. (2021). RAISING GENDER AWARENESS OR ELIMINATING GENDER STEREOTYPES IN EDUCATION. *Galaxy International Interdisciplinary Research Journal*, 9(6), 120-123. <https://www.giirj.com/index.php/giirj/article/view/109>
- Watson, R. (2015). Quantitative research. *Nursing Standard*, 29(31), 44-48. <https://doi.org/10.7748/ns.29.31.44.e8681>
- Woodring, J. C., Foley, S. M., Santoro Rado, G., Brown, K. R., & Hamner, D. M. (2006). Focus groups and methodological reflections: Conscientious flexibility in the field. *Journal of Disability Policy Studies*, 16(4), 248-258. <https://doi.org/10.1177/10442073060160040601>
- Wyatt, T. J., Oswalt, S. B., White, C., & Peterson, F. L. (2008). Are tomorrow's teachers ready to deal with diverse students? Teacher candidates' attitudes toward gay men and lesbians. *Teacher Education Quarterly*, 35(2), 171-185. <https://www.jstor.org/stable/23479230>
- Yeung, S. P., & Wong, W. I. (2018). Gender labels on gender-neutral colors: Do they affect children's color preferences and play performance?. *Sex Roles*, 79(5), 260-272. <https://doi.org/10.1007/s11199-017-0875-3>
- Zosuls, K. M., Ruble, D. N., Tamis-LeMonda, C. S., Shrout, P. E., Bornstein, M. H., & Greulich, F. K. (2009). The acquisition of gender labels in infancy: implications for gender-typed play. *Developmental psychology*, 45(3), 688. <https://doi.org/10.1037/a0014053>

Zucker, K. (1999). Intersexuality and gender identity differentiation. *Annual Review of Sex Research, 10*(1), 1-69. <https://doi.org/10.1080/10532528.1999.10559774>

7. Annexes

7.1. Annex 1 Books included in the sample sorted by year of publication

BOOKS SAMPLE				
ID	Title	Author	Editorial	Original publication date
1	L'endrapasomnis	Michael Ende and Annergerth Fuchschuber	Joventut	1980
2	El unicornio y el mar	Fiona Moodie	SM	1987
3	El vol en globus	Stephen Holmes	Cruilla	1998
4	La reina de les mongetes seques	Rose Impey and Sue Porter	Barcanova Editorial	1998
5	De nadal, cap d'any i reis	Francesc Salvà	Salvatella	2000
6	El petit ogre vol anar a l'escola	Marie-Agnès Gaudrat	David Parkins	2000
7	Pastís per a enemics	Derek Munson	Joventut	2000
8	Quin dia de platja Kiper!	Mick Inkpen	Ceac	2001
9	La ciutat dels ignorants	Carles Arbat	Estrella Polar	2002
10	El tito busca nas	Guido van Genechten	Baula	2002
11	El punt	Peter H. Reynolds	RBA	2003
12	Les petites (i grans) emocions de la vida	Montse Gisbert	Animallibres	2003
13	El mitjà	Núria Figueras and Agustín Comotto	LaGalera	2003
14	De nit	Bruno Blume and Jacky Gleich	Cruilla	2004
15	Contes per a nenes	Victoria Bermejo i Miguel Gallardo	Empúries	2004
16	Com funciona el meu cos	Miquel Àngel Andreu	Fundació Lucía	2005
17	La Witika, filla dels lleons	Blanca Álvarez and Carmen García Iglesias	Destino	2005
18	La petita caputxeta africana	Niki Daly	Intermón Oxfam	2006
19	Anem amb vaixell	Esther Echevarri and Inés Burgos	Baula	2006
20	Em disfresso	Violeta Denou	Timunmas	2006
21	En patufet	Olalla González and Marc Taeger	Kalandraka	2008
22	Orelles de papallona	Lluisa Aguilar and André Neves	Kalandraka	2008
23	Sopa de sueño y otras recetas de cocina	José Antonio Ramírez Lozano	Kalandraka	2009
24	La gran fàbrica de les paraules	Agnès de Lestrade and Valeria Docampo	Tramuntana	2009
25	En patufet en Jack i els pèsols màgics	Roser Rius and Valentí Gubianas	Baula	2011
26	Sombrero	Paul Hoppe	Flamboyant	2011
27	La barrufeta	Peyo	Base	2012

28	La princesa perduda	Federico Villalobos	Edebé	2012
29	El tresor del pirata	Núria Cussó	Edicions del pirata	2012
30	101 Bones raons per no parar de llegir	Guillaume Long and Beatrice Masini	Barcanova Editorial	2012
31	La Llúcia i la clau brillant	Mercè Viana	Queralt	2012
32	L'abecedari fantàstic el geni Eusebi	Mercè Viana	Queralt	2012
33	L'abecedari fantàstic quina geganta!	Mercè Viana	Queralt	2012
34	L'abecedari fantàstic la fada Guida	Mercè Viana	Queralt	2012
35	L'ant és meu	Oliver jeffers	Andana editorial	2012
36	L'abecedari fantàstic on és en Dodo?	Mercè Viana	Queralt	2012
37	L'abecedari fantàstic en Joan no vol menjar	Mercè Viana	Queralt	2012
38	Sóc un artista	Marta Altés	Macmillan	2013
39	L'hort de l'escola	Estel Baldó, Rosa Gill and Maria Soliva	Barcanova Editorial	2013
40	Els casos de l'inspector Sito i Mai Tinc-Po	Antonio G. Iturbe and Alex Omist	edebé	2013
41	La increïble història del nen menjaparaules	Marlet and Jordi Sunyer	Babulinka books	2013
42	La nena que només es va poder endur una cosa.	Eulàlia Canal	Animallibres	2014
43	No he fet els deures perquè...	David Cali and Benjamin Choud	Andana editorial	2014
44	El moment perfecte	Susana Isern and Marco Somà	La fragatina	2015
45	La muntanya més alta del món	Rocio Bonilla	Animallibres	2015
46	La castenyera	Cristina Losantos	Estrella Polar	2015
47	L'increïble nen menja llibres	Oliver jeffers	Andana editorial	2015
48	L'estel	Ramon Bassa - Sandra Aguilar	Salvatella	2016
49	Veritat o mentida?	Elisenda Roca and Cristina Losantos	Bambú	2016
50	Nada de nada	Julien Billaudeau	Tramuntana	2016
51	Quin fred que fa!	Germán Machado and Marta Moreno	Combel	2016
52	L'arbre de l'escola	Antonio Sandoval	Kalandraka	2016
53	Tinc dos pares	Antònia Cardona, Natalia Ferrús i Alba Silla	Edicions 96 S.L	2017
54	Grans de sorra	Sibylle Delacroix	Joventut	2017
55	On-off	Elisenda Roca and Cristina Losantos	bambú endavant	2017
56	Roc, el porc	Jaume Copons, Pedro Rodríguez	Combel	2017
57	M'avorreixo	Carmela Trujillo and Marta Sevilla	Combel	2017
58	Daniela la pirata	Susanna Isern and Gomez	Nubeocho	2017

59	El hombre de la maleta	Adélia Carvalho and Joao Vaz de Carvalho	La fragatina	2017
60	Troba, troba, trobadora	Bel Olid Sebastià Serra	Combel	2017
61	Ep, no badis!	Teresa Porcella and Cristina Losantos	Combel	2017
62	En Serrallonga, el bandoler	Mònica Abad and Lluís Fillella	Susaeta	2017
63	El meu hort	Gerda Muller	Animallibres	2017
64	Tinc un pare i una mare	Àntonia Cardona and Natalia Ferrús	Autor-editor	2017
65	A qui li agrada anar amb barret?	Bel Olid Sebastià Serra	Combel	2018
66	El follet oriol i la festa d'aniversari	Òscar Sardà	Barcanova Editorial	2018
67	Retrat de família	Lluís Farré	Combel	2018
68	Isadora Moon va a una festa de pijames	Harriet Muncaster	Alfaguara	2019
69	Jo volia ser saltimbanqui	Carmela Trujillo and Francesco Chiacchio	Combel	2019
70	De gran vull ser... Feliç	Anna Morató García	Beascoa	2019
71	A la ciutat	Dominika Lipniewska	Cocobooks	2019
72	Soc aixó	Valentí Gubians	Petits mons	2019
73	El follet Oriol i la cuca de llum	Òscar Sardà	Barcanova Editorial	2019
74	Un pèl a la sopa	Alex Nogués and Guirdi	Flamboyant	2019
75	iuuuh! y la tarta de calabaza	Fran Roselló and Chiara Boff1	La locomotora	2019
76	La finestra màgica	Verónica Martínez and Óscar Puche	Edisama	2019
77	Un pastís per berenar	Christian Voltz	Kalandraka	2020
78	Un dia al parc	Marta Orzel	La topera	2020
79	A les fosques	Halil Bárcena and Laura Borràs Dalmau	Akiara	2020
80	Així és el meu cor	Jo Witek and Christine Roussey	Brúixola	2020
81	La niña que paró el tráfico	Bruna Assis Brasil	Capicua	2020
82	La gent de la meva escala	Roser Ros	Kalandraka	2020
83	El cotxe groc	Joan Rosesell	Edicions del pirata	2020
84	L'arquitecte i l'arbre	Thibau Rassat	Cocobooks	2020
85	En Daniel l'Indi	Ramon Bassa and Sandra Aguilar	Salvatella	2020
86	Calla un momento	Hanna Johansen and Jacky Gleich	Lóquez	2020
87	Mientras tú duermes	Mariana Ruiz Johnson	Kalandraka	2020
88	El rei granota	Ramon Besora and Ignasi Blanch	Edicions de 1984	2021
89	El conductor de síndries	Antonio Rubio and Emilio Urberuaga	Kalandraka	2021
90	Binky al rescat	Ashley Spires	Joventut	2021

7.2. Annex 2 Analysis of the books

First part:

ID	UNEQUAL REPRESENTATION		PERSONALITY CHARACTERISTICS													
	main characters		Passive		Dependent		Active		Heroic		Independent		Strong		Emotional	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1	1	1	0	1	0	1	1	0	1	0	1	0	0	0	0	0
2	0	1	0	1	0	0	0	1	0	0	0	0	0	0	1	1
3	1	0	0	0	0	0	2	0	0	0	2	0	0	0	0	0
4	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0
5	0	0	0	3	0	5	7	2	0	0	7	2	1	1	0	4
6	1	0	0	1	0	1	1	0	0	0	1	0	0	0	1	1
7	1	0	1	0	0	0	0	0	1	0	1	0	0	0	1	0
8	2	0	0	0	2	0	0	0	2	0	0	0	0	0	0	0
9	1	0	0	1	0	1	2	0	1	1	5	2	7	2	0	1
10	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1
11	0	2	0	0	0	0	0	0	0	0	0	1	0	0	0	0
12	1	0	0	0	0	0	1	0	0	0	0	0	1	0	1	0
13	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1
15	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	4
16	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0
18	1	1	0	0	0	2	1	0	2	1	1	0	1	1	0	2
19	1	1	0	0	0	0	1	1	0	0	1	1	0	1	0	0
20	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1

21	1	0	0	1	0	1	2	0	1	1	0	1	1	0	0	0
22	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1
23	1	0	0	3	0	2	0	0	0	0	1	0	0	0	0	0
24	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	1
25	1	0	0	1	0	1	1	0	1	0	1	0	1	0	0	1
26	1	0	0	0	0	0	1	0	1	0	1	0	0	0	0	0
27	2	1	0	2	0	1	2	0	2	0	2	0	2	1	1	2
28	1	1	0	1	0	1	0	0	0	0	1	0	0	0	0	1
29	1	0	0	0	0	0	1	0	1	0	1	0	1	0	0	1
30	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0
31	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0
32	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
33	0	1	0	0	0	0	2	1	0	0	0	0	0	0	0	0
34	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1
35	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
36	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	1
37	1	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1
38	1	0	0	1	0	1	1	0	1	0	1	0	0	0	0	0
39	0	0	0	0	0	0	1	1	0	0	1	1	0	0	0	0
40	3	1	0	0	0	0	3	1	3	0	0	0	0	0	0	0
41	1	0	0	0	0	0	1	0	1	0	1	0	1	0	1	0
42	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1
43	1	0	0	2	0	0	1	0	1	1	0	0	0	0	1	0
44	1	0	0	0	0	0	1	0	1	0	1	0	0	0	0	1
45	1	0	0	1	0	0	1	0	1	0	1	0	0	0	0	1
46	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	1
47	1	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0

48	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	1
49	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	1
50	1	0	0	0	0	0	1	0	0	0	1	0	1	0	0	0
51	2	2	0	2	0	2	2	0	0	0	2	0	0	0	0	1
52	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	2
53	2	1	0	0	0	0	0	0	0	0	2	1	0	0	0	1
54	0	1	0	0	1	0	0	0	0	0	0	1	0	1	1	1
55	2	1	0	0	0	0	2	1	0	0	0	0	0	0	1	0
56	2	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0
57	2	0	0	0	0	0	2	0	0	0	2	0	0	0	0	0
58	0	1	0	0	0	0	5	1	0	1	5	1	5	1	0	0
59	1	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0
60	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1
61	0	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0
62	1	0	0	3	0	4	4	0	1	0	4	0	2	0	0	1
63	0	1	0	0	0	0	1	1	0	0	0	0	0	2	0	0
64	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
65	4	4	1	0	0	0	2	2	0	0	0	0	0	0	0	2
66	1	0	0	0	0	0	1	0	1	0	1	0	1	0	0	0
67	0	0	1	1	0	0	3	0	0	0	0	0	3	0	0	1
68	0	1	0	6	0	3	0	0	0	0	0	0	0	0	0	4
69	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0
70	1	1	0	0	0	0	1	1	0	0	1	1	0	0	1	1
71	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
72	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
73	1	0	0	0	0	0	4	0	1	0	1	0	4	0	0	0
74	2	2	0	0	0	0	1	0	1	0	0	0	1	0	0	0

75	0	1	0	0	0	0	0	1	0	1	0	1	0	0	0	1
76	5	5	0	0	0	0	5	5	0	0	5	5	1	1	0	0
77	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
78	1	0	4	5	0	0	10	8	0	0	0	0	0	0	0	0
79	3	2	0	0	0	0	4	7	3	2	0	0	2	2	0	0
80	0	1	0	0	0	0	0	1	0	0	0	1	0	0	0	1
81	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0
82	5	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0
83	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
84	1	0	0	0	0	0	2	2	0	0	2	2	2	2	0	0
85	1	0	0	1	0	1	1	0	1	0	1	0	1	0	0	1
86	1	0	0	0	0	0	1	1	0	0	1	1	0	0	0	0
87	1	0	0	1	0	3	0	0	0	0	0	0	0	0	3	5
88	1	0	1	1	0	1	0	0	0	0	0	0	0	0	0	1
89	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0
90	1	0	0	1	0	1	1	0	1	0	0	0	1	0	0	0

Second part:

Legend language and LGBTIQ+ representation:

Not shown	Shown
-	x

ID	OCCUPATIONAL ROLES														LANGUAGE		LGBTIQ+ REPRESENTATION			
	Singer		Caretaker		Dancer		Driver		Teacher		Shop assistant		Nurse		Gender restrictive	Gender neutral	Gay	Bisexual	Transsexual	Lesbian
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female						
1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	-	-	-	-	-	-
2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
3	0	0	0	0	0	0	0	0	1	0	0	0	0	0	-	-	-	-	-	-
4	0	0	1	1	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
5	1	1	1	7	2	1	2	1	0	1	0	0	0	0	-	-	-	-	-	-
6	0	0	0	1	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
7	0	0	1	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
10	0	0	0	0	0	0	0	0	0	0	0	1	0	0	-	-	-	-	-	-
11	0	0	0	0	0	0	0	0	0	1	0	0	0	0	-	-	-	-	-	-
12	0	0	0	1	0	0	1	0	0	1	0	1	1	0	-	-	-	-	-	-
13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
15	0	0	0	2	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
16	0	0	0	0	0	0	0	0	0	1	0	0	0	1	-	-	-	-	-	-
17	0	0	0	1	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
18	1	0	0	3	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
20	0	0	0	1	0	0	0	0	0	0	0	0	0	0	x	-	-	-	x	-
21	0	0	0	1	0	0	0	0	0	0	1	0	0	0	-	-	-	-	-	-
22	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
23	0	0	0	2	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
24	0	0	0	1	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-

25	0	0	0	2	0	0	0	0	0	0	0	0	1	0	0	-	-	-	-	-	-
26	0	0	0	2	1	3	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
27	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
28	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
29	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
30	0	0	0	1	0	0	3	0	0	1	0	0	0	0	1	-	-	-	-	-	-
31	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
32	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
33	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
34	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
35	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
36	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
37	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
38	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
39	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	-	-	-	-	-	-
40	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	-	-	-	-	-	-
41	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
42	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	-	-	-	-	-	-
43	0	0	0	0	0	0	6	1	0	1	0	0	0	0	0	-	-	-	-	-	-
44	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
45	0	0	2	0	0	0	0	0	0	0	1	0	0	0	0	-	-	-	-	-	-
46	0	0	0	2	0	1	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
47	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	-	-	-	-	-	-
48	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
49	0	0	1	2	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
50	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
51	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	-	-	-	-	-	-

52	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	-	-	-	-	-	-
53	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	-	-	x	-	-	-
54	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
55	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
56	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
57	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
58	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
59	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	-	-	-	-	-	-
60	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
61	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
62	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
63	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
64	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	x	-	-	-	-	-
65	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	-	x	-	-	-	-
66	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
67	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
68	0	0	0	1	0	1	0	0	0	1	0	0	0	0	0	-	-	-	-	-	-
69	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	-	x	-	-	-	-
70	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	-	-	-	-	-	-
71	0	4	0	3	0	1	17	6	0	0	3	2	2	2	2	-	-	-	-	-	-
72	0	0	0	2	0	1	0	1	0	0	0	0	0	1	1	-	-	-	-	-	-
73	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
74	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-
75	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	-	-	-	-	-
76	0	0	0	0	0	0	0	0	0	1	0	0	0	1	1	-	-	-	-	-	-
77	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	x	-	-	-	-	-
78	0	0	2	4	0	0	0	0	0	0	1	0	0	0	0	-	-	-	-	-	-

79	0	0	0	0	1	2	0	0	0	0	0	0	0	0	0	x	-	-	-	-	-
80	0	0	0	1	0	0	0	0	0	0	0	0	0	1	-	-	-	-	-	-	-
81	0	0	0	1	0	0	7	0	0	0	0	0	0	0	x	-	-	-	-	-	-
82	0	0	1	2	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-	-
83	0	0	0	1	0	0	1	0	0	0	0	0	0	0	-	-	-	-	-	-	-
84	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-	-
85	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-	-
86	0	0	0	1	0	0	1	2	0	0	0	0	0	0	-	-	-	-	-	-	-
87	0	0	0	1	2	1	0	1	0	0	0	0	0	1	-	-	x	-	-	-	-
88	0	0	0	0	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-	-
89	0	0	0	0	0	0	10	10	0	0	1	1	0	0	-	-	-	-	-	-	-
90	0	0	0	1	0	0	0	0	0	0	0	0	0	0	-	-	-	-	-	-	-

DOCUMENT ANALYSIS	
ID	COMMENTS
1	
2	
3	
4	
5	This book reflects traditional gender roles. Women are shown with dependance.
6	Traditional gender role family.
7	Monoparental family. The father shows emotions and is caretaker.
8	
9	Women seek for beauty.
10	The male main character monopolises the story.
11	

12	
13	
14	The book is based on a traditional family.
15	The book gives a lot of importance to beauty on women.
16	Occupational roles are reproduced, above all, on the behaviour of the female character.
17	
18	The wolf is shown with feminine traits, but it is seen as the evil character of the story.
19	Boys are dressed in blue and girls are dressed in pink.
20	The main character's gender is not known. However, the rest of the characters follow gender roles; for instance, the daughter wears pink dresses and beauty falls on her.
21	Traditional family in which the woman takes responsibility of the chores and the father brings the money.
22	The main character is a girl, but everyone calls her ugly.
23	Women are shown under the orders of men and look for beauty.
24	
25	
26	
27	Women are shown very dependant of men.
28	The queen shows a lot of dependance for the king.
29	
30	
31	The girl main character is shown as scary and fragile.
32	
33	
34	
35	The boy main character wears a blue t-shirt and an old woman wears a pink dress.
36	The book shows traditional families.
37	

38	The mother is shown as a caretaker whose only goal is to take care of her child.
39	Boys are dressed in blue and girls are dressed in pink.
40	The book shows a scientific woman as a main character, but not much credit is given to her.
41	
42	The illustrations show girls playing with dolls and men with balls. In addition, the boy teacher teaches maths.
43	The book shows illustrations only with traditional families.
44	Although the characters are represented as animals, they perpetuate gender roles.
45	The illustrations show girls dressing in pink and boys as superheroes.
46	
47	
48	
49	The girl plays with dolls.
50	The man is shown as a strong bricklayer.
51	The book shows a traditional family.
52	
53	A gay couple show feminine roles.
54	The illustrations show the boy wearing a blue T-shirt.
55	Boys are shown playing football or with mobile phones.
56	There is a traditional family and the mother takes care of the children.
57	The father is shown as authoritarian without showing emotions.
58	The girl is shown as a leader to follow.
59	The book differentiates between marbels for women and for men.
60	
61	The book gives a lot of importance to the girl's beauty.
62	The only purpose of women's life is to find a man and take care of him.
63	

64	The book makes visible the two genders in its writings. However, the illustrations show gender roles in which the main character wears pink clothes.
65	The book mentions ants, which are left to the reader to figure out their gender. However, women are shown with colourful dresses, above all, in pink
66	There are women dressed in pink. The evil of the story is a witch.
67	
68	The whole book is painted in pink and all the accessories of the female main character have the same colour.
69	The main character is not categorised as a man or a woman.
70	Most of the girls are dressed in pink and most of the boys in blue.
71	
72	
73	
74	The book shows a traditional family.
75	The book makes visible the two genders in its writings. However, the illustrations show gender roles in which the main character wears pink clothes.
76	This book shows occupational gender roles such as showing men as pilots. However, it also breaks them up to a point as a girl is shown as a bricklayer.
77	Ungendered animals are shown, but they are depicted with masculine gender roles.
78	Feminine and masculine gender roles are vastly spread in this book.
79	Although men and women are mentioned in the text, there are more men than women in the illustrations.
80	The girl shows feminine behaviour and the illustrations are mostly colourful and pink.
81	The book tries to be inclusive saying men and women, but it perpetuates male and female dressing codes.
82	The illustrations show girls playing with dolls and men with balls.
83	
84	
85	
86	
87	The gay couple is just shown in an illustration. They don't show affection to each other.

88	
89	Traditional families are shown in the illustrations.
90	

7.3. Annex 3 Percentages and calculations

Table 1

Publication year	Number of books	Main characters	
		Male	Female
1980-2004	15	64,71%	35,29%
2005-2011	11	50,00%	50,00%
2012-2022	64	57,27%	42,73%

Table 1. Unequal representation

Table 2

Publication year	Number of books	Passive		Dependent		Active		Heroic		Independent		Strong		Emotional	
		M (%)	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)
1980-2004	15	11,1	88,9	18,2	81,8	77,8	22,2	83,3	16,7	78,3	21,7	75,0	25,0	31,6	68,4
2005-2011	11	0,0	100	0,0	100	75,0	25,0	71,4	28,6	71,4	28,6	60,0	40,0	0,0	100
2012-2022	64	17,1	82,9	4,8	95,2	67,3	32,7	81,5	18,5	67,8	32,2	73,7	26,3	22,0	78,0

Table 2. Representation of personality characteristics

Table 3

Publication year	Number of books	Singer		Caretaker		Dancer		Driver		Teacher		Shop assistant		Nurse	
		M (%)	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)	M (%)	F (%)
1980-2004	15	50,0	50,0	18,8	81,3	66,7	33,3	80,0	20,0	25,0	75,0	0,0	100,0	100,0	0,0
2005-2011	11	100,0	0,0	0,0	100,0	25,0	75,0	25,0	75,0	0,0	100,0	50,0	50,0	0,0	100,0
2012-2022	64	14,3	85,7	16,7	83,3	25,0	75,0	69,6	30,4	11,1	88,9	63,6	36,4	22,2	77,8

*Table 3 Occupational roles***Table 4**

Publication year	Number of books	Gender restrictive (%)	Gender neutral (%)	Gender traditional (%)	Gay (%)	Bisexual (%)	Transexual (%)	Lesbian (%)	Cis-heteronormative (%)
1980-2004	15	0,0	0,0	100,0	0,0	0,0	0,0	0,0	100,0
2005-2011	11	9,0	0,0	90,9	0,0	0,0	9,0	0,0	90,9
2012-2022	64	7,8	3,1	89,0	3,1	0,0	0,0	0,0	96,8

Table 4 Language and LGBTIQ+ representation

Number of books with gender restrictive, gender neutral and LGBTIQ+ representation:

Publication year	Number of books	LANGUAGE		
		Gender restrictive	Gender neutral	Gender traditional
1980-2004	15	0	0	15
2005-2011	11	1	0	10
2012-2022	64	5	2	57

Publication year	Number of books	LGBTIQ+ representation				
		Gay	Bisexual	Transsexual	Lesbian	Cisheteronormative
1980-2004	15	0	0	0	0	15
2005-2011	11	0	0	1	0	10
2012-2022	64	2	0	0	0	62

Number of characters

		Unequal representation		Personality characteristics														Occupational roles														
		Main characters		Passive		Dependent		Active		Heroic		Independent		Strong		Emotional		Singer		Care-taker		Dancer		Driver		Teacher		Shop assistant		Nurse		
Publication year	Number of books	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
1980-2004	15	1	6	1	8	2	9	14	4	5	1	18	5	9	3	6	13	1	1	3	13	2	1	4	1	1	3	0	2	1	0	
2005-2011	11	6	6	0	7	0	7	6	2	5	2	5	2	3	2	0	6	1	0	0	13	1	3	0	3	0	1	1	1	0	1	
2012-2022	64	6	47	7	34	1	20	74	36	22	5	40	19	28	10	11	39	1	6	8	40	3	9	48	2	1	1	8	7	4	2	7

Addition of male and female characters

Totals characters									
Unequal representation	Sum	passive	Sum	dependent	Sum	Active	Sum	Heroic	Sum
1980-2004	17	1980-2004	9	1980-2004	11	1980-2004	18	1980-2004	6
2005-2011	12	2005-2011	7	2005-2011	7	2005-2011	8	2005-2011	7
2012-2022	110	2012-2022	41	2012-2022	21	2012-2022	110	2012-2022	27

Total characters					
Independent	Sum	Strong	Sum	Emotional	Sum
1980-2004	23	1980-2004	12	1980-2004	19
2005-2011	7	2005-2011	5	2005-2011	6
2012-2022	59	2012-2022	38	2012-2022	50

Totals characters						
Unequal representation	Singer	Sum	Caretaker	Sum	Dancer	Sum
1980-2004	1980-2004	2	1980-2004	16	1980-2004	3
2005-2011	2005-2011	1	2005-2011	13	2005-2011	4
2012-2022	2012-2022	7	2012-2022	48	2012-2022	12

Totals characters								
Unequal representation	Driver	Sum	Teacher	Sum	Shop assistant	Sum	Nurse	Sum
1980-2004	1980-2004	5	1980-2004	4	1980-2004	2	1980-2004	1
2005-2011	2005-2011	3	2005-2011	1	2005-2011	2	2005-2011	1
2012-2022	2012-2022	69	2012-2022	9	2012-2022	11	2012-2022	9

7.4. Annex 4 Focus group outline

FOCUS GROUP TFG GENDER STEREOTYPICAL ROLES IN CHILDREN'S LITERATURE

OUTLINE OF THE SESSION

The group discussion will take place on the 08th of March of 2022 and will last approximately 60 minutes.

5 teachers, who can teach any type of subject, have been chosen to take part in the focus group due to the fact that they spend a significant amount of time working in the initial cycle, therefore, they are quite likely to use reading books in their lessons. This focus group will allow them to contribute to the inclusion of non-sexist materials in the school libraries and get engaged on a discussion about gender roles in children's literature. For that reason, each teacher will be able to bring gender equality books to be analysed and shared with the rest of the teachers. These books will be included in the list, which will be used as a suggestion for the introduction of these books in the school libraries of the initial cycle. The focus group has three phases:

1. To share the outcomes of the analysis of the books. (10 minutes)

The focus group will start with a brief presentation of the analysis carried out in the first cycle reading books of the school.

2. To analyse and discuss gender equality in children's literature books (30 min)

Then, teachers will be invited to analyse the gender equality books. They will be invited to complete an excel document that will be used to list the books proposed by the teachers and register teachers' analysis and opinions. Thus, we will be able to complete and analyse the reading books together.

3. To collect teachers' perception on gender equality in children's literature (20 minutes)

Along the analysis and after it, a set of questions will be discussed to register teachers' answers and stances.

- Do you think there is something missing in the analysis carried out with books regarding gender equality?
- To what extent the analysis of gender equality carried out with books should be extended to the rest of the school cycles?
- What aspects of gender do you consider are the most important to tackle in children's literature?
- How important do you think it is to include gender equality books in school libraries?

What aspects of a book would you take into consideration to work on gender equality (year of publication, editorials, author...)?

7.5. Annex 5 Transcription of the Focus group

M: bona tarda,

M: us explico una mica, primer, la dinàmica que farem avui. Primer de tot, us explico una mica com ha anat l'anàlisi dels llibres de les classes de cicle inicial. Després, cadascú de vosaltres explicarà una mica el seu llibre i dirà els aspectes més importants que heu trobat amb relació a la igualtat de gènere. Al final, us faré unes preguntes relacionades amb tot això.

M: d'acord, doncs... A veure, l'anàlisi dels llibres l'he fet sobre els llibres de les biblioteques de les tres classes de cicle inicial. M'he centrat, sobretot, en els estereotips de gènere; és a dir, com es representa la masculinitat i la feminitat en diferents àrees així que he comptat el nombre de personatges que eren representats com a homes i dones en les diferents àrees: protagonistes, actius, passius, independents, dependents, emocionals, ocupacions com pot ser ballarins/es, cantants, infermers/es, conductors/es, etc. D'aquest anàlisi he extret que hi ha més homes representats com a protagonistes, i que les dones es mostren més passives i dependents. A més, elles són representades fent tasques domèstiques moltes vegades, i la bellesa està bastant focalitzada en elles també, sobretot, a les il·lustracions.

Pel que fa al llenguatge inclusiu, la majoria de les vegades no s'utilitza en els contes i altres vegades s'utilitza, però a les il·lustracions es mostren estereotips.

Pel que fa a la diversitat, he analitzat la representació del col·lectiu LGTBIQ+. He trobat que, en general, falten llibres que mostrin aquestes realitats.

Teacher1: tu creus?

M: bé, sí que és veritat que aquí he trobat alguns llibres LGTBIQ+ que mostrin aquestes realitats, però si que depèn de quina biblioteca hi vagis doncs no n'hi ha cap (la resta de mestres assenteixen amb el cap). També, s'ha de tenir en compte que aquests tipus de llibres són bastant nous... si ens fixem en les dates de publicació... (obro el llibre L'Aitor té dues mares per veure la data) del...

teacher2: sí, el meu és del 2017

Teacher4: el meu també.

M: Ara ho he trobat, del 2007...

Teacher1: podries escriure un llibre, doncs...

M: bueno... sí...

Teacher1: no de veritat!

M: sí, potser en un futur... Bé, doncs, passem a explicar cadascú el llibre que ha portat? Qui voldria ser la primera persona a explicar el seu llibre?

Teacher1: jo, a veure, doncs, el meu llibre tracta sobre un nen que no li agrada jugar amb altres nens, sinó, que li agrada jugar amb les nenes. Llavors en moltes ocasions els altres nens es riuen i se'n burlen d'ell perquè juga a jocs de nenes. Aleshores, ell se sent malament per tot això, però, al final, com que els altres veuen que s'ho està passant molt bé s'acaben unint a ell i al joc.

M: d'acord! Hi ha alguna cosa del llibre que t'hagi sobtat o alguna reflexió que vulguis fer?

Teacher1: sí, la primera impressió que em va venir al cap després d'haver llegit el llibre és que hem de trencar barreres de jocs de nens i nenes. Jo aniria més enllà; és a dir, penso que els jocs no haurien d'estar tan... com es diu...

M: polaritzats?

Teacher1: sí, exacte, polaritzats. Penso que els nens i nenes haurien de poder jugar al que volguessin i que ningú hauria de rebre insults ni comentaris per això.

M: d'acord, alguna cosa més?

Teacher1: no ja està.

M: a veure qui vol explicar el seu llibre ara?

Teacher2: vale, doncs, el meu llibre tracta sobre tres nenes que tenen uns somnis sobre el que volen ser de grans, però hi ha una banda de 'Villanos', els 'Nohoaconseguiràs pas' que els diuen que mai podran arribar a ser el que volen. És la típica situació que reflecteix que un noi li diu a una noia que mai arribarà a ser el que vol ser. Des de ben petites any rere any, hem rebut comentaris com aquests per frustrar-nos. Per exemple, una de les nenes té el somni de ser pilot i poder volar, una altra té el somni de ser violinista o música i l'última vol ser escriptora. Vull dir, crec que en els llibres falten referents de certes professions que podem arribar a ser les dones.

M: i al final del llibre es mostra un empoderament per fer front a aquestes injustícies?

Teacher2: m... no, jo no diria empoderament, no, perquè tampoc fan res per plantar cara, encara que a les il·lustracions apareguin elles jugant a ser pilots o el que sigui per complir els seus somnis.

A més, puc veure com les il·lustracions mostren les noies amb molta bellesa, com el cànon de bellesa. Crec que aquest conte dona nom a les coses que reflecteix, coses que fins ara no s'han nombrat: 'La más guapa, la menos guapa'. Penso que aquesta part és endinsar-se en la part fosca de la societat. Alguna cosa 'xunga' que toca d'arrel el problema.

M: què vols dir amb part fosca?

Teacher2: m...

M: com cànons de bellesa sobre les dones?

Teacher2: m... sí... (assenteix amb el cap).

M: d'acord! Hi ha alguna cosa del llibre que t'hagi sobtat o que vulguis comentar?

Teacher2: bé, simplement això... penso que aquest llibre no acaba de trencar els estereotips... Penso que és molt important aquest estudi que estàs fent perquè ajuda a qüestionar-se coses que abans passàvem per alt.

M: moltes gràcies, t'agradaria comentar alguna cosa més?

Teacher2: no, ja està.

M: d'acord, qui voldria explicar el seu conte ara?

Teacher3: jo! Doncs... a veure. El llibre que he portat parla d'una princesa que dorm durant 100 anys, aleshores, ve el príncep, li dona un petó i la desperta. Aquesta part del conte fa referència a la "Bella durmiente", però, després d'haver dormit tant, la princesa no aconsegueix dormir perquè no té son. En

comptes, el seu príncep dorm bé al seu costat tots els dies i fa la seva vida tot feliç. Aleshores, ella intenta per tots els mètodes dormir, fins i tot, va anar al metge per si el doctor la podia ajudar. Després que aquest mètode fallés i ella se sentís molt frustrada, un grup de nens li va llegir un conte i li van donar un petó; gràcies a això, ella va aconseguir dormir tots els dies amb el seu príncep. Els nens li van salvar i arreglar la vida a la princesa.

M: per què penses que aquest llibre promou la igualtat de gènere?

Teacher3: penso que aquest llibre ens explica a les dones que no hem d'esperar que un home ens vingui a salvar. En aquest conte donen protagonisme als nens que aconseguen fer dormir a la princesa. No ha sigut el príncep qui ho ha fet, tal com hem vist en molts contes clàssics al llarg de la història.

M: penses que aquest llibre té estereotips de gènere?

Teacher3: m..., sí, perquè al final es mostra la princesa vestida de princesa i és qui ha de ser rescatada...

M: d'acord, hi ha alguna cosa que t'hagi cridat l'atenció del llibre o que vulguis ressaltar?

Teacher3: no, això és tot.

M: molt bé! Qui vol ser la següent?

Teacher4: nosaltres (assenyala a teacher5)

Teacher5: doncs, nosaltres hem portat el llibre tinc una mare.

Teacher4: és un conte bastant senzill.

Teacher5: sí, però, el que mostra és una mare que és independent i que cuida de la seva filla.

A les il·lustracions es pot veure com la mare es fa càrrec en tot moment de la seva filla. Per exemple, la porta al parc, al zoo, cuinen, etc.

Teacher4: sí, tot i que el llibre és bastant curt, doncs, mostra que una dona és capaç de fer moltes coses per ella mateixa.

Teacher5: sí, però, tot i així, aquests llibres acaben caient en els estereotips perquè mira la mare apareix cuinant, fent-se responsable de la seva filla... penso que al final aquests llibres sempre acaben caient en els estereotips.

Teacher4: sí, tens tot la raó. Mira per exemple el llibre de la teacher2 (assenyala unes il·lustracions del seu llibre en què les nenes apareixen cantant, dibuixant i ballant). Per molta igualtat que hi hagi sempre hi ha estereotips.

M: sí, he llegit articles que parlen sobre això i que els llibres que promouen la igualtat de gènere moltes vegades cauen en estereotips... Voleu afegir alguna cosa més?

Teacher5: jo crec que ja està (teacher3 assenteix amb el cap)

M: d'acord, doncs, jo he portat un llibre que es diu "L'Aitor té dues mares". En aquest llibre l'Aitor, que té dues mares, invita als seus amics a la seva festa d'aniversari, però el seu millor amic no hi apareix perquè els seus pares li diuen que com que l'Aitor té dues mares no és una bona idea que hi vagi perquè no són una bona influència per al seu fill. Així que li prohibeixen que hi assisteixi.

Un dia pel carrer l'Aitor es troba als pares del seu millor amic i els pregunta que per què el seu millor amic no havia anat a la seva festa d'aniversari. Els seus pares li contesten que perquè té dues mares i

que ja hi hauria un dia que ho entendria, li van dir que tenir dues mares no és una bona influència per al seu fill.

Així que... un dia a classe, L'Aitor va explicar a la mestra que estava trist pel que havia passat i la mestra li va donar suport, així que va decidir explicar un conte a classe per treballar la igualtat. Aquest conte parlava d'un nen que vivia en un poble on li feien bullying per tenir dues mares i que al final les mares van decidir anar-se'n a viure a una ciutat on ningú els coneixeria i serien acceptats. Un cop van començar a viure allà, el nen ja no s'havia de preocupar perquè trobava acceptació. Aleshores, l'Aitor es va posar molt content d'escoltar aquella història i volia viure en un lloc com aquell. Quan l'Aitor els va explicar a les seves mares la història, les seves dues mares van pensar que el millor era anar a viure a Girona on, segurament, tindrien una vida molt millor. I... així va ser.

Penso que aquest llibre sobre igualtat de gènere està bé perquè visibilitza un altre model de família que són les dues mares. Però, el que no m'acaba d'agradar és que aquests llibres sobre diversitat moltes vegades tracten aquests temes des de la problemàtica; sempre busquen que la diversitat sigui respectada o tingui acceptació social. Penso que els llibres, en general, haurien de posar en el centre la diversitat.

Teacher5: jo penso que avui dia la societat està més avançada que els recursos. I, bé, Barcelona és una ciutat molt oberta amb la diversitat.

Teacher4: sí, en alguns pobles, segurament, és més difícil que hi hagi acceptació.

Teacher5: jo crec que depèn de moltes coses que t'acceptin, sobretot, la família, els tipus d'amics o també com t'ho prenguis. Però, jo crec que Barcelona és molt oberta amb tot això.

No crec que s'hagi de fer una intervenció educativa sobre això, penso que s'ha de tractar més en l'àmbit familiar.

Teacher1: sí, a mi m'agradaria dir que aquí trobo que la gent és bastant oberta. Quan estava al Canadà notava que la gent era més tancada de ment i que eren més rígids en aquestes qüestions.

Teacher5: sí, i també fa molt la religió.

Teacher4: sí, totalment.

Teacher5: a més, avui dia, crec que el 20% o el 25% dels joves són heterosexuales, vull dir, la joventut és molt més homosexual ara que abans.

Teacher4: sí, hi ha molta més diversitat ara.

M: sí, jo també penso que hem avançat com a societat i que cada vegada les coses van a millor, però encara hi ha prejudicis... Si us sembla bé passem a les preguntes que no ens queda gaire temps. Creieu que falta alguna cosa en l'anàlisi dels llibres sobre igualtat de gènere?

Teacher5: no sé si faltarà alguna cosa, però crec que els estereotips de gènere són el més important. De fet, tenim alumnes a l'escola, de primer, que les coses roses les rebutgen (teacher2 assenteix amb el cap).

Teacher1: a si?

Teacher5: sí, depèn del que els donis de color rosa et diran que no ho volen.

Teacher4: a veure és que el biaix de gènere existeix i existirà. Amb això no... no podem fer res. Per tot arreu hi ha estereotips, això mai canviarà.

M: creieu que l'anàlisi d'igualtat de gènere que es fa amb els llibres s'hauria d'estendre a la resta de cicles escolars?

Teacher5: penso que més que estendre-ho a la resta de cicles, crec que és un tema que s'hauria de tractar en l'àmbit familiar. Penso que no hauríem de tractar aquests tipus de llibres com a especials.

Teacher4: sí, jo penso que més que fer intervencions educatives el que és més útil són els comentaris que rebí el nen/a de la seva família.

M: quins aspectes de gènere considereu que són els més importants a abordar en la literatura infantil?

Teacher2: jo penso que els estereotips de gènere perquè costa adonar-se'n.

Teacher5: sí, els estereotips.

Teacher4: sí, els estereotips.

Teacher5: sí, per exemple a infantil vam tenir problemes amb els colors d'unes sabates que eren de color rosa i les havia de portar un nen... Encara hi ha prejudicis a l'escola.

M: quina importància creieu que té incloure llibres sobre igualtat de gènere a les biblioteques escolars?

Teacher5: jo crec que és molt important perquè els nens es poden veure reflectits en els personatges i moltes vegades els imiten (la resta de mestres assenteixen amb el seu cap).

Teacher4: sí, és important que s'estenguin valors d'igualtat. A més, penso que s'haurien d'incloure tota mena de diversitat; per exemple, gent negra, cega... penso que aquests llibres no haurien d'estar separats de la resta, sinó que haurien d'estar inclosos en els gèneres de llibres; per exemple, suspens, crims, etc.

Teacher5: sí, jo també ho penso això.

M: Quins aspectes d'un llibre tindríeu en compte per treballar la igualtat de gènere (any de publicació, editorials, autor...)?

Teacher2: jo crec que em fixaria en la història abans que en la data de publicació, editorial, autor, etc. La trama és la que defineix sí un llibre promou valors o no.

Teacher1: sí, jo també.

Teacher4: sí.

Teacher5: sí.

Teacher1: a més la trama és la que t'enganxa a la història i això fa que els nens i nenes vulguin continuar escoltant-la.

Creieu que hi ha una subrepresentació o una sobrerrepresentació dels personatges dels llibres pel que fa a la seva identitat de gènere o orientació sexual?

Teacher4: avui dia hi ha molta més representació de dones als llibres que es mostren fortes, poderoses, heroïnes i valentes.

Teacher5: sí, com més masculines. De fet, els nois també he vist algun llibre que mostrava les emocions més tendres com plorar o mostrar-se més emocional.

Teacher2: sí, de totes maneres encara tenim, sobretot, llibres clàssics que transmeten els valors contraris; per exemple, Disney ha tingut contes en què hi havia molts estereotips, però sí que és veritat que últimament està fent contes que són reivindicatius amb tot això.

Teacher5: també recordo haver vist algun llibre que mostrava la diversitat, eren una parella de pingüins homosexuals, jo crec que aquests llibres ajuden.

Teacher4: sí.

M: molt bé! se'ns ha acabat el temps. Moltes gràcies per participar en aquest 'focus group' i per contribuir amb totes les vostres opinions i llibres per al meu TFG.

Teacher4: de res, Manel.

Teacher2: de res.

Teacher1: de res.

Teacher3: de res.

Teacher5: de res, Manel, espero que t'hagi servit!

M: sí, moltes gràcies.

7.6. Annex 6 List of 5 books with gender perspective to promote heterogeneous identities in the libraries

LIST OF 5 BOOKS WITH GENDER PERSPECTIVE					
ID	Title	Author	Editorial	Original publication date	Document analysis
1	Quan les nenes volen alt	Raquel Díaz Reguera	Beascoa	2017	<p>Teacher2: Three girls dream of being writers, pilots, violinist. However, there is a male band called "Nohoaconseguiràs pas" which makes it difficult for them to fulfill their dreams. According to the teacher's perception of the book, it shows how we as women have been discriminated over the years, frustrating our dreams since very young due to a lack of referents and harmful comments against how far we can go. However, the book still does not break gender stereotypes completely as the standards of beauty are focused on the girls. In addition, illustrations show girls as passive.</p>
2	Tinc una mare	Atonia Cardona and Natalia Ferrús	Autoedició	2017	<p>Teacher4 and teacher5: The book gives visibility to single mothers as the main character is an active and independent woman. However, according to the teacher's perception of the book, it is quite simple and even though the plot highlights single mothers, the book falls under the influence of gender stereotypes such as the mother being shown as a caretaker.</p>

3	L'aitor té dues mares	María José Mendieta and Mabel Piérola	Bellaterra	2006	<p>Manel: The book gives visibility to two women being mothers, however, the best friend of her son does not attend his birthday party because his parents told him that he cannot be a good influence because he has two mothers. Eventually, the two mothers and her son leave the town to start a new life in Girona away from these problems. In my opinion, the book gives visibility on different models of family, however, the plot of the book is focused on this family seeking for social acceptance and respect. In addition, this book tells you that if you suffer from discrimination you have to change your place rather changing the social structures of society to abolish discrimination.</p>
4	La bella desperta	Lucía Serrano	Baula	2018	<p>Teacher3: There is a princess who cannot fall asleep, nevertheless, the prince can. She goes to visit a doctor in need of help, nevertheless, the doctor cannot help her. So, one day a bunch of children come to her, read her a book and kiss her on her cheek. Suddenly, she fell asleep and could sleep well for the rest of her life. According to the teacher's perception of the book, it shows how a female does not have to be rescued by a man, instead children cure her illness with love.</p>
5	Kike y las barbies	Pija Lindenbaum	Gatosueco	2017	<p>Teacher1: Kike is a boy that does not like playing with other boys. He likes playing with girls. As he plays with toys considered for girls, he is insulted and rejected. According to the teacher's perception, the book seeks to break gender game barriers. Her opinion on this is that games should not be so polarised.</p>

7.7. Annex 7 Work plan

SCHOOL OCTAVIO PAZ		
<ul style="list-style-type: none"> GENERAL OBJECTIVE: To explore the representation and extent of gender stereotypical roles in children’s reading books in the first cycle of the school Octavio Paz in order to come up with recommendations of gender equality books to be included in the library. 		
SPECIFIC OBJECTIVES	DESCRIPTION OF THE TASK	DEADLINE
FIRST SUBMISSION OF THE PROJECT 17/12/2021		
To identify and measure sexism in the reading books of the first cycle of the Catalan school Octavio Paz.	Analysis of gender stereotypes/roles of the reading books.	12/02/2022
	Theoretical framework and methodologies.	03/03/2022
	SECOND SUBMISSION OF THE PROJECT 04/03/2022	
	Results and conclusions of the analysis.	31/03/2022
	Theoretical framework and methodologies.	03/03/2022

To explore schoolteachers' perception about the importance of gender in reading books and engage them in discussing which books could be included in the library to promote heterogeneous identities.	Guidelines for the focus group, excel to pick up data of the books and a word document to note down teachers' opinions and perspectives.	01/04/2022
	Focus group with schoolteachers.	08/04/2022
	Writing down results and conclusions	20/05/2022
	FINAL SUBMISSION OF THE PROJECT 03/06/2022	