

3 - Feminist Fairy Tales – an intersectional teaching project

Format: Panel

Content: Non-formal education is considered to be about ‘acknowledging the importance of education, learning and training which takes place outside recognized educational institutions’ (Tight 1996: 68). In particular, the way non-formal pedagogies have been developed deals with the need of disadvantaged groups. In this regard, this workshop/panel aims at investigating some methods of non-formal education as a tool to address the intersectionality of different kinds of stereotyping (such as gender, race, religion, class) both in primary, and secondary schools. In our thinking, feminist fairy tales represent a potential pedagogical methodology to challenge mainstream notions of (Western-centric) beauty, sexuality, ethnicity, so as to create alternative (self)representations of marginalised groups and individuals, and expand their possibilities of empowerment and self-development.

During the panel, we would like participants to engage in a discussion on mainstream and/or feminist fairy tales. In particular: what are the meanings behind the representation of blond, heterosexual, white princesses? How do these connotations shape the possibilities of the represented and, especially, the non-represented groups? How do we perceive them? On the contrary, why and how could feminist fairy tales open a space for thinking and teaching intersectionally?

In conclusion, we would like to draw some examples/ideas on how to bring up non-formal education in institutionalised curricula, especially non-mainstream fairy tales, so as to develop pedagogies able to address concepts such as difference, discrimination, identification, and empowerment.

Invited contributions: We welcome contributions from:

- Educators interested in non-formal education methodology and/or that have been working with these methods;
- Researches and scholars who have been investigating the connections between feminism(s) and fairy tales;
- Writers, graphic designers, and illustrators;
- People teaching with/about fairy tales as alternative and informal means of education, in relation to questions of intersectionality;
- All those people interested in further investigating this issue.

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