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# IO<sub>1</sub> - STEREOTYPES ANALYSIS AND GOOD PRACTICES TO BREAK THEM DOWN

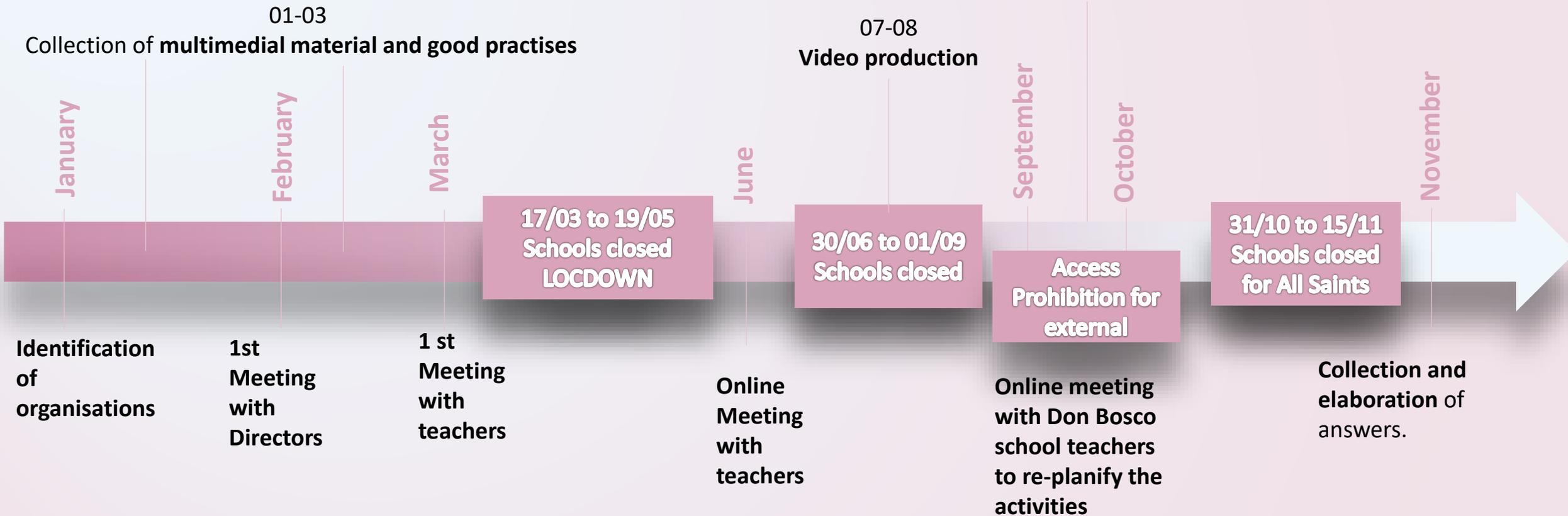


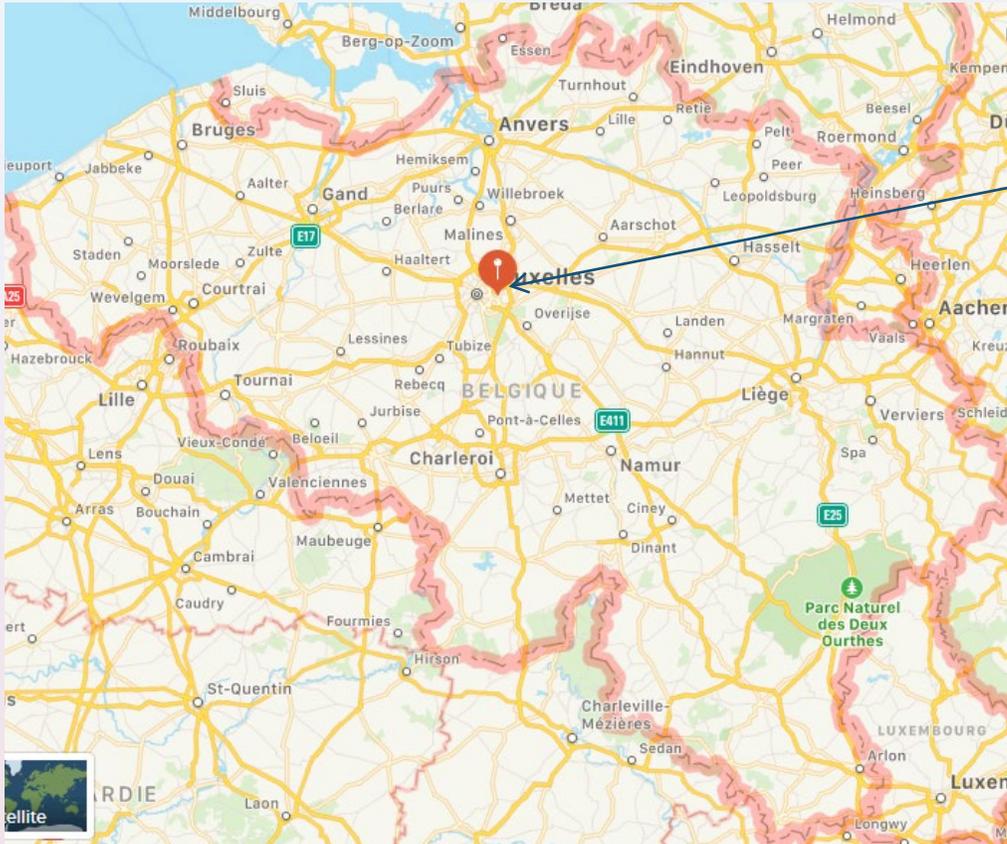
## BELGIUM



Sustainable Communication Aisbl

# Methodology





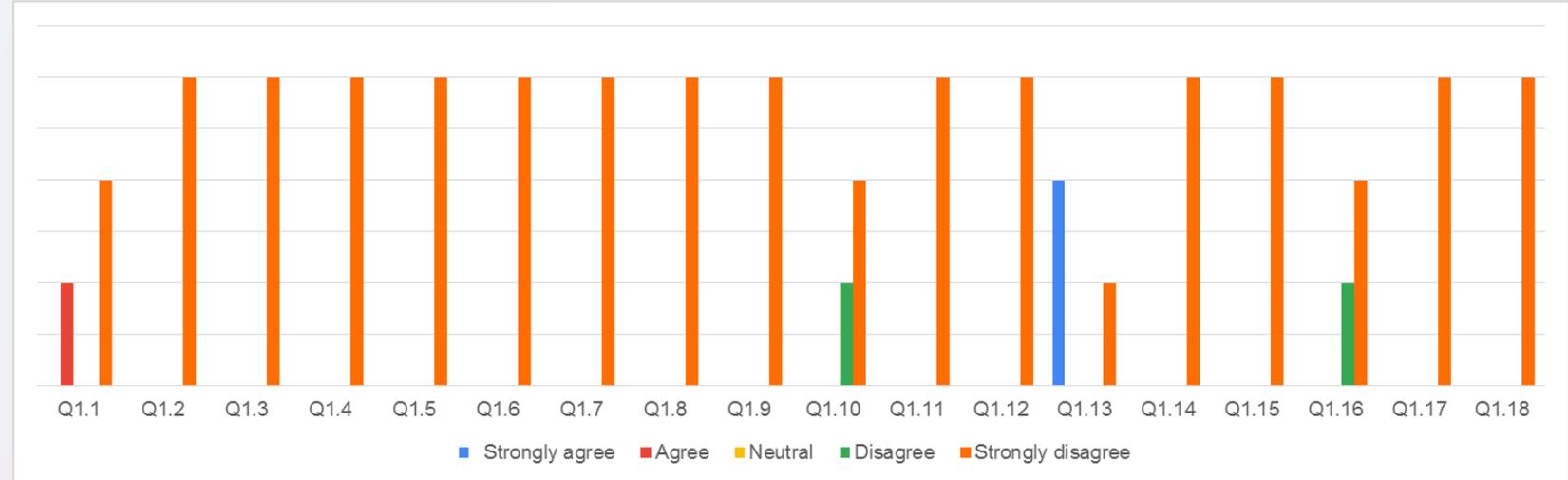
## School name: Don Bosco College

- Teachers Tot 3
- Students Tot 52
  - Age 15-16-17-18
    - F 36 (F, Femme, Féminin, Jeune femme)
    - M 16 (Homme, Mâle, Masculin)

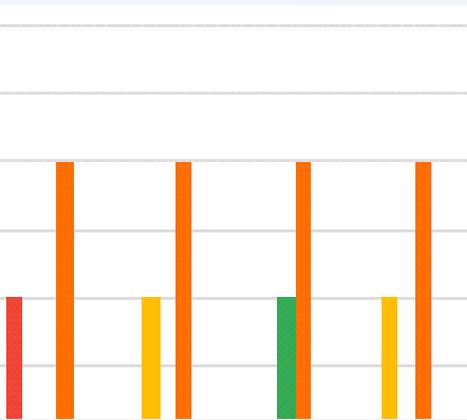


- [Questionnaire d'enquête sur les stéréotypes – Étudiant.e.s](#)
- [Questionnaire d'enquête sur le stereotypes - Enseignant.e.s/ éducatrices, éducateurs](#)
- [Questionnaire d'enquête sur le stereotypes- Parents](#)

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Q1.1		1			2
Q1.2					3
Q1.3					3
Q1.4					3
Q1.5					3
Q1.6					3
Q1.7					3
Q1.8					3
Q1.9					3
Q1.10				1	2
Q1.11					3
Q1.12					3
Q1.13	3				
Q1.14					3
Q1.15					3
Q1.16				1	2
Q1.17					3
Q1.18					3



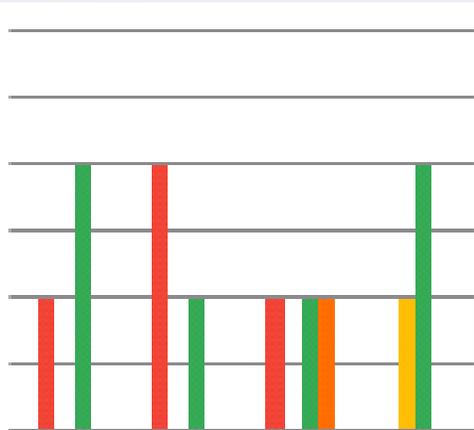
PROF FOR FEMALE



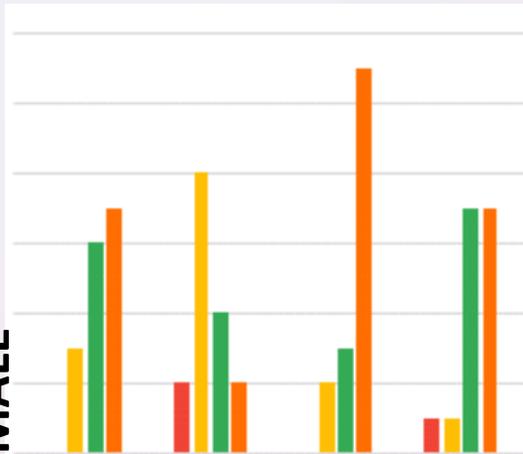
FEMALE



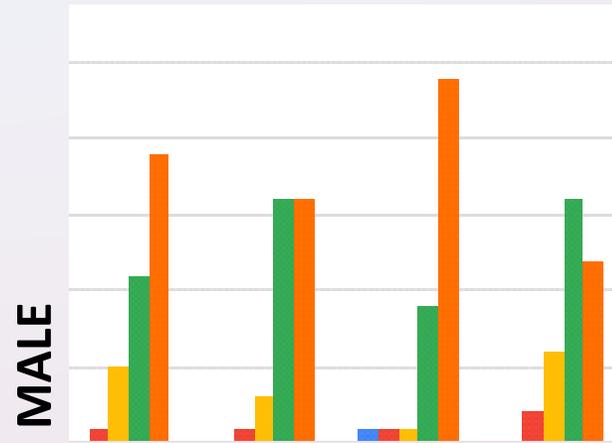
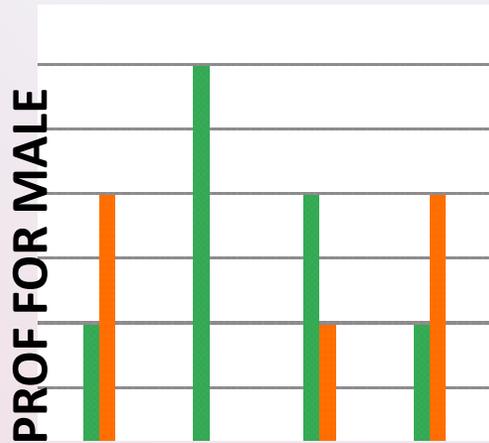
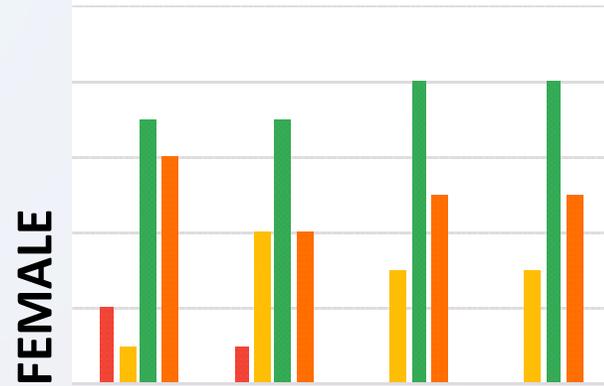
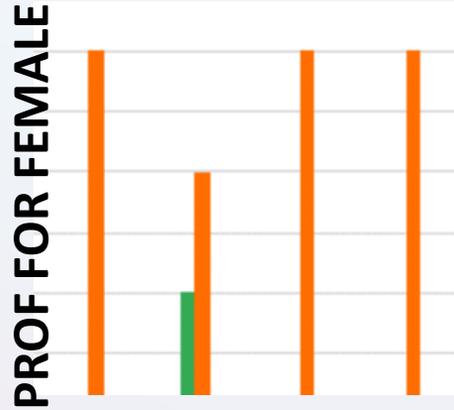
PROF FOR MALE



MALE



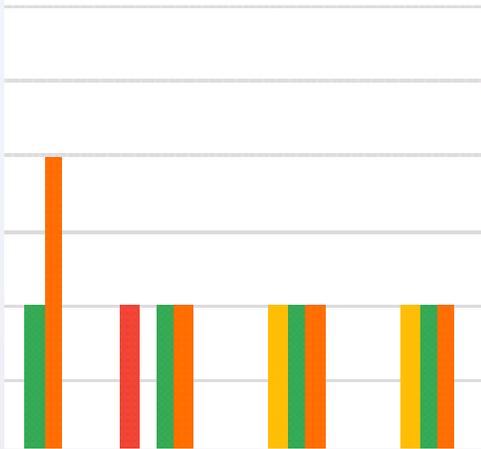
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Q 1.1 - Women must take care of the house	F		1	4	11	20
	M			3	6	7
	PF		1			2
	PM		1		2	
Q 1.2 - Women are better suited to raise children than men	F		5	6	12	13
	M		2	8	4	2
	PF			1		2
	PM		2		1	
Q 1.3 - With the same educational qualification, men are better suited to take on managerial positions	F			1	7	28
	M			2	3	11
	PF				1	2
	PM		1		1	1
Q 1.4 - Men are more inclined for science subjects	F		2	5	11	18
	M		1	1	7	7
	PF			1		2
	PM			1	2	



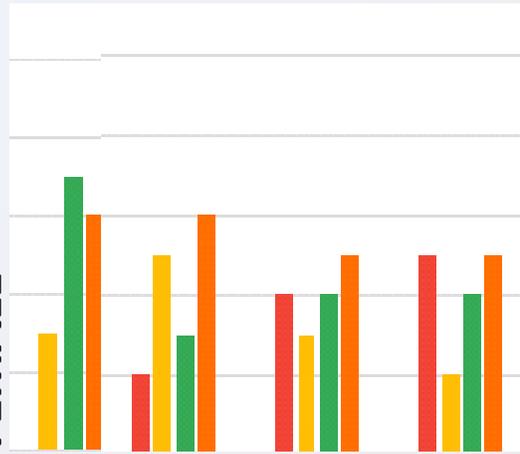
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Q1.5 - In conditions of labor shortage, employers should give priority to men over women	F		1	5	11	19
	M		2	1	7	6
	PF					3
	PM				1	2
Q1.6 -It is above all the man who must provide for the economic needs of the family	F		1	3	16	16
	M		1	4	7	4
	PF				1	2
	PM				3	
Q1.7 -It is the man who has to make the most important decisions concerning the family	F	1	1	1	9	24
	M			3	8	5
	PF					3
	PM				2	1
Q1. 8. It is the women who has to make the most important household decisions concerning the family	F		2	6	16	12
	M			3	8	5
	PF					3
	PM					1



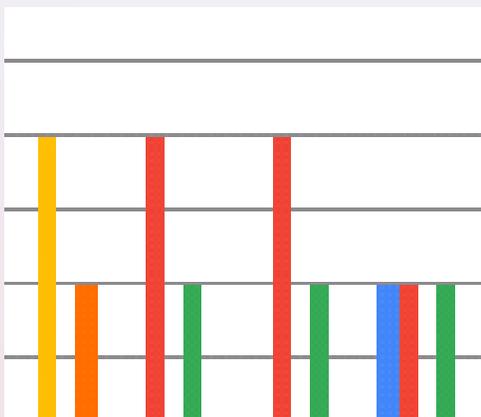
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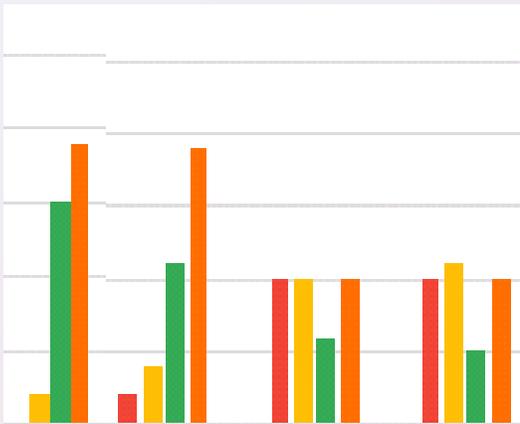
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PROF FOR MALE



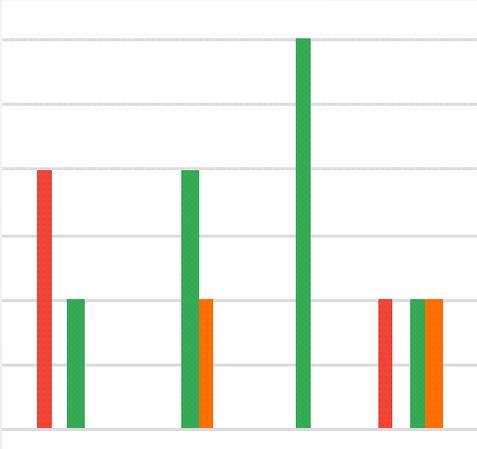
MALE



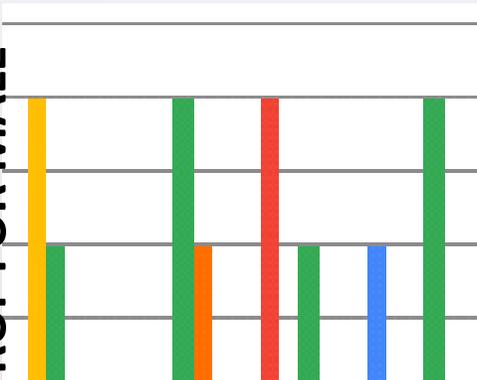
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Q1.9 - Men are less suited to doing household chores	F			2	15	19
	M			3	7	6
	PF				1	2
	PM			2		1
Q1.10 - For men, more than for women, it is very important to succeed in work	F		2	4	11	19
	M		2	5	3	6
	PF		1		1	1
	PM		2		1	
Q1.11 - Beauty (being attractive) is more important for a girl than for a boy	F		10	10	6	10
	M		4	3	4	5
	PF			1	1	1
	PM		2		1	
Q1.12 - Women are more likely than men to make decisions based on their emotions	F		10	11	5	10
	M		5	2	4	5
	PF			1	1	1
	PM	1	1		1	



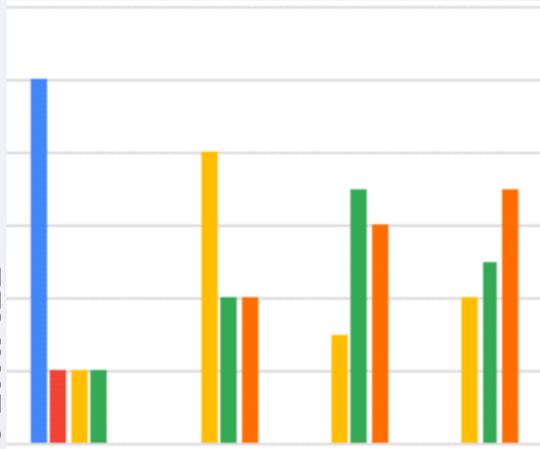
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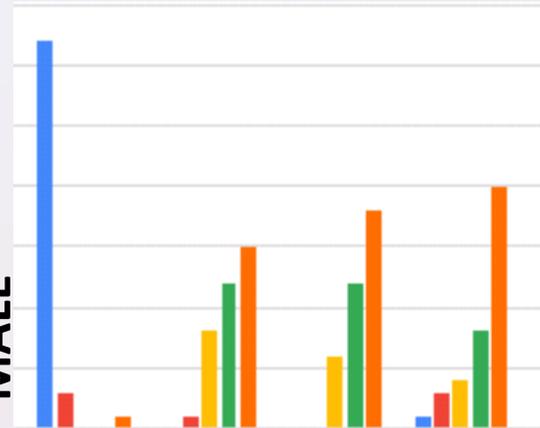
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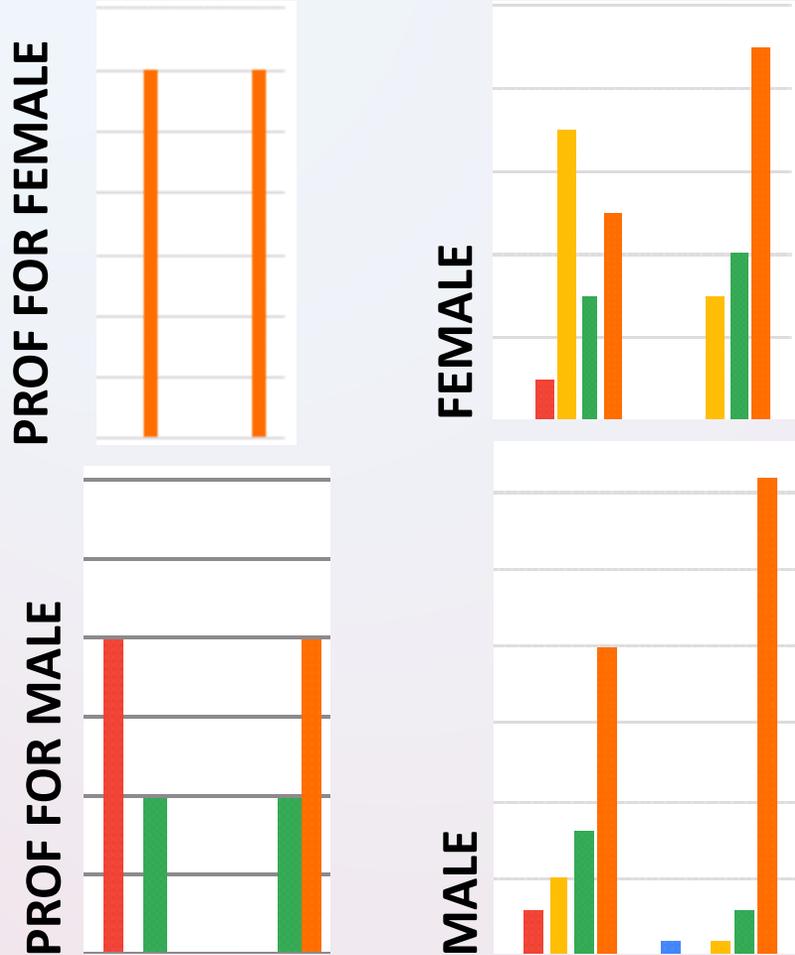
FEMALE



MALE



		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Q1.13 -It is acceptable for men to cry	F	32	3			1
	M	10	2	2	2	
	PF		2		1	
	PM			2	1	
Q1.14 - The most important role of a woman is to take care of her home and family.	F		1	8	12	15
	M			8	4	4
	PF				2	1
	PM				2	1
Q1.15 - The most important role of a man is to earn money	F			6	12	18
	M			3	7	6
	PF				3	
	PM		2		1	
Q1.16 - Women are afraid of taking big responsibilities	F	1	3	4	8	20
	M			4	5	7
	PF		1		1	1
	PM	1			2	

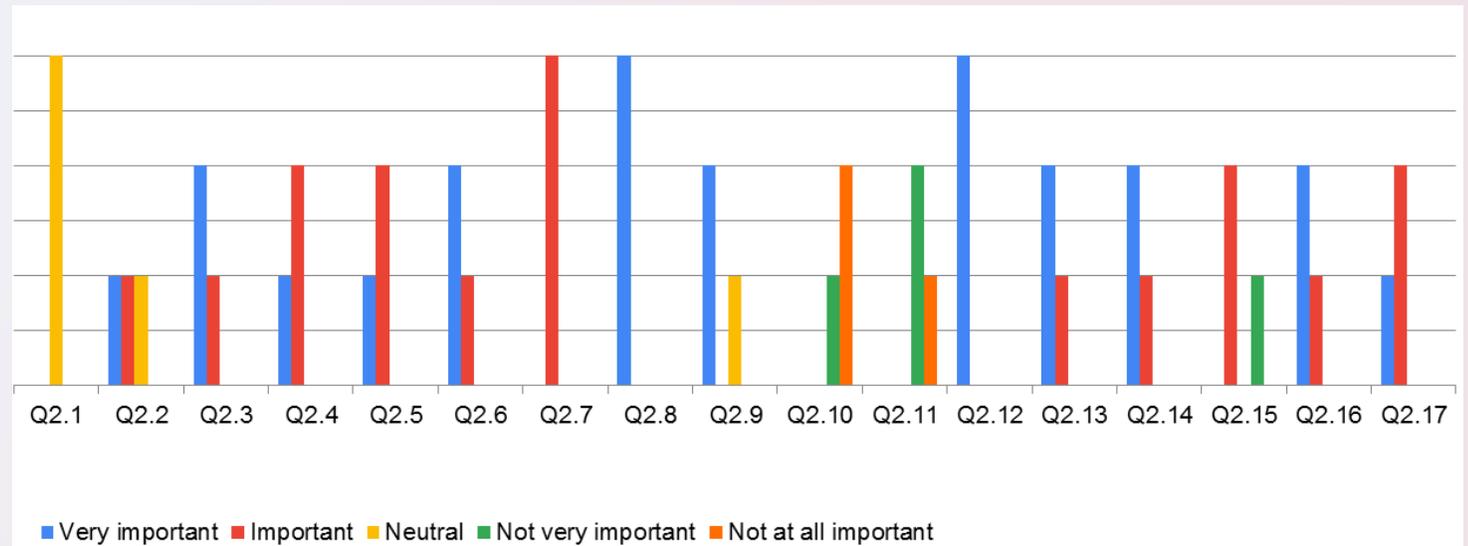


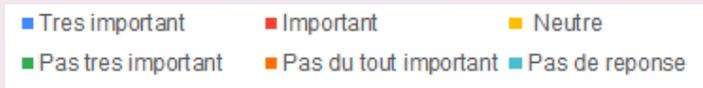
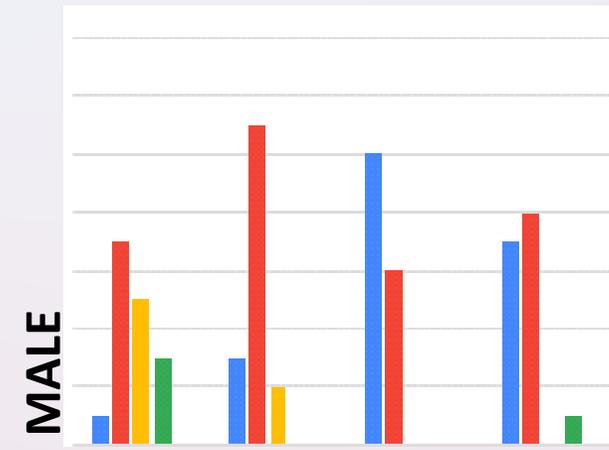
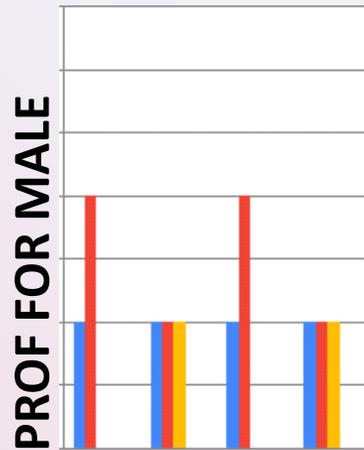
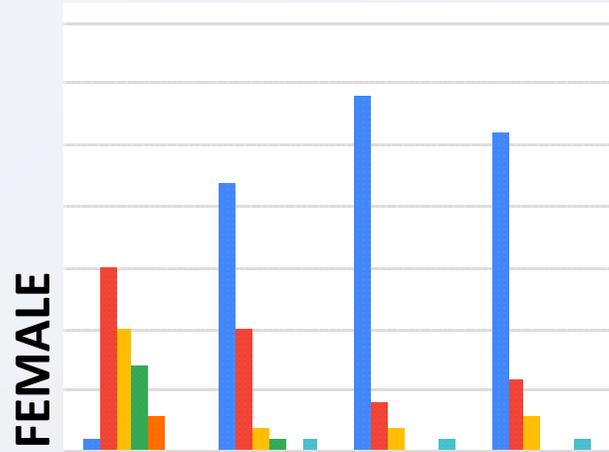
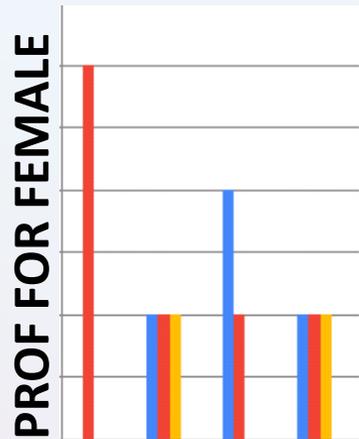
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
Q1.17 - Men are better leaders than women	F		3	5	8	20
	M		1	7	3	5
	PF					3
	PM		2		1	
Q1.18 - Women must obey their husbands	F	1		1	3	31
	M			3	4	9
	PF					3
	PM				1	2

# Data Collected – Teachers

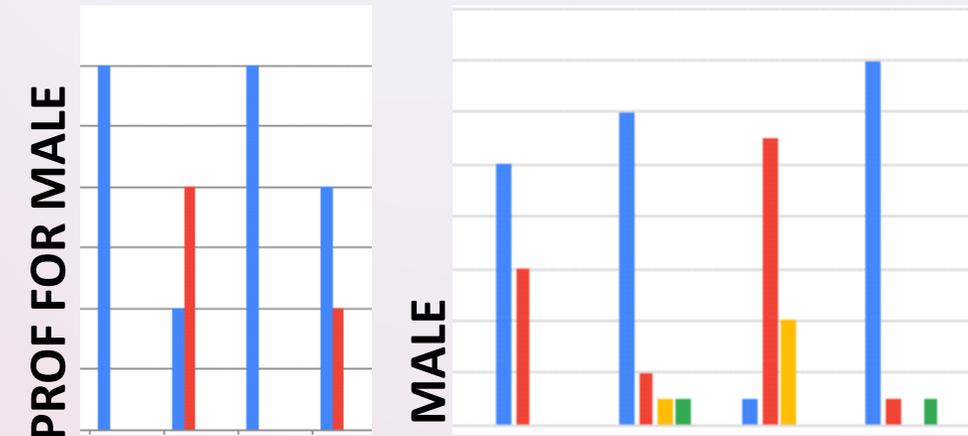
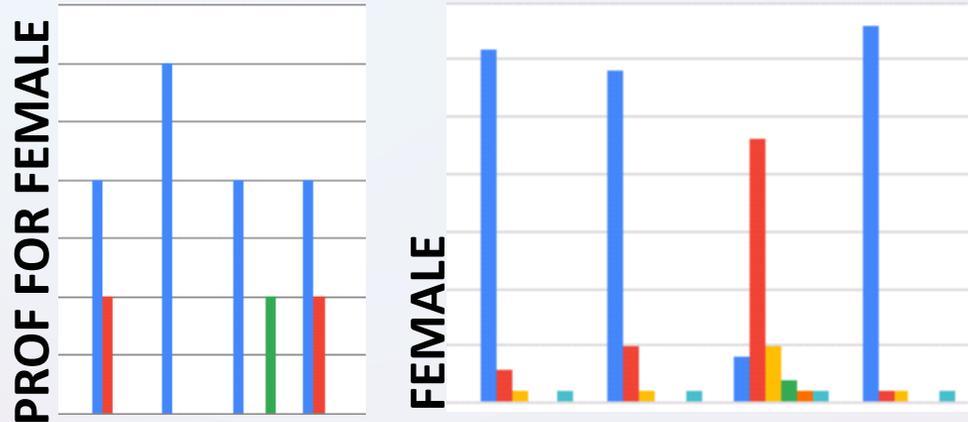
## Sentimental Relations

	Very important	Important	Neutral	Not very important	Not at all important
Q2.1			3		
Q2.2	1	1	1		
Q2.3	2	1			
Q2.4	1	2			
Q2.5	1	2			
Q2.6	2	1			
Q2.7		3			
Q2.8	3				
Q2.9	2		1		
Q2.10				1	2
Q2.11		2			1
Q2.12	3				
Q2.13	2	1			
Q2.14	2	1			
Q2.15		2		1	
Q2.16	2	1			
Q2.17	1	2			

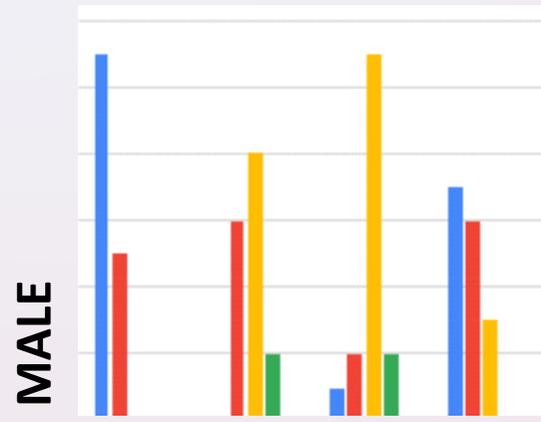
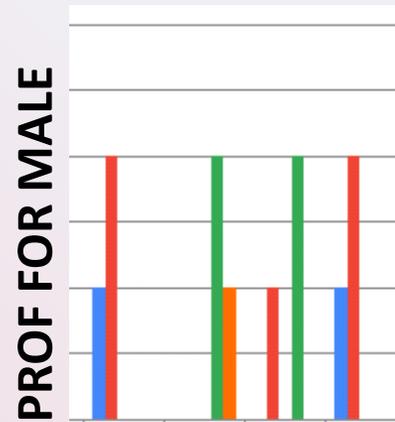
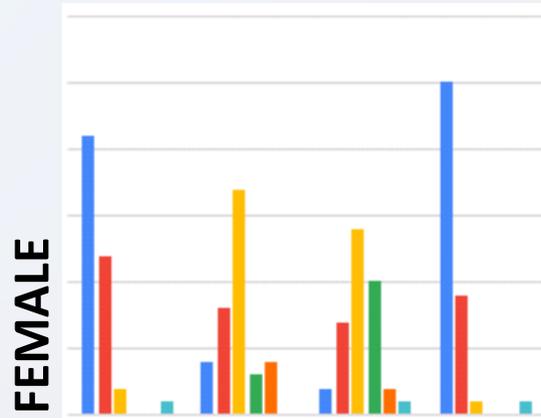
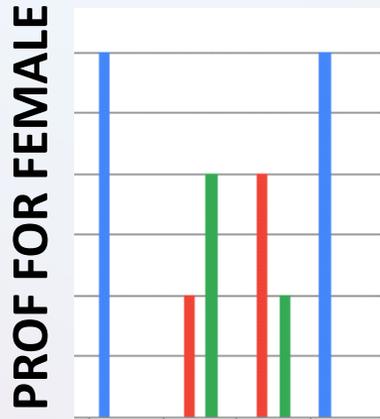




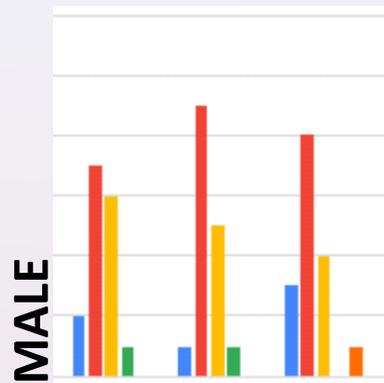
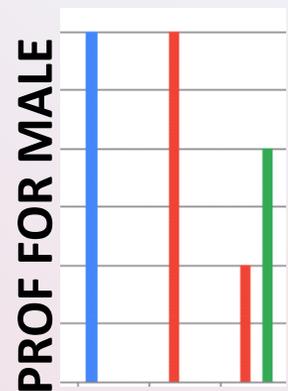
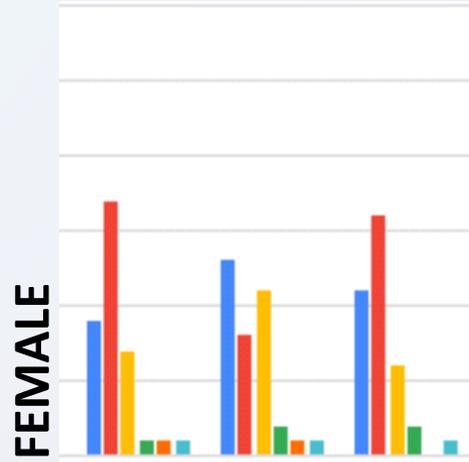
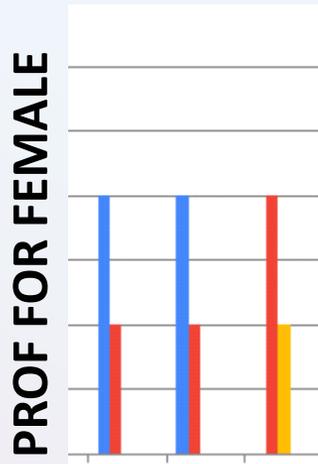
		Very important	Important	Neutral	Not very important	Not at all important	No answer
Q2.1 - Physical beauty	F	1	15	10	7	3	
	M	1	7	5	3		
	PF		3				
	PM	1	2				
Q2.2 - Being correspondent	F	22	10	2	1		1
	M	3	11	2			
	PF	1	1	1			
	PM	1	1	1			
Q2.3 - Being understanding	F	29	4	2			1
	M	10	6				
	PF	2	1				
	PM	1	2				
Q2.4 - Solidarity	F	26	6	3			1
	M	7	8		1		
	PF	1	1	1			
	PM	1	1	1			



		Very important	Important	Neutral	Not very important	Not at all important	No answer
Q2.5 – Loyalty	F	31	3	1	0	0	1
	M	10	6	0	0	0	0
	PF	2	1				
	PM	3					
Q2.6 – Sincerity	F	29	5	1	0	0	1
	M	12	2	1	1	0	0
	PF	3					
	PM	1	2				
Q2.7 - Physical attraction	F	4	23	5	2	1	1
	M	1	11	4	0	0	0
	PF	2			1		
	PM	3					
Q2.8 - Respect for the other	F	33	1	1	0	0	1
	M	14	1	0	1	0	0
	PF	2	1				
	PM	2	1				



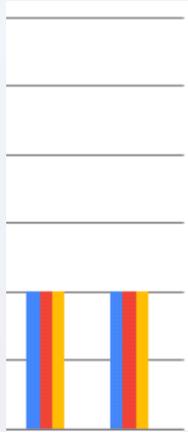
		Very important	Important	Neutral	Not very important	Not at all important	No answer
Q2.9 -Mutual understanding	F	21	12	2			1
	M	11	5				
	PF	3					
	PM	1	2				
Q2.10 - Knowing how to give up your needs	F	4	8	17	3	4	
	M		6	8	2		
	PF		1		2		
	PM				2	1	
Q2.11 - Knowing how to always respond to the requests of the other	F	2	7	14	10	2	1
	M	1	2	11	2		
	PF		2		1		
	PM		1		2		
Q2.12-The ability to communicate	F	25	9	1			1
	M	7	6	3			
	PF	3					
	PM	1	2				



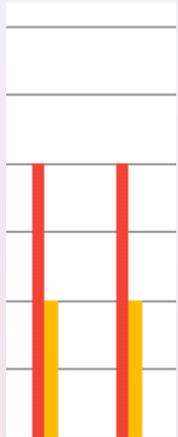
		Very important	Important	Neutral	Not very important	Not at all important	No answer
Q2.13 -Sexual understanding	F	9	17	7	1	1	1
	M	2	7	6	1		
	PF	2	1				
	PM	3					
Q2.14 - Common values, ideals and aspirations	F	13	8	11	2	1	1
	M	1	9	5	1		
	PF	2	1				
	PM		3				
Q2.15- Adapt to the needs of the other	F	11	16	6	2		1
	M	3	8	4		1	
	PF		2	1			
	PM		1		2		



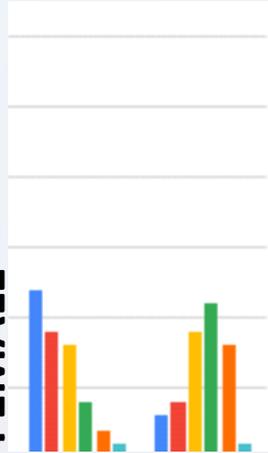
PROF FOR FEMALE



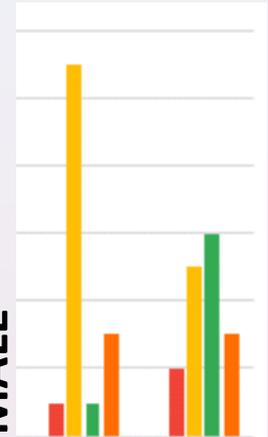
PROF FOR MALE



FEMALE



MALE



		Very important	Important	Neutral	Not very important	Not at all important	No answer
Q2.16 -The economic independence of each of the two	F	12	9	8	4	2	1
	M		1	11	1	3	
	PF	1	1	1			
	PM		2	1			
Q2.17 - Same level of education and culture	F	3	4	9	11	8	1
	M		2	5	6	3	
	PF	1	1	1			
	PM		2	1			



Françoise Goffinet  
Institut égalité femmes et hommes

Video for students



Video for teachers



# What kind of stereotypes comes from the survey?



- Women are better suited to raise children than men
- Beauty (being attractive) is more important
- Women are more likely than men to make decisions based on their emotions

**What level of acceptability of gender based violence from the questions?**

No sexism

## Tools and publication for Teachers and Educators

- [Girls day, Boys day](#) - Guide d'animation - This guide offers fun activities to be implemented with the students, but also explanations of concepts and references to deepen the subject of gender stereotypes in career choices.
- [Indicateurs dans l'enseignement supérieur](#): ARES manages a system for collecting, analyzing, researching and disseminating statistical information on higher education in the Wallonia-Brussels Federation
- [Les indicateurs de l'enseignement](#): each year, the Wallonia-Brussels Federation publishes a certain amount of statistical information which allows us to understand the evolution of teaching.
- [Filles - Garçons, égaux dans l'enseignement?](#): compilation and highlighting of the main findings of seven studies by making useful cross-checks in order to identify what is consensus on gender stereotypes at school
- [Statistiques du personnel de l'enseignement](#): for several years, ETNIC has published a series of figures on education in the Wallonia-Brussels Federation.
- [Égalité entre les hommes et les femmes en Wallonie dans l'enseignement](#): proposed by IWEPS this statistical photograph deals with the positioning of women and men in education.
- Initial and continuing training module "[Filles-garçons : une même école ?](#)" (2018)

# Collection of practices

## Tools and publication for Teachers and Educators

- **Sexes & Manuels** – **Publication (2012)** Educational tool aimed at promoting the equality of girls and boys, men and women, in school books.
- **Moi aussi je peux le faire** - **Publication (2011)** For teachers and students of secondary or higher education; taking stock of gender equality in scientific and technical professions and denouncing stereotypes (ULg, aSPe, in collaboration with AGERS and the Directorate of Equal Opportunities, FWB, 2011)
- Centres d'Entraînement aux Méthodes d'Éducation Active (CEMÉA) - « **Pour une éducation à l'égalité des genres- Guide de survie en milieu sexiste** » is a publication that aims to deconstruct the major myths used to legitimize inequalities between women and men in our society.
- Mettre au féminin **GUIDE DE FÉMINISATION DES NOMS DE MÉTIER, FONCTION, GRADE OU TITRE**
- Integration of content on violence against women in higher education ", in particular **Recommandation des contenus de cours relatifs aux violences faites aux femmes**, to be included in higher education" which may concern several of us!
- In this **publication**, we propose to deconstruct the processes that create and perpetuate inequalities, but also that transform them. We discuss gendered socialization at different stages of individuals' life cycles, but also according to the various places of learning: formal, non-formal and informal education



UP&UP  
PROJECT



Co-funded by the  
Erasmus+ Programme  
of the European Union

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THANK YOU



Sustainable Communication Aisbl