

IO 1 - Stereotypes analysis and good practices to break them down

This output is the result of the first phase of the partnership's work. An **analysis grid will be prepared** (which will be shared during the first transnational meeting) through which each partner will carry out an analysis of the presence of stereotypes within formal learning contexts (schools, training organizations, etc.) informal and non-formal (places of aggregation of young people, working environments, associations, etc.) through the support of educators. **A meeting with the preliminary educators will be carried out** (see the paragraph dedicated to the implementation of the project) during which the path drawn by the project and the analysis grid will be illustrated. **At the end of the analysis, the results will be shared and discussed and the recurring stereotypes identified both among young people and among the educators themselves (conscious and unconscious type). The analysis grid will be the result of the work of the psychologists who make up the resources of the partnership.** It will be tested beforehand with a sample of educators and students (chosen according to common criteria defined and shared among the partners) and subsequently implemented. This tool will not be composed only of questions but also of images, film evocations, stories that will invite the interviewee to reflect on his own idea of male and female gender. The fine tuning and administration of the analysis grid takes a long time, as well as the administration and analysis of the results. Furthermore, at the end of the analysis, the results will be presented and discussed with educators and young people. The recognition of stereotypes will be the fundamental step for their abatement (break down).

This study will lead to the identification of educational and training practices in use that feed the presence of gender stereotypes and the practices that instead combat it.

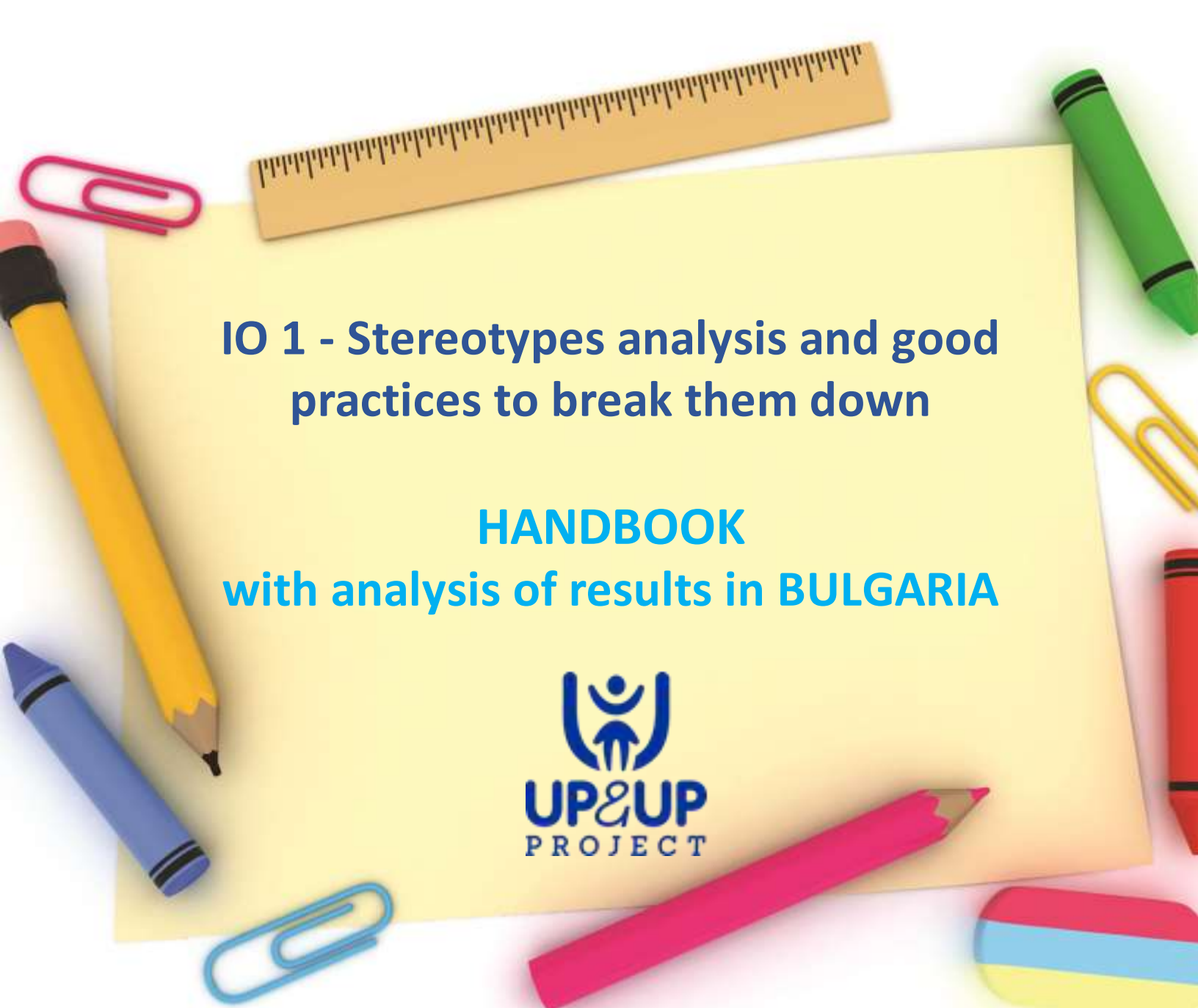
At the end of this study, the good practices that emerged during the **survey will be highlighted and collected in a handbook in each language of the partner countries and in English. The handbook is the innovative element of IO: both the analysis grid and the results will be the result of an original and participated research between educators and young people. The analysis grid, at the end of the survey, will be further refined and made an autonomous product that can be used as a test in any learning context.**

The expected impact of this IO is to bring out the conscious and unconscious stereotypes present in each of us that are at the basis of discriminatory attitudes, intolerance and, ultimately, violent behaviour. Furthermore, in the course of returning the results of the analysis which will take place, as indicated, through more meetings with educators and young people, a more informative part will be dedicated to the juridical figures of the working group, where knowledge will be provided on the rights of victims and men of violence (physical, sexual, economic and psychological). In this way we want to raise the level of knowledge (impact) on the subjects of civil and social rights also from the legal point of view (both among young people and among educators) which, as the experience of the partners in this area has shown, they are by no means extensive and known.

During these meetings, the representatives of the Equal Opportunities Department who gave their external support to the project will also be involved.

Lead Organization: Associazione Nazionale Telefono Rosa

What the project foresees....	Front Activities carried out	Products/number
Questionnaire for the survey	Number of on line and "live" meeting	Numbers of questionnaire
<i>Survey among students, youngsters,</i>	Number of "live" (face to face) meetings: 2	Numbers of questionnaires: 48
<i>Survey among educators</i>	Number of "live" (face to face) meetings: 2	Numbers of questionnaires: 27
<i>Survey among parents (optional)</i>	Number of on line and "live" meeting: 0	Numbers of questionnaires: 0
<i>Reports of survey</i>	Elaboration of the results and visualization	Handbook with Bulgarian results in Bulgarian Handbook with Bulgarian results in English



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HANDBOOK with analysis of results in BULGARIA



UPscaling trainers' and teacher's competencies on gender stereotype to UPscaling the awareness among young people and fight the gender based violence

Reference number: 2019-1-IT01-KA202-007795

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1. Methodology of the survey and solutions adopted

The aim of this document is summarize the results from the feedback gathered by students and teachers on the topic of gender-based stereotypes in Bulgaria. The analysis provided within the next sections of this report will serve as basis for identifying stereotypes among youngsters and educators in Bulgaria as well as for the development of good practices on how to break these stereotypes down. The results will be used to support educators in promoting tolerance and preventing discrimination and gender-based violence among young people.

1.1. Recruitment and selection of educational institutions and participants

The recruitment process of potential educational institutions/organisations that would like to take part in the UP&UP survey started in February, 2020 but due to the COVID-19 pandemic, the final selection was postponed and renewed in August, 2020 before the start of the school year in Bulgaria. The decision was taken because it was deemed that the impact of the sessions on students will be higher if they are face to face.

ECQ used its wide national network to select two schools which have interest towards the project activities. The project was presented to the headmasters of potentially interested high schools and various face-to-face and online meetings were conducted to schedule the activities. As a final result two high schools were chosen from the region of Stara Zagora with different VET profiles in order to also outline if there is a correlation between stereotypes and the different educational profile backgrounds as well as local setting.

From each of the schools 1 class was chosen as well as a number of teachers who work with the respective classes to take part in the UP&UP survey and activities.

1.2. Profile of high schools

School 1: Vocational High School of Energy and Electrical Engineering, town of Galabovo.

The school was established in 1960 and is located in the town of Galabovo (7 251 inhabitants) in the fifth biggest administrative province in Bulgaria – the province of Stara Zagora. Nowadays, the school has approx. 350 students and 33 people teaching staff. The school trains students in the following specialties Electric vehicles; Metalworking machines; Electrical equipment of production.





School 2: Rayna Knyaginya Vocational School of Clothing and Nutrition, city of Stara Zagora

The school was established in 1927 and currently has 475 students and 35 teachers. It's located in the 6th biggest city in Bulgaria – the city of Stara Zagora having approx. 134 726 inhabitants. The city is the administrative capital of the Stara Zagora province. The school offers education in the following specialties; Hotel management; Catering; Manufacture of culinary products and beverages; Organization of tourism and leisure; Manufacture of confectionery and Guide services.

1.3. Practical organization of the sessions with students and teachers from the selected schools

In each school a total of 2 face-to-face sessions were conducted – one with students and one with teachers. The sessions held in the town of Galabovo with the students and teachers from School 1 were organized on the 14th of October, 2020. The meetings with the students and teachers from School 2 were organized 2 weeks later - on the 27th of October, 2020. One week later all high school students switched to e-learning due to the worsening epidemiological situation in Bulgaria.

The sessions with the *students* were organized in the following sequence:

- Introducing the ECQ team and the UP&UP project (approx. 10 minutes)
- Explanation of the term “stereotype”, providing examples and discussion with students (approx. 10-15 minutes)
- Completion of 2 game-based exercises with the students based on the survey questionnaires aimed to steer discussion among youngsters (approx. 40 – 50 minutes)

Exercise 1: Gender-based understandings and perceptions

In this exercise students were asked if they agree, disagree or have neutral opinion regarding the following statements of the questionnaire:

- “Women need to take care of the home and make the most important household decisions”
- “With the same education, men are more suitable for managerial positions...”
- “The most important role of a man is to make money....”
- “Women must obey their husbands...”

The statement was shown on a slide and the simultaneously students had to vote with cards in different colours (red – disagree; green – agree; yellow – neutral). After the voting students were encouraged to share why they voted this way in front of classmates and whoever was taking part in the discussion was rewarded by the ECQ team.

Exercise 2: Sentimental relations

In this exercise students were asked to rate certain relationship aspects with Important (green card); Not important (red card); Neutral (yellow card). The voting system was again based on the traffic light colours with different meanings explained above. Students were asked to rate the following aspects: physical attraction; loyalty; same level of education and culture; economic independence of each of the two.

After simultaneous voting with cards, students were again prompted to share why they think something is important/ not important in relations and received rewards for active participation in the discussion.

- Completion of the questionnaires for students (approx. 15 minutes)

The sessions with the *teachers* were organized in the following sequence:

- Introducing the ECQ team and brief presentation of the UP&UP project (aims, outputs, partners) (approx. 20 minutes)
- Completion of the same 2 exercises with the teachers, with the difference that teachers were directly asked what is their opinion regarding each of the statements and then what do they think boys responded and what girls and why. This session was around 50 minutes.
- Completion of the questionnaire for teachers/educators (approx. 20 minutes)

2. General results of the survey: BULGARIA

The sample upon the analysis in this section is based, consists of the following respondents:

- 48 students – 22 from the Vocational High School of Energy and Electrical Engineering which will be referred to as School 1 in the next sections, and 26 from Rayna Knyaginya Vocational School of Clothing and Nutrition which will be called School 2;
- 27 teachers – 14 from School 1 and 13 from School 2.

2.1. Profile of respondents

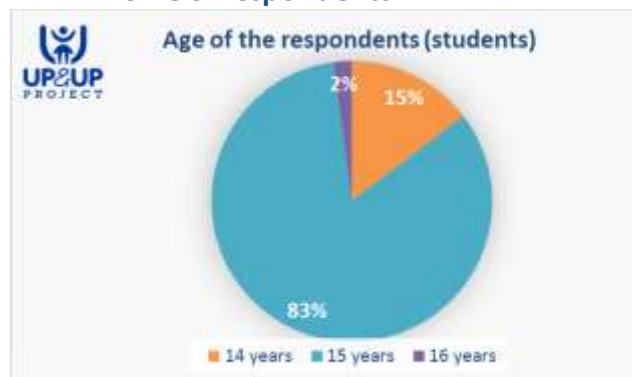


Fig. 1 Distribution of students by age

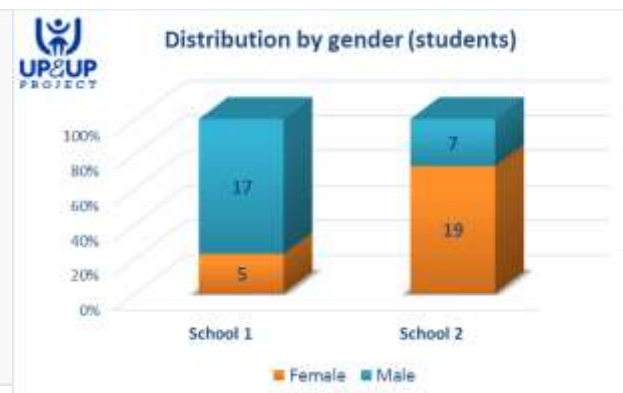


Fig. 2. Distribution of students by gender

As it is visible from fig. 1, the majority of the students from both schools are 15 years of age, 15% are 14 years old and only 1 is 16. All students were in 9th grade which corresponds with the age of 14 – 15 years. 50% (24) of the respondents were female and 50% (24) were male.

According to fig. 2, the majority of the students surveyed from School 1 were male as their specialty is electrical engineering which is more popular with boys. In School 2, the respondents were predominantly female which again could be related with their specialty which was catering.

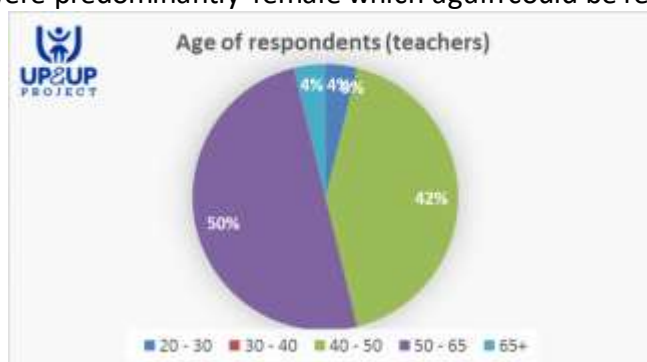


Fig. 3. Distribution of teachers by gender

As it is visible from fig. 3, half of the teachers who responded to the survey were between 50-65 years of age, 42% were in the age group of 40-50. 1 person is between 20-30 years of age and 1 is 65+.

77% (21) of the teachers were women and 23% (5) men.

2.2. Analysis of SECTION 1: Statements – STUDENTS

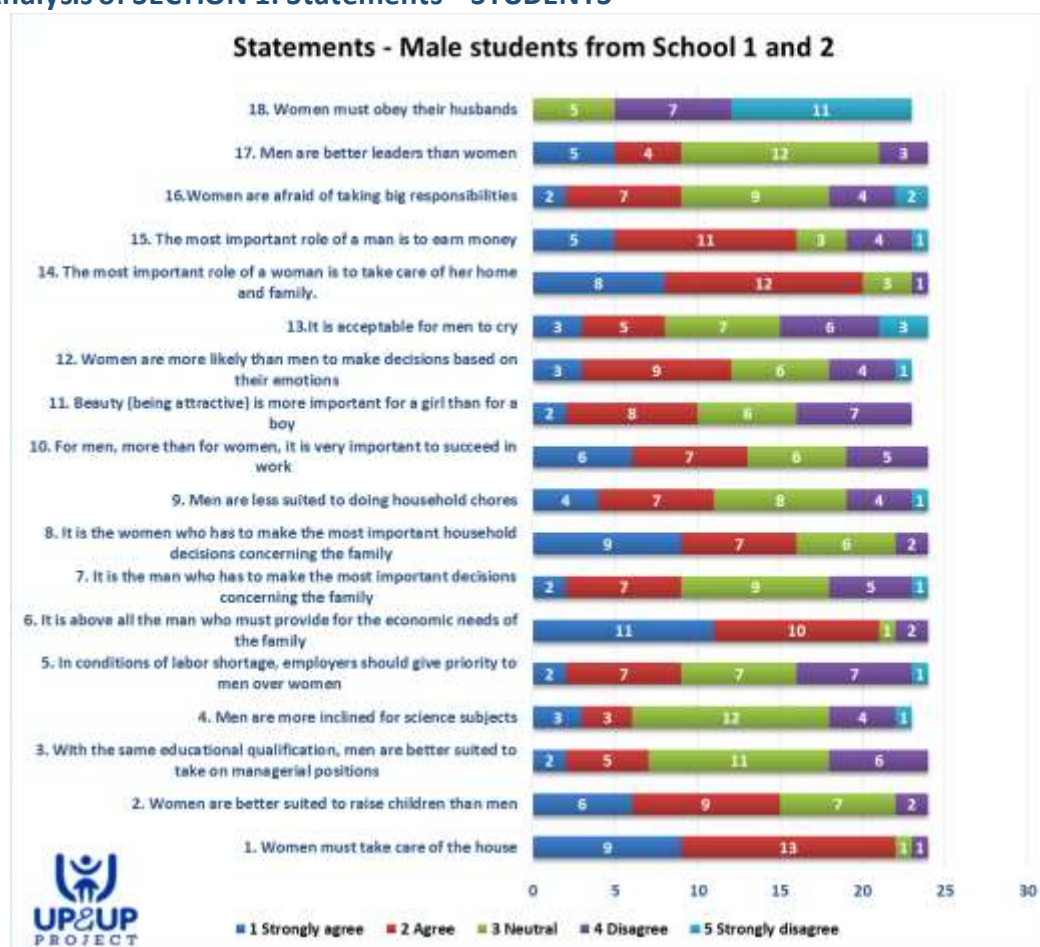


Fig. 4. Responses of boys from School 1 and 2 regarding Section 1: Statements

As it is visible from Fig. 4 boys predominantly agree or strongly agree with most of the statements concerning the roles and responsibilities within a family and at home. For instance, the vast majority of boys support the statements that women are better in raising children (Q2); taking care of the house (Q1) and that they need to take the most important household decisions (Q8) and that taking care of home is a woman's most important role (Q14). None of the boys agrees with the statement that women must obey their husbands (Q18).

Boys think their most important role is to earn money (Q15) and provide for the economic needs of the family (Q6). Equal number of boys agree or are neutral that they should take the most important decisions for the family (Q7), the rest disagree.

The majority of the boys are rather neutral when it comes to work-related stereotypes – for example the majority of boys aren't sure if men are better leaders than women (Q17); if boys are more inclined towards science subjects (Q4); if they are more suitable for managerial positions (Q3). The majority is also either neutral or disagrees with the statement that employers should prefer men in case of labour shortage (Q5). However, most of the boys (54%) supported the statement that professional success is more important for men than for women (Q10).

37.5% of the boys support the statement that women are more inclined to taking decisions on emotional base, 37.5% are neutral and 25% disagree (Q12). More than 1/3 of the boys don't think it's acceptable for them to cry, 1/3 think it is and less than 1/3 are neutral, therefore a specific trend cannot be highlighted here, as the responses are equally distributed. More than 1/3 of the boys think it's more important for women to be attractive than for men (Q11).

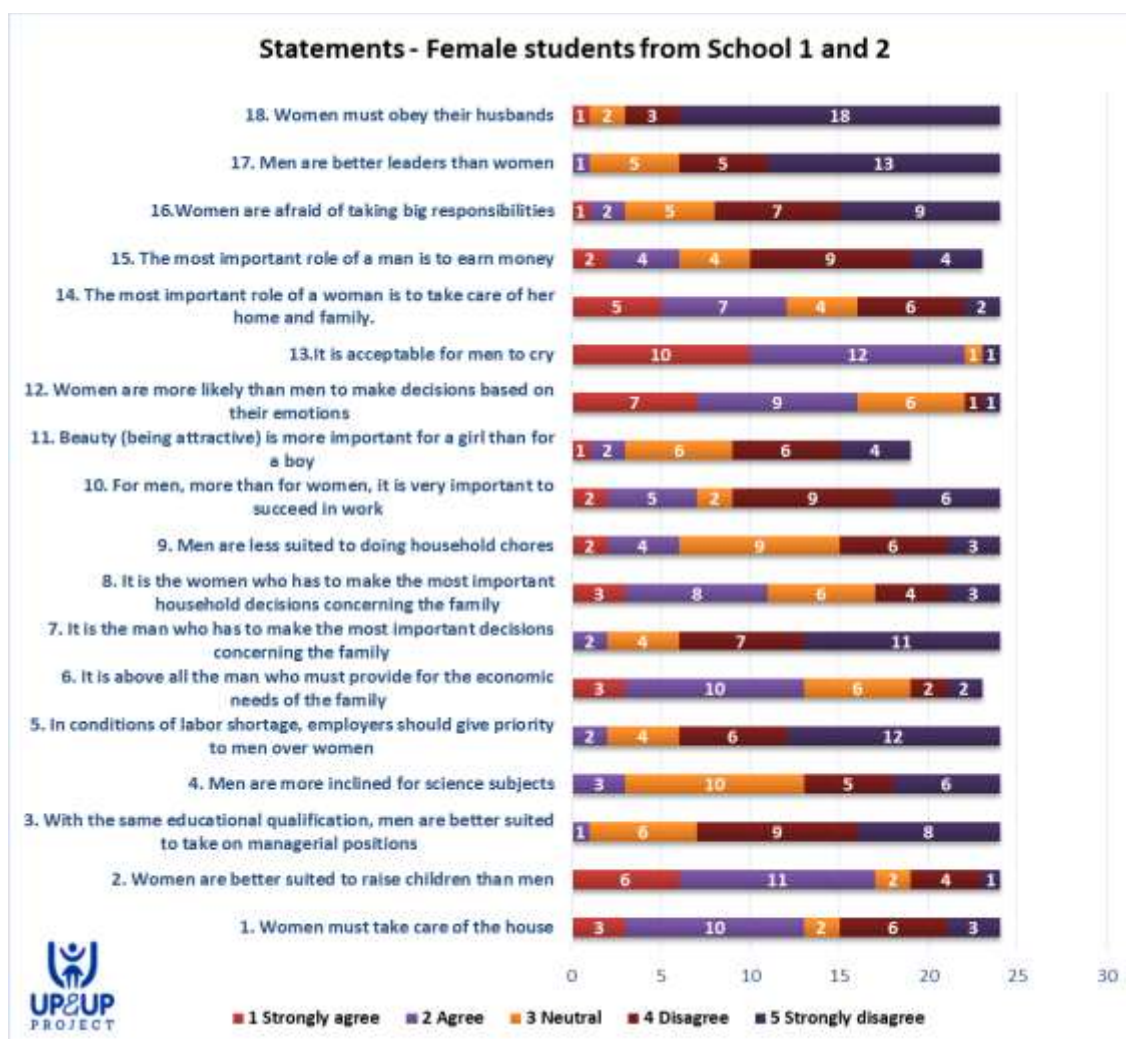


Fig. 5. Responses of girls from School 1 and 2 regarding Section 1: Statements

According to the results shown on Fig 5, the *majority of girls share the opinion of the boys* that women must take care of the house (Q1) and that they are better in raising children (Q2). 50% of the girls consider taking care of the family and home to be their most significant role (Q14) and 46% think women should take the most important household decisions (Q8). It's noteworthy that boys also supported these statements. The majority of girls strongly disagree that women should obey their husbands, so did the boys. It's noteworthy that 1 of the girls agreed with the statements whereas none of the boys who took the survey agreed.

Girls (like boys, see Fig, 4) agree that men should be the one providing for the economic needs of the family(Q6), but the majority of girls disagree that earning money is a man's most important role (Q15) whereas boys think it is. Girls also don't support the idea that men should take the most important decisions in the family (Q7) whereas boys think they should.

75% of the girls either disagree or totally disagree that men are better leaders than women (Q17) whereas the majority of boys were neutral on the matter. The majority of girls also disagreed with the statements that men are better situated for managerial positions (Q3) and that

employers should prioritize men in case of labour shortage (Q5). *Boys also disagreed* that men should have priority over women when it comes to work. Unlike boys, girls don't think that professional success is more important for men. (Q10). Girls like boys are not sure if men are more adept at science subjects – 46% don't support the statement and 42% are neutral (Q4). 67% of the girls are of the opinion that women are more likely to take emotionally-driven decisions (Q12), whereas boys were indecisive on this matter, only 37.5% of the boys agreed. It could be concluded that girls consider themselves more emotional than boys, whereas boys aren't sure.

92% of the girls agree/totally agree that it is acceptable for men to cry, whereas boys' responses were divided. Girls disagree beauty is more important for women (Q11) whereas the most of the boys rather agreed with the statement.

Girls disagree that women are afraid of taking big responsibilities (Q16), whereas most of the boys either agreed with the statement or were neutral.

2.3. Analysis of results SECTION 1: Statements – TEACHERS

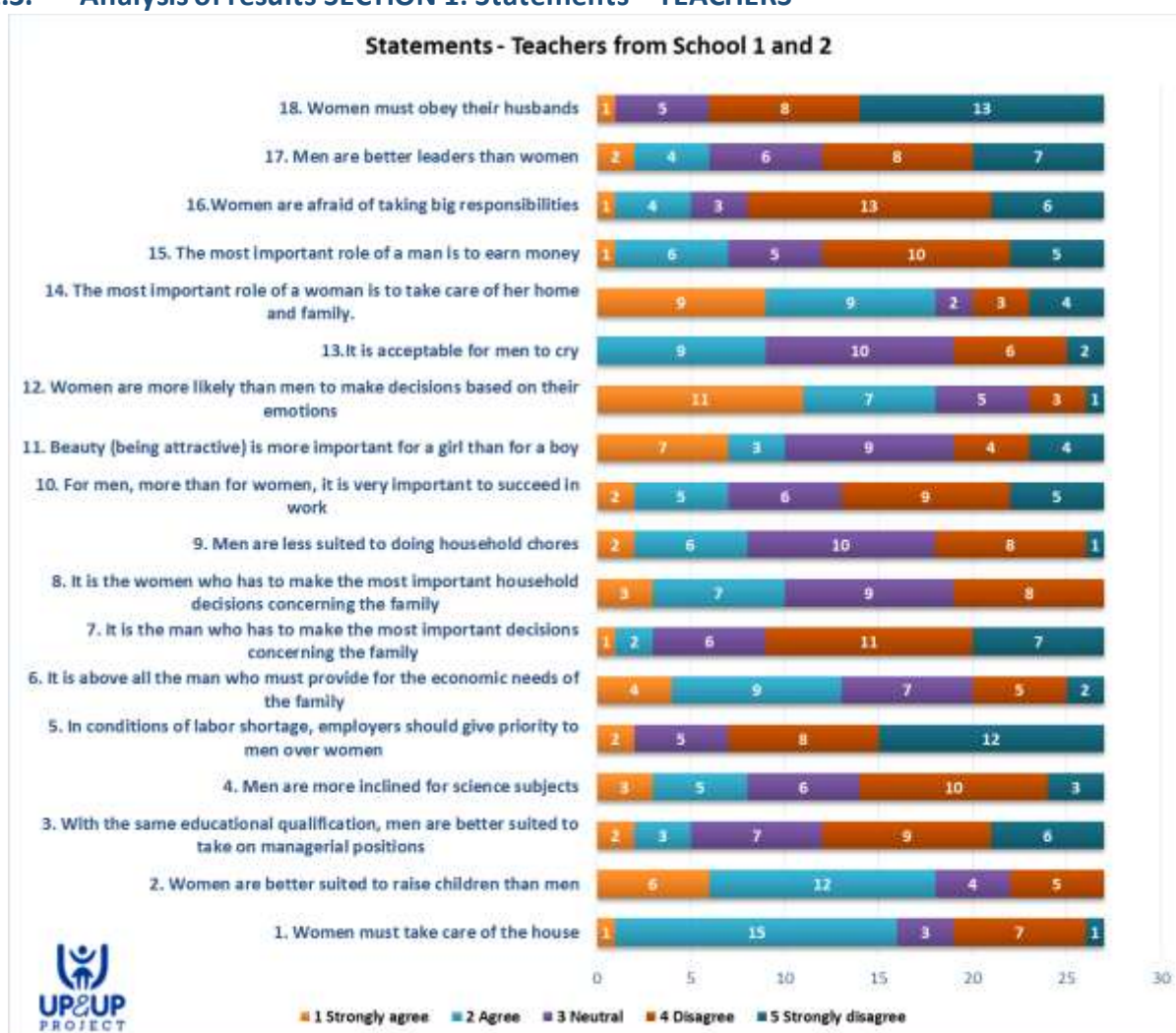


Fig. 6. Responses of teachers from School 1 and 2 regarding Section 1: Statements

Teachers like the students support the statements that women must take care of the house (Q1); that they are better suited to raise kids (Q2); that their most important role is to take care of home and the family (Q14). Most of the teachers agree or are neutral that women should be in charge of taking the most important household decisions (Q8). Just like the students teachers also disagree that women must obey their husbands. For these questions there is absolute consensus between students' (both girls and boys) and teachers' perceptions.

Teachers like students support the idea that men should provide for the economic needs of the family (Q6). Teachers like male students think that a man's most essential role is to earn money (Q15), whereas girls' opinion was rather the opposite – on this matter seems female students are less stereotypical than their teachers. As regards to taking the most important decisions in the family, teachers don't think men should be the ones taking them (Q7) – girls also shared the same opinion whereas boys supported the opposite statement.

The teachers disagree that males are better leaders (Q17) just like the girls, whereas boys were rather neutral. Teachers also disagree that men are better for managerial positions (Q3) and that they should have priority over women (Q5) for workplaces – girls had the same position as the teachers, whereas boys were unsure (mostly neutral). Teachers like female students don't agree with the statement professional success is of higher significance for man than for women (Q10), male students agreed with that.

The majority of teachers (like female students) agree that women are more inclined to taking decisions on emotional base (Q12) whereas male students had mixed opinion on the matter. Teachers have mixed opinion whether it is acceptable for men to cry or not just like the male students, whereas female students agreed it is acceptable. Teachers also have mixed opinion regarding the statement that beauty is more important for women (Q11) whereas female students disagreed or were neutral and male students agreed.

Based on the aforementioned analysis, it could be concluded that answers of the teachers correspond more with the responses of the female students, rather than the male ones. This might be also due to the fact that the teachers are predominantly women, therefore it could be argued that the perceptions regarding stereotypes of young girls aren't that different from the ones of mature women meaning that they don't change that much with age, at least as regards in this specific sample.

2.4. Analysis of results SECTION 1: Statements – TEACHERS regarding BOYS

In the questionnaire provided to educators, they were asked to also complete the so-called mirror statement sections, meaning to answer the same questions again but one time from the perspective of the male students and a second time from the perspective of the female students.

Therefore, in this section are presented the main results based on comparison between the actual answers of the boys presented above and the answers their teachers thought they had given.

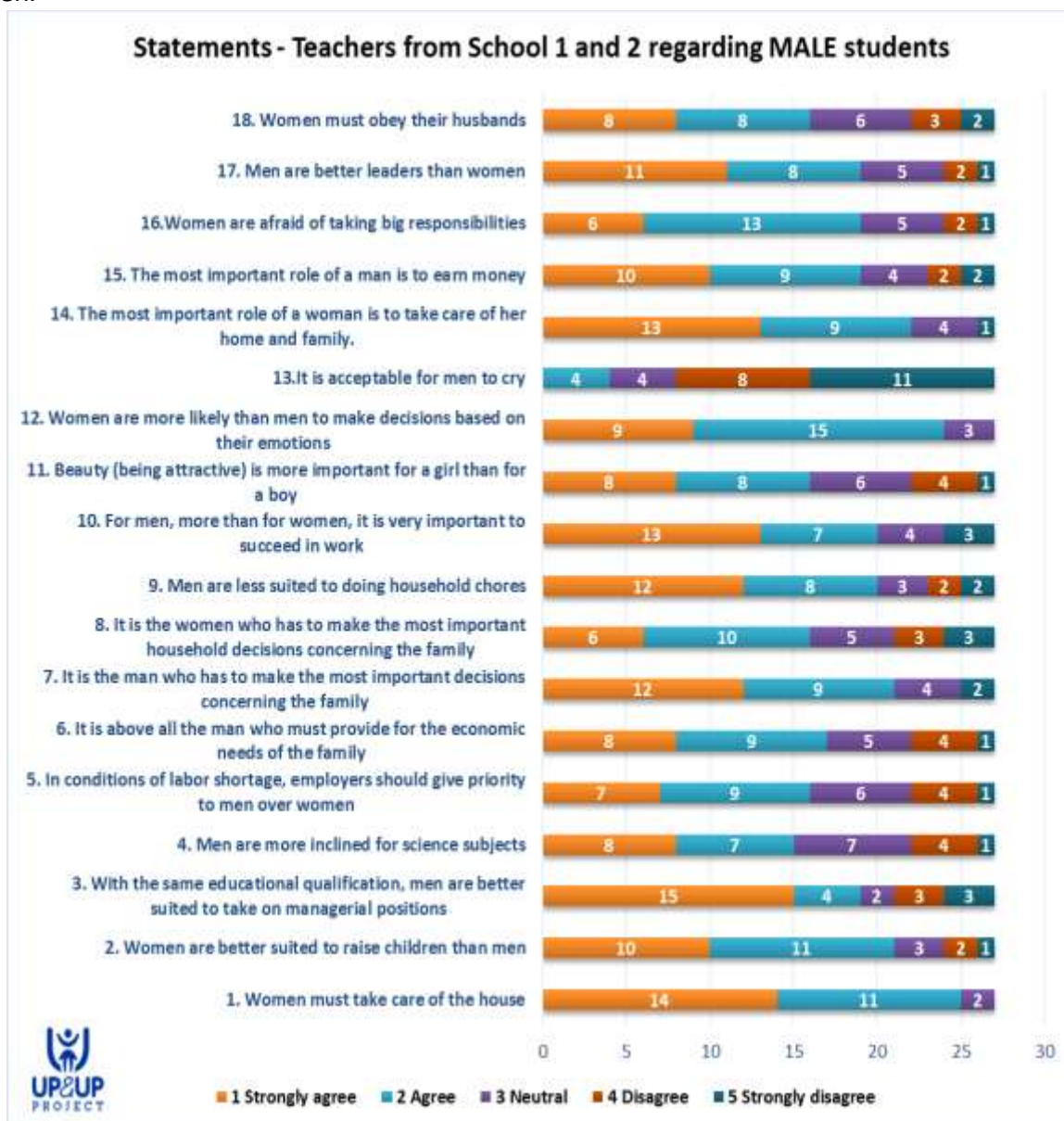


Fig. 7. Responses of teachers from the male students' perspective regarding Section 1: Statements

As it is visible from fig. 7, according to teachers boys predominantly agreed/strongly agreed with all 18 statements except for 1 – that for men is acceptable to cry – teachers with great majority said boys don't agree with this statement, however only 37.5% of the boys had pointed out that they disagree, the rest agreed or were neutral on the matter.

Teachers were also mistaken regarding the following statements:

1. Teachers thought that boys will say men are better leaders than women, but they were actually predominantly neutral;

2. Teachers were of the opinion that boys think men are better for managerial positions and them employers should prioritize them when actually boys were neutral on the matter;
3. Teachers said that boys would answer women are more inclined to take decisions based on emotions whereas boys had mixed opinions;
4. According to teachers boys would rather agree that women are afraid of taking big responsibilities, but actually 37.5% agreed, 37.5% were neutral and 25% disagreed;
5. Teachers thought that boys would agree that men should take the most important decisions for the family, whereas boys were actually neutral or disagreed, only 37.5% agreed;
6. The majority of teachers thought that boys will point out that women should obey their husbands but none of the male students pointed they agree, everyone said they disagree and several boys were neutral;

Based on the aforementioned it could be concluded that teachers see boys as more stereotypical than they actually are.

2.5. Analysis of results SECTION 1: Statements – TEACHERS regarding GIRLS

In this section are presented the main results based on comparison between the actual answers of the girls presented in section 2.2. of the report and the answers their teachers thought they had given.

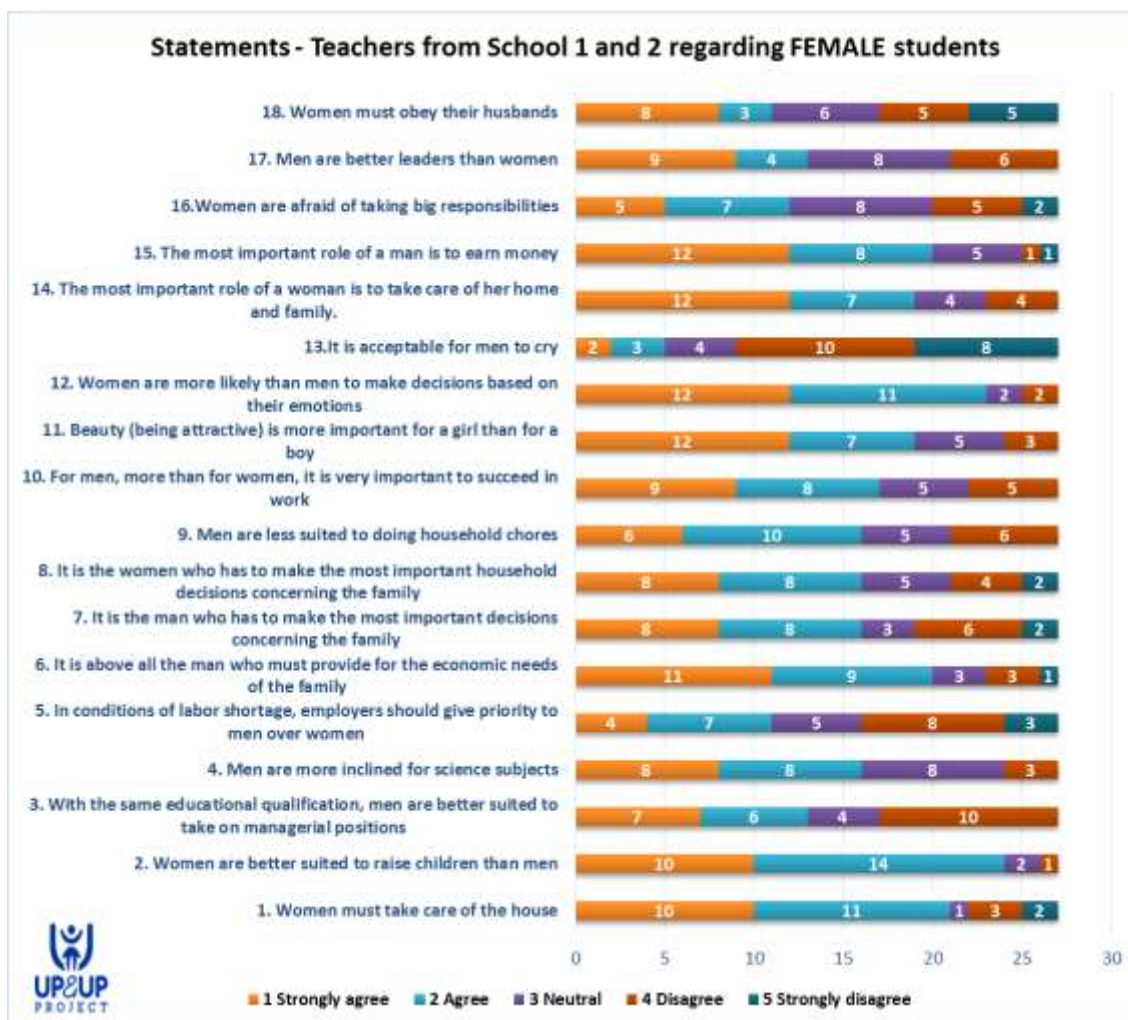


Fig. 8. Responses of teachers from the female students' perspective regarding Section 1: Statements

The perception of teachers regarding the female students is similar to the perception of male students, namely teachers think that girls' thinking is in line with the common gender-based stereotypes regarding work, roles at home, etc., because teachers pointed out that girls would predominantly agree with most statements except Q 13. It is interesting to note that the responses of teachers expressing their own perceptions were corresponding with the responses of the girls to a greater extent than the ones shown on Fig. 8. which represents the responses of teachers from female students' perceptions.

The teachers were wrong regarding the following statements:

1. Almost half of the teachers thought that girls will agree that men are better leaders than women whereas girls disagreed;
2. 40% of the teachers thought that girls will agree that women have to obey their husbands, but actually girls totally disagreed;

3. 45% of the teachers were of the opinion that girls will answer that women are afraid of big responsibilities but the majority of girls actually disagreed;
4. 70% of the teachers were sure girls would rather agree that beauty is more important for girls than for boys, but the majority of girls actually disagreed;
5. 70% of the teachers said that girls wouldn't find acceptable for men to cry whereas girls actually agreed that it is acceptable.
6. 63% of the teachers thought girls would agree that professional success is more important for men than for women, but actually the majority of girls didn't support this statement;
7. Teachers were in 2 minds what girls will say point when asked if employers should prioritize men – 40% said girls will agree and 40% that they will disagree and actually girls really disagreed;
8. Almost half of the teachers thought girls will agree that men are better suited for management positions, whereas the majority of girls disagreed;
9. 60% of the teachers said that girls will agree that men should take the important decisions in a family, but actually girls didn't share this opinion;
10. 75% of the teachers thought that girls would agree that the most important role of a man is to earn money, but the majority of female students disagreed;

In the light of the aforementioned it could be concluded that teachers were more successful in guessing what male students will say rather than female ones. However, taking into account the teachers' approach when responding from both girls' and boys' perspectives, it could be concluded that **teachers are of the opinion that young boys and girls have more stereotypical thinking than they actually have.**

Girls compared to boys have less stereotypical thinking as regards to work and individual characteristics, however regarding the home and roles at home both boys and girls support the idea that women are better suited to watch after the kids and do the house work.

2.6. Analysis of SECTION 2: Sentimental relations – STUDENTS

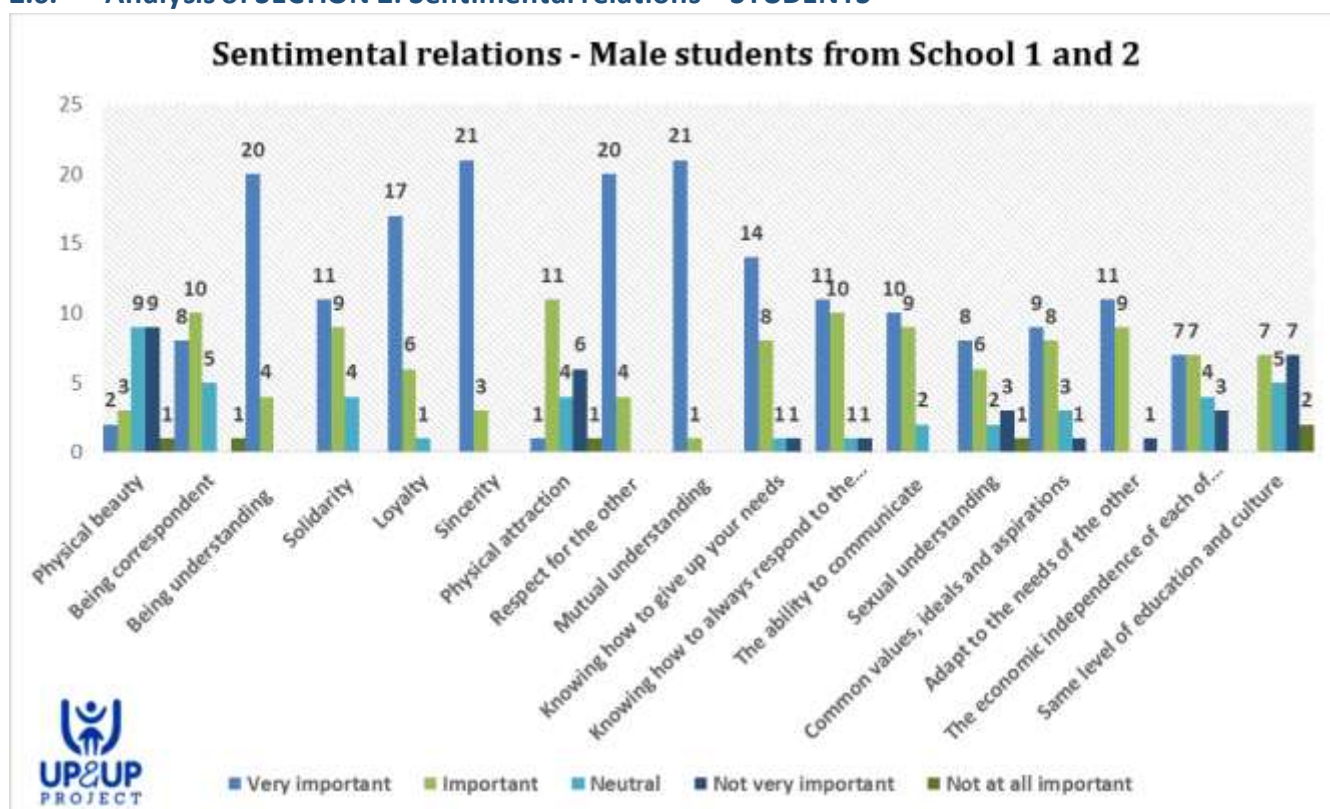


Fig. 9. Responses of boys from School 1 and 2 regarding the important aspects in sentimental relations

According to the results illustrated on fig. 9, the top 5 most important aspects of sentimental relations for male students are:

- Respect for the other;
- Sincerity;
- Mutual understanding;
- Being understanding;
- Loyalty;

The least important aspects in sentimental relations according to boys are:

- Physical beauty;
- Physical attraction;
- Same level of education and culture;

All other aspects are considered rather important or very important. **Based on the comparison between the most important and the least important aspects in sentimental relations, it could be concluded that boys value more moral aspects and personality traits rather than physical ones in a potential partner/relationship. This is in contrast with the widely perceived stereotype that males value more physical appearance than women.**

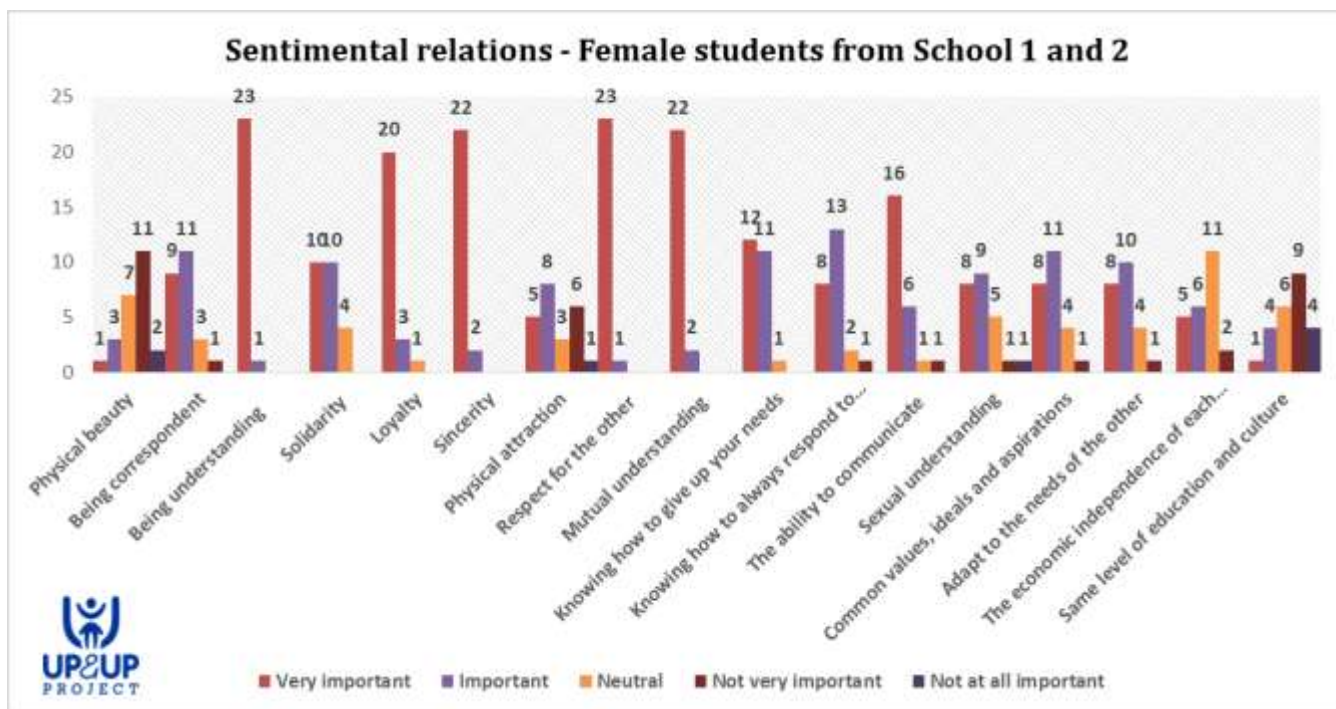


Fig. 10. Responses of girls from School 1 and 2 regarding the important aspects in sentimental relations

According to fig. 10, girls surveyed have ranked the top 5 most valued aspects of a relationship as follows:

- Being understanding;
- Respect for the other;
- Mutual understanding
- Sincerity;
- Loyalty;

Girls deem as least important the following aspects:

- Physical beauty;
- Physical attraction, however more girls than boys also pointed out that this is an important aspect;
- Same level of education and culture;

As it is visible both girls and boys share the same beliefs regarding the essential aspects of relationships by putting and emphasis on trust, understanding, loyalty, respectful attitude rather than on physical aspects of relations and/or educational and cultural background. Girls are divided regarding the importance of economic aspects of relationships – 46% consider financial independence in the couple as important, 46% are neutral and 8% don't think it's important.

2.7. Analysis of SECTION 2: Sentimental relations – TEACHERS

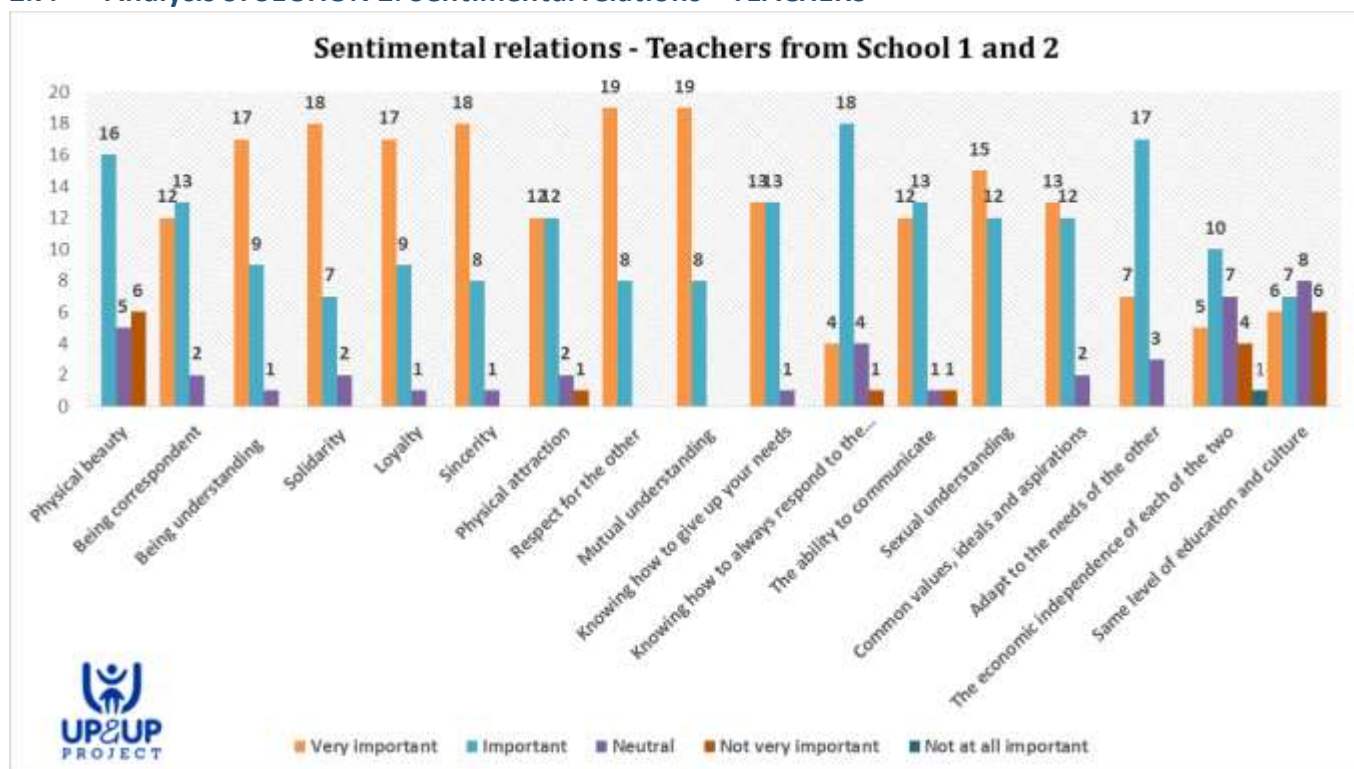


Fig. 11. Responses of teachers from School 1 and 2 regarding the important aspects in sentimental relations

Teachers have ranked as most important the following aspects:

- Respect for the other;
- Mutual understanding;
- Sincerity;
- Solidarity;
- Being understanding and loyalty (same number of votes);

The difference with students is that teachers also ranked solidarity among the most important aspects of a relationship, students also thought it's important but not of highest importance.

As rather not that important elements of sentimental relations, teachers pointed the following:

- Same level of education and culture;
- Physical beauty;
- The economic independence of each of the two;

It is noteworthy that even though some teachers qualified physical beauty as not important, 16 teachers pointed out it is important which is much more compared with students both girls and boys. Moreover students deemed physical attraction not important whereas teachers predominantly ranked it as very important or important.

To sum up, it could be concluded that teachers value moral aspects in sentimental relationships more than physical and material ones, however they put more emphasis on aspects like physical attraction and beauty compared to students.

2.8. Analysis of SECTION 2: Sentimental relations – TEACHERS regarding BOYS

This section presents the mirror statements of teachers regarding boys or in other words what teachers thought boys think and would answer to these questions.

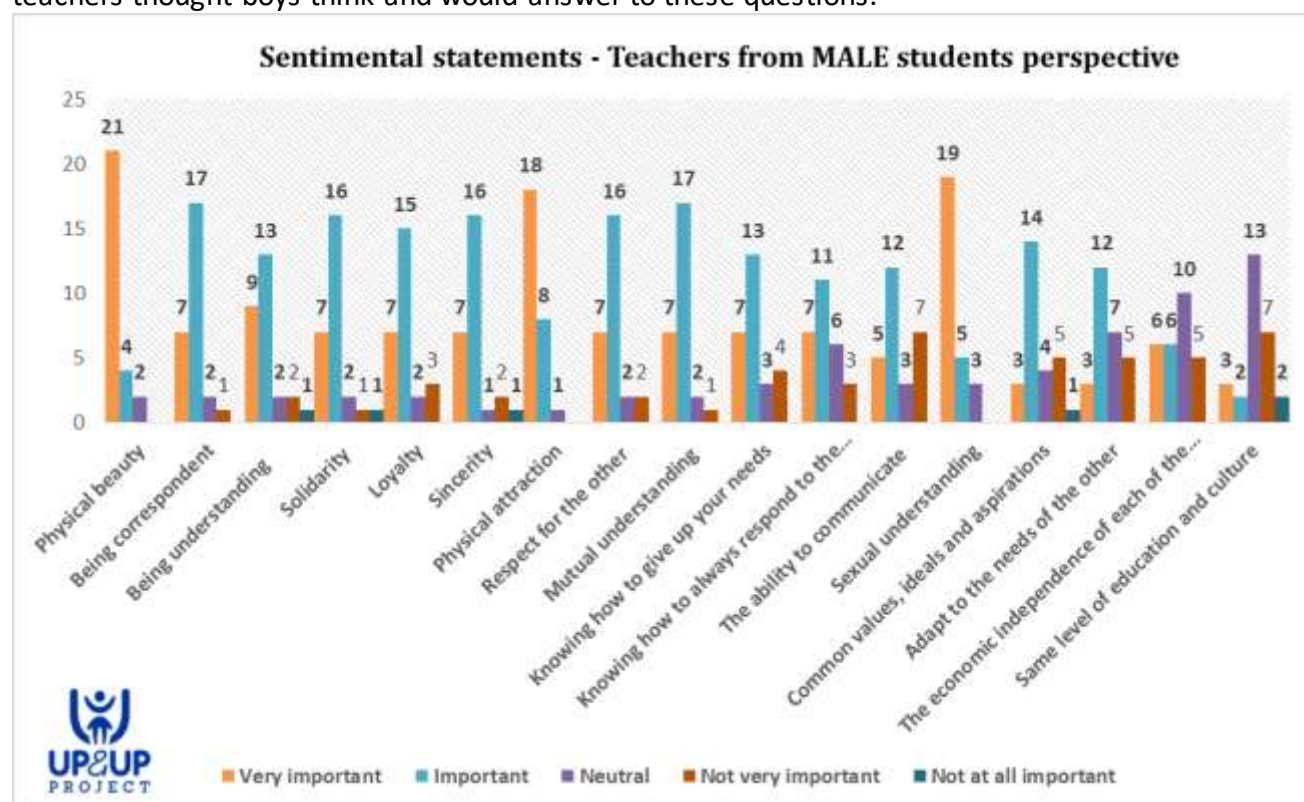


Fig. 12. Responses of teachers from boys' perspective regarding the important aspects in sentimental relations

Teachers thought that the top most important elements in a relationship for boys are:

- Physical beauty;
- Sexual understanding;
- Physical attraction;
- Being understanding;
- Being correspondent and mutual understanding (equal number of votes);

Out of all 6 aspects, teachers guessed only 3 of them. Obviously teachers think that male students prioritize physical appearance and beauty over moral aspects of relations and they are wrong because boys had exactly of the opposite opinion.

According to teachers the least important relationship aspects for boys are:

- Same level of education and culture;
- The ability to communicate;
- The economic independence of each of the two;

Teachers guessed only that boys don't think having the same education and culture is that important for healthy relations. It's interesting that teachers thought communication isn't so important for boys whereas more than 80% of the boys stated it's important or very important, same applies for the economic independence in the couple.

2.9. Analysis of SECTION 2: Sentimental relations – TEACHERS regarding GIRLS

This section analyzes the answers of teachers from the perspective of the female students from School 1 and 2.

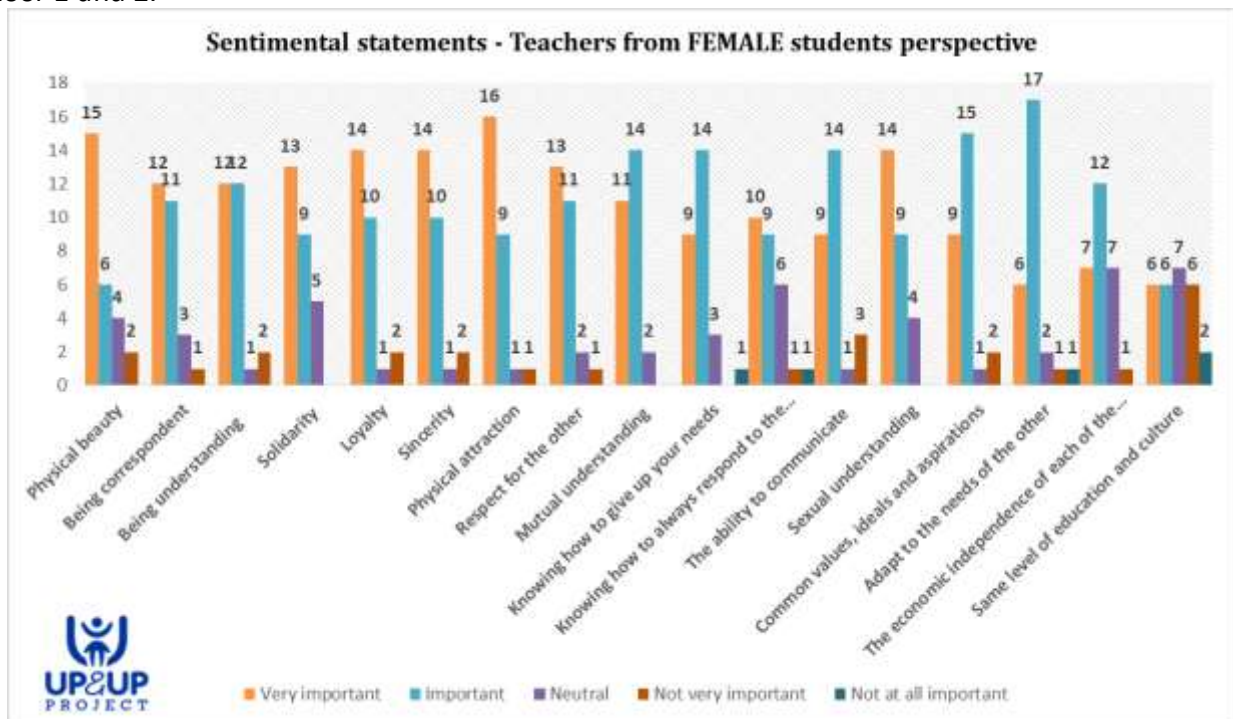


Fig. 13. Responses of teachers from girls' perspective regarding the important aspects in sentimental relations

According to teachers, girls value the following relationship aspects the most:

- Physical attraction;
- Loyalty;
- Sincerity;
- Physical beauty;
- Sexual understanding
- Respect for the other;

Based on the aforementioned, it could be concluded that teachers think that girls value physical appearance and attraction, but also some moral aspects of relationships like loyalty and sincerity. **It's interesting to point out that regarding boys teachers pointed out understanding and mutual understanding therefore they see as more important for boys to be understood rather than for girls.**

The least important aspect for girls according to the teachers is the same level of education and culture, for the rest of the aspects, teachers rather thought they are important. **If compared to what teachers pointed out from boys' perspective, it could be argued that teachers maybe think that for girls more aspects are rather important in relations compared to boys.**

Taking into account the results for all respondent groups, it could be concluded that both **students and teachers value more moral aspects of relationships rather than physical, economic, cultural and educational ones.** However, teachers think that both girls and boys value a lot physical traits in a potential partner, but students marked them as not that important, actually students value the same aspects as teachers. **Here like in section 1 it's visible contrast between the teachers' perceptions of students' thinking and the real results. Nevertheless, it could also be assumed that some students marked what they thought was right and socially accepted rather than what they really thought.**

3. Stereotypes identified from the survey

Based on the statements within the questionnaires applied, the following three groups of stereotypes were identified:

Table 1. Stereotypes identified based on the survey

No.	Statement aimed at identifying the stereotype	Group where it is identified
Gender-based stereotypes regarding the household and roles in the family (domestic behavior)		
1	Women must take care of the house	Students (both boys and girls) and teachers supported this belief.
2	Women are better suited to raise children than men	Students (both boys and girls) and teachers supported this belief.
3	It is the man who has to make the most important decisions concerning the family	Female students and teachers don't support this belief, male students partially support it.

4	It is the women who have to make the most important household decisions concerning the family	Students (both boys and girls) and teachers supported this belief.
5	Men are less suited to doing household chores	Students (both boys and girls) and teachers are mostly neutral regarding this belief.
6	The most important role of a woman is to take care of her home and family.	Students (both boys and girls) and teachers supported this belief.
7	The most important role of a man is to earn money	Teachers and female students don't support this belief, whereas male students do.
8	It is above all the man who must provide for the economic needs of the family	Students (both boys and girls) and teachers supported this belief.
9	Women must obey their husbands	None of the groups surveyed supports this belief.
Gender-based stereotypes regarding work (occupation) and education		
10	With the same educational qualification, men are better suited to take on managerial positions	This belief wasn't supported by teachers and female students and male students were <i>predominantly neutral</i> .
11	In conditions of labor shortage, employers should give priority to men over women	Teachers and female students don't support this belief, whereas boys had <i>mixed opinions</i> .
12	For men, more than for women, it is very important to succeed in work	Teachers and female students don't support this belief, whereas boys <i>predominantly agree</i> .
13	Men are better leaders than women	This belief wasn't supported by teachers and female students and male students were predominantly neutral.
14	Men are more inclined for science subjects	Students are predominantly neutral whereas teachers do not support this belief.
Gender-based stereotypes regarding personality traits and behavior		
15	Beauty (being attractive) is more important for a girl than for a boy	Boys support this belief, girls don't and teachers have mixed opinion.
16	Women are more likely than men to make decisions based on their emotions	Students (both boys and girls) and teachers supported this belief.
17	It is acceptable for men to cry – this statement refers to the	Teachers and girls support this belief, boys have mixed opinions, but on the overall it could be concluded that the idea that men shouldn't cry

	stereotype that men/boys shouldn't cry	because they are supposed to be strong, etc. isn't really highly present among the respondents' beliefs.
18	Women are afraid of taking big responsibilities	This belief wasn't supported by teachers and female students and male students were predominantly neutral.

Based on the aforementioned, it could be concluded that within this sample consisting of 48 students and 27 teachers from 2 schools in Bulgaria, **the gender-based stereotypes regarding domestic behavior and roles at home are the most common and evident from the answers of both groups of respondents.** It's interesting to outline that both boys and girls support most of these beliefs as well as teachers (who are predominantly female – 77%). Moreover, **the stereotypes concerning a woman's role are more supported compared to the ones concerning man's role and responsibilities at home and within the family.**

The occupational gender-based stereotypes are almost absent as male students predominantly were neutral on questions related to that whereas girls disagreed as well as teachers.

Stereotypes regarding personality traits and behavior aren't much supported by the respondents, except for one belief again connected to women's behavior – that they are more inclined to take decisions based on emotions. **Again it's visible that stereotypes regarding women are more evident and supported by both boys and girls and teachers compared to the stereotypes regarding men.**

In the light of these results, it could be concluded that participants in both surveys – for students and teachers, don't have highly stereotypical thinking, especially in the areas concerning work and education. The results don't indicate real signs of hypermasculinity attitudes among boys and hyperfemininity attitudes among girls. Out of 18, only 6 (in green colour) stereotypical beliefs are predominantly supported by respondents, therefore it could be concluded that respondents have rather balanced thinking.

4. Level of acceptability of gender based violence identified in relation to Eurobarometer

In the light of the analysis made, it could be concluded that the mindsets and attitudes among youngsters and teachers surveyed are rather balanced and aren't predefined to a large extent by gender, except for roles at home and within the family where the vast majority believes women have a major role in taking care of the household and the children.

Based on the questionnaire no exaggerated stereotypical attitudes (e.g. hypermasculinity/hyperfemininity) were identified which makes us believe that gender based violence is less likely

to appear as it is deemed that individuals having hypermasculine attitudes are more likely to be physically and emotionally abusive to their partners which is rather absent as attitude among respondents. Moreover, it is positive that none of the male students agreed with the statement women should obey their husbands which also confirms the lack of hypermasculine attitudes. The majority of girls and teachers also disagreed with this statement except for 1 female student out of 24 and 1 teacher out of 27 which doesn't indicate a trend.

According to the Special EUROBAROMETER 449 Report, 50% of respondents from Bulgaria believe domestic violence against women is common or very common compared to 64% average for the EU. Domestic violence against men is common according to only 8% in Bulgaria compared to 29% average for the EU, hence it could be concluded that the mass perception in Bulgaria for domestic violence is rather related to violence against women, not men. In Bulgaria 80% said that domestic violence against women isn't acceptable under any circumstances and should be punished by law whereas 69% think the same about violence against men (European Commission, 2016). From the survey conducted among students and teachers it cannot be concluded if respondents would share this opinion, however the vast majority of respondents said they don't think women should obey their husbands and have pointed out as very important aspects of relations "respect for the other", "mutual understanding", "sincerity" so therefore it could be assumed that the respondents would rather be more open to solving issues with their partners through open dialog and not through violence.

It's interesting to point out that according to Eurobarometer 449 report, Bulgaria is the country where the highest percentage of respondents (34%) agree that domestic violence is private matter and should be handled within the family whereas the average level of respondents agreeing with the statement on EU level is 15%. Based on this, it could be argued that one third of people in Bulgaria even if victims of domestic violence might prefer to internally solve the issues if possible and maybe wouldn't discuss it outside of the family circle.

90% of respondents from Bulgaria think, it's wrong trying to control a partner by preventing them from seeing and contacting family and friends, denying them money or confiscating mobile phones or official documents like ID, driving license, etc. This result is lower than the EU average which is 94%, however it indicates that the vast majority in Bulgaria considers the act of trying to control a partner wrong. Compared to the survey conducted within the project among students and teachers, it could be assumed based on the disagreement of respondents that women should obey their husbands, that most of them would probably also think controlling a partner in this way is wrong. Furthermore, during live discussions with students when asked about their opinion if women should obey their husbands, one of the boys expressed the opinion that he disagrees and that a man shouldn't tell his wife what to do and that decisions within the family should be taken by both, not only by the man, which also somehow supports that the concept of one controlling their partner isn't seen as right. However, conclusion with absolute certainty cannot be made.

5. Visual materials from the meetings with students and teachers

5.1. Sessions with students and teachers in School 1



Pictures 1 & 2 Students voting regarding different statements from the questionnaire. On pic. 2 they were asked if women should obey their husbands –everyone voted red meaning disagreement with the statement



Pictures 3&4. Presenting exercise 2 Sentimental relations to the students and completion of the questionnaires (pic. 2)



Pictures 5 & 6 Presenting UP&UP project to teachers and discussion



Picture 7. Teachers completing the questionnaires

5.2. Sessions with students and teachers in School 2



Pictures 8 & 9 Presenting exercise 1 to students and the voting system. On pic. 9 students vote regarding different statements



Picture 10 & 11. Students enjoying the exercise and expressing their opinion regarding statements



Pictures 12 & 13 Students voting in exercise 2 and completing questionnaires



Picture 14 & 15. Presenting the project to teachers and completion of the questionnaires