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-informal 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 OI: 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**
Survey among students, youngsters	Number of online and "live" meeting: 1	Numbers of questionnaire: 27
Survey among educators		Numbers of questionnaires: 4
Survey among parents (optional)	Number of on line and "live" meeting: 0	Numbers of questionnaires: 8
Reports of survey	Elaboration of the results and visualization	Handbook with Romanian results in Romanian Handbook with Romanian results in English

# HANDBOOK

The results of the survey applied in Romania

Made by **Centrul FILIA** within the Erasmus + project
"UP&UP - UPscaling skills of trainers and educators on gender-based violence to raise awareness among young people against violence"

1. Introduction

The society we live in is guided by a set of ideas about how men and women should speak, dress, behave, perform in society. Girls and boys live in gendered environments and perceptions of where they belong can be found everywhere - in mass media, television, internet, books, magazines, movies, etc. Girls place is in the house, the private sphere - family, education and care, while boys place is in the public sphere - politics, power and decision.

"One cannot be what one cannot see"
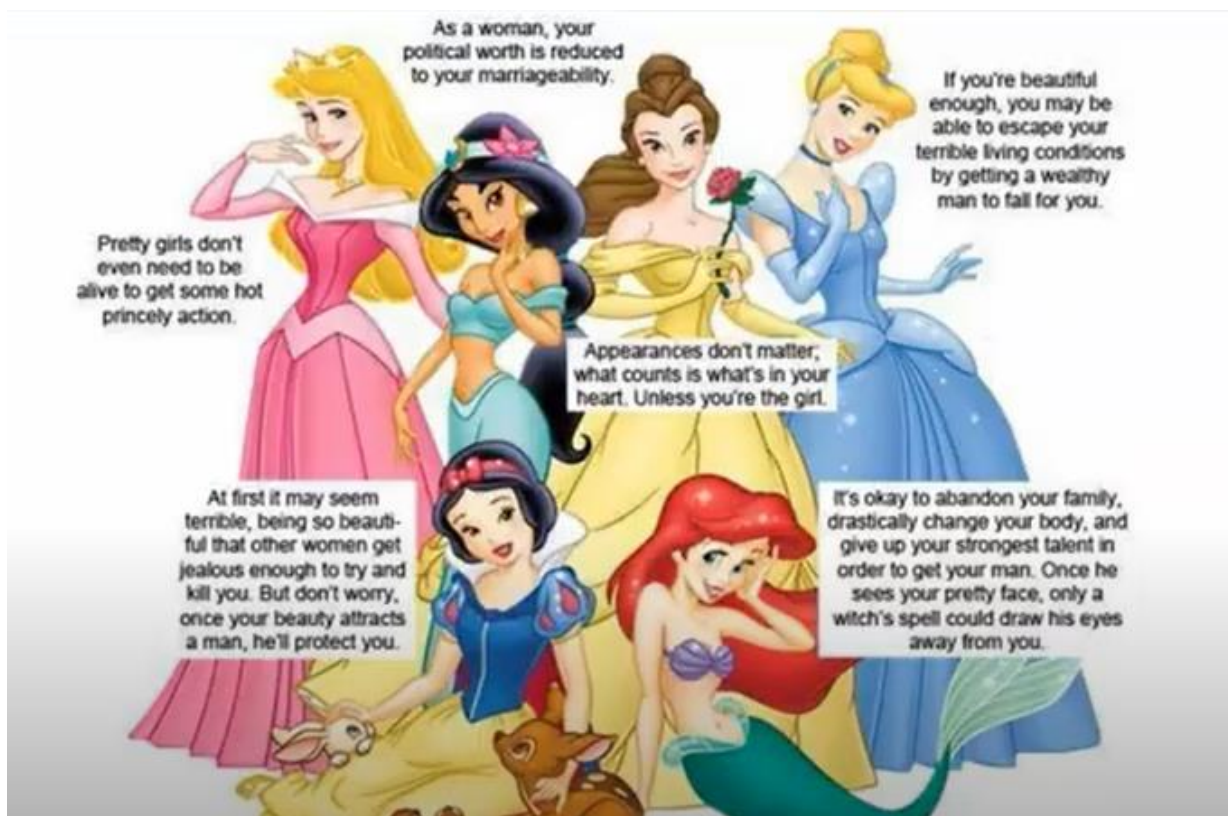
1.1 Gender stereotypes

Lippmann introduced the notion of stereotype in his book entitled "Public Opinion"(1922). His best-known metaphor is that of "images in our minds". Lippmann argued that people need a more simplified version of the world. These mental images are in fact a representation of the environment, which is more or less created by us.

According to the Feminist Lexicon (2001), gender stereotypes are defined as organized systems of beliefs and consensual opinions about the characteristics of women and men, as well as about the supposed qualities of masculinity and femininity. Moreover, the traits that men associate with women and men are not only descriptive, but also prescriptive – not only do they say what women are alike but also how they should be(have).

Most often, stereotypes can include information about appearance, attitudes and interests, psychological traits, social relationships, occupations. Moreover, these different dimensions or identities are interconnected. Simply knowing a person involves expecting that person to have certain physical and psychological characteristics. If she is a woman, we expect her are to have a delicate, graceful voice, to be emotional and preoccupied with activities such as caring for children, cooking, gardening. (Golombok & Fivush, 1994) Gender stereotypes are present in all aspects of our lives. Sometimes we are so used to them that they automatically become accepted and not sanctioned.

There are three major categories of factors that play an important role in the formation of (gender) stereotypes: direct experience, the social environment and the media. The smallest share in this process is direct experience. Children "know" from a very young age that "Roma are bad", long before they had a possible interaction with a Roma person – the main role in this early acquisition was due to their parents/ other members of their family. Stereotypes are therefore transmitted by family, friends, neighbors, colleagues, through interaction. The strongest influence is, however, the media, what they see in movies and other things broadcast on TV or on the internet.

Therefore, the mechanism of transmission of these social and cultural expectations is triggered by the influence of several factors: parents, media, school, friends, etc. (as I explained in the previous paragraph). Children can select from a very young age (2-3 years) the specific toys to each sex. For a terminology clarification: "sex" refers to the biological, anatomical and physiological characteristics that define men and women, while "gender" refers to social, psychological and behavioral aspects, in particular the rules imposed by society, aspects that society considers suitable for women and men (World Health Organization).

Sandra Bem (1993) argues that gender becomes a lens through which children see and interpret the behavior of others very early. Girls and boys develop their so-called "gender schemes" that sum up

beliefs and opinions about women/girls, men/boys. Her book entitled „The Lenses of Gender”
provides explanations for how a society's gender lenses (gender polarization, androcentrism, and
biological essentialism) work to maintain the oppression of women and sexual minorities (Bem,
1993).

1.2 Gender prejudices

One of the most dangerous consequences of (gender) stereotypes is that they can lead to the
formation of biased views on certain groups and individuals. Prejudice is an unjustified,
preconceived attitude towards a person or a group, based on stereotypes, rather than on a real
experience. When we display prejudices towards others, we perceive ourselves as belonging to
certain groups, we create a "we against them" type of mentality. Prejudices can be based on a
number of factors, such as race or ethnicity, religion, status, gender, sexual orientation and so forth.
(British Council, 2010) In other words, gender prejudices are widespread attitudes towards women
or men as a social group and are a result of gender stereotypes.

2. Research methodology

UP&UP project is funded by the Erasmus+ program and it aims to combat gender stereotypes and
gender-based violence (GBV). This handbook is part of a package designed to support
teachers/educators who want to adopt gender-sensitive behavior.

The study aimed to identify the presence of gender stereotypes among students, teachers and
parents. The present research was based on a quantitative research method: a sociological survey.

The questionnaire consisted of two questions: one through which we measured the degree of
acceptance of gender stereotypes among the participants and another one through which we
measured the degree of importance they assign to certain aspects in a sentimental relationship.

From a methodological point of view, the questions were structured by using a Likert scale, with
positions from 1 to 5 (strongly agree to stronglu disagree or very important to not important at all).
This type of scale allows researchers to collect data that provide insight into the nuances and
opinions of participants. These data are quantitative and can be easily analyzed statistically
(Kendra, 2018).

Unlike the questionnaire for students, the questionnaire for the other two categories of respondents included two questions in which they were asked to answer the way they consider that the students, respectively their daughters /sons answered the same questions (mirror questions).

In the context of the COVID-19 pandemic, the questionnaire was administered online, via Google Forms. We collected answers from 27 students, 4 teachers and 8 parents from one of the best highschools in Bucharest. In this respect, it is necessary to mention the possibility of a bias regarding the data collected given the fact that the respondents come from a privileged environment in terms of access to information (one of the top 3 best high schools at national level).

After completing the questionnaire, students participated in an online training presentation on gender stereotypes, through Zoom platform. During the meeting they explored how gender stereotypes are defined and used, they discussed how gender stereotypes influence girls and boys and why it is necessary to dismantle them. They were also presented with the surbey results.

3. Data analysis

This section is divided according to the structure of the survey. Thus, in the first part are analyzed the results regarding the attitudes towards gender stereotypes (the first question in the survey), and in the second part are analyzed the values pursued in a sentimental relationship (the second question).

3.1 Attitudes towards gender stereotypes

For each of the following statements, tell me if you:

- 1 Strongly agree
- 2 Agree
- 3 Neutral
- 4 Disagree
- 5 Strongly disagree

RESULTS: MALE

Statement		
1. Women must	0 1 8 2 2	
2. Women are	0 7 3 1 2	
3. With the same	0 1 3 4 5	
4. Men are more	0 6 5 3 1	
5. In conditions of	0 3 2 8	
6. It is above all	0 2 5 3 3	
7. It is the man	0 1 8 2 2	
8. It is the women	0 1 8 1 3	
9. Men are less	1 2 5 3 2	
10. For men,	1 1 3 4 4	
11. Beauty (being	2 2 4 4 1	
12. Women are	1 7 4 0 1	
13. It is	10 1 1 0 1	
14. The most	0 1 6 2 4	
15. The most	0 1 4 4 4	
16. Women are	0 1 4 4 4	
17. Men are	1 1 4 3 4	
18. Women must	0 1 1 2 9	

0% 25% 50% 75% 100%

- About 70% of male students strongly disagree with the statement that "women must obey their husbands". Also, 62% of them totally disagree with the statement "in the absence of jobs, employers should give priority to men over women";
- The vast majority of respondents agree that "it is acceptable for men to cry" (approximately 77%);
- Almost 54% of respondents partially agree with the following statements: "women are better suited to raising children than men" and "women, more than men, tend to make decisions based on their emotions";
- The answers are divided approximately equally between positions like „neither agree nor disagree", „disagree" and „totally disagree" for the following statements: "the most important role of a man is to earn money", "women are afraid to take on big responsibilities" and "men are better leaders than women".

For each of the following statements, tell me if you:
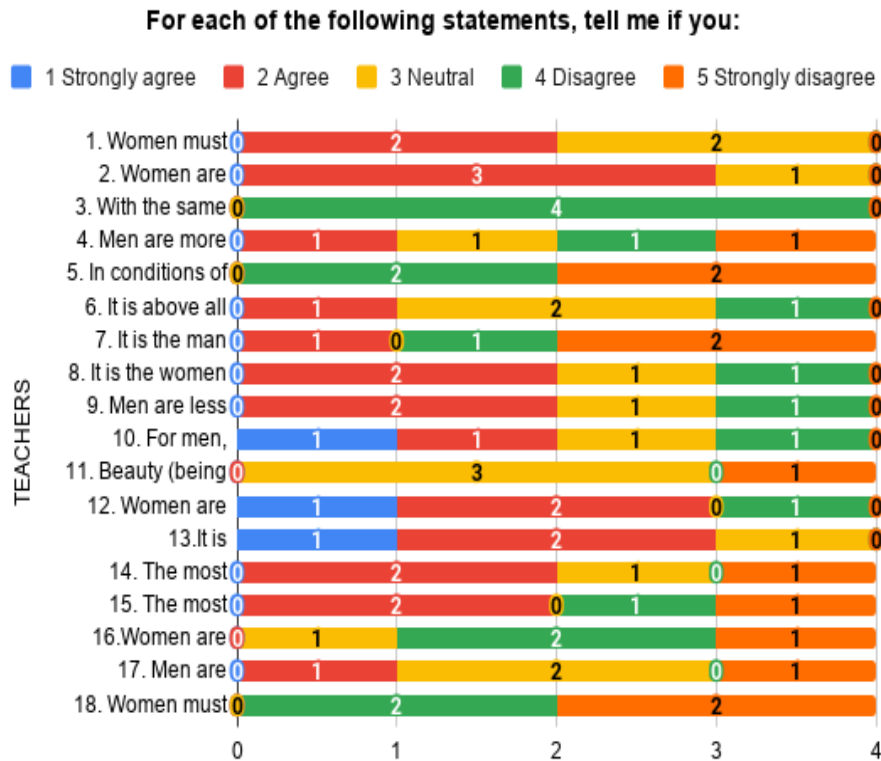
1 Strongly agree   2 Agree   3 Neutral   4 Disagree   5 Strongly disagree

RESULTS: FEMALE

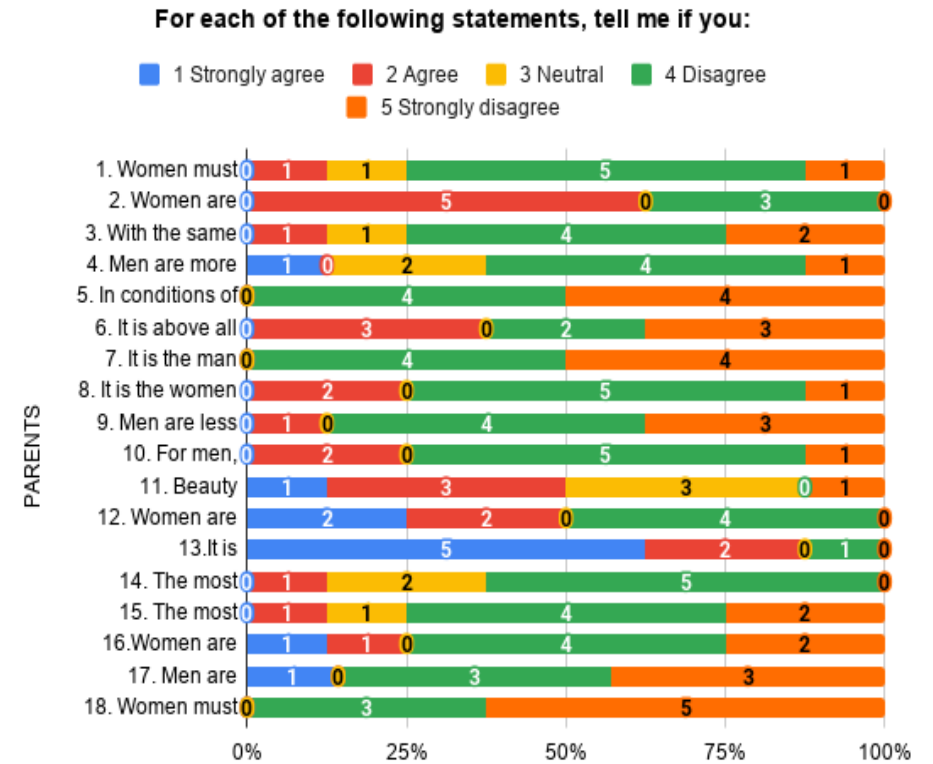| Statement	1	2	3	4	5
1. Women must	1	0	4	3	6
2. Women are	0	3	4	4	3
3. With the same	1	0	1		11
4. Men are more	0	1	2	6	5
5. In conditions of	0	1	0	1	12
6. It is above all	1	1	1	6	5
7. It is the man	0	1	2	2	9
8. It is the women	0	2	1	4	7
9. Men are less	0	2		7	5
10. For men,	1	0	2	1	10
11. Beauty (being	2	1	4	7	0
12. Women are	1	1	4	5	3
13. It is	12			0	2	0
14. The most	1	1	0	3	9
15. The most	1	1	1	3	8
16. Women are	0	1		4	9
17. Men are	0	1	0	1	12
18. Women must	0	1	0		13
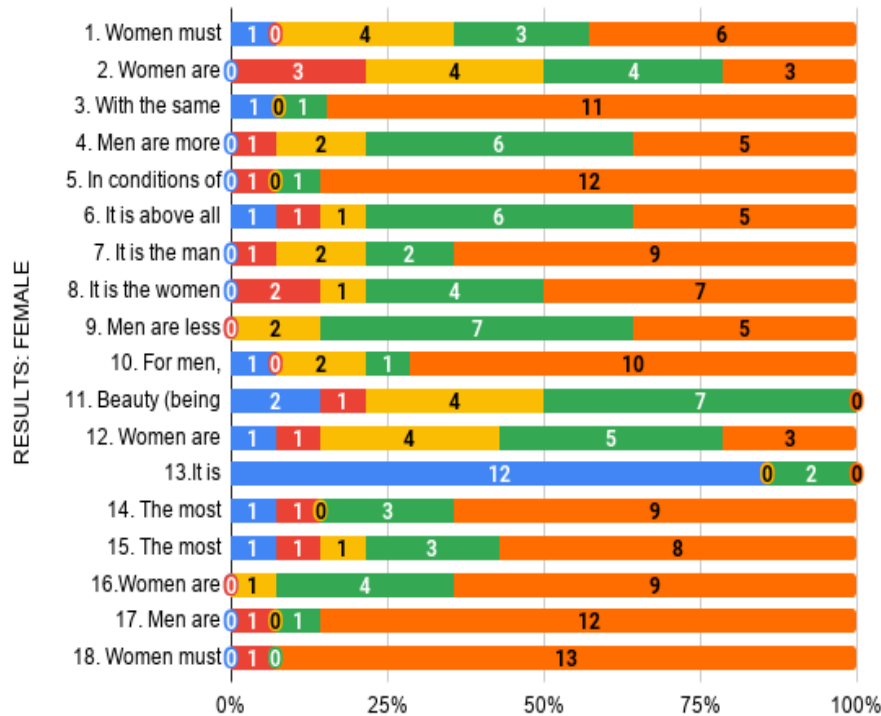
- Contrary to the perceptions of male respondents, the results of female respondents have clearer positions, avoiding neutrality (the position „neither agree nor disagree" is much less present in their answers);

- The only statement to which respondents have the answers divided between „neither agree nor disagree" and „disagree" is „women are better suited to raise children than men";

- Most respondents strongly disagree with the following statements: "women must obey their husbands" (approx. 93%); "men are better leaders than women" (approx. 86%); "given the lack of jobs, employers should give priority to men over women" (approx. 86%); "with the same educational qualification, men are more suitable to hold managerial positions" (approx. 79%); "for men, more than for women, it is very important to succeed at work" (approx. 72%).

Teachers attitudes towards gender stereotypes

Parents attitudes towards gender stereotypes

For each of the following statements, tell me if you:

Legend: ■ 1 Strongly agree ■ 2 Agree ■ 3 Neutral ■ 4 Disagree ■ 5 Strongly disagree

For each of the following statements, tell me if you:

Legend: ■ 1 Strongly agree ■ 2 Agree ■ 3 Neutral ■ 4 Disagree ■ 5 Strongly disagree

Most parents (about 63%) disagree with the following statements: "women should take care of the house"; "the woman is the one who has to make the most important household decisions regarding the family"; "for men, more than for women, it is very important to succeed at work" and "the most important role of a woman is to take care of home and family". In the same percentage, parents totally agree that "it is acceptable for men to cry". Moreover, the mojority totally disagrees with the gender stereotype about how "women must obey their husbands".

All the respondents in the category of teachers expressed their position of disagreement regarding the statement according to which "with the same educational qualification, men are more suitable to occupy managerial positions". 75% partially agree that "women are better suited to raising children than men" and 50% partially agree that "women need to take care of the home".

Also, 75% of the teachers neither agree nor disagree with the statement that "beauty (being attractive) is more important for a girl than for a boy". Regarding the statement "women must obey their husbands", the answers are divided equally between positions of disagreement and total disagreement.

Compared to the results of the „Gender Barometer. Romania in 2018" which are nationally representative, the answers in this research, recorded from all 3 categories surveyed (students, teachers, parents), seem from a more modern area of perception of the dynamics of gender roles. The study was conducted in 2018 on a sample of 1140 people, and most respondents agree with statements such as "the man is the head of the family" (69.8%) or "the woman must follow the man" (64.6%) (Centrul FILIA, 2019).
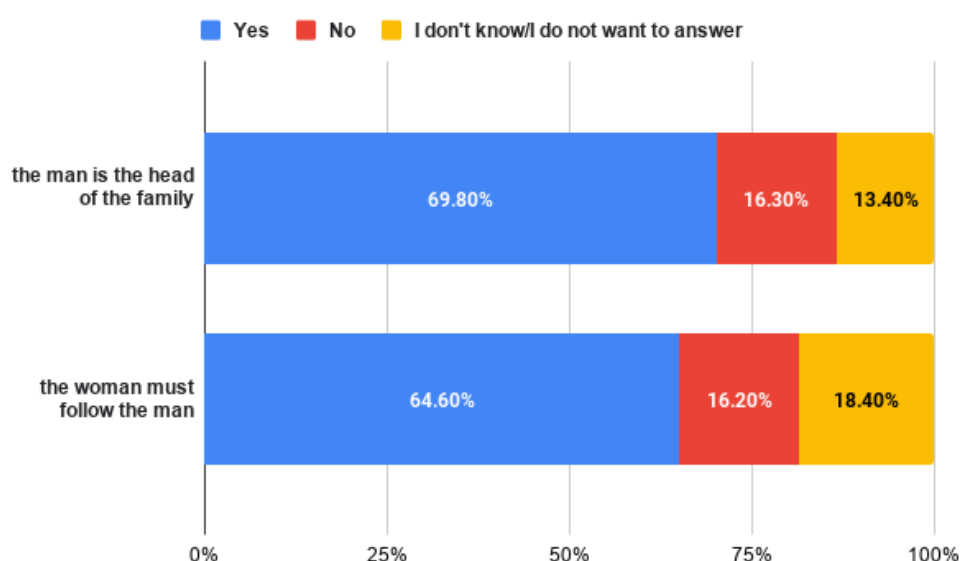
Source: Gender Barometer. Romania in 2018

3.2 Values pursued in a sentimental relationship

What is the perception of students?

In a sentimental relationship, how important are, in your opinion, the following aspects?

- Very important
- Important
- Neutral
- Not very important
- Not at all important

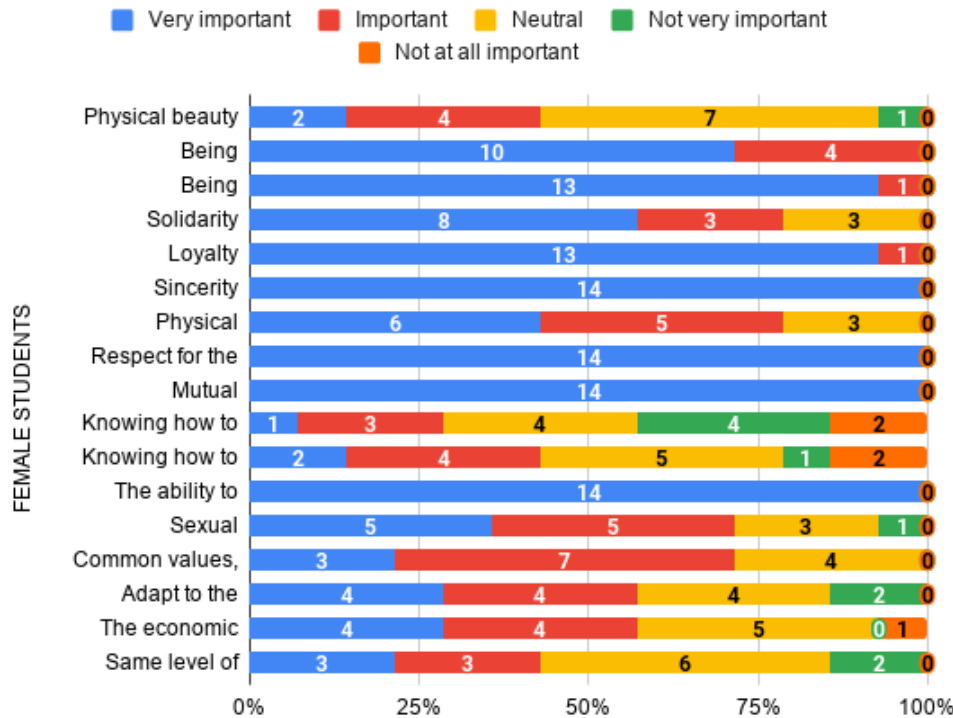| MALE STUDENTS					
Physical beauty	3	5	3	2	0
Being	11			2	0
Being	12			1	0
Solidarity	10		3		0
Loyalty	12			1	0
Sincerity	10		3		0
Physical	2	9		2	0
Respect for the	10		2	1	0
Mutual	12			1	0
Knowing how to	2	3	6	1	1
Knowing how to	4	6	2	1	0
The ability to	12			1	0
Sexual	5	3	4	1	0
Common values,	5	4	2	1	1
Adapt to the	5	6	2		0
The economic	3	2	6	1	1
Same level of	5	2	4	1	1

- **Male students ranking of the values pursued in a sentimental relationship:**
- approx. 93% consider to be very important: partner to be understanding with the other, loyalty, mutual understanding, communication
- approx. 85% consider to be very important: partners to be on the same wavelength
- approx. 77% consider to be very important: solidarity, sincerity, respect for the other
- approx. 70% consider to be very important: physical attraction
- answers divided between positions like „very important", „important" and „neutral" for the following values: giving up one's own needs, meeting the other's requirements, physical compatibility, common values, ideals and aspirations, adapting to the needs of the other, economic independence of each and the same level of education and culture.

In a sentimental relationship, how important are, in your opinion, the following aspects?

Legend: ■ Very important ■ Important ■ Neutral ■ Not very important ■ Not at all important

FEMALE STUDENTS

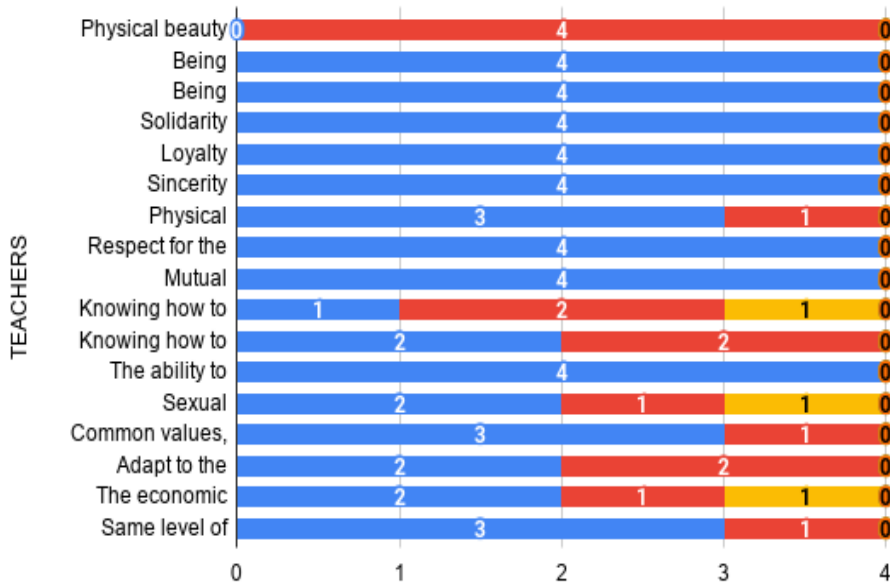|	Very important	Important	Neutral	Not very important	Not at all important
Physical beauty	2	4	7	1	0
Being	10	4			0
Being	13	1			0
Solidarity	8	3	3		0
Loyalty	13	1			0
Sincerity	14				0
Physical	6	5	3		0
Respect for the	14				0
Mutual	14				0
Knowing how to	1	3	4	4	2
Knowing how to	2	4	5	1	2
The ability to	14				0
Sexual	5	5	3	1	0
Common values,	3	7	4		0
Adapt to the	4	4	4	2	0
The economic	4	4	5	0	1
Same level of	3	3	6	2	0

Female students ranking of the values pursued in a sentimental relationship:

- all of them (100%) consider to be very important: sincerity; respect for the other; mutual understanding; communication
- approx. 93% consider to be very important: the partner / partner should be understanding with the other and loyalty
- 72% consider to be very important: partners to be on the same wavelength
- 58% consider to be very important: solidarity
- 50% consider to be important: the physical appearance and common values, ideals and aspirations
- less than 50% consider to be very important, important or neutral: adaptation to the needs of the other, economic independence of each of the two or the same level of education and culture.

Teachers' perceptions of the important values in a relationship

In a sentimental relationship, how important are, in your opinion, the following aspects?

- Very important
- Important
- Neutral
- Not very important
- Not at all important

TEACHERS	Very important	Important	Neutral	Not very important	Not at all important
Physical beauty	0	4			0
Being	4				0
Being	4				0
Solidarity	4				0
Loyalty	4				0
Sincerity	4				0
Physical	3	1			0
Respect for the	4				0
Mutual	4				0
Knowing how to	1	2	1		0
Knowing how to	2	2			0
The ability to	4				0
Sexual	2	1	1		0
Common values,	3	1			0
Adapt to the	2	2			0
The economic	2	1	1		0
Same level of	3	1			0

Parents' perceptions of the important values in a relationship

In a sentimental relationship, how important are, in your opinion, the following aspects?

- Very important
- Important
- Neutral
- Not very important
- Not at all important

PARENTS	Very important	Important	Neutral	Not very important	Not at all important
Physical beauty	0	6	0	2	0
Being	6	2			0
Being	6	2			0
Solidarity	7	1			0
Loyalty	7				0
Sincerity	7				0
Physical attraction	5	3			0
Respect for the	8				0
Mutual	8				0
Knowing how to	1	2	4	1	0
Knowing how to	2	6			0
The ability to	8				0
Sexual	6	2			0
Common values,	7	1			0
Adapt to the	6	2			0
The economic	3	2	2	1	0
Same level of	3	3	2		0

4. Conclusions

The presence of gender stereotypes is very low among the target group. Most responses indicate a strong disagreement towards gender stereotypes. Regarding the most appreciated aspects in a relationship, the answers indicate: mutual understanding, respect for others, sincerity, loyalty, solidarity. Among the least important values are: giving up their own needs, meeting each other's needs, adapting to each other's needs, independently economic or physical appearance. However, as we specified in the section dedicated to research methodology, the group surveyed can be privileged in terms of access to information.

However, an in-depth analysis of the results indicates gender differences between responses. Thus, just over 5% of girls agree that "men are more inclined to scientific activities", while 33% of boys agree with this statement. Regarding the gender stereotype "it is mainly the man's duty to ensure the economic needs of the family", there is a much greater disagreement among girls than among boys. Also, in the case of the statement "with the same educational qualification men are much more suitable to occupy managerial positions" there is a higher percentage of disagreement among girls.

Regarding the values appreciated in a relationship, we notice that financial independence seems to be much more important for girls than for boys, while adapting to the needs of others appears more often in the responses of boys than those of girls. One of the most interesting results is about giving up their own needs which appears to be not at all important or not very important for girls, but it appears very important for boys.

Gender stereotypes often turn into gender inequalities. Here are just a few examples that support this statement:

- the representation of women in the 2020-2024 Romanian legislature is only 17.4% (81 seats) compared to 82.6% (395 seats) of men. The situation is even more worrying considering that the level of representation decreased compared to 2016-2020 (19.35%) (Centrul FILIA, 2020). According to "Women in Politics: 2020" map, Romania has one of the lowest women representation in politics in the European Union – 20th place (IPU, 2020);

- The population's perception of the gender stereotype that „men are better leaders" also translates into inequalities of representation in management positions. According to EIGE data, only 14% of the CEO positions of large companies are held by women;

- Also, according to the stereotype "in the absence of jobs, employers should give priority to men over women" data from Romania show that the situation caused by the pandemic has especially affected the economic status of women. The share of unemployed women has increased by almost 50% due to the pandemic, while the share of unemployed men by only 16% (Social Monitor).

Girls' self-esteem, ambition and expectations are the first "victims" of gender stereotypes. Therefore, the eradication of clichés and their associated behaviors should be a priority for any society and should start in schools. Gender stereotypes can be felt in the attitude of teachers in the classroom (through remarks, language), as well as in the way they guide students in the process of finding vocation (girls are guided to feminized fields, such as education or care, while boys are guided to management positions). Also, gender stereotypes felt in the attitude of parents who can also strengthen ideas that lead to gender segregation in education and later in the labor market.

Textbooks are also not responsive to the different realities and needs of women/girls and men/boys in a constructive way. Studies show they do not provide visibility and recognition of the qualities of women/girls and men/boys. The results of the research "Alice in the Land of Textbooks" [original: „Alice în Țara Manualelor"] (2015) reveal a universe full of gender stereotypes to which primary school students are exposed (6-10 years): grandparents are sedentary and do not hear well, women are especially mothers who prepare meals, wives docile, submissive and housewives, sometimes teachers or cleaning woman, while men appear in a variety of occupations, but too few as fathers.

The focus for males is action - "to do", while the focus for females is presence - "to be". One of the conclusions of the study is that textbooks promote a dichotomous gender model and promote gender segregation rather than gender cooperation. Although the analysis of this research focused on gender, the illustrations in the textbook also exclude overweight or obese people, people with physical disabilities, and in general, any kind of diversity (ethnicity, sexual orientation and so forth).

The abundance of gender stereotypes about who they are, what they have to do combined with the media discourse, with the gender models promoted by the family, the church, etc. is the "perfect

recipe" for conservative thinking about the role of women and men in society. In this sense, it is extremely important for students to face a diversity of people, to pe exposed to successful models, to be encouraged to go beyond the limits imposed by traditional gender roles.

The CEDAW Commission (2017) recommends prioritizing "elimination of traditional stereotypes and structural barriers that could discourage girls from enrolling in traditional male-dominated fields, such as science and technology, and stepping up their efforts to provide girls with career counseling on non-traditional careers and to encourage girls to participate in non-stereotypical training ". Introducing the gender mainstreaming approach in education could contribute in the long run to reduce gender segregation in the labor market.

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