

## 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.**

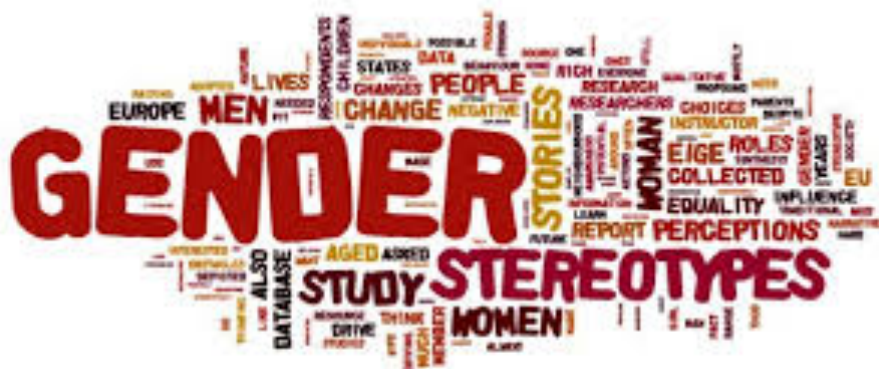
The expected impact of this IO is to bring out the conscious and unconscious stereotypes present in each of us that are at the basis of discriminatory attitudes, intolerance and, ultimately, violent behaviour. Furthermore, in the course of returning the results of the analysis which will take place, 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 : 6	Numbers of questionnaires:
Survey among students, youngsters	Number of on line and "live" meeting: 4	Numbers of questionnaires: 33
Survey among educators	Number of on line and "live" meeting: 2	Numbers of questionnaires: 23
Survey among parents (optional)	Number of on line and "live" meeting: 2	Numbers of questionnaires: 22
Reports of survey	Elaboration of the results and visualization	Handbook with Italians results - Telefono Rosa Bronte- in italian language Handbook with Italians results - Telefono Rosa Bronte- in english language

**HANDBOOK TEMPLATE**  
**TELEFONO ROSA BRONTE**



## *UP & UP Project*

*UPscaling trainers and educators competencies on gender based violence to  
UPscaling awarress among young people against violence*

## **INTRODUCTION**

### **GENDER STEREOTYPES AND ROLES**

The stereotypes that represent social phenomena are to be considered of main importance, since they give shape to our perception of reality to take up by being the primary referent of our subjective experiences.

They indicate the context in which we elaborate the symbolic construction and the set of values of our social world.

The representations of the male and female being, especially, seem to be strongly connected to the incidence of gender-based violence: stereotypes that create female and male images as "naturally" hierarchically ordered and holders of different rights, they are similar to those used to justify male violence against women; they contribute to making the boundaries of this phenomenon unclear, avoiding putting stereotypical and discriminatory gender models. Stereotypes and violence are therefore consequences of the same order of thought that still directs the cultural representations of genders: they put their roots up in a cultural factor far removed from the concrete biological differences between man and woman, thus flattening the distances between sex and gender.

By definition, sex biologically determines whether a person is female or male: it is a natural feature given by the presence of male or female genitals and their respective chromosomes (XX or XY).

Gender is on the contrary a cultural construction: it indicates behaviors, attitudes, the "way of being" that is associated with being biologically a man or woman.

Gender roles are therefore created by society and changed over time and space: they are conditioned by historical eras, cultures and countries.

Despite much progress on equal opportunities and rights for men and women, "traditional" gender roles remain rigid and pervasive in society, crossing it across the board and touching not only all social different classes but also all ages.

Gender roles turn out to be so entrenched that people knowingly accept them as if they were "the right way to do things" and fail to recognize the power they have in influencing expectations and behaviors.

On the basis of this awareness, the UP&UP project takes its steps, aimed at researching in the social fabric the gender stereotypes that most condition the representations of men and women, with the aim of implementing a functional deconstruction to combat gender-based violence through the structuring of methodologies and good practices based on the awareness, respect and enhancement of otherness.

## **METHODOLOGY**

### ***THE STRUCTURE OF THE INTERVENTION***

The target selected for the Up&Up project has been identified in classes II A AFM and III A CAT of the IISS Benedetto Radice, and belongs to the adolescent range between 15 and 17 years, a phase of life that is the fundamental importance for the sedimentation of beliefs and values as well as for the definition of the personal identity of the individual.

The intervention was structured in several meetings, specifically 2 meetings for each of the 2 classes selected for the project with questionnaires, training on the subject, return and follow-up on the agenda; a meeting between parents and teachers of each individual class with questionnaire administration, evaluation of adults perception of the beliefs of students and sons, comparison of personal and work experiences related to stereotypes.

Due to the health emergency, the meetings, initially scheduled in the classroom, were reformulated and proposed as distance lessons.

The first phase of these was used for the administration of anonymous questionnaires with the aim of outlining a cross-analysis of the effects of gender stereotypes on children.

At this juncture, ad hoc tools were then used with the aim of stimulating participation and sharing of ideas, as well as reflection on specific topics covered, such as power points, music videos and commercials that highlight gender differences, ISTAT data, technical terminology, games related to the role and use of the Italian language.

The meetings with the teaching staff and parents were instead focused on active comparisons and the transmission of experiences useful to define the gap between the ideal representation of students and children belonging to adults and the real ideas of young people on the subject.

In fact, the questionnaire administered to teachers and parents aims to highlight not only the evaluations on the subject of each individual person who intervened, but above all to understand how aware adults are of the beliefs transmitted to young people and where, therefore, it is possible to find useful space for training and gender education.

## RESULTS

### *THE DATA EMERGING FROM THE ADMINISTRATION OF THE QUESTIONNAIRES*

The statistical survey on stereotypes about gender roles and the social image of violence, carried out by ISTAT within the framework of a Collaboration Agreement with the Department for Equal Opportunities at the Presidency of the Council, allows to analyze cultural models and factors that influence attitudes towards violence against women "Stereotypes about the most common gender roles are: "for men, more than for women, it is very important to succeed in work" (32.5%), "men are less suitable for household chores" (31.5%), "it is man who has to provide for the economic needs of the family" (27.9%).

The least common is "it is up to man to make the most important decisions concerning the family" (8.8%). 58.8% of the population (aged 18-74), without particular differences between men and women, find themselves in these stereotypes, which are more widespread as they grow older (65.7% of 60-74 year olds and 45.3% of young people) and among the less educated.

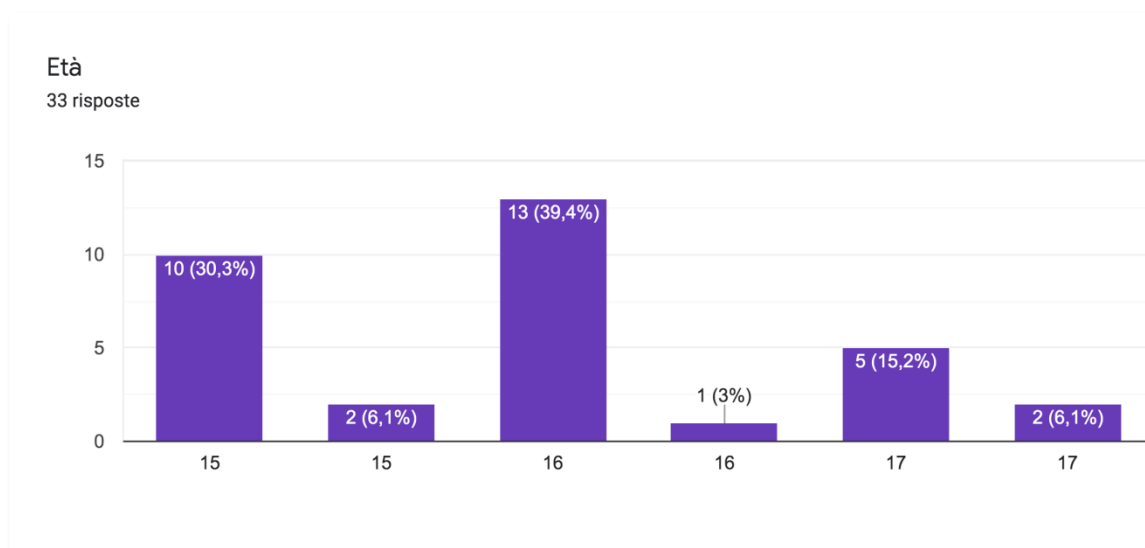
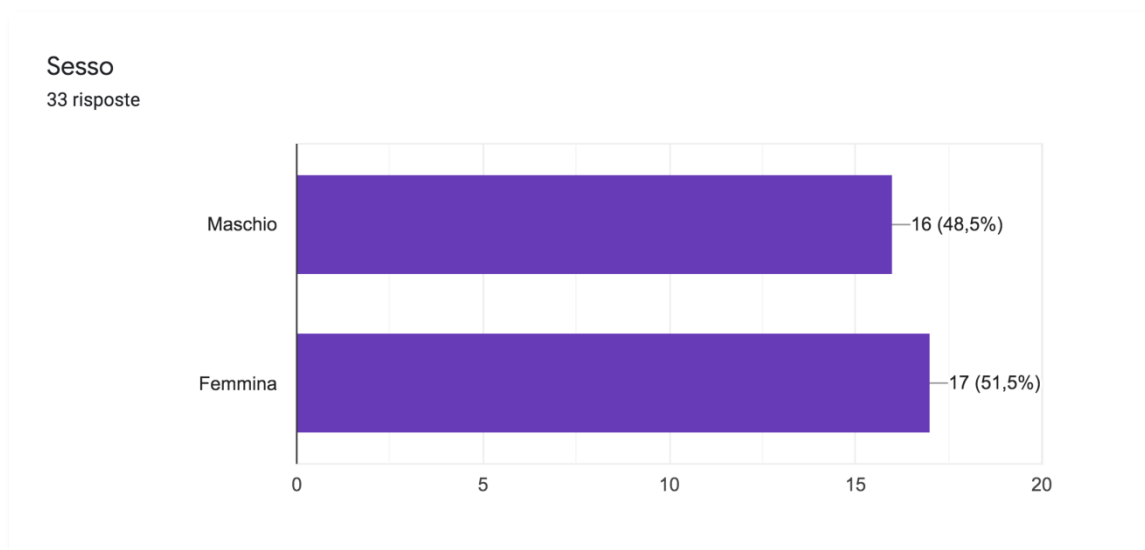
On the subject of violence in the couple, 7.4% of people consider it acceptable always or in some circumstances that "a boy slaps his girlfriend because he flirted/ flirted with another man", 6.2% that in a couple you run away a slap every now and then.

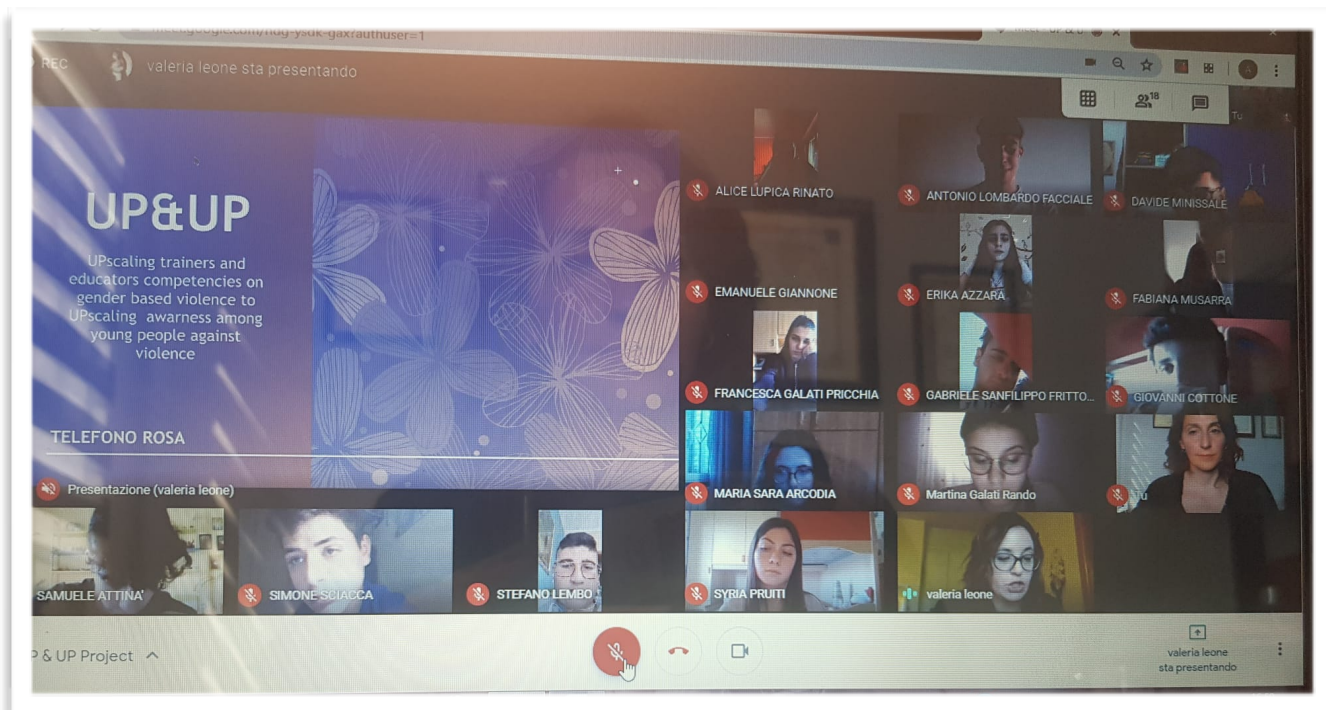
Compared to control, on the other hand, more than twice as many people (17.7%) that they consider acceptable always or in certain circumstances that a man habitually checks his mobile phone and/or the activity on the social networks of his wife/ partner.

The picture that emerges from reading the results of the module on stereotypes about gender roles and sexual violence, including opinions on the acceptability of violence in the couple and its possible causes, shows five profiles: two represent individuals with the most stereotyped beliefs (36.3%), two the least stereotyped (62%) and a group qualifies for indifference to the theme (1.8%).

## ***STUDENTS***

The data collected in this first phase of the UP&UP project do not distance themselves, in percentage terms, from the beliefs on gender stereotypes presented by the ISTAT data mentioned above. The sample of the two selected classes consists of 33 students, 17 girls and 16 boys between the age of 15 and 17.



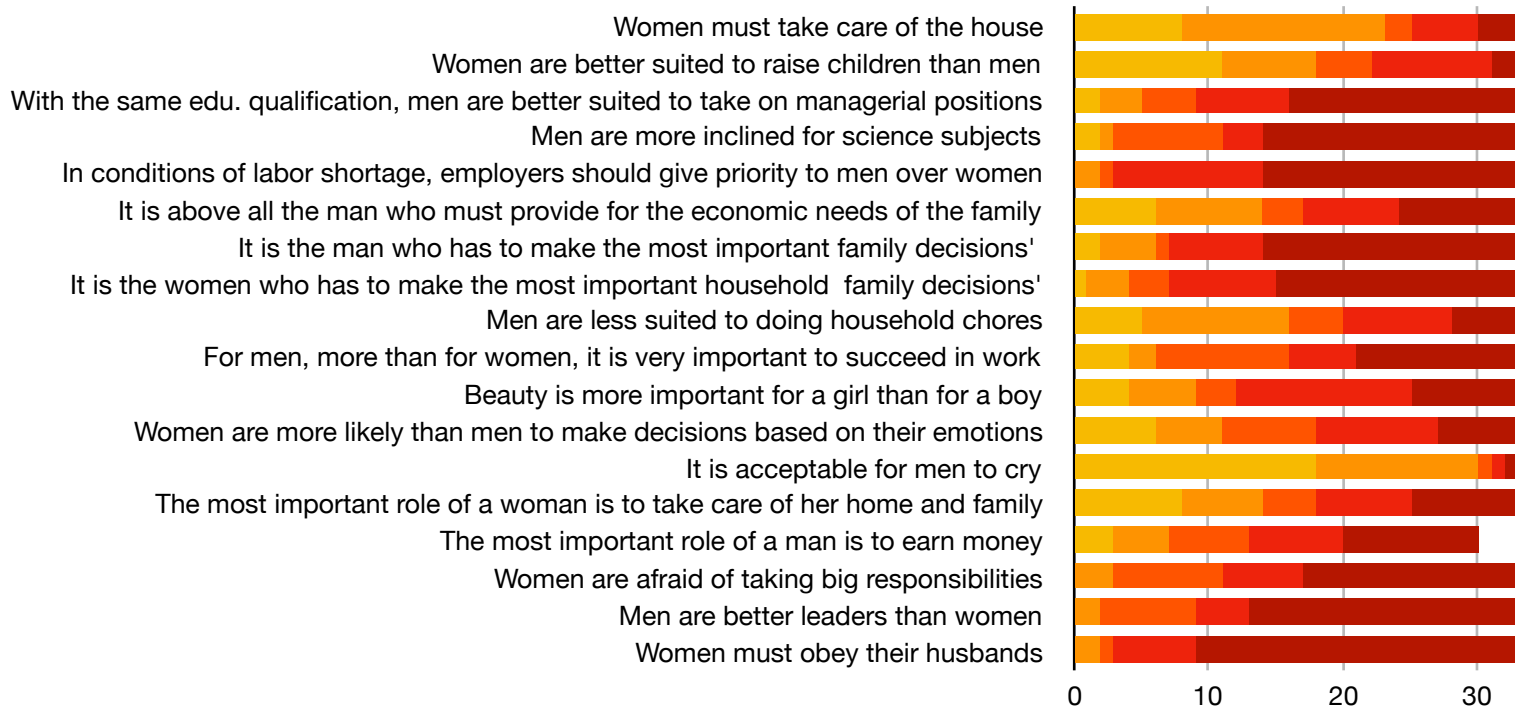


Of these:

- 48% believe that men are less likely to take care of household chores,
- 42% who have to provide for the economic needs of the family;
- on the subject of violence and control within the couple, on the other hand, as many as 81% consider it acceptable for a man to habitually check his mobile phone and/or the activity on the social networks of his wife/ partner,
- 36 % agree with the statement ' a man who is not physically abused for no reason, the woman will surely have done something to provoke him';
- finally, although there are some rather worrying figures in the low percentage. In fact, 9% agree with statements such as "sometimes in the couple physical violence is the only way to resolve conflicts" and "women should endure violence within the couple, especially if they have children".

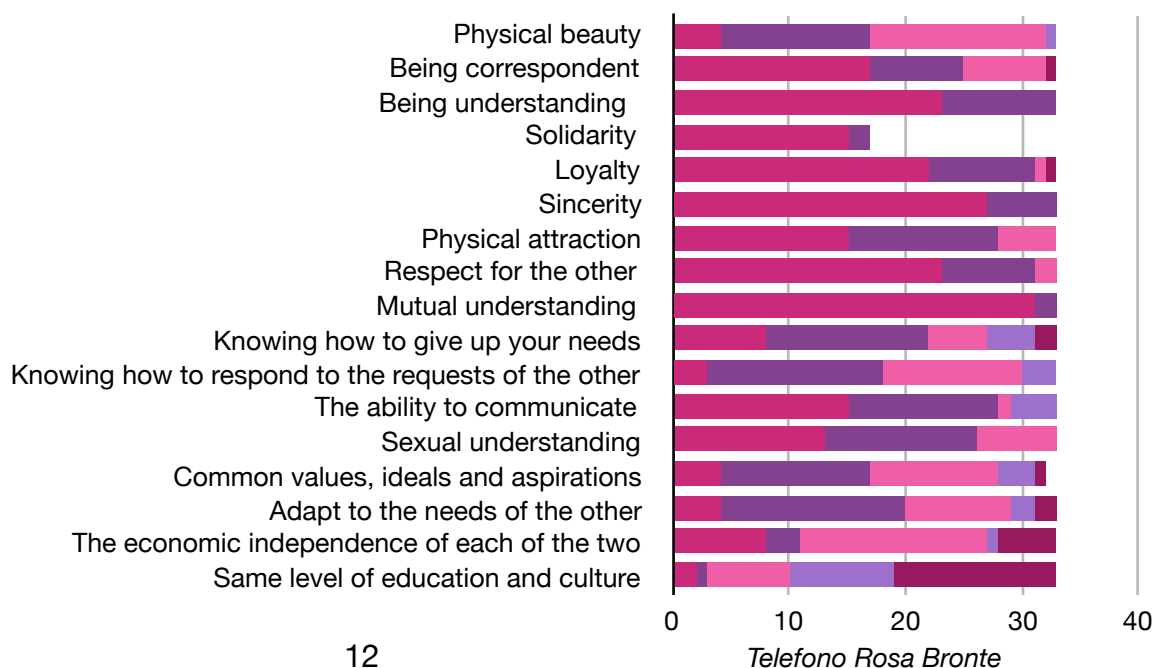
## STUDENT: STATEMENTS

Very Important Important Neutral Not very important Not at all important



## STUDENT: SENTIMENTAL RELATIONS

Very Important Important Neutral Not very important Not At All Important



The students showed particular interest in the discovery of some stereotypes lived as natural everyday life, ideas and beliefs present in the family, work and social environment, which influence the relationships present in their lives and the roles they are called to play.

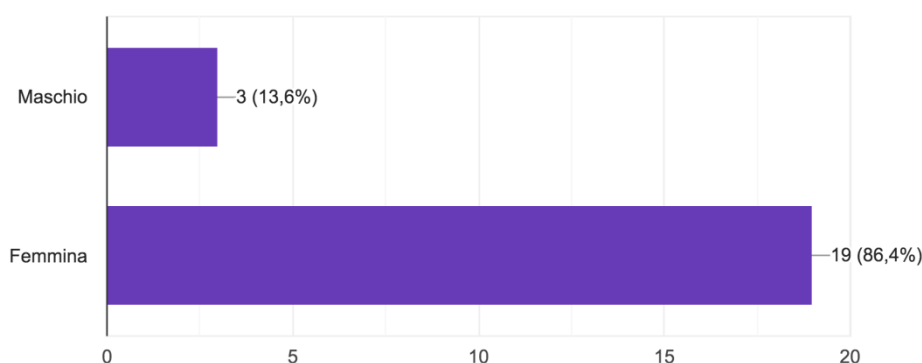
One of the items that has created the most debate has been: *Men are less suitable for dealing with household chores*: the comparison between students arises from the difficulty of imagining the taking charge of domestic work by working men and not in the same way as it is attributed to working and non-working women.

A topic that most of all has allowed constructive reflections and interest towards a deepening has instead been the sexualization of language: some exercises and courtroom games on the subject seem in fact to have set in motion a mechanism of reflection that, if well cared for, could lead to a real development of social skills useful to remodel the way of expressing themselves among equals.

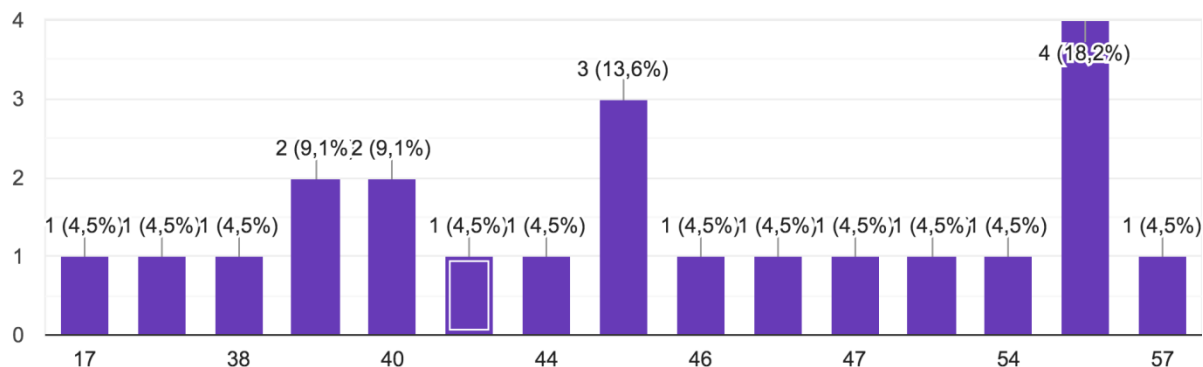
## ***PARENTS AND TEACHERS***

The work of data collection and comparison during the planned meetings with adults, on the other hand, had a fluctuating participation by the **parents**: in fact, 22 interviews were completed and delivered, of which only 3 were completed by fathers; participation in videoconferences was even lower, during which an average of 3 parents per class were present.

Sesso  
22 risposte

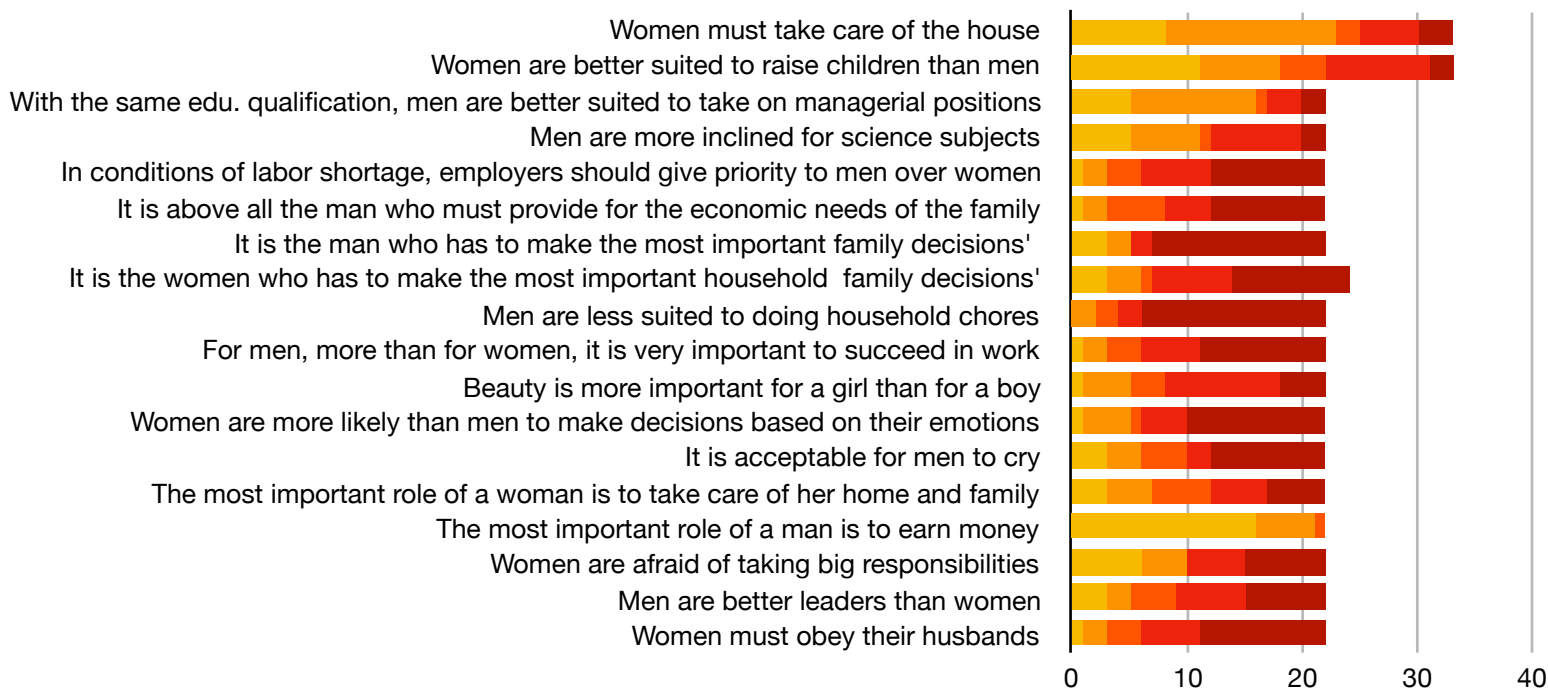


Età  
22 risposte



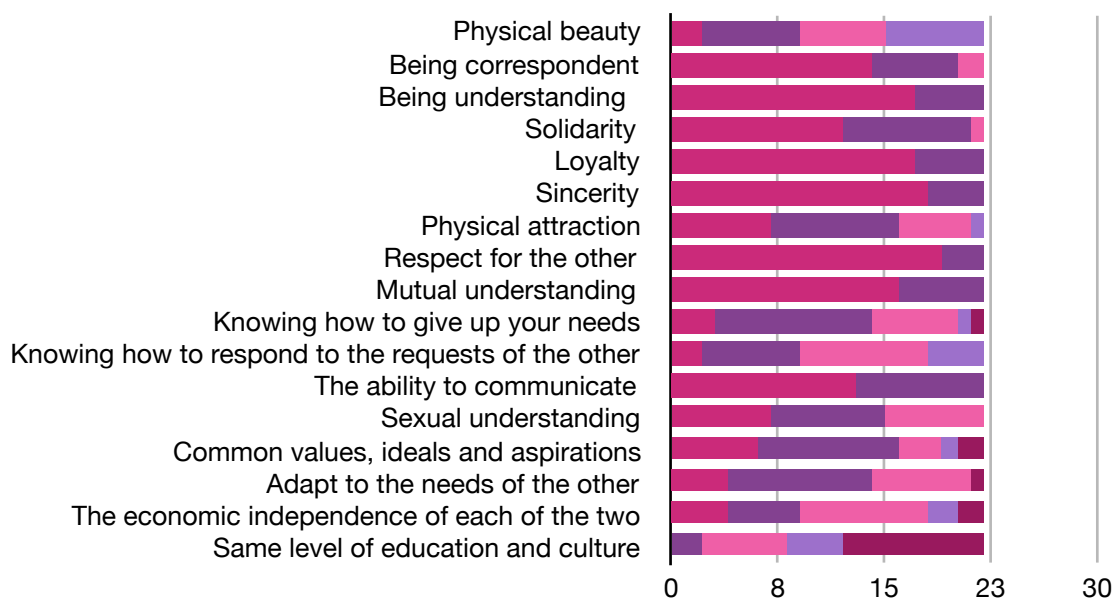
## PARENTS: STATEMENTS

Very Important Important Neutral Not very important Not at all important



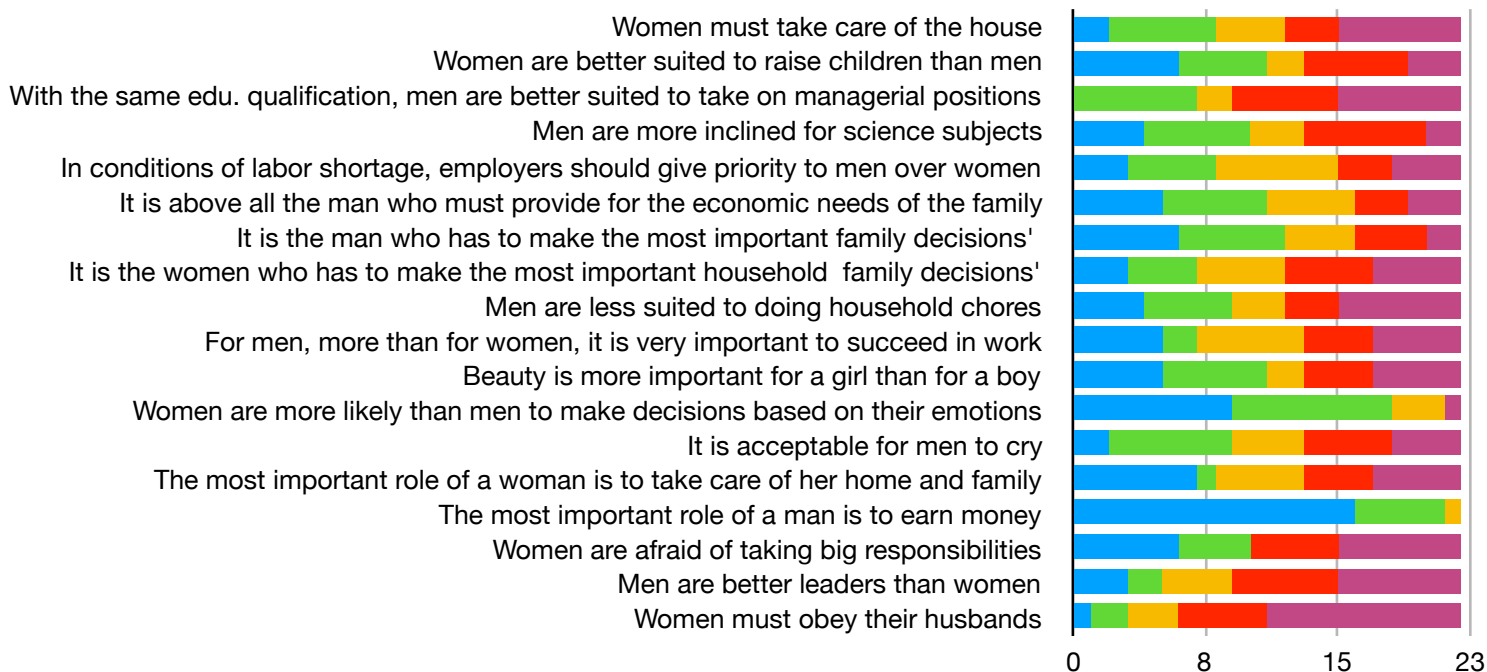
## PARENTS: SENTIMENTAL RELATIONS

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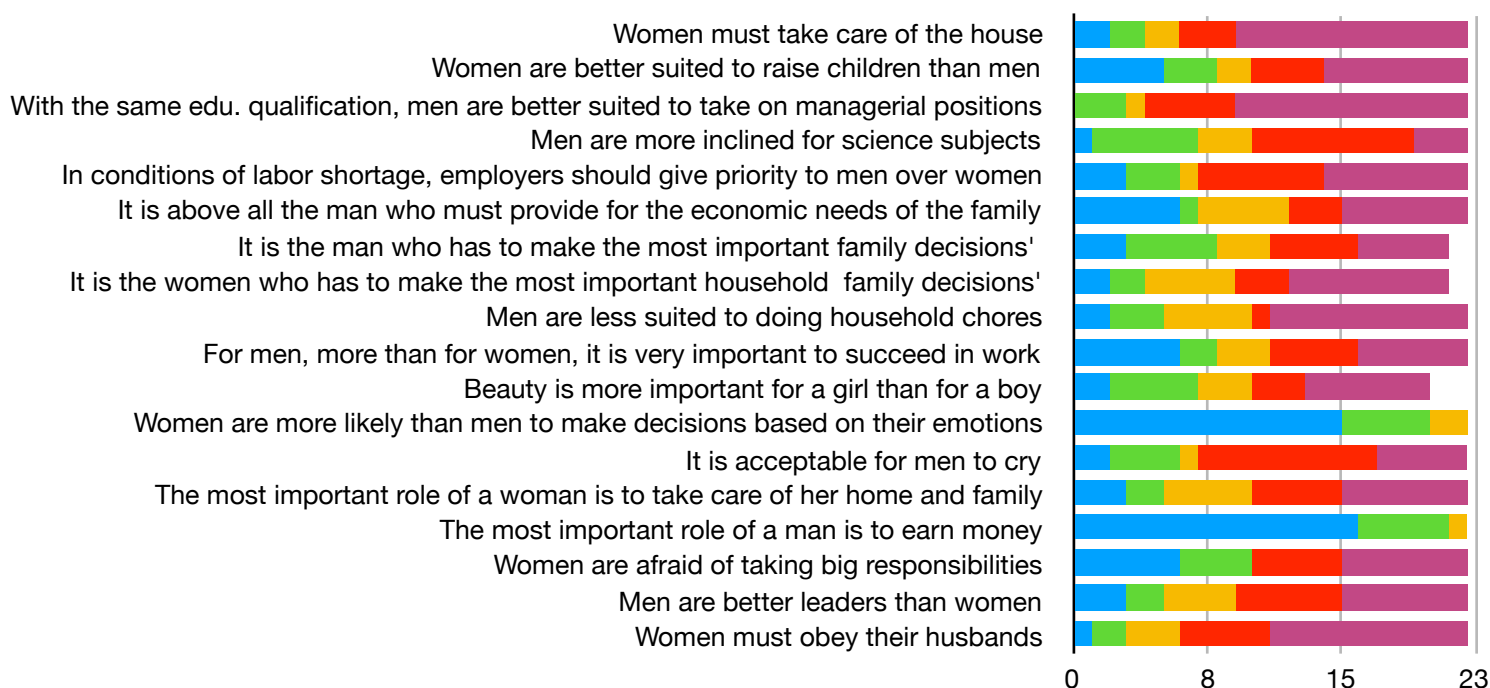
## PARENTS: MIRROR STATEMENTS - MALE -

■ Very Important   
 ■ Important   
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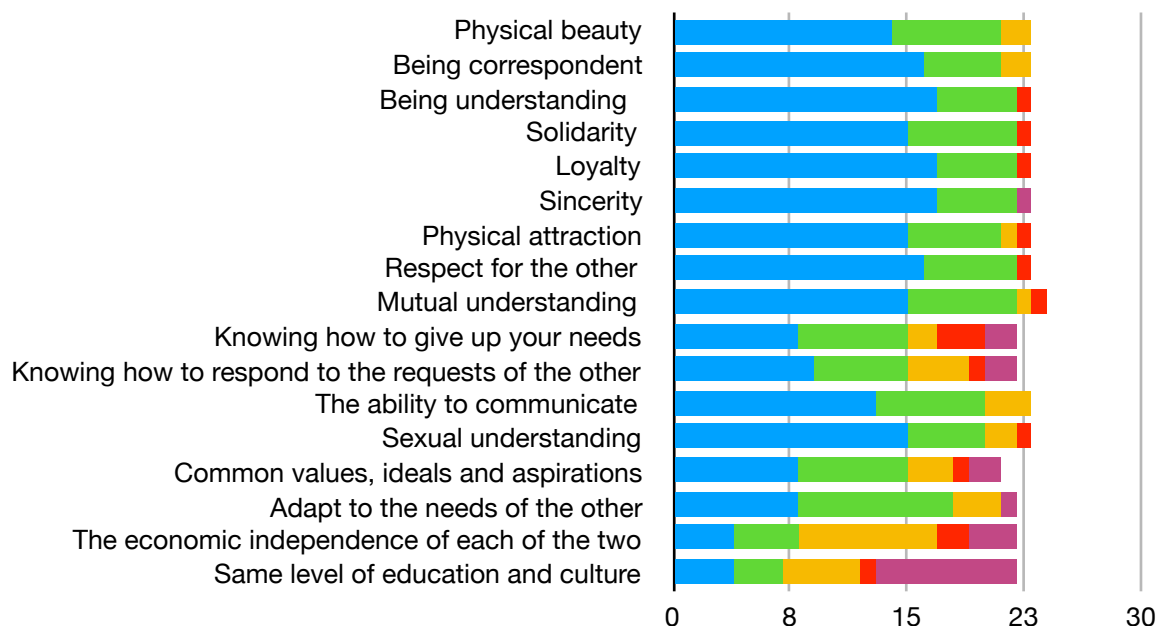
## PARENTS: MIRROR STATEMENTS - FEMALE -

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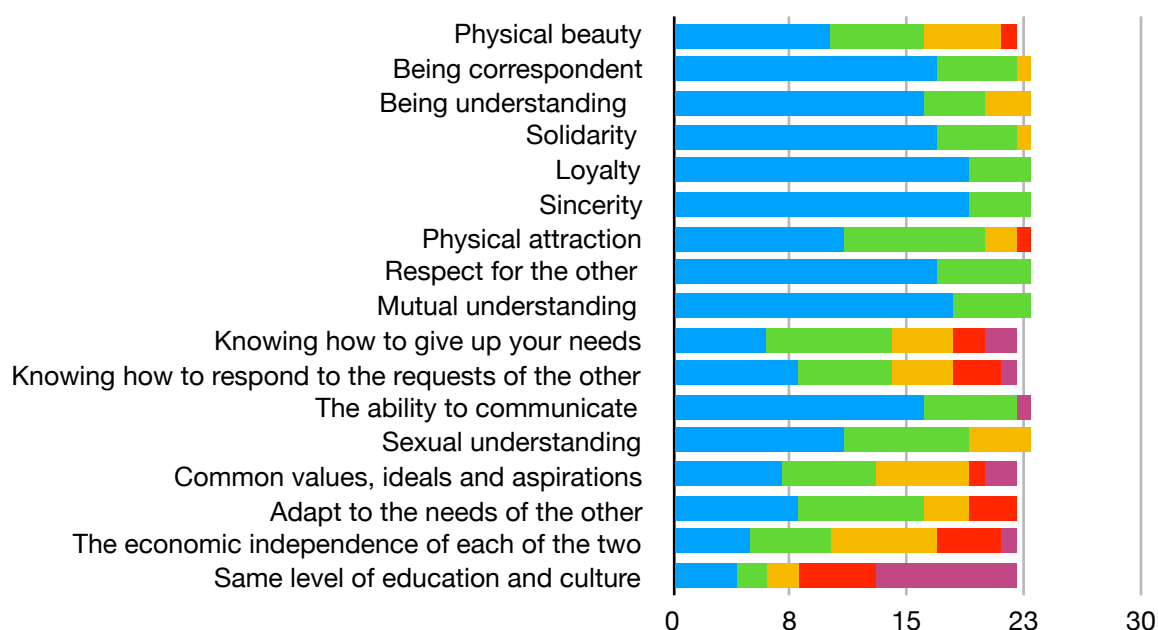
## PARENTS: MIRROR SENTIMENTAL RELATIONS - MALE -

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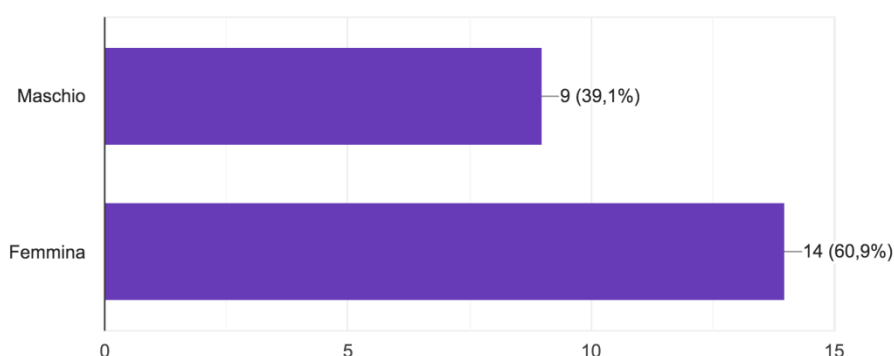
## PARENTS: MIRROR SENTIMENTAL RELATIONS - FEMALE -

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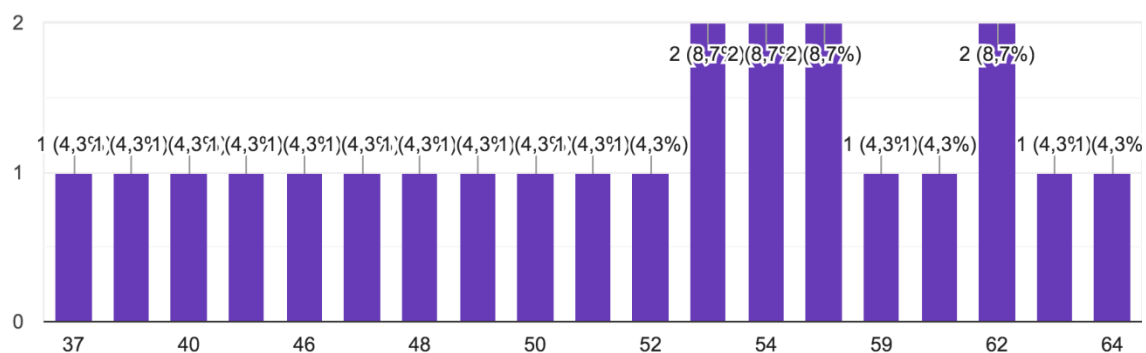


Twenty-three, on the other hand, were the interviews compiled by the **teaching staff** of the two classes, present in masse in both planned meetings.

Sesso  
23 risposte

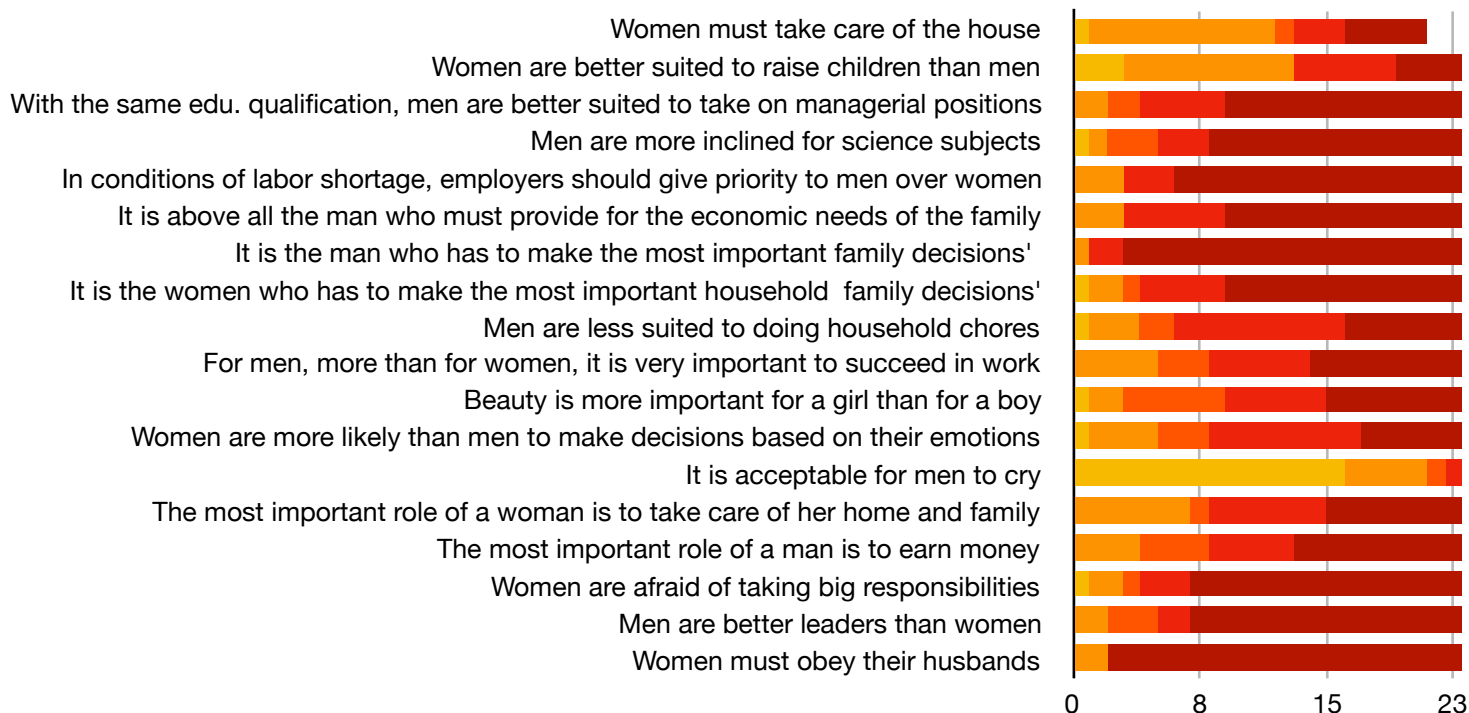


Età  
23 risposte



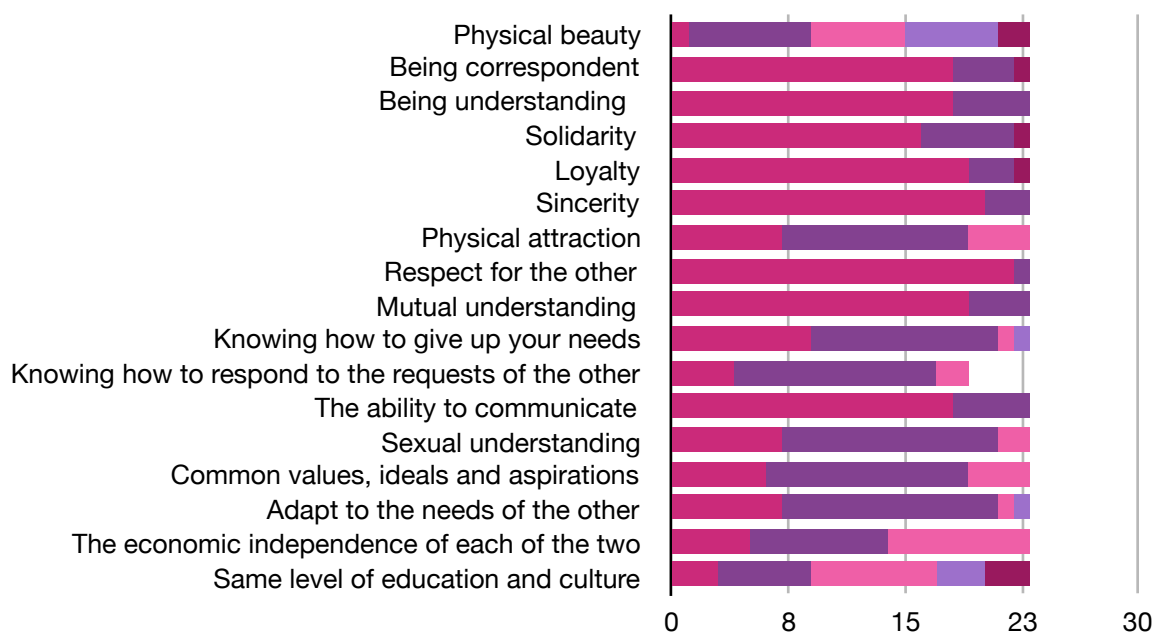
## TEACHERS: STATEMENTS

Very Important Important Neutral Not very important Not at all important



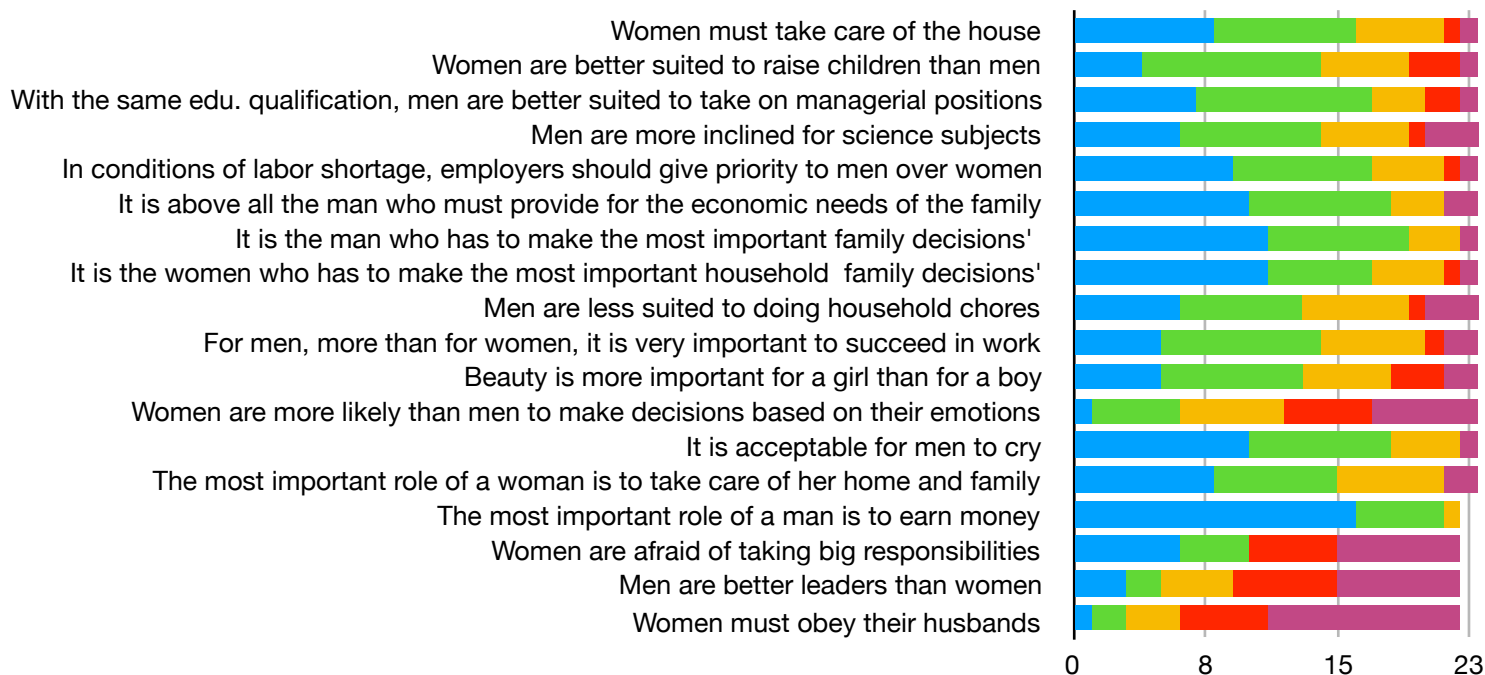
## TEACHERS: SENTIMENTAL RELATIONS

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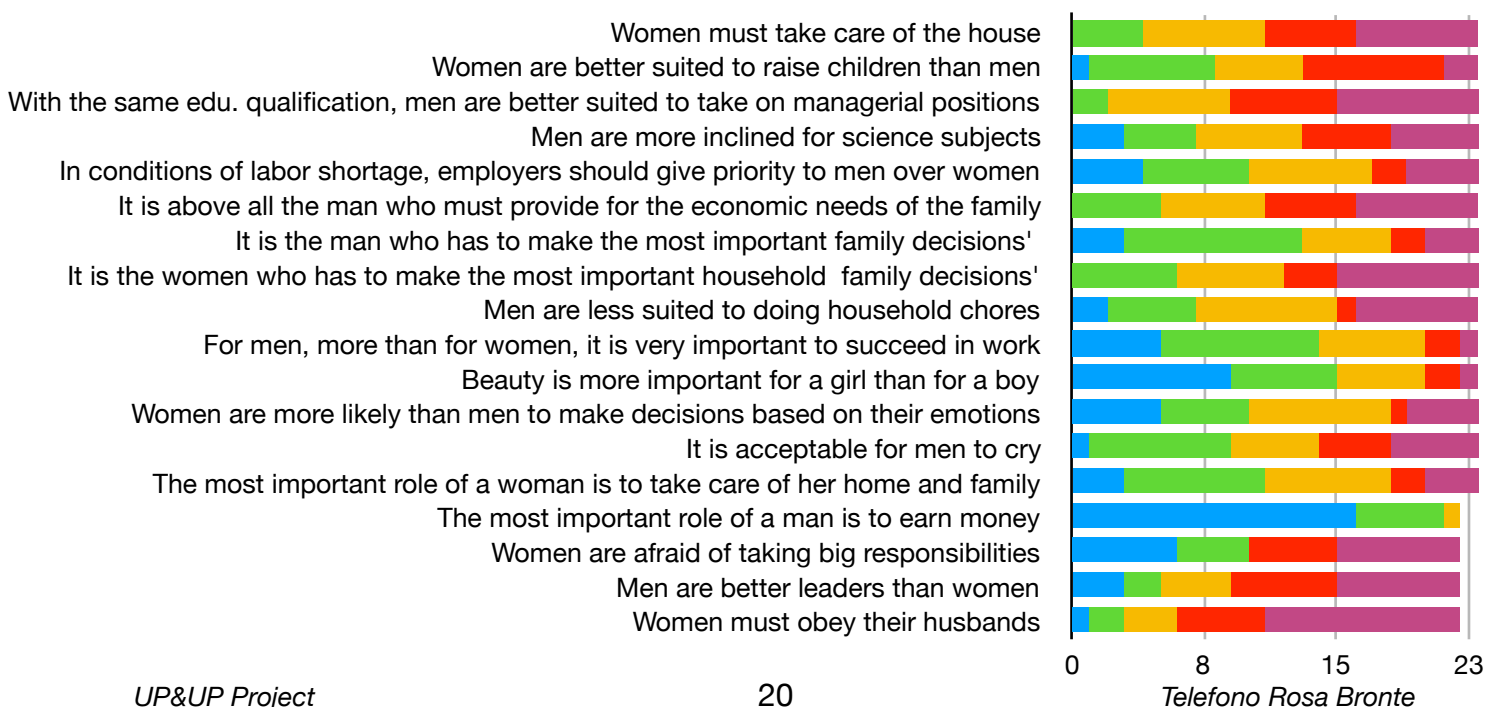
## TEACHERS: MIRROR STATEMENTS - MALE -

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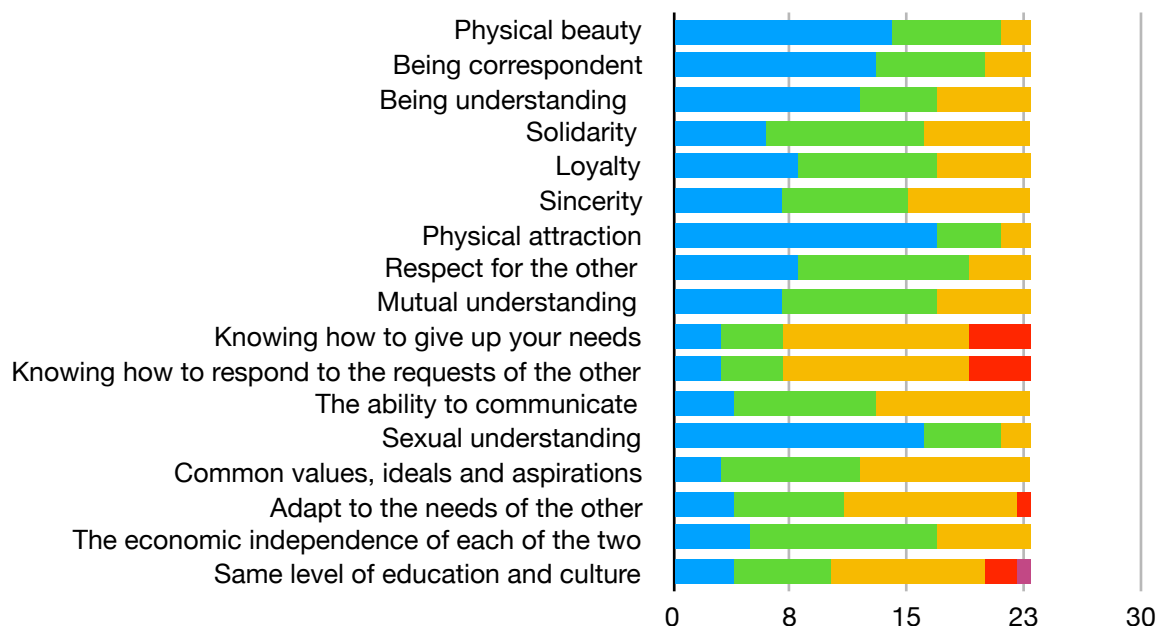
## TEACHERS: MIRROR STATEMENTS - FEMALE -

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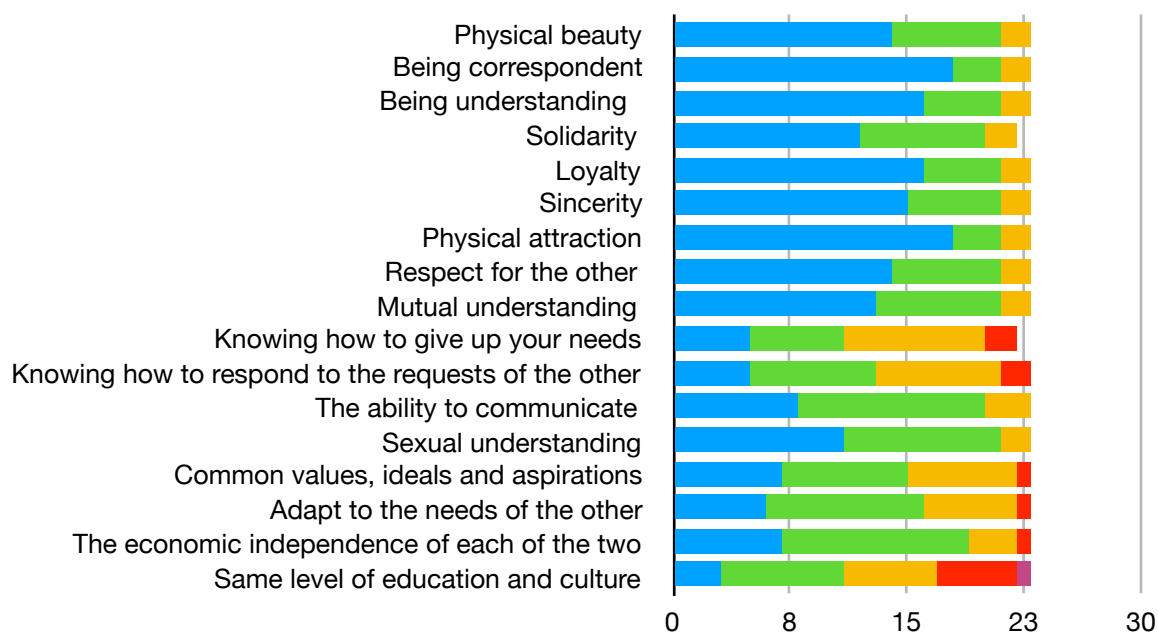
## TEACHERS: MIRROR SENTIMENTAL RELATIONS - MALE -

Very Important Important Neutral Not very important Not At All Important



## TEACHERS: MIRROR SENTIMENTAL RELATIONS - FEMALE -

Very Important Important Neutral Not very important Not At All Important



As previously reported, the questionnaire administered to teachers and parents aimed to identify, first of all, the presence of gender stereotypes related to violence, obtaining a result easily assimilated in many respects to ISTAT data on a national scale; the interview also aimed to understand how aware adults are of the beliefs transmitted to young people and where, therefore, it is possible to find useful space for gender training and education. From the direct debate during the meetings and from the results of the questionnaires compared to the data collected in the interviews of the students, it emerged the need for a continuous comparison on the topics covered with the aim of achieving greater awareness of the gender stereotypes that affect the lifestyle of young people: teachers and parents have in fact shown considerable amazement at reading some data relating to the responses of the class groups, especially with regard to conceptions related to the use of violence within the couple relationship as a useful response to the resolution of any conflicts.

## CONCLUSIONS

### *REFLECTIONS ON THE MEETINGS THAT HAVE TAKEN PLACE AND POSSIBLE DEVELOPMENTS*

Despite the presence not only of gender stereotypes in every age group but also of the actual difficulty of grasping some of the beliefs present among young people by adults, it emerged at each appointment agreed the desire of everyone to confront and expand their knowledge on the subject of gender differences. The students showed particular interest in the discovery of some stereotypes lived as natural everyday life, ideas and beliefs present in the family, work and social environment, which influence the relationships present in their lives and the roles they are called to play. The data detected during this first phase of the UP&UP project push us to reflect on how much can be put in place to reduce the conditioning of gender stereotypes present in the identified target. On the basis of this, it seems appropriate to structure for class groups the training courses which point to:

- the development of empathic skills within meaningful peer relations;
- the conscious use of language, too often the sexist result of its usual use;
- the recognition of dominant ideas that polarize the perception of a problem, conditioning one's coping and problem solving skills.

With regard to the teaching staff and parents, on the other hand, it seems useful to continue the project by structuring periodic meetings of comparison with the aim of:

- increase awareness of stereotypes and prejudices that often guide the choices and ideas of their sons/students, implementing strategies of awareness and education to gender through classroom games and moments of comparison, providing for periodic monitoring;

- prepare thematic meetings that, through simulations and comparisons on personal experiences, bring out the mechanisms of repetition of stereotypes reiteration present among adults who, as educators and parents, turn out to be among the main models towards which young people look to learn ideals, behaviors and values.