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OPERATIONAL OVERVIEW

STAGE IO-1

Intellectual **O**utput1



UP&UP
<https://www.upanduperasmus.eu/>

UP&UP - UPscaling trainers and educators competencies on gender based violence to UPscaling awareness among young people against violence

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

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 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
<i>Survey among students, youngsters,</i>	4 on line meeting	Numbers of questionnaire: 48 experimental class + 92 control class
<i>Survey among educators</i>	2 on line meeting	Numbers of questionnaires: 11 experimental class + 17 control class
<i>Survey among parents (optional)</i>	Number of on line and “live” meeting: 2 on line meeting	Numbers of questionnaires: 42 experimental class + 61 control class
<i>Reports of survey</i>	Elaboration of the results and visualization	Handbook with Italian results in Italian Handbook with Italian results in English



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Introduction

"Up & Up - Upscaling trainers and educators' competencies on gender-based violence to Upscaling awareness among young people against violence" it's an international project financed by the European Community under the Erasmus+ program.

The project is aimed at identifying the main gender stereotypes that, consciously or unconsciously, contribute to creating the conditions of inadequate relationships between men and women that too often become forms of explicit violence (physical, sexual, psychological, economic, or persecutory acts).

Led by the National Telefono Rosa in Rome, also the Telefono Rosa in Turin and the Telefono Rosa in Bronte (CT) operate in the various actions envisaged; at the European level, the following associations and organizations are involved: Incoma (Spain), Iracleiou (Greece), ECQ (Bulgaria), Filia (Romania) and S-COM (Sustainable Communication AISBL) for Belgium.

The whole project was divided into 4 parts, called *"Intellectual Output"*.

The first phase (I.O.1) is the one that ends with the drafting of this operational manual, and will be described in detail later on.

This will be followed by phase IO2, which foresees the drafting of a training package for educators, teachers, trainers, tutors, and in general all educational figures who interact with young people on a daily basis. It's a toolkit to recognize, prevent, and deal with gender-based violence in educational contexts: there will be learning units and tests aimed at verifying the acquisition of what is contained in each unit. The kit will be made available on this same website, written in the main European languages, but above all, it will be freely available to anyone who intends to carry out an educational pathway dedicated to youth training on male violence against women.

Phase IO3 involves the design, and modulation of two parts of the website which is now in the implementation phase. One of the parts will be public, and as indicated for phase IO2, will contain all the materials accessible to any educator. The second part will be private: inside, through an accreditation system, will be possible to exchange communications between the partners promoting the project, as well as information and materials useful to monitor the use of the kit and the outcomes related to its use.

Finally, the final phase, called IO4 (Intellectual Output 4) is strictly connected to the monitoring and evaluation activities of the whole project, with the intention of preparing a system to evaluate the acquired competences according to precise criteria of mapping and clustering by competence areas, learning outcomes, model levels and definition of the addressees of the whole training package.

Each phase of the project foresees frequent contacts between project workers and continuous comparisons between the Project Managers of the different associations and bodies involved in each phase of the program.

In the initial project, a periodic face-to-face meeting was foreseen: the first one, during 2019, took place in Brussels, while the next one, scheduled in Seville in June 2019, took place remotely due to the known restrictions caused by the health emergency linked to Covid-19.

The IO1's phase of the Telefono Rosa Piemonte

Started in September 2019, the UP&UP project has a three-year duration, with closure planned for August 2022.

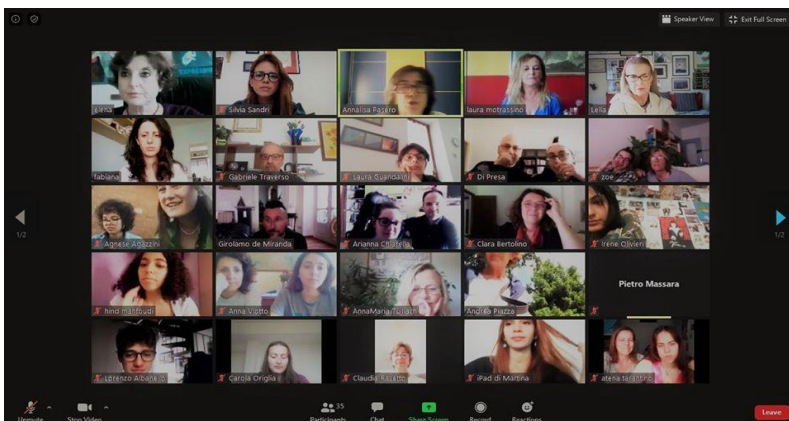
The first operational phase, as mentioned in the introduction, started several months ago, but was confronted with a sudden and new situation: the pandemic originating from Covid-19 and the need to reformulate/re-organize all the phases envisaged by this first part of the project.

The initial phase, in fact, envisaged the identification of two educational structures (in our case, two high schools in the city of Turin); in both, a class would have benefited from a training session on the theme of gender stereotypes, to be held at the respective sites.

Following the training initiative, a questionnaire would have been proposed, on a paper model, aimed at detecting the main stereotypes present in girls and boys between 17 and 19 years.

Immediately afterward, all the teachers in the class and all the parents would be involved in the survey, of course on a voluntary basis.

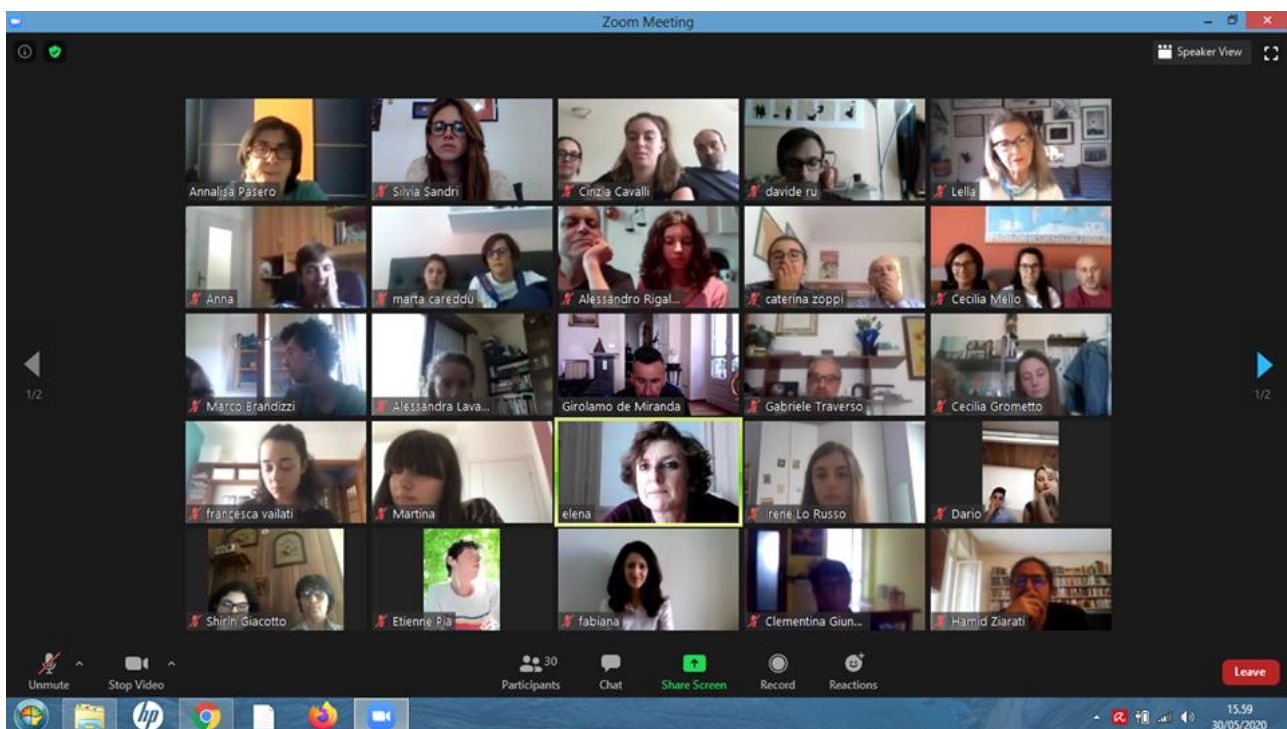
A similar initiative would be carried out in a parallel class, but without any prior training of the students: a paper questionnaire would be sent to them as well, which would then also involve the parents and teachers of this second class.



All the data would then be incorporated into an analysis of the main stereotypes present both among young people and, in particular, among the adults involved in their education. As mentioned above, the same structure was planned for both schools involved in this phase of the project.

However, after approval by both school managers, the operational phase encountered a sudden lockdown due to covid-19.

It was, therefore, necessary to reformulate and delay all the activities: the schools had to equip themselves with distance learning systems, i.e. platforms capable of maintaining continuity in teaching and which in our case proved indispensable for educational contacts with the class. For this reason, further collaboration with school managers and secretariats was necessary: it was a question of using the reserved platform of each school and above all carrying out the compilation of questionnaires online, which required the e-mail addresses of all students, parents, and teachers. For this reason, we would like to thank the school secretariats who provided the link to the Google Forms that were used to enter the questionnaires and receive the various responses, while fully respecting the sensitive data held by each school.

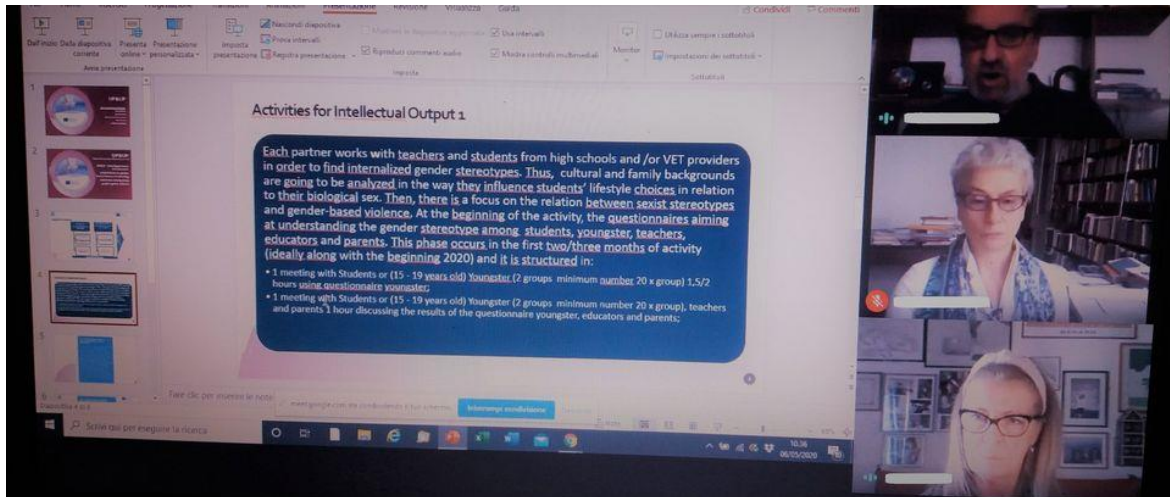


Despite the apparent logistical difficulties linked to the use of the Zoom and Google Meet platforms, the remote training was well attended by young people from the various classes.

The entire sessions were video-recorded and can in themselves constitute elements of sharing and training for other classes.

The meeting with the experimental classes (those who had also had the initial training) then had a specific conclusion with a moment of “restitution”: the results of the questionnaires

were, in fact, the subject of a subsequent contact (again, remotely) with the presentation of the results and a sharing of the outcomes, in search of the implicit and explicit meanings of each outcome.



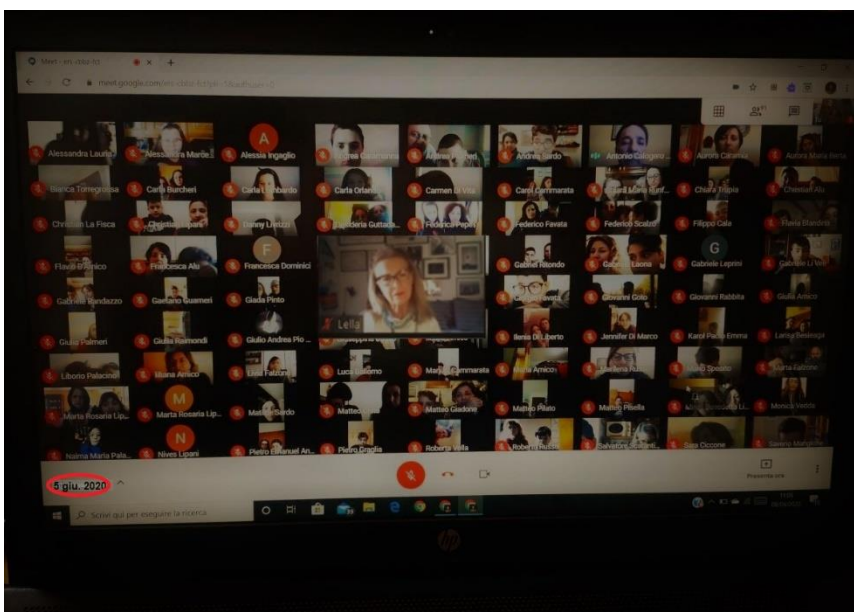
One aspect should certainly be emphasized: while, on one hand, the questionnaire overlapped the opinions of young people, parents, and teachers, on the other hand, a specific section of the questionnaire asked the adult world what, in their opinion, would be the responses given by young people, both female and male.

In other words, the aim was to find out what level of awareness, attention and

communication was between the adult world and the youth world on the general issues of gender relations.

The results were very interesting and will be summarized in the next section of this “handbook”.

It's worth noting the significant participation in the “return meetings” for the experimental classes



both the class teachers and, above all, the proximity of several parents to their daughters and sons, who actively contributed to the debate that emerged.

Commenting the data, and above all what emerges from tests linked to one's own particular reality (and not to generic statistics in which it is often difficult to find a subjective dimension), takes on a formative and reflective dimension. This may be the origin of a change in situations that remain, although partially, anchored to traditional stereotypes and difficult to deconstruct, as we shall see later.

General results of the survey

It should be remembered that this fundamental part of the project was aimed not only at detecting generic stereotypes, but also at identifying and sharing those that belong, more than others, to the groups being specifically surveyed.

In itself, this indication also goes in the direction of advising those who wish to use the survey and analysis materials in the future not to proceed with predetermined content but to analyze the particular forms of beliefs that hinder an effective relationship between the genders.

Identifying fundamental stereotypes has the primary aim of creating awareness of the differences between males and females and of the need to recognize equal opportunities for everyone, noting attitudes and obstacles to achieving real equality between genders.

Defining stereotypes and gender, and assessing how they affect girls and boys from childhood, also means understanding how they influence important choices, such as education

or working life. The answers given to the questionnaires also allow young people to understand how, sometimes unconsciously, there are external influences linked to stereotypes that are deeply rooted in the ideas of the educational contexts from which they come, be they family or school.

Particular attention is paid to people's view of themselves, the role of beauty, the meaning of sexual attraction and intimacy, and an analysis of the role of values, ideals, and cultural affinities in relations that are appropriate to the rights of each person, whether female or male.

Especially in meetings (in presence or, as in our case, remotely), attention should also be focused on the effects of the presence of these stereotypes: in fact, it's not only a question of analyzing beliefs and their specific contents but of assessing how they condition people's actions and how they determine their actions.

We have already had the opportunity to analyze the meaning of the term "stereotype": as a minimal and poorly articulated unit of thought, it doesn't only contain the

representation of a “poor” thought but a real unit of uncritical thought, acquired over time, which has direct effects on human behavior. In cases of male violence against women, stereotypes represent one of the main motivations behind this phenomenon and, as already stated, they are not only units of thought but sources able to guide action.

In Italy, the most recent survey on stereotypes was produced by ISTAT (National Institute of Statistics) in 2019 based on the analysis of data for the year 2018.

As a purely illustrative example, we report the graph published on the ISTAT website: it concerns a question that does not relate to this survey but to ideas linked to particularly widespread couple behavior.

FIGURA 2. PERSONE DI 18-74 ANNI CHE RITENGONO ACCETTABILE LA VIOLENZA NELLA COPPIA ALMENO IN ALCUNE CIRCOSTANZE PER REGIONE E SESSO. Anno 2018, per 100 persone della stessa regione e sesso

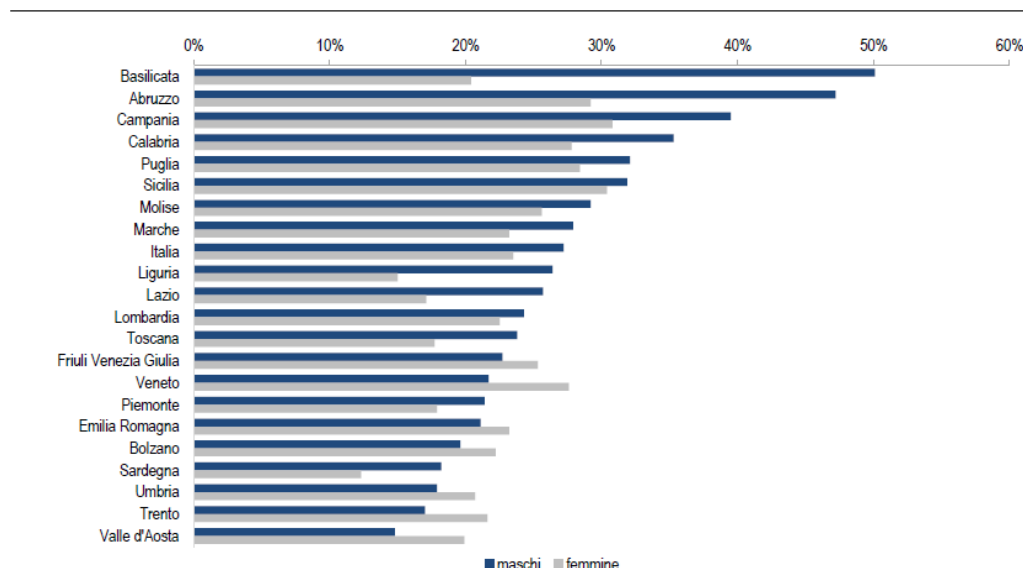
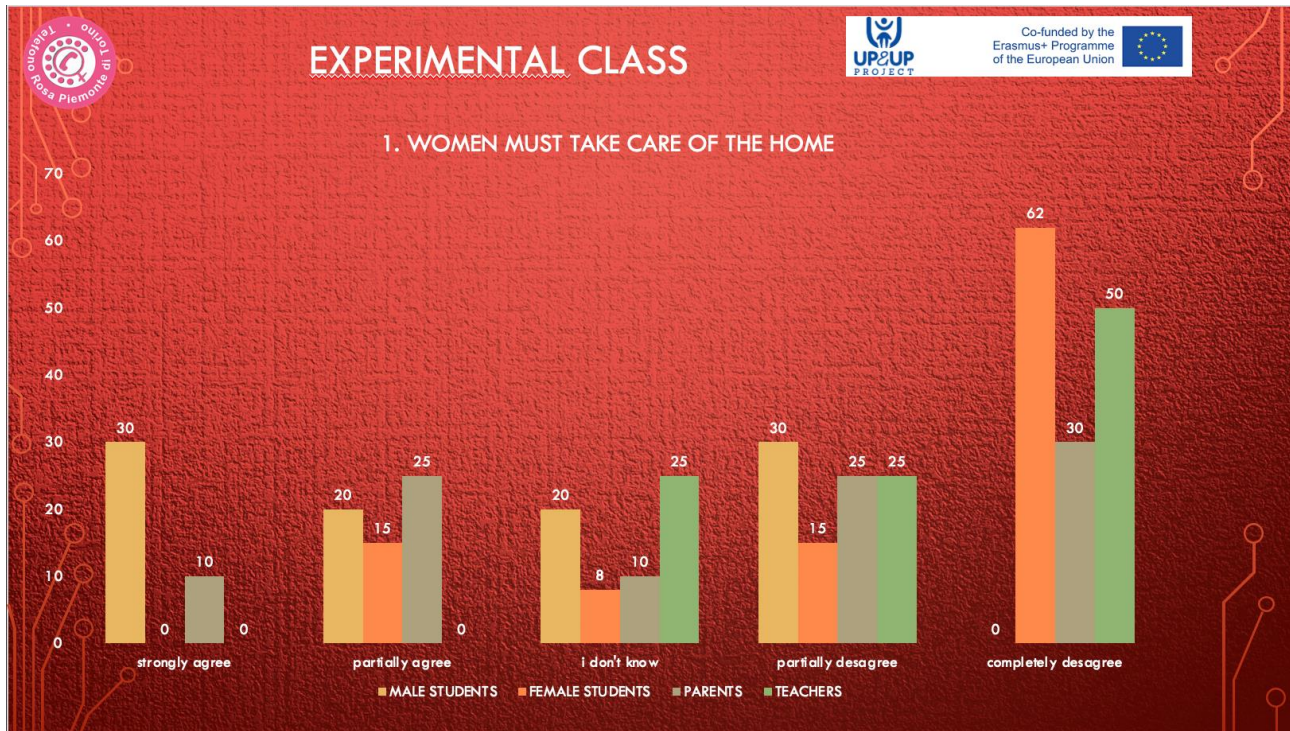


Figure 1, source: Istat web site (2019)

These data make us aware that in our society violence in couples is considered acceptable, although “only” in some circumstances. This is precisely the element on which we based the next phase of the European project, dedicated to stereotypes, highlighting the even more serious fact that in some regions the percentage of those who admit forms of violence in the couple is even higher in the female gender than in the male one.

These are certainly very disappointing results, and even if they are not part of the questions linked to the questionnaire we are going to discuss, they derive precisely from the minimum units of thought that were analyzed with the questionnaires proposed in the various European countries participating in the project.

Let's now take a closer look at some of the results of the questionnaire, bearing in mind that here we're basing ourselves solely on the data deriving from the survey carried out in the experimental classes and not on the control classes (those that did not benefit from initial training). The first slide already shows a significant fractioning of responses.

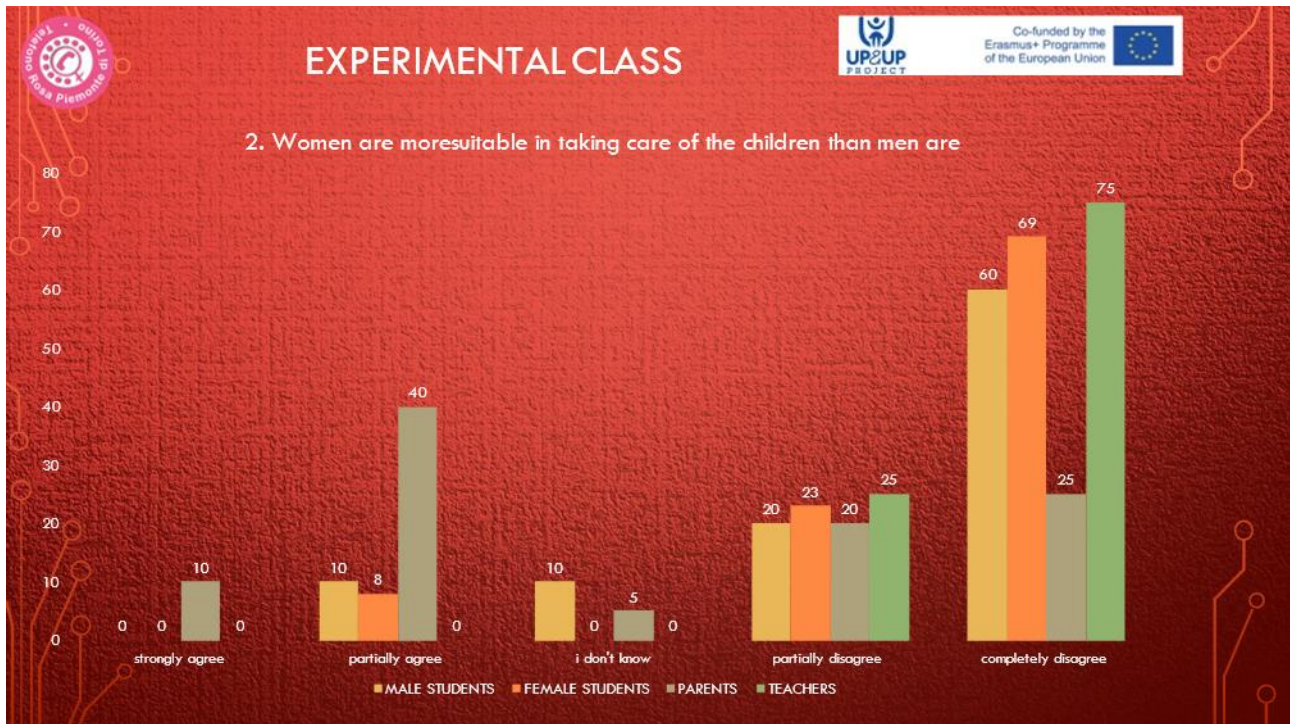


50% of males, together with 35% of parents, agree (very much or partially) that “women must take care of the home”. Only 15% of girls (a minimal but not negligible) share this line of thought.

Men's awareness of childcare is different: only 10% of males agree that women are more capable of caring for children, compared with 50% of parents who think this is true.



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Fortunately, the hypothesis that men are more capable than women of holding managerial positions with the same qualifications is almost totally rejected by all components (girls, boys, parents, and teachers), as is the fact that men, compared to women, are not more suitable at scientific subjects.

There is also almost a total disagreement with the idea that “men should be given priority over women in times of employment crisis”, that men should not be the ones to provide for the economic needs of families, and there is a total disagreement that men should make the fundamental decisions affecting the family.

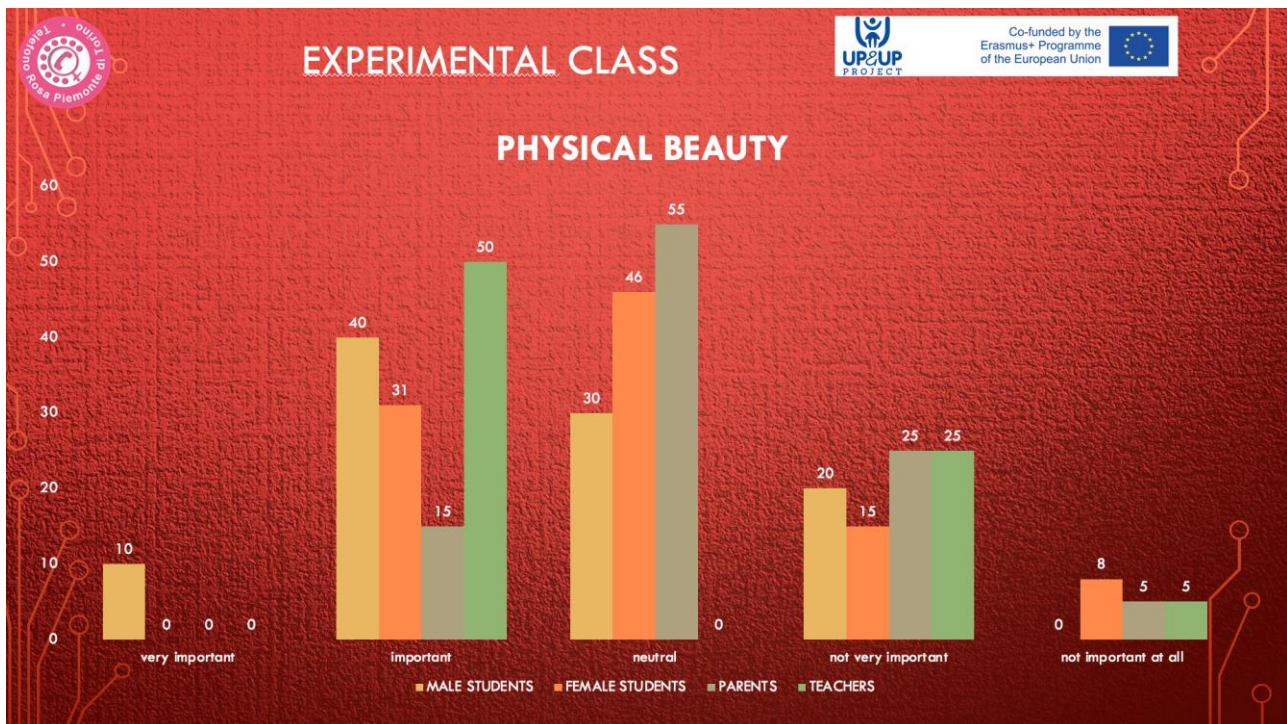
The students in the experimental group disagree that women are more likely than men to make decisions based on emotions (around 90%), teachers give the same answer 100%, but only 55% of parents have the same opinion.

Taking care of the home and family isn't considered to be the most important role of a woman (and this applies to students, parents, and teachers), there is a total disagreement that women are afraid to take on great responsibility and that men are better leaders than women, and there is a total rejection of the assumption that women should obey their husbands.

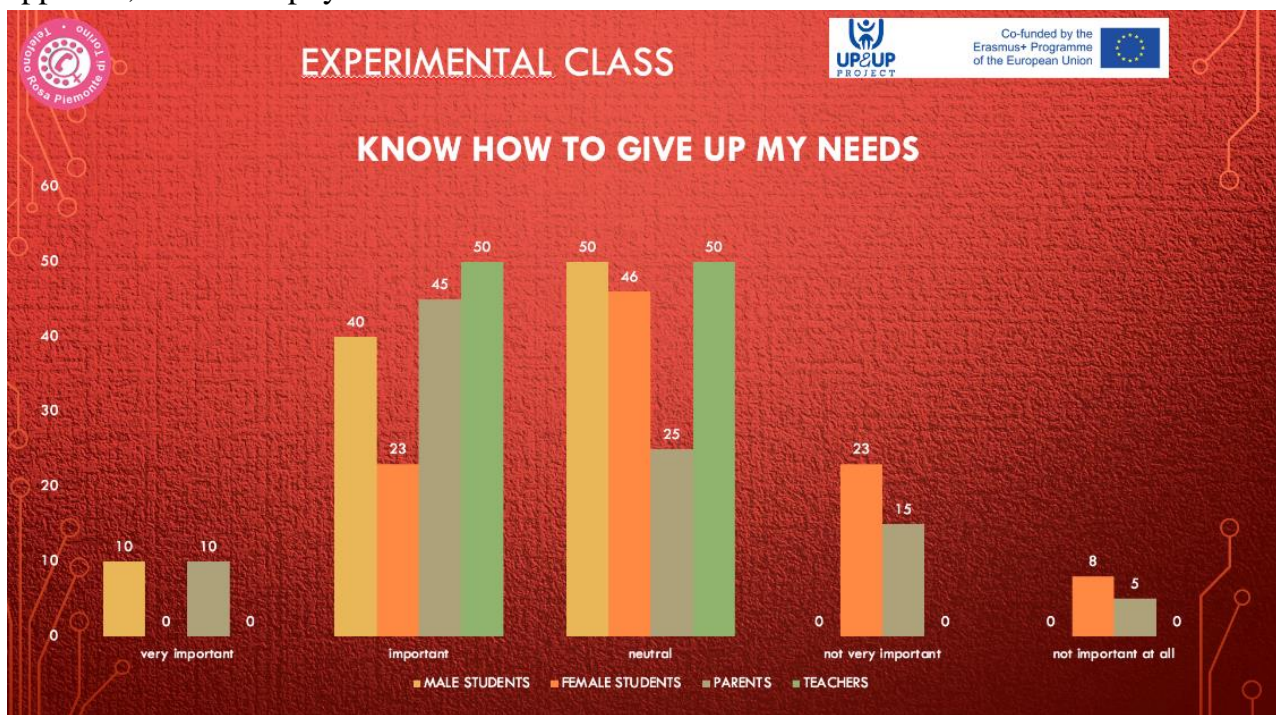
A second part of the questionnaire referred to the importance of different aspects in the life of a couple.



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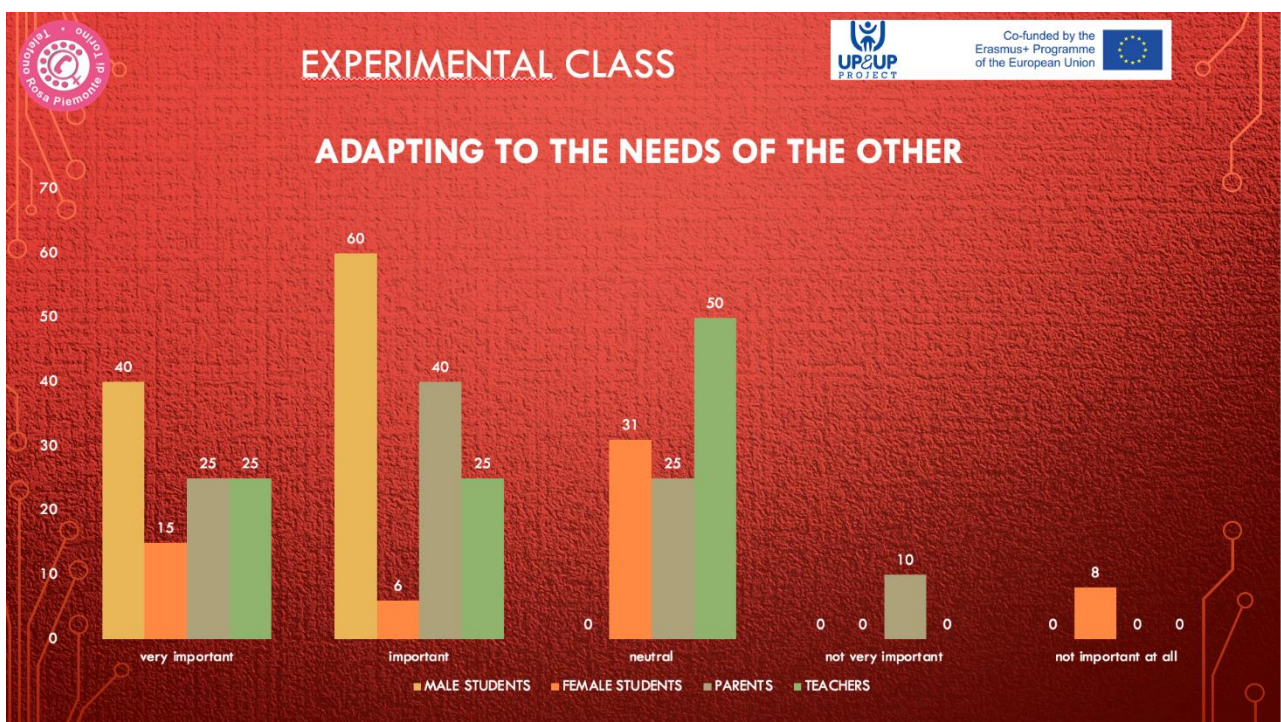


There is a split opinion on “physical beauty”: interestingly, 55% of parents give a neutral answer, but in general, 50% of males and only 31% of females among students consider it important. Some areas are rated equally by all three components. For example, being corresponded, being understood, solidarity, loyalty, respect for the other, mutual understanding and sincerity seem to be the elements that receive almost unanimous approval, as well as physical attraction.



The answers to the theme-related to “know how to give up my needs” are interesting. Rather high, the percentage of neutral answers while it’s important for 50% of the answers of male students compared to only 23% of the answers of females, as well as 45% and 50% respectively of parents and teachers.

However, 31% of girls consider it either not very or not at all important. This is a theme on which the female gender is probably affected by the awareness (experienced or even just intuited) that giving up one's own needs may represent a limitation of one's autonomy and freedom.



The theme of “always being able to respond to the other person's requests” also scores 60% as a positive rating of importance for male students compared with only 38% for girls.

Equally important for all the categories surveyed is the ability to communicate and sexual understanding, as well as common values, ideals, and aspirations.

Again, split responses on the theme of “adapting to the needs of the other”.

The last two answers were devoted to two aspects that are very much felt in the different generations.

Economic independence, one of the pillars on which personal autonomy is based, is considered important or very important by 20% of students and 77% of female students.

This is a very significant gap in the role economic autonomy plays concerning to the female gender and how incisive economic violence is within couples.

Here, however, the adult experience is clearer: 85% of parents and 75% of teachers affirm its importance.

Having the same level of education and culture is neglected by young people and parents, while 100% of teachers consider it important.

Here it would seem to weigh on the parents a truly stereotypical position, while it's understandable that a romantic view of love relationships may lead girls and boys to respond with a negligible role in the life of a couple.

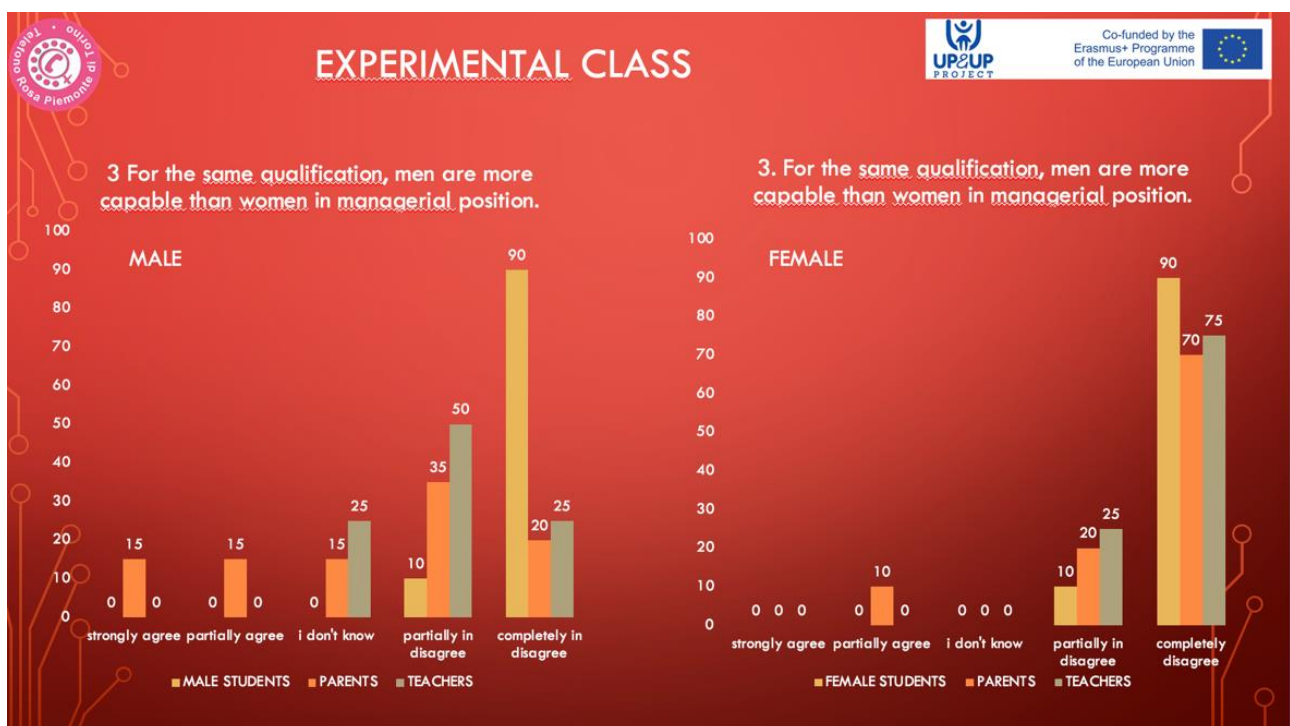
How do adults think girls and boys responded?

A very interesting aspect of the survey concerns the answers given by parents and teachers on what, in their opinion, young people would have responded to the various items. Let's start from a general consideration, which sees on the part of the adult world a greater intuition or knowledge of the girl's world compared to the boy's world of the same age.

There are several hypotheses: the most plausible is that young females have a more evident expression of what their opinions are. Consequently, the adult world is aware of this, at the expense of the male's world, which is more hermetic or just less expressive in this age group (which, let us remember, is between 17 and 19).

Or else, the attention and sensitivity lead educators (parents and teachers) to favor an attentive - and perhaps even partly controlling – an attitude more to the female components than to the male one.

An example is the graph below.

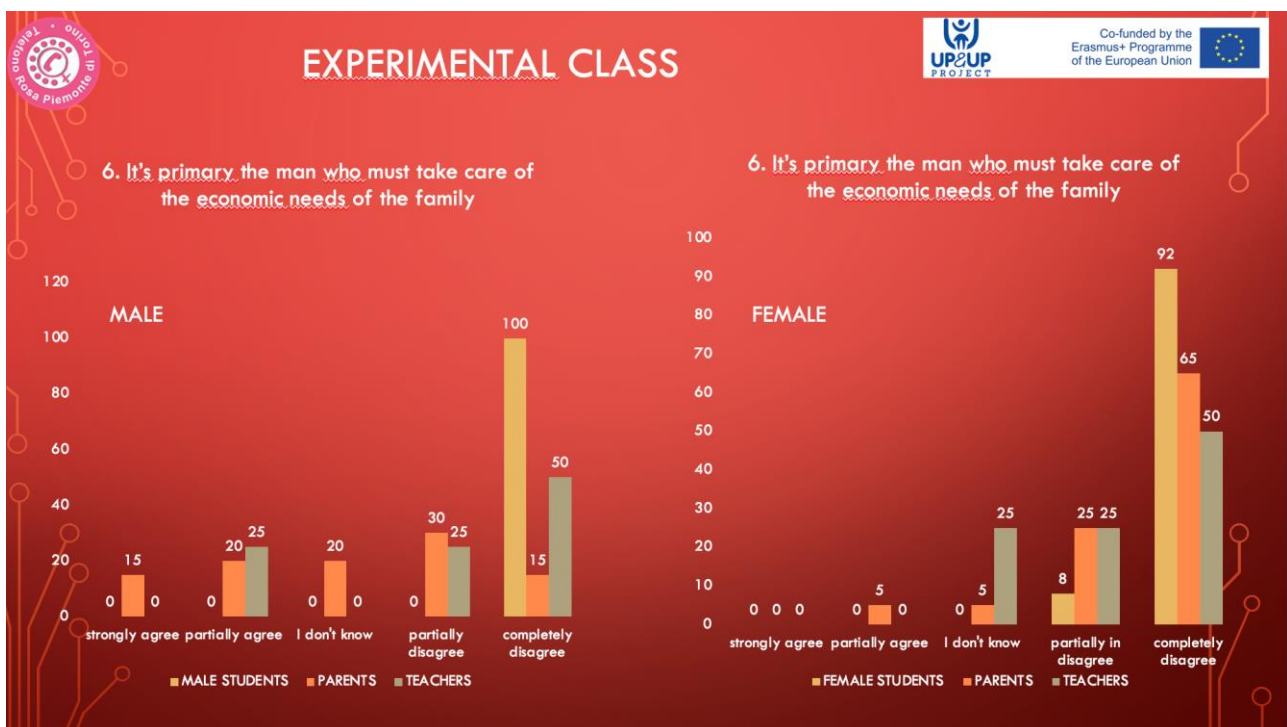


Compared to a substantially equal opinion between males and females, educators and teachers on the answer “completely disagree” respond coherently about females but very unknowingly concerning to their male peers.

The same could be said for the statement “in conditions of labor shortages employers should give priority to hiring men over women”.

If both males and females respond in the same way that they completely disagree, the perception of adults is close in a major way to females but wrong about males.

In other aspects, the perception of the adult world is wrong towards males as well as towards females. Let's have a look at the graph below.

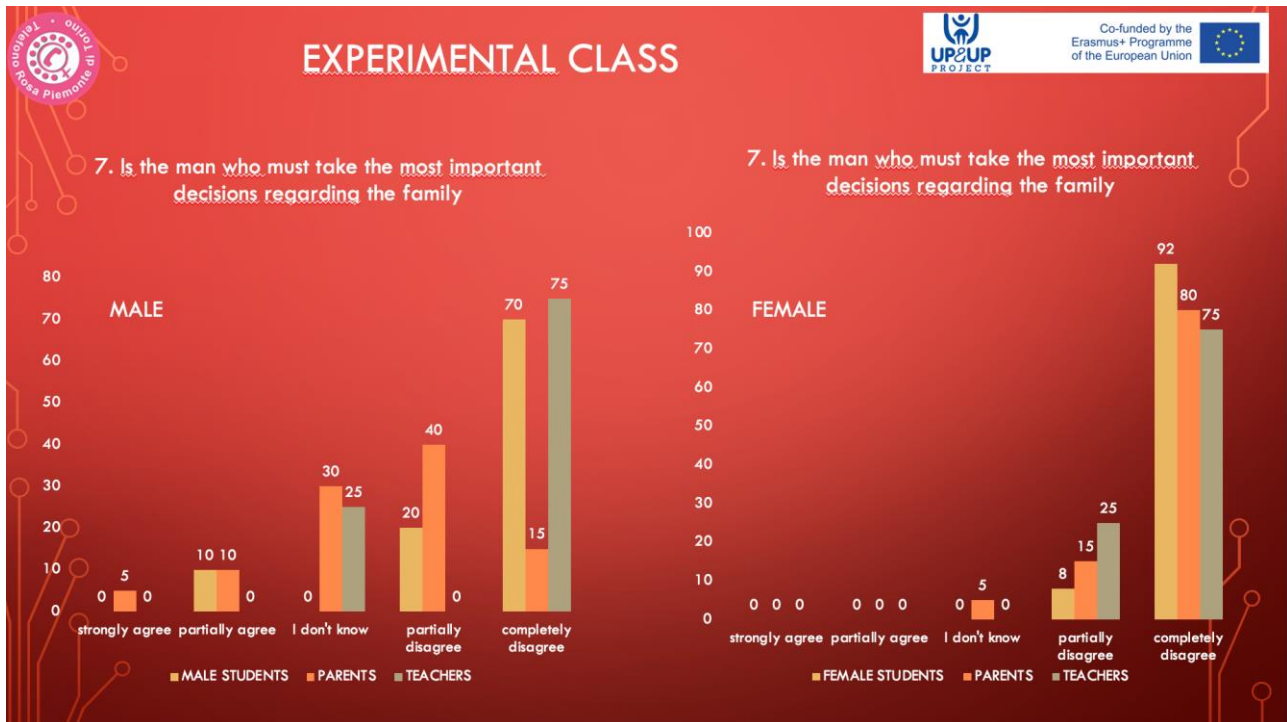


Even if a significant understanding of girls' opinions persists, here the differences are more evident: this is the demonstration that certainly the adult world contributes to the intergenerational transmission of stereotypes (of which, sometimes, adults are not even aware) to the point of considering that the answers of the young world can be very different from their own.

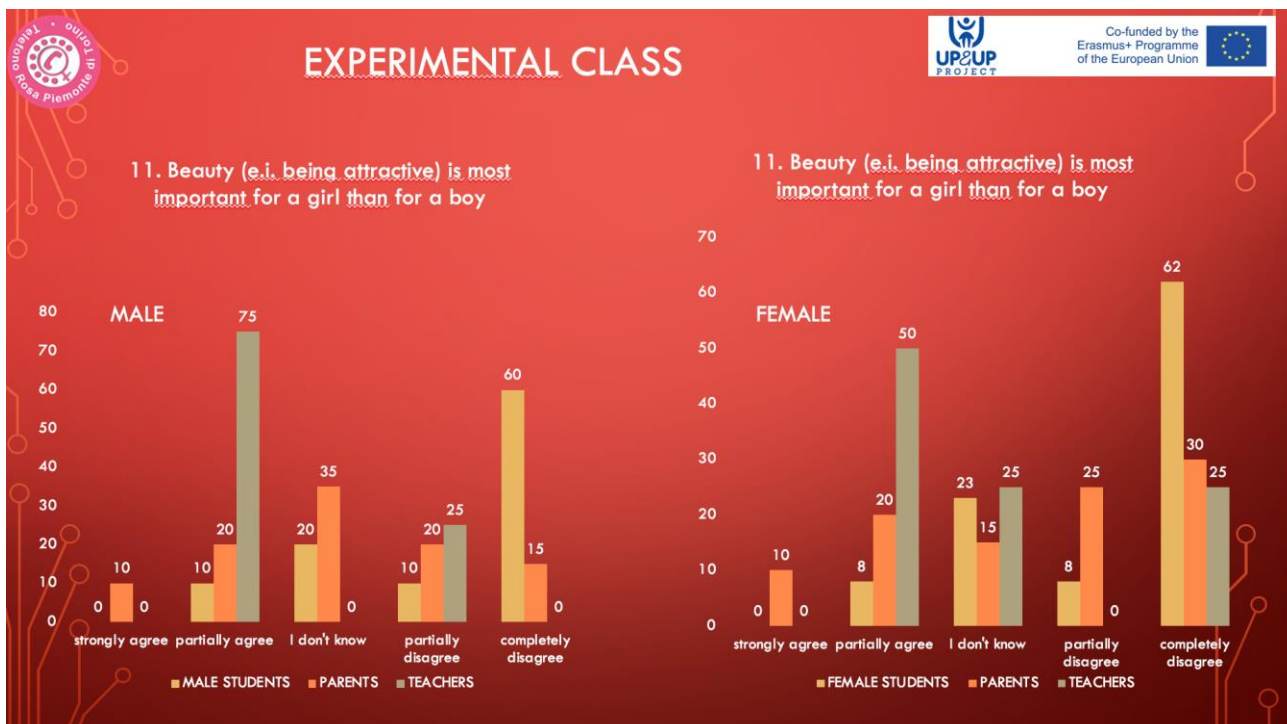
The general analysis becomes very topical when it turns to the issue of the man who has to make the most important decisions concerning the family. Adults seem in syntony with the answers given by the girls, while for the boys is evident the lack of perception of the answers, particularly from the parents.



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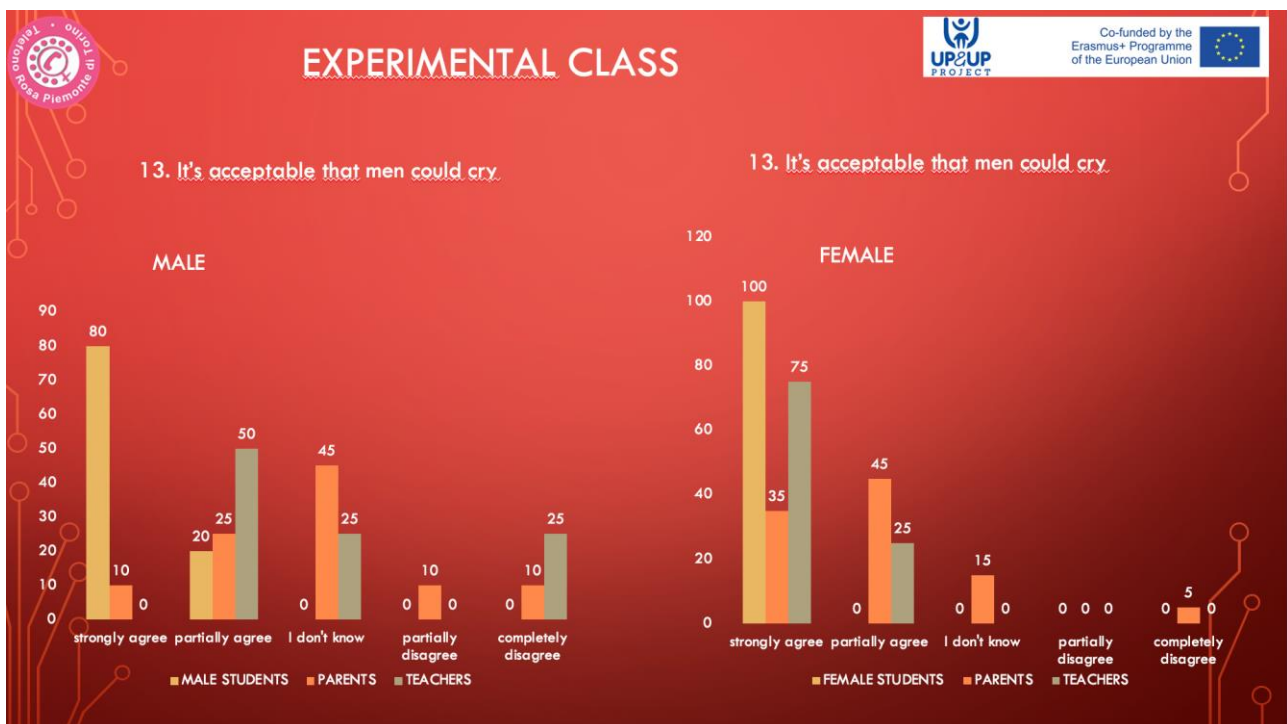
Teachers think that male students disagree that men are less suitable for doing household chores: 75% of teachers think so compared to only 30% disagreement expressed by boys. 100% of boys and 93% of girls think it is not true that it is more important for men than for women to be successful at work. Yet only 30% of parents and 75% of teachers thought that was the answer.



The role of beauty is another element of interpretative dissonance.

Teachers think that it is important for males, as well as for females (although to a lesser extent). Hypotheses that are decisively disproved by the students's direct answers.

80% of males are very likely to agree that it is acceptable for men to cry: but only 10% of parents and 0% of teachers note this.



The examples could continue for many of the analyses that were carried out during the survey.

Here, since we have to favor synthesis, we refer to the publication of the data of the experimental and control classes in full, which will be published in full, with graphs, as soon as possible.

Which comparison with the control classes?

We imagine that a certain amount of interest will be directed towards a possible comparison between the results of the questionnaires in the experimental classes and the results in the control classes. We avoid proposing a comparative synthesis, especially in order not to give in to a judgmental attitude towards the different categories of young people (including their parents and teachers).

Is enough to say that in general, the results are substantially overlapping, even if it must be admitted that the classes which have had a minimum of initial training gave answers less linked to stereotypes and more tending towards a judgment of equality.

However, we must bear in mind that the experimental classes have benefited from a short initial training period over the course of several school years: thanks to an interdisciplinary approach, they have been able to study the relationship between genders and male violence against women in greater depth in historical, linguistic, social and philosophical terms. However, the observations made both in the initial contacts with the teachers of reference and those made during the training and the final restitution meeting, point to the presence of attitudes that require a proper in-depth examination.

Stereotypes are a type of thinking that we could define as sterile, which tends to give way when confrontation, discussion, or reflection is proposed.

Just think of the attitude of many boys in exercising control over their girlfriends (e.i. deciding what the girl can or cannot wear, whom she can or cannot have contact with on social networks, checking outings with friends and mobile phones...): this is interpreted by boys as legitimate behavior and girls, in turn, accept these forms of control as a manifestation of protection and love. The same can also be said of violent manifestations of jealousy.

These are unequivocal facts that in the interpretative phase lose their seriousness in function of a presumed manifestation of interest, which is nothing but possession.

What instead appears clear, is the importance of a different commitment of all the educational institutions (family and school, above all) that with harmony - not always easy to achieve (and the divergent opinions appear also from the results of the questionnaires) - should set themselves as a common and coherent reference towards the young generations in order to attenuate first and then modify, at least where possible, the attitude towards the main stereotypes present among young people.

This is undoubtedly a very complex objective to achieve, considering that the adult generations are far more impregnated with stereotypes than the younger ones.

What is the level of acceptance about gender's violence that comes through the answers?

In these terms, the question can only have one answer. Especially in formal and informal educational contexts, it is evident that among young people (and their educators) there is a clear tendency to reject any form of gender-based violence. We think this is partly because in the training proposals - especially if they are created, organized, and managed by

an anti-violence center - sexist or anti-gender equality opinions are practically never expressed, but rather a clear rejection of any male violence against women.

But let us also think about the possibility that many stereotyped ideas are unconscious and it's not so easy to identify the relationship between formally stereotyped thoughts and violent behavior towards the female gender: this is a belief that can admit the presence of minimal units of thought that are transformed into ideas, beliefs and then into violent behavior.

In any case, from the answers obtained there seems to be a very low level of acceptability of violence.

Instead, the attention of the educational agencies should be drawn to the careful monitoring of the minimum units of thought, which may be trivial, but which, if nourished over time, become beliefs that can turn into violent behavior.

This is also the place to recall the role and functions of the *Eurobarometro*.

Since 1973, the European institutions have commissioned periodic opinion polls in all EU Member States, and since 2007, the European Parliament has launched its own specific series of polls, the *Eurobarometro*.

As the data are numerically and qualitatively complex, the polls make it possible to assess citizens' attitudes in detail.

We read on the website that

*"[...] the Parliament also uses Eurobarometro surveys to gauge public opinion on specific issues, focusing either on specific socio-demographic groups, such as young Europeans or on issues related to the work of the institution, for example **gender equality** or the social and economic crisis."*

We can therefore assume that greater attention at the European level on gender-related issues, and especially on the problem of male violence against women, could allow not only to carry out more widespread and incisive surveys but also to promote policies of equality and fight against the main stereotypes that are present on the European territory and that still constitute extremely fragile elements in the relations between genders and especially in the fight against gender-based violence.

What to do in the immediate future?

Those who come to read this report can make a dual-use of it.

On the one hand, it's a document which, in its general outline, but also in the attachments which will subsequently be included in this section, will provide a picture of the experimentation of a useful procedure to be proposed in the respective environments, especially in education.

In time, manuals will be prepared on how to use procedures useful for identifying and deconstructing the main stereotypes linked to gender and the relationship between genders. However, we would like to anticipate some useful considerations.

1. It's essential to be able to envisage in educational establishments, but also with the collaboration of families, specific courses that can be carried out either as stand-alone modules or as a transversal interdisciplinary use.

Stand-alone modules should become part of the educational program, but the transversal nature of the disciplines requires that within the individual programs (Italian, history, sociology, psychology, philosophy, foreign language, etc.) each teacher or group of teachers can deal with the subject of the relationship between genders and the relationship between them in a historical, linguistic, sociological etc. sense, offering an interdisciplinary view;

2. These initiatives should not be standardized, but should include the acquisition of the necessary information to verify the specific reality of the young people to whom the initiative is addressed: in this sense, the questionnaires used in the project have proved particularly useful;

3. It's not appropriate to envisage numerically, and therefore qualitatively, limited modules. What is needed instead it's addressing the issues over the whole school year, with weekly modules, to propose a coherent and in-depth pathway, forming part of the general pathway of growth and maturation of the younger generations.

On line or off line?

Even with all the limitations and criticalities linked to the didactic and educational pathways of Italian schools, in which the coronavirus emergency has imposed the use of distance learning, the initiatives carried out online have in any case proved to be very useful, so much that in the future it will also be possible to allow initiatives carried out partly in person and partly online.

Being able to go into young people's homes or rooms, into the places where they live their daily lives outside the school context, with their parents (and siblings), refers to an intimate, personal, vital localization of their personal lives, and not just a routine topic to be used in classrooms.

Beyond the health emergency, and therefore hoping for a prompt return to normality, these new forms of long-distance contact also allow us to tune in to the methods used massively in the world of youth: the computer, social networking, virtual communications. Obviously, of the two images below, perhaps one will have greater significance for those who read us, but it's worth reflecting on whether by chance both are not useful and usable means.

