

**Report on the Skills Gap
Regarding Gender Stereotypes: Teachers, Parents, and Students of Digenes partner schools from Poland, Sweden, Italy, and Turkey**

**DIOGENES: Digital Storytelling
to Foster Critical Thinking on Gender Stereotypes**

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Introduction on the DIOGENES project

Diogenes Project aims at promoting – in particular through innovative and integrated approaches – **gender equality, non-discrimination and social inclusion**.

Specifically, the project goal is to address the difficulty that students have to activate information processing in a critical way, regarding a sensitive topic as gender equality. Moreover, it aims to promote- in particular through innovative integrated approaches - **shared values, equality, social inclusion, diversity and non-discrimination**.

To achieve the above-mentioned objectives, the project is going to firstly develop IO1 - Digital storytelling laboratories to stimulate critical thinking on the issue of Gender Stereotypes. For this purpose, the project partners conducted a survey among the partner school communities to determine the gap in knowledge and skills in this area. he results of the research allowed us to develop the material below. In addition to conducting research, each partner school was tasked with collecting information on individual issues as part of publicly available scientific studies on this topic.

Gender stereotypes persist globally, impacting various aspects of society. This report examines the skills gap among DIOGENES project teachers, parents, and students from Poland, Sweden, Italy, and Turkey regarding gender stereotypes, based on research conducted in partner schools across these countries. As a part of DIOGENES project activities each partner school made a survey among their school community (Each partner school involved 30 teachers, 50 students and 30 partners into the survey), than results were collected and gave informations.

**Szkoła Podstawowa im. Powstańców Wielkopolskich w Jankowie Przygodzkim:** Research indicates that SPJP teachers receive limited training on addressing gender stereotypes in the classroom. Most of respondents express a lack of confidence in discussing gender issues with students and integrating gender-sensitive approaches into their teaching.

**Raoul Wallenbergskolarna AB:** teachers demonstrate a higher level of awareness and training in addressing gender stereotypes compared to other countries. However, challenges persist in implementing gender-neutral practices and challenging deeply ingrained societal norms.

**ISTITUTO COMPRENSIVO DON LORENZO MILANI:** The teachers often rely on traditional teaching materials that reinforce gender stereotypes. Despite some efforts to promote gender equality in education, teachers report a lack of support and resources for integrating gender-sensitive approaches into their teaching practices.

**Arjantin ilkokulu:**Turkish teachers face cultural and societal barriers in addressing gender stereotypes, with conservative attitudes prevailing in many regions. Limited teacher training programs focus on gender equality, leading to a lack of awareness and skills among educators.

**Parents:**

**Szkoła Podstawowa im. Powstańców Wielkopolskich w Jankowie Przygodzkim:** Polish parents exhibit traditional gender role expectations, with mothers often assuming primary caregiving responsibilities. Many parents lack awareness of the impact of gender stereotypes on children's development and hesitate to challenge societal norms.

**Raoul Wallenbergskolarna AB:** Swedish parents demonstrate a more progressive approach to gender roles, with efforts to promote gender-neutral parenting practices. However, some parents still inadvertently reinforce stereotypes through their language and behavior.

**ISTITUTO COMPRENSIVO DON LORENZO MILANI**: Italian parents often uphold traditional gender norms, emphasizing distinct roles for boys and girls. Limited access to parental education programs and support networks hinders efforts to promote gender equality within families.

**Arjantin ilkokulu:** Turkish parents face societal pressure to conform to traditional gender roles, influencing their parenting styles and expectations for their children. Conservative attitudes limit discussions about gender stereotypes within families.

Students:

**Szkoła Podstawowa im. Powstańców Wielkopolskich w Jankowie Przygodzkim:** Polish students exhibit limited exposure to diverse gender perspectives, with peer pressure reinforcing traditional stereotypes. Educational initiatives to promote gender equality are met with varying levels of resistance from students.

**Raoul Wallenbergskolarna AB:** Swedish students demonstrate a higher level of awareness and critical thinking regarding gender stereotypes, reflecting progressive social attitudes. However, challenges persist in addressing subtle forms of gender bias and discrimination.

 **ISTITUTO COMPRENSIVO DON LORENZO MILANI:**  Italian students are influenced by traditional gender norms perpetuated in society and media. Limited representation of diverse gender identities in school curricula contributes to the perpetuation of stereotypes among students.

**Arjantin ilkokulu:** Turkish students encounter gender stereotypes both within and outside the classroom, shaping their attitudes and behaviors. Conservative cultural norms and societal expectations constrain students' ability to challenge gender stereotypes openly.

At the survey respondents indicate how they see possibility of filling skill gap:

**Teacher Training Programs:**

Develop tailored training programs for teachers in each country, addressing specific cultural and societal challenges related to gender stereotypes.

Provide resources and support for teachers to integrate gender-sensitive approaches into their teaching practices effectively.

**Parental Education and Support:**

Offer culturally sensitive parental education programs and resources that promote gender equality within families.

Collaborate with community organizations and religious institutions to engage parents in discussions about challenging gender stereotypes.

**Student Empowerment Initiatives:**

Implement school-based initiatives that empower students to critically analyze and challenge gender stereotypes.

Promote diversity and inclusivity in school curricula and extracurricular activities to provide students with exposure to diverse gender perspectives.

Addressing the skills gap among teachers, parents, and students regarding gender stereotypes requires a multifaceted approach tailored to the cultural context of each country. By investing in teacher training, parental education, and student empowerment initiatives, we can foster environments that promote gender equality and challenge harmful stereotypes in schools across Poland, Sweden, Italy, and Turkey.

**Influence of gender stereotypes on students' adulthood**

Gender stereotypes are deeply ingrained societal beliefs about the characteristics, roles, and behaviors deemed appropriate for individuals based on their gender. These stereotypes can significantly impact students as they transition into adulthood, shaping their perceptions, decisions, and opportunities. Knowledge about the influence of gender stereotypes during childhood and adolescence impacts students as they enter adulthood.

Impact of gender stereotypes on students - formation of identity:

During childhood and adolescence, students develop their sense of identity, which is often influenced by societal gender norms.

Gender stereotypes can constrain individuals' self-expression and limit their exploration of interests and activities perceived as outside their gender role.

Gender stereotypes can influence students' educational and career aspirations, leading to disparities in academic pursuits and occupational choices.

Stereotypes about gender roles in STEM (Science, Technology, Engineering, and Mathematics) fields, for example, can discourage girls from pursuing careers in these areas.

Gender stereotypes shape students' perceptions of relationships and social interactions, impacting their friendships, romantic relationships, and professional networks.

Stereotypical expectations regarding masculinity and femininity can affect how individuals navigate social dynamics and express emotions.

Internalization of gender stereotypes can contribute to feelings of inadequacy, self-doubt, and body image concerns among students.

Pressures to conform to gender norms may result in stress, anxiety, and depression, particularly for individuals who do not fit traditional gender expectations.

**Career advancement and leadership:**

Gender stereotypes learned during childhood and adolescence can persist into adulthood, influencing individuals' career advancement and leadership opportunities.

Stereotypes about leadership qualities may disadvantage women in professional settings, contributing to the gender leadership gap.

**Family Dynamics and Parenting Roles:**

Gender stereotypes impact individuals' perceptions of family roles and responsibilities, affecting parenting dynamics and division of labor within households.

Traditional gender roles may limit individuals' ability to achieve work-life balance and pursue non-traditional family structures.

**Societal Expectations and Norms:**

Adherence to gender stereotypes can reinforce broader societal inequalities and perpetuate discriminatory practices in various spheres, including politics, media, and culture.

Challenging gender stereotypes in adulthood requires awareness, advocacy, and collective action to promote gender equality and social justice.

The influence of gender stereotypes on students during childhood and adolescence extends into adulthood, shaping various aspects of their lives, including identity formation, career choices, social interactions, and psychological well-being. Recognizing and addressing these stereotypes is essential for promoting gender equality, fostering inclusive environments, and empowering individuals to reach their full potential in adulthood.

Gender stereotypes have a significant impact on individuals as they transition from childhood and adolescence into adulthood. This report examines how knowledge about the influence of gender stereotypes during formative years affects students' adulthood in Poland, Sweden, Italy, and Turkey.

**Impact of Gender Stereotypes on Students:**

**Szkoła Podstawowa im. Powstańców Wielkopolskich w Jankowie Przygodzkim:** Gender stereotypes in Poland often reinforce traditional roles, influencing individuals' sense of identity and self-expression.

**Raoul Wallenbergskolarna AB:** Swedish students experience comparatively less rigid gender norms, allowing for greater exploration of diverse identities and interests.

**ISTITUTO COMPRENSIVO DON LORENZO MILANI:**  Italian students may face pressure to conform to traditional gender roles, impacting their identity development and self-perception.

**Arjantin ilkokulu:** Turkish students navigate complex societal expectations regarding gender roles, which can shape their identity formation and self-concept.

**Szkoła Podstawowa im. Powstańców Wielkopolskich w Jankowie Przygodzkim:** Gender stereotypes in education and career paths may discourage students, particularly girls, from pursuing fields perceived as traditionally masculine.

**Raoul Wallenbergskolarna AB:** Swedish students benefit from progressive policies promoting gender equality in education and workforce, leading to more diverse career aspirations.

**ISTITUTO COMPRENSIVO DON LORENZO MILANI:**  Italian students encounter gender biases in educational and career settings, influencing their choices and opportunities for advancement.

**Arjantin ilkokulu:** Turkish students face cultural and societal barriers in accessing equal educational and career opportunities, perpetuating gender disparities.

**Socialization and Relationships:**

**Szkoła Podstawowa im. Powstańców Wielkopolskich w Jankowie Przygodzkim:** Gender stereotypes impact students' social interactions and relationships, contributing to traditional gender dynamics in friendships and romantic partnerships.

**Raoul Wallenbergskolarna AB:** Swedish students experience more egalitarian social norms, fostering relationships based on mutual respect and shared interests rather than gender roles.

**ISTITUTO COMPRENSIVO DON LORENZO MILANI:** Italian students may encounter traditional gender expectations in social settings, influencing their interpersonal relationships and social circles.

**Arjantin ilkokulu:** Turkish students navigate cultural norms that dictate gender-segregated social spaces and behaviors, affecting their socialization and relationships.

**Psychological Well-being:**

**Szkoła Podstawowa im. Powstańców Wielkopolskich w Jankowie Przygodzkim:** Gender stereotypes may contribute to psychological stress and self-esteem issues among students who do not conform to societal expectations.

**Raoul Wallenbergskolarna AB:** students generally experience better mental health outcomes due to more inclusive societal attitudes and support systems.

**ISTITUTO COMPRENSIVO DON LORENZO MILANI:** Italian students may face pressure to uphold traditional gender norms, leading to mental health challenges such as anxiety and depression.

**Arjantin ilkokulu:** Turkish students grapple with societal pressures to conform to rigid gender roles, impacting their mental well-being and self-confidence.

**Long-term effects on adulthood - career advancement and leadership:**

**Szkoła Podstawowa im. Powstańców Wielkopolskich w Jankowie Przygodzkim:** Gender stereotypes persist in professional settings, hindering women's advancement to leadership positions and perpetuating the gender pay gap.

**Raoul Wallenbergskolarna AB:** Swedish adults benefit from gender-equal policies and practices, leading to more equitable career opportunities and leadership roles.

**ISTITUTO COMPRENSIVO DON LORENZO MILANI:** Italian adults face challenges in achieving gender parity in the workplace, with cultural norms influencing hiring practices and promotion decisions.

**Arjantin ilkokulu:** Turkish adults encounter significant gender disparities in employment and leadership positions, reflecting societal attitudes towards gender roles.

**Family Dynamics and Parenting Roles:**

**Szkoła Podstawowa im. Powstańców Wielkopolskich w Jankowie Przygodzkim:** Traditional gender roles shape family dynamics and parenting responsibilities, impacting individuals' ability to balance work and family life.

**Raoul Wallenbergskolarna AB:** Swedish adults benefit from progressive family policies and attitudes towards gender equality, leading to more equitable sharing of parenting duties.

**ISTITUTO COMPRENSIVO DON LORENZO MILANI:** Italian adults may experience traditional family expectations regarding gender roles, influencing division of labor and caregiving responsibilities.

**Arjantin ilkokulu:** Turkish adults navigate patriarchal family structures, with gender norms influencing parenting roles and expectations within households.

**Societal Expectations and Norms:**

**Szkoła Podstawowa im. Powstańców Wielkopolskich w Jankowie Przygodzkim:** Societal attitudes towards gender roles remain conservative, perpetuating inequalities and limiting opportunities for gender equality advocacy.

**Raoul Wallenbergskolarna AB:** Swedish society fosters a more inclusive and egalitarian culture, challenging traditional gender norms and promoting diversity and inclusion.

**ISTITUTO COMPRENSIVO DON LORENZO MILANI:** Italian society grapples with entrenched gender stereotypes, requiring concerted efforts to address systemic inequalities and promote cultural change.

**Arjantin ilkokulu:** Turkish society reflects a mix of modernization and traditional values, with ongoing debates and activism around gender equality and women's rights.

The influence of gender stereotypes on students' adulthood varies across Poland, Sweden, Italy, and Turkey, reflecting cultural, social, and institutional differences. Addressing these stereotypes requires targeted interventions and policies tailored to each country's context to promote gender equality, empower individuals, and create more inclusive societies.

**Collected informations on teachers' knowledge and skills regarding critical thinking - a comparative analysis across Diogenes partner schools**

Teachers play a pivotal role in shaping students' understanding of gender dynamics and fostering critical thinking skills. Our aims to analyze the knowledge and skills of teachers regarding gender issues and critical thinking in Poland, Sweden, Italy, and Turkey, highlighting similarities and differences across these countries.

**Szkoła Podstawowa im. Powstańców Wielkopolskich w Jankowie Przygodzkim:** Polish teachers recognize the importance of critical thinking but may lack specific training in fostering these skills.

Emphasis on standardized testing and rote learning methods may limit opportunities for promoting critical thinking in Polish classrooms.

Efforts are being made to integrate critical thinking into the curriculum, but implementation may vary across schools.

**Raoul Wallenbergskolarna AB:** Swedish teachers prioritize critical thinking skills and incorporate inquiry-based learning approaches into their teaching practices.

Education in Sweden emphasizes critical thinking, problem-solving, and collaborative learning from an early age.

Teachers in Sweden are encouraged to facilitate discussions and activities that promote critical thinking and analysis among students.

**ISTITUTO COMPRENSIVO DON LORENZO MILANI:** Italian teachers recognize the importance of critical thinking but may face challenges in implementing interactive teaching methods.

Traditional teaching approaches may prioritize memorization over critical analysis, limiting opportunities for students to develop these skills.

Efforts are being made to modernize the education system in Italy and promote more student-centered learning approaches.

**Arjantin ilkokulu:** Turkish teachers value critical thinking skills but may encounter barriers in promoting independent thought and inquiry.

Rote learning methods and teacher-centered instruction are common in Turkish classrooms, which may hinder the development of critical thinking skills.

Efforts are underway to reform the education system in Turkey and incorporate more interactive and inquiry-based learning approaches.

**Conclusion:** While there are variations in teachers' knowledge and skills regarding gender issues and critical thinking across Poland, Sweden, Italy, and Turkey, there is a growing recognition of the importance of addressing these topics in education. Efforts to provide comprehensive training for teachers and promote inclusive and critical pedagogy are essential for fostering a more equitable and intellectually stimulating learning environment for students across these countries.