



# equality IN stereotypes OUT

TEACHERS FOR FUTURE  
GENERATIONS



## equality IN stereotypes OUT

### STEREOTYPICAL THINKING:

Girls need to know how to cook; boys need to know how to fix bikes.

### NONSTERO- TYPICAL THINKING:

Each person should devote more time to what they enjoy doing.

### STEREOTYPICAL BEHAVIOUR:

Boys should play with cars, girls with dolls.

### NONSTERO- TYPICAL BEHAVIOUR:

Both boys and girls play with toys of their choice.



### PROJECT GOAL

The main goal of the project "Kindle Equality!" is a **CHANGE IN ATTITUDES AND BEHAVIOUR** towards gender equality and gender stereotypes in the classroom. The professional capacity of teachers and education professionals in primary schools will be improved in the field of gender equality, which is an integral part of the EU strategy for gender equality and is in line with the adopted recommendation of the Committee of Ministers of the Council of Europe to member states on gender mainstreaming in education.



### PROJECT ACTIVITIES OBJECTIVES:



- ✓ Raise the awareness level of education professionals about their own gender stereotypes, unconscious bias and expectations of gender roles and upgrade knowledge about their reduction
- ✓ Raise the awareness level of pre-school educators and early childhood care professionals about their own gender stereotypes and how their gender-biased attitudes and behaviour affect children's future life decisions, their educational opportunities, career choices and employment
- ✓ Facilitate the change of attitudes and behaviour of teachers and education professionals regarding gender equality and gender stereotypes in the classroom through a series of project activities



We expect **increased awareness** of target groups about:

- ✓ their own unconscious bias and expectations from gender roles and about gender stereotypes in the classroom
- ✓ the influence of their unconscious bias on children's development, choice of education and future occupation
- ✓ the need to change attitudes and behaviour related to gender equality and gender stereotypes in the classroom – evaluations before and after educational workshops and other project activities

## GENDER STEREOTYPES DISTORT PERCEPTION

Gender stereotypes include generalised characteristics that reflect how men and women perceive the differences between them and their social roles.

“A real woman takes care of her children, husband and her home without any problems.”

“A man who cooks and cleans is hen-pecked.”

“Women are poor drivers.”

“Men are born to be leaders.”

These statements are gender stereotypes that we are frequently not aware of. However, we accept them as self-evident and behave accordingly. They are omnipresent – in families, kindergartens and schools, leisure activities, work, media, politics, culture, etc.

## THE CONSEQUENCES OF GENDER STEREOTYPES

Gender stereotypes affect our expectations about behaviour, mindsets and feelings. They affect the identification of women and men with gender and determine what is (in)appropriate and (un)acceptable for them. Gender stereotypes can influence someone not to become what they want but what the environment or society expects of them.

## RECOGNISE, MARK AND CROSS STEREOTYPES OUT

We are well aware that gender stereotypes cannot be fully and instantly eliminated. The awareness and understanding of how quickly and automatically stereotypes and prejudices sneak into everyday speech, behaviour and attitude to oneself and others may greatly contribute to that. None of us is completely devoid of gender stereotypes and prejudices. We can all ask ourselves: how do I see the role of women and men, girls and boys; where do these positions arise from; where and how did I acquire them.

## PROJECT ACTIVITIES

Project activities include a series of **“Train the trainer”** workshops for preschool educators and early childhood development professionals, teachers and education professionals and subject teachers in mathematics, physics, computer science and technical education in primary schools.

The **online educational platform** is an integral part of the educational materials, as well as the cards **“EQUALITY IN - STEREOTYPES OUT”**, which contain research-based data with recommendations on how to effectively address different types of unconscious bias. Cards will be available both in printed and electronic format.

The project **“Equality IN - Stereotypes OUT - Teachers for Future Generations”** is implemented in the period from 1 February 2021 to 31 January 2023.

The implementation of the project is co-financed by the European Commission through the REC program (Rights, Equality and Citizenship). The project coordinator is the Institute for Research and Education Working Mother in partnership with the City of Zagreb and the Association for Affirmation of Women's Potential (AFA).

The value of the project is EUR 354,217.08, of which the European Commission participates with EUR 283,373.66.



This publication was funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020). The content of this publication represents the views of the author only and is his/her sole responsibility. The European Commission does not accept any responsibility for use that may be made of the information it contains.



Co-funded by the Rights, Equality and Citizenship (REC) Programme of the European Union



GRAD ZAGREB



All For All