SAGE

Scientific Analysis and Advice
on Gender Equality in the EU

Review of literature and research on gender stereotypes

Reply to ad-hoc request

6 July 2022

TABLE OF CONTENTS

European/International literature review

Rose Marie Azzopardi

Introduction

> *'A gender stereotype is a generalised view or preconception about attributes or characteristics that are or ought to be possessed by, or the roles that are or should be performed by, men and women'.*
>
> *Cook and Cusack, 2010, p. 20.*

The attributes of gender stereotypes can refer to the physical, emotional and cognitive spheres (OHCHR 2013). A gender stereotype also refers to the role that gender should follow or the conditions under which decisions ought to be taken. In this way, gender stereotypes project a negative and limiting focus on the capacities which a woman or man ought to possess and develop. Stereotyping is thus descriptive, conditioning and prescriptive. Stereotypes limit abilities and continue to condition everyday life, careers, potentials, professional activities, choices and decisions. Furthermore, the effect of gender stereotypes is cumulative, particularly over a woman's life.

These perceptions need not overtly sound negative such as 'women are better carers' and 'men take tougher decisions', but they put people in boxes according to preconceived ideals based on biological characteristics and socialisation processes. Eagly (1987) presented the idea that *'men are more "agentic" (self-assertive and motivated to master) than women and that women are more "communal" (selfless and concerned with others) than men'* (quoted in Hoffman and Hurst 1990, p. 197). These assertions were based on observations of social roles where women are more likely to be home-carers and men to be breadwinners. These roles are then assumed to confer *'traits of behaviour and personality'* (ibid. p. 197). However, assigning stereotypes are harmful as they perpetuate gender inequalities and discrimination. There are different levels of discrimination which can range from intrafamily relationships (home duties, domestic violence, access to family finances) to access to rights in society (such as education, health, work, political life and representation in entities). Gender stereotypes are based on *'beliefs about intrinsic, category-wide tendencies or predispositions'* (Hoffman and Hurst 1990). Furthermore, gender stereotypes 'have been shown to be consistent across cultures' (Heilman 2012, p. 115). *'Gender stereotypes inform what is understood as femininity and what is understood as masculinity'* (Shinoda et al. 2021, p. 631). Deaux and Lewis (1984) see four independent components of gender stereotypes: personality traits, occupational status, role behaviours and physical appearance.

> *'Social role theory also acknowledges that contextual factors, such as cultural values, impact inferences from observed role occupation to stereotype content'.*
>
> *Gustafsson Senden et al., 2019*

One of the main causes of how these stereotypes continue to be maintained over generations relates to cultural transmission. The sexual division of work has survived centuries and trying to change such ingrained 'rationalisation' of why women stay at home to care for the children and men go out to get the food for their family will not be an easy task. Williams and Best (1982) provide an explanation for

this division of labour, pointing to the fact that historically women's biology demanded they stay at home to nurse their children, thus restricting their mobility to go out and work. By default, men had to work, hunt and fight to provide for the family. Furthermore, the theory goes on to state that for 'group survival', it was preferable to expose men rather than women to dangerous outside activities since a group can lose most of its men and still be able to procreate but a group which loses many of its child-bearing women can risk extinction as a group. While societies have advanced, with technology not necessitating the presence of the mother for nursing and women able to take on all roles in the labour market, nonetheless the division of labour persists. This is where unfortunate cultural transmission of deeply ingrained stereotypes continues to be harmful.

This literature review presents the various ways stereotypes affect women and men throughout their lives and how they impact human rights. These

> *'...traditional gender roles and stereotypes continue to have a strong influence on the division of roles between women and men in the home, in the workplace and in society at large, with women depicted as running the house and caring for children while men are depicted as wage-earners and protectors.'*

> *European Parliament 2012*

The remainder of the paper is divided into six sections. The first deals with international and regional conventions and reports, which put an onus on countries to work to eliminate gender stereotypes and mitigate them through educational processes to create environments that favour gender equality. The second section presents gender stereotypes and their impact on power relations, in the home and in society. The third relates to the role which gender stereotypes have on educational decisions, the labour market and career trajectories. The fourth section views decision-making in public life and in politics. The fifth section presents some further social considerations and how women and men are depicted in the media. The last section concludes with a call to focus on three areas in relation to gender stereotypes.

Conventions, resolutions and reports

There is one specific international human rights treaty which includes direct obligations concerning the harm which stereotypes and wrongful stereotyping can do. The Convention on the Elimination of all Forms of Discrimination again Women (CEDAW), adopted in 1979 by the United Nations General Assembly, is often considered an international bill of rights for women (UN 2022).

Three specific articles in the convention are very explicit. Article 5 states that,

> *'States Parties shall take all appropriate measures ... to modify the social and cultural patterns of conduct of men and women, with a view to achieving the elimination of prejudices and customary and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women'.*

Article 2 (f) requires States Parties to take 'all appropriate measures, including legislation, to modify or abolish existing laws, regulations, customs and practices which constitute discrimination against women'

Article 10 goes into more detail regarding the educational process, by providing for States to take measures to:

'ensure, on a basis of equality of men and women, the elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods'.

Other treaties which also take gender stereotypes into consideration are the Convention on the Rights of Persons with Disabilities, the Covenant on Economic, Social and Cultural Rights, and the Convention on the Rights of the Child. These can all be interpreted to include forms of inequality and discrimination, which are based on stereotyping, including gender stereotyping.

In 2013, the Office of the High Commissioner for Human Rights, through its Women's Rights and Gender Section, commissioned a report on 'Gender Stereotyping as a Human Rights Violation' and a policy paper on 'Strategies for Addressing Gender Stereotyping'. This came about because *'gender stereotyping poses a significant, yet largely unaddressed challenge to the recognition, exercise and enjoyment of women's human rights' (p. 5). The European Union (EU) mirrors this assertion of equality as a human right in its legislation. According to Article 8 of the Treaty on the Functioning of the European Union, 'in all its activities, the Union shall aim to eliminate inequalities and to promote equality, between men and women'.*

The Council of Europe sees gender stereotyping as creating obstacles towards achieving real gender equality, thus leading to discrimination by limiting the development of talents which boys and girls have from a young age on to their professional life. In this manner, such discrimination includes prejudices which help to *'justify and maintain the historical power of men over women as well as sexist attitudes which are holding back the advancement of women' (Council of Europe 2022).*

In 2013, the European Parliament passed a resolution on eliminating gender stereotypes in the EU. The Preamble provides for the pacts, declarations, resolutions and strategies which have been adopted by the EU over the years. The ensuing report focused on the causes of gender stereotypes in five areas: education, media, advertising, the labour market and decision-making. This resolution built on the 1995 Beijing Declaration and Platform for Action of the Fourth World Conference on Women. The Platform for Action had an agenda for 12 specific areas: poverty, education and training, health, violence, armed conflict, the economy, power and decision-making, institutional mechanisms, human rights, media, environment and the girl child. The aim of the Conference was to remove *'all obstacles to women's active participation in all spheres of public and private life through a full and equal share in economic, social, cultural and political decision-making.'* The EU conducts an annual review to gauge the progress of the Beijing targets. Since then, the European Parliament has adopted further resolutions on women's rights.

The European Parliament 2012 report suggested several issues which may be impeding the participation of more women in the labour market and in decision-making positions in the economy and politics. These include gender stereotyping in compulsory schooling; the role of media and advertising in portraying negative gender stereotypes; the overrepresentation of women in part-time jobs and the gender pay gap (later reflected in the gender pension gap); and the underrepresentation of women in politics and economic decision-making positions.

The European Institute for Gender Equality (EIGE) is the main EU entity which deals with gender equality issues and publishes a significant amount of data on the matter. In 2013, EIGE published a report on the presence of gender stereotypes across the EU, with the study based on interviews with 216 ordinary persons from across the EU-27 (EIGE 2013). The collected stories reflect attitudes and discrimination in everyday life, and the impact on life choices. EIGE also publishes the annual Gender Equality Index. The EU runs the 'Mutual Learning Programme' which involves all member states and acts as a forum for academics and practitioners to share experiences, tools and good policies aimed at eliminating gender gaps.

More recently, the European Commission (2020) issued the Gender Equality Strategy 2020–2025, which states that while the gender gap in education is closing and data shows great strides in this regard, nonetheless gaps remain in 'employment, pay, care, power and pensions' and gender equality is thwarted by 'sexist hate speech and by blocking action against gender-based violence and gender stereotypes' (p. 2). The Strategy states that 'gender stereotypes are a root cause of gender equality and affect all areas of society' (ibid., p. 5). There is a worldwide acknowledgement of the harm which gender stereotyping does in everyday life; however, campaigns to eliminate this practice need more focus and time.

Power relations

Having power means having control over a person or an activity. Power exists in many settings, be it the family, workplace, economy, politics and all types of organisations. Power need not be negative if it is exercised fairly and prudently. However, in many cases, it is viewed as negative since it is abused. The manifestations of 'bad' power can create fear in subordinates and lead to discrimination in various ways. Within the house, this can take the form of control on family finances, restrictions on mobility, the choice of entering the labour market or not, and in its more violent form, domestic violence and gender-based violence. However, research by Babcock et al. (1993) finds that men who feel they have less power in other areas within relationships use violence as *'compensatory behaviour'*. Nonetheless, much of the literature has focused on the concept that *'the batterer's motive is power and control'* (Wagers 2015).

> *'Gender stereotypes produce career-hindering judgements and discriminatory decision-making.'*
>
> *Heilman, 2012, p. 114*

Within the workplace, power can manifest in subtle forms from not giving promotions or positions of responsibility to women, to other lower-grade forms of sexual harassment, psychological taunting, bullying and intimidation. Fitzgerald (1993) describes that *'The data indicate that harassment is degrading, frightening, and sometimes physically violent; frequently extends over a considerable period of time; and can result in profound job-related, psychological, and health-related consequences'*. While many entities currently have bullying and harassment policies in place, women still tend not to report their abusers, generally for fear of long-term retribution which might be worse than the harassment itself. A study by Pershing (2003) within a military organisation showed two reasons why women do not file their grievances, *'the perception that nothing would be done and the possibility of negative repercussions, including social ostracism and retaliation.'* Heilman (2012) looks at descriptive gender stereotypes (what women and men are like) and prescriptive gender stereotypes (what women and men should be like). Both forms of gender stereotypes *'give rise to biased judgements and decisions, impeding women's advancement'*. Studies show that when women do display stereotypically masculine behaviours in corporate leadership, they *'experience penalties such as negative performance evaluations and being*

passed over for promotion' (Balachandra et al. 2019, p. 130), or backlash effects (Rudman and Phelan 2008). Moreover, research suggests that while descriptive beliefs may be changing due to women's new roles, *'prescriptive beliefs have remained static'* (Rudman and Phelan 2008).

Power also manifests itself within public life and politics where fewer women are assigned to important positions and when they are given high positions, they tend to be in *'female-oriented organisations'* such as social policy areas, tourism, adoption, social dialogue, gender violence, gender equality and other 'hard' areas believed to be more masculine such as finance, energy, external affairs, the army and police. Balachandra et al. (2019) present an interesting study where they examine the role of gender stereotyping in the evaluations made by investors when men and women entrepreneurs pitch their ideas for funding. The results show that the bias is not against women but against both men and women who display *'feminine-stereotyped behaviours',* and this is because such behaviour is 'positively associated with a lack of business competence, preparedness and leadership' (p. 129). When women are sometimes given a position in a 'tough' situation, research has shown that the *'glass cliff'* concept can then come into play (see, for example, Bruckmuller and Branscombe 2010, Sabharwal 2015).

Such discrimination against women not only hinders women in career progression but stops companies from being more productive and using resources more efficiently. Research shows that *'removing the glass ceiling ... may produce not only more equality but also substantial efficiency gains'* (Profeta 2017). Flabbi et al. (2019) confirm that *'female executives are better at interpreting signals of productivity from female workers (which) suggests substantial costs of women under-representation among executives.'*

Unfortunately, not only do women find barriers in their careers but when they act outside stereotypical roles or behaviour, they suffer backlash effects, defined *as 'social and economic reprisals for behaving counterstereotypically'* (Rudman 1998). Women are considered as 'less competent, ambitious and competitive', all traits considered agentic and ascribed to men. Thus, when applying for leadership positions, women may need to present themselves as having agentic traits. This can backfire, as the prescriptive nature of gender stereotypes can lead to negative reactions to this atypical behaviour, seen as *'disconfirming prescriptive stereotypes'.* Epithets applied to strong women such as 'dragon lady' and 'iron maiden' show such a bias. Women face a dilemma: either be liked but not respected (by showing more communal traits) or be respected but not liked (showing more agentic traits), while men do not face this dilemma (Rudman and Phelan 2008). There is another distinction which needs to be made. Although there is a feminisation trend in management, these are more geared towards lower and mid-level management positions, where communal skills are seen as positive qualities. However, in higher managerial positions, the focus is on agentic qualities, including competitiveness, decisiveness and even ruthlessness (ibid.).

Education, the labour market and career trajectories

> *'From an early age, children's awareness of social categories and stereotypes influences their social reasoning. Gender categories emerge early in children's perceptions and thought.'*
>
> *Pillow et al. 2022, p. 329*

Various studies show that children as young as 2 years old already know some common gender stereotypes (Carter and Levy 1988, Fagot et al. 1992, Poulin-Dubois et al. 2002). From the gender information, these young children glean they can infer another child's preference for toys (dolls vs cars), biological characteristic (girl or boy) and behavioural traits (shaving or vacuuming) (quoted in Pillow et al., 2022). Thus, gender categorising and stereotyping start from the early years of a child and keep on

developing all through the educational and life experience. Research by Lavy (2008) *'confronted one important alleged form of discrimination against women that may cause some of the skewed gender pattern in productivity-enhancing investments: discrimination against girls in school by their teachers'* (p. 2103). Such discrimination is based on a stereotyping of girls' cognitive ability which leads females to underperform or stay away from maths and science topics at the secondary and post-secondary levels. Later in their educational life, these students avoid university courses which may entail more mathematical coursework, even if they not only match but even outperform men in high-school science and mathematics coursework (ibid.). Muntoni and Retelsdorf's study (2018) confirm a large body of earlier studies which looked at the relationship between teachers' gender stereotypes and their expectations of students' abilities. The findings *'show that stereotypes can override individual expectations'* (ibid., p. 219), in that teachers' expectations impact students' achievements. For example, girls are negatively stereotyped in mathematics, while boys are negatively stereotyped in reading (ibid., p. 213). Research shows that this self-fulfilling prophecy depends on whether the teacher expects gender differences.

Even though the number of women continuing their studies and entering the labour market has increased in all EU states, nonetheless, stereotyping still restricts young women in the choice of their studies, the careers they choose and the participation level within the labour market. For example, work–life balance policies are most likely to be used more by women than men. Leave policies need to be used by both parents. Furthermore, the very concept of work–life balance, rather than life–work balance, places the emphasis on work rather than on life, and with more women opting to make use of leave such as parental leave, perpetuate the idea that women choose between work and life, and choose the latter for the sake of the family. Unfortunately, this leads the persistence of gender stereotypes. The notion of hunters vs homemakers is thus even replicated in the very concept of work–life balance.

The latest data for 2020 shows that in all EU-27 member states, there are more female graduates than male graduates. There are some differences across the member states with some countries having a wider gender gap. For the EU-27 as a region, the ratio is 57.25 (females) to 42.75 (males) (see Table 1 for data by member state).

Table 1 – Graduates for 2020, by member state and by gender

Country	Females	Males
Austria	48,809	40,563
Belgium	74,721	51,724
Bulgaria	28,158	18,197
Croatia	20,880	13,588
Cyprus	6,464	3.939
Czechia (2019 data)	44,483	28,231
Denmark	45,696	35,703
Estonia	5,764	3,353
France	470,726	377,354
Finland	37,852	25,765
Germany	301,822	300,237
Greece	40,753	28,289
Hungary	109,519	68,453
Ireland	48,997	41,100
Italy	264,837	188,874
Latvia	9,497	5,028
Lithuania	15,042	9,397
Luxembourg	1,031	845
Malta	2,582	2,047
Netherlands	91,466	71,942
Poland	267,962	143,572
Portugal	49,847	35,952
Romania	76,957	53,314
Slovakia	23,676	14,872
Slovenia	9,336	6,158
Spain	281,471	211,150
Sweden	53,191	31,320

Source: Eurostat 2022

Data shows that more women than men succeed in education and have been doing so for many years. However, this success is not translated to or manifested in the economy. Furthermore, segregation in the choice of subjects continues to condition the decisions regarding careers and professions chosen. Gender stereotypes lead to ideas that women are less geared towards science, technology, engineering and mathematics (STEM) and thus are underrepresented in these fields compared to men (see Smeding 2012 for a range of relevant studies). Smeding's (2012) study sends the positive message that engineering students in the study remain in STEM and are likely to pursue a career in these fields. However, the male engineering students in the study *'held strong implicit gender stereotypes', which demand 'interventions that could increase women's sense of belonging in STEM'* (p. 626). Such interventions would need to focus on both women and men. As the data for 2022 shows, educational segregation remains high in the EU. Table 2 shows that the number of women is much higher in traditionally female sectors such as health and education. They are also higher in the soft areas such as Arts and Humanities, and in the Social Sciences. On the other hand, males dominate in engineering, and information and communications. The difference in services and natural sciences and mathematics are less pronounced.

Table 2: Educational segregation in the EU-27

Area of study	Females (% of total female graduates)	Males (% of total male graduates)
Education	13.6	4.4
Arts and Humanities	11.0	7.0
Social Sciences	11.0	7.0
Business and Administration	25.5	24.8
Natural Sciences/Mathematics	5.8	6.8
Information and Communications	1.4	7.2
Engineering	7.0	25.2
Agriculture	1.6	2.3
Health	17.5	8.2
Services	4.4	5.6

Source: Calculations based on Eurostat 2022.

Although the number of females in the labour market has increased, there are still gaps across the member states. While 78.5 % of males between the ages of 20 and 65 are in the labour market, the figure for females is lower at 67.7 %. Gender stereotypes lead to a lower number of females in the labour market, but also lead to more women working part-time rather than full-time. The main reason for this is normally family responsibilities, which generally fall on women. Data in Table 3 shows that in some countries where the percentage of women at work is above the EU-27 average (such as Austria, Germany and the Netherlands), almost half of working women have part-time jobs. The exception is Romania, where the share of those working part-time is small for both genders and there are more males than females working part-time.

Table 3 – Full-time and part-time employment, by gender

Country	Full-time female employment (% of population)	Full-time male employment (% of population)	Part-time female employment (% of employed)	Part-time male employment (% of employed)
Austria	71.3	79.9	49.9	10.6
Belgium	66.8	74.5	39.0	9.7
Bulgaria	68.9	77.3	1.8	1.3
Croatia	62.9	73.4	5.9	3.6
Cyprus	70.0	82.2	12.4	7.7
Czechia	72.1	87.5	9.5	2.4
Denmark	75.6	82.5	30.5	12.3
Estonia	77.5	81.2	16.4	7.4
France	70.2	76.4	27.2	7.3
Finland	75.8	77.8	21.1	9.8
Germany	75.9	83.2	47.7	10.2
Greece	52.7	72.5	12.4	5.0
Hungary	73.5	84.1	6.7	2.7
Ireland	70.0	80.0	27.5	9.0
Italy	53.2	72.4	31.4	8.3
Latvia	72.9	77.7	9.9	5.4
Lithuania	76.7	78.1	7.5	4.2
Luxembourg	70.3	77.7	30.4	6.6
Malta	69.6	86.4	17.5	4.8
Netherlands	77.5	85.7	61.9	17.8
Poland	68.4	82.4	7.4	3.1
Portugal	73.1	79.0	8.9	4.4
Romania	56.9	77.0	2.9	4.0
Slovakia	70.4	78.9	4.6	1.81
Slovenia	72.6	79.3	12.3	5.9
Spain	62.4	73.0	22.0	6.0
Sweden	78.0	83.3	28.0	10.9

Source: Eurostat 2022.

Educational segregation is later manifested as occupational segregation. Magnusson (2013) commented that, *'Research consistently shows that the share of females in an occupation is negatively associated with wages, and this has frequently been interpreted as an expression of devaluation of women's work.'* Magnusson's research also showed that the highest wages are gained by both men and women in occupations which are sex-integrated (between 25 % to 54 % being women). Another study by Gronland and Magnusson (2013) tested three mechanisms to try to explain the relationship between wages and the percentage of females in an occupation: the devaluation of women's work, the crowding of women into a limited number of occupations and the female disadvantage in the accumulation of specific human capital. The study found that *'female-dominated occupations stand out with lower wages than both male-dominated and gender-integrated occupations and this is not explained by any of our measures'.* This suggests that there may be other reasons to explain why female- dominated occupations continue to offer lower salaries.

In their study of Sweden, Gustafsson Senden et al. (2019) found that even though Sweden is considered to have a gender-balanced workforce and is high in gender equality indices, there is nonetheless still a high degree of horizontal and vertical segregation in the labour market, with over-representation of women in traditionally female-dominated occupations (e.g. nursing and teaching) and few women in leadership positions in the private sector. The share of women is higher in the public sector and politics).

In terms of careers, these imbalances translate into first a gender pay gap, which in 2020 stood

at 13 % for the EU-27 (the gap ranging from 0.7 % in Luxembourg to 22.3 % in Latvia) and then into the gender pension gap, which stood at 27.5 % in 2020 for those over 65 years (ranging from 0.1 % in Estonia to 39.3 % in Malta). The damage caused by gender stereotypes and discrimination begins at an early age with choices made within the educational system and continues throughout a women's career and into retirement.

Decision-making in politics, public life and organisations

Much of the literature dealing with gender equality in organisations has centred around the topics of *'gender-linked reward and opportunity disparities in the corporate world and on the rarity of women in leadership positions (e.g. Cook and Glass, 2014; Joshi, Son and Roh, 2015; Padavic, Ely and Reid, 2020; Ryan et al., 2016)'* (quoted in Sidhu et al. 2021, p. 1678).

Eagly's (1987) distinction between *'agency'* and *'communal'* lend themselves very well to the decisions regarding people in top positions or positions of authority: *'Across social systems, gender stereotypes have pervasively projected men as being better equipped for leadership roles (Eagly and Krau, 2002; Ridgeway, 2011)'* (ibid.). In the meantime, it seems to have become 'widely accepted that women have to contend with invisible glass ceilings, glass cliffs and glass walls erected by social bias (Adams and Funk, 2012; Bruckmuller, Ryan, Rink and Haslam, 2014; Cook and Glass, 2014; Ryan et al.. 2016)' (ibid., p. 1679). On the other hand, men have the luxury of a 'glass elevator' when they are in female-dominated sectors (Casini, 2016).

> *'Data shows that women are underrepresented at all levels of decision-making worldwide and achieving gender parity in political life is far off.'*
>
> *United Nations 2022*

Recent UN data shows that women only constitute 25 % of all national parliamentarians, up from 11 % in 1995. There are only four countries in the world where women make up more than 50 % of national parliaments though there are other countries with some 40 % women (including nine countries in Europe). Of these countries, two thirds have applied gender quotas to ensure women's participation in politics. Women in politics will increase in the years to come, considering that women's suffrage does not have a long history. Female landowners were allowed to vote in elections in the States of Friesland in rural districts in 1689, while women in Saudi Arabia were allowed to vote as late as 2015. In certain countries, while women were given the vote, this did not mean that they could run for office, which often came later.

Historically, men and women occupied different spheres in life, men in the public sphere and women in the private sphere (Dolan et al. 2022). These separate spheres applied mainly to white women of privilege, since enslaved women and working-class women had to work outside the home to provide for the family. In politics, it was assumed that women were represented by the men in their life. At the time, most accepted that this division of labour was considered 'proper and naturally ordained' (ibid., p. 4), and women were generally excluded from the public sphere up to the early 20th century in the United States. Early political activism came through participation in interest groups and social movements. This can, perhaps, explain the large number of women's organisations in existence in many countries.

Table 4 provides data from the EIGE on the percentage of women in top positions in politics and public life in the EU. The first column shows figures for women in national parliaments, with percentages

ranging from 14.1 % in Hungary to 46.7 % in Sweden. The second column gives the percentage of women in political executive positions, with a low of 4.5 % in Romania and a high of 52.2 % in Sweden. The differences across member states are evident. The third column then considers the percentage of women in top senior positions in national administrations, with the highest share as 59.5 % in Bulgaria and the lowest in Belgium at 25.3 %. It can be noted that several member states have more women than men in such government senior positions, including Croatia, Finland, Greece, Latvia, Lithuania, Portugal and Slovenia. The fourth column shows the share of women judges in national courts, where there is a greater variance with the highest being 76.9 % in Romania and the lowest being 14.3 % in the Czech Republic.

Other relevant data not shown in the table includes the percentage of female CEOs in large listed companies, which in the EU-27 is a low 8.3 %. The figure for Presidents of such companies is also low at 8 %. The average percentage of Directors is higher at 20.6 %, ranging from 27.5 % in Sweden to 4.3 % in Luxembourg.

Table 4 – Percentage of women in public life

Country	Percentage of female members of national parliaments 2022	Percentage of female members of government or political executive 2022	Percentage of female senior administrators in national administrations 2021	Percentage of females as judges in national courts 2021
Austria	41.4	50.0	40.5	40.0
Belgium	43.3	50.0	25.3	34.5
Bulgaria	22.5	36.6	59.5	76.6
Croatia	31.8	33.3	57.6	33.3
Cyprus	14.3	25.0	40.0	30.8
Czechia	22.4	16.7	28.3	14.3
Denmark	42.5	30.0	26.4	22.2
Estonia	28.7	40.0	48.5	26.3
France	39.3	47.6	31.1	51.6
Finland	45.5	50.0	56.3	28.6
Germany	35.2	50.0	30.2	36.8
Greece	19.7	15.3	56.4	32.9
Hungary	14.1	14.3	28.1	61.8
Ireland	27.6	25.7	33.3	25.0
Italy	35.6	43.1	32.1	35.3
Latvia	30.0	32.1	55.0	65.6
Lithuania	27.7	45.2	52.2	37.9
Luxembourg	35.0	35.3	28.1	50.0
Malta	27.8	20.0	44.6	20.0
Netherlands	35.7	48.3	39.9	40.0
Poland	27.7	17.4	45.2	21.9
Portugal	36.5	37.5	50.8	33.3
Romania	19.2	4.5	53.9	76.9
Slovakia	22.0	22.5	49.8	50.6
Slovenia	30.8	24.5	57.1	41.4
Spain	41.3	44.9	43.1	19.2
Sweden	46.7	52.2	49.8	31.3

Source: EIGE 2022.

Women in decision-making positions are needed to make a difference for women in different spheres of life. This would be a means of changing descriptive gender stereotypes.

Social considerations

Other issues which impact women in the wider societal settings are poverty, women in advertising and women organisations working to diminish the intensity of gender stereotypes.

Women tend to be more at risk of poverty and social exclusion. While the rate for the EU-27 for men in poverty stands at 20 %, that for women is at 21.8 %. In all member states, the rate is higher for women with some countries facing wider gaps. This is often because of many factors including lower working hours, lower wages, lone parenting and single-parent households. According to Aisa et al. (2019), women should not be suffering higher poverty rates if they have higher qualifications; however, once they enter the labour market, for different reasons that advantage disappears behind part-time jobs, reduced working hours and lower pay.

Another consideration is the image of women presented in the media. As Shinoda et al. (2021) commented, *'The stereotype is a cognitive structure that allows individuals to organize the social environment into categories of people'.* Earlier advertising (such as that described by Plakoylannaki and Zotos 2009) was more likely to show women in traditional roles, dependent on the man, a housewife, concerned about her physical attractiveness and as sex objects. Non-traditionally, women were depicted as career women, the voice of authority and as equal to men. In recent years, feminist advertising has focused on pro-women images, in an attempt to empower women (as quoted in Shinoda et al. 2021). In their study, Shinoda et al. (2021) found that Brazilian print advertising did not show women in non-traditional roles and women as equal to men over years, instead continuing to show women in traditional roles. Research by Akestam et al. (2021) shows that the portrayals of men and women in advertising have a negative influence on both genders and not just on women, as previous studies have shown. Thus, advertising has significant power on how men and women are viewed.

In many societies, many women's organisations are working with the aim of seeing women more visible in economics, politics and traditionally male roles, and also to alleviate hardships suffered by abused women, women in unstable relationships and women in stressful situations such as forced prostitution. There are many international organisations working towards similar aims. The *'Unstereotype Alliance'* is such an organisation made up exclusively of women, which works towards the ideal of seeing a world where stereotypes in media and advertising content do not exist. This Alliance was convened by UN Women, and it aims to see the advertising industry as being the medium for how to drive change against stereotypes.

Conclusions

> *'The tenacity of gender stereotypes is considerable and the magnitude of their influence remains sizable.'*
>
> *Heilman (2012)*

Ten years later, this statement remains valid. Eliminating or lessening the effect of gender stereotypes is not an easy task, not only because they build on centuries of culture and tradition, but because they permeate almost all societies. They become imbued in very young minds, they pervade all structures

within society and they provide power to those who have power: men. There are three important areas explored by this literature review which need further attention.

Research shows that gender stereotypes start forming in toddlers. Even at the ages of 3 to 4 months, babies can already distinguish between female and male faces (Quinn et al. 2002). By the age of 2, gender stereotypes start developing and become the basis for children to distinguish between the roles of women and men in the home and in society. Educational campaigns are needed to change this course of events, with such campaigns targeting the early socializers: parents and pre-school teachers. They have the responsibility and possibility of changing the way children from a very young age become socialized into accepting or rejecting centuries-old stereotypes. Educational campaigns targeting persons at a later stage in life are unlikely to be as successful, since it is more difficult to change a person's way of viewing a woman and a man when these have already been formed over a person's educational and socialisation phase.

The second point is the concepts of agency and communalism. According to social role theory, gender stereotypes are not static but dynamic constructs which are shaped by both actual and perceived changes in the roles occupied by women and men (Wood and Eagly, 2011). Thus, there is hope that perspectives on gender can change. Unfortunately, such perspectives are not changing for both women and men. Research in Sweden has provided some good news that *'the perceived change in women's agentic traits was specifically associated with a perceived change in the roles occupied by women'* (Gustafsson Senden et al. 2019, p. 16).

On the other hand, *'men were not perceived to change as a result of changing roles'* (ibid.). Thus, while there are visible changes in society, such as men seen as taking care of children and women in traditionally male work domains, women have gained in terms of 'agency traits' but men have not increased their *'communal traits'.* It therefore appears that women continue to bear the brunt of gender stereotyping, and while they are changing by adopting more *'masculine traits',* men are not seen to be acquiring *'communal traits'.*

Nevertheless, over the past decades policies and campaigns have managed to lead to more participation by men in communal areas. Thus, marketing campaigns need to take this issue into consideration. Perhaps the focus should be on men as it appears to be more difficult to convince them than women. Women are the ones who have over centuries fought for equality, understanding that gender stereotypes act as barriers for true equality. Furthermore, 'advertising has the power to mould society, elevate the status of women, and bring about a more accurate and fairer perspective on who *'real' women are'* (Shinoda et al. 2021, p. 650).

The third issue is the problem of 'backlash', since it can undermine *'women at every stage of their careers from hiring to salary negotiations to promotions considerations'* (Rudman and Phelan 2008), and thus keep cultural stereotypes alive. The dilemma facing women should they decide to adopt more *'agentic'* traits also has its perils and often women decide to not do so rather than end up being seen as too aggressive and acting outside of stereotypical female behaviour. Educational campaigns need to acknowledge the reality of backlash and how sustains existing gender stereotypes.

There is a significant amount of literature on the negative role of gender stereotypes on modern life. Women suffer the most from the discrimination perpetuated by such stereotypes. Educational campaigns have an important role to play and they be started from a very young age, focusing on those who can bring about change: early socializers and men. Gender stereotypes also have negative effects on labour in terms of efficiency and productive resources; more attention to the economic and social implications of stereotypes need to be considered.

References

Aisa, R., Larramona G. and Pueyo F. (2019). Poverty in Europe by Gender: The role of education and labour status. *Economic Analysis and Policy.* Vol. 63, pp. 24–34.

Akestam N., Rosengren S., Dahlen M., Liljedal K.T. and Berg H. (2021). Gender Stereotypes in Advertising have Negative Cross-gender Effects. *European Journal of Marketing*. Vol. 55, Issue 13, pp. 63–93.

Babcock, J.C., Waltz, J., Jacobson, N.S. and Gottman, J.M. (1993). Power and violence: The relation between communication patterns, power discrepancies, and domestic violence. *Journal of Consulting and Clinical Psychology, Vol. 61, Issue 1, pp.* 40–50. https://doi.org/10.1037/0022-006X.61.1.40

Balachandra, L., Briggs, T., Eddleston, K. and Brush, C. (2019). Don't Pitch like a Girl: How Gender Stereotypes Influence Investor Decisions. *Entrepreneurship Theory and Practice*. Vol 43, Issue 1, pp. 116–137.

Bruckmuller, S. and Branscombe, N.R. (2010). The Glass Cliff: When and why women are selected as leaders in crisis contexts. *British Journal of Social Psychology.* Vol. 49, Issue 3, pp. 433–451.

Carter, D.B. and Levy, G.D. (1988) Cognitive aspects of early sex-role development: The influence of gender schemas on preschoolers' memories and preferences for sex-typed toys and activities. *Child Development*, Vol. 81, Issue 3, pp. 757–777.

Casini, A. (2016). Glass Ceiling and Glass Elevator. In *The Wiley Blackwell Encyclopedia of Gender and Sexuality Studies.* Eds. A. Wong, M. Wickramasinghe, R. Hoogland and N.A. Naples. https://doi.org/10.1002/9781118663219.wbegss262.

Cook, R.J. and Cusack, S. (2010). *Gender Stereotyping: Transnational Legal Perspectives*. Philadelphia: University of Pennsylvania Press.

Council of Europe (2022). *Combating Gender Stereotyping and Sexism.* https://www.coe.int/en/web/genderequality/gender-stereotypes-and-sexism.

Deaux, K. and Lewis, L.L. (1984). Structure of Gender Stereotypes: Interrelationships among components and gender label. *Journal of Personality and Social Psychology*. Vol. 46, Issue 5, pp. 991–1004.

Dolan, J., Deckman, M.M. and Swers, M.L. (2022). *Women and Politics: Paths to Power and Political Influence.* London: Rowman and Littlefield.

Eagly, A.H. (1987). *Sex Differences in Social Behavior: A Social-Role Interpretation.* Hillsdale: Erlbaum.

European Commission (2020). Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. *A Union of Equality: Gender Equality Strategy 2020–2025.* https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52020DC0152&from=EN.

EIGE (2013). *A Study of Collected Narratives on Gender Perceptions in the 27 EU Member States.* https://eige.europa.eu/publications/study-collected-narratives-gender-perceptions-27-eu-member-states.

European Parliament (2012). *Report on Eliminating Gender Stereotyping in the EU*.

European Parliament (12 March 2013). Resolution on eliminating gender stereotypes in the EU 2012/2116(INI). https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.C_.2016.036.01.0018.01.ENG.

Fagot, B.I., Leinbach, M.D. and Hagan, R. (1986). Gender labelling and the adoption of sex-typed

behaviors. *Developmental Psychology*, Vol. 22, Issue 4, pp. 440–443.

Fitzgerald, L.F. (1993). Sexual harassment: Violence against women in the workplace. *American Psychologist, Vol. 48, Issue 10, pp.* 1070–1076. https://doi.org/10.1037/0003-066X.48.10.1070.

Flabbi, L., Macis, J., Moro, A. and Schivardi, F. (2019). Do Female Executives Make a Difference? The Impact of Female Leadership on Gender Gaps and Firm Performance. *The Economic Journal* Vol. 129, Issue 622, pp. 2390–2423. https://doi.org/10.1093/ej/uez012.

Gronlund, A. and Magnusson, C. (2013). Devaluation, crowding or skill specificity? Exploring the mechanisms behind the lower wages in female professions. *Social Science Research*. Vol. 42, Issue 4, pp. 1006–1017.

Gustafsson Senden, M., Klysing, A., Lindqvist, A. and Renstrom, E.A. (2019). The (Not So) Changing Man: Dynamic Gender Stereotypes in Sweden. *Frontiers in Psychology*. Vol. 10. Article 37.

Heilman, M.E. (2012). Gender Stereotypes and Workplace Bias. *Research in Organizational Behavior*. Vol. 32, pp. 113–135.

Hoffman, C. and Hurst, N. (1990). Gender Stereotypes, Perception or Rationalization. *Journal of Personality and Social Psychology.* Vol. 58, Issue 2, pp. 197–208.

Lavy, V. (2008). Do gender stereotypes reduce girls' or boys' human capital outcomes? Evidence from a natural experiment. *Journal of Public Economics*, Vol. 92, pp. 2083–2105.

Magnusson, C. (2013). More women, lower pay? Occupational sex composition, wages and wage growth. *Acta Socioligica*, Vol. 56, Issue 3, pp. 227–245.

Muntoni, F. and Retelsdorf, J. (2018). Gender-specific teacher expectations in reading – the role of teachers' gender stereotypes. *Contemporary Educational Psychology*, Vol. 54, pp. 212–220.

Office of the High Commission for Human Rights (2013). *Gender Stereotyping as a Human Rights Violation*. https://eige.europa.eu/publications/study-collected-narratives-gender-perceptions-27-eu-member-statesng_as_HR_Violation_2013_en.pdf

Pillow, B.H., Vilma, T. and Low, N. (2022). The Influence of Gender Categories and Gender Stereotypes on Young Children's Generalizations of Biological and Behavioral Characteristics. *Psychological Reports*. Vol. 125, Issue 1. pp. 328–343.

Poulin-Dubois, D., Serbin, L.A., Eichstedt, J.A., Sen, M.G. and Beissel C.F. (2002). Men don't put on make-up: Toddler's knowledge of the gender stereotyping of household activities. *Social Development*, Vol. 11, Issue 2, pp. 166–181.

Profeta, P. (2017). Gender Equality in Decision-Making Positions: The Efficiency Gains. *Intereconomics* Vol. 52, pp. 34–37. https://doi.org/10.1007/s10272-017-0640-4.

Rudman, L.A. and Phelan J.E. (2008). Backlash effects for disconfirming gender stereotypes in organizations. *Research in Organizational Behavior*. Vol. 28, pp. 61–79.

Sabharwal, M. (2015). From Glass Ceiling to Glass Cliff: Women in Senior Executive Service. *Journal of Public Administration Research and Theory*, Vol. 25, Issue 2, pp. 399–426, https://doi.org/10.1093/jopart/mut030.

Shinoda, L.M., Veludo-de-Oliveira, T. and Pereira, I. (2021). Beyond gender stereotypes: the missing women in print advertising. *International Journal of Advertising*. Vol. 40, Issue 4, pp. 629–636.

Sidhu, J.S., Feng, Y., Volberda, H.W. and Van den Bosch, F.A.J. (2021). In the Shadow of Social Stereotypes: Gender diversity on corporate boards, board chair's gender and strategic change. *Organization Studies*, Vol. 42, Issue 11, pp. 1677–1698.

Smeding, A. (2012). Women in Science, Technology, Engineering and Mathematics (STEM): An Investigation of Their Implicit Gender Stereotypes and Stereotypes' Connectedness to Math Performance. *Sex Roles*, Vol. 67, pp. 617–629.

United Nations (1979). *Convention on the Elimination of all Forms of Discrimination Against Women.*

United Nations (2022). *Facts and Figures: Women's leadership and political participation.* Available on: https://www.unwomen.org/en/what-we-do/leadership-and-political-participation/facts-and-figures.

Wagers, S.M. (2015). Deconstructing the 'Power and Control Motive': Moving beyond a unidimensional view of power in domestic violence theory. *Partner Abuse*, Vol. 6, Issue 2.

Williams, J.E. and Best, D.L. (1982). *Measuring Sex Stereotypes: A thirty-nation study*. California: Sage.

GENDER STEREOTYPES IN 8 EUROPEAN UNION MEMBER STATES

European Union Member States covered by this review are: Bulgaria, Czech Republic, Greece, Hungary, Italy, Poland, Romania, Slovakia. For every Member State four areas are investigated corresponding to four main sections of the 8 country reports.

- Section A: Research Review

The main focus of this part of the research review is to gain more insight and knowledge about the recent (5 years) national literature. For each country about 5 research works on the topic are presented and summarised.

- Section B: Public debates on gender stereotypes in the media, at a political level or through civil society actions

The main focus in this section is to get to know the public awareness of gender stereotypes.

- Section C: Policies and practices to combat stereotypes

In this section, recent (back to 5 years) policies and practices to combat gender stereotypes implemented at country level are presented and discussed.

- Section D: Overall assessment of gender stereotypes in your country

An overall assessment of the conditions of countries in respect of gender stereotypes is presented.

,

BULGARIA

Rositsa Rangelova

Section A: Research Review

Please, identify up to 5 recent research literature (research reports, books) about gender stereotypes produced in your country in the last 5 years.

(A01) Table of features from selected recent research literature

Source	Title (in English please)	Areas of life concerned	Publication year	Institution/Author(s)	Scope (local, regional, national)	Type (academic, NGO's report, governmental/institutional)	Please provide original citation and internet-link, if available
Source 1	Public attitudes towards equality between men and women and violence against women	Equality between men and women and violence against women	2021	Open Society Institute – Sofia – NGO	National	NGO report	http://osis.bg/wp-content/uploads/2021/03/EqualityReport_March_2021.pdf
Source 2	Gender equality – evolution and current issues	Gender disparity in academia	2020	Author: Olga Stoyanova-Encheva, PhD at University of Veliko Tarnovo, Bulgaria	National	Academic report Published in: Proceedings of the Round Table 'Gender Differentiation in the Academic Environment', Ivis, Veliko Tarnovo, pp. 55 – 63, ISBN 978-619-205-146-4	https://www.researchgate.net/profile/Olga-Stoyanova-Encheva/publication/339712525_
Source 3	LIPA organized a public discussion on its project with UNESCO on 'Gender	Equality of men and women in government and business	2021	Trend and the Liberal Institute for Policy and Analysis under a UNESCO project.	National	NGO report	http://lipa.bg/2021/09/lipa-organizira-publichna-diskusia-po-proekta-si-s-yunesko-na-tema-polovi-stereotipi-spryamo-uchastieto-na-zhenite-v-biznesa-1276/

Source	Title (in English please)	Areas of life concerned	Publication year	Institution/Author(s)	Scope (local, regional, national)	Type (academic, NGO's report, governmental/institutional)	Please provide original citation and internet-link, if available
	stereotypes about women's participation in business'			Author: Evelina Slavkova from Trend Research Center.			
Source 4	Challenges and opportunities: Human Rights section	Gender equality policy	2018	Liana Minkova, author	National	NGO report	https://www.millenniumclub.org/bg/publications/doklad-predizvikatelstva-i-vzmozhnosti-razdel-choveshki-prava
Source 5	Women and sport: a track of inequality and stereotypes	Stereotypes of men and women in sports	2021	Bulgarian's Women Fund NGOs	National	NGO report	https://bgfundforwomen.org/bg/2021/06/01/%D0%B6%D0%B5%D0%BD%D0%B8%D1%82%D0%B5-%D0%B8-%D1%81%D0%BF%D0%BE%D1%80%D1%82%D1%8A%D1%82-%D0%BF%D0%B8%D1%81%D1%82%D0%B0-%D0%BD%D0%B0-%D0%BD%D0%B5%D1%80%D0%B0%D0%B2%D0%B5%D0%BD%D1%81%D1%82%D0%B2%D0%BE/

(A02) Please detail each source in the corresponding box.

Source 1:

> This analysis is based on data from a nationally representative public opinion poll conducted among the population over the age of 18 in April 2018. 1 179 interviews were conducted.
> Main results:
> - ✓ More than 90% of respondents consider equality between men and women to be a fundamental human right and a prerequisite for a fairer society and agree that men and women should be paid equally for the same work.
> - ✓ However, certain stereotypes remain widespread: those who agree and disagree with the statement that men are more suitable for a political career than women and that men have to make the main decisions at home are almost equally distributed; one third of people believe that domestic violence is a personal problem that needs to be addressed within the family; one in four believes that women exaggerate when they complain of sexual harassment; and about one in ten finds it acceptable for a man to hit a woman if she provokes him.
> - ✓ Gender, education and the age of respondents influence their attitudes: men, people with lower education and the elderly are more likely to accept different forms of violence against women and less likely to support equality between men and women.

Source 2:

> This source refers to data from the National Social Security Institute (NSSI) on the take-up of paternity and parental leave by fathers and shows that society in Bulgaria is burdened by gender stereotypes. The country ranks among the top five in the EU, where there is strong opposition from men to take paternity leave after the birth of a child. With the amendments to the Labour Code (LC) in force from 1 June 2017, the father is allowed to use part of the leave that the mother receives for pregnancy and childbirth. According to Art. 163, para. 10 of the LC, with the consent of the mother (adoptive mother) after the child reaches the age of 6 months, the father may use leave for the remaining up to 410 days instead. However, less than 1 % of fathers decide to stay at home and take care of their child, which is a solid demonstration of the discrepancy between the legal norm and its actual application. Even more worrying is the fact that according to the same article of the LC, 'when the mother and father are married or living in the same household, the father is entitled to 15 days leave of childbirth from the date of discharge from the hospital' to help the mother and child adapt to the home environment. The data show that less than one third of fathers actually exercise this right.

Source 3:

The data produced by Trend Agency during its regular activities of polls on attitudes of Bulgarians were presented at a conference on stereotypes about women's participation in business in Bulgaria. By comparing and analysing the data collected in several recent polls, it was shown that 44 % of Bulgarians prefer a man to be their boss and only 23 % prefer to be led by a woman. When asked if the respondents have a problem with a woman being their boss, 60 % of them answered 'no' and only 26 % 'yes'. Meanwhile, 56 % of Bulgarians believe that women have equal career opportunities with men and 34 % do not agree with this statement. There is a small difference in the opinion of the respondents on whether men are better leaders than women: 41 % said yes and 47 % said no (72 % of the respondents were women); 57 % of Bulgarians believe that there are female professions – teacher, nurse, midwife, administrator, accountant and others. Opinion is influenced by age – older people are more traditional about the role of women, as well as living in a city – in the capital and large cities, women's careers are perceived better than in rural areas. The shares of young people who believe in the stereotypes that a woman cannot make a career in Bulgaria are alarming, and such an opinion is shared even by young women.

Source 4:

The analysis included in this report presents the main problems related to gender inequality in Bulgaria and suggests steps to overcome them. For example, women's participation in Bulgarian legislation varies greatly between different policy areas. Traditionally, women are well represented in parliamentary committees on social policy, education, youth and sports. The presence of women is also high in the committees on justice. However, commissions in certain areas, such as defence and anti-corruption, are often composed solely of men. Opportunities for overcoming stereotypes are:

- ✓ Providing formal and informal measures to increase the number of women in the legislature and the executive. An example of such a measure is the introduction of quotas. Despite prejudices against such a measure, the introduction of a recommended minimum percentage (40 % to 50 %) of women's participation in election lists is likely to bring about positive changes without requiring significant efforts from political parties.
- ✓ Encouraging the participation of women in committees in areas not traditionally represented, such as defence and anti-corruption.

Source 5:

The prevailing stereotypical perception of women has an impact not only on women's participation in decision-making in sports organisations, but also on their participation in sports activities. This was found in the publication 'Gender Equality in Sport' by EIGE (2013). At a later stage, this topic was developed for the conditions of Bulgaria by the NGO Bulgarian Women's Fund . Coaching is dominated by men and women are largely underrepresented. Despite the gradual increase in women's participation in sports, they remain underrepresented in the governing bodies of sports institutions at local, national, European and global levels. Bulgaria is relatively well represented in this ranking, however, ranking 6th among member states of the EU-28, after Sweden, the Netherlands, Finland, France and the United Kingdom. The share of women among all positions with decision-making rights in national sports federations for the EU-28 is 14 % and for Bulgaria, 25 %. Girls' teams have fewer sponsors and less business support than boys' teams because their base of supporters is smaller and they are less covered by the media. This leads to a vicious cycle in which training conditions, equipment and all necessary materials are underfunded and therefore attract even fewer girls willing to play sports.

Section B: Public debate on gender stereotypes in the media, at a political level or through civil society actions in the last 5 years.

Please indicate highlights from public debates on gender stereotypes in the media, at a political level or through civil society actions in the last 5 years by filling in the form below.

(B01) Is there any evidence that traditional media (newspapers, tv, radio) or new media (internet, social media, Facebook) paid attention to the issue Insert a cross next to Yes or to No. ?

X	Yes
	No

(B02) If 'yes', please describe what the debate was about (what was the subject?)

The topics discussed were social stereotypes, the role of women in families and women's career development. In this discussion were presented mainly the results of the study of the Open Society Institute – Sofia – NGO, 'Public attitudes towards equality between men and women and violence against women'. The discussion highlighted the main conclusions of the study and they are the following: society is seemingly tolerant of women, but with deep-rooted stereotypes. Domestic violence is still considered a personal problem and that women exaggerate when they complain. A few new opinions and ideas were presented in this discussion. There was a finding during the discussion that there is a positive change in the fight against stereotypes in relationships between women and men. Society is getting wiser – it goes beyond the limits of everyday free-thinking. Increasingly, trust in important decisions at the state level is focused on women. A more active role of technocrats in these processes is expected – of young and educated people engaged in IT.

(B03) Please describe what and who instigated this debate/attention and how. (use bullet points, with few lines each)

This debate came out of the poll done by the Open Society Institute and was reported on by Mediapool.bg, in an article describing that society is apparently tolerant of women but actually hold deep-rooted stereotypes and that society has the prevailing opinion that domestic violence is a personal problem, and women exaggerate when they complain of sex harassment. For more information, see https://www.mediapool.bg/obshtestvoto-e-prividno-tolerantno-kam-zhenite-no-s-dalboko-vkoreneni-stereotipi-news319108.html

(B04) Is there evidence that this public debate led to any initiative / policy?

	Yes
X	No

Section C: Policies and practices to combat gender stereotypes

Please in (C01) list maximum 2 relevant policies and/or practices implemented in the last 5 years to combat gender stereotypes (by national institutions the government, equality bodies, social partners, NGOs, etc.).

(C01) Table of features of relevant policies and/or practices

	Initiative 1
Name of initiative	BIODERMA Women's Run
Initiator	Runner Sports Club together with BIODERMA
Trigger and goal	To inspire more women to get involved in the sport of running.
Area concerned (media, culture, education, Artificial Intelligence)	Sport
Year of initiation and conclusion	Every year from 2019 onwards. The initiative attracts many people from the target group and the activity expands every year.

(C02) Description of (policy/and or practice) initiative 1 to combat gender stereotypes

There are far fewer women than men in running competitions in Bulgaria (see Source 5). To this end, the Runner Sports Club together with BIODERMA (a company producing dermatological products) have taken initiatives to inspire more women to run. Together with BIODERMA, the club created the first women's-only run, which has been held in Sofia every year since 2019. The Bulgarian Women's Fund is a partner of the initiative. The BIODERMA Women's Run 2021 took place on 26 June 2021 and the next run took place on 25 June 2022. The 2021 edition of the only women's run in Bulgaria had a charitable purpose: raising funds for the initiative, 'School without Borders', of the association, 'Children with Oncochematological Diseases', which aims to provide children undergoing cancer treatment with the opportunity to continue their education in a hospital environment. For women 50 years and older, participation is free.

(C03) Please write a brief summary of the main results as well as of the main criteria used for evaluation of initiative 1.

With each edition of the run, the criteria and forms of organization improved. The third edition of the women's run (2021) included the following categories: 5 km speed; 3 km distance for speed; 'Mom & I' – running with children up to 10 years of age at a distance of 3 km; and Teen Girls Run – 3 km race for girls from 10 to 15 years old. Here is the increasing number of participants showing growing interest in the initiative:

Participants and categories	2019	2020	2021
Mom & I	32	39	42
Women 5 km	-	164	212 + 1 male
Women 3 km	-	-	121
Women	179	-	-
Women 50+	-	21	-
Teens Girls Run 3 km	-	-	8

Section D: Overall assessment of gender stereotypes in your country

Please write a short paragraph describing your country in relation to the representation of women in media , culture and education on the basis of your findings in the previous sections

Bulgaria has made progress on gender equality policy in recent decades. However, there are persistent social stereotypes in society about the role of women in families and women's career development. Overcoming stereotypes and integrating gender equality in all policies is a prerequisite and guarantee for good governance and progress for any society, as it affects all areas of life. Therefore, the country must continue to work in this area in order to achieve a better quality of life for all citizens.

The issues addressed in this Research Review highlight aspects that need to be addressed. The main problem, however, remains the lack of recognition of the problem as such in society. Therefore, in order for future measures to be successful, public discussion of gender stereotypes is necessary.

In general, Bulgarians do not pay enough attention or are not well acquainted with the concept of equality between women and men. Maybe they just don't want to deal with it. It might be an emotional reaction that people hold harmful stereotypes and don't want to be challenged.

There is also a relationship between attitudes towards equality between men and women and the tendency to justify violence against women. People who are more likely to accept violence against women are less likely to support gender equality. There are stereotypes that need to be overcome. Stereotypes about women and girls should be tackled at first in families and in schools.

There is a proposal to reconsider policies regarding maternity leave in Bulgaria, which has the longest period in the EU, but this has not shown good results.

CZECH REPUBLIC

Alena Krizkova

Section A: Research Review

Please, identify up to 5 recent research literature (research reports, books) about gender stereotypes produced in your country in the last 5 years.

(A01) Table of features from selected recent research literature

Source	Title (in English please)	Areas of life concerned	Publication year	Institution/Author(s)	Scope (local, regional, national)	Type (academic, NGO report, governmental/institutional)	Please provide original citation and internet-link, if available
Source 1	Analysis of gender stereotypes and portrayal of women and men in election campaigns	Decision-making	2018	Office of the Government of the Czech Republic	National	Government report	Hrbková, Lenka. 2018. Analýza genderových stereotypů a zobrazování žen a mužů v předvolebních kampaních. Úřad vlády ČR. Dostupné z: https://www.vlada.cz/assets/ppov/rovne-prilezitosti-zen-a-muzu/dokumenty/Analyza-genderovych-stereotypu_3.pdf.
Source 2	The issue of violence against women from the perspective of the Czech	Stereotypes and violence against women	2018	Amnesty International (Czech Republic)	National	NGO report	Amnesty International. 2018. Závěrečná zpráva z výzkumu PROBLEMATIKA NÁSILÍ NA ŽENÁCH OPTIKOU ČESKÉ POPULACE. Dostupné z: https://www.amnesty.cz/data/file/4254-vvm_problematika-nasili-na-zenach-optikou-ceske-populace.pptx?version=1541109702.

Source	Title (in English please)	Areas of life concerned	Publication year	Institution/Author(s)	Scope (local, regional, national)	Type (academic, NGO report, governmental/institutional)	Please provide original citation and internet-link, if available
	population						
Source 3	Active fatherhood	Work–life balance and the care gap	2020	League of Open Men (NGO)	National	NGO report	Liga otevřených mužů. 2020. Aktivní otcovství. www.ilom.cz/tatove2020.
Source 4	Public attitudes on the role of men and women in the family	Work–life balance and the care gap	2020	Public Opinion Research Centre, Institute of Sociology, Czech Academy of Sciences	National	Press release	Spurný, M. 2020. Názory veřejnosti na roli muže a ženy v rodině – únor 2020, https://cvvm.soc.cas.cz/media/com_form2content/documents/c2/a5181/f9/ov200331.pdf.
Source 5	How do we perceive sexist advertising? Representative research of the attitudes of the Czech public and qualitative research	The cultural, advertisement and media sector, as well as general life choices	2019	NESEHNUTÍ (NGO)	National	NGO report	Bartáková, E., P. Havlíková, 2019. Jak vnímáme sexistickou reklamu? Reprezentativní výzkum postojů české veřejnosti a kvalitativní sonda do zkušenosti mladých lidí s reklamou. Brno: NESEHNUTÍ http://zenskaprava.cz/nabidka/jak-vnimame-sexistickou-reklamu/

Source	Title (in English please)	Areas of life concerned	Publication year	Institution/Author(s)	Scope (local, regional, national)	Type (academic, NGO report, governmental/institutional)	Please provide original citation and internet-link, if available
	into the experience of young people with advertising						

(A02) Please detail each source in the corresponding box.

Source 1:

This report analyses the campaign materials of the parties and movements in the parliamentary elections in Autumn 2017. It concludes that women were portrayed correctly in the official materials of the parties and movements and there was not the excessive use of sexist appeals, as seen in the previous election campaign in 2013. Women were portrayed mainly as leaders of their parties in the regions. Female candidates are often associated with social issues, health care or education, corresponding to gender stereotypes. In the last elections to the Chamber of Deputies, these stereotypes reappeared as one of the stable features of Czech politics and political communication during the campaigns. The second part of the report is devoted to analysis of the presidential elections in 2018; however, it does not focus on or even mention gender stereotypes. No recommendations are included.

Source 2:

This report was representative quantitative research on a sample of the population (1 012 people) of the Czech Republic over 18 years of age. In the Czech Republic, the issue of violence against women, specifically the issue of rape, is still a problem, and one that is affected by a certain degree of prejudice and ignorance. More than half of the adult population is still of the opinion that in certain cases or situations, a woman is at least partially responsible for her being raped. Overall, the tendency towards stereotyping is slightly stronger in men more than women, much stronger in people with basic education and slightly stronger in people over 55, especially pensioners and the unemployed and people with the lowest socio-economic status. No recommendations are provided.

Source 3:

The research, conducted by the League of Open Men in April 2020, in collaboration with the Nielsen Admosphere agency, mapped the degree of involvement of fathers in the day-to-day care of minors and their attitudes to child-raising and support from the state and employers. The sample was 839 respondents, all men who were fathers of minor children in the age category of 25 to 54 years, who are part of the Czech National Panel. The aim of the research was to enable a comparison with previous research, especially with the study, *The Form of Fatherhood in the Czech Republic*, prepared in 2010 for the Ministry of Labour and Social Affairs. In the past decade, fathers have become significantly more involved in caring for children. For example, the proportion of men accompanying children to the doctor has doubled in the last 10 years. Today, more fathers can see themselves taking parental leave to care for a child, and there are significantly fewer fathers who are in favour of the traditional division of labour, where the woman takes care of the children and the household and the man earns the family's income. While this model is still held in favour by more than half of Czech fathers (54%), in 2010, the figure was four fifths of respondents (81%). Meanwhile, 48% of the interviewed men and women agreed with the so-called "quota" for the second parent, which would dedicate two months of the current parental leave to the other parent (13% said certainly yes, and 35% said generally yes). No recommendations were provided.

Source 4:

This press release described representative research on a sample of 1 039 Czech men and women 18 years and older, showing that the opinion that both women and men should take care of children in the family in the same way was held by half of the Czech public in 2000 and in 2020 had increased to 65 %. The gradual change in public attitudes towards an equal division of roles between women and men has been evident over the last 20 years in all areas monitored, including views of responsibility for the family budget and pursuing a professional career or public office. No recommendations were provided.

Source 5:

This report was on a representative survey of 1 037 women and men, 15 years of age or older, on attitudes about sexist advertisement. Of all the researched forms of sexist content in advertising, respondents were most annoyed by depictions of violence against women (91%), ridiculing people based on how they look (75%) and portraying stereotypes about women as well as men (equally 54%). All forms of sexist content in advertising bothered more women than men. The authors recommended looking for ways to have authentic discussions with young people about the influence of negative gender stereotypes. It is necessary to raise discussion in society, but also run educational projects on this topic, so that young people are able to identify sexism even in well-crafted advertisements. In addition, there is a need to translate the public debate into guidelines for supervising institutions so that the responsible institutions are able to identify sexism, and address it.

Section B: Public debate on gender stereotypes in the media, at a political level or through civil society actions in the last 5 years.

Please indicate highlights from public debates on gender stereotypes in the media, at a political level or through civil society actions in the last 5 years by filling in the form below.

(B01) *Is there any evidence that traditional media (newspapers, tv, radio) or new media (internet, social media, Facebook) paid attention to the issue Insert a cross next to Yes or to No. ?*

| X | Yes |
| | No |

(B02) If 'yes', please describe what the debate was about (what was the subject?)

There are many stereotypes about feminism and gender in the Czech Republic, and the concept are often misunderstood in public debate. This was evident in the discussion on the ratification of the Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence (the so-called Istanbul Convention). Arguments against the so-called 'gender ideology', which, according to opponents, the Istanbul Convention was supposed to introduce, were often raised. While the Istanbul Convention does not go beyond existing legislation and the Czech Republic's international obligations in terms of combating gender stereotypes, the convention was interpreted as leading to the eradication of certain traditions and customs. There were public statements that the Convention seeks a gender-neutral society, even though one of the principles of the Convention is to include a gender perspective, i.e. to apply the different needs of women and men. The Convention has also been criticized for promoting the rights of sexual minorities, even though the only related provision concerns the prohibition of discrimination against anyone based on their gender in access to protection from domestic and sexual violence (see Article 4(3) of the Istanbul Convention).

(B03) Please describe what and who instigated this debate/attention and how. (use bullet points, with few lines each)

- ✓ Some politicians, online platforms and disinformers spread disinformation about the Istanbul Convention and the consequences of its ratification. This was done on social media, and in conservative press outlets.
- ✓ For example, the Czech Cardinal Duka participated heavily in spreading disinformation about the Istanbul Convention.

(B04) Is there evidence that this public debate led to any initiative / policy?

| X | Yes |
| | No |

(B05) If 'yes', describe how in bullet points, few lines each and specify the name of the policy/initiative

- ✓ The Government Office of the Czech Republic prepared a brochure to fight disinformation around the Istanbul Convention: "Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence: Myths and Facts." (Úmluva Rady Evropy o prevenci a potírání násilí vůči ženám a domácího násilí: mýty a fakta)
- ✓ The brochure contains an overview of the most common myths and misinterpretations associated with the Istanbul Convention, and corrects or refutes them. The brochure is based on the recommendations of the government's Committee for the Prevention of Domestic Violence and Violence against Women. The committee initiated its elaboration in response to the growing media misinformation and the campaign of some politicians and platforms against the ratification of the Istanbul Convention by the Czech Republic.
- ✓ Despite this initiative and continuous efforts by the Government Office Department for gender equality (for example, workshops and information campaigns), the new Czech government (since 2022) declared that the ratification of the Istanbul Convention should be postponed by at least a year because further political discussions are needed.

Section C: Policies and practices to combat gender stereotypes

Please in (C01) list maximum 2 relevant policies and/or practices implemented in the last 5 years to combat gender stereotypes.(by national institutions the government, equality bodies, social partners, NGOs, etc.).

(C01) Table of features of relevant policies and/or practices

	Initiative 1	Initiative 2
Name of initiative	Strategy for Equality of Women and Men for 2021–2030 (Strategy)	Anti-Prize Sexist Piggy
Initiator	Government Office Department for Gender Equality	NESEHNUTÍ - NGO
Trigger and goal	Gender stereotypes were identified as one of the main causes of gender inequality in the Czech Republic. One of the strategic objectives of the Strategy is to decrease the level of acceptance of gender stereotypes and sexism in society.	The goal was to open discussion on sexism in advertisement in Czechia
Area concerned (media, culture, education, Artificial Intelligence)	Culture, media, education, work, the care gap, decision-making, violence and advertisement	Mostly media, but also culture, education
Year of initiation and conclusion	2021–2030	2008–2018

(C02) Description of (policy/and or practice) initiative 1 to combat gender stereotypes

The Strategy describes gender stereotypes as a root cause of gender inequality in several domains: the gender pay gap and employment, choice of study fields and occupation, division of work and care within households, underrepresentation of women in politics and business, and gender-based violence. The first strategic goal is that 'Society strives to reduce the acceptability of gender stereotypes'. It contains measures consisting primarily of the implementation of educational activities aimed at, for example, non-stereotypical portrayal of women and men within the sports or cultural sector. This goal also addresses the sexist portrayal of women and men in advertisements and the media and focuses, among other things, on supporting the capacities of the relevant supervisory and regulatory bodies.
The Strategy is available here: https://www.vlada.cz/assets/ppov/rovne-prilezitosti-zen-a-muzu/Aktuality/Strategie_rovnosti_zen_a_muzu.pdf.

(C03) Please write a brief summary of the main results as well as of the main criteria used for evaluation of initiative 1.

An evaluation of the implementation of the Strategy is not yet available. Examples of measures (and criteria for their implementation and evaluation) in the Strategy are: to introduce gender-non-stereotypical educational counselling and school prevention methodologies (methodology, training for educational counsellors, information campaign); reducing inequalities in career paths (introduction of gender-sensitive competence profile of teachers); eliminating gender stereotypes from the Framework Educational Programs and school textbooks (revise the Framework Educational Programs and analyse textbooks, educate their coordinators and prepare explanatory material for them); and reducing the acceptability of gender stereotypes by society (awareness campaigns, raising the profile of personalities in gender non-stereotypical positions).

(C02) Description of (policy/and or practice) initiative 2 to combat gender stereotypes

The NGO NESEHNUTÍ created the Anti-Prize Sexist Piggy in 2008 and each year until 2018 awarded the 'prize' to the most sexist advertisements appearing in the Czech public space. In 2018, according to the organizers, the anti-prize has already fulfilled its main purpose, which was to open discussion on sexism in advertising in the Czech Republic. For more information, see https://www.prasatecko.cz/.

(C03) *Please write a brief summary of the main results as well as of the main criteria used for evaluation of initiative 2.*

The evaluation of the situation of sexism in advertising is included in the publication, 'How do we perceive sexist advertising? Representative research of the attitudes of the Czech public and qualitative research into the experience of young people with advertising' (see Source 5 above), which shows that young people don't want sexist advertisements in the public space.

Section D: Overall assessment of gender stereotypes in your country

Please write a short paragraph describing your country in relation to the representation of women in media , culture and education on the basis of your findings in the previous sections: Section A, Section B, Section C.

Gender roles are still conceived as highly traditional in the Czech Republic, although the situation has been getting better recently. Women are still perceived primarily as caretakers of children and old and sick family members and men as breadwinners and stereotyped as 'by nature' not able to provide care as well as women. However, most families need two incomes from paid work; therefore, most women work full-time and take care of children and other relatives, except during periods of maternity and parental leave. Parental leave is mostly (in 98 % of cases) used by women and these long career breaks (3 years on average) have, together with gender stereotypes, significant impacts on women's careers and wages.

Family policy is still very strongly rooted in the gender stereotype of the caring woman and it gives very limited choice in family strategies for childcare. There is a high gender pay gap due to multiple reasons: long parental leave without quota for fathers, the absence of motivation to share parental leave among parents, the very low availability of affordable childcare services for children under 3 years of age, and the low availability of flexible and part-time paid work options. So, the position of mothers in the labour market is more and more precarious; they tend to be self-employed, on fixed term or short and non-standard contracts with very low protection of working conditions. Women are not represented as decision-makers, as decision-making is stereotypically associated with strong masculine attributes. Strong gender stereotypes are present within the education system as from the beginning, girls and boys are motivated by gender stereotypical career choices. Sexism is still present in the advertisement and media, although the Czech (especially young) population does not perceive it positively. There is still strong tolerance of sexist language, sexual harassment and even gender-based violence in the Czech population, which is strongly connected to the stereotypes of the behaviour of women and men.

GREECE

Thomas Georgiadis and Platon Tinios

Section A: Research Review

Please, identify up to 5 recent research literature (research reports, books) about gender stereotypes produced in your country in the last 5 years.

(A01) Table of features from selected recent research literature

Source	Title (in English please)	Areas of life concerned	Publication year	Institution/ Author(s)	Scope (local, regional, national)	Type (academic, NGO's report, governmental/ institutional)	Please provide original citation and internet-link, if available
Source 1	Exposing Preschool Children to Counterstereotypical Professional Role Models Using Audiovisual Means: A Small Study in a Preschool in Greece.	Gender-related professional stereotypes; gendered perceptions of preschool children	2020.	E. Doni	Local. The study took place in a kindergarten in the town of Preveza (northwest Greece).	Research paper. Published in Early Childhood Education Journal.	Doni, E. (2021). Exposing Preschool Children to Counterstereotypical Professional Role Models Using Audiovisual Means: A Small Study in a Preschool in Greece. Early Childhood Education Journal, 49(2), 295–302. https://rdcu.be/cPDG5
Source 2	Women in computer science. The case study of the Computer Science Department of the	Gender stereotypes in tertiary education choices; focus	2018.	Papadakis, S., Tousia, C., & Polychronaki, K.	Local. The sample consists of students that have been registered in the Computer	Research paper. Published in International Journal of	Papadakis, S., Tousia, C., & Polychronaki, K. (2018). Women in computer science. The case study of the Computer Science Department

Source	Title (in English please)	Areas of life concerned	Public ation year	Institution/ Author(s)	Scope (local, regional, national)	Type (academic, NGO's report, governmental/ institutional)	Please provide original citation and internet-link, if available
	University of Crete, Greece.	on computer sciences			Science Department of the University of Crete.	Teaching and Case Studies.	of the University of Crete, Greece. International Journal of Teaching and Case Studies, 9(2), 142–151. DOI: 10.1504/IJTCS.2018.0909 63
Source 3	'Keeping the children close and the daughters closer.' Is family housing support in Greece gendered?	Gender roles as regards the provision of care and help from adult children (sons and daughters) to other older family members.	2021	Dagkouli– Kyriakoglo u, M.	Local. Based on in-depth interviews in Athens, Greece.	Research paper. Published in European Journal of Women's Studies.	Dagkouli–Kyriakoglou, M. (2021). 'Keeping the children close and the daughters closer.' Is family housing support in Greece gendered? European Journal of Women's Studies, 29 (2): 266–281. https://doi.org/10.1177/13505 068211046804
Source 4	Sexist stereotypes in the language textbooks of the Greek primary school: a multidimensional approach.	Gender stereotypes in primary school textbooks	2018.	Gouvias, D., & Alexopoulo s, C.	National	Research paper. Published in Gender and Education.	Gouvias, D., & Alexopoulos, C. (2018). Sexist stereotypes in the language textbooks of the Greek primary school: a multidimensional approach. Gender and Education, 30(5), 64–-662. https://doi.org/10.1080/09540 253.2016.1237620
Source 5	Gender stereotypes	Gender	2018.	Papadakis,	National	Research	Papadakis, S. (2018). Gender

Source	Title (in English please)	Areas of life concerned	Public ation year	Institution/ Author(s)	Scope (local, regional, national)	Type (academic, NGO's report, governmental/ institutional)	Please provide original citation and internet-link, if available
	in Greek computer science school textbooks.	stereotypes in the primary school textbooks.		S.		paper. Published in International Journal of Teaching and Case Studies.	stereotypes in Greek computer science school textbooks. International Journal of Teaching and Case Studies, 9(1), 48–71. https://www.inderscienceonline.com/doi/abs/10.1504/IJTCS.2018.090196

(A02) Please detail each source in the corresponding box.

Source 1:

This study draws on an operational tool of exposing children to counterstereotypes. It organised a two-day activity using audiovisual means in order to explore preschool children's gendered perceptions of a range of professions, and to assess the impact of exposure to a video documentary on children's gender perceptions. To this end, the participants were asked questions about the gender suitability of each profession before and after viewing the documentary.

This study took place in the 10th kindergarten in the town of Preveza (a town in Northwest Greece). Overall, the activity generated statistically significant changes in children's perceptions for half of the professions. The extent to which this exposure has indeed generated a sustained impression on children's gender perceptions of these professions is unknown.

Gender beliefs and stereotypes are acquired early in life and might function cumulatively in children, to impact their self-perceptions of professional potential. School has a critical role to play in gender socialisation. To this end, relevant audiovisual tools might be a fruitful tool to meet this target.

Source 2:

The main purpose of this paper is to investigate if there is a gender digital divide in the computer science department. This research uses data of 3 858 students that have been registered in the Computer Science Department of the University of Crete from the beginning of the activity of the department in the years 1984/85 until the academic year 2016/17.

The results indicate that of the 2 969 people who have either concluded their studies or are still studying, 2 334 of them were male (78.6 %) and 635 of them were female (21.4 %). Therefore, it can be assumed that gender differentiation is being maintained among the active members of the Department. Moreover, while the percentage of female students from 1984 until 2000 was 25.5 %, after 2000 the share was reduced to 19.2%. As regards to the representation of women among PhD holders of this Department, women account just to 10.3 % of the total PhD holders.

In terms of policy implication, this research highlights that the earlier young children and especially girls are exposed to relevant activities, the more likely they will form a positive attitude to computer programming and other pertinent STEM activities.

Source 3:

In this study, 40 research partners (living in Athens, Greece) were interviewed in relation to their experiences of housing. Through their life stories and housing pathways, it was explored whether the gender of the beneficiary affects the family housing provision that is destined for them.

The evidence of the in-depth interviews highlight that it seems that the social imagination pertaining to women, and especially daughters, as a persistent part of families, impacts both their housing solutions and housing decisions. Consequently, the housing pathway of young women in Greece is much more defined than that of their male counterparts. Daughters' housing provision is already strategically planned, and serves the desires – maybe for all parties – of close proximity to extended family households. The proximity assists the care services that it is mainly women who offer to family members.

The differences between housing support for male and female family members were highlighted through this research. These differences are based on the gender roles that they are expected to fulfil. Gender performativity involves responsibilities related to the family, such as birth, childcare and elderly care. These are considered as the moral concerns of women as daughters, mothers and grandmothers, thereby satisfying an imposed lifelong role of obligations. There are no signs of change in this cultural stereotype.

Source 4:

> This study, through a content analysis of Greek-language textbooks used in the third grade of Greek primary school, examines the existence of gender stereotypes throughout the full range of these books. Semi-structured interviews were also carried out with a sample of teachers who have taught the particular subject in the past. Findings show that there is a need for evaluation of the existing language textbooks in primary schools, with the aim of promoting more gender-balanced learning materials. Moreover, the classroom teachers raised the need for the promotion of initial as well as in-service training for teachers on issues of 'gender stereotypes', 'sexist language' and 'gender-mainstreaming policies'.
>
> These findings highlight the need for evaluation of the existing language textbooks in primary schools, with the aim of promoting more gender-balanced learning materials, in the light of research – at the national and international level – about the pedagogical, psychological and social implications of sexism in school textbooks. Furthermore, it is also essential that teachers be trained on gender issues, so as to realise the importance of the compensatory teaching approach, and recognise more easily any kind of 'gendered' elements, either in textbooks or in the way they teach.

Source 5:

> This qualitative study uses content analysis to identify the elements of sexism and gender role stereotyping in a selected group of textbooks, which are used by teachers and students for computer science instruction in the three grades of general lyceum (high school students aged 15 to 17 years) in Greece. Each textbook was carefully examined for the stereotypical presentation of gender roles of men and women. The findings show that the three textbooks, to a greater or lesser extent, perpetuate stereotyped prejudices regarding gender roles in relation to new technologies.
>
> The phenomenon of sexism in education should be discussed and addressed with proper teaching materials, free of any stereotypical perceptions of gender roles for men and women (in education, the media, public life, and the world of work). In this context, it is necessary to revise the content of school textbooks to reflect current realities and policy priorities in relation to gender roles in line with social changes.

Section B: Public debate on gender stereotypes in the media, at a political level or through civil society actions in the last 5 years.

Please indicate highlights from public debates on gender stereotypes in the media, at a political level or through civil society actions in the last 5 years by filling in the form below.

(B01) *Is there any evidence that traditional media (newspapers, tv, radio) or new media (internet, social media, Facebook) paid attention to the issue Insert a cross next to Yes or to No. ?*

X	Yes
	No

(B02) If 'yes', please describe what the debate was about (what was the subject?)

> A fertility conference was cancelled following outcry over alleged sexist TV spot. The 1st Panhellenic Fertility Conference was to take place 2 to 4 July 2021 in Ioannina, Greece but was cancelled, following an outcry caused by a controversial promotional spot deemed to be 'anachronistic' and perpetuating sexist stereotypes against women.
>
> The promotional video attracted particular fury. It showed a woman lamenting entering her 40s without having a child, having spent her reproductive prime on a career and education. 'What did I do wrong?' she wonders out loud, while a voice offscreen reassures her she didn't do anything wrong, 'You just didn't know.' Viewers were then cheerfully directed to the event's site.

(B03) Please describe what and who instigated this debate/attention and how.

The cancellation of the conference because of the weight of social media outrage represents the start of a growing trend in how Greeks are making their voices heard. This is especially true for younger Greeks who may feel left out of discourse in a country where the mean age is over 44 years. This year alone has seen a number of important initiatives take hold via social media with hashtags to promote Greece's own #MeToo movement.

After the President of the Republic, Katerina Sakellaropoulou, withdrew her support from the Conference, almost all the official participants publicly renounced the tone and content of the spot and distanced themselves from the conference. A number of scientists and public figures also withdrew their support from the conference, judging it as offending women and perpetuating old stereotypes.

(B04) Is there evidence that this public debate led to any initiative / policy?

☐ Yes
☒ No

Section C: Policies and practices to combat gender stereotypes

Please in (C01) list maximum 2 relevant policies and/or practices implemented in the last 5 years to combat gender stereotypes.(by national institutions the government, equality bodies, social partners, NGOs, etc.).

(C01) Table of features of relevant policies and/or practices

	Initiative 1	Initiative 2
Name of initiative	CONVEY – Counteracting sexual violence and harassment: engaging Youth in Schools in digital education on gender stereotyping.	'Everything from scratch'
Initiator	'Hope For Children' CRC Policy Centre together with five other partners: CESIE (IT), The Smile of the Child (GR), Gender Alternatives (BG), Westminster City Council (UK) and Sexual Violence Centre Cork (IE). The project is funded by the Rights, Equality and Citizenship Programme of the DG Justice and Consumers of the European Union.	The Greek Research Centre for Gender Equality (KETHI) and UNICEF.
Trigger and goal	Aims to design digital educational tools for gender equality. Targets preventing sexual violence and harassment and positively modifying violent behaviours against women. Raises awareness of gender stereotyping and sexualisation of women in digital media.	This book presents the stories of three boys, aiming to address gender stereotypes related to behaviours, roles and expectations usually attributed to boys and, often, associated with violent behaviours. This edition consists of the next stage of this cooperation, having as reference the Istanbul Convention, and emphasising the experiences and roles assigned to boys.
Area concerned (media, culture, education, Artificial Intelligence)	Gender stereotypes; the sexualisation of women in digital media; sexual violence and harassment against women and girls.	Gender stereotypes in behaviours; gender violence; gender stereotypes associated with masculinity.
	September 2016 – September 2019.	2018–2021.

(C02) Description of (policy/and or practice) initiative 1 to combat gender stereotypes

Through the development of an online game and the implementation of a training programme for teachers and students of secondary schools, the project aimed to foster the respect of women's rights and change the behaviour of young people that reinforces gender stereotypes and leads to gender violence.

CONVEY aimed to develop an online game, a pilot programme for teachers and 14 to 18-year-olds, policy recommendations for key educational and policy stakeholders, and a social awareness campaign against sexual violence and sexual harassment. Throughout the project, longitudinal research was conducted to measure the impact of the project and the behaviour change in the young people involved in the activities.

(C03) Please write a brief summary of the main results as well as of the main criteria used for evaluation of initiative 1.

After carefully studying and analysing this initiative, there was unanimously support that this new and innovative method can attract the attention of young people, thus gaining new knowledge and prevention skills. Everyone agreed that the game was suitable for children, besides being an educational one, it made them think about the topics and analyse concrete situations from everyday life.

In 2020, in the broader context of promoting equality between gender, the Greek Institute of Educational Policy (IEP) utilised the educational material of the Convey programme on the digital platform it created, which included sex education programmes related to educational actions of knowledge and critical thinking, as well as cultivation actions and life skills in matters of gender, rights, mental and physical health, safety, protection, respect for sexual dignity and equality.

(C02) Description of (policy/and or practice) initiative 2 to combat gender stereotypes

The publication 'Everything from scratch' is another result of the collaboration between the Research Centre for Gender Equality (KETHI) and UNICEF, which started in 2018. This publication represents the next stage of this collaboration, having as reference the Istanbul Convention and emphasising the experiences of and roles assigned to boys.

This book presents the stories of three boys, aiming to address gender stereotypes related to behaviours, roles and expectations usually attributed to boys and often associated with violent behaviours. Two of the stories focus on showing how social prejudices and gender stereotypes, as well as social conditions that affect gender relations over time, affect boys' socialisation and behaviour. The third story presents the case of a boy who is sexually harassed and focuses on how gender stereotypes may affect boys' behaviour as victims. All three narratives aim at addressing the phenomenon of violence while emphasising stereotypes associated with masculinity.

(C03) Please write a brief summary of the main results as well as of the main criteria used for evaluation of initiative 2.

This publication was approved as pedagogically suitable by the Institute of Educational Policy of the Ministry of Education and Religions and over 3 500 copies have already been sent to the Directorates of Secondary Education, to be forwarded to schools across the country, so that all students are aware of the issues of gender violence and discrimination. It is worth noting that the book has already been sent to all public libraries in the country, so that readers can have the opportunity to read the book and reflect on it. This material has been also included on the digital platform of the Greek Institute of Educational Policy (IEP).

Section D: Overall assessment of gender stereotypes in your country

Please write a short paragraph describing your country in relation to the representation of women in media , culture and education on the basis of your findings in the previous sections: Section A, Section B, Section C. Please follow the next guiding questions:

Over the past decade, Greece had the third highest percentage of people among EU countries, 61 %, who stated that 'women should be available to stop their paid work if family obligations require it' (based on European Social Survey data). Most people in Greece also still think that when jobs are scarce, then priority should be given to men. Even more important than the percentage of anachronistic views is their persistence: even after the turn of the millennium and as women are more educated and are working more, perceptions remained stagnant. As the Greek labour market operates on the assumption that 'regular workers' are primarily men, it is not surprising that the economic role of women has remained imprisoned in the mould of the casual or complementary worker. Although women's employment has increased, their careers have been hampered and the gender gap in both employment and pensions remains. This is reflected in the tendencies of perceptions about the economic role of women with families over time.

This brief overview of the relevant literature shows that addressing discriminatory attitudes towards women is a multidimensional issue. The reported evidence on both the very low representation of women in computer science studies over the past decades, as well as the reproduction of gender stereotypes in primary and high-school textbooks highlights the necessity of putting more emphasis on the factors that contribute to primary, secondary and tertiary education students' perceptions of the issues of gender equality and stereotypes.

Closing with a somewhat more optimistic perspective, it could be mentioned that the need to combat gender stereotypes has been recognised by the new National Action Plan for Gender Equality in Greece (2021–2025), as it proposes actions that aim at:

- ✓ Getting girls in touch with STEM lessons from a very early age, from kindergarten.
- ✓ Encouraging the promotion of female role models in educational materials, curricula and training.
- ✓ Developing career day activities, role modelling and mentoring, in which girls will be able to participate, possibly by connecting universities with schools and male and female students.
- ✓ Encouraging the participation of women in specific areas, e.g. artificial intelligence (AI).

HUNGARY

Dorottya Szikra

Section A: Research Review

Please, identify up to 5 recent research literature (research reports, books) about gender stereotypes produced in your country in the last 5 years.

(A01) Table of features from selected recent research literature

Source	Title (in English please)	Areas of life concerned	Publication year	Institution/Author(s)	Scope (local, regional, national)	Type (academic, NGO's report, governmental/institutional)	Please provide original citation and internet-link, if available
Source 1	Gender stereotypes in storybooks and children's books (Nemi sztereotípiák a mese- és gyermekkönyvekben)	(1) Education and career choices, (2) Cultural, advertisement and media sectors, as well as general life choices (e.g. hobbies).	2017	Bence Pálóczi and Beáta Nagy (Corvinus University of Budapest)	National	Academic	Pálóczi, Bence and Nagy, Beáta (2017) Nemi sztereotípiák a mese- és gyermekkönyvekben. In: Társadalmi nemek. Elméleti megközelítések és kutatási eredmények. ELTE Eötvös Kiadó, Budapest, pp. 85–102. ISBN 978-963-284-835-8 http://unipub.lib.uni-corvinus.hu/3354/
Source 2	Post-Socialist Gender Regimes and Controversial Ideas About	Education and career choices	2021	Dorottya Rédai and Ráhel Katalin Turai	National	Academic	Rédai, D., Turai, R.K. (2021). Post-Socialist Gender Regimes and Controversial Ideas About Gender Equality in Hungarian Schools. In: Tsouroufli, M., Rédai, D. (eds) Gender Equality and Stereotyping in

Source	Title (in English please)	Areas of life concerned	Publication year	Institution/Author(s)	Scope (local, regional, national)	Type (academic, NGO's report, governmental/institutional)	Please provide original citation and internet-link, if available
	Gender Equality in Hungarian Schools						Secondary Schools. Palgrave Studies in Gender and Education. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-030-64126-9_5
Source 3	Perception of Barriers to Motherhood: Female PhD Students' Changing Family Plans in the STEM Fields	Education and career choices; work–life balance and the care gap; work	2022	Veronika Paksi, Beáta Nagy, Katalin Tardos	National	Academic	Paksi, V., Nagy, B. and Tardos, K. (2022) Perception of Barriers to Motherhood: Female PhD Students' Changing Family Plans in the STEM Fields. Social Inclusion. Special issue, 'Fragile Pronatalism? Barriers to Parenthood, One-Child Families, and Childlessness in European Post-Socialist Countries' (Forthcoming) DOI: https://doi.org/10.17645/si.v10i3.5250

(A02) Please detail each source in the corresponding boxes

Source 1:

This study investigates gender stereotypes in Hungarian storybooks and children's books. The results show that the stories and fairy tales reinforce gender stereotypes in many aspects. The protagonists and other characters of these books are more likely to be boys and men. Male characters participate in many activities, while female characters often have only passive roles. Furthermore, the activities of female characters are more often connected to the family and the household. Male characters are displayed in many kinds of occupations, while female characters are usually described as being in traditionally female occupations (e.g. teachers, service sector jobs). Girls are often described as being kind, caring and pretty, who can get others' attention mainly by their beauty and not by their cleverness, while male characters have many opportunities to stand out. The study concludes that these books reinforce gender stereotypes and influence the gender socialization of children. Childhood is a very important age, as individuals develop their gender identity at that age. Gender stereotypes found in such books could influence individuals' expectations towards men and women in the long run. Because of these stereotypes, men and women might live their lives according to these expectations and not according to their interests and skills, even if the influence is unconscious or subtle.

Source 2:

This study investigates how the gendered division of labour is reproduced in Hungarian secondary schools. One part of this study specifically explores gender stereotypes among students and teachers. The paper's findings are based on focus group discussions with students and interviews with teachers in three secondary schools. The results show that students have mixed views on gender equality. On the one hand, students demonstrated gender awareness regarding stereotypes and noticed the sexist behaviour of teachers. On the other hand, they had conservative views on gender roles regarding family and behaviour norms, as they showed preference towards the roles of women's caring and men's breadwinning. Gender norms were also noticeable during the focus group discussions, as boys tend to speak more and sometimes they even answered girls' questions. Gender stereotypes also manifested in teachers' behaviour. For instance, in one of the schools the policy was to select one male and female form tutor from each of the classes to imitate (traditional) family life and show both male and female examples for students. The study concludes that practices and stereotypes embedded in these practices reinforce the patriarchal power within these institutions and maintain the double standard that favours men and masculinity.

Source 3:

This empirical research focuses on the barriers to the work–life balance of female professionals in STEM fields (science, technology, mathematics and engineering) in Hungary. Semi-structured interviews with female engineer PhD students show that the women were subject to strong social expectations based on different stereotypes that negatively influenced their life, including the reconciliation of their family life and academic career. On the family side, these expectations involve becoming a mother and being responsible for childcare and household chores. On the work side, challenges are all strongly based on negative stereotypes, biases and discrimination regarding their role, capability and productivity as female researchers. The pressure of the biased professional and organisational culture in STEM for high performance and assimilation into the masculine world of science prevent women from realizing their academic advancement, work–life balance and fertility plans. Several interventions are suggested to stakeholders. The most important is to foster gender awareness and equality in organisations through a carefully developed and implemented gender equality plan with particular attention to family issues and discrimination.

Please indicate highlights from public debates on gender stereotypes in the media, at a political level or through civil society actions in the last 5 years by filling in the form below.

(B01) *Is there any evidence that traditional media (newspapers, tv, radio) or new media (internet, social media, Facebook) paid attention to the issue Insert a cross next to Yes or to No. ?*

x	Yes
	No

(B02) If 'yes', please describe what the debate was about (what was the subject?)

1. The government introduced a new national education curriculum in 2018 and in 2020. Public debates emerged concerning that the new curricula reinforce gender stereotypes.
2. A public debate emerged regarding a storybook that contained stories about LGBTQ and minority characters and characters with disability. A representative of the right-wing political party, Mi Hazánk, publicly destroyed a copy of the book. They propose that this storybook spreads LGBTQ propaganda, and encourages children to develop an LGBTQ identity instead of reinforcing traditional gender identities. This act proved to be a predecessor to the later anti-LGBTQ propaganda and legislation by the government.

(B03) Please describe what and who instigated this debate/attention and how

Civil society organizations (e.g. a NANE Egyesület; PATENT Egyesület) http://noierdek.hu/2/wp-content/uploads/2018/10/Nemzeti-alaptanterv-v%C3%A9lem%C3%A9ny.pdf and new media (online newspapers) (e.g. HVG, TELEX) https://hvg.hu/itthon/20210103_szexista_tankonyv; https://telex.hu/belfold/2021/01/03/nyelvtantankonyv-11-osztaly-nemek-kozti-kommunikacios-zavarok
"Mi Hazánk" political party
https://hvg.hu/elet/20201001_Meseorszag_mindenkie_mesekonyv_Labrisz_Duro_Dora

(B04) Is there evidence that this public debate led to any initiative / policy?

X	Yes
	No

(B05) If 'yes', describe how in bullet points, few lines each and specify the name of the policy/initiative

This set of events was felt in the election campaign and in the radicalization of the Hungarian government, where they adopted an act which sex education can only be carried out with the permission of the Ministry of Human Resources. The act also bans the presentation and circulation of any books, media content and advertisements directed towards children that would include the portrayal of 'deviation from the identity corresponding to one's sex assigned at birth, sex reassignment, or promotion of homosexuality'. (Act (LXXIX/2021)

Section C: Policies and practices to combat gender stereotypes

Please in (C01) list maximum 2 relevant policies and/or practices implemented in the last 5 years to combat gender stereotypes.(by national institutions the government, equality bodies, social partners, NGOs, etc.).

(C01) Table of features of relevant policies and/or practices

	Initiative 1
Name of initiative	Sensitization training about gender stereotypes
Initiator	NANE (A Nők a Nőkért Együtt az Erőszak Ellen Egyesület)
Trigger and goal	Training for professionals and institutions to be more aware of gender stereotypes
Area concerned (media, culture, education, Artificial Intelligence)	Education
Year of initiation and conclusion	Ongoing

(C02) *Description of (policy/and or practice)* **initiative 1** *to combat gender stereotypes*

NANE (A Nők a Nőkért Együtt az Erőszak Ellen Egyesület) provides sensitization training about gender stereotypes for interested professionals. Some examples of courses can be found on its website: https://nane.hu/foglalkozasok/egyuttegyenloen/tarsadalom-es-nemi-szerepek/nemi-sztereotipiak-es-gyerekkori-szocializacio/ https://nane.hu/foglalkozasok/egyuttegyenloen/tarsadalom-es-nemi-szerepek/nemek-es-a-tarsadalmi-elvarasok/

Additional comment on the governmental initiatives

The Hungarian government is reinforcing rather than combating gender stereotypes. For instance, Katalin Novák, who was the Minister of Family Affairs until 2022 (before becoming the President of the Republic), released a video in December 2020 in which she promotes traditional gender roles. She said, 'Do not believe that women have to constantly compete with men. Do not believe that every waking moment of our lives must be spent with comparing ourselves to men, and that we should work in at least the same position, for at least the same pay they do.' She goes onto say that women should be happy in stereotypical roles, such as being a wife and mother.
https://telex.hu/english/2020/12/14/minister-for-the-familes-to-women-dont-worry-about-the-gender-pay-gap-be-happy-you-get-to-take-care-of-others
Such representation of women is also found in other government representatives' speeches. For instance, Alexandra Szentkirályi, who is the spokesperson of the government highlighted in one of her interviews that female politicians should preserve their feminine characteristics. She highlighted some typical characteristics of women as being open to others' problems, having good time-scheduling skills, and being capable of compromise.
https://magyarnemzet.hu/belfold/2022/06/szentkiralyi-alexandra-scruton-politikus-belvaros-kavezz-es-kerdezz-kormany-kormanyszovivo-konzervativ-budapest
In December 2020, a new amendment was added to the Hungarian Fundamental Law, saying 'the mother is female, and father is male'. This modification explicitly excludes same-sex couples from the definition of family. Moreover, it strengthens gender stereotypes by attaching fatherhood (and associated roles) to men and motherhood (and associated roles) to women.

Section D: Overall assessment of gender stereotypes in your country

Please write a short paragraph describing your country in relation to the representation of women in media , culture and education on the basis of your findings in the previous sections: Section A, Section B, Section C.

Research literature shows that Hungarian storybooks and children's books often reinforce gender stereotypes. Children and teachers in secondary schools are aware of these stereotypes; however, they still hang onto some of them. The practices of schools and teachers often reinforce gender stereotypes in children's career choices, selection of hobbies and behaviour. Gender stereotypes are still very strong in traditionally male-dominated fields such as STEM-related academic occupations. These expectations influence women's career development, work–life balance, and also the timing of motherhood.
While these studies raise attention to the dangers of such stereotypes in women's and men's life choices, the Hungarian government reinforces them through its communication and practices. Even women representatives of the government emphasise the differences between men and women and that women should preserve their feminine identity, and that motherhood is an important component of women's life. Traditional gender stereotypes are also reinforced by anti-LGBTQ policies. The government's traditional attitude towards gender roles could be linked to its pronatalist family policy, as the main aim of the Hungarian family policy since 2010s is to increase the fertility rate. To achieve this aim, the government advertises traditional family values, and motherhood is often depicted as the primary role of women.
NGOs and independent media often initiate debates and raise attention to the government's traditional communications and policies, and how these reinforce gender stereotypes. Positive initiatives can be found from NGOs, which provide trainings for professionals to be more aware of gender stereotypes and how they affect the life choices of women and men.

ITALY

Silvia Sansonetti and Giovanna Vingelli

Section A: Research Review

Please, identify up to 5 recent research literature (research reports, books) about gender stereotypes produced in your country in the last 5 years.

(A01) Table of features from selected recent research literature

Source	Title (in English please)	Areas of life concerned	Publication year	Institution/ Author(s)	Scope (local, regional, national)	Type (academic, NGO's report, governmental/insti tutional)	Please provide original citation and internet-link, if available
Source 1	Stereotypes on gender roles and the social image of sexual violence	Culture/Education (focus on gender violence)	2019 (2018 data)	ISTAT (National Institute of Statistics) – Department of Equal Opportunities	National	Institutional	GLI STEREOTIPI SUI RUOLI DI GENERE E L'IMMAGINE SOCIALE DELLA VIOLENZA SESSUALE https://www.istat.it/it/files/2019/11/Report-stereotipi-di-genere.pdf
Source 2	Testing young people. Research on the attitudes and behaviours	Culture/Education	2021 (2019 data)	Institute for research on population and social policies of the National Research	National	Institutional	Adolescenti: gli stereotipi di genere sono duri a morire https://www.cnr.it/it/nota-stampa/n-10074/adolescenti-gli-stereotipi-di-genere-sono-duri-a-morire

Source	Title (in English please)	Areas of life concerned	Publication year	Institution/ Author(s)	Scope (local, regional, national)	Type (academic, NGO's report, governmental/insti tutional)	Please provide original citation and internet-link, if available
	of Italian adolescents			Council (Cnr-Irpps)			
Source 3	Social and gender barriers to STEM education among young people in a situation of educational poverty in Italy	Culture/Edu cation	2020	Save the Children Italy	National	NGO	BARRIERE SOCIALI E DI GENERE ALLA FORMAZIONE E ALL'EDUCAZIONE STEM TRA I/LE GIOVANI IN SITUAZIONE DI POVERTÀ EDUCATIVA IN ITALIA https://s3.savethechildren.it/pu blic/files/uploads/pubblicazioni/ barriere-sociali-e-di-genere-alla-formazione-e-alleducazione-stem.pdf
Source 4	Pink is the new black. Gender stereotypes in kindergarten s	Culture/Edu cation	2017	Emanuela Abbatecola/ Luisa Stagi	National	Academic	Abbatecola E., Stagi L. (2017). Pink is the new black. Stereotipi di genere nella scuola dell'infanzia, Rosenberg & Sellier
Source 5	Feminine	Culture/Edu	2019	Vera Gheno	National	Book	Gheno V. (2019). Femminili

Source	Title (in English please)	Areas of life concerned	Publication year	Institution/ Author(s)	Scope (local, regional, national)	Type (academic, NGO's report, governmental/insti tutional)	Please provide original citation and internet-link, if available
	singulars. Feminism is in the words	cation					singolari. Il femminismo è nelle parole. effequ.
Source 6	STEP – Stereotype and Prejudice. For a Cultural Change in Gender Representati on in the Judiciary, Law Enforcement and Media Reporting	Gender violence	2021	Flaminia Saccà et al.	National	Academic	Sacca F. and Massidda L. (2021) Stereotypes and prejudices in the legal representation of violence against women. A socio-cultural analysis of the judgments in the Italian courts. Science. Culture. Society. Vol. 27. № 2. pp. 62–74.

(A02) Please detail each source in the corresponding box:

Source 1:

In the framework of the collaboration agreement with the Department for Equal Opportunities at the Prime Minister's Office in 2017, ISTAT created a module expressly dedicated to the detection of stereotypes on gender roles and for the first time opinions on the acceptability of violence, its diffusion and causes, as well as on stereotypes regarding sexual violence. The module was addressed to individuals aged 18 to 74 years of age in 2018. Violence against women and, in particular, domestic violence, represent a phenomenon that takes multiple forms, knowledge of which is essential for the development of law enforcement policies and an effective monitoring system. These phenomena in Italy are rooted in cultural views of gender and it is for this reason necessary to detect stereotypes linked to the roles of women and men as well as social conceptions of violence. The basis of stereotypes on gender roles, on the one hand, and attitudes towards violent behaviour, on the other hand, are, in fact, the keys to understanding the cultural context in which violent relationships find their genesis and justification. Such knowledge is essential to better understand the causes of violence and monitor them over time, in order to evaluate the impact on the population of policies relating to the prevention of violence in terms of cultural change.

Source 2:

Through the 2020 edition of the research 'GAP – Giovani alla prova – Research on the attitudes and behaviours of Italian adolescents' (GAP 2020) and surveys carried out in the context of the Social Change Observatory in the COVID-19 Act (MSA-COVID19), the Institute for research on population and social policies of the National Research Council (Cnr-Irpps) has measured the gender stereotypes of young people in Italy. The GAP research, conducted during the course of 2019, was aimed at 3 273 Italian students who attend high schools throughout the country. These adolescents were asked to express their level of agreement on a number of statements regarding the relationship between men and women. The results confirm the presence of pronounced gender stereotyping, by which 4 out of 10 adolescents still believe that the man should support the family (25 % of the female students state this) and 1 out of 4 believe that the man should rule in the house. Among the various topics addressed, the gendered reading that students offer about betrayal in couples is also of interest: 1 male out of 5 thinks that female betrayal is more serious than by men. On the other hand, an assumption that is certainly positive and which indicates the overcoming of one of the most classic stereotypes is the belief that men not only can, but must, carry out household chores.

Source 3:

This report provides the basis for developing a Gender and Power (GAP) analysis strategy to inform the actions of the Equip Today to Thrive Tomorrow (ET3) project. This is a three-year project, running from June 2020 to August 2023, developed in Italy as part of the broader Skills to Succeed intervention, which takes place simultaneously in five countries around the world, developed by Save the Children Italy supported by the contribution of Accenture Foundation and in collaboration with Save the Children USA.

In Italy, girls are underrepresented both in STEM studies and in related professions. The study found that, despite having similar abilities and skills as boys in the use of digital technologies, girls have limited access to training and professional paths in the technological and scientific sector, as gender stereotypes and the external environment continue to influence their choices.

The study explores the different intersecting individual, relational, sociocultural and structural factors which contribute to creating the gender gap in the STEM field. The report consists of three parts: the first describes the design and execution of the exploratory research carried out for the GAP analysis; the second shows the presentation of the main quantitative data, referring to the European and Italian context, about gender segregation in education and work, with the aim of describing the discriminatory phenomenon from a gender, socioeconomic and migration perspective, and the third includes an analysis of collected data, divided according to the target group involved (parents, children, educators and teachers) and focused on individual, relational, contextual and structural factors that influence human growth and choices.

Source 4:

'Pinkisation' is the recent tendency to colour everything that belongs to the feminine territory pink: pink for children's clothes and toys, pink for women's objects and accessories. The division of colours – pink for females and blue for males – is one of the many devices for maintaining the order of gender, a strictly binary order that does not allow crossing the line and entraps both girls and boys. Even today, males must show themselves to be different from females, even though it's possible to see significant signs of change, which generate forms of resistance. Through research on gender stereotypes in preschools in the city of Genoa, this book tries to answer these and other questions, entering schools, talking to teachers, observing classrooms and trying to capture the creative point of view of girls and boys.

Source 5:

Currently in the Italian language, the masculine plural is most often used to indicate a group of people that includes both men and women, and the declension of a profession is in the masculine form, even when it is a woman who performs it. There are those who consider the feminine declension of certain professions intolerable. The truth is that feminine declension is common in professions where women were common, and less common where women, until recently, were a rarity. Does it make sense, then, to maintain distinctions between feminine and masculine professions? What if this is indeed a form of discrimination? This essay underlines this practice as a stereotype that implies a profession in the feminine form means less professionalism. Through the countless social and personal experiences she has had and in the Accademia della Crusca, the author dismantles, piece by piece, the linguistic beliefs of the Italian community, tracing their sexist inclination. This essay shows how a redetermination of the feminine can be thought of by starting from words and a conscious use of them, the true first step towards a feminist practice.

Source 6:

> The research 'STEP – Stereotype and Prejudice. For a Cultural Change in Gender Representation in the Judiciary, Law Enforcement and Media Reporting' was financed by the Italian Presidency of the Council of Ministers – Department for Equal Opportunities. The research considered five types of violence against women – domestic violence; sexual violence; murder/femicide; human trafficking; and stalking – in the context of two linguistic domains: legal language, with the analysis of 283 sentences issued by Italian criminal courts, and the language of the media, through the analysis of over 16 000 articles published between 2017 and 2019 in the main national and local newspapers. The analysis shows how stereotypes and prejudices regarding gender relations, role expectations and women's representation are still strongly rooted in our society and, at least partially, in our courtrooms. It identifies and describes the main critical elements found in the representation of violence against women proposed by the language of the judgments: the representation of the victim (and the key role of her testimony); the presence of three recurrent biases (family dispute bias, jealousy bias and bias related to rape); and the almost total lack of references to the main international regulatory sources (CEDAW and the Istanbul Convention).

Section B: Public debate on gender stereotypes in the media, at a political level or through civil society actions in the last 5 years.

Please indicate highlights from public debates on gender stereotypes in the media, at a political level or through civil society actions in the last 5 years by filling in the form below.

(B01) *Is there any evidence that traditional media (newspapers, tv, radio) or new media (internet, social media, Facebook) paid attention to the issue Insert a cross next to Yes or to No. ?*

X	Yes
	No

(B02) If 'yes', please describe what the debate was about (what was the subject?)

> In the past few years, Italian media has given a lot of visibility to violence against women. The social, cultural and political issue of gendered violence has been at the centre of a heated debate in recent years, thanks to global social campaigns (such as #MeToo, or 'ni una menos') that have drawn more attention to the problem. Nevertheless, in Italy, quantitative and statistical data on the phenomenon are still scarce.

(B03) Please describe what and who instigated this debate/attention and how

> ✓ As can be seen from some qualitative and quantitative research in the press, femicides and gender-based violence are mostly filtered from the male point of view, portraying the perpetrator as driven by feelings linked to the ideology of romantic love like *amour fou* and jealousy, or caught by the 'fit' of sudden madness.
> ✓ The media tends to strip the perpetrator of responsibility and to blame those who suffer, as well as reinforcing the stereotype of the 'weak woman' and 'helpless victim', and the 'passionate man', a classic Italian cultural stereotype.
> ✓ Victim blaming and 'slut shaming' occur regularly in Italian society and media, in diverse work settings and geographical locations, online as well as offline. Rather than questioning the social norm according to which men naturally are, and ought to be, sexual predators, in Italy there remains a strong belief that it is *women* who should cope with this problem by *choosing* whether to constrain their mobility and freedoms, or to face the pain that life might throw at them.

(B04) Is there evidence that this public debate led to any initiative / policy?

	Yes
X	No

Section C: Policies and practices to combat gender stereotypes

Please in (C01) list maximum 2 relevant policies and/or practices implemented in the last 5 years to combat gender stereotypes.(by national institutions the government, equality bodies, social partners, NGOs, etc.).

(C01) Table of features of relevant policies and/or practices

	Initiative 1	Initiative 2
Name of initiative	National Strategy for Gender Equality 2021–26	National Strategic Plan on Male Violence against Women 2021–2023
Initiator	Department for Equal Opportunities of the Presidency of the Council of Ministers	Department for Equal Opportunities of the Presidency of the Council of Ministers
Trigger and goal	Collective action to promote gender equality and prevent gender-based violence	Increase awareness in public opinion and in the educational and training system on the structural roots, causes and consequences of male violence against women and the promotion of the deconstruction of stereotypes underlying violence
Area concerned (media, culture, education, Artificial Intelligence)	All	All (focus on gender violence)
Year of initiation and conclusion	2021–2026	2021–2023

(C02) Description of (policy/and or practice) initiative 1 to combat gender stereotypes

In 2018, the guidelines, 'Educating for Respect: for gender equality, prevention of gender-based violence and all forms of discrimination', were issued by the Ministry of Education, identifying education as one of the tools for fighting against all kinds of discrimination and for promoting respect for differences by students, as an essential part of citizenship education. On 5 August 2021, the Minister for Equal Opportunities and for the Family, Elena Bonetti, submitted to the Council of Ministers the first National Strategy for Gender Equality 2021–26 (DPO, 2021). Among the different and transversal measures foreseen, an important place is occupied by education and training, milestones for promoting a 'cultural pact' within institutions, and between such institutions and civil society, urged by the DPO, as a guarantee of a collective action to promote gender equality and prevent violence.

Specific activities envisaged include:
- ✓ Transversal promotion of the principle of gender equality at all grades of education and training as well as the introduction of gender mainstreaming in teaching activities.
- ✓ Revision of requirements for textbooks and training materials to encourage publishers ensuring visibility for women.
- ✓ Introduction of additional STEM courses and compulsory training for teachers on gender mainstreaming and gender stereotypes, especially concerning STEM and subjects with high segregation of girls and boys.

The DPO is also a reference for the implementation of the PNRR (National Recovery and Resilience Plan), addressing gender inequalities in a cross-cutting way: in particular, it combines three strategic axes – shared at the European level (digitalisation and innovation, ecological transition and social inclusion) – with three transversal priorities, including that of promoting gender equality, envisaging to 'achieve full economic and social emancipation of women, by putting gender equality as an assessment criterion for all projects (gender mainstreaming) and promoting an integrated strategy of reforms, education and financing in social infrastructure and support services'.

(C03) *Please write a brief summary of the main results as well as of the main criteria used for evaluation of **initiative 1**.*

Not available yet

(C02) *Description of (policy/and or practice)* **initiative 2** *to combat gender stereotypes*

The National Strategic Plan on Male Violence against Women 2021–2023, following the National Strategic Plan on Male Violence against Women 2017–2020, identifies among its specific objectives increasing awareness in public opinion and in educational and training systems on the structural roots, causes and consequences of male violence against women and the promotion of the deconstruction of stereotypes underlying violence. In this area, information and awareness-raising actions are conceived, starting from two general actions: on the one hand, the allocation of structural funding to be dedicated to training and educational prevention actions, and on the other hand, the preparation of a 'charter', defining general and specific objectives to be achieved through a systemic prevention action, also aimed at the most vulnerable groups such as disabled women, elderly women and migrant women.

Two specific contexts of intervention are defined:
- ✓ Schools and training centres, that should be addressed working with teaching staff and students on prevention, conceived as a work of analysis and in-depth study on the relationship between genders, on the concept of violence and its different forms, on cultural and family stereotypes; promoting together with the Ministry of Education activities to raise the awareness on male–female relationships in schools and gender stereotypes in social models, fostering a culture of mutual respect, stigmatising male violence against women, particularly domestic violence; and encouraging interventions aimed at deepening minors' relational models linked to possible personal experiences of violence by abusive men, according to the paradigm 'whoever has been a victim of violence becomes violent'.
- ✓ Universities, considered as a privileged place to take on the theme of gender equality and the fight against gender-based violence as a cultural, scientific, social, political and economic priority, following European Commission's guidelines, *A Union of Equality: The Strategy for Gender Equality 2020-2025*, by acting on teaching and training (e.g. with multi-level and differentiated training actions; provision of curricular, specialised, multidisciplinary and transversal teaching, courses and seminars) and on research (e.g. promoting the implementation of specific projects, research activities, programming of doctorates and degree theses; and signing of a memorandum of understanding with the CUN (National University Council), ANVUR (National Agency for the Evaluation of University and Research) and ASN (National Scientific Qualification) to recognise specific gender competences in the evaluation of transversal and scientific teaching competences.

(C03) Please write a brief summary of the main results as well as of the main criteria used for evaluation of initiative 2.

Not available yet

Section D: Overall assessment of gender stereotypes in your country

Please write a short paragraph describing your country in relation to the representation of women in media , culture and education on the basis of your findings in the previous sections: Section A, Section B, Section C.

Although Italy has seen an improvement in terms of women's political participation, it is the country ranking last in Western Europe regarding women's economic participation. In recent years, Italy has profoundly changed with regard to areas like the organisation of work, the structure of the family and the idea of motherhood. Still, although lifestyles and the working world have changed, the country holds a very low position internationally in terms of equity (WEF, EIGE, OECD). The already existing high gender gap in the Italian labour market and the adherence to traditional gender roles, especially to those related to the domestic sphere of care and assistance, have been exacerbated by the COVID-19 pandemic. The roots of the prejudices, discrimination and violence against women can be traced back to still widespread gender stereotypes. Women's career choices may be the result not only of enduring gender-based stereotypes, but also of imbalances in unpaid care work and family responsibilities. They may also be affected by the lack of adequate public provision of childcare services or inadequate company policies on flexible working time arrangements. In Italy, women's under-representation and gender stereotypes are also evident in school textbooks, despite the country's participation in an EU project (Polite) in which textbook publishers agreed to a code to improve gender equality. Gender inequalities in the workplace are maintained to some extent by subject choice decisions made in school and university: there is still a large gender bias in many subjects despite much work to promote individual subjects, especially with regard to girls.

ISTAT (2021), and Almalaurea (2021) data reveal a worrisome situation: women rarely choose to study STEAM subjects and are poorly represented in technical and scientific professions. Critical areas of concern are wages and levels of participation in, and access to, highly qualified professions. The main elements contributing to this educational segregation of gender are often 'invisible constraints,' prejudices and stereotypes, socially and historically assigned roles and models, and traditional patterns of study choices which influence access to specific professional paths.

Research by Biemmi (2017, 2020) shows that even when faced with unfettered access to various fields of study and careers, girls still 'choose not to choose', diligently funnelling themselves into those fields that have been traditionally assigned to women. Biemmi concludes that social imagery, fed by continuous messages from family and schools, is influencing choice. A hidden curriculum is imbued with implicit messages which often work against the educational goals that are explicitly pursued. As for the GMMP results (2020), Italy still shows shortcomings as far as equal opportunity for women in the news media. The main asymmetries reported in past years tend to persist, and demonstrate a gap between the advancement of women in society and the image of women (and men) reflected by news media. Gender stereotypes endure in relation to gender-based violence in the media, Research show that women who are victims of violence were portrayed in the media as 'asking for it' or provoked it with their behaviour by not conforming to traditional female roles (by making their partners jealous or deciding to separate).

Additional examples of initiatives are provided in the following three tables.

Table 1.

Project	Title: Youth for love Coordinator: Action Aid – Italy Financing: EU – DG Justice, Consumer Rights and Gender Equality. Partners: ActionAid Hellas (Greece), UC Limburg (Belgium), AFOL Metropolitana (Italy) e Fundatia Centrul Partenariat Pentru Egalitate (Romania) Time: May 2021 – April 2023 (ongoing)
Description (aims, rationale)	The project's general objective is to prevent, identify and address violence among young people in five selected communities in four European countries.
Public	Students between 14 and 18 years old; teachers and school staff, parents and tutors; local authorities and professionals concerned
Content and results	Online game: https://www.youthforlove.eu/game/ Online educational tools: https://www.actionaid.it/progetti/youth-for-love

Table 2

Project	https://noino.org/ Title: noino Financing: Fondazione del Monte di Bologna e Ravenna (Bank Foundation) Coordinator: 'Noi no' Time: since 2011, ongoing. The activities reported are those foreseen between 2021 and 2023.
Description (aims, rationale)	Gender education and prevention of gender violence; education about difference; fighting against gender stereotypes and cyberviolence.
Public	Students of lower and higher secondary schools; teachers and trainers
Content and results	Creation and implementation of online tools to organise gender educational laboratories. Related awareness-raising events' organization; Implementation of art laboratory (PartecipArte) Creation and diffusion of online tools and serious game on the blog https://noino.org/blog.php

Table 3.

Project	Educare alle differenze, rete nazionale di associazioni (Educate to differences: national association networks) https://www.scosse.org/educare-alle-differenze-rete-nazionale/
Description (aims, rationale)	The network, formally founded in 2017, implements a gender education path, both for training and for self-training.
Public	Students and teachers of all grade schools; parents.
Content	Over time, different projects have been implemented, whose results are often collected in books and online educational cards to be used and diffused in other courses. Among them is ABC. Alfabeti per l'educazione sentimentale (the development and implementation of an emotional educational programme for student of all grade schools; training for teachers; meeting with parents and tutors; and examples of modules to be implemented in classes in order to foster emotional education and prevent gender violence)

POLAND

Malgorzata Druciarek

Section A: Research Review

Please, identify up to 5 recent research literature (research reports, books) about gender stereotypes produced in your country in the last 5 years.

(A01) Table of features from selected recent research literature

Source	Title (in English please)	Areas of life concerned	Public ation year	Institution/ Author(s)	Scope (local, regional, national)	Type (academic, NGO report, governmen tal/instituti onal)	Please provide original citation and internet-link, if available
Source 1	The gender dimension in the new core curriculum programming framework and selected school textbooks	Education and career choices	2018	Beata Łaciak, Małgorzata Druciarek (Institute of Public Affairs)	National	NGO report	http://www.rownoscplci.pl/publikacje,1,37.html
Source 2	'It has become so pervasive that I keep forgetting about it.' Violence against women on the Polish political scene	Decision-making and violence	2020	Małgorzata Druciarek and Aleksandra Niżyńska (Institute of Public Affairs)	National	NGO report	https://www.isp.org.pl/pl/publikacje/it-has-become-so-pervasive-that-i-keep-forgetting-about-it-violence-against-women-on-the-polish-political-scene .
Source 3	Women in Tech report 2022	Education and career choices	2022	Report prepared by Dr Anna Knapińska using the system developed at the Laboratory of	National	NGO report	http://www.dziewczynapolitechniki.pl/raport.

Source	Title (in English please)	Areas of life concerned	Publication year	Institution/ Author(s)	Scope (local, regional, national)	Type (academic, NGO report, governmental/institutional)	Please provide original citation and internet-link, if available
				Database and Business Analysis Systems of the Information Processing Centre – National Research Institute			
Source 4	Women in Poland in the 21st century	Work, work–life balance, the care gap, decision-making, education, career choices, media sector, health care	2020	Centre for Women's Rights, Urszula Nowakowska, editor	National	NGO report	https://cpk.org.pl/pobierz-raport/.
Source 5	Gender Equality Plan	Education	2020 – 2022		National / regional	Institutional /academic	http://rownowazni.uw.edu.pl/plan-rownosci-plci-dla-uw/. https://upwr.edu.pl/uczelnia/o-uczelni/plan-rownosci-plci. https://www.ncn.gov.pl/aktualnosci/2022-04-27-plan-rownosci-plci. https://us.edu.pl/uczelnia/r

Source	Title (in English please)	Areas of life concerned	Public ation year	Institution/ Author(s)	Scope (local, regional, national)	Type (academic, NGO report, governmen tal/instituti onal)	Please provide original citation and internet-link, if available
							owne-traktowanie/plan-rownosci-plci/. https://ios.edu.pl/wp-content/uploads/2021/10/Plan-rownosci-plci-dla-IOS-PIB.pdf.

(A02) Please detail each source in the corresponding box:

Source 1:

Study: 'The gender dimension in the new core curriculum programming framework and selected school textbooks'

The study was based on a qualitative analysis (content analysis from the feminist perspective) of core curricula and selected school textbooks for primary schools. The analysis was carried out after the 2017 education reform.

Conclusions:
The analysis of both the core curricula and textbooks indicates a very conservative model of education in which the teaching of basic rights and freedoms, tolerance for diversity and stigmatisation of various forms of discrimination have been abandoned and replaced with learning about the broader concept of human dignity. Specific concepts such as gender, gender equality and the elimination of gender-based discrimination have disappeared from the school curriculum. The analysis of school textbooks clearly shows the reproduction of gender stereotypes: the dominance of boy protagonists has not changed for years, and they are portrayed as more attractive than girl characters. The over-representation of men is also striking, both among the authors of selected texts included in the textbooks and among the presented figures of well-known historical or contemporary people.

The report includes a set of recommendations referring to the core curriculum and textbooks, addressed to the Ministry of National Education, and aimed at supporting teachers in their daily work. Among others, they are focused on the inclusion of gender equality issues into the school curriculum, related to social roles of girls and boys, women and men, and addressing the gender stereotypes related to them. It was pointed out consultations with gender equality experts are needed for current textbooks and curricula.

Source 2:

Study on violence against women on the Polish political scene
The main objective of the study was to understand, describe and interpret the phenomenon of gender-based violence on the Polish political scene. The report was based on in-depth interviews with women politicians and an analysis of social media.

Conclusions:
This pioneering study in Poland on sexism, harassment and violence against women in politics proved that the phenomenon analysed is a widespread and systemic problem that all women participating in the study had been confronted with and which had a huge impact on their professional and private lives. Violence in the social media is indeed an everyday phenomenon and to a great extent is based on prevailing gender stereotypes. The report has provided a methodological basis for similar studies in other countries from the OSCE region. The report was published together with recommendations and leaflets for female parliamentarians. The recommendations focus on monitoring, capacity-building, raising awareness, changing social norms, and legal and policy reforms. They are addressed to seven groups: political parties, public bodies, parliament, law enforcement, internet service providers, traditional media and civil society.

Source 3:

Women in Tech report 2022

This publication focuses on the quantitative analysis of public data on the situation of women at different levels of their academic careers in the STEM field.

Conclusions:
In the 2020/21 academic year, more than 1.1 million people studied at higher education institutions (HEIs) in Poland. At public technical HEIs, women comprised 35 % of students. The most female-dominated degree programmes were cosmetology, early childhood pedagogy, and animal physiotherapy; the most male-dominated ones were electrical engineering and automation, motor vehicles, and engineering applications of information technology in electronics. In the case of non-public HEIs that offer technical courses, women are also more likely to opt for non-technological programmes. Gender inequality within different degree programmes persists in the labour market and is detrimental to socioeconomic development. To counteract this problem, it is necessary to enhance the presence of women in new technologies and innovation. Degree programmes in new technology range from technology manufacturing to advanced data analysis. Between 2016 and 2021, the proportion of women among new technology students remained at 16 %. Within the group of new technology courses, degree programmes in information and communication technology (ICT) are of key importance. Empowering women in ICT is conducive to the economy growing and to societies becoming more inclusive. The publication does not contain any specific recommendations.

Source 4:

Women in Poland in the 21st century
This report is a cross-sectional publication collecting information on the participation and rights of women in various spheres of political, social and private life. Within the publication, experts from selected areas present research, analyses and trends followed by recommendations for actions needed to improve standards and protection of women's rights. The report was released by the Polish NGO, the Centre for Women's Rights, in 2020. It is based on desk research, publicly available statistics and qualitative research conducted by the authors of the text.

Selected conclusions:
- For 40 years, Poland has been obliged to actively combat gender stereotypes, but in practice, public authorities have not done much to eliminate them from social life and the implementation of laws.
- Since 2015, the situation of women in Poland has become a very political question. On the one hand, pro-feminist arguments are gaining support within society and on the other hand, the government is systematically acting to oppose this trend by limiting women's rights.
- The main perception of women's role in Polish society is still being a mother. Childless women are under pressure in their social environment from family, friends and acquaintances.

- Since 2015, the social policies of the government are focused on supporting the traditional family model while the equal treatment of women and men on the labour market and in family life is not promoted in any way.
- Research regarding career paths of women and men in business and politics show that men are preferred in the selection process for decision-making positions, because they are perceived as more available, regardless of their family situation and having the characteristics required for leadership roles.
- The employment of women is not increasing at the same pace as men's employment and has even been decreasing since 2018.
- Leadership positions are dominated by men, although there is more and more research available presenting the benefits of having diversity on management boards.
- In Poland, many changes have occurred in terms of understanding gender-based violence since the implementation of international standards from the Istanbul Convention; however, the problem of gender-based violence is still persistent.
- The Polish healthcare system stigmatises and discriminates against vulnerable groups such as women, youth, migrants and LGBTQ+ people.

Selected recommendations:
- It is important to focus on the core of the philosophy of gender equality and a bottom-up debate (i.e. based in communities), to raise awareness in terms of gender equality and the consequences of not treating women and men equally in private life, education and the labour market.
- Discussions should be initiated around creating good laws and providing access for services designed for victims of gender-based violence. Such activity should involve wide consultations with many different groups including experts in the field and women who have experience of gender-based violence.
- Promoting the parental responsibility of men and expanding institutional childcare facilities and the public transport network may all lead to increasing women's activity on the labour market.
- Subsidies for hygienic products for menstruation in educational facilities as well as access to modern contraception and reimbursing their costs should be provided.

Source 5:

> Gender Equality Plans
>
> The requirements regarding gender equality related to the Horizon Europe brought substantial changes to Poland. With this programme, the European Commission reaffirmed its commitment to gender equality in research and innovation. Having a Gender Equality Plan in place became an eligibility criterion for certain categories of legal entities from EU countries and associated countries. It motivated various institutions in Poland to reflect on gender equality, which is quite an unprecedented situation in a country ruled by a very conservative government, officially fighting with the so-called 'gender ideology'. Between 2020 and 2022, various universities and research institutions developed their Gender Equality Plans as a basic requirement for participation in Horizon Europe. As part of the work on Gender Equality Plans, institutions were required to carry out a diagnosis of gender stereotypes within their own institutions. As part of this diagnosis, they analysed the extent to which gender-based stereotypes can limit the development of the talents and abilities of girls and boys, women and men, as well as decisions on educational pathways and careers. Such plans have been developed at the University of Warsaw, the University of Silesia in Katowice, the Institute of Environmental Protection – National Research Institute, the University of Natural Sciences in Wrocław, the National Science Centre, among others.

Section B: Public debate on gender stereotypes in the media, at a political level or through civil society actions in the last 5 years.

Please indicate highlights from public debates on gender stereotypes in the media, at a political level or through civil society actions in the last 5 years by filling in the form below.

(B01) *Is there any evidence that traditional media (newspapers, tv, radio) or new media (internet, social media, Facebook) paid attention to the issue Insert a cross next to Yes or to No. ?*

[X] Yes

[ ] No

(B02) If 'yes', please describe what the debate was about

Gender stereotypes are not widely debated in the Polish public discourse, yet the topic is taken up by media on occasional basis, mostly in two contexts:

1. The release of new data regarding gender equality

   The topic that is mostly discussed in media is the Gender Pay Gap. People are interested in salary level, so this topic usually gains high media attention. Also, discrepancies between how the Gender Pay Gap is measured by Eurostat and the Polish Central Statistical Office feeds into discussions around differences in remuneration of women and men for the same job. The release of data on the changes in the labour market generated by the COVID-19 pandemic also raised discussions around gender segregation and the stereotype of women who had to prioritise the household over professional life, especially regarding decisions on dismissals.

2. Statements of representatives of government and/or parliament questioning the existence of gender stereotypes or reinforcing them

   The conservative Polish government does not understand the problem of gender stereotypes and is in favour of a traditional division of gender roles in all spheres of life: the labour market, education and politics. Politicians do not see the connections between stereotypes and gender-based violence. As a result, their outrageous statements on the role of women in society occasionally instigate public debate about the need to raise girls as obedient and submissive or about gender-based violence being a normal family problem to be sorted out behind the closed doors of the family house.

(B03) Please describe what and who instigated this debate/attention and how

In the first context, the 'Release of new data regarding gender equality', the debate is usually initiated by the media. Journalists pick up recent data from public available repositories, write articles, which then become points of reference for discussion in traditional and social media.

Sometimes a release of a new report from NGOs, think tanks and research centres, where the gender dimension is visible (e.g. regular reports of the Polish Agency for Enterprise Development on the 'Labour market, Education and Competences') is a starting point for public debate. This was the case in 2021 when the topic of the impact of COVID-19 on the labour market was discussed from a gender perspective. The organisation publishing the report sends out a press release and the topics might be then picked up by the media.

In the second context, 'Statements questioning the existence of gender stereotypes or reinforcing them', the debate is initiated by public officials or politicians, for example in these two cases:

- The Advisor to the Minister of Education and Science MEiN dr. hab. Pawła Skrzydlewskiego, who officially stated that it is crucial to educate girls properly, that is, 'grounding girls to feminine virtues'. He said, 'Today, we observe a very dangerous moral phenomenon in culture, including a religious one, a certain spiritual corruption of a woman consisting in arousing pride in a woman, which manifests itself in vanity, an interest only in oneself, egotism, fighting objective order in favour of seeing oneself.' This statement instigated a debate on gender stereotypes in school and how girls are socialised to be 'good and submissive women'. It was especially widely discussed on social media.
- The Minister of Family and Social Security, Marzena Maląg, stated that Poland is considering withdrawal from the Istanbul Convention. This information raised debate on how gender-based violence is rooted in gender stereotypes and why it is important to understand the concept of gender, which is rejected by the majority in the Polish parliament.

(B04) Is there evidence that this public debate led to any initiative / policy?

	Yes
X	No

Section C: Policies and practices to combat gender stereotypes

Please in (C01) list maximum 2 relevant policies and/or practices implemented in the last 5 years to combat gender stereotypes.(by national institutions the government, equality bodies, social partners, NGOs, etc.).

(C01) Table of features of relevant policies and/or practices

	Initiative 1
Name of initiative	'Girls as Engineers!' and 'Girls go Science!' campaigns
Initiator	Conference of Rectors of Polish Technical Universities, Perspektywy Foundation
Trigger and goal	- Low numbers of women in high-tech industry - Encouraging female secondary school students to take up technical and scientific studies
Area concerned (media, culture, education, Artificial Intelligence)	Education
Year of initiation and conclusion	2006

(C02) Description of (policy/and or practice) initiative 1 to combat gender stereotypes (

The 'Girls as Engineers!' and 'Girls go Science!' campaigns are pioneering. They are the largest projects promoting technical, engineering and science faculties among young women in Poland and Central and Eastern Europe. Their main aim is to introduce technical and engineering studies to female high school students and to promote this educational path as interesting, attractive and beneficial in the long run. It is also to show that technical studies address a recognised need of business and industry to attract highly trained workers with a variety of skills. The campaigns' activities are run under the auspices of the Minister of Science and Higher Education, the Minister of National Education, the Minister of Administration and Digitization, the Minister of Labour and Social Policy and the Government Plenipotentiary for Equal Treatment. The projects were initiated in 2006. As part of the campaigns, platforms and coalitions are being created, thanks to which cooperation between representatives of the academic world and the high-tech industry is being developed. Women participating in the campaign also take part in the nationwide 'IT for SHE' volunteer programme, as part of which they can teach programming to children from small towns. An important part of these campaigns is the National Open Day for Girls. Women working at universities, including lecturers, students and graduates meet with female students to tell them about their career paths and professional interests. They invite girls to visit laboratories, as well as organise workshops and lectures for them.

(C03) Please write a brief summary of the main results as well as of the main criteria used for evaluation of initiative 1.

The campaign has not been evaluated and it is therefore difficult to assess its effects. Organisers estimate that 200 000 girls and women have participated in the campaign so far and that the participation of women in technical universities has increased by 10 percentage points. The campaign also runs inspirational activities for young women in technology and science: IT for SHE, Lean in STEM, Girls go start-up! Academy, Shesnnovation, and a scholarship programme for female computer science students, 'New technologies for girls'. In 2021, the LeaderSHEp in Tech Academy was also launched. According to the campaigns' creators, the share of girls involved in STEM education in Poland increased during the period of the campaign from 29 % to 37 %.

Section D: Overall assessment of gender stereotypes in your country

Please write a short paragraph describing your country in relation to the representation of women in media , culture and education on the basis of your findings in the previous sections: Section A, Section B, Section C.

In October 2015, the right-wing Law and Justice party (PiS) won the parliamentary elections in Poland and has been in power ever since. Since then, this government has systematically taken control of the media, gradually excluded the democratic checks and balances represented by the Constitutional Court, and taken measures that are often incompatible with EU values. Since 2015, it has also progressively curtailed women's rights and reinforced gender stereotypes. Together with the Roman Catholic Church, it actively works against what they call 'gender ideology'.

In October 2016, thousands of demonstrators took part in a protest against the ruling PiS's attempt to introduce a total ban on abortion. Since then, the government has been working systematically to restrict reproductive rights including by working against emergency contraception and supporting bills that virtually ban abortion. The government has also blocked the provision of comprehensive sexual and reproductive health education. There have also been persistent threats by the government to withdraw from the Council of Europe Convention on preventing and combating violence against women and domestic violence (Istanbul Convention).

Consequently, the past six years in Poland have been dominated by activities that reinforce rather than combat gender stereotypes. Actions against gender stereotypes are sporadic and almost exclusively limited to education and the labour market. They are usually carried out by independent media, NGOs and academia (through Gender Equality Plans), but their reach is limited.

As a result, women are still perceived as less capable of performing decision-making roles in business and politics, which is reflected in the low numbers of women elected to Parliament (less than 30 %) and of female members of the executive boards of publicly listed companies (around 15 %).

ROMANIA

Raluca Popescu

Section A: Research Review

Please, identify up to 5 recent research literature (research reports, books) about gender stereotypes produced in your country in the last 5 years.

(A01) Table of features from selected recent research literature

Source	Title (in English please)	Areas of life concerned	Publication year	Institution/ Author(s)	Scope (local, regional, national)	Type (academic, NGO's report, governmental/institutional)	Please provide original citation and internet-link, if available
Source 1	Gender Barometer. Romania 2018	Gender attitudes and perceptions; stereotypes on relations between women and men, participation in public life, gender roles; introduction of sexual education in schools; street harassment	2019	Center for Curricular Development and Gender Studies – FILIA and the Support and Training Center for the Development of a Fair Society. Coordinator Laura Grunberg	National	Academic It was published by two NGOs, but was produced by an academic research team and based on a national representative sample	Grünberg, Laura. 2019. Barometrul de gen : România 2018. Bucureşti : Editura Hecate https://centrulfilia.ro/new/wp-content/uploads/2021/01/Barometru-de-gen-2018.-Centrul-FILIA.pdf
Source 2	Political represent	Political structural	2021	FRIEDRICH-EBERT-	National	Academic	Băluță, I. and Tufiș, C. 2021. Political representation of women

Source	Title (in English please)	Areas of life concerned	Publication year	Institution/ Author(s)	Scope (local, regional, national)	Type (academic, NGO's report, governmental/institutional)	Please provide original citation and internet-link, if available
	ation of women in Romania	factors: legislation in the field of equal opportunities, electoral legislation and legislation on the financing of political parties, the statutes of political parties and the procedures for the selection of candidates Socio-cultural and ideological factors: values and attitudes towards the role of women in society and politics, analysis of election results for European, local and		STIFTUNG / Authors: Ionela Băluţă and Claudiu Tufiş			in Romania. Friedrich-Ebert-Stiftung România https://library.fes.de/pdf-files/bueros/bukarest/18817.pdf

Source	Title (in English please)	Areas of life concerned	Publication year	Institution/ Author(s)	Scope (local, regional, national)	Type (academic, report, governmental/institutional)	NGO's	Please provide original citation and internet-link, if available
		general elections in 2019–2020						
Source 3	Romania Gender Assessment	Demography, health, education, labour force participation, employment, entrepreneurship, provision of care, access to productive inputs, poverty, the legal and institutional framework on gender, political participation, perceptions and attitudes	2018	World Bank		Academic		World Bank, 2018. Romania Gender Assessment https://openknowledge.worldbank.org/bitstream/handle/10986/29963/126843-WP-PUBLIC-Romania-final-for-clearance-0525.pdf?sequence=1&isAllowed=y

Source	Title (in English please)	Areas of life concerned	Publication year	Institution/ Author(s)	Scope (local, regional, national)	Type (academic, NGO's report, governmental/institutional)	Please provide original citation and internet-link, if available
		towards gender, equality and the role of women, domestic and gender-based violence					
Source 4	Fighting gender stereotypes in education and professional guidance	Gender stereotypes in education and training		Asociația pentru Libertate și Egalitate de Gen (A.L.E.G) (Romania) within the project GenderEd financed by European Union Partners: Mediterranean Institute of Gender Studies, Cyprus	National	NGO report	Camelia Proca, Eniko Gal, 2018. GenderEd: 'Combaterea stereotipurilor de gen în educație și în orientare profesională,' Asociația pentru Libertate și Egalitate de Gen – A.L.E.G http://aleg-romania.eu/wp-content/uploads/2018/09/Analiza-privind-stereotipurile-de-gen-in-Romania.pdf

Source	Title (in English please)	Areas of life concerned	Publication year	Institution/ Author(s)	Scope (local, regional, national)	Type (academic, NGO's report, governmental/institutional)	Please provide original citation and internet-link, if available
				Family Planning Association (CFPA), Women's Issues Information Centre (WIIC) (Lithuania), Centro Documentazione Donna (CDD) (Italy)			

(A02) Please detail each source in the corresponding box:

Source 1:

The Gender Barometer (conducted for the first time in 2000 and the second time in 2018) is the most important survey of gender stereotypes in Romania. There is no other national representative research of this magnitude. The questionnaire almost exclusively targets gender stereotypes in all fields. The research report presents a synthesis of the results, but there is also a public database available for those who want to conduct specific analysis. The barometer is the most important research on gender stereotypes over at least the last 15 years.

Main focus:
- People's attitudes and perceptions regarding gender roles (the analysis of gender stereotypes and their mechanisms of action is, however, not accurate).
- To offer a clearer picture of gender inequalities and the various problems faced by women.
- To support gender-sensitive public policies.

Data
- National representative sample of 1 140 people.

Evidence highlighted:
- Gender conservatism especially linked to gender roles in the private sphere vs more modern attitudes towards gender partnerships in the public sphere.

Conclusions:
- People oscillate between conservative, compliant and modern attitudes regarding gender equality issues.
- An important share of people manifest contradictory, confused and undecided attitudes on different gendered issues (gender and gender equality is not a relevant topic for the way in which people understand their day-to-day lives).
- The share of such undecided people who adopt contradictory attitudes is higher than the share of the convinced traditionalists, which allows for a larger space of intervention.
- Low perception of the need for equal opportunity policies.

Recommendation
- Further analyses based on this database which can identify decision-makers to be involved in the process of formulating and implementing gender-sensitive public policies.

Source 2:

This study explains the poor representation of women in politics by mentioning structural political, sociocultural and ideological factors, including stereotypes. Chapter 6, entitled 'Perceptions of Gender Roles, Feminism and Gender Equality' examines the role of these stereotypes in the low participation of women in politics through data statistically processed from the aforementioned Gender Barometer (2018 compared to 2000) and European Values Study (2020). The study reveals the evolution of the stereotypes and the profile of gender values in Romania compared with EU countries. It explains how Romania, through its traditional value profile regarding gender, discourages women's political participation, both at the level of political elites and the level of the electorate.

Main focus:
- To highlight a series of factors that explain the low presence of women among political parties, especially in their leadership structures and power networks, on electoral lists and especially in institutions of political representation; gender stereotypes are mentioned but their mechanisms of action are not explained in detail.

Evidence highlighted
- The underrepresentation of women in the political sphere, both in leading positions in a party and on electoral lists, regardless of the type of elections and type of positions elected for various institutions (town hall, local councils, county councils, Parliament).

Conclusions
- There is a greater openness to gender equality in society than in the past, and an increased acceptance of women in decision-making positions (although the preference remains for men). However, the broader social improvement does not translate to the political world to the same extent and the political system still overvalues male politicians.
- Gender equality policies were introduced and adopted mainly because of the process of accession to the European Union, so in a top-down manner, with, at most, formal support from Romanian political parties.
- Both in academia and in the public and political spheres, there has been a rejection of, and hostility towards, gender/feminist studies and the feminist agenda.

Recommendation
- An in-depth analysis of the tension between traditional values (traditional family, the maternal role of women, the predominance of a heterosexual, binary, essentialist conception of family and gender roles) and the acceptance of the active status of women on the labour market, with increased recognition of their ability to practise vocations or work in positions considered traditionally male.

Source 3:

This report does not focus on gender stereotypes, but includes interesting information about stereotypes in less studied areas, for example, justice.

Main focus:
- A broad picture of the main gender disparities in Romania.

Data:
- Three major surveys (Household Budget Survey, Life in Transition Survey, EU Minorities and Discrimination Survey) and supplementary input from other sources.

Evidence highlighted:
- Romania has made substantive progress on gender equality, institutionally, legally and in its policy agenda.
- There are still many areas where intervention is called for.

Conclusions:
- Women in Romania participate more in the traditionally male-dominated fields of science, math and computing than women in other EU countries. They represent a higher share of graduates in engineering and manufacturing than the EU average.
- In terms of economic opportunities, female participation in the Romanian labour force remains limited.
- Women do not engage in paid work mainly because of care and family duties, demonstrating a gender care gap.
- In terms of voice and agency, the political representation of women is comparably low.
- Gender-based violence and teenage pregnancy rates are serious issues of concern.
- Gender disparities are strongly intertwined with ethnicity and residence. Roma women and rural women are more disadvantaged in almost all dimensions of gender equality.

Source 4:

This research was carried out within the GenderEd project: Combating gender stereotypes in education and career guidance, co-funded by the European Union. Its aim was to identify institutional attitudes (including teachers') and behaviours which perpetuate or challenge gender stereotypes in education, in four Member States of the European Union (Cyprus, Italy, Lithuania and Romania).

Main focus:
- Attitudes and behaviours that perpetuate or challenge gender stereotypes in education.
- Gender stereotypes impact on girls' and boys' attitudes and beliefs about their professional choices.

Data:
- Qualitative research: observation in classrooms, focus groups with teachers, educational counsellors and pupils, content analysis of textbooks.

Evidence highlighted:
- Educational institutions, teachers and curriculum play an important role in perpetuating behaviours and stereotypes among girls and boys.

Conclusions:
- Gender stereotypes are present in the attitude of teachers in class in the remarks and language used, and by how they guide students in the process of finding a vocation.
- Parents also reinforce ideas that lead to gender segregation in education and the labour market.
- Textbooks do not encourage children to go beyond existing stereotypical social roles.
- Textbooks do not respond to different realities and needs of women and men constructively and do not provide visibility and recognition of the qualities of women and men.

Recommendation:
- Introducing a gender-integrative approach in education.
- Improving the training of teachers in the field in women's rights and gender equality.
- Counselling parents to encourage girls to enrol in traditionally male-dominated fields such as science and technology.
- Career counselling for girls on non-traditional careers and encouraging them to participate in non-stereotypical education.

Section B: Public debate on gender stereotypes in the media, at a political level or through civil society actions in the last 5 years.

Please indicate highlights from public debates on gender stereotypes in the media, at a political level or through civil society actions in the last 5 years by filling in the form below.

(B01) *Is there any evidence that traditional media (newspapers, tv, radio) or new media (internet, social media, Facebook) paid attention to the issue Insert a cross next to Yes or to No. ?*

X	Yes
	No

(B02) If 'yes', please describe what the debate was about (what was the subject?)

- A citizenship initiative aimed to change article 48(1) of the Romanian Constitution by replacing the phrase 'marriage between spouses' with a more restrictive one, 'marriage between a man and a woman'. According to the explanatory memorandum in the draft law, it aims to remove any ambiguity that the 'use of the term "spouse" … could bring in shaping the notion of "family", of the relationship between "family" and the fundamental right of a man and a woman to marry and to start a family'.
- Marriage is already regulated by Article 277 of the Civil Code, which prohibits other forms of cohabitation equivalent to it (same-sex marriages and civil partnerships). The referendum aimed at a constitutional ban on same-sex marriage, as the Civil Code could be changed without consulting the population.
- The initiative represented a turning point in the public debate of gender roles in Romania.
- It started debate especially on the topic of sexual identity and the rights of LGBT people, eliciting strong reactions to the 'gender ideology' that, as referendum supporters say, 'will make the children of Romania transsexual'.
- Over time, the debate has been extended to gender roles in the family and in society in general, generating a public anti-feminist speech

(B03) Please describe what and who instigated this debate/attention and how

- The debate was based on a citizens' initiative launched by the Coalition for the Family at the end of 2015.
- It gathered the 3 million signatures needed to initiate a draft constitutional law.
- It was actively supported by the Orthodox Church.
- Human rights organisations see this initiative as a flagrant attack on the rights of the LGBT minority, but the Constitutional Court endorsed the proposed amendment in 2016, noting that it does not interfere with any individual right.
- The revision proposal was also positively endorsed by the Chamber of Deputies on in 2017.
- The organisation of the referendum was postponed after several senators attacked the proposal of the Constitutional Court referendum law, but the Constitutional Court subsequently rejected the complaint.
- On 11 September 2018, the Senate adopted the proposal to revise the Constitution.

(B04) Is there evidence that this public debate led to any initiative / policy?

X	Yes
	No

(B05) If 'yes', describe how in bullet points, few lines each and specify the name of the policy/initiative

- A referendum to amend the Romanian Constitution took place on 6 and 7 October 2018.
- The question for the voters was: 'Do you agree with the Law on the revision of the Romanian Constitution in the form adopted by the Parliament?', a question to which they had to answer 'yes' or 'no'.
- The referendum failed because the validation threshold (of 30 %) was not reached. Only 21.1 % of Romanians with those who have right to vote went to the polls in the two days dedicated to the consultation. The referendum recorded the lowest attendance in post-socialist elections.
- This was the first citizens' initiative launched in Romania since the fall of communism in 1989.

Section C: Policies and practices to combat gender stereotypes

Please in (C01) list maximum 2 relevant policies and/or practices implemented in the last 5 years to combat gender stereotypes.(by national institutions the government, equality bodies, social partners, NGOs, etc.).

(C01) Table of features of relevant policies and/or practices

	Initiative 1	Initiative 2
Name of initiative	Law no. 178/2018 for the amendment of Law no. 202/2002 on equal opportunities and treatment between women and men	Law on the application of gender quotas for electoral lists
Initiator	Romanian government	A group of politicians in the Romanian Parliament from most of the parties sitting in the Parliament: National Liberal Party, Social Democratic Party, Save Romania Union, and Democratic Alliance of Hungarians in Romania
Trigger and goal	A new job position within companies, public or private: expert or technician in equal opportunities	The lists of candidates for both chambers of the Romanian Parliament must be drawn up in such a way as to respect the minimum representation quota of 33 % for both women and men, from the total of the proposed candidacies
Area concerned (media, culture, education, Artificial Intelligence)	All	Political representation
Year of initiation and conclusion	2018	2022 – ongoing project law

(C02) Description of (policy/and or practice) initiative 1 to combat gender stereotypes

- Central and local public institutions and authorities or private companies with more than 50 employees have the possibility to identify an employee to whom to assign, through the job description, responsibilities in the field of equal opportunities and treatment between women and men.
- This 'gender expert' has the responsibility of analysing equal opportunities for women and men in the company and the risk of gender discrimination, and recommending solutions, drawing up action plans for the implementation of the principle, and developing, evaluating and implementing programmes and projects in the field of equal opportunities and treatment between women and men.

(C03) Please write a brief summary of the main results as well as of the main criteria used for evaluation of initiative 1.

While the intent of the measure can be considered a success, the implementation of the new job position of 'gender expert' is a failure:

- It is not clear how a person is qualified for this kind of expertise.
- There was a lack of integration of specialists created by higher education institutions by Masters or Doctoral programmes in Gender Studies.
- There was also a lack of integration on this position of persons from NGOs with extended and relevant experience.

(C02) Description of (policy/and or practice) initiative 2 to combat gender stereotypes

- The law providing for the application of gender quotas for electoral lists has passed the vote of the Romanian Senate and is now awaiting for approval by the Chamber of Deputies, after which it can enter into force.
- On 23 May 2022, the Senate adopted the Law amending and supplementing Law no. 208/2015 on the election of the Senate and the Chamber of Deputies, as well as for the organization and functioning of the Permanent Electoral Authority.
- The normative act stipulates that the lists of candidates for both chambers of the Romanian Parliament must be drawn up in such a way as to respect the minimum representation quota of 33 % for both women and men, from the total of the proposed candidacies. Candidates will be registered in the lists by alternating one person of one gender with two persons of the opposite gender until the places on the list are occupied.

(C03) Please write a brief summary of the main results as well as of the main criteria used for evaluation of initiative 2.

- There is a striking underrepresentation of women in Parliament and the Executive.
- Although gender balance legislation is comprehensive, the current state of political leadership is far from its goal.
- This proposal responds to a real need in the political sphere, as can be seen from the data presented below.
- Out of the total of 466 members in the Romanian Parliament, only 17 % are women, a decrease of 2 percentage points compared to the previous legislature.
- The current Government has only one woman.
- So far, in Romania the various proposals and/or bills on the introduction of gender quotas have been rejected and have generated public and political debates that reflect hostility toward gender equality and feminism. Between 2003 and 2011, there were four similar bills, which tried to introduce a mandatory quota for women's representation in the Romanian Parliament. The last project, initiated by the deputy Sulfina Barbu, a member of the Liberal Democrat Party at the time, was adopted by the Senate but rejected by the Chamber of Deputies in 2011.[1]
- However, because the discussion is dated, going back more than five years, it is not mentioned in this report.
- This bill has a chance to be implemented, having passed the Senate.

Section D: Overall assessment of gender stereotypes in your country

Please write a short paragraph describing your country in relation to the representation of women in media , culture and education on the basis of your findings in the previous sections:

---

[1] Also see: http://www.cdep.ro/pls/proiecte/upl_pck2015.proiect?cam=2&idp=12039.

Gender roles in Romania are conceived mainly in a traditional way, especially in the family and in politics. However, compared to the past, there is a greater openness to gender equality in society and an increased acceptance of women in decision-making positions, especially at work (although the preference remains for men). Compared to all spheres of life in which gender inequalities can manifest, the political sphere seems to be the most sexist: a system that favours men

The main causes for such representations are both structural factors (the socialist legacy, the labour force structure, the patriarchal structure of the state institutions, the legislative framework, and the organization and ideologies of political parties) and sociocultural factors (traditional family values, the maternal role of women even in leadership positions and the strong influence of the Orthodox church.

Gender stereotypes have an impact on:

- Work: Women's participation to the labour market is among the lowest in the EU (55 %). Gender inequality is lower in the public sector; working in the private sector and in larger firms is less advantageous for women also in terms of pay. In these types of companies, women occupy generally unskilled positions and are lower paid.
- Work–life balance and the care gap: There is a conservative view of gender, especially linked to gender roles in the private sphere. The importance and significance of gender roles is much stronger in the family so the care of dependants is almost exclusively done by women.
- Decision-making
  - Political: In 2020 in the last legislative elections and in 2019 the last European Parliament elections, for the first time since Romania's accession to the EU, a decrease in the political representation of women occurred, both at the national and European levels. These results were mirrored in the government composition by gender, where the number of women shrank from 5 to 6 on average down to 1 since 2020.
  - The organisational culture of political parties continues to be heavily influenced by patriarchal values in terms of gender roles.
  - Economic: Like other ex-communists countries, Romania appears to have few issues of equity and inclusion in the labour market, because, historically, women have participated in the labour market just like men for decades. However, if considering other indicators such as women's participation rate in the labour market, the private sector, large companies, well-paid sectors and qualified jobs, the gap between women and men widens.
- Education: Women in Romania participate more in the traditionally male-dominated fields of science, math and computing compared to their counterparts in other EU countries. They represent a higher share of graduates in engineering and manufacturing than the EU average.
- Culture, media: Romanian media discourse continues to promote gender stereotypes and portrays women in traditional patterns, sex or family related, and not as actively participating in the public and political sphere. Women in the public

sphere, activists and politicians are often mocked by the mass media and their speech is trivialized.

- Violence against women: The authorities' practices and community attitudes are part of the problem of violence against women. Police officers refuse or postpone registering criminal complaints submitted by victims or even try to mediate between the victims and their aggressors. Courts prosecuted very few cases. Communities limit the access of girls and women to information and legal avenues (through parents' and religious associations, the school curriculum and so on).
  - o Online violence: Recent events show an escalation of violence online. For instance, a local female councillor, the deputy mayor of Brasov, was threatened and physically assaulted by two male local councillors and the online reaction was to trivialise the event. A doctored photo (where she looked as she was beaten) and pamphlet with false information were circulated on the Internet

SLOVAKIA

Barbora Holubova

Section A: Research Review

Please, identify up to 5 recent research literature (research reports, books) about gender stereotypes produced in your country in the last 5 years.

(A01) Table of features from selected recent research literature

Source	Title (in English please)	Areas of life concerned	Publication year	Institution/Author(s)	Scope (local, regional, national)	Type (academic, NGO's report, governmental/ institutional)	Please provide original citation and internet-link, if available
Source 1	Gender Stereotypes: the Role of Men and Women in Current Society	Work-life balance and the care gap; decision-making	2020	Slovak Academy of Sciences/Matejková	National	Academic	Matejková, A. (2020). Rodové stereotypy: rola mužov a žien v súčasnej spoločnosti. In: Rabušic, L.; Kusá, Z. (eds). Odděleně spolu? Slovart, Bratislava, 2020.
Source 2	Sexual Harassment at Universities	The links between stereotypes and violence against women	2021	Institute for Labour and Family Research/ Valkovičová, Kuruc, Ropovik, Karkošková.	National	Institutional	Valkovičová, V., Kuruc, A., Ropovik, I, Karkošková, S. (2021). Sexuálne obťažovanie na vysokých školách (správa z výskumu). Ištitiút pre výskum práce a rodiny. Available at: https://ivpr.gov.sk/wp-content/uploads/2022/01/IVPR_2021_Sexualne_obtazovanie_na_vysokych_s

Source	Title (in English please)	Areas of life concerned	Publication year	Institution/Author(s)	Scope (local, regional, national)	Type (academic, NGO's report, governmental/ institutional)	Please provide original citation and internet-link, if available
							kolach.pdf
Source 3	Monitoring of job advertisements	Labour market, work, recruitment	2021	Slovak National Centre for Human Rights	National	Institutional report	Slovenské národné stredisko pre ľudské práva (2021). Súhrnná výskumná správa z nezávislého zisťovania diskriminácie v predzmluvných pracovnopráívnych vzťahoch. Monitoring pracovnej inzercie. Available at: Monitoring_pracovnej-inzercie.pdf (snslp.sk)
Source 4	Report on Violence against Women in Intimate Partnerships in Slovakia	The links between stereotypes and violence against women	2022	Fenestra/IKEA/ Kantar-Hoffman	National	NGO and private sector company report	Fenestra, IKEA, Kantar/Hoffmann (2022). Správa o násilí páchanom na ženách v partnerských vzťahoch na Slovensku. Výsledky reprezentatívneho prieskumu (forthcoming). Presentation with the partial results available at: Slováci a téma násilia páchaného na ženách
Source 5	Gender Equality Report for the Slovak Academy of Sciences, Slovakia	Work-life balance and the care gap; career choices, decision-making	Submitted to the EC in 2021 for approval	Institute for Social Communication Research/ Bianchi, Holubová, Žilinská	National	Academic	Bianchi, G.; Holubová, B.; Žilinská, M. (2021). Gender Equality Report for the Slovak Academy of Sciences, Slovakia; In: D2.3. Gender Equality Reports for ATHENA project partners (forthcoming, project Athena;)

(A02) Please detail each source in the corresponding box:

Source 1:

This report describes the evolution of gender stereotypes related to gender roles in family and leadership abilities based on the European Values Study in 1999, 2008 and 2017. The latest findings indicate that the traditional idea of the roles of men and women and different abilities according to gender is still widespread in Slovakia. Almost 73 % of Slovaks agree with the statement that employment is a good thing, but most women still want to have their household and children. The gender stereotype that a man has to earn money and a woman has to take care of a household and family is supported by 58 % of men and 48 % of women. Significantly more men than women share the traditional notion of gender roles. For example, 64% of men agree that men are better political leaders than women. On the other hand, 58% of women disagree. Over the last 25 years, some views on the division of gender roles have moved considerably towards greater gender equality. The most significant shift in society's attitudes are towards a woman's ability to reconcile work with child-rearing and in opinions concerning the approval of a woman's decision to raise a child without a man.

Source 2:

The primary objective of this research was to measure the prevalence of sexual harassment among students at public universities. The nationwide survey was conducted at 33 faculties of 1 621 respondents (60 % women and 37 % men) with an average age of 23 years. The survey also consists of questions on stereotyped misconceptions about male and female sexuality and so-called myths of rape. The key finding was that no significant differences in consent rate in stereotyped misconceptions by gender were found, although the stereotypes in female students were rarer compared to male students. A high number of male and female students think that women often make up allegations of sexual harassment (28 % for female students and up to 42 % for male students). According to 39 % of female students and 53 % of male students, sexual harassment can be provoked by women by dressing in a sexually attractive way. The average consent rate with the stereotyped misconception was not significant by region, age, study programme or experiences with sexual harassment. The results of the research (76 % of respondents experienced sexual harassment) led to preparing a guide and specific training for universities on how to prevent and handle sexual harassment.

Source 3:

The aim of this monitoring was to analyse the compliance of the content of job offers with the anti-discrimination regulations based on prohibited grounds of discrimination, including gender and sex. Applying the gender criterion, 74 % out of 3 040 analysed job offers were incorrect in terms of using gender-exclusive language in the title and/or the description of the position by using generic masculine terms, instead of using both female and male forms. Conversely, 7.2 % of the incorrect ads targeted only female applicants for gender-stereotypical jobs such as shop assistants, nurses, cleaners and maids. Only men were addressed with job offers such as machine operators, car salesman and quality controllers. The frequent use of wording in offers such as 'work suitable for men' and 'work more suitable for women' can lead to gender stereotypes and social tolerance. In conclusion, the identified gender differences in job advertisements are based on gender stereotypes and can discourage a person of another gender from applying or discriminating against them. The gender prejudices in job advisement are associated with wage and income gaps and gender differences in expertise or prestige of the position. Gender-insensitive language and gender division of labour are interdependent.

Source 4:

The objective of the representative survey of 1 500 persons was to understand awareness and stereotypes related to violence against women in intimate partnerships. Despite a general understanding of violence against women, some stereotypes related to victim blaming and men´s privileges remain deeply rooted. For example, almost half (48 %) of respondents think that victims of violence are usually at least partly responsible for violence in intimate partner relationships (men 59 %, women 37 %). Provocation by women is seen as a potential reason for violence by up to 41 % of men vs 15 % of women. More than half of the respondents agree that if a woman does not take care of the household, this can provoke violence against her. Statistically, more men (59 %) than women (34 %) agree that a husband is entitled to sex with his wife. In conclusion, stereotypical thinking about intimate partner violence against women is more common among men, people with lower education and young people. These people are less perceptive to manifestations of violence against women in their surroundings. Sensitive and non-stereotypical thinking is overall more typical among respondents. People with non-stereotypical attitudes are better informed and aware of the structural reasons for intimate partner violence.

Source 5:

This research aimed to identify gender biases in recruitment, career prospects, work-life balance and opinions of gender equality at the Slovak Academy of Sciences (SAS). The research was conducted within a gender equality audit of the HORIZON 2020 project Athena. The results, based on a survey of 290 people, 15 interviews and 3 focus groups with scientists from SAS revealed that while general awareness of gender equality in SAS is ambivalent, only a minority of respondents revealed any gender stereotypes regarding women´s suitability for science careers or performance. Nevertheless, the gender disparities occur across the fields of sciences, occupations and academic grades in SAS. Male scientists are perceived to be assigned more essential tasks, having more significant informal influence and recognition of intellectual contributions. In contrast, administrative tasks and service roles are disproportionly distributed to women scientists. Family and caring responsibilities are perceived as the main obstacles in women´s careers in science, and 75 % of respondents agree that men usually get much farther ahead in research than women with young children. The low number of women in the decision-making bodies of SAS can be attributed to the gender stereotype that men are more competitive and women are less assertive. Based on the results, a complex Gender Equality Plan in SAS addressing gender stereotypes was approved.

Section B: Public debate on gender stereotypes in the media, at a political level or through civil society actions in the last 5 years.

Please indicate highlights from public debates on gender stereotypes in the media, at a political level or through civil society actions in the last 5 years by filling in the form below.

(B01) *Is there any evidence that traditional media (newspapers, tv, radio) or new media (internet, social media, Facebook) paid attention to the issue Insert a cross next to Yes or to No. ?*

| x | Yes |
| | No |

(B02) If 'yes', please describe what the debate was about (what was the subject?)

In some traditional newspapers that shape public opinion, there are regular sections or reactions to current events in the field of gender equality, where gender stereotypes are also pointed out. Over the last two years, the debate has focused on stereotypes related to unpaid work and care, mainly during the COVID-19 pandemic, the labour market, education and career choices, decision-making, as well as stereotypes associated with violence against women, e.g. sexual harassment at universities, obstetrics violence and prejudices about reproductive rights. At the same time, tabloids and other media are producing gender stereotypes themselves by promoting women as sexual objects and reporting on gender-based violence in a not gender-sensitive way, including victim blaming or allowing gender unbalanced composition of discussants and panellists. Furthermore, the contribution of new media to promoting or preventing gender stereotypes is not clear, as comprehensive and regular monitoring and analysis are missing.

(B03) Please describe what and who instigated this debate/attention and how.

- Attention to gender stereotypes is regularly instigated by the occasion of International Women´s Day by the journalists (usually female) themselves presenting the latest data on gender and/or income gaps, the lack of capacity in care services for children and elderly, gender disparities in decision-making either in politics or the economy. In general, gender stereotypes are considered to be a cause or contributing factor of gender inequalities, usually without a more profound analysis of which stereotypes are the most decisive factors.
- Another relevant instigator of discussion is the International Day of Fight against Violence against Women (25 November), when new prevalence studies or policies are discussed in the media, including gender stereotypes related to violence against women; this kind of debate is raised mainly by NGOs operating in the area of violence against women together with governmental bodies.
- The topic of gender stereotypes related to sexual harassment, specifically in universities, has been covered intensively in 2021 and 2022, associated with the several cases revealed in universities in Slovakia and the Czech Republic. Several committed female journalists in traditional media initiated the debate.
- Stereotypical assumptions on the role of women in families and society are often debated in relation to the repeated efforts of some conservative Members of Parliament to restrict sexual and reproductive rights; the debate is repeatedly raised by every legislative proposal discussed in Parliament.
- Gender stereotypes related to gender labour market segregation (vertical and horizontal) are debated mostly in terms of women-dominated sectors

such as healthcare and education, with low pay and precarious working conditions. The debate is inspired by the lack of policy measures addressing the hardship in these two sectors and worsening working conditions.

- Breaking the gender stereotypes and women in stereotypical occupations or positions are discussed, usually backed by new surveys, projects or initiatives either by NGOs or private companies striving for diversity and gender equality at the company level.
- Sexist marketing and advertisements are challenged in the media, annually initiated by the anti-award called the 'Sexist Slip', when the public votes for the most sexist advert, billboard, social media post or statement of a politician.
- The above-mentioned debates on gender stereotypes are usually covered by liberal media; the conservative press, in contrast, promotes gender stereotypes, specifically in care, family and work, as positive factors and as fulfilling the mission of women and men in society by reflecting their inherent nature complementing each other. The dismantling of gender differences is described as a threat to families, gender ideology and the culture of death.
- The following topics of the anti-gender movement have been discussed in 2022 in the conservative media:
  - Against the implementation of health regulations for transgender persons initiated by a public petition.
  - Against gender-inclusive language instigated by studies and guides on this topic.
  - Against gender quotas for company boards, reflecting the upcoming EU directive.

(B04) Is there evidence that this public debate led to any initiative / policy?

	Yes
x	No

Section C: Policies and practices to combat gender stereotypes

Please in (C01) list maximum 2 relevant policies and/or practices implemented in the last 5 years to combat gender stereotypes. (by national institutions the government, equality bodies, social partners, NGOs, etc.).

(C01) Table of features of relevant policies and/or practices

	Initiative 1	Initiative 2
Name of initiative	The anti-award "Sexist Slip" (Sexistický Kix)	Project "Gender Equality for Roma Community"
Initiator	Alliance of Women – the Way Back (NGO)	NGOs People In Need and ESFEM
Trigger and goal	The initiative critically draws attention to sexist advertising in Slovakia. It aims to encourage the general public and people involved in advertising to take a critical, gender-competent view of the contradictions between the advertising world and everyday reality.	The project targets the marginalised Roma communities (MRCs) with a high prevalence of traditional and stereotypical views on gender roles in family and work. The aim is to raise awareness of gender equality and empower women in marginalised Roma communities.
Area concerned (media, culture, education, Artificial Intelligence)	Media – advertisement	Education and gender stereotypes related to care and family in Roma communities.
Year of initiation and conclusion	2018 – ongoing	2021–2024

(C02) Description of (policy/and or practice) initiative 1 to combat gender stereotypes

The initiative, Sexist Slip, points out what specific types of sexist elements advertising abuses and how their use contributes to the disadvantage of women and the strengthening of gender stereotypes in society. At the same time, the initiative creates a space where women and men can defend themselves against sexism and gender-based discrimination and talk about their consequences. It wants to contribute to initiating changes not only in advertising practice but also in daily lives. The website of the initiative provides a description of sexist advertising, its effects on society, and how to recognise sexism and fight it. For example, gender stereotypes are defined as simplistic, restrictive and biased notions of 'typical' femininity and masculinity. Ads based on gender stereotypes emphasise the 'opposite' of girls and boys or women and men as single groups. They show, for example, housewives and professionals, subordinates and superiors, female objects and male subjects of desire. The division into a 'gentle' and a 'strong' sex is not just about appearance, but especially about the behaviour, characteristics and activities that women and men often show in separate worlds with clearly defined roles, interests and experiences.

(C03) Please write a brief summary of the main results as well as of the main criteria used for evaluation of initiative 1.

> Sustainability: The initiative is long-term and regular on an annual basis.
> Popularity: The initiative gained attention. In the fifth round, the public nominated a total of 115 sexist advertisements.
> Participation of public: The anti-award involves the public and an expert jury composed of female and male experts in the field of marketing and gender equality. A total of 3 846 people participated in the public vote, handing out 66 977 displays.
> User-friendly: The online involvement of the public by downloading the sexist adverts and voting is easy to administrate.
> Presenting good practice: The project provides good examples of how advertisements and pubic campaigns can challenge gender stereotypes in various areas inspiring creators and advertisers to do better.

(C02) *Description of (policy/and or practice)* **initiative 2** *to combat gender stereotypes*

> The initiatives implement educational activities, campaigns, dissemination activities and strengthening activities to support girls and women in marginalised Roma communities. The planned activities are based on the real needs of Roma girls and women formulated by their 'own voice'. The unifying lines of the project are the visibility of (Roma) women, the development of friendship among women, and the breaking of stereotypes (especially stereotypes in connection with the myth of parenthood as motherhood, female friendship/enmity, religious faith as a barrier of gender equality and others). Project outputs are a minimum of 20 workshops in cooperation with primary and secondary schools, 4 workshops in the community, a wall calendar dedicated to the topic of prominent Roma women, a quartet representing prominent women and women activists ("women without borders" and "Saints as we do not know them"), as well as an exhibition of works by Roma children.

(C03) Please write a brief summary of the main results as well as of the main criteria used for evaluation of initiative 2.

> No results are available yet. However, the initiative is unique in multiple ways:
>
> Intersectionality: The focus on gender stereotypes with strong aspects of intersectionality in terms of ethnicity and age.
>
> Targeting marginalised region: the initiative is implemented in Presov, a self-government region in eastern Slovakia with a high rate of gender stereotypes and fundamental religious beliefs.
>
> The expertise of the implementers: The project is implemented by the humanitarian organisation, People in need, and the feminist organisation, ESFEM, which have long-term experience in exposing and preventing gender stereotypes.
>
> The variety of well-designed activities: The project focuses on three key areas to achieve a positive change in awareness of gender equality:
>
> - Educational activities carried out at primary and secondary schools are focused on the issue of gender equality and the position of Roma women in Slovakia,
> - The campaign and popularisation aim to promote the dignity of Roma women and gender equality in general. Marginalised Roma communities and children of the majority of society will co-create the campaign activities.
> - Direct support for Roma girls and women in promoting gender equality in the family through activities dedicated to parents with babies.

Section D: Overall assessment of gender stereotypes in your country

Please write a short paragraph describing your country in relation to the representation of women in media, culture and education on the basis of your findings in the previous sections: Section A, Section B, Section C.

a. In general, gender roles in Slovakia are conceived stereotypically, mainly concerning parental roles.
b. The contributing factors to these types of representations are especially the persistence of traditional views on the 'given nature' of women and men, the influence of the anti-gender movement and fundamental religious groups, religious education and the authority of the Roman Catholic Church.
c. Impact:
    1. A highly segregated labour market and the undervaluation of women's labour, mainly in care-intensive work such as healthcare, social care and education; the persistent high level of men's pay and the overall income gap related to low-quality jobs performed by women.
    2. Unbalanced burden of care responsibilities at the expense of women´s health, work intensity and underdeveloped potential.
    3. Low political and economic representation of women and high economic dependence of women on their partners and the state social system.
    4. Low rate of female students in STEM and IT study programs and a high level of women in economic sectors without high potential in terms of upcoming digitisation.
    5. Relatively high tolerance to the sexual objectification of women in media.
    6. Victim blaming and a high tolerance for men in harassing and assaulting women; women's low trust in the institutions in charge to prevent and stop the violence.