

Young people between sustainable behaviors and gender stereotypes



Research results of
Erasmus+ project KA229
W.I.N.

Women Independence Network



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W.I.N. - Women Independence Network
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Strategic Partnerships for School Education - Sorrento, 5 May 2022



Composition of the research group

The research group is made up of Contact teachers from the partner countries of the Erasmus + KA229 “W.I.N. Women Independence Network”, which guaranteed an interdisciplinary and international approach to the complexity of the phenomena investigated.

Coordination

Msr. Maria Nica - Erasmus + National Ambassador - Main Coordinator of the Erasmus + project - KA229 “W.I.N. Women Independence Network” and Contact teacher of the Polispecialistico Institute of San Paolo of Sorrento

Research group members

Msr. Zhivka Babarova, Erasmus+ Contact teacher of 119 Secondary School “Academician Mihail Arnaudov”, Sofia, Bulgaria

Mr. Georgios Chatzigeorgiou, Erasmus+ Contact teacher of 2nd General Lyceum of Oreokastro, Greece

Msr. Elena Roxana Visan, Erasmus+ Contact teacher of “Queen Marie” National Pedagogical College, Ploiești College, Ploiesti, Romania.

Thanks

At the end of this research experience, we note with satisfaction what a collective and plural, interdisciplinary, dense and shared enterprise has been - beyond the positivity of comparisons as well as the inevitable impasses due to the Covid19 pandemic - a collective and plural enterprise, interdisciplinary, dense and shared and, at the same time, able to enhance the contribution of each. It is precisely for this reason that we believe that it is a reflection to be continued for the thematic nodes it contains and for the repercussions it can have on the sustainable behavior of young people.

We wish to thank the Erasmus + Program for the financial support that made possible the realization of this research path, the Heads of our Schools for the organizational support and the constant comparison we have been able to use: Msr. Amalia Mascolo, headmistress of the Polispecialistico San Paolo Sorrento Institute; Msr. Lucica Ionescu, headmistress of “Queen Marie” National Pedagogical College, Ploiești College, Ploiesti, Romania; Mr. Paschalis Karakaris, headmister of 2nd General Lyceum of Oreokastro, Greece.

We wish to express our gratitude to the teachers and students involved in this research, without whose availability and collaboration we would not have been able to carry out this work.

SPEECH OF HEADMASTER

Mr. Karakaris Paschalis **Headmaster of 2nd General Lyceum Of Oreokastro**

Erasmus+ is the European Commission's Education, Training, Youth and Sport Program.

The programme offers a wide range of funding opportunities to all organizations which are actively involved in formal and non-formal education and training, youth and sport.

The Strategic Partnerships concern the development and strengthening of transnational collaborations between bodies/organizations which are active in the field of education, training, youth or other socio-economic fields.

For the last 6 years, our school has been actively implementing Erasmus+ and eTwinning programmes. More than 200 students and 40 teachers have participated in Erasmus+ and eTwinning programmes over the years. Through the involvement in the programmes, our school was given the opportunity to promote good practices and to develop the skills of the students. Today the school implements two Erasmus+ programmes with two different groups of students and teachers. One of them is the Erasmus+ W.I.N. team, which, despite the continuous lockdowns, managed to develop numerous activities both involving the students of the school and the local community. I would like to express my warm thanks to the Erasmus+ W.I.N. team for everything they have achieved during this time.

Many of the results and activities were incorporated into the learning methodology by the teachers involved. Many of the students developed valuable skills, their views concerning gender stereotypes and sustainable behaviour were challenged and changed and essentially benefited from the implementation of this project.

SPEECH OF CONTACT TEACHER

Mr. Georgios Chatzigeorgiou Contact teacher of 2nd General Lyceum of Oreokastro (Greece)

1. Since the official approval of the project, a group of students and teachers involved in the project has been created. This group has been altered since the beginning of the implementation of the project. Every year, the group was renewed, after students graduated or reached the final year of high school when, due to preparation for the National University Entrance Exams, they did not continue to participate in the group. On the other hand, there was a continuous strengthening of the group with new students from the 1st year of High school. The main thing after the creation of the group was the cooperation of the students and their information regarding the programme itself and the activities that we had to develop in the two years. Unfortunately, a few months after the start of the programme and after the first meeting took place, there were continuous lockdowns that essentially detuned the team to some extent, despite our efforts, but also the online meetings that took place. Despite all the adversity, at the beginning of this year we were able to return to school and the team was reactivated, the students and the teachers planned the activities ahead and each one started to function according to the role they had acquired in the group. Activities that were implemented involved raising awareness of the local community about breast cancer, group meetings where gender stereotypes were discussed through organized games and activities, a group intervention by creating a video as part of the International Day for the Elimination of Violence against Women, implementing STEM activities with great student participation, visits to local companies and women's organisations for information on the preparation of traditional recipes... The group operated at a high level, since its activities became a topic on pan-Hellenic news websites.

2. In Greece, gender equality is nowadays recognized as a fundamental principle and a human right through legislation. The situation, however, concerning equal access to education, equal opportunities in the labor market, distribution of work in the home and childcare and youth culture, suggests that a lot of work is still needed in Greece in order to achieve gender equality. In the field of education, the scarce appointment of women in decision-making posts is indicative of this inequality, resulting from the social mentality and stereotypes regarding both sexes and their roles. Concerning the labor market in Greece, although women's

representation has increased in occupations that require particular educational qualifications, which were historically considered as male, currently unemployment continues to be higher among females than among males, regardless of age group or educational qualifications. In 2006, for example, female unemployment was 13.6%, while male unemployment was 5.6%. Nowadays, the situation remains more or less the same: examining the data published by the National Statistical Service of Greece in June 2012 for the years 2007 to 2012, female unemployment is consistently 6% higher than male unemployment. Especially after the financial crisis, unemployment for women rose from 19.2% in 2011 to 25.8% in 2012. In addition, the gender pay gap in Greece is notable. In February 2007, the Bank of Greece published a study whose findings revealed that women's earnings averaged about 84% of those of their male counterparts. Finally, the situation concerning intimate/dating partner violence –an issue that is also directly related to the patriarchal structure of society, is not the desired one. The unique national epidemiological study for domestic violence in Greece (conducted in 2002-2003, with a sample of 1200 women aged 18-60) showed that 56% of women reported that they had experienced verbal and/or psychological abuse, 3.6% reported physical abuse and 3.5% sexual abuse. Unfortunately, these numbers have increased dramatically in the last couple of years with the repeated lockdowns due to the Covid-19 pandemic, resulting in 17 femicides in Greece in the year 2021.

3. In our country, sustainable development is related to source sorting, as well as waste recycling and energy saving. Recycling helps to convert environmentally harmful materials into less or not harmful materials, reduces raw material consumption and energy use and therefore greenhouse gas emissions, recycling reduces the volume of waste that ends up in landfills. In 2010 Greece was in last place in the European Union in terms of recycling. One reason is that there is no incentive for citizens and companies to participate in recycling programmes. According to the statistics of EOAN of 2018 in Greece, recycling in plastic was 32.9%, in glass 91.5%, on paper 91.5%, in aluminum 34.6%. In terms of energy savings every year there are programmes to improve the energy efficiency of homes.

4. Gender equality is at the heart of the 2030 Agenda for Sustainable Development of the United Nations Development Programme, which recognizes that achieving gender equality is a human rights issue and crucial to progress. Although a goal in itself, gender

equality runs through all 17 Sustainable Development Goals. In addition, gender equality can be a catalytic policy intervention with multiple benefits for sustainable development.

According to data, gender equality is vital to achieving a wide range of sustainable development goals, from promoting growth and labor productivity to reducing poverty and strengthening human capital through health and education, reducing food insecurity, tackling the effects of climate change, strengthening disaster resilience and ensuring more peaceful and inclusive communities. Based on these data, accelerating the pace of promoting gender equality in all sectors of society leads to a faster increase in progress towards the 2030 Agenda.

5. The presentation of the programme to the W.I.N. team started with meetings that aimed at highlighting the stereotypes between the sexes. In the second stage, after learning about the activities, the students decided how to organize them and the means to implement them. The presentation, apart from the pptx presentations, was done in various other ways, such as the use of texts, games, role-playing, videos, posters etc. In many cases the activities are not limited only within the school premises, but extend to the local community.

6. At school, we have been passionately implementing environmental education programmes for over 12 years and among the topics that have been developed are projects related to environmental problems in the area of Oraikastro, such as sorting at the source, the mountainous volume of Oraikastro, problems of accessibility in the streets of Oraikastro for the disabled and mothers with children, but also recycling issues. At our school, plastic lids, paper and batteries are recycled. One of the biggest activities organized by the environmental team of our school was the collection of 8.5 tons of plastic caps. We coordinated over 70 primary and secondary schools that assisted us to buy an electric wheelchair for a schoolgirl with mobility problems. Also, our team has designed and published or distributed brochures, videos and flyers to raise awareness on numerous issues connected to gender stereotypes, female abuse, breast cancer and sustainable development. Also, a number of workshops on traditional local dishes took place involving women's associations, research and ppt presentations of famous Greek women in history, STEM lessons especially involving female students, games and activities exploring and breaking gender stereotypes.

SPEECH OF HEADMASTER

Mrs. Lucica Ionescu

Headmistress of **“Queen Marie” National Pedagogical College, Ploiești College**

“If the aim misses, life has no sense.”

At European level, education and training initiatives brought together under one umbrella - Erasmus+ aims to contribute to the development of the European Union as an advanced knowledge society, characterized by sustainable economic development, more and better jobs and increased social cohesion. The school partnerships developed under these programs encourage exchanges, cooperation and mobility between educational institutions and systems, with a view to modernizing and adapting Europe's education and training systems.

The CNPRM team of this project is Wonderful, Involved, Noble!

SPEECH OF CONTACT TEACHER

OPEN EDUCATION AND CAREER OPPORTUNITIES THROUGH THE PROJECT ERASMUS+ WIN

Elena Roxana VIȘAN

1.Importance of Erasmus + projects and partnerships

In order to make education a European priority, a common commitment of the quasi-Community Member States was needed, with a role in ensuring the well-being and maintenance of a European community based on cooperation and solidarity between states. In this sense, the education policies proposed by European policy makers have led to the creation of human capital adaptable to social needs, with an emphasis on national and European labor market integration. This has been made possible by the implementation of an education system, which aims at fundamental objectives such as: increasing the quality of the education system by developing and achieving management and communication standards, acquiring key competencies through professional qualification in accordance with the needs of a global community, raising the awareness of state factors by allocating an increased budget to education, access to lifelong learning, adapting to the requirements of globalization by supporting professional and geographical mobility in education.

The proliferation of professional and geographical mobility in education leads to experiential exchanges between the nations of the European continent, the learning of official languages of international circulation and the development of economic relations through the transmission and acquisition of key competences among young people. One of the major programs on European mobility in education is ERASMUS +, created for the introduction of "interinstitutional contracts" with a focus on promoting cultural and professional diversity, necessary for the development of Europe's economic, social and cultural potential.

2. Presentation of the Erasmus+ project Team

An integral part of the Erasmus + Program, our project called „*Women Independence Network – WIN*” begins its journey in early October 2019, with great enthusiasm and a burning desire for knowledge on behalf of its European partners: Italy - the main coordinator, Romania, Bulgaria, Greece and Spain. The theme of our project was supported by the incandescent situations to which women are most often subjected: prejudice, violence, aggression pursued by the loved ones, social discrimination, gender issues.

The aim of our project focuses on two dimensions: *the inclusive education*, paying special attention to gender equality and *the open education*, due to the use of those innovative practices required by the current digital age. Also, the project offers students opportunities for development as compared to: linguistic communication, social and entrepreneurial skills that are useful in the labor market, intercultural approach, tolerance fostering, intercultural knowledge promoting, national, cultural, social diversity acceptance,

etc. A highlight of this project is the STEM method, used in order to promote multidisciplinary teaching and learning, thus being a students' training in the spirit of independence, autonomy and self-confidence must-have approach.

We are going to further focus on a successful experience on the Italy, Romania, Bulgaria and Greece in an area blessed with heavenly gifts, where nature and people are friends for life, where the sun is constantly reflected in the never ending azure of the sea, mountains where joy and goodwill are reigning supreme, where the solidarity and the fraternity are felt in citizen's eyes. That's where we have experienced exciting gnostic adventures and many activities throughout a week full of light and color. The partners proved to be endowed with a lot of pedagogical skills regarding the common educational activities, giving us the opportunity to join learning and training activities designed both for students and teachers alike.

The carried out activities were diverse, combining the useful with the pleasant, the traditional with the modern, the research with the practice. Among the most representative themes of this mobility we have to mention: the national and European culture and civilization, the human rights versus the women's rights, experimenting the eTwinning platform, traditional gastronomy, learning and training activities-workshops, job shadowing, etc.

All the activities focused on the gender dimension, on the intercultural education, on enhancing the school-community relationship, having been targeted on the precise goal of the student-centered- based learning.

3. Analysis of gender stereotypes in one's own country

In Romania, gender stereotypes are the consequence of deeply rooted attitudes, values, norms and prejudices, especially in the family and customarily transmitted against them. In this context, gender stereotyping limits the development of intellectual capacities for relationships and social integration among women with negative effects on educational and professional experiences, as well as opportunities for personal development in general. These behaviors are often used to justify and maintain men's ancient power-relations over women, developing sexist attitudes that hinder the promotion of women at the community level. According to the research carried out by the specialists in this field, in Romania there are neither major differences between women and men regarding the literacy rate (around 97% for both women and men), nor regarding the degree of graduation in higher education. (around 13.1%)". Even if these statistical notes give us the impression of equal opportunities between women and men in education, there are still subtle differences such as: - the choice of a humanistic study profile (30.1% of female students compared to 17% of male students attend humanist profile).

These profiles prepare the workforce in education, health, social assistance, areas where female human resources predominate as well as and a non-unitary salary, even low compared to the level of qualification and work performed, etc. At the same time, we can say that the graduation rate of higher education is in favor of girls, in this sense Romania confirming a European trend.

According to data from the National Strategy on Promoting Equal Opportunities for Women and Men and Preventing and Combating Domestic Violence for the Period 2018-2021, "the areas of activity where the female population is employed in a much higher proportion than that of men are : health and social assistance (81.5%), education (74.7%) and respectively hotels and restaurants (59.7%)".

4. Analysis of sustainable behaviors in young people in one's own country

In the European context, its specific implementation and promotion initiatives and tools start from „the need to train and educate young people in the spirit of democratic values” such as: solidarity, tolerance, human rights, interculturality, equality opportunities, gender equality, non-discrimination, social justice etc.

A wide range of interactive activities carried on within the perspectives of the liberal, democratic education for development principles and values enhancement do not only train, in various forms, educational actors (students and teachers) but, at the same time, build a unity in diversity with European social entities.

Involved in the education for development support, the European Union, through its public policies, has adopted the *Strategic Framework for European Cooperation in Vocational Education and Training -ET 2020*, a document on social cohesion, active citizenship and equal opportunities for citizens, thus opening up a wide range of opportunities in the development of the key competencies and of the professional competencies, regardless of the socio-economic circumstances.

At the same time, the concerns about the education for development are stated in the European desideratum: „education and training policy is one of the main vectors of building a Europe of knowledge and a Europe that is close to the citizens' needs and concerns”, (Viviane Reding).

The interest in education is also supported by *the 2030 Agenda*, a universal, global action program dedicated to the sustainable development - be it an economic, a social or an environmental one- where the right to education is among those 17 development goals of the millennium: „for the present generations and the generations to come, which allows every inhabitant of the planet to enjoy fundamental rights and freedoms without any kind of discrimination based on race, sex, language, religion, culture, political opinion or any opinion, national or social origin, economic status, birth, age and last but not least, disability issues”, (ET 2020). Basically, all the statements contained in the 2030 Agenda refer to the socio-cultural and economic aspects facing the current society. This approach causes us to look for relevant solutions to existing problems, by capitalizing on the intellectual capacities and creative potential of each of us.

The new means of promoting and developing education, adjusted to the needs of today's citizens, are obviously seen as a sine-qua-non issue by the European decision-makers who are specialists in the educational field. And one of the innovative tools that ensures progress in education and supports: change and adjustment, research and innovation, exchange of experience and good practices, socialization and multiculturalism is the Erasmus + Program. This training tool, due to its educational experiences, manages to significantly enhance the social inclusion, the intercultural solidarity, the human rights promotion and respect, the tolerance and the equal opportunities.

5. What is the relationship in your country between sustainable behavior and gender differences?

Remarkable progress has been made in ensuring gender equality at European level in recent decades. An important role in ensuring this progress is the balanced and effective participation of female human resources in both the private and public spheres of action. Ensuring sustainable development from the perspective of gender equality and equal opportunities is also supported by non-discriminatory social norms, developed under the auspices of current public policies. The directions of the 2030 Agenda for Sustainable Development and Achieving the Goals set out in it also aim at equal opportunities harmonized with gender equality. The aim is to ensure equal opportunities at all levels of decision-making in political, economic and public life, to take active measures to prevent and combat gender stereotypes and to discriminate. All these directions require a reference not only to a fundamental right, but to the whole human rights system, being a crucial note for a sustainable future.

6. Presentation of the topic to the students of the WIN project: how?

The topic addressed by the WIN project was received affirmatively among students and teachers; they are open to new trends in saving the future and social peace. Thus, in order to have a special impact among the human resources involved in the project, we resorted to a round table and a session to promote the theme and objectives of the project, in the student council of our college, attended by community guests. local media representatives.

7. Activities carried out at school about research topics:

workshop, separate collection, waste recycling, energy saving, flashmob, brochure, depliants, pptx, ecc...

During the project, at local and institutional level we carried out a series of learning and research activities, which would give them new perspectives on the topic, to solve / cancel gender stereotypes, to respond to the challenges imposed by the new societal transformations.

In the following we mention activities such as:

- *A phenomenal woman*

We have to discover what was the motivation of some fighters (from the 4 participating countries and not only) who did not blame fate, poverty or government, but sought to generate change by starting from within and gradually building a better world.

- *How should I survive abuse?* Interactive workshop on the importance of the emotional impact that the abuse and betrayal of loved ones can have on young women. What should I do when the system of values and relationships collapses?

- *Cattitude - the ability* to find your support values at key moments. Acrostics were written (each line began with one of the letters of the word CATTITUDE) to emphasize the importance of finding viable solutions to combat gender-based violence.

- *The Butterfly Effect* - Awareness of the cause-and-effect relationship that underlies global relationships.

8. Impact of the WIN project results on the teaching and behavior of students in their own school

Through the approached theme, the WIN project brought together in the activities carried out teachers and students from different cultures, offering opportunities for the development of social, linguistic and human skills. Multilateral development contexts have been created, examples of good practice that can be applied to all levels of education have been provided, and sustainable friendships have been linked.

The project represents an opportunity for the teachers involved to acquire various skills to help the development of the school organization. Through the acquired competencies, there are some things to be expected: the understanding of diversity, the identification of students with learning difficulties, the organisation and creation of the curriculum and individual education plans, skills to work with the community and parents to support students, to learn different teaching-learning techniques to meet the individual needs of students; skills to interact with people from different minorities, to acquire knowledge about conflict resolution techniques, intercultural skills for a trainer to lead a diverse group.

Women Independence Network - WIN is an exchange of good practice know-how techniques, a unique experience in line with the objectives of the project, including a way of intra- and interpersonal development, where the acceptance and the promotion of the intercultural, equal gender and inclusive education represent the premise of our success in Erasmus + Programs.

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PART I

Research: theoretical framework and methodological apparatus

By Maria Nica – Erasmus+ Ambassador

Starting from the assumption that with "gender" sociology refers to the socially and culturally constructed character of masculinity and femininity (with consequent disparities that often mark the hierarchical relationships between women and men both in terms of social role and that of the imaginary), it is in childhood and in relationships with adults in the family and in educational and school services that the times, places and significant interactions at the origin of these construction processes must be identified. These representations are even more relevant as they condition the sustainable behaviors of young people and adults.

Given these premises, the research examined gender representations and gender relations of students from the four partner countries of the Erasmus + W.I.N. Women Independence Network, crossing gender stereotypes with the sustainable behaviors of young people to understand how gender representations affect relationships and practices

Starting from a multidisciplinary perspective that allowed an articulated analysis of the problems, the research group arrived at some fundamental thematic axes around which it developed, on the one hand, some priority research questions and, on the other, the elaboration of specific investigation tools, deliberately developed according to an interdisciplinary approach:

- What are the stereotyped images that affect the definition and expression of male and female roles today?
- What are the representations and views on genders and gender relationships in adolescents from different countries?
- What implicit or explicit gender education emerges within the families of the students involved in the research?

1. The framework of the research: structure and phases of research

The research lasted 8 months and ended in May 2022.

The project achieved the research objectives through different stages of progress, each of which focused on different investigation tools according to an interdisciplinary perspective.

The first phase of the research (documentary phase, September 2021 - December 2021) consisted in the analysis of the scientific literature, national and international, and in the recognition of data and research on the topics in question. The research group collected an extensive bibliography multidisciplinary and international, including monographs, articles in specialized journals, conference proceedings and abstracts of research carried out at local, national and European level on topics similar to those investigated.

The documentation collected was a reference in the development of the research hypotheses, in the structuring of the investigation devices and in the data interpretation phase.

The second phase of the research (quantitative phase, January 2022 - April 2022) involved the collection of quantitative data on the subject of the research through the administration of a structured questionnaire specially developed with google form, and composed of two parts, one relating to stereotypes. gender and the other dedicated to the sustainable behavior of young people.

After testing the questionnaires and revising the tools in the light of the data and suggestions collected, the research group administered the questionnaire by sending the link of the form to the English language teachers of the various partner schools of the Erasmus + Project. Subsequently, the statistical processing of the data was carried out using Excel.

The third phase of the research (qualitative phase, May 2022 - June 2022) involved the collection of qualitative data on the subject of the research through the conduct and implementation of a focus group in the schools of the four

partner countries of the W.I.N. In this phase, the research group has provided for the shared construction of an interview grid, aimed at students who have participated in the Erasmus + mobility of the W.I.N. The outline for conducting the focus group was intended to investigate some of the most relevant issues with respect to the topic investigated (among those identified through the data collected with the questionnaire in the previous research phase); focus groups were then set up in the various locations of the partner schools and each focus group was audio-recorded and subsequently transcribed and analyzed in the narrative content.

The last part of the research (July 2022) concerned the analysis of quantitative and qualitative data through an exploratory reading of qualitative data with which it was possible to identify some thematic nodes and a statistical analysis of quantitative data.

The last few months have also been dedicated to the **dissemination phase** of the results (August 2022 - September 2022); from the drafting of the final report to the dissemination plan of the research results which includes the publication of the final report online and the organization of a final workshop for the presentation of the research aimed at all those involved in the survey, and to local stakeholders. It should be noted that in the last mobility of the Erasmus + W.I.N. in Italy, a work-in-progress report of the research was presented with an ad hoc workshop, as a form of ongoing dissemination.

The Report presents the methodological apparatus and the results of the research and is structured in four parts: the first dedicated to the methodological procedures developed and adopted by the research, the second concerns the presentation of quantitative data, the third presents the analysis of qualitative data; the last part contains the attachments relating to the investigation tools and other documentation materials of the research path.

1.2 Quantitative and qualitative phase of the research: the questionnaire and the focus group

As regards the quantitative phase, a representative survey sample was identified; the structured questionnaire addressed to partner high school students was developed, tested and administered (the link to the questionnaire is attached); we then proceeded to the phase of data entry, the statistical processing of the data collected and their interpretation.

The areas investigated by the questionnaire were two: **gender stereotypes** and the **sustainability of youth behavior**. Subsequently, the two areas were correlated to verify if and how gender affects sustainable behaviors at the youth level.

The questionnaire is anonymous to ensure greater freedom in the answers and consists of three items relating to structural data (sex, nationality and age), 14 questions relating to gender stereotypes and 26 relating to sustainable behavior, for a total of 33 questions and variables. A total of 1092 questionnaires were filled in.

For the composition of the sample, the age group of students between 14 and 19 years was taken into account for each school, and the link for completing the questionnaire was sent to all.

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PART II

Questionnaire: the frequency tables

The following tables show the frequencies of the responses to the questionnaire administered to a representative sample of students from the four partner schools of the Erasmus + W.I.N. Women Independence Network.

Overall, a total of 1092 students answered the questionnaire.

After the general information on the composition of the group of participants, a first group of data about their representations with respect to gender differences follows.

The second group of data is related to the sustainable behaviors of students

Finally, a last group of data shows the perceptions and the degree of participation and knowledge in environmental protection issues

General information relating to respondents

Tab. 1 Sex (%)

Sex	N°	%
Maschio	522	43%
Femmina	744	57%
Tot.	1266	100%

Tab. 2 School partner participants (%)

Country	Total students	Participant students	%
Bulgaria	550	203	37%
Greece	350	205	58%
Italy	1039	578	56%
Romania	660	286	43%
TOTAL	2599	1272	42%

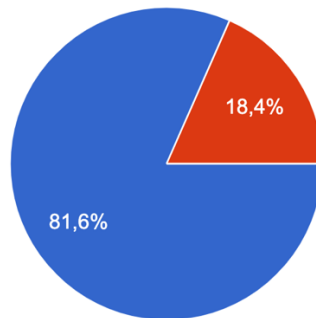
Tab. 3 Age (%)

Age	N°	%
14	231	17%
15	181	15%
16	257	21%
17	298	23%
18	262	20%
19	43	3%
Tot.	1272	100,0

Representations of gender differences

Do you think that these toys are for boys or girls? LEGO, CARS, DOLLS, KITCHENS and BALLS

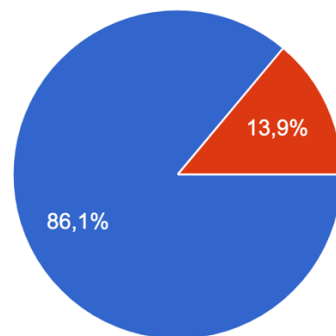
1.272 risposte



- YES, they can be used equally by boys and girls
- NO, some are more appropriate for girls and more for boys

Do you think these sports are more appropriate for girl or boys? DANCE, FOOTBALL, BASKETBALL, KARATE, VOLLEYBALL AND SWIMMING.

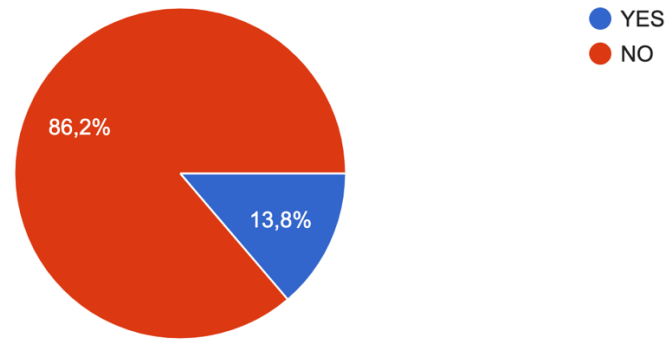
1.272 risposte



- YES, they are appropriate for everyone
- NO, some sports are more appropriate for girls and others more for boys

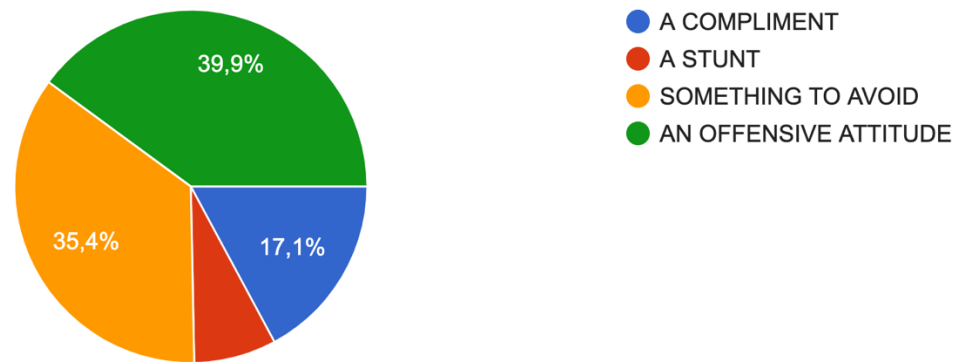
Do you think that these activities belong to a specific gender? COOKING, SEW, DO SHOPPING, WORKING, READING NEWSPAPER, SET UP THE HOUSE.

1.272 risposte



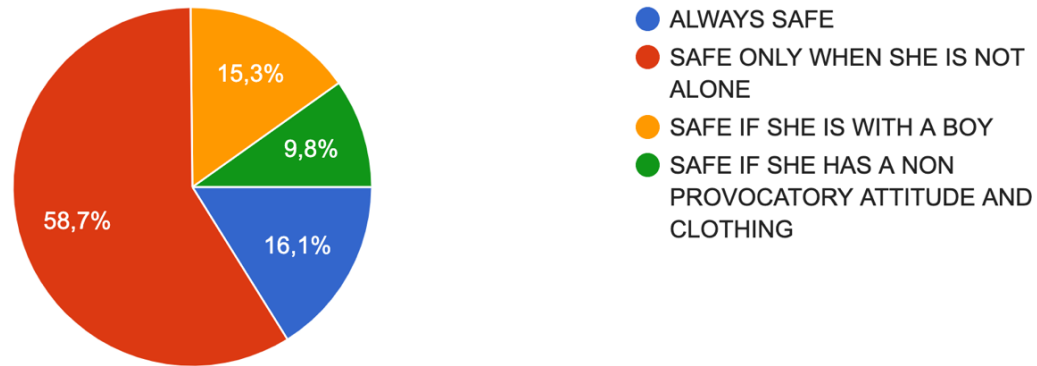
How do you consider explicit appreciations and/or whistles by strangers to others?

1.272 risposte



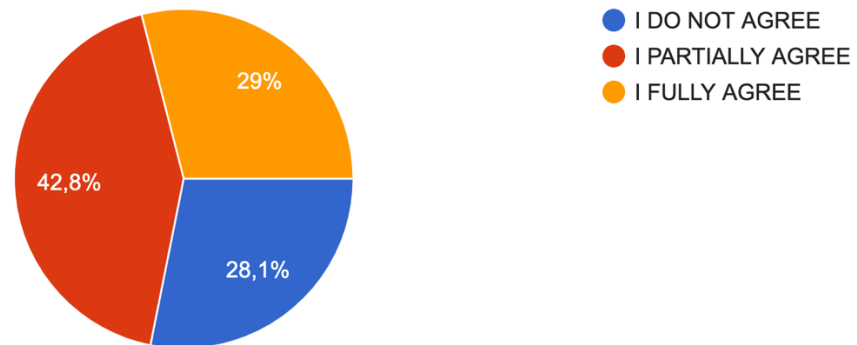
How much, do you think, a girl can feel safe when she goes out in the evening?

1.272 risposte



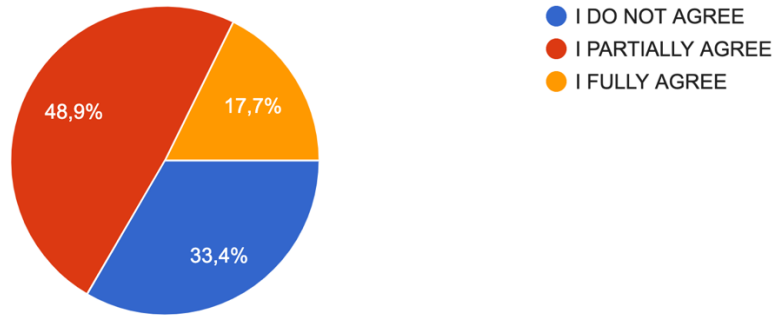
Do you feel agree with this sentence? "SOCIAL MEDIA PROPOSE BEAUTY STANDARDS OF A WOMAN".

1.272 risposte

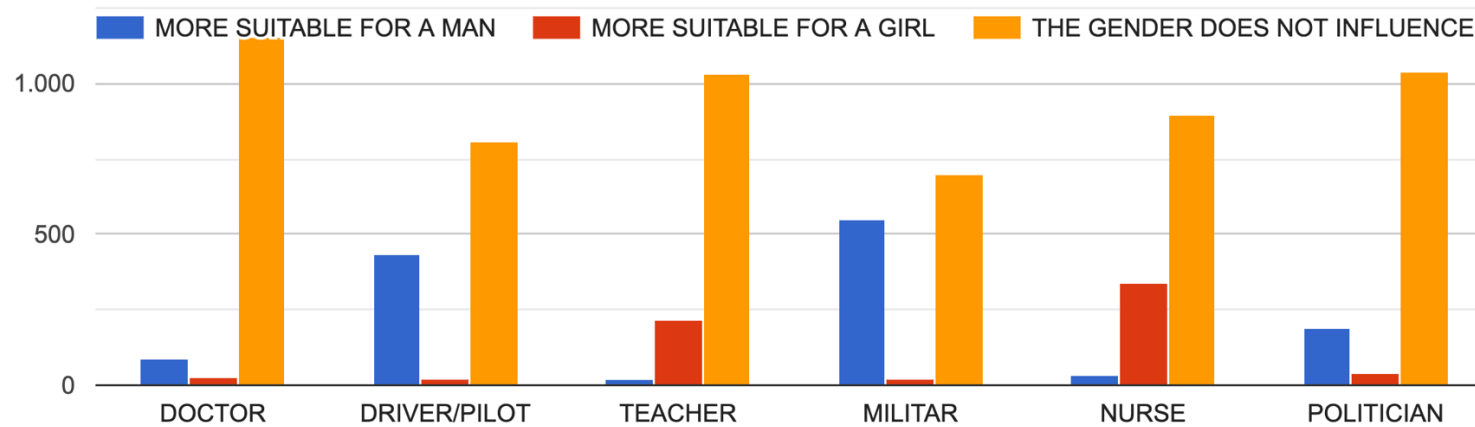


Do you feel agree with this sentence? "SOCIAL MEDIA PROPOSE BEAUTY STANDARDS OF A MAN".

1.272 risposte

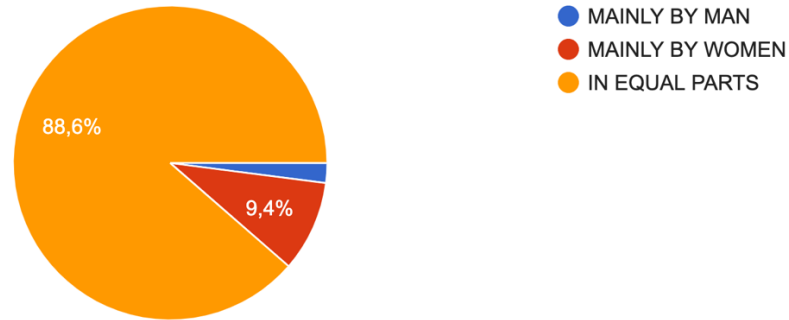


Do you think these occupations here reported are more suitable for man/woman?



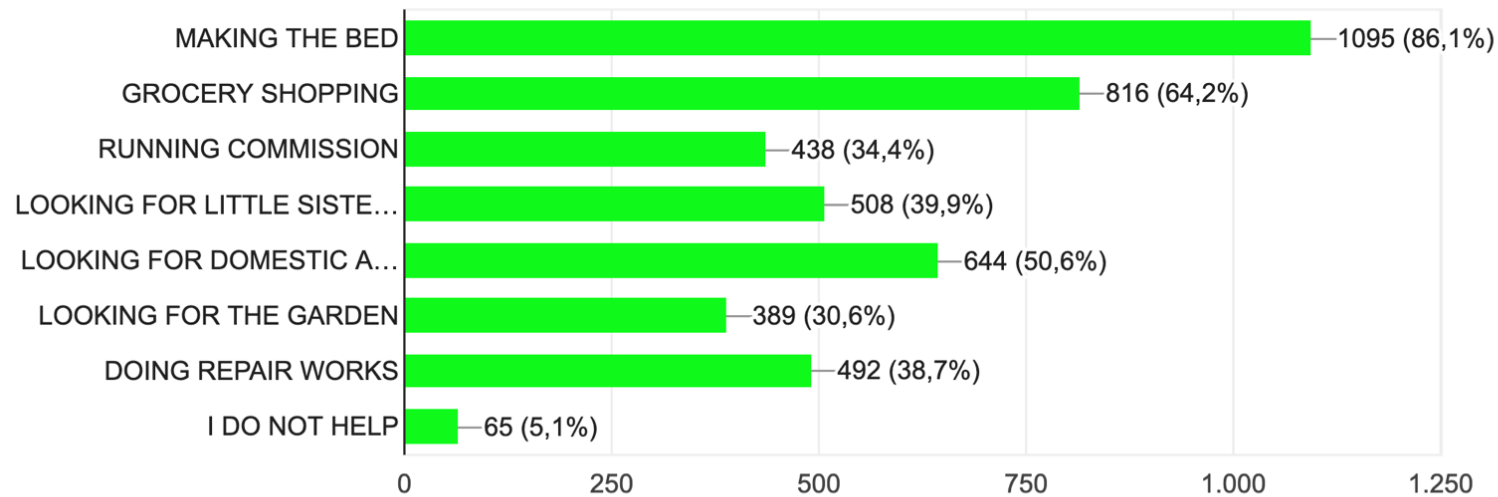
Do you think that house-works should be carried out by:

1.272 risposte

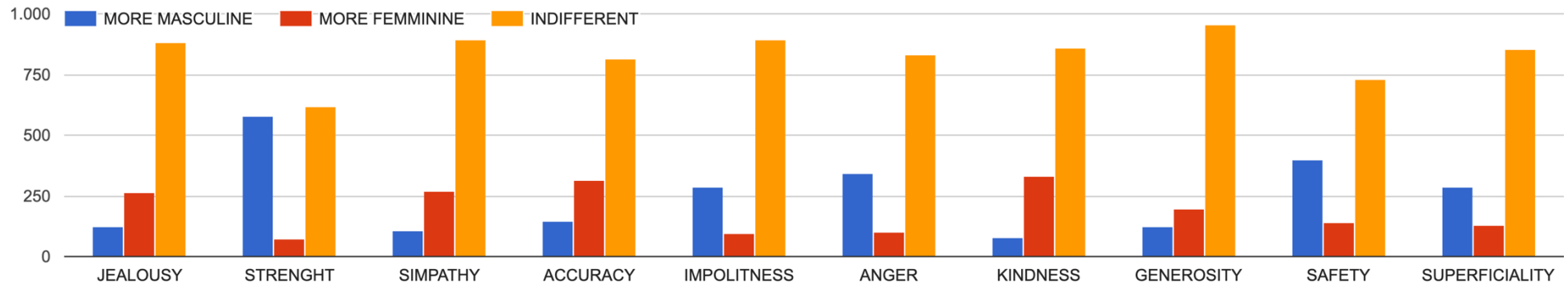


In which house-works do you help your family?

1.272 risposte

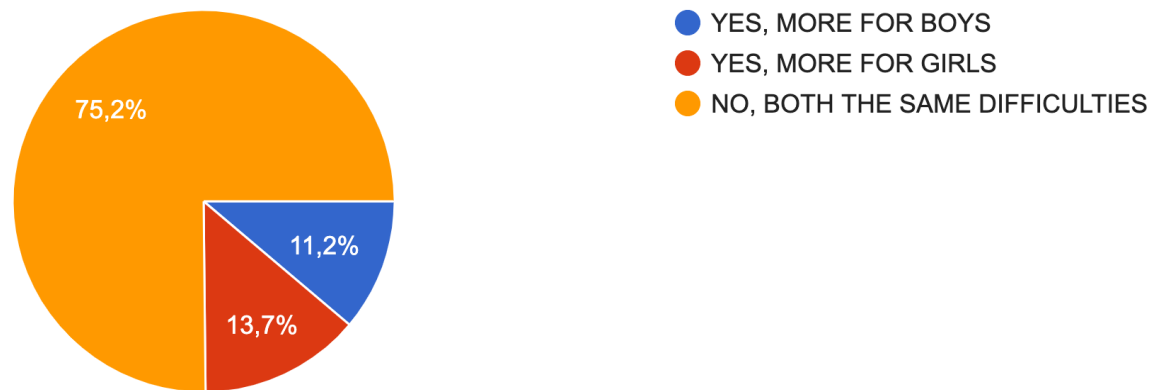


Thinking about your peers, do you find some the characteristics listed below to be more feminine or masculine?



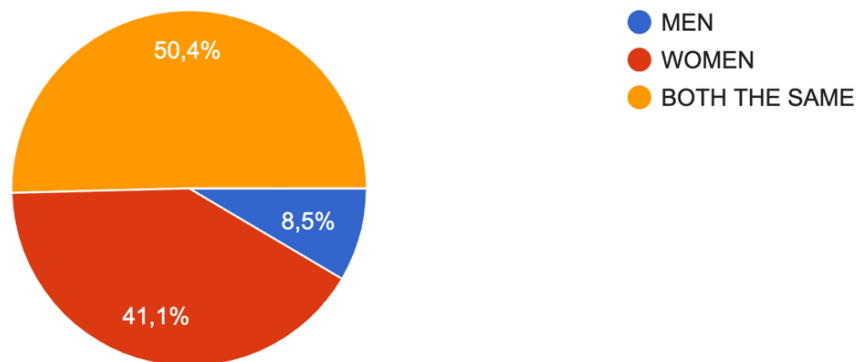
Do you think school life is easier for boys for girls or with the same difficulty for everyone?

1.272 risposte



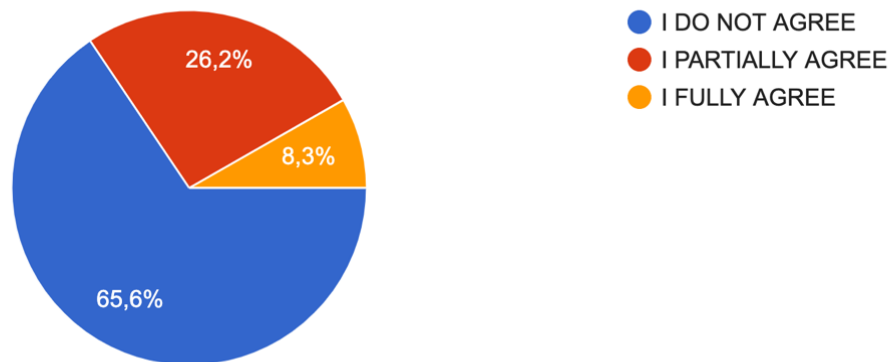
Do you think our today's society gives greater importance to physical appearance for:

1.272 risposte



Do you agree with this sentence? "FOR THE FAMILY IT IS BETTER FOR MAN TO CARRY OUT THE ECONOMIC NEEDS AND FOR WOMEN TO CARE FOR HOUSE".

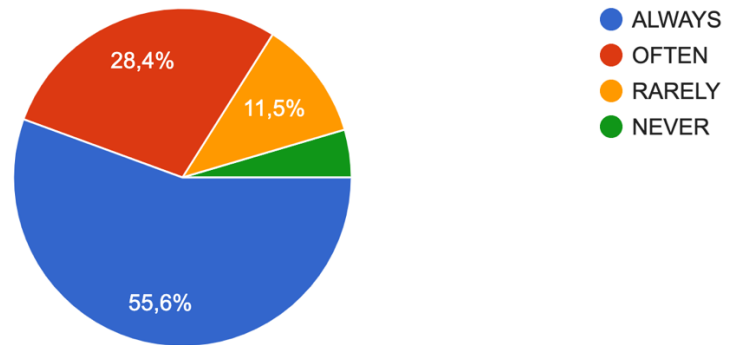
1.272 risposte



PART TWO - SUSTAINABLE BEHAVIORS

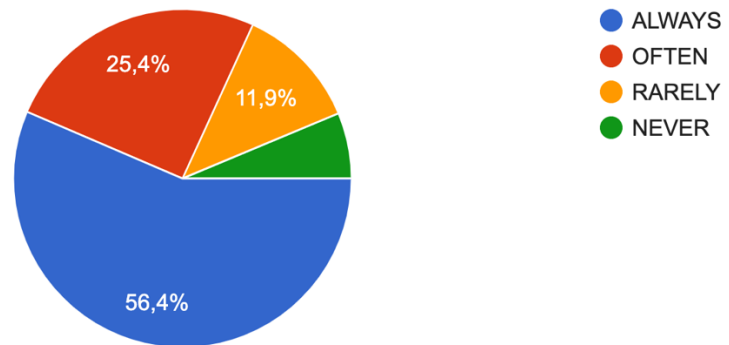
Do you turn off the TV when you're not using it?

1.272 risposte



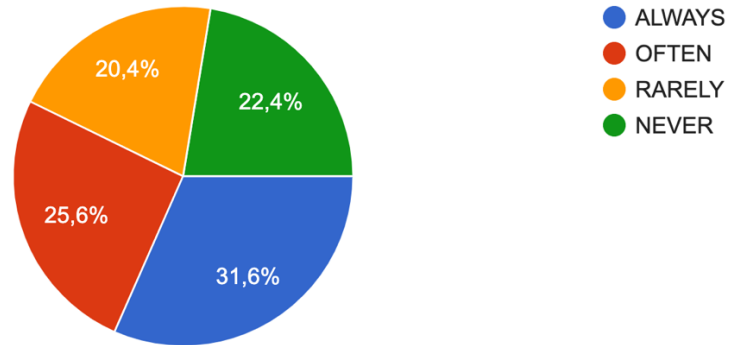
Do you turn off your pc when you don't need it?

1.272 risposte



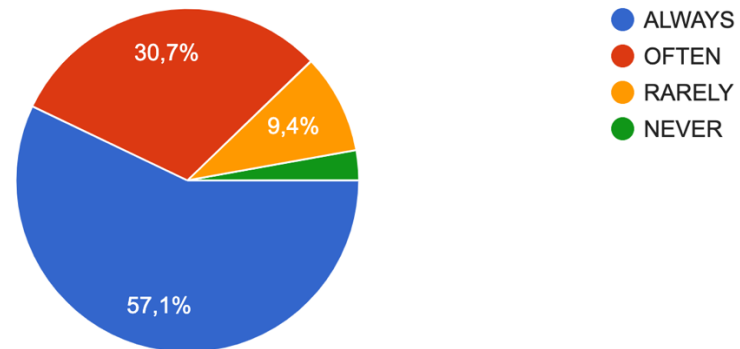
Do you unplug your charger when your phone is fully charged?

1.272 risposte



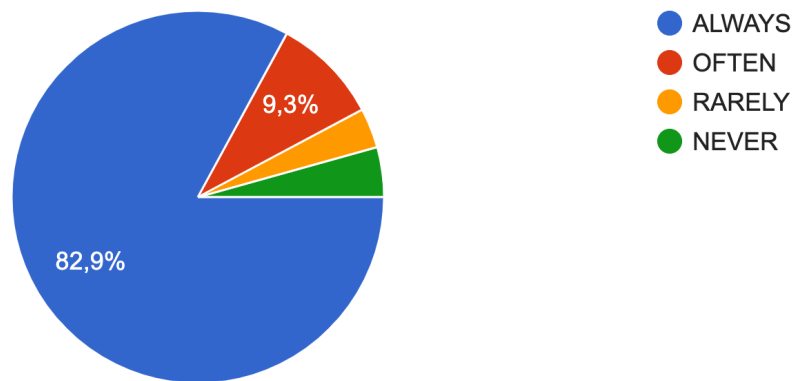
Do you turn off the lights when you exit a room?

1.272 risposte



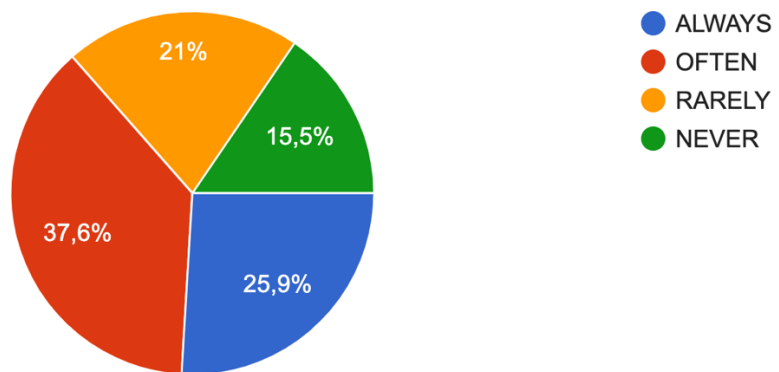
Do you turn off all the lights when you go to sleep?

1.272 risposte



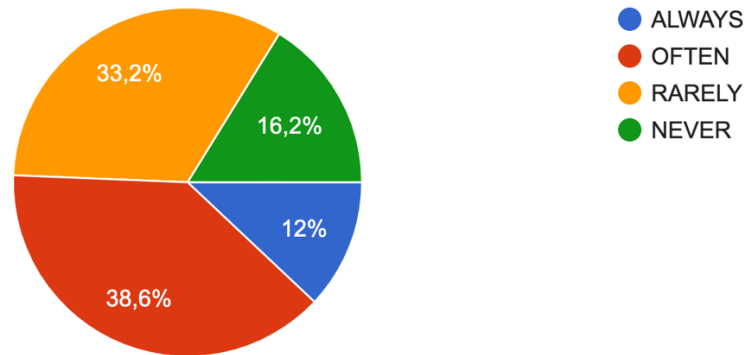
Do you use low consumption light bulbs?

1.272 risposte



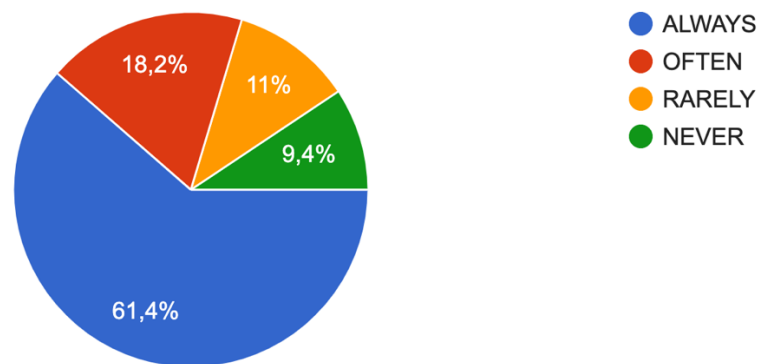
Do you have the heater at high temperatures when you're home?

1.272 risposte



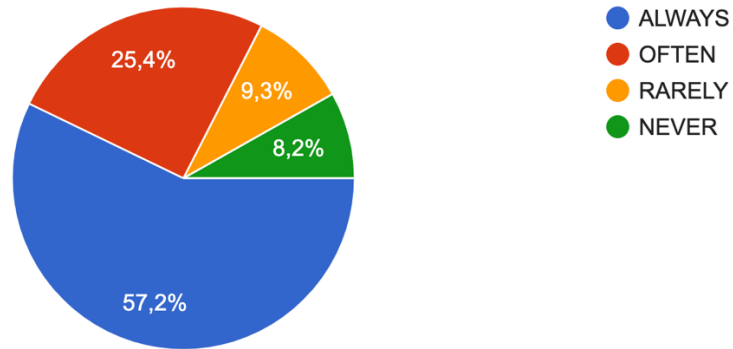
Do you close the tap when you're brushing your teeth ?

1.272 risposte



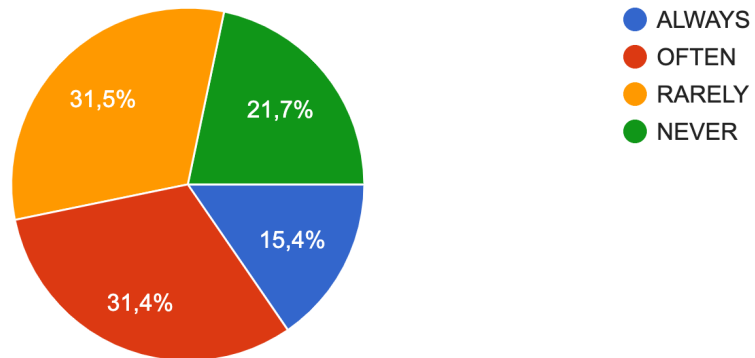
Do you have a shower instead of bathing ?

1.272 risposte



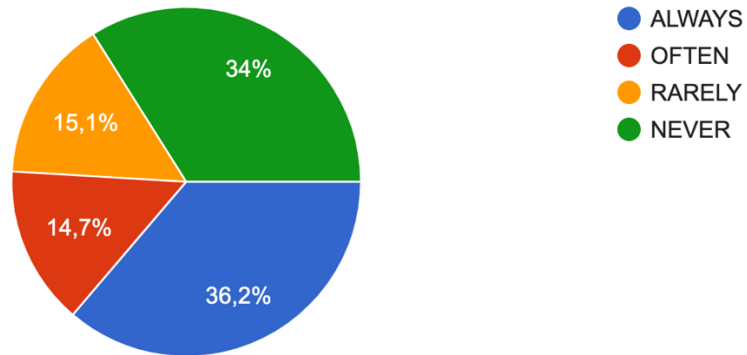
When you're having a shower, do you stay a little time under it to save water?

1.272 risposte



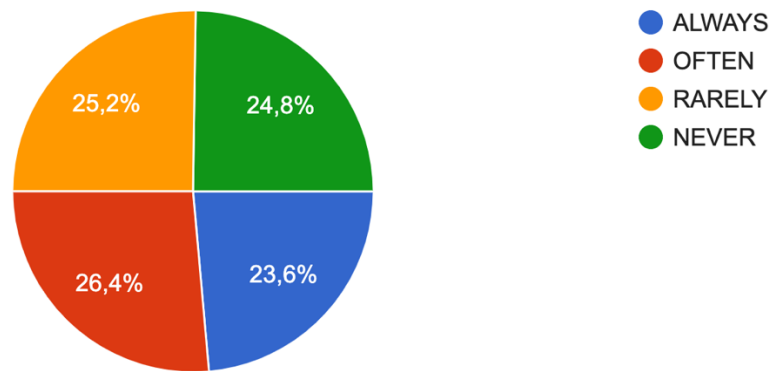
Do you close the water when you're using shampoo ?

1.272 risposte



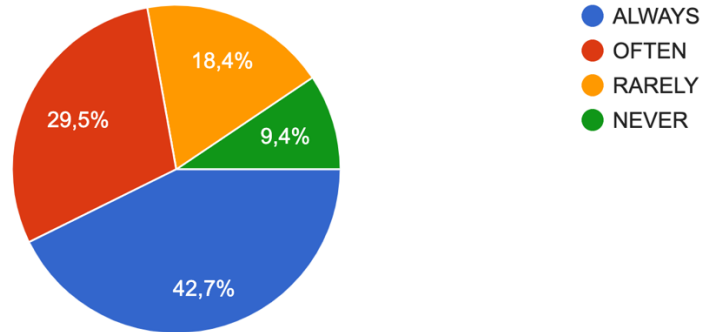
Do you drink tap water ?

1.272 risposte



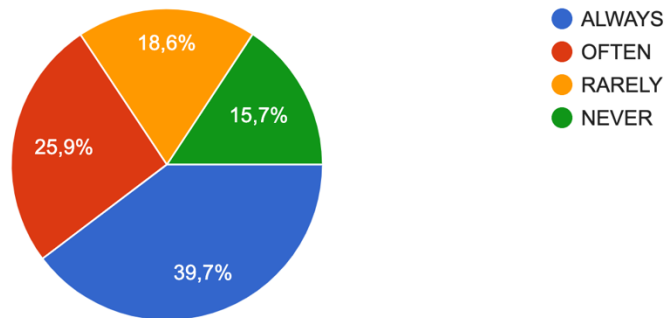
Do you collect rubbish the right way?

1.272 risposte



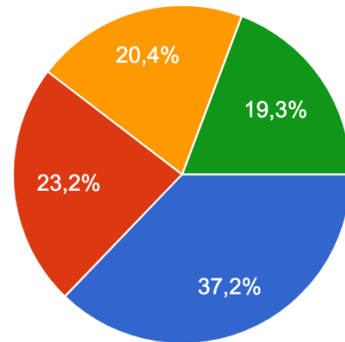
Do you recycle your water bottles?

1.272 risposte



Do you correctly recycle the used batteries?

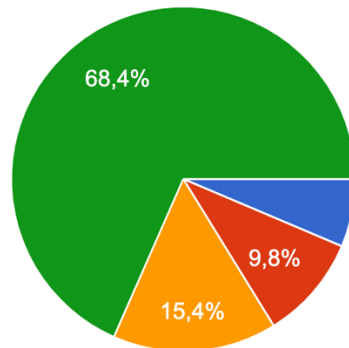
1.272 risposte



- ALWAYS
- OFTEN
- RARELY
- NEVER

Do you throw napkins, cigarettes on the ground ?

1.272 risposte

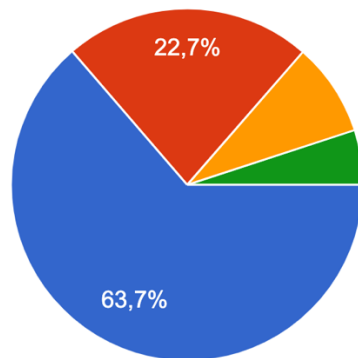


- ALWAYS
- OFTEN
|- RARELY

- NEVER

Do you always throw paper in the trash ?

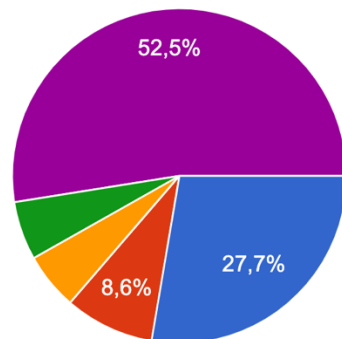
1.272 risposte



- ALWAYS
- OFTEN
- RARELY
- NEVER

If you have a dog, do you pick up its poop?

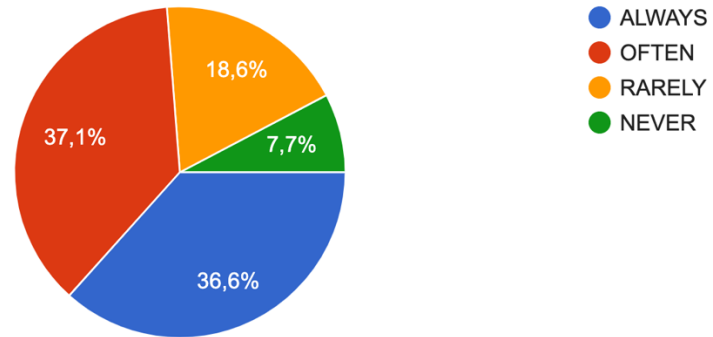
1.272 risposte



- ALWAYS
- OFTEN
- RARELY
- NEVER
- I DO NOT HAVE A DOG

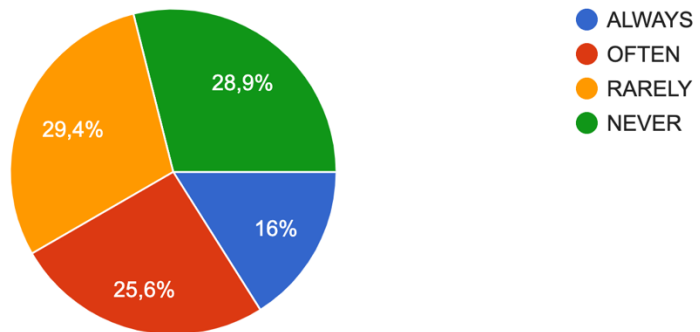
Do you go on foot or by bicycle when it is possible?

1.272 risposte



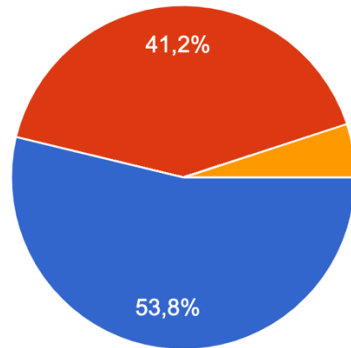
Do you choose recycled exercise books ?

1.272 risposte



Are you aware of the environmental problems our planet is facing?

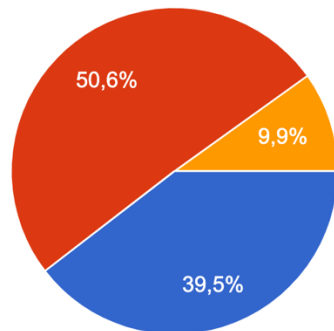
1.272 risposte



- YES, I KNOW THEM WELL
- YES, I KNOW SOMETHING ABOUT THEM
- NO, I DON'T KNOW THEM

And the ones our region is afflicted by?

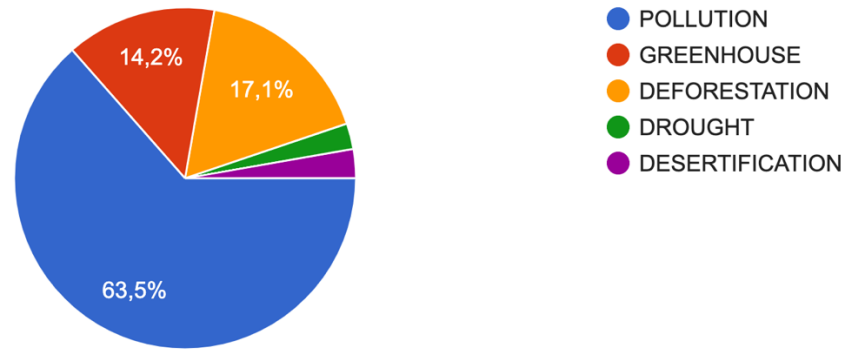
1.272 risposte



- YES, I KNOW THEM WELL
- YES, I KNOW SOMETHING ABOUT THEM
- NO, I DON'T KNOW THEM

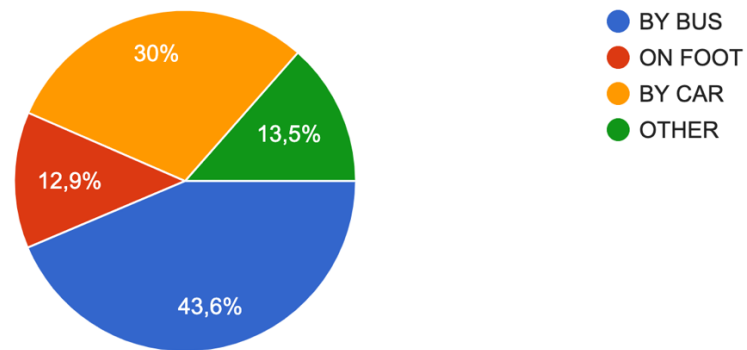
Which of the environmental problems below do you know enough to explain it to your classmates, to a friend or to your family?

1.272 risposte



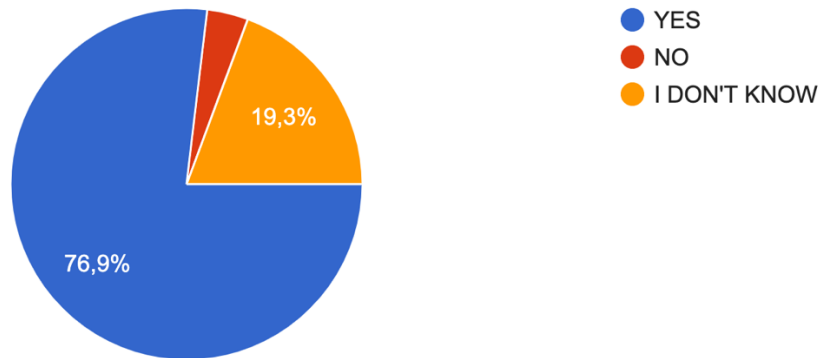
How do you go to school?

1.272 risposte



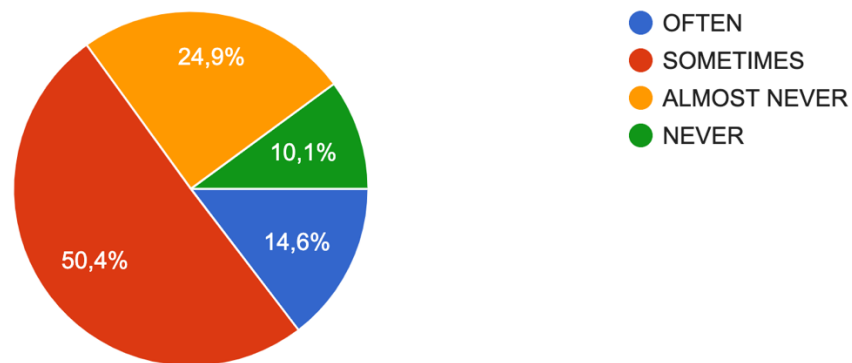
Do you think there's a link (cause-effect) between environment and healthiness ?

1.272 risposte



Do you happen to talk about this with your friends?

1.272 risposte



Count of Sex		
Sex	Do you turn off your pc when you don't need it?	Totale
FEMALE	ALWAYS	60,43%
	NEVER	4,04%
	OFTEN	25,98%
	RARELY	9,56%
FEMALE Totale		100,00%
MALE	ALWAYS	50,96%
	NEVER	9,39%
	OFTEN	24,52%
	RARELY	15,13%
MALE Totale		100,00%
Totale complessivo		

Count of Sex		
Sex	Do you turn off the TV when you're not using it?	Totale
FEMALE	ALWAYS	55,45%
	NEVER	3,36%
	OFTEN	29,34%
	RARELY	11,84%
FEMALE Totale		100,00%
MALE	ALWAYS	55,56%
	NEVER	6,32%
	OFTEN	27,20%
	RARELY	10,92%
MALE Totale		100,00%
Totale complessivo		

Count of Sex		
Sex	Do you close the tap when you're brushing your teeth ?	Totale
FEMALE	ALWAYS	64,06%
	NEVER	8,75%
	OFTEN	16,29%
	RARELY	10,90%
FEMALE Totale		100,00%
MALE	ALWAYS	57,47%
	NEVER	10,15%
	OFTEN	21,07%
	RARELY	11,30%
MALE Totale		100,00%
Totale complessivo		

Count of Sex		
Sex	Do you turn off the lights when you exit a room?	Totale
FEMALE	ALWAYS	56,80%
	NEVER	1,88%
	OFTEN	31,76%
	RARELY	9,56%
FEMALE Totale		100,00%
MALE	ALWAYS	57,66%
	NEVER	4,21%
	OFTEN	29,12%
	RARELY	9,00%
MALE Totale		100,00%
Totale complessivo		

Count of Sex		
Sex	Do you unplug your charger when your phone is fully charged?	Totale
FEMALE	ALWAYS	30,28%
	NEVER	21,94%
	OFTEN	27,46%
	RARELY	20,32%
FEMALE Totale		100,00%
MALE	ALWAYS	33,52%
	NEVER	22,80%
	OFTEN	22,99%
	RARELY	20,69%
MALE Totale		100,00%
Totale complessivo		

Count of Sex		
Sex	Do you use low consumption light bulbs?	Totale
FEMALE	ALWAYS	22,07%
	NEVER	15,75%
	OFTEN	39,84%
	RARELY	22,34%
FEMALE Totale		100,00%
MALE	ALWAYS	31,23%
	NEVER	15,33%
	OFTEN	34,10%
	RARELY	19,35%
MALE Totale		100,00%
Totale complessivo		

Count of Sex		
Sex	Do you turn off all the lights when you go to sleep?	Totale
FEMALE	ALWAYS	83,98%
	NEVER	Barra della formula
	OFTEN	8,75%
	RARELY	3,10%
FEMALE Totale		100,00%
MALE	ALWAYS	81,23%
	NEVER	4,60%
	OFTEN	10,15%
	RARELY	4,02%
MALE Totale		100,00%
Totale complessivo		

Count of Sex		
Sex	Do you have the heater at high temperatures when you're home?	Totale
FEMALE	ALWAYS	11,17%
	NEVER	13,46%
	OFTEN	42,13%
	RARELY	33,24%
FEMALE Totale		100,00%
MALE	ALWAYS	13,41%
	NEVER	20,11%
	OFTEN	33,72%
	RARELY	32,76%
MALE Totale		100,00%
Totale complessivo		

Count of Sex		
Sex	Do you have a shower instead of bathing ?	Totale
FEMALE	ALWAYS	56,66%
	NEVER	7,27%
	OFTEN	27,86%
	RARELY	8,21%
FEMALE Totale		100,00%
MALE	ALWAYS	57,66%
	NEVER	9,58%
	OFTEN	21,84%
	RARELY	10,92%
MALE Totale		100,00%
Totale complessivo		

Count of Sex		
Sex	Do you close the water when you're using shampoo ?	Totale
FEMALE	ALWAYS	39,30%
	NEVER	29,88%
	OFTEN	15,61%
	RARELY	15,21%
FEMALE Totale		100,00%
MALE	ALWAYS	32,18%
	NEVER	40,04%
	OFTEN	13,22%
	RARELY	14,56%
MALE Totale		100,00%
Totale complessivo		

Count of Sex		
Sex	When you're having a shower, do you stay a	Totale
FEMALE	ALWAYS	14,13%
	NEVER	21,94%
	OFTEN	32,03%
	RARELY	31,90%
FEMALE Totale		100,00%
MALE	ALWAYS	17,43%
	NEVER	21,26%
	OFTEN	30,27%
	RARELY	31,03%
MALE Totale		100,00%
Totale complessivo		

Count of Sex		
Sex	Do you drink tap water ?	Totale
FEMALE	ALWAYS	21,13%
	NEVER	25,57%
	OFTEN	27,05%
	RARELY	26,24%
FEMALE Totale		100,00%
MALE	ALWAYS	27,20%
	NEVER	23,56%
	OFTEN	25,67%
	RARELY	23,56%
MALE Totale		100,00%
Totale complessivo		