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EMPATH

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Pre-tests design documentation

Empowering youth to engage in coMbating gender stereotyPes by Addressing Toxic masculinity patterns and beHaviour

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EMPATH

Empowering youth to engage in coMbating gender stereotyPes by Addressing Toxic masculinity patterns and beHaviour

Report on state of the art and research results

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1 INTRODUCTION

The EMPATH project is aimed at reducing discrimination based on gender and at strengthening gender equality in education. Unlike many other projects, EMPATH explicitly focuses on achieving greater gender equality by addressing toxic behaviour patterns, specifically those related to masculinity, among secondary students in Slovenia and by raising the sensibilities of secondary school and university teachers to recognize and address gender stereotypes, specifically those related to toxic masculinity.

The first phase of the project, presented in this report, focused on several goals. Firstly, we wanted to gain insight into the existing activities in the field of gender equality related to toxic masculinity, mostly to different national and international projects and scientific work.

Second, we aimed to gain an insight into secondary students' and secondary school and university teachers' attitudes about gender equality and masculinity. For this purpose, we developed 1) a survey, inquiring into our respondents' attitudes on gender equality and masculinity, which we complemented with insights from 2) focus groups to gain a deeper understanding of secondary students' and secondary school and university teachers'views on issues of gender equality and masculinity.

Thirdly based on findings from the first two activities we, compiled a list of guidelines for developing and implementing workshops for raising awareness and sensitivity of secondary students and teachers for issues related to gender equality, specifically with relation to ideas about (toxic) masculinity.

This report presents both our findings and guidelines and is structured in four sections. In the first chapter we present a brief overview of the main findings of our review of existing publications, projects, and activities in the field of gender equality and masculinity. The second chapter presents the analysis of EMPATH survey on toxic masculinity, which is followed by an analysis of insights gained through focus groups in the fourth chapter. The final chapter presents a synthesis of our analyses in the form of guidelines for developing workshops aimed at tackling issues related to gender equality connected to ideas of (toxic) masculinity.

2 LITERATURE AND PROJECT REVIEW

In this section, we present an analysis of the situation prepared by our partners from the University of Ljubljana. We have designed the analysis in such a way that include various types of activities that address issues of gender, gender equality, gender stereotypes and masculinity, with a special focus on young people, in the scientific and professional publications of gender studies researchers in Slovenia, as well as targeted, applicative, fundamental, and other research projects, both national and international, that have (also) taken place in Slovenia. The report is thematically broader but focuses on identifying activities in addressing gender stereotypes, especially masculinity, in the young population. The report is divided into two parts. In the first part, we provide an overview of scholarly work in the research area, and in the second part, there is an overview of projects that present important national reports or guidelines on gender issues.

For the analysis of academic publications, we previously identified relevant researchers of different generations and relied on conversations with informants (three people, two from academic and research institutions, one from the Ministry of Labor, Family, Social Affairs and Equal Opportunities). We searched for publications in all the categories listed using the following keywords: spol*/gender, moškost*/masculinit*, mladi*/youth, sterotip*/stereotyp*.

Through the analysis, we wanted to identify themes that appeared more frequently. Finally, due to the connection of the analysis to the preparation of the pre-test, we decided to thematically track the components of masculinity as they were designed within the Conformity to masculine norms inventory, CMNI (2008, 2020)[1], questionnaire, which was the starting point of creation of the survey questionnaire used within the EMPATH project. CMNI identifies the following components of toxic masculinity: Winning, Emotional Control, Risk Taking, Violence, Dominance, Playboy, Self-Reliance, Priority of Paid-Work, Power over Women, Disdain for Homosexuals, Pursuit of Status. Given the noted inadequacies of the above categories, for the purposes of this report we have combined certain categories as they describe masculinity at a different level and overlap the categories of toxic masculinity.

The following presentation of review of scholarly and professional publications is divided into three parts: First, the procedure for conducting the literature review is described. Then, the results are presented in two subsections, one presenting publication that focus on the adult population and the other presenting publications that focus on young people. Within each of these groups of publications, we examined whether they related to gender in general, predominantly women, or predominantly men. In doing so, we examined which dimensions of toxic masculinity that we identified as relevant based on the CMNI questionnaire were addressed (social roles in the public and private spheres, sexuality, self-sufficiency, emotional control, violence, and gender equality).

Our review of relevant projects was also carried out by searching for projects containing the above-mentioned keywords. When searching for relevant projects we also relied on interviews with our

[1]Burns, S. M., & Mahalik, J. R. (2008). *Conformity to Masculine Norms Inventory--22 items* [Database record]. APA PsycTests. https://doi.org/10.1037/t27381-000; and Levant, R. F., McDermott, R., Parent, M. C., Alshabani, N., Mahalik, J. R., & Hammer, J. H. (2020). Development and Evaluation of a New Short Form of the Conformity 39 to Masculine Norms Inventory (CMNI-30). Journal of Counseling Psychology, 67(5), 622-636.

informants and on our existing knowledge of the field in question. Our review of existing project focuses specifically on projects addressing masculinity and on insights they provide us regarding the implementation of various activities and workshops that can also help the EMPATH project when developing our own workshops.

2.1 DESCRIPTION OF THE LITERATURE REVIEW PROCESS

The scientific and professional literature review of Slovenian researchers of gender stereotypes and masculinity was carried out in several steps. Based on the review of research or application projects in the period 2012 to 2022, activities and information from informants, we identified 24 key researchers in the field of gender studies in Slovenia (see Table 2.1).

Table 2.1: Key researchers of gender studies in Slovenia

Aleksandra Kanjuo-Mrčela	Mojca Pajnik
Ana Mladenović	Nina Perger
Ana Pavlič	Polona Mesec
Barbara Pregeljl	Rok Smrdelj
Darja Zaviršek	Roman Kuhar
Iztok Šori	Tanja Rener
Jasna Mikič Ljubi	Valerija Vendramin
Jasna Podreka	Veronika Tašner
Majda Hrženjak	Vesna Leskošek
Metka Mencin	Vlasta Jalušič
Milica Antić Gaber	Zdenka Šadl
Mojca Frelih	Živa Humer

After identifying the key researchers, we reviewed their publications from 2012 to 2022 listed in the Slovenian Current Research Information System - SICRIS database, which contains all publications by Slovenian researchers. In the SICRIS database, we searched for publications by the listed authors that contained keywords in Slovenian or English: spol*/gender, mošk*/masculinity*, mladi*/youth, stereotip*/stereotyp*.

In the first step of reviewing publications in the Sicris database that contained at least one of the four keywords, we identified 228 entries by recognized researchers in Sicris. After eliminating duplicates, as some researchers published in co-authorships, or were in a mentor student role, in total 183 entries were selected for further analyses namely: namely 40 original scientific articles, 6 professional articles, 4 scientific monographs, 32 independent scientific component parts or chapters in monographs, 5 independent professional component parts or chapters in monographs, 30 published or unpublished conference contributions and 22 mentorships for student theses (diploma's and master's theses and doctoral dissertations) and interviews in mass media and other educational materials (see the full list in the Appendix).

In our content analysis of the literature, we considered publications that contained at least 3 or 4 keywords or the keyword masculinity. These publications also include reports on completed projects, which are discussed separately, as well as records of out-of-print conference papers or other publications that were not included in further analysis due to the inaccessibility of the content.

The literature review conducted includes limitations. The main limitation is that there is a possibility that other researchers not identified in our study have published scientific literature relevant to the topic, and that our analysis may have missed relevant papers if the title of the publication did not include keywords, we used in our initial search. A more in-depth systematic analysis would require more time and resources than the research team had available.

A review of the literature reveals that gender studies researchers most often focus on the study of gender in adults and less often (and in these cases, more likely in the role of mentors for graduate and undergraduate theses) on young people. Studies also focus predominantly on gender differences and inequalities or on the women, while men and masculinity are less often the focus of analysis. In recent years, however, an increase in studies of masculinity and the role of men could be noticed.

2.1.1 PUBLICATIONS FOCUSED ON ADULTS

Researchers' publications examining gender in the adult population focused primarily on two main topics: a) the social roles of gender in the public sphere or b) the social roles of gender in the private sphere. Three publications discussed gender equality in cotext not related to socal roles in public or private spheres: a monograph and a journal article in the context of language (Mikić, 2021; Mikić et al., 2018) and a journal article discussing gender inequalities in the context of well-being (Vendramin & Štraus, 2017).

Gender in-equality

- Gender equality and well-being (journal article)

2.1.1.1 Roles of genders in the public sphere

Publications on social roles by gender in the public sphere focused on the division of roles by gender and gender inequality on labour market in general or in selected **occupations** (business/management, journalism, politics, education, and care work). Gender inequality on the labour market was the main topic of the doctoral dissertation on language and social inequalities of genders in the labour market by Mikić (2020), project reports of a research group Kanjuo- Mrčela et al. (2014, 2016), and Evaluation of the implementation of the Resolution on the national program for equal opportunities for women and men by Kanjuo-Mrčela and Mikić-Ljubi (2021) and Kanjuo- Mrčela et al. (2013).

Regarding gender representation at managerial and directorial levels of *business*, two chapters in monographs (Kanjuo-Mrčela et al., 2012; Knjuo-Mrčela, 2017) were published on women's under-representation in top management jobs. In a chapter in monograph on Gender diversity in the boardroom, that present gender diversity on boards of directors in Slovenia, Kanjuo-Mrčela (2017) notes that despite "country's strong record on equality and emancipation of women, the Slovenian labor market is still gender-segregated, unpaid domestic and care work are highly feminized and decision-making positions are still dominated by men." (Kanjuo-Mrčela, 2017, 75). Her study emphasises there is a potential to improve gender equality at decision-making levels in the Slovenian

economy. “only 10 percent of women among the chairs and CEOs, 24 percent among board members and 29 percent among employees’ representatives on the boards of the 20 largest publicly listed companies in 2016” (Kanjuo-Mrčela, 2017, 75).

In *politics* profession, gender roles and gender inequality were discussed, mainly with a focus on women in politics; for example, a journal article on gender quotas in elections (Selišnik, Antič-Gaber, 2015) and a master's thesis on self-reflexive gendered political action using the example of two women politicians (Skubic, 2019). A journal article analyzed interviews with women and men in politicis at the national level and found that at the level of expectations and actual practices, there is a gender contract that manifests itself n the asymmetrical burden placed on women and men by the duties of politicians in their private lives. Politics in Slovenia is a distinctly masculinized profession in which women and men engage by adapting to the existing structure, which does not change in favor of better coordination of the private and professional spheres (Kanjuo-Mrčela et al., 2012). Publications in this section include an article on the role of gender in politics that addresses masculinity in politics (Antić Gaber et al., 2017) and a doctoral dissertation on gender representations in politics (Crnović, 2017). The journal article by Antič-Gaber et al. (2017) presents an analysis of the masculinity representations of the most prominent politicians, based on memoirs and media contributions, as well as a historical analysis of the periods considered between 1945 and 2016. The article discusses four types of dominant masculinity according to C. Hooper, (2001 in ibid.) bourgeois rationalist; the Greek model of the warrior citizen; patriarchal Judeo-Christian; honor/support model, noting that political masculinities change according to the specific historical circumstances and that even the same individuals can represent different masculinities depending on the period of their career and the historical context (Antić Gaber et al., 2017). One of the important works on representations of masculinity in politics indirectly includes the doctoral dissertation (Crnović, 2017), which stems from the paradigm that gender is not biologically determined, but rather performative; that is, we are not born as a particular gender, but become one by repeating the actions that society attributes to a particular gender. The author notes that media representations of femininity are "more often subject to the suggestion of discourse, moralistic approaches, and judgments about the accuracy of the performance of femininity, while the presence of different masculinities in the political realm is less problematic. In the political field, the dominant form of enacted masculinity is urzhu-rationalist masculinity, which is found primarily in international politics and diplomacy. This is an upper-middle and upper-class masculinity with a cosmopolitan ideological dimension based on a restrained and rational staging of political action and a civilized body. This is the dominant way of presenting masculinity in both international and national politics, except that this way of presenting masculinity is hegemonic in the international context and somewhat less desirable in the local, Slovenian context" (Crnović, 2017).

In the *journalistic* profession, Humer and Frelih (2017) studied gender inequality and the role of women; more specifically, feminization in the journalism profession. In their article, Humer and Frelih (2017) point out that the share of women in journalism and editorial jobs has increased despite the masculinization of the profession, with long, atypical workdays, frequent business travel, and fewer opportunities to balance personal and professional lives. At the same time, inequalities in the media as a field of employment and at the level of media representations have not diminished, but are maintained and reproduced by existing coordinated organizational structures and work processes, management methods, and decision-making positions. Based on the analysis of ten interviews with executives and senior managers in three television companies (TV Slovenija, POP TV and Planet TV),

the authors conclude that the change in the journalistic profession from the point of view of gender is recognized exclusively as a quantitative indicator of a greater number of women in journalism, while inequalities in the field of operations, management and employment in the media allow the reproduction of existing gender inequalities in the media (see Humer and Frelih, 2017). In addition, a thematic international conference on the representation of gender inequalities in the media was held (Pajnik et al., 2018), where researchers from the international field focused on the stereotyping and inequality of women in the journalism profession and the representation of gender inequalities in the mass media. None of the papers, however, focused on the role of men (with the exception of the paper titled 'Man-made Media? Muted Women'; which reinforces traditional division of roles) or masculinity in the journalism profession or the representation of masculinity in mass media. Also a monograph on structures and practices on gender inequalities in mass media was published (see Pajnik and Luthar, 2019).

The role of men in the traditionally female-dominated professions of *education* is discussed in journal articles dealing with gender in the teaching profession (see Tašner et al., 2017), defeminization of kindergarten teaching (Kanjuo-Mrčela and Revinšek (2017), and a conference paper on demasculinisation among university teachers (Kanjuo-Mrčela, 2019) and chapter in a monograph on gender equality in academia (Tašner et al, 2029).

An important publication on the role of men is also represented by the handbook and the national project report on *caring professions* among men (Hrženjak, 2018; Holtermann et al., 2019). A report by Holterman et al. (2019) notes that "in Slovenia, within the framework of gender equality policies, gender educational, professional and sectoral segregation is otherwise recognized as a problem and placed in resolutions, strategies and action plans on gender equality. However, policies only address girls and their participation mainly in new, highly qualified occupations related to new technologies. Despite the high gender segregation in the social welfare, health and education sectors, where approximately 80% of all employed are women, the absence of men in these fields is not recognized as a problem".

Social roles in public sphere:

- ***Labour market*** gender inequality on the labour market (reports, PhD thesis)
- ***Politics****:* *women in politics, mass media representation of gender in politics* (journal article); the role of gender in politics; masculinity in politics (journal article), women in politics (master thesis)
- ***Management, business:*** women in management/economic decision making (chapter in a monograph), accessibility of labour market for women and men (report)
- ***Journalism*****:** gender inequality, feminisation in journalism (2 journal articles), gender differentiation in mass media (international conference)
- ***Education*****:** gender inequality, defeminization of educational work/teaching profession from kindergarten to secondary school, and demasculinisation in academia (2 journal articles, conference, chapter)
- ***Care-work*** caring occupations among men (handbook, report),

2.1.1.2 Roles of genders in the private sphere

Publications on the social roles of gender in the **private sphere** focused particularly on care work: a) in the context of masculinity, b) in the context of caring for the elderly, and c) in the context of caring for children. Regarding care work, it is important to highlight research reports that explicitly link care work to the role of masculinity. The first report, produced as part of the MESP project, presents statistical data on men's participation in care work in the private sphere in Slovenia (Šori, 2018). Two national reports focused on masculinities and caregiving with analysis of the need for gender-sensitive early childhood education, as an outcome of early childhood (Hrženjak and Humer, 2021a, 2021b). To learn more about the project, see the section on Projects.

The role of gender in caring for the *elderly* is highlighted in two scholarly articles that focus on gender differences in the among family caregivers of elderly parents. An article on gender roles in the private sphere, which discusses the caregiving work of men and women in family caregiving for elderly parents (Šadl, 2018), identifies four key models of parental caregiving: son of duty; the son as strategic planner; the daughter on the run; and a rebel daughter. The second article (Šadl and Hlebec, 2018) highlights the role of women in particular, noting that daughters are active in caring for their parents regardless of different circumstances, while sons are most active when they live in a joint household with their parents and depending on the level of resources available to them (lower education, lower income). Gender differences are also evident in the intensity of help with basic and supportive tasks; both types of care are performed more intensively by daughters than by sons. The observed differences can be explained by the ideology of women as caregivers, which extends to the level of aging policies, and by the gender division of labor (household, childcare), which extends to the area of family care for parents.

In the context of childcare, we identified three publications, namely a journal article (Humer, 2022), a conference paper (Šori, 2020), and a report on the findings of the Men in care project (Humer et. al, 2021), all of which focus specifically on men as single parents. Apart from single parent fathers, a conference paper discusses the role of employed fathers in the context of work-life balance and aims to engage boys and men in gender equality efforts (Humer and Frelih, 2017). A journal article on men's experiences of gender (in)equality as primary or single parents (see Humer, 2022) highlights the specific situations that marginalized (unemployed, poor) masculinities face in their relationship with complicit masculinity (middle class), while drawing attention to the structural inequalities experienced by the men interviewed in exercising their parental rights. In institutions, policies, and everyday practices, men are perceived and treated as secondary parents (Humer, 2022).

Gender roles in private sphere:

- ***Care-work*** caring work and **masculinity** (3x project report);
- ***Care for the elderly*** (2x journal articles)
- ***Child-care:*** caring role - fatherhood: work-life balance (conference), men single parents (conf. without print, report, journal article.)

2.1.2 PUBLICATIONS FOCUSED ON YOUTH POPULATION

Publications from gender studies researchers that focused on the youth population; examined three major thematic sub-areas: a) gender equality or inequality, differentiation, and stereotypes-

particularly representations in the media, b) gender-based violence, and c) gender in the context of school (as well as publications that combined the last two themes-gender-based violence in school).

Gender inequalities and stereotypes have been studied as *representations in mass media* in the context of music, in a conference paper on gender stereotypes and youth in music videos (Humer and Frelih, 2019), as part of a monograph on gender bias in the film industry (Pajnik, 2019), and as a student's supervising thesis on gender inequalities using Slovenian folk music as an example (Žavbi, 2021).

Gender-based violence was addressed in a thesis that focused on verbal violence in music (Skubic, 2017). Otherwise gender-based violence was examined *in the context of schools.* The master's thesis focused on the role of schools in preventing and solving the problem of sexual violence and harassment (Suhovršnik, 2022). In addition to student work, Jalušič (2019) addresses sexual harassment in schools in a journal article in which she discusses the "active observer" or "active bystander" approach when witnesses of harassment and violence do not respond to such actions, and act only as observers. The article was written based on an international project in four countries (Malta, Portugal, Slovenia, and the United Kingdom) that emphasised that the active observer approach could limit sexual harassment in schools, which most often targets girls and women (Jalušič, 2019).

There was more scholarly literature in the area of gender and school, where we highlight three scholarly articles and two student theses. In this area, an article was published on overcoming gender stereotypes in career orientation (Hrženjak et al., 2021) and an article on the "antigender" movement or the movement against "gender theory" and the educational process in public schools in Europe (Kuhar & Zobec, 2017), which is particularly noteworthy because it presents at one point the most important judgments of the European Court of Human Rights (ECHR), which are precedents of lawsuits brought by parents of school-age children who disagreed with the discussing the topics related to sexuality in the school curriculum, ruled in favor of education and the dissemination of diversity of opinion on topics related to gender and sexuality.

In the area of youth, researchers mainly supervised student theses. The supervised master's thesis addressed the representation of gender in school textbooks (Gačnik, 2022), and the diploma thesis addressed the inclusion of gender studies in the curriculum or in study programs that train for the teaching profession (Verbič, 2014).

Gender inequality: representation of gender inequality in popular music (BsC theses), in the film industry (part of monograph), gender differentiation in the media (journal article, gender stereotypes of young people in music videos (2x conference)
Violence: Gender-Based Verbal Violence in Music (BSC theses)
Gender, school, violence: sexual violence/harassment: the role of the school (master theses), the role of active observers in schools (master theses)
Gender and school: career orientation, overcoming gender stereotypes (2 journal articles), *anti-gender* movement in European schools (journal article), gender presentation in textbooks (master theses), inclusion of gender studies in curricula (BsC theses)

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2.2 PROJECTS

As mentioned above, when reviewing the projects dealing with stereotypes related to masculinity, we also searched for the following keywords: spol*/gender, moškost*/masculinit*, mladi*/youth, sterotip*/stereotyp*. We examined only the projects that started in 2012 or later. Our search yielded 49 projects, of which three were research projects and the other 46 were application projects.

The projects we examined covered a variety of topics related to masculinity. Seven of them addressed issues of care work, gender division of labour, fatherhood, or career choice, targeting gender roles in the public and private spheres. The same number of projects addressed gender-based violence, particularly online violence and violence against women. Six projects generally addressed gender stereotypes in various dimensions. Only one project addressed gendered sexual practises, particularly issues related to pornography, sex work, and sexual consent. There was also only one project that specifically addressed the emotional dimension of masculinity, and that was on the topic of grieving men.

However, most of the 49 projects addressed gender by targeting women, and only a few of them, 5, addressed masculinity in the context of stereotypes and youth, which we briefly present below.

CARMIA - Caring Masculinities in Action (2022-2024). The CARMIA project is an international project led in Slovenia by the Peace Institute.

The project aims to reduce various forms of violence, with a particular focus on mobilising boys and men to counter violence, including through the development of activities aimed at shaping less toxic forms of masculinity. Moving forward, the project will develop innovative participatory practises for working with youth, raise awareness, and develop a training programme for young people as agents of change in reducing gender-based violence. The project's first national report (Hrženjak in Markelj 2022) also offers some interesting insights into the unique challenges of working with youth. The authors emphasise that Internet sources provide rich material for discussing gender stereotypes, while adolescents are less likely to respond well to role-playing or traditional presentations. Furthermore, the authors (ibid.) also report on focus groups conducted with youth. The findings indicate that further discussion is needed about the different forms of violence as well as the different forms of masculinity.

ENGAGED IN EQUALITY (EiE) - Challenging masculinities and engaging adolescent boys to end gender-based violence (2022-2024)

EiE is another international project led in Slovenia by the Peace Institute. It also specifically aims to deconstruct notions of dominant masculinity among adolescents. The project will involve young Slovenian TV in developing media campaigns, analysing music videos and other activities. The project will also develop workshops for youth led by their peers.

ECAROM - Early Care and the Role of Men (2021-2023)

ECAROM is another international project led in Slovenia by the Peace Institute. The project focuses on addressing gender stereotypes and their reproduction in preschool, with a particular focus on gender stereotypes related to masculinity and care work. The project, which is now complete, has developed

educational seminars to share best practises across countries, didactic resources for preschool teachers, and a digital training programme for them, all available online.

STAND BY ME 2.0 - STop gender-bAsed violeNce by aDressing masculinities and changing Behaviour of Young people through huMan rights Education (2022-2024)

This is an Amnesty International project that also involves Slovenia and focuses on reducing violence by addressing masculinity and toxic masculinity in particular. The project is developing, among other things, both a learning programme for youth and an online platform to raise awareness about violence through gamification.

STELLA - Improvement and transfer of gender mainstreaming best practices in primary schools between Slovenia and Serbia (2020-2022).

STELLA was a project that included Serbia and Slovenia and focused on addressing gender stereotypes among teachers, students and their parents. The project created a rich online platform with ready-made materials that can be used by various stakeholders when talking about gender in ways that combat the reproduction of traditional views about gender, with a particular focus on notions of masculinity. The project also produced recommendations that can be used to guide educational policy and curriculum development.

Interestingly, all five projects addressed issues related to masculinity and stereotypes, including through the development of training programmes or learning workshops for different stakeholders - students and teachers.

TEACHER TRAINING PROGRAMME	LEARNING WORKSHOPS FOR YOUTH
CARMIA	CARMIA
EiE	EiE
ECAROM	Stand by me 2.0
STELLA	

3 EMPATH survey analyses

The EMPATH survey was created based on the components of masculinity described in the Conformity to masculine norms inventory, CMNI, questionnaire, which was the starting point for creating the questionnaire used in the EMPATH project. CMNI identifies the following components of toxic masculinity: winning, emotional control, risk taking, violence, dominance, playboy, self-reliance, priority of paid work, power over women, contempt for homosexuals, pursuit of status. Given the noted inadequacies of the above categories, we developed six dimensions to measure masculinity for the purposes of our study: social gender roles in the private and public spheres, sexuality, self-sufficiency, emotional control, violence, and gender equality. For each dimension, respondents were first asked whether they agreed or disagreed with statements about that dimension (on a 5-point Lickert scale). Then, one or two situational questions were asked to find out what the respondent would suggest, do, or think in a particular context.

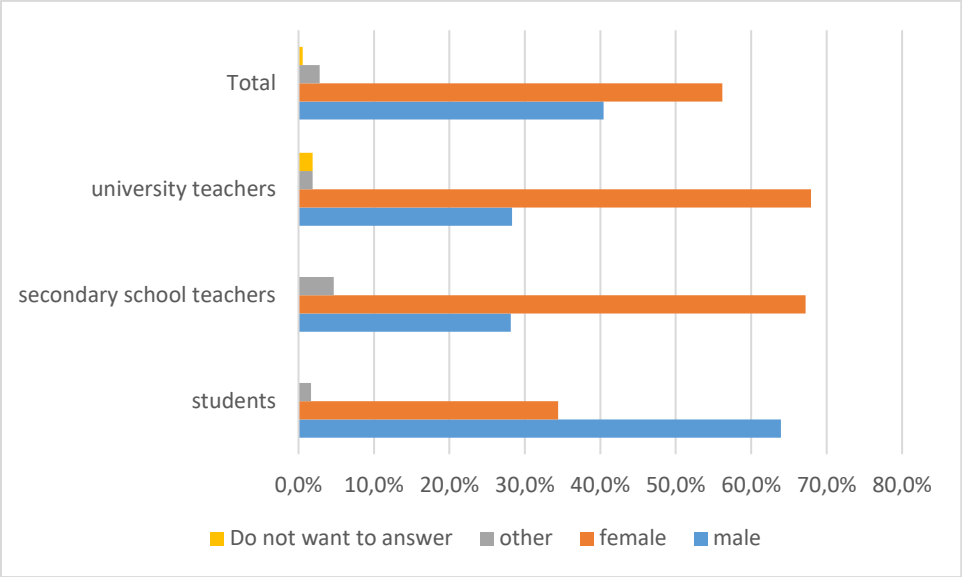
The Empath survey was conducted among secondary school students, secondary school teachers, and university teachers. For this report, we conducted chi-square analyzes and presented the results in contingency tables and graphs, with results presented for three groups of respondents: secondary school students, secondary school teachers ad university teachers. Data were collected from February 21, 2023 to April 6, 2023 using a 1-ka web survey. During this period, 192 respondents answered and 159 of them completed the survey entirely.

Table 3.1: Frequencies of respondents per profile (students vs. teachers)

	n	%
students	67	35%
secondary school teachers	67	35%
university teachers	58	30%
Total	192	100 %

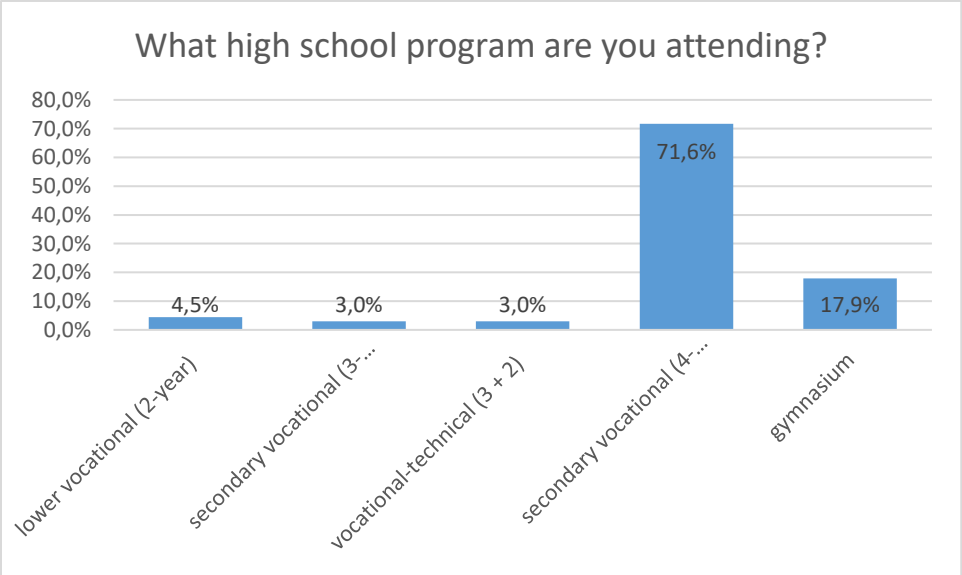
Among students, 64 % of respondents were men and 34 % were women. Among secondary and university teachers, 67% of respondents were women and 24 % were men. About 5% of secondary school teachers and 2% university teachers and students report their gender in the category ‘other’4

Graph 3.1: Gender of respondents



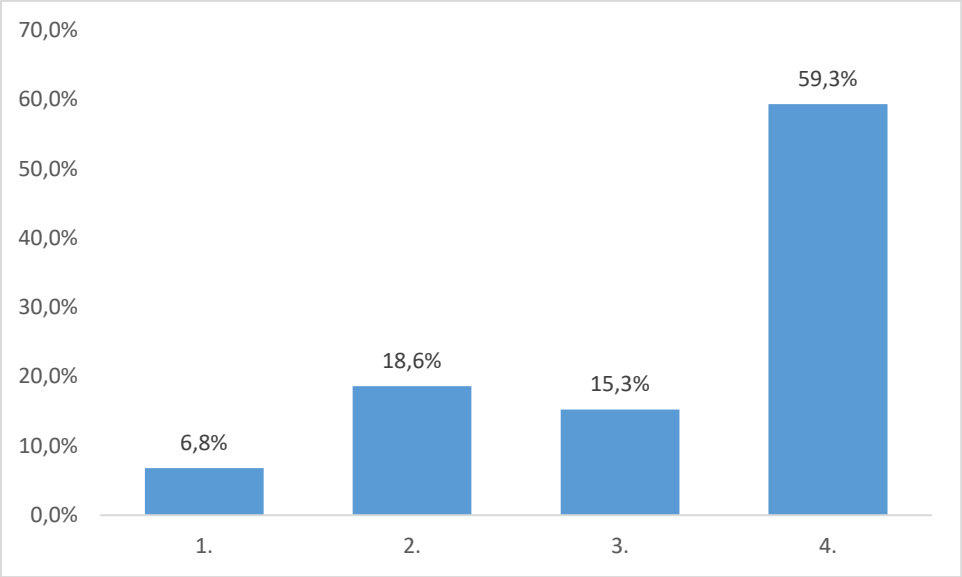
Most students who responded attend 4 years secondary vocational school (72%), followed by high school - gymnasium students (18%).

Graph 3.2: Secondary school program of students



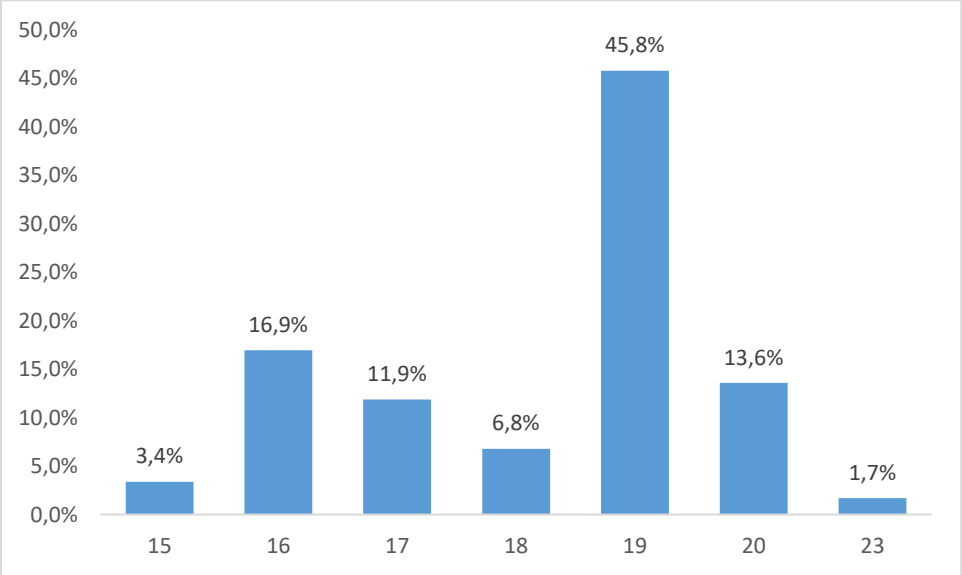
Most of the students who participated in the survey were in the last, 4th grade.

Graph 3.3: Students' year of study in secondary school

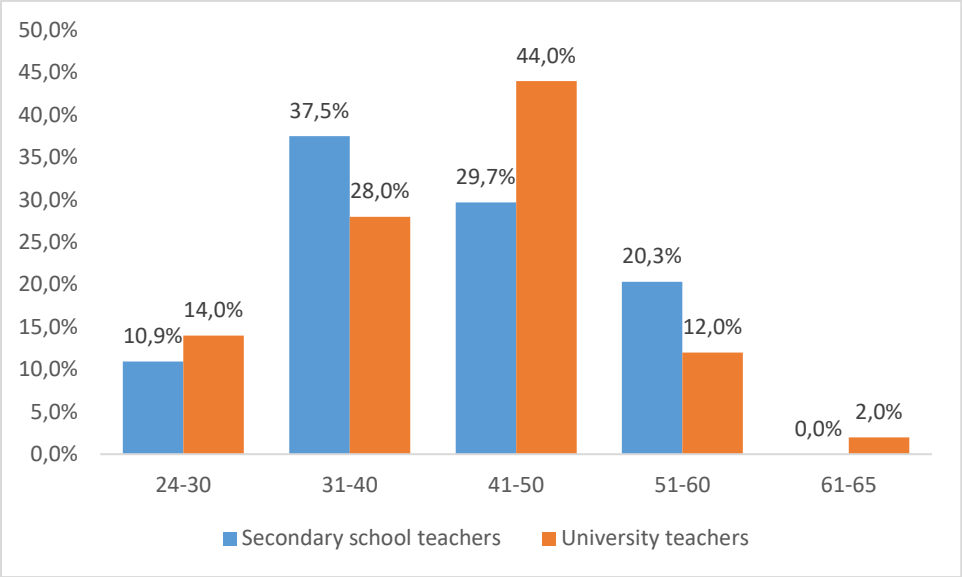


The age of the students who participated in the survey ranged from 15 to 23 years old; most of them were 19 years old (45%). The age of teachers who participated in the survey ranged from 24 to 65 years old. The largest percentage of secondary school teachers were between 31 and 40 years old, while most university teachers were between 41 and 50 years old.

Graph 3.4: Age of students



Graph 3.5: Age of teachers



4.1 SOCIAL ROLES OF GENDER IN THE PRIVATE AND PUBLIC SPHERE

In the set of questions on social roles, we analysed various dimensions of perceptions of men's and women's social roles in the private and public spheres on a 5-point Likert scale: responsibility for financial situation, household chores, natural differences, such as whether men are better leader, more competitive, risk taking or if men find winning more important compared to women.

When discussing gender differences, ("given by nature"), answers of teachers and students differ. In contrast to secondary school teachers and especially university teachers, most students believe that men are naturally better leaders than women (71%), that they are more inclined to take risks than women (71%), that competitiveness is more in the nature of men than women (65.4%), and that winning is more important to men than women (52%). Secondary school teachers and especially university teachers (percentages presented respectively) overwhelmingly disagree with these statements about natural differences between genders: most teachers disagree that men are naturally better leaders (61%, 81%) or more competitive (61%, 69%) than women; they also disagree that winning is more important for men than for women (52%, 67%). University teachers also disagree men are more risk-taking than women (55%), while contrary, secondary school teachers have a similar view of men's natural risk-taking as high school students.

When asked about the social role of men, the answers are not so different. Most respondents do not think that a man/father must take care of the household chores and raising children more than a woman/mother (only 2-3% of students and secondary school or university teachers agree). Teachers (53% at secondary school; 84% at the university) also disagree that a man/father must take more care of the family's good financial situation than a woman/mother; while students mostly agree (46%), but still a relatively high proportion (31%) of students also disagree with this division of roles by gender.

Table 3.2: Social roles in private and public sphere

		1 – strongly disagree	2 - disagree	3 – neither agre nor disagree	4 – agree	5 – strongly agree
Men are better leaders than women by nature.	Student	9,6%	9,6%	9,6%	48,1%	23,1%
	Secondary school teacher	21,9%	39,1%	29,7%	7,8%	1,6%
	University teacher	57,1%	24,5%	16,3%	2,0%	0
	Total	28,5%	25,5%	19,4%	18,8%	7,9%
Competitiveness is more in a man's nature than a woman's.	Student	13,5%	7,7%	13,5%	25,0%	40,4%
	Secondary school teacher	25,0%	35,9%	17,2%	20,3%	1,6%
	University teacher	41,7%	27,1%	25,0%	6,3%	

Men are more risk takers than women.	Student	3,9%	5,9%	19,6%	39,2%	31,4%
	Secondary school teacher	12,5%	25,0%	15,6%	39,1%	7,8%
	University teacher	32,7%	22,4%	20,4%	22,4%	2,0%
	Total	15,9%	18,3%	18,3%	34,1%	13,4%
It is more important for a man to win than for a woman.	Student	9,6%	15,4%	23,1%	25,0%	26,9%
A man/Father must take care of the good financial condition of the family more than the woman/mother.	Student	17,3%	13,5%	23,1%	34,6%	11,5%
	Secondary school teacher	23,4%	29,7%	23,4%	23,4%	
	University teacher	59,2%	24,5%	6,1%	10,2%	
	Total	32,1%	23,0%	18,2%	23,0%	3,6%
A man/Father must take care of household chores and raising children more than a woman/mother.	Student	36,5%	34,6%	26,9%	1,9%	
	Secondary school teacher	17,5%	30,2%	49,2%	3,2%	
	University teacher	49,0%	18,4%	30,6%	2,0%	
	Total:	32,9%	28,0%	36,6%	2,4%	
	Secondary school teacher	17,5%	34,9%	17,5%	28,6%	1,6%
	University teacher	34,7%	32,7%	20,4%	12,2%	
	Total	20,1%	28,0%	20,1%	22,6%	9,1%

In the second set of questions on social roles, two situational questions were set, asking respondents to select the most appropriate solution for the given situation. We asked our respondents to consider the following situation:

Think of a family: a father, a mother, and two children who go to kindergarten. Because of work, the mother has to travel abroad several times. Which of the following do you think is the most correct?

Respondents had to choose one answer out of five offered solutions.

The majority of respondents, including the majority of university teachers (77.6 %) and about half of the students (52 %), answered that the father fully takes care of the children and the household during the time when the mother is absent from home. About 15 % of respondents in each group suggested that both the mother and father should organize additional help with childcare and household chores before mother leaves. However, a relatively high proportion of respondents in the secondary school teacher group (19 %) and the student group (10 %) felt that the father could take care of the children while the housework could wait until the mother returned. The last two responses, placing most private responsibilities on the mother, were selected only by students, not teachers. 15 % of students answered that a mother should not leave her preschool children at home and go on a business trip abroad; and 10 % of students answered that the mother must arrange for help with childcare and housework before the business trip. We analyzed student responses by gender – girls anb boys gave similar responses, almost half of both finding mothers as carers who cannot be fully replaced by fathers.

Table 3.3: Social roles in private sphere – mom of preschool children goes on a business trip

	At that time, the father has to take care of the children and the household entirely.	Father looks after the kids, and household chores can wait until mother returns.	Father and mother find help with childcare and housework together.	Before leaving, the mother must arrange for help with childcare and household chores.	A mother should not even leave preschool children at home and go on a business trip abroad.
Student	51,9%	9,6%	13,5%	9,6%	15,4%
Secondary school teacher	66,7%	19,0%	14,3%		
University teacher	77,6%	6,1%	16,3%		
Total	65,2%	12,2%	14,6%	3,0%	4,9%

The second situational question related to **how respondents would feel if the woman in their relationship received a promotion and better salary than the man.** As expected, most respondents, especially university teachers (94%), secondary school teachers (87%), and the fewest students (71%), answered that they would find this situation great because it would bring more money for the whole family. A quarter of students (23%), a tenth of secondary school teachers (13%) and 6% of university teachers answered that they would accept the situation but would feel uncomfortable. The least socially acceptable answer was again chosen only by the students; 6% of the students feel that this situation would be uncomfortable for them because the men must have a better salary.

When analyzing the students' responses by gender of the respondents, the responses differ. More women (80%) than men (65%) answered that it would be great if the woman in a relationship earned more than the man, as this would mean more money for the family. Answers stating that this situation is not acceptable were only given by boys.

Imagine you are in a relationship where the woman is promoted and has a better salary than the man. How would you feel? (choose one answer):

Table 3.4: Social roles in public sphere – a woman earns more than a man

	I would think this would be great, as it would bring more money to the family.	I would accept it, but I would feel uncomfortable	This would not be right for me, as the man must have a better salary.
Student	71,2%	23,1%	5,8%
Secondary school teacher	87,3%	12,7%	
University teacher	93,9%	6,1%	

4.2 SEXUALITY

In the set of questions on sexuality, we focused on our respondents' views on four dimensions, namely, heteronormativity, heterosexual roles, homophobia, and playboy culture, while also touching on violence related to sexuality.

4.2.1 HETEROSEXUALITY, HETERONORMATIVITY

There are some interesting differences among the three groups of our respondents, that is, among secondary school students, secondary school teachers and university teachers when it comes to question related to heteronormativity and heterosexuality. Our data show that secondary school students are most conservative when it comes to heteronormativity. Almost two thirds (62 %) would feel horrible if other people would think they are homosexual, compared to less than 10 % of secondary school teachers and about 2 % of university teachers. While our research was done with only a small

number of students, the data does point towards some interesting gender differences. While 76 % of boys would feel horrible in this situation, that is also true for less than 50 % of girls.

A little over 50 % of students are repulsed by intimacy between two men, which is also true for 18 % of secondary school teachers and 6 % university teachers. Gender differences were also seen in this case, with 60 % of boys and 40 % of girls being repulsed by intimacy between men. Unsurprisingly, students' perception of intimacy between women is much less negative – less than 15 % of them find it repulsive while more than half of students disagree with the statement that they would be repulsed by intimacy between women. Boys tended to disagree with this statement more than girls (70 % vs. 50 %). In line with this, a bit less than 40 % of students agreed or strongly agreed that the only true relationship is the relationship between a woman and a man (8 % of secondary school teachers and 11 % of university teachers also agreed or strongly agreed with this statement).

Students also conform more with traditional gender roles related to sexuality, compared to teachers. About 40 % of students agree or completely agree with the statement that it is normal for men to have more sexual partners, while that is true for only 5 % of secondary school teachers and 2 % of university teachers. When it comes to students it is interesting that 65 % of girls agreed or strongly agreed with this statement in comparison to 23 % of boys. A smaller number of students agreed or disagreed with the statement that the desire for more sexual partners is natural for men, but not for women (29 %). Among teachers only 2 % of university teachers also agreed or strongly agreed with this statement.

Differences between the three groups are less pronounced when it comes to sexual consent. Almost 90 % of students believe that a good partner doesn't force the other into any form of sexual activity, which also holds true for more than 75 % of teachers at both educational levels. When looking at students, none of the girls disagreed with the statement *A good partner does not force the other person into any form of sexual activity (kissing, touching, intercourse, etc.)*, while 10 % of boys did.

Especially concerning is the data related to university teachers – 17 % of them have disagreed or strongly disagreed with this statement. However not one of university teachers agreed or strongly agreed with the statement *Sometimes a woman refuses sex (kissing, touching, intercourse) but does not mind if a man persists*, while 18 % of students and only 2 % of secondary school teachers did.

Table 3.5: (Dis-)agreement with statements about sexuality

		1 – completely disagree	2 – disagree	3 – niether disagree nor agree	4 – agree	5 – completely agree
I would feel good if I had more than one sexual partner.	Students	23,5%	23,5%	13,7%	19,6%	19,6%
	Secondary school teachers	42,9%	33,3%	15,9%	6,3%	1,6%

	University teachers	51,1%	25,5%	19,1%	2,1%	2,1%
	Total	39,1%	28,0%	16,1%	9,3%	7,5%
If I could, I would change sexual partners often.	Students	27,5%	29,4%	13,7%	13,7%	15,7%
	Secondary school teachers	42,9%	36,5%	19,0%	1,6%	
	University teachers	57,4%	19,1%	21,3%		2,1%
	Total	42,2%	29,2%	18,0%	5,0%	5,6%
I would be horrified if anyone thought I was homosexual.	Students	10,0%	10,0%	18,0%	32,0%	30,0%
	Secondary school teachers	30,6%	24,2%	35,5%	8,1%	1,6%
	University teachers	52,2%	21,7%	23,9%	2,2%	
	Total	30,4%	19,0%	26,6%	13,9%	10,1%
I am repulsed by intimacy (kissing, sexual intercourse, intimate touching...) between two men.	Students	7,8%	17,6%	23,5%	17,6%	33,3%
	Secondary school teachers	27,4%	22,6%	32,3%	16,1%	1,6%
	University teachers	51,1%	19,1%	23,4%	6,4%	
	Total	28,1%	20,0%	26,9%	13,8%	11,3%
I am repulsed by intimacy (kissing, sexual intercourse, intimate touching...) between two women.	Students	23,5%	39,2%	23,5%	7,8%	5,9%
	Secondary school teachers	30,2%	25,4%	39,7%	4,8%	
	University teachers	53,2%	21,3%	23,4%	2,1%	
	Total	34,8%	28,6%	29,8%	5,0%	1,9%

A good partner does not force the other person into any form of sexual activity (kissing, touching, intercourse, etc.).	Students	2,0%	3,9%	5,9%	39,2%	49,0%
	Secondary school teachers	1,6%	6,5%	4,8%	33,9%	53,2%
	University teachers	10,6%	6,4%	4,3%	23,4%	55,3%
	Total	4,4%	5,6%	5,0%	32,5%	52,5%
In a relationship with a woman, it is the man who must initiate sexual intercourse.	Students	15,7%	35,3%	21,6%	15,7%	11,8%
	Secondary school teachers	39,7%	44,4%	15,9%		
	University teachers	61,7%	29,8%	4,3%	4,3%	
	Total	38,5%	37,3%	14,3%	6,2%	3,7%
It is natural for a woman to be available to a man for sexual intercourse.	Students	27,5%	31,4%	21,6%	11,8%	7,8%
	Secondary school teachers	57,1%	36,5%	4,8%	1,6%	
	University teachers	70,2%	27,7%	2,1%		
	Total	51,6%	32,3%	9,3%	4,3%	2,5%
Cheating is acceptable if it is only for physical pleasure and not emotional.	Students	54,9%	19,6%	13,7%	2,0%	9,8%
	Secondary school teachers	79,4%	17,5%	1,6%	1,6%	
	University teachers	76,6%	21,3%		2,1%	
	Total	70,8%	19,3%	5,0%	1,9%	3,1%
	Students	21,6%	19,6%	41,2%	11,8%	5,9%

Sometimes a woman refuses sex (kissing, touching, intercourse), but does not resent it if a man keeps trying.	Secondary school teachers	34,9%	41,3%	22,2%	1,6%	
	University teachers	53,2%	25,5%	21,3%		
	Total	36,0%	29,8%	28,0%	4,3%	1,9%
In sexuality, the pleasure of the man is more important than that of the woman.	Students	52,9%	25,5%	11,8%	3,9%	5,9%
	Secondary school teachers	84,1%	14,3%	1,6%		
	University teachers	85,1%	12,8%	2,1%		
	Total	74,5%	17,4%	5,0%	1,2%	1,9%
I can learn a lot about sexuality from pornography.	Students	19,6%	19,6%	33,3%	17,6%	9,8%
	Secondary school teachers	39,7%	31,7%	19,0%	7,9%	1,6%
	University teachers	60,9%	21,7%	10,9%	4,3%	2,2%
	Total	39,4%	25,0%	21,3%	10,0%	4,4%
I want to experience a partner relationship as depicted in romantic films.	Students	9,8%	13,7%	23,5%	27,5%	25,5%
	Secondary school teachers	22,2%	14,3%	49,2%	6,3%	7,9%
	University teachers	34,0%	27,7%	29,8%	8,5%	
	Total	21,7%	18,0%	35,4%	13,7%	11,2%
It is normal for men to change sexual partners more often than women.	Students	27,5%	11,8%	21,6%	25,5%	13,7%
	Secondary school teachers	47,6%	36,5%	11,1%	4,8%	

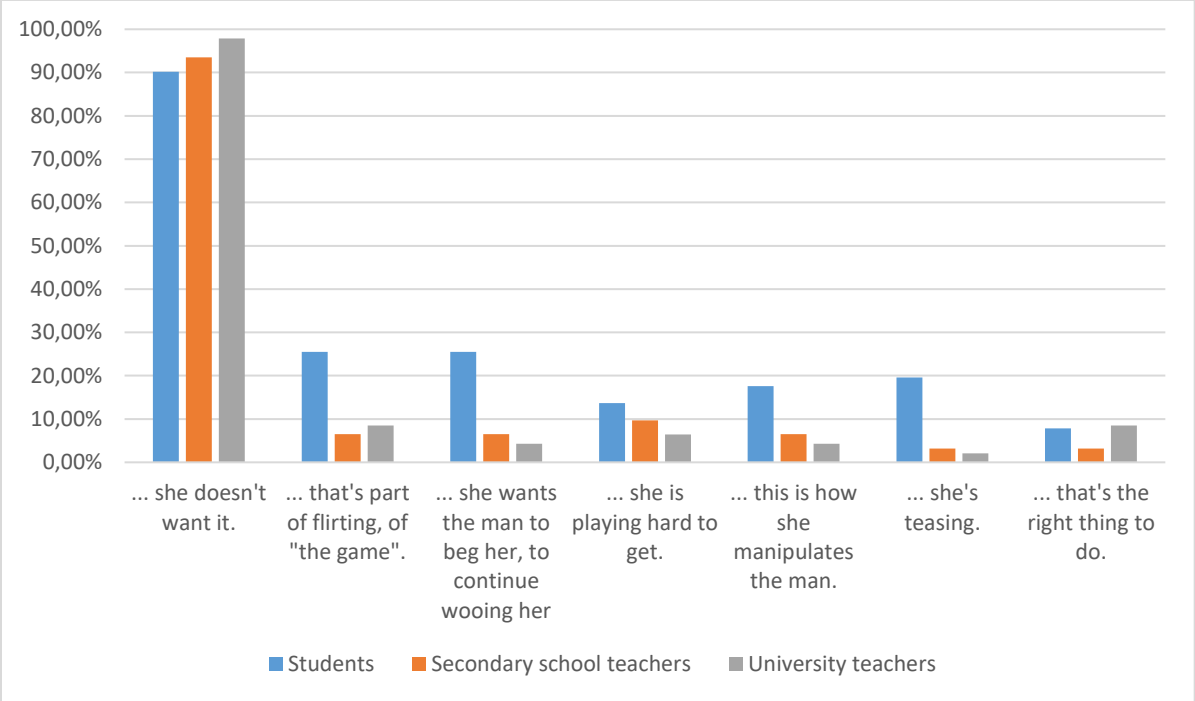
	University teachers	67,4%	15,2%	15,2%		2,2%
	Total	46,9%	22,5%	15,6%	10,0%	5,0%
The only true partnership/relationship is between a man and a woman.	Students	15,7%	21,6%	23,5%	17,6%	21,6%
	Secondary school teachers	36,5%	28,6%	27,0%	6,3%	1,6%
	University teachers	68,1%	17,0%	8,5%	2,1%	4,3%
	Total	39,1%	23,0%	20,5%	8,7%	8,7%
A real man often changes who he is in a relationship with.	Students	31,4%	29,4%	19,6%	7,8%	11,8%
	Secondary school teachers	52,4%	33,3%	12,7%	1,6%	
	University teachers	76,1%	15,2%	8,7%		
	Total	52,5%	26,9%	13,8%	3,1%	3,8%
It is natural for men to want several sexual at the same time, but not for women.	Students	29,4%	23,5%	17,6%	13,7%	15,7%
	Secondary school teachers	52,4%	28,6%	19,0%		
	University teachers	74,5%	14,9%	8,5%	2,1%	
	Total	51,6%	23,0%	15,5%	5,0%	5,0%

4.2.2 Sexual consent and uncertainty about what women want

We devoted another question entirely to the question of sexual consent to gain a more detailed insight into our respondents' perception of it. Our data show a troublesome picture especially with regards to students. While a vast majority of students (90 %) believe that women refuse to have sex because they simply don't want it, more than a quarter of students also believe that women do so as part of flirting or because they want men to continue dating them (26 % of respondents in both cases). Furthermore, almost a fifth of them (20 %) see women's refusal to have sex as teasing, while 18 % see it as a way to manipulate men and 14 % believe women decline sex because they are playing hard to get. When looking at the two groups of teachers, these beliefs are also present, but less pronounced.

This question also revealed further gender differences between students. While similar shares of boys and girls (30 % and 20 %) see refusal of sex as the woman's desire for further dating or as part of flirting (23 % and 30 %), there are other bigger differences when it comes to how they see refusal to have sex. Almost a third of boys believe women refuse to have sex because they are teasing (compared to 5 % of girls who share this opinion). A little less than 25 % of boys believe this is so because women are playing hard to get (none of the girls chose this option), while 30 % of boys see this as a way for women to manipulate men (none of the girls chose this option).

Graph 3.6: In an intimate situation, a woman refuses to have sex because ...



4.2.3 HOMOPHOBIA

Our questionnaire also included two situational questions. The first situational question presented our respondents with the following situation:

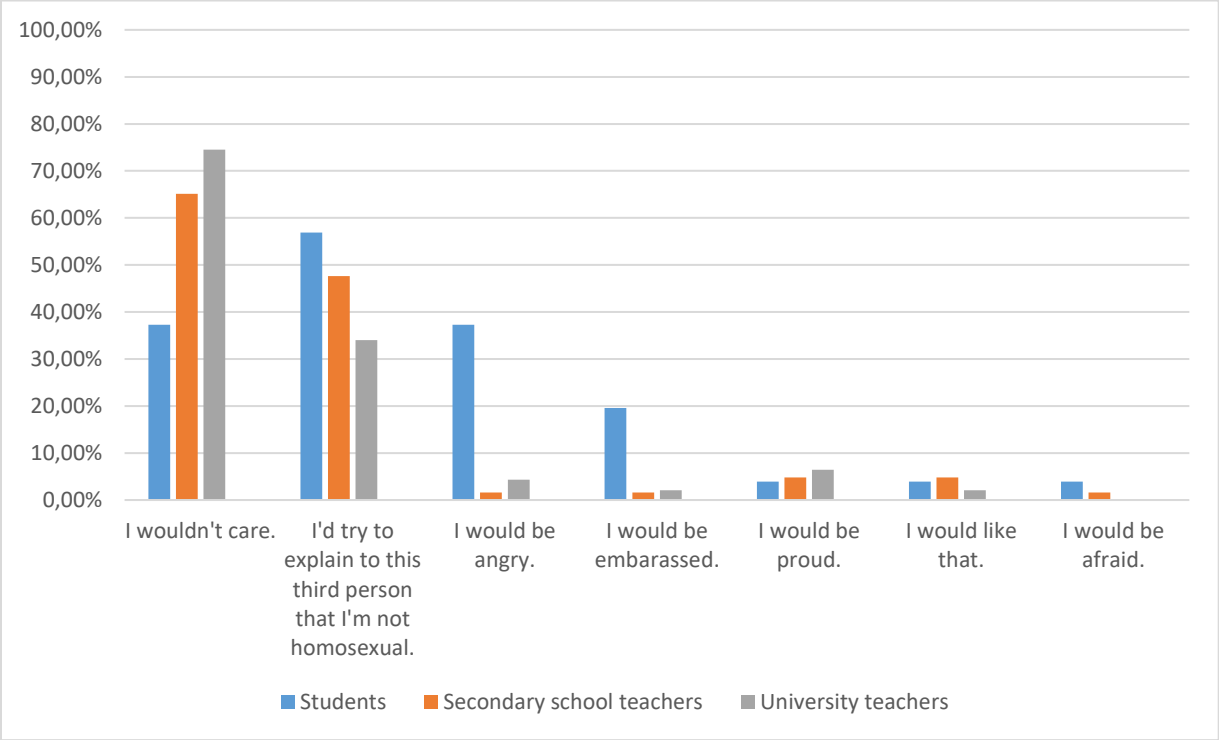
> Imagine a situation where you are in a bar with someone of the same sex. There you meet a third person who thinks the two of you are a couple. You assume that this third person will talk around about you being homosexual. How would you react?

Respondents caould have choosen more than one out of seven suggested answers.

In line with the above-mentioned beliefs about hetero- and homosexuality, it is students that predominantly express negative feelings about homosexuality. As seen below, almost 40 % of them would be angry in the above situation, while almost 20 % would be embarrassed. Interestingly both options were more often chosen by girls – 45 % of girls would be angry compared to 33 % of boys and 30 % of them would be embarrassed compared to 13 % of boys. Additionally, it is boys who were more prone to trying to explain the situation (67 % vs. 45 %). Less than 5 % of teachers at each level would

be angry and/or embarrassed. Secondary school and university teachers are thus most likely to either not care or to explain the misunderstanding of the teachers. While more than half of students would also try to explain the situation, only about a third reported indifference.

Graph 3.7: Imagine a situation where you are in a bar with someone of the same sex. There you meet a third person who thinks the two of you are a couple. You assume that this third person will talk around about you being homosexual. How would you react?



4.2.4 SEXUALITY, CHEATING AND VIOLENCE

The second situation was aimed at getting insight into the intersection of sexuality, emotions, and potential violence. The situation was formulated as follows:

> Imagine your partner cheats on you. How do you think you would react? (Choose the three options that best describe the reaction that is most likely.)

Table 3.6: Reactions on cheating in relationship

	Students	Secondary school teacher	University teacher	Total
I would be sad.	45,1%	52,4%	59,6%	52,2%
I would be disappointed.	41,2%	44,4%	57,4%	47,2%
I would end the relationship.	47,1%	33,3%	38,3%	39,1%

I would be angry.	37,3%	38,1%	31,9%	36,0%
I would be humiliated.	11,8%	46,0%	29,8%	30,4%
I would talk with my partner.	19,6%	27,0%	31,9%	26,1%
I would cry.	11,8%	17,5%	2,1%	11,2%
I would feel hate.	13,7%	11,1%	4,3%	9,9%
I would feel alone.	7,8%	7,9%	10,6%	8,7%
I would get drunk	15,7%	1,6%	4,3%	6,8%
I would be powerless.	9,8%	3,2%	4,3%	5,6%
I would threaten my partner with self-harm.	3,9%			1,2%
I would do anything to get my partner back.	3,9%			1,2%
I would beat the person who cheated on me.	2,0%			0,6%
I would beat the person with which my partner cheated on me.	2,0%			0,6%
I would beat them both.	2,0%			0,6%
I would self-harm.	2,0%			0,6%
None of the above, because I find sexual acts with more than one partner acceptable.			2,1%	0,6%

With regards to emotions, our respondents most often reported they would feel sad, disappointed, and angry. Almost have of secondary school teachers (46 %) reported they would feel humiliated, while this was true for 30 % of university teachers but only for 12 % of students. Students were the group that most often reported getting drunk as a reaction (16 %) while this was also true for 2 % of secondary school teachers and 4 % university teachers. Perhaps the most troubling results are again related to students. While true for only an extremely small minority of our students' respondents, violence, directed to oneself or to others, appears to be an existing option, whereas none of the teachers in both groups see this as a possible reaction (N=2 with regards to threats with self-harm; N=1 with regards to beating up any one and actual self-harm). These answers were also gendered with only girls reporting on the possibility of self-harm, and with boys reporting on the possibility of hurting the other person, except for one girl who reported she would beat the cheating partner.

Answers of our respondents shed light on an important aspect in understanding gender (power) relations. Most of students (57 %) and an important part of secondary school teachers (44 %) and university teachers (38 %) agreed that "**men/boys sometimes do not understand why women/girls who initially behave in a sexually provocative way towards them, end up rejecting them**". The fact that around a quarter of all three groups of respondents are undecided regarding this statement speaks about the need to discuss this topic.

4.3 SELF-SUFFICIENCY

In the set of questions on self-sufficiency, we analysed, whether respondents are willing to ask for help and from whom.

4.3.1 IT IS GOOD TO HAVE CLOSE PEOPLE TO CONSULT

We wanted to know, how respondents think about asking for help, how hard it is for them, are there any differences between men and women. As expected, most of respondents agree that it is good to have close people to consult. Most teachers reject the statement that it is not appropriate for men to ask for help, even when they need it, but almost 20 % of students still agree. There are significant differences by gender: 23 % of boys agree or strongly agree, while another 20 % are unsure.

There are also greater differences between students and teachers when it comes to the statement that they never ask for help: while more than 80 % of teachers disagree with this, more than 30 % of students agree with it. 43 % of boys agree or strongly agree, while 23 % are unsure.

There is also a difference between teachers and students on whether they find it difficult to ask for help: while just over 15 % of teachers agree, 40 % of students do. There are no major differences by gender, but the distribution between the last three categories is different: 35 % of girls and 23 % of boys are undecided; 40 % of boys agree or strongly agree, compared to 35 % of girls.

Table 3.7: (Dis-)agreement with statements about self-sufficiency

		1 – completely disagree	2 – disagree	3 – niether disagree nor agree	4 – agree	5 – completely agree
To what extent do you agree or disagree: I never ask for help.	Students	25,5%	25,5%	17,6%	19,6%	11,8%
	Secondary school teachers	38,7%	43,5%	9,7%	8,1%	
	University teachers	42,6%	36,2%	17,0%	2,1%	2,1%
	Total	35,6%	35,6%	14,4%	10,0%	4,4%

To what extent do you agree or disagree with: It is difficult for me when I have to ask someone for help.	Students	9,8%	23,5%	27,5%	29,4%	9,8%
	Secondary school teachers	22,6%	38,7%	24,2%	12,9%	1,6%
	University teachers	34,0%	29,8%	19,1%	14,9%	2,1%
	Total	21,9%	31,3%	23,8%	18,8%	4,4%
To what extent do you agree or disagree with: It is not appropriate for a man to ask for help, even when he needs it.	Students	39,2%	25,5%	15,7%	13,7%	5,9%
	Secondary school teachers	48,3%	41,7%	10,0%		
	University teachers	72,3%	25,5%			2,1%
	Total	52,5%	31,6%	8,9%	4,4%	2,5%
To what extent do you agree or disagree with: It is good to have close people to consult on important matters.	Students			7,8%	41,2%	51,0%
	Secondary school teachers	1,6%		3,3%	31,1%	63,9%
	University teachers	4,3%			23,9%	71,7%
	Total	1,9%		3,8%	32,3%	62,0%

As expected, students feel that they must solve their uncertainty about a potential boyfriend/girlfriend relationship on their own (57 %), 37 % talk to their parents or friends, and a good quarter look for answers online (26 %). Teachers, on the other hand, would solve relationship problems by going to a counsellor (secondary school teachers 44 %; college/university teachers 51 %); the same proportion (23 %) of secondary school teachers would solve it by talking to friends or on their own. Secondary school/university teachers in similar proportions (17 % by talking to friends; 21 % by themselves).

Table 3.8: For students: You like a girl/boyfriend and would like to go out with him/her. You are very insecure about this, so ask yourself: (Multiple choice)

	Talk to my parents or friends. .	I look online for answers.	I have to solve this on my own.	Other:
Students	37,3%	25,5%	56,9%	9,8%

Table 3.9: Think of being in a relationship where there have been arguments and disagreements for a long time. How would you react?

	Talk to my friends.	I suggest we see a counsellor.	I'll sort it out myself.	Other:
Students	22,6%	43,5%	22,6%	11,3%
Secondary school teachers	17,0%	51,1%	21,3%	10,6%
University teachers	20,2%	46,8%	22,0%	11,0%

4.4 EMOTIONAL CONTROL

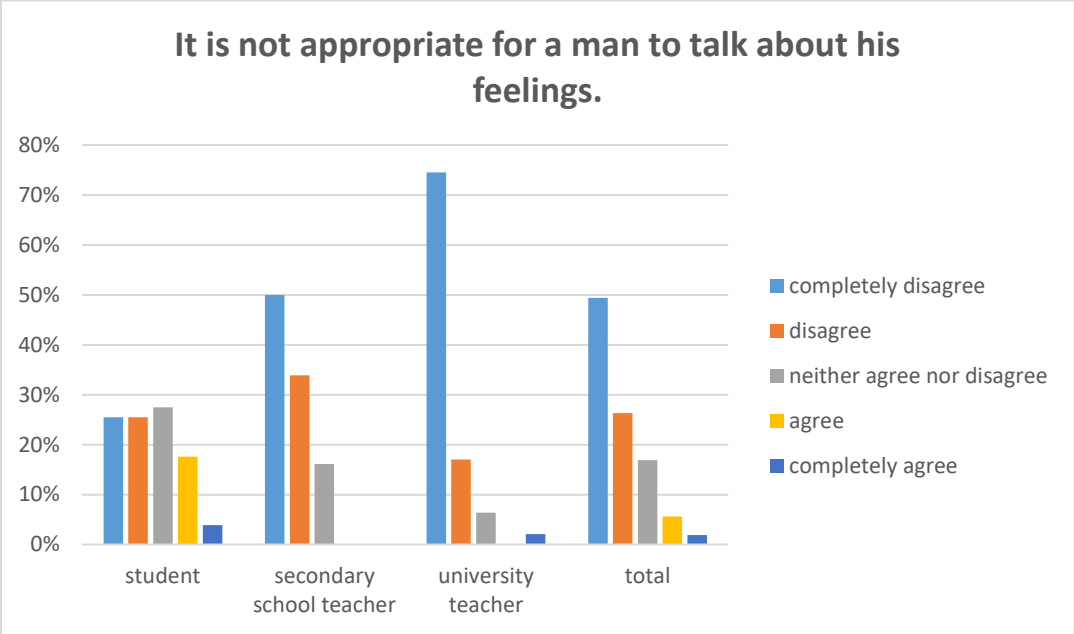
The section on emotional control included questions on suppression and expression of emotions, as well as questions on sharing emotions and seeking help in case of emotional distress or physical health problems.

The first set of questions included 3 statements on suppression and expression of emotions. We asked respondents how much they agreed or disagreed with each of the statements. We used a 5-point Likert scale (from 1 - completely disagree to 5 - completely agree), with lower scores indicating a lower conformity to or agreement with masculine norms regarding emotional control and higher scores indicating a higher conformity to or agreement with masculine norms regarding emotional control.

The first item referred to **general emotional restriction and suppression**. The majority of respondents (76 %) (completely) disagree with the statement **"It is not appropriate for a man to talk about his feelings."** However, there are considerable differences between the 3 groups of respondents. A large majority of university teachers (912 %) and secondary school teachers (84 %) (completely) disagree with the statement. Disagreement is most pronounced among university teachers (75 % completely disagree and 17 % disagree). Among students, one quarter (26 %) strongly disagree, and one quarter (26 %) disagree with the statement. More than a quarter of students (28 %) are undecided. Among

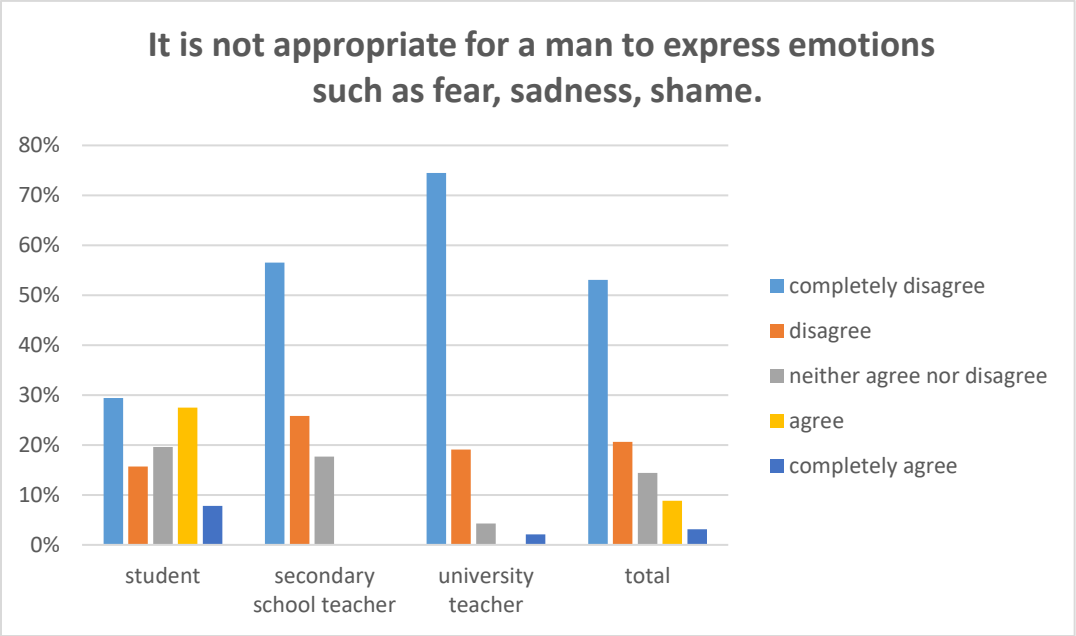
teachers, 16 % of secondary school teachers and only a minority of university teachers (6 %) are undecided. One fifth (22 %) of students (completely) agree with the statement, while none of the secondary school teachers (completely) agree with the statement and only 2 % of university teachers completely agree with the statement (none agree). Among students, more boys (27 %) than girls (15 %) (completely) agree with the statement.

Graph 3.8: It is not appropriate for a man to talk about his feelings



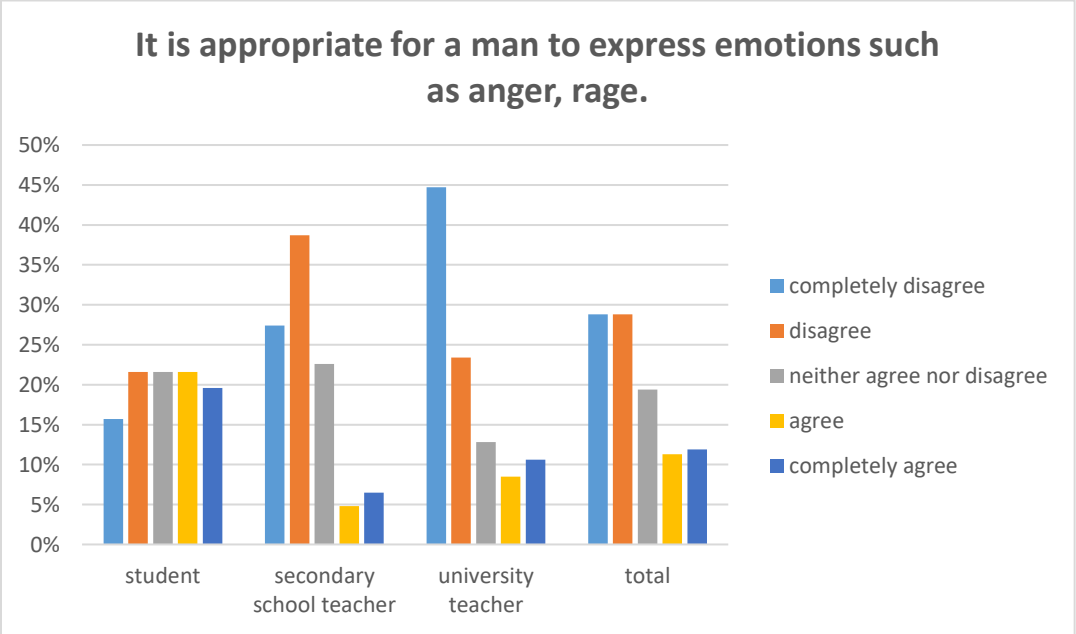
The second item referred to **restriction and suppression of specific emotions such as fear, sadness, shame**. The responses largely reflected responses to the previous item and confirmed differences between the 3 groups of respondents. The majority of respondents (74 %) (completely) disagree with the statement **"It is not appropriate for a man to express emotions such as fear, sadness, shame."** Among teachers, 94 % of university teachers and 82 % of secondary school teachers (completely) disagree with the statement. Again, disagreement is strongest among university teachers (75 % completely disagree and 19 % disagree). However, considerably fewer students disagree with the statement (29 % completely disagree and 16 % disagree). Approximately one fifth of students (20 %) and secondary school teachers are undecided, while only a small share of university teachers (4 %) are undecided. Again, none of the secondary school teachers (completely) agree with the statement and only 2 % of university completely agree with the statement (none agree). More than one third (35 %) of the students (completely) agree with the statement (40 % of the girls and 33 % of the boys).

Graph 3.9: It is not appropriate for a man to express emotions such as fear, sadness, shame



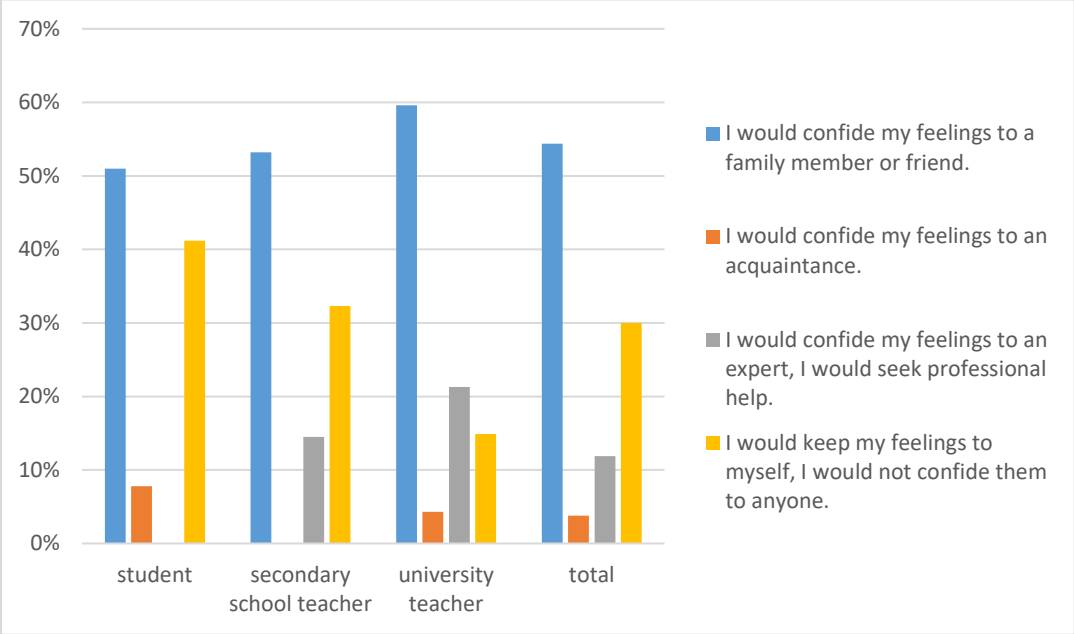
The third item referred to **expression of specific emotions such as anger and rage**. The majority of university teachers (68 %) and secondary school teachers (66 %) (completely) disagree with the statement **"It is appropriate for a man to express emotions such as anger, rage."** However, a smaller share of students (37 %) (completely) disagree with this statement. 41 % of students (completely) agree with the statement, while only 11 % of secondary school teachers and 19 % of university teachers (completely) agree with the statement. Among students, a considerably higher share of girls (70 %) than boys (20 %) (completely) agree with the statement. One fifth of students (22 %) and one quarter of secondary school teachers (23 %) are undecided. Among university teachers, one eighth (13 %) are undecided.

Graph 3.10: It is appropriate for a man to express emotions such as anger, rage



Next, we asked respondents to imagine a situation in which they **break up with a person they still love** and asked them to estimate, **how they would most likely react**. The majority of all respondents (54 %) would **confide their feelings to a family member or friend**. None of the secondary school teachers and a minority of the university teachers (4 %) and students (8 %) would **confide their feelings to an acquaintance**. Most importantly, 41 % of students would **keep their feelings to themselves and not confide them to anyone** (35 % of girls and 47 % of boys). Among teachers, one third (32 %) of secondary school teachers and one seventh (15 %) of university teachers would do so. Moreover, none of the students would **confide their feelings to a professional, i.e., would seek professional help**. Among teachers, 15 % of secondary school teachers and 21 % of university teachers would do so.

Graph 3.11: Consider a situation in which you break up with a person you still love. How would you most likely react?



Finally, we asked our respondents to consider the following situation:

> Imagine that you experience an unusual pain in a part of your body. The pain is severe and has been occurring regularly for a week.

Then we asked them to estimate the likelihood of two opposite reactions: **seeking medical help** or **waiting for the pain to stop, not dealing with it** (on a 5-point Likert scale). The majority of all respondents would (very) likely seek medical help (83 % of university teachers, 89 % of secondary school teachers and 63 % of students). Among students, girls would more likely seek medical help (70 %) than boys (57 %). A minority of secondary school teachers (6 %) and university teachers (9 %) estimated they likely would not seek medical help (not very likely or not at all). Among students, one fifth (22 %) would not do so. 16 % of students, 5 % of secondary school teachers and 9 % of teachers were undecided. However, the responses to the second item did not directly reflect responses to the first item. Half of university teachers (50 %) and secondary school teachers (46 %), as well as 40 % of students estimated, that they would (very) likely wait for the pain to stop. Among students, a majority of boys (59 %) and only 15 % of girls would do so. Furthermore, less than half of the respondents (45 % of university teachers, 39 % of secondary school teachers and 48 % of students) estimated that they

would not wait for the pain to stop (not very likely or not at all). 5 % of university teachers, 14 % of secondary school teachers and 12 % of students were undecided.

4.5 VIOLENCE

In the set of questions on Violence, we analysed several dimensions of the perception of men's, women's and relationship violence as well as grounds on which violence is justified.

4.5.1 DIFFERENT FORMS AND TYPES OF VIOLENCE ARE USED AND JUSTIFIED

We wanted to know, how **justified respondents think it is to use physical force as a reaction in the different situations**, namely, being forced to have sex against my will, tongue-lashing, nagging and excessive criticism from my partner, physical violence directed against me, cheating in the marriage, objecting to my decisions, being insulted, being ignored, verbal provocation, being embarrassed, psychological violence directed against me, intimate touching by a person of the same sex or intimate touching by a person of the opposite sex. As expected, **most of respondents disagree that any of reasons given justifies the use of physical force**. However, there are some situations, which are seen by some respondents as justifying use of physical force. Among these are situations in which one **defends her/himself from the physical force of others** (sexual or other physical violence). More than a third of all respondents see these situations as justified reasons for using of physical force (with higher share of secondary school teachers (44 %) and university teachers (30 %) then students (28 %). The high share of respondents justifies use of physical **force in reactions to intimate touching by a person of the same sex or intimate touching by a person of the opposite sex.** There is a higher share of respondents that disapprove intimate touching by a person of the same sex compared to a person of the opposite sex, especially among students - 25 % of them justify use of physical force in reaction of intimate touching by a person of the opposite sex, and as much as 41 % in reactions to intimate touching by a person of the same sex.

Table 3.10: When is use of physical force justified?

		1 – physical violence can never be justified	2	3	4	5 - physical violence can always be justified
physical violence directed against me	Student	42,0%	2,0%	16,0%	10,0%	30,0%
	Secondary school teacher	48,4%		11,3%	29,0%	11,3%
	University teacher	46,8%	4,3%	19,1%	19,1%	10,6%

	Total	45,9%	1,9%	15,1%	20,1%	17,0%
being forced to have sex against my will	Student	56,9%	2,0%	13,7%	11,8%	15,7%
	Secondary school teacher	48,4%	1,6%	6,5%	24,2%	19,4%
	University teacher	51,1%	4,3%	14,9%	19,1%	10,6%
	Total	51,9%	2,5%	11,3%	18,8%	15,6%
intimate touching by a person of the same sex	Student	39,2%	5,9%	13,7%	25,5%	15,7%
	Secondary school teacher	43,5%	6,5%	25,8%	19,4%	4,8%
	University teacher	41,3%	13,0%	28,3%	10,9%	6,5%
	Total	41,5%	8,2%	22,6%	18,9%	8,8%
intimate touching by a person of the opposite sex	Student	47,1%	3,9%	23,5%	13,7%	11,8%
	Secondary school teacher	43,5%	4,8%	29,0%	17,7%	4,8%
	University teacher	45,7%	8,7%	30,4%	10,9%	4,3%
	Total	45,3%	5,7%	27,7%	14,5%	6,9%
psychological violence	Student	47,1%	15,7%	13,7%	13,7%	9,8%
	Secondary school teacher	61,3%	12,9%	19,4%	4,8%	1,6%
	University teacher	65,2%	19,6%	10,9%	4,3%	
	Total	57,9%	15,7%	15,1%	7,5%	3,8%

verbal provocation	Student	51,0%	17,6%	21,6%	3,9%	5,9%
	Secondary school teacher	72,6%	17,7%	9,7%		
	University teacher	80,4%	17,4%	2,2%		
	Total	67,9%	17,6%	11,3%	1,3%	1,9%
being ignored	Student	68,6%	15,7%	9,8%	2,0%	3,9%
	Secondary school teacher	75,8%	19,4%	4,8%		
	University teacher	91,1%	8,9%			
	Total	77,8%	15,2%	5,1%	0,6%	1,3%
being embarassed	Student	54,9%	23,5%	17,6%	2,0%	2,0%
	Secondary school teacher	74,2%	21,0%	3,2%	1,6%	
	University teacher	84,8%	13,0%		2,2%	
	Total	71,1%	19,5%	6,9%	1,9%	0,6%
tongue-lashing, nagging and excessive criticism from my partner	Student	64,7%	21,6%	9,8%	2,0%	2,0%
	Secondary school teacher	69,4%	27,4%	3,2%		
	University teacher	76,6%	23,4%			
	Total	70,0%	24,4%	4,4%	0,6%	0,6%

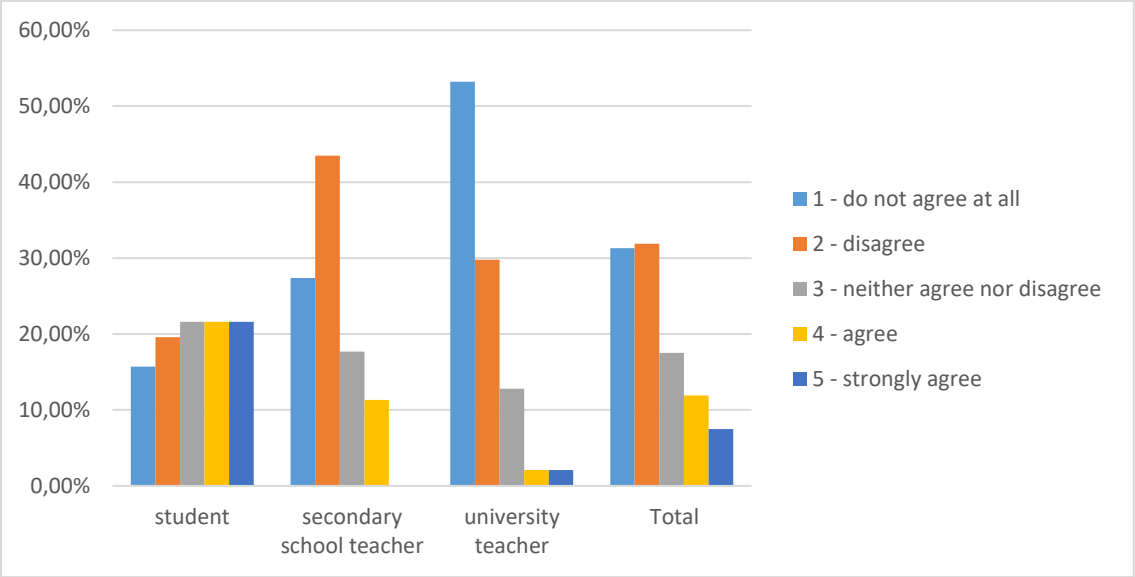
The answers of the three groups of respondents differ very much regarding the perception of men's violence. While most of the university (83 %) and secondary school (71 %) teachers (strongly) disagree that **"the use of physical force is in man's nature"**, the answers of students are very divided (43 % (strongly) disagree, 35 % (strongly) agree and there are many who are undecided (22 %).

Similarly, answers of teachers and students differ regarding the causes of mens violence. Although most of respondents in all groups mostly disagree with the statement **that "a man/boy must use physical force to achieve or maintain his position in society",** strength of the disagreement is much higher among teachers than students, among whom a quarter (26 %) is undecided.

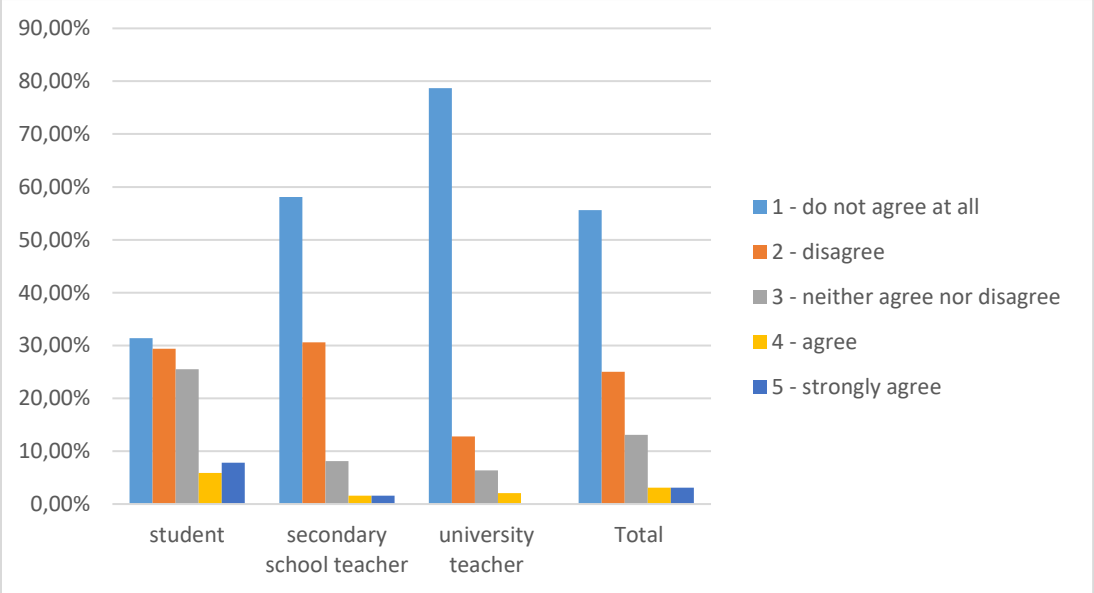
Table 3.11: The use of physical force is in a man's nature

		1 - do not agree at all	2 - disagree	3 - neither agree nor disagree	4 - agree	5 - strongly agree
The use of physical force is in the man's nature.	Student	15,7%	19,6%	21,6%	21,6%	21,6%
	Secondary school teacher	27,4%	43,5%	17,7%	11,3%	
	University teacher	53,2%	29,8%	12,8%	2,1%	2,1%
	Total	31,3%	31,9%	17,5%	11,9%	7,5%
A man/boy must use physical force to achieve or maintain his position in society.	Student	31,4%	29,4%	25,5%	5,9%	7,8%
	Secondary school teacher	58,1%	30,6%	8,1%	1,6%	1,6%
	University teacher	78,7%	12,8%	6,4%	2,1%	
	Total	55,6%	25,0%	13,1%	3,1%	3,1%

Graph 3.12: The use of physical force is in a man's nature



Graph 3.13: A man/boy must use physical force to achieve or maintain his position in society



Great majority of all respondents (98 % teachers and 80 % students) (strongly) disagree with the statement that "**Violence is allowed in a relationship if it leads to a resolution of the conflict"**. However, 14 % students are undecided regarding this statement. Even more students, a quarter of them are undecided regarding the statement: **"In a relationship there is always one weaker person, and he/she has to endure pain and possible humiliation".** While almost all teachers disagree with this statement, among students' disagreement is less prevalent (55 %).

We were interested in opinions about violence of women against me**n** and we found out that most of students either agree (49 %) or is undecided (28 %) regarding the statement **"Women/girls often perpetrate psychological violence against men/boys"**. Among secondary school teachers the most prevalent was undecisive answer (42 %) while among university teachers, a half (49 %) disagrees with the statement, but almost a third (30 %) is undecided.

Our research indicates **high incidence of the use of physical violence in society**. More than a third of our respondents was physically attacked (only 33 % students, 30 % secondary school teachers and 33 % university teachers reports that they were never physically attacked). We didn't find differences between students and teachers, but differences by gender. While as much as 45 % of girls reports that they were never physically attacked only 23 % boys report the same.

Our respondents reported that they were physically assaulted (being hit, pulled by the hair, strongly grabbed, pushed, or baited) mostly by parents (fathers more than mothers), siblings (brothers more than sisters), schoolmates and friends (men more than women).

Table 3.12: Who were people using physical force agains respondents?

	student	secondary school teacher	university teacher	Total
father	29,4%	29,5%	37,0%	31,6%
male classmate	33,3%	23,0%	19,6%	25,3%
mother	19,6%	23,0%	28,3%	23,4%
brother	25,5%	9,8%	8,7%	14,6%
male acquaintance	7,8%	18,0%	10,9%	12,7%
sister	11,8%	9,8%	15,2%	12,0%
male friend	23,5%	4,9%	4,3%	10,8%
unknown man	5,9%	6,6%	17,4%	9,5%
female classmate	7,8%	8,2%	4,3%	7,0%
boyfriend	5,9%	6,6%	8,7%	7,0%
grandmother	7,8%	4,9%	8,7%	7,0%
husband/partner		9,8%		5,6%
female teacher	2,0%	6,6%	6,5%	5,1%
female friend	3,9%	1,6%	2,2%	2,5%
wife/partner		1,6%	2,2%	1,9%
grandfather	2,0%	1,6%	2,2%	1,9%
female acquaintance		4,9%		1,9%

unknown woman		3,3%		1,3%
male teacher		1,6%	2,2%	1,3%
girlfriend	0	0	4,3%	1,3%
police officer			4,3%	1,3%
distant relative		1,6%	2,2%	1,3%
other person (policeman, 3-year-old son)		1,6%	2,2%	1,3%
trainer			2,2%	0,6%

Our respondents also reported on relatively high use of physical force themselves. Less than a third of respondents never physically confronted someone in their lives (hit, baited, pushed away, pulled hair, etc.). The difference among groups of respondents indicates some generational differences (22 % students, 24 % secondary teachers and 44 % university teachers report completely non-violent behaviour). Gender differences are present among students – while 25 % of girls report that they never physically confronted someone, only 17 % of boys report the same. Differences in answers could also be based on different understanding of the "physical confrontation".

4.5.2 MEN ARE EXPECTED TO USE PHYSICAL FORCE TO PROTECT WOMEN

We asked our respondents to consider the following situation:

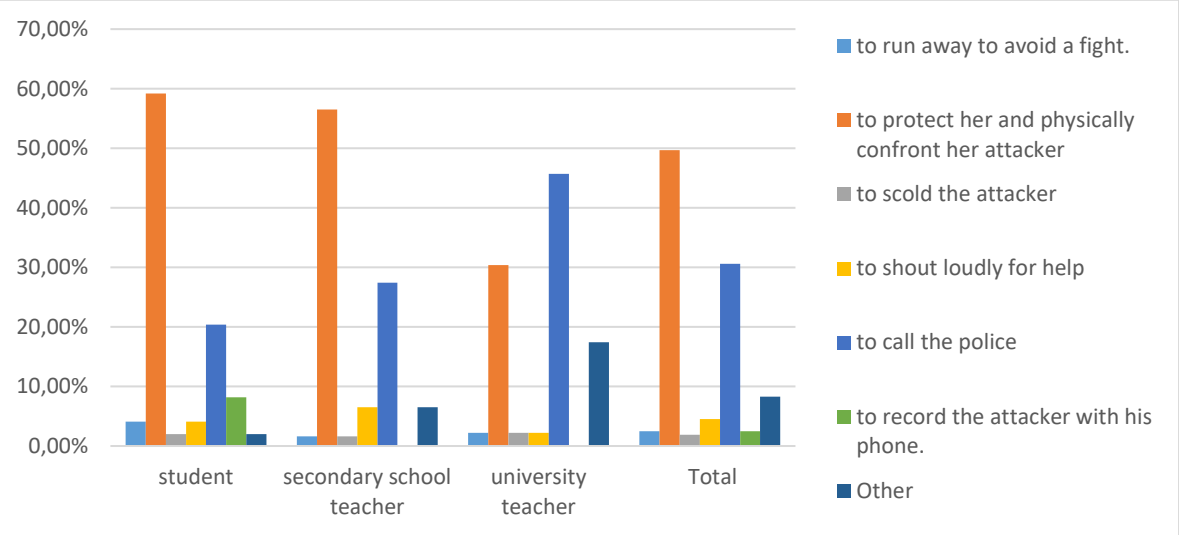
> Petra and Miha are a couple who find themselves in a lonely alley at night. Suddenly, Petra is physically attacked by an unknown man.

Then we asked respondents to estimate what would Petra expect from her boyfriend Miha and to choose out of following Miha's reactions: to run away in order to avoid a fight, to protect her and physically confront her attacker, to scold the attacker, to shout loudly for help, to call the police, to record the attacker with his phone. The most prevalent response was **"To protect her and to physically confront her attacker"**. That was the answer chosen by 50 % respondents (59 % students, 57 % secondary school teachers and 30 % university teachers). The second answer chosen by 31 % respondents (20 % students, 27 % secondary school teachers and 46 % university teachers) was **"to call the police".** Respondens could have given to additional answers, and only one respondent added that "Petra would expect that Miha and her would jointly fight the attacker". Much more boys (72 %) than girls (42 %) estimated that Petra would expect Miha to protect her and to physically confront her attacker, while more girls (26 %) than boys (14 %) estimated that Petra would expect Miha to call the police.

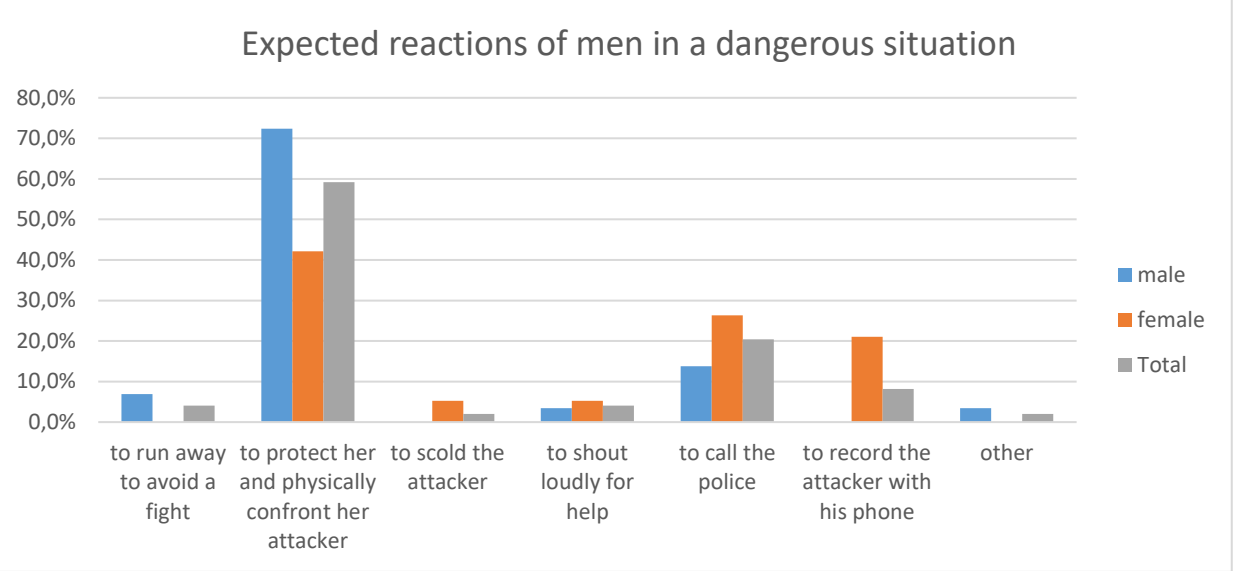
Table 3.13: Expectations of men in dangerous situation

	to run away to avoid a fight.	to protect her and physically confront her attacker	to scold the attacker	to shout loudly for help	to call the police	to record the attacker with his phone.	Other
student	4,1%	59,2%	2,0%	4,1%	20,4%	8,2%	2,0%
secondary school teacher	1,6%	56,5%	1,6%	6,5%	27,4%		6,5%
university teacher	2,2%	30,4%	2,2%	2,2%	45,7%		17,4%
Total	2,5%	49,7%	1,9%	4,5%	30,6%	2,5%	8,3%

Graph 3.14: Expectations of men in dangerous situation



Graph 3.15: Boys' and girls' expectations of men in dangerous situation



4.5.3 PERCEPTIO OF MENS REACTIONS IN A CONFLICT SITUATION

The situation we asked our respondents to consider was the following:

> Simon and Špela are an ordinary couple who are currently fighting. Špela has been reproaching, suspecting, and criticising Simon for an hour.

We asked respondents to estimate what would Simon like to do out of the following: shout and scream, smash some nearby object, disappear from the room, hug a partner, insist on talking, call for help, call his mother, call a friend, hit the partner, cry, get drunk.

Most respondents thought that Simon would most probably like to disappear from the room (43 %), insist on talking (30 %), shout and scream (21 %). It is to be noted that much higher share of students than teachers estimated the following actions as the most probable: shout and scream, smash some nearby object, get drunk. Estimation of the most violent option (hitting the partner) also reveals differences between students and teachers- while 41 % of students estimate that as possible, only 13 % of secondary school teachers and 25 % university teacher estimate it as possible.

4.6 GENDER EQUALITY

In the set of questions about gender equality, we posed six statements and asked the respondents to estimate whether they agree or disagree with them on a five-point scale, from not at all agreeing to completely agreeing.

The first claim says that feminism fights for gender equality. 47% of the students asked do not agree with this, 20 % are undecided, and 33 % agree. Among secondary school teachers, a significantly smaller share disagrees with the statement, i.e., 10 %, 19 % are undecided, and 71 % of respondents agree. Among faculty teachers, the percentage that disagrees with this statement is 13%, 11 % are undecided, and 76 % of respondents agree. The attitude of students, half of whom think that feminism does not fight for gender equality, is worrying. At the same time, this is interesting, because the

perception of feminism and its achievements among the younger generation is understood in a completely different way than the generation that participated in this fight for gender inequality and thanks to feminism experienced firsthand the progress in equality.

The second claim is just a different way of putting the first one: feminists advocate the gradual dominance of women over men. According to rational logic, the answers here should only map the previous answers along the diagonal axis, which partly happened, but not completely. 26 % of the students questioned do not agree with this, 28 % are undecided, and 46 % agree. Among secondary school teachers, a significantly larger share disagrees with the statement, i.e., 55 %, 26 % are undecided, and 19 % of respondents agree. Among faculty teachers, the percentage that disagrees with this statement is 61 %, 30 % are undecided, and 9 % of respondents agree.

The third statement reads: Social gender equality has already been achieved. 22 % of students agree with this, 35 % are undecided, and 43 % believe that the statement is completely true and agree with it. Among secondary school teachers, 73 % do not agree at all, 21 % are undecided, and 7 % agree with this, with nothing completely agreeing. Among university teachers, 78 % disagree with the statement, 18 % are undecided, and 4 % agree with the statement. The fact that it is more prominent among students points to the fact that the issue of gender equality is significantly more regulated according to their experience than in the generations of teachers.

The fourth claim measures the validity of differences between the sexes based on nature: (social) gender equality cannot occur because of the natural differences between men and women. 29 % of students disagree with this statement, 28 % are undecided, and 43 % agree with the statement. Of the secondary school teachers, 40 % of respondents do not agree with this statement, 47 % are undecided, and 13 % agree. 59 % of university teachers disagree with the statement, 28 % are undecided, and 13 % agree.

In this answer, the indeterminacy of secondary school teachers stands out, whose share is almost 50 %, and, of course, the corresponding lack of answers that disagree with the statement.

The fifth claim goes back to feminism: Feminism has played an important role, but now it is becoming harmful. 12 % of students agree with this statement, 28 % are undecided, and 61 % agree with the statement. Of the secondary school teachers, 44 % of respondents disagree with this statement, 29 % are undecided, and 27 % agree. 59 % of university teachers disagree with the statement, 30 % are undecided, and 11 % agree.

The sixth claim also targets feminists: Feminists hate men. 20 % of students agree with this statement, 35 % are undecided, and 45 % agree with the statement. Of the secondary school teachers, 42 % of respondents do not agree with this statement, 42 % are undecided, and 16 % agree. 50 % of university teachers disagree with the statement, 39 % are undecided, and 11 % agree. Students respond more in line with prevailing beliefs or stereotypes, while university teachers respond with more experience.

We asked respondents to exspress their attitudes regarding the following:

"Women in Slovenia are taking leading positions in politics and the economy. Many of them declare this acquisition to be a great gain for the entire society."

33 % of students, 70 % of secondary school teachers and 84 % of university teachers responded with "I am happy about this (since social equality between men and women is still far from being achieved"). Fear (because women are actually going on an attack with which they would like to dominate men) was expressed by 16 % of students, 5 % of high school teachers and 2 % of university teachers. This process annoys 27 % of students, 5 % of high school teachers and 4 % of university teachers (because these women brag too much and really only think about their careers). 4 % of students and 0 middle school and university teachers are horrified (because there is less and less space for men) by this process. 20 % of students, 20 % of secondary school teachers and 9 % of university teachers believe that, in the face of such claims, even leading men should publicly emphasize that they are in positions like men. The results show that teachers of both categories express joy and support for this process in a relatively high proportion of 70 and 82 %, while students express fear and anger in a high proportion, a total of 43 %.

5 EMPATH FOCUS GROUP ANALYSES

The EMPATH focus groups were conducted between February and April 2023. The focus groups were formed using the principle of purposive sampling to gain insights from students, secondary school teachers, and university teachers as the critical stakeholders of the project.
We conducted three focus groups with secondary school students. However, of the 29 student participants, only 2 were women and the others were men. We also conducted three focus groups with secondary school teachers. A total of 32 secondary school teachers participated, but only 4 of them were men and the others were women. We conducted four focus group interviews with university teachers. Of 29 university teachers, 7 were men and 22 were women.
The interviews were conducted online using the Zoom platform. All participants were required to give verbal and written consent and had the option to stop the interview at any time. The interviews were recorded and later transcribed. At this stage, the identities of the interviewees were also anonymized. The names of the interviewees were given a code that summarised their status (student - S, secondary school teacher - ST, university teacher - UT), the focus group number (from 1-3 for S and ST, and from 1-4 for UT), and the number of the interviewee in each group.
The transcripts were then analysed with Maxqda 22 using a combination of deductive and inductive coding, with six main categories corresponding to the dimensions of toxic masculinities as defined in the CMNI questionnaire and adapted for our survey, namely: social gender roles in the private and public spheres, sexuality, self-sufficiency; emotional control, violence, and gender equality.
In the following we present key findings from our analyses for each dimension, and relevant quotes from the interviews.

5.1 SOCIAL ROLES OF GENDER IN THE PRIVATE AND PUBLIC SPHERE

	Students	**Secondary school teachers**	**Univeristy teachers**
Breadwinner	Students indicated that they do not really mind if a woman earns more, but they mentioned the problem of societal expectations that might make them a little uncomfortable. Some students admit that it would bother them that such a man would be perceived as a "doormat" in society. In one case, the respondent directly says that a man is responsible for earning money and a woman is responsible for sexuality and such things. Some students pointed out that some women also do not want to be with a man who earns less.	Secondary school teachers are critical of the traditional division of roles between the sexes, although they recognize its persistence. Some point out that this can be a problem for some men, and they mention critically the consequences of the idea of the breadwinner and the importance of money maker for the partnership relationship. Some point out that some women also do not want to be with a man who earns less.	University teachers are also critical of the traditional division of roles between the sexes, although they recognize its persistence. Some point out that this can be a problem for some men, and they mention critically the consequences of the idea of the breadwinner and the importance of money maker for the partnership relationship. Some point out that some women also do not want to be with a man who earns less.
Quotes	*I also think that would be fine, but I personally think that this is more difficult to realise, because a woman would not want to be with a man who makes less money than she does. (S2.6)* *It is usually expected that a man earns more than a woman. If a man earns less*	*It is clear that this is socially and culturally conditioned and that men in first world countries are actually expected to still be the breadwinners and so on. (ST1.5)*	*Yes, maybe I can add something too. I would be proud of myself if I earned more than my partner. I am speaking from a woman's position, so I do not see a problem with that either. What is really important is what you can contribute to the joint household. But I would agree with what (previous respondent) says that the problem here is not just only on the men's side, that they can feel inferior and*

	than a woman, the man is a doormat (S3.3)		*have inferiority complexes because they earn less than women, I have also already talked to women who said and clearly expressed that they could not have a partner who earns less than them. So it is not something that is so self-evident that it is not a problem. I would dare to say that it is a problem in many minds. (UT 2.7)*
Priority of paid-work		Men prioritize paid work, which serves as a reason why they do not devote themselves to unpaid work at home	A discussion of social attitudes towards women who are good at their jobs, earn more, are careerist, – negatively perceived in society; critique to prioritize career, over children, family, household.
Quotes		*It does not apply to all men, but one such typical family. Mom is overworked, dad comes home tired from work, he can't do anything. Mom asks for a little help, but the father is too tired - because he was busy at work. (ST4)*	*Moderator: Okay. So if society can think of a man who earns less in a relationship as inferior, what might society think of a woman who earns more in that relationship? – A: Yes, even the average individual in society would probably think that this woman is unusual. My feeling is that the average person would think that - one classic stereotype is - that she somehow manly, and that this woman prioritizes career, over children, family, household. Maybe someone would say that such a woman is not feminine enough and should behave differently, that this is*

			something bad. I imagine that someone else would think that. (UT, 3.3) *I absolutely agree with what my colleague said. It absolutely seems to me that such a woman would be characterized as a careerist who neglects family life, that it might not be rare for her to be conceived in this sense as inferior. Because the perception would be that she prioritizes career. (UT, 3.6)*
Unpaid work	/	Teachers were critical to the fact that unpaid work generally rests on women's shoulders, in part because of the notion of men's primary role as breadwinners.	Teachers were critical to the fact that unpaid work generally rests on women's shoulders, in part because of the notion of men's primary role as breadwinners.
Quotes	/	*Socially, mothers are expected to do more (op. unpaid work) and we take on more responsibility, but then you realize a little and it is no longer heard from your partner, because it's taken for granted that you do it. (ST, 3.4)*	*I think we are absolutely not talking enough about emotional labor. It's invisible work, care work, after the emotional work that women do is completely ignored. Research shows that women do a lot of emotional labor. So when the man comes home, somehow all the emotions pour out on the woman and vice versa is very difficult, they are not ready to take over the emotional work of and there is extra work for the women, unpaid of course.*

Fatherhood	For some students, the important role of the man when it comes to children is that of the breadwinner.	Societal expectations of parenthood are directed more toward mothers than fathers. A good example of fathers' expectations is given in a pediatricians' communication with the mother (angry, reproaching her) vs. the father (calm; respectful).	/
Quotes	*I would honestly say that my ego would hurt a little bit because I am the type of person that in a relationship has to be the one to support us, especialy when there are children. Maybe it would hurt a little bit, but not that much. (S1.1)*	*I come from a medical profession, because I have a medical background, and I remember working in a clinical center for pediatric surgery, and whenever the mother of a child brought the child with constipation, so that he needed a clistir because he ate such foods and the sweets themselves, we scolded the mother and blame her for what kind of food she gave to her children. If I may say so, we used to get very angry with the mother about what kind of food she was giving the child and so on. Basically, we would attack her very much. But every now and then, when the father would come and bring the child for the same reason, it never looked like we were attacking the mother. We would sit down with the father and say, "Sir, look, you can give the child different*	

		food, more vegetables, more cabbage." And I thought it was terrible even then that we were attacking the mother but not even bothering the father and how he did not understand. That bothered me even then, but anyway, certain things have changed, but the stereotype still exists. To that question, I would like to say that I am thinking more about how these things might change, because in my opinion, it is slow going, because so many years ago I was working in health care, now I have been working in education for very many years, and so... I have concerns. (ST 1.2)	
Status			In the context of occupations, status is higher in occupations where more men are represented. Conversely, the status is lower in professions where women are mainly represented.
Quotes			*Yes, not only that when a profession is feminized, it is recognized in terms of salaries, but also in terms of social evaluation. Let's say teachers, it used to be a highly respected profession reserved for gentlemen, but now teachers are more or less the latter, and they*

			occupy a very important social role, because they educate children for what our world will be like. (UT1.3)
Risk-taking	Risk-taking is perceived in the natural division of gender roles; a student perceives gender equality as one (i.e., the man) going to war and the other (the woman) staying home because the genders are intended for different roles.		
Quotes	*In my opinion, gender equality has already been achieved. Gender equality also means that most men will go to war and women will stay at home. That's equality to me. Because one is for one, the other is for the other. It's about equality, some sort of balance on the scales. (S3.4)*		
Competitiveness, winning, dominanc	Competitive thinking emerges in some students in the context of earnings, - it would not suit them if a woman could do something better. The students see winning and dominating over women as an important role for men. One of the students also relates income to roles in sexuality - men are more	They recognize that if a man have a lower salary, he would feel defeated.	Criticism of raising boys in a competitive spirit and girls in a more conciliatory, mediating spirit; men are more competitive.

	dominant because this is also the case in the work sphere - they have a higher income. The students see winning and dominating over women as an important role for men. One of the students also relates income to roles in sexuality - men are more dominant because this is also the case in the work sphere - they have a higher income.		
Quotes	*I'm the type of person that I'm the one who financially... Oh, how can I argue this. Well, my ego would be hurt because I would have the feeling that she is a little better at something. I don't know, I'd mostly like to be the one with the better salary by default. (S1.1)*	*The man sees himself to a greater extent as the material provider for the family, which means a big responsibility for him. I think that things have already changed a lot today, to look at it more pragmatically, but to what extent these changes have taken place is hard to say. How many men feel like losers because a woman has a high salary is hard to say. (ST3.2)*	*Because even with young boys it is emphasized that they think more of their success and advancement, of competition, which develops less the ability to communicate and resolve conflicts, while girls are taught again and again the role of democratic mediation and the calming of passions (UT1.3)*

5.2 SEXUALITY

	Students	Secondary school teachers	University teachers
Sexuality as a means to an end	Women's sexuality as a means to an end		Critique of instrumentalizing rape in wars
	On getting a raise: *yes, only if she seduces him (S 2.4)* *Yes, I agree. If a woman cheats, it's a little bit different, because usually a man cheats because the woman hasn't given him much, how should I say it... she hasn't satisfied him. Most of the time, if a man cheats, something is not right in bed. But when a woman cheats, she cheats because she wants to prove something, that some other guy wants her or something like that (S 2.11).*		*I agree that rape in war is very indicative of these relations of ownership in terms of how a woman is the property of a certain man but also of a certain nation. Therefore, rape in war affects not only individual women but also the men to whom these women belong. It is a strategy of war rooted in these gender roles (UT 1.4).*
Gender roles in sexuality	Man as dominant in initiating sex, even though it is the woman who decides; sexual roles linked to dominance in other spheres	Critical of the double standards in the treatment of men's and women's sexual activities as mothers and fathers	Critical of the objectification of women; critical of the double standards of men's and women's sexual activities as mothers and fathers; the problem of gendered representations of sexuality in the media, pornography

	the man is usually dominant, unless it's a weird relationship. [everyone laughs] (S 2.1) *I would say that the woman has a bigger role to play in terms of sexual satisfaction, and the man in terms of income and taking care of the family, something like that (S 2.7).* *My opinion is this. It seems to me that it's the guys who always have to be the ones to make the first step. But, I have come up with an idea that I am going to implement. In short, I am now in a relationship, two years after March. And I'm thinking of doing an experiment, that I'm not going to do anything, I'm not going to give even once a sign that I want sexual intercourse. I'm just, to put it in my own words, I'm going to be on the arm all this time and I'm not going to give any sign during the weekends, so I'm going to see if she wants to have intercourse. That's how long I'll wait. (S 1.1)* *A woman submits to a man in sexual intercourse. (S 2.1)* *I don't know, I would say that in many cases the man is more dominant than the*	*Yes, I think it still is. If we take the situation of a marriage with children and it is the woman who cheats, it seems to me that she will be much more condemned than the man (ST 3.1).* *Especially if the woman is the mother, that if she breaks up the family it's totally unacceptable. (ST 3.4)*	*The man has nothing, he has done nothing wrong. The mother is guilty, and it is the worst offence if the children are in the game because you cannot leave the family. It seems to me that it is not even so much about the children. Whereas if it's a man and he has children and an established family it's usually perceived that he hasn't been happy and he's treated in a different way and there's less of a dismissive social response. (UT 1.3)* *What we actually started with, it seems to me, is mainly attributed to the woman as a mother and the man as a dad. A woman who is also a mother will, I think, get an extra helping if cheating. Because she has put the basic unit, at risk, she is a bad mother... these are the stereotypes that I think would be emerging. Because she has broken up a certain family harmony, even though in this environment we know that it is better not to persist in such relationships and that, in its own way, it is also an example to the child that you know how to leave. But above all, it seems to me that cases of infidelity are looked at from a different perspective when men and women become parents (UT 3.3).*

	woman, if there is any. Because in many cases, if you look at it by income, the man has more income than the woman and in that respect ... (S 3.1)		*... somehow woman has been treated throughout history and in general as an object, and man as a subject. And in a relationship, if a man cheats, society accepts it better than if a woman cheats. For example, if a man has several women or several wives it's quite normal for society, he's even cool and a dude. Whereas, on the other hand if a woman cheats, there is something wrong with her. So, she should always have this role of being at home, waiting for the man, etc. But of course, it depends on culture, religion and other factors, there are a whole bunch of them. I absolutely disagree with that, to me they are both just individuals. It is society that again stereotypes what a woman can do and what a man can do. (UT 3.1)* *Yeah, I think it shows when we talk about cases like that. That gender norms and traditional gender roles are also tied to this. (UT 3.3)* *Maybe just that historically we have these long processes of sexualization of the male body and desexualisation of the female body, but at the same time the sexualization of the woman as an object in*

			music videos and things like that, there's a huge amount of that. It seems to me that women, in particular, are put in an interesting situation. On the one hand, the messages are in the direction of desexualisation - men are the ones who can't control themselves, but on the other hand, this pressure to sexualize, starting with all the Kardashians and the purely physical elements of sexualization of the body, puts them under pressure (UT 2.6). *We still see that our young people have a huge accessibility to pornography, and this is not something that can be overlooked. Analyses of pornography have shown the full extent of this subjugation of the female libido to the male libido, which then directly influences how I perceive myself in the area of sexuality, and these are the images that adolescents grow up with and take into their intimate spheres and bedrooms, and they also influence their behavior. (UT 2.7)* *What I would say here is that it would definitely be necessary to introduce this content, because, as XX said, there are thousands of opportunities, as in the Iliad and the Odyssey, we already have Helen,*

			who is kidnapped by Paris. We can have an example here of how a woman is stereotyped as passive. This is already an opportunity to reflect on a social construct, so there are thousands of such opportunities throughout art, history, literary history. However, I would like to add here that this is a slippery slope, because if we just open the Internet or if we just look at this self-help literature, there is a lot of this stuff. The problem is that it is stereotyped, and if we do not solve the problem there, and if teachers in primary and secondary schools just reproduce stereotypes and attitudes, so the man is active, the woman is passive. Yes, by all means, talk about these subjects, but the question is also how, so that it is not then again this reproduction of the prevailing stereotypes. So this is a terribly difficult task, and there definitely has to be a professional background. (UT 2.6) *What we were positively surprised by is that the students said that they have or get some technical knowledge about STIs, what they don't get is a talk about partner relationships, love and these things interest them. As XX said, these are topics*

			that should enter the school space in some way and there is also an expectation on the part of the students. (UT 2.6)
Playboy culture	They recognise that attitudes towards cheating are gendered; the reasons for cheating are also gendered - emotionality in women, urges in men	Critical of the gendered views on cheating; recognising the impact of concepts of femininity and masculinity on the unequal treatment of men's and women's sexual activities - emotionality in women, urges in men	Critical of the gendered views on cheating; recognising the impact of concepts of femininity and masculinity on the unequal treatment of men's and women's sexual activities - emotionality in women, urges in men
	I feel the same way, but it seems to me that if a man cheats, it's like "this one's badass, this one's got babes". But if the babe cheats, it's so different, it's not so good for the babe. (S 2.6) *Yeah, I agree with that. If a woman cheats, it's a little bit different, because usually a man cheats because the woman didn't give him much, how should I say it... she didn't satisfy him. Most of the time, if a man cheats, something in the bed is not right. But when a woman cheats, she cheats because she wants to prove something, that some other guy wants her or something like that (S 2.11).* *I would say that maybe people think that the concept that the key that opens every*	*But it seems to me, in the sense of acceptance, that it is not perceived equally in society, because women are supposed to perceive everything more emotionally, and men maybe a little more physically. And so, I think that maybe in society - which is not right, of course - I think that is why sometimes it comes to the point that sometimes it is perceived as not being equal. (ST 2.7)* *But it is true that in society it is more acceptable for a man to cheat because he is portrayed as some macho guy who can conquer all, whereas a woman, as my colleague said, is portrayed as a slut. (ST 1.1)*	*I would very much agree with what XX said, that this is really about perpetuating the constructs of femininity and masculinity, according to which the man is a sexual being and the woman is an emotional and feeling being. And I think that these constructs are then the basis of stereotypes that it is not the same if men cheat or women cheat. (UT 3.4)* *But I imagine that in society someone would have a different interpretation that things are worse if it's a woman than if it's a man who does it. Probably by explaining that he needed to satisfy some need. (UT 2.3)* *But at the same time, I would point out that with this statement... sometimes I think*

	lock is good, but the lock that every key opens is a bad lock. (S 1.3) *but it seems to me that it is the other way around. Women are more attached to the guy and because they cheat, well, I can't find the word... men cheat more so they can say they get it. I find that he's not so much attached to the woman he's having sex with as the woman who's having sex with a man, she's more attached and then sometimes there's a little bit of a difference. (S 2.1)*	*I think it's very simple that men find it more excusable because it's a more physical act and maybe it doesn't have that much to do with emotions. We can't say it off the top of our head, but if we generalize it is possible from that point of view. Whereas for women, for example, it is supposed to be more a thing of emotion, a more emotional act (ST 2.7).*	*there is a distinction that women cheat with their hearts and men cheat out of lust, and so you have a different evaluation of these things. Of course, this is totally unacceptable, from my point of view. Men are seen as unrestrained creatures who simply have no self-control. But when emotions are in play, when a woman cheats if her emotional needs are not addressed, it is a deeper, more complex problem and not so easy to forgive, to address and to solve. (UT 3.3)* *From this point of view, there is something of an unequal relationship here, because it is just that a man can afford to cheat because he has such a sex drive, but there is something wrong with one woman because one man is not enough for her. (UT 1.5)* *Or this biological masculinity. You're cool on the one hand, but on the other hand it really seems to me that men often appeal to a natural need. They justify it in terms of biology, more than women do. (UT 1.1)*
Sexual violence	Sexual violence as bad but inevitable because of the physical superiority of men; gender blindness when it comes to rape		Drawing attention to the problem of sexual violence rooted in traditional conceptions of masculinity and femininity; the problem

			of pornography, media representations of sexuality, masculinity, and femininity
	women are more likely to be raped yes, because they are also the weaker link (S 3.5). *Moderator: would you say that there is gender equality here or not? Have we achieved gender equality at this level?* *Yes, we will never be able to achieve it here either. Because women are weaker and a woman will not be able to really beat a man. There are examples, but it is difficult that they will. Where the world is going, I think they will, but yes. As for rape, we don't even need gender equality, we need to get rid of it. Gender equality is not important here at all. But it is something that needs to be resolved. As for psychological violence, that also needs to be addressed. (S 3.4)*		*Since I deal specifically with violence and murder, the most common rationalization of intimate partner homicide in society is that it is therefore justified within the context of the woman cheating on the man. This judging of a woman for cheating is still very very strong, I dare say that the stereotypes around it are being loosened, but it is still seen that it is not equally understood or equally tolerated if it is the man who cheats or leaves. (UT 2.7)* *Definitely. In general, these sexual roles, as much as we are trying to overcome them on the one hand, on the other hand, we still have very much, if we look at popular culture, which is also accessible to young people, still in a large proportion some stereotypical notions. Even what you can afford to do in terms of transgressing boundaries. The male is still this very strong, no means yes, the woman will relent at one point... Certainly area sexual roles is very very strong. When we work with young people, for example, I talk to them in grammar schools on this subject of*

			relationships and so on, we talk about this equality precisely in the area of sexuality and how they have to filter the messages they get, this issue of libidinal investment. We still see that our young people have enormous access to pornography, and this is not something that we can overlook. Analyses of pornography have shown the full extent of this subordination of the female libido to the male libido, which then directly affects how I perceive myself in the area of sexuality, and these are the images that adolescents grow up with and take into their intimate spheres and their bedrooms, and they also affect their behavior. This is then where this sexual violence that happens between young people who know each other is manifested. Often this is due to the fact that these are not some pathological individuals who are sexual predators, but simply that young men see themselves as dominant and that at certain points they can also go beyond the limit that is shown to them. A lot of times girls don't understand from that position because they feel that they have to submit in those situations (UT 2.7).

			I agree that rape in war is very indicative of these relations of ownership in terms of how a woman is the property of a certain man but also of a certain nation. Therefore, rape in war affects not only individual women but also the men to whom these women belong (UT 1.4)

5.3 SELF-SUFFICIENCY

	Students	**High-school teachers**	**University teachers**
Attitudes towards communication, seeking help	Everyone stresses the importance of talking when there are conflicts in the relationship; they experience girls as more communicative, more talkative.	All of them stress the importance of talking when there are conflicts in the relationship; men are perceived as more withdrawn, less inclined to communicate; different experiences with boys; as a rule,	Everyone stresses the importance of talking when conflicts arise in relation.

		girls are more likely to seek help from the school's professional staff.	
	I think they talk more about these problems with their girlfriends, and they know what they want to say in certain situations, whereas men just let things develop as they are and then suddenly there's an argument. At least I don't know what to say and then yes... (S2.1) *I would say here that certainly a woman in most cases. Because men are taught from a young age not to express their emotions, they make themselves strong even if something is wrong in the relationship. Usually, it is the woman who will be the first to say (S1.10).*	*I mean, again depends on the initial state of the relationship, but it's often the case that it's in men to pull away and not want to initiate first. (ST3.1)* *Guys rarely express themselves or write that they would want to meet. Boys are usually the ones who are asked by teachers or class teachers to see the school counsellor as a punishment. Girls, on the other hand, are the ones who express their wish to and need, in my opinion. (ST1.6)*	*But it's true that men tend to withdraw, I don't know if it's a stereotype or it is only my opinion, or do I have a glimpse of just the kind of men who walk away, and the woman goes after them. Two such stereotypes. (UT1.1)*
Self-reliance	About someone getting seriously ill... they often keep it to themselves; the worse it gets, the more they rely on themselves.		
	No, I wouldn't, I don't talk to my family about that (S2.6). *aaam, I wouldn't tell anyone. (S2.5)* *Probably to a small circle, to people I trust. Otherwise, probably not. Very difficult for a third party. (S1.10)*		*I would continue with the male and female roles, that they are still there, that men are silent in their roles, that they cannot communicate, they move away faster, they do not seek help. With these male roles, from childhood, how men process emotions and how they solve problems,*

	Depends on how much distress I am in. If it's not a big deal, I wouldn't bother other people about it. If it's a bit worse, I would certainly tell my friends. If it was too bad, I wouldn't, I would keep it to myself. (S1.?)		*which is different, and how women are brought up to be able to solve problems, they are taught that it is more acceptable for women to find help. This attitude, the difference between the sexes in terms of seeking help, whether professional or otherwise. (UT1.2)*
Attitudes towards professional assistance	Avoiding doctors and professional help is boy thing; they tolerate the help, but somehow don't for themselves, for others.	They would seek a professional help.	They would seek professional help. Support from friends, family
	I don't know. I don't like going to the doctor. We try to work things out for ourselves. (D1.?) *I'll say that if you were so low mentally that you were tearing up, okay, yeah, whatever. But before you do that, talk to someone you trust. If it really got to the point where you didn't know yourself anymore, that you were tearing up, then yeah, you would. (S1.1)* *Personally, yes. I have my principles, I don't take medication and I don't like doctors either, all that. If there is something, if I can, I try to solve the problem without medication or without help, I try to solve the problem myself. If it's*		*The other step would be to seek professional help immediately, that this is some option, that this is some third external distance that can objectively look at things, because interpersonal relationships are very complex situations and issues.* *(UT2.1)*

	a really bad problem, if it's not working, if there are mental problems, even if it's critical to solve, a health problem, I could do it for my own betterment, but also for other people's betterment (S3.4). *But to see a psychiatrist or something like that, that's rarer, I doubt it. (S1.3)* *I don't know. When one of mine was hospitalized, I didn't seek professional help, but I processed my problems with my family and by talking. Otherwise, I processed a lot of things myself. (S2.1)* *I agree because I personally don't take tablets when I am ill. Your body must work through it and that, it eases itself so that it goes over easier, otherwise the body works through it anyway. The other thing is that for psychological help, even if you are determined not to go and it hits you, if you are determined in your head that you are going to get over something, you don't need these psychologists, in my opinion. If you are so mentally unstable, and if it doesn't work out, you just get help. (S3.1)*		

5.4 EMOTIONAL CONTROL

	Students	Secondary school teachers	University teachers
Dealing with conflict situations	Generally, they support resolving conflicts through conversations; for some, reactions are conditioned by the behaviour of the partner - women who nag	Conflicts are more difficult for men because they require verbalization; the pragmatism of men	The emotional incompetence of men, boys who are not brought up for it; shifting emotional burdens to women
	it seems to me that sometimes guys say that they won't bother, because women make a big deal out of something. (S3.7) *I think that quarrels should be resolved as soon as possible so that they do not accumulate. Otherwise, there will be serious problems, some kind of physical conflict. That is an extreme situation, and whoever is the initiator of this, is probably not exactly, yeah … (S2.1)* *it seems to me that men react more from a rational place, while women think more emotionally, and in this way bigger conflicts can arise. (S2.1)*	*I think it's both. We tackle some things with a bit more difficulty, we are a little less skilled, and another thing is that we are satisfied with a certain situation a little sooner. We simplify everything a bit and it suits us. The rest means more effort. (ST3.2)*	*Men are brought up to put all this emotional baggage on the women in their lives, and the women feel that she was accepted into his circle and he trusted me, but in reality it's a shifting of the emotional burden, and I think that in men it's about the inability of emotional reflection. The interpretation is then that if there are strong, negative emotions, that this is something that is wrong and they have either retreat or rage and expression through anger. (UT1.6)* *Because also with young boys it is emphasized that they think more about their own success and advancement, competition, which does not develop so much the ability to communicate and resolve conflicts, while girls are more often taught the role of democratic*

			mediation and calming passions, I think this is often transferred to the relationship. Reactions are also conditioned by the same patterns. (UT1.3) *I would continue with the masculine and feminine roles, that they are still there, that the men in the role are silent, that they don't know how to communicate, they withdraw faster, they don't seek help. With these masculine roles since childhood, how men process emotions and how they solve problems that are different and how women are raised to solve problems, to discuss, that it is more acceptable for women to find help. (UT1.2)*
Rationality/emotionality	In various cases, emotionality is identified as a domain of women, rationality as the domain of men	/	
	Men are more rational and women are more emotional and they would be more about how they feel rather than their true thinking. (about women presidents vs. men presidents) (S3.6)	/	

	It is true, what has been said, that women can be much more emotional and react too quickly and without thinking. (S3.7)		
Hiding emotions	The greater the distress, the more hidden the emotions; they recognize that they are raised not to cry, to be tough	Boys don't cry; the harder it is, the more hidden the emotions; this is recognised by men and women in focus groups	Men are raised to hide their emotions
	It depends on how much distress I'm in. If it's nothing serious, I wouldn't burden others with it. If it's a little worse, I would definitely tell my friends. If it was too bad, I wouldn't, I would keep it for myself. (S1.?) *I would say here that it is certainly the woman in most cases. Because men are taught from a young age not to express their emotions, they act tough, even when something is wrong in the relationship. Usually the woman will be the first to say something. (S1.10)* *Certainly, yes. As men, we are raised from a young age not to cry because you are a boy or a girl. (S1.10)*	*It definitely seems to me that this is some trait, that you are steel when you have to be, and that you don't show it on the outside. (ST3.6)* *I would say, based on my own feeling, that because of this stigma and the imperative not to cry, it is more difficult for men to actually say how they feel. (ST3.3)* *I may have noticed sometimes in life that it is more difficult for men to get to the point where they really talk about themselves and their emotions, especially the more difficult ones. (ST3.3)* *At least in my generation of masculinity there was certainly this uprightness and unaffectedness and that you don't show*	*I would continue with the masculine and feminine roles, that they are still there, that the men in the role are silent, that they don't know how to communicate, they withdraw faster, they don't seek help. With these masculine roles since childhood, how men process emotions and how they solve problems that are different and how women are raised to solve problems, to discuss, that it is more acceptable for women to find help. (UT1.2)* *One colleague has a good term "emotionally constipated" and completely suppressed. And they want to present themselves as an island, when in reality they often need women*

		your affectedness in this way – boys don't cry. This idea of masculinity is still characteristic of my generation and it can be seen when we are faced with extreme situations that men react differently. Of course, what the inner experience is like is another matter, but on the outside, you can react in a different way, not to show that you are hurt, like a woman. I think this is still quite alive. (ST3.2)	*and emotional support more than a woman herself. (UT1.6)*
Anger	Rarely mentioned in focus groups, indirectly, expressed verbally	/	Anger as the only acceptable emotion for men, which can escalate into violence
	tell her to go to hell, simply put. I know from my own situation, when she does not stop yacking, you just tell her to go somewhere. That's it. She gets on your nerves so much, and she doesn't stop, you have no choice. You tell her to go somewhere. (S2.5)	/	*But men are brought up to put all this emotional baggage on the women in their lives, and the women feel that she was accepted into his circle and he trusted me, but in reality it's a shifting of the emotional burden, and I think that in men it's about the inability of emotional reflection. The interpretation is then that if there are strong, negative emotions, that this is something that is wrong and they have either retreat or rage and expression through anger. (UT1.6)*

			I think we have already partially addressed it. Yes, of course men are more likely to become violent, I think that's what all the statistics say. I think it's the inability to deal with one's own emotions and that the only acceptable way of dealing with the emotions they got from the environment is anger. So, that this is the only truly masculine emotion. In such situations, when they can't manage, that this is the default. (UT1.6)

5.5 VIOLENCE

	Students	**Secondary school teachers**	**University teachers**
Justification of violence against women, gender-based violence	Most participants are against physical violence in principle; A few mention that violence is justified when a woman strikes first; »equal rights equal fights«; For some, non-violence is a key feature of masculinity.	Most of participants see violence against women as a problem of masculinity. In one focus group violence against women was seen as a problem of personality rather than gender; One group points out that women can be violent too.	Critical and more sophisticated approach to issues of violence against women, masculinity and violence; Topic raised: violence and the objectification of women, women as property - the case of rape during wars; recognition of the importance of social power in violence; justification of violence

	One student recognises that both victims and perpetrators of violence are most often men.		against women by women's guilt; social roles and sexual violence
	I know one such person, but it is not me. No chance, if I ever hit a woman in my life, I'll just hang myself, no joke. But yeah, I know one like that, but that's far from being the right response to a situation like that anyway. (S1.1) *A real man fights his demons. So, no. (S1.3)* *I also agree that violence is never okay and should never be done in such a situation. But as said before, in self-defense yes it can if it gets to that extent. But to have an argument and you hit her, there's no chance of that. (S1.?)* *I am of the same opinion that physical violence is not justified and you cannot help hitting a woman. I wouldn't do it if I were you (S1.9).*	*I understand these kinds of questions, but I think they can reinforce beliefs that we women are not violent. I think that we are all human beings first, no matter what gender we are, and that we can all be violent. Now it's just a difference of what society tells us in terms of our biological sex, what is appropriate for my form of violence (ST1.8).* *I wouldn't really generalise to gender here. I also think that if the situation was reversed and a man was reproaching a woman the situations could be from white to black. It doesn't matter the gender (ST2.11).*	*Maybe even as prey. I do a bit of work on sexual violence in wars, and it is really widespread and normal for some groups in wars, rape and other forms of sexual violence (UT1.1).* *Now that we are full of femicides, it is always "yes, let's have more safe houses, psychosocial recovery programmes". I mean okay, it's good to have programmes for survivors of violence but who is going to deal with the primary problem, which is why men are violent. (UT1.5)* *Because I myself deal specifically with violence and murder, the most common rationalization of intimate partner homicide in society… they are looking for justifications within the fact that the woman cheated on the man. (UT2.7)* *One is that part of cheating, but the other part is that the woman is oppressed, that they are talking too much,, that she didn't want to do something in private. These are mainly the justifications that violent*

			men use and the justifications that we use to rationalize in society. (UT2.7) *In relation to male violence, I would perhaps point out that it is very important to project blame on the victim - because the woman is like that, she encourages the violence. (UT3.4)* *This is then where this sexual violence that happens between young people who know each other is manifested. A lot of times it's because it's not some pathological individuals who are sexual predators, but it's simply that young men see themselves as dominant, and at some points they may even go beyond the limit that is shown to them. A lot of times girls don't understand that because they feel that they have to submit in those situations (UT2.7).*
Violence as a way of solving problems	Individualising reasons - depending on the person, not the gender; less violence as men become feminised	Mens violence is recognised as a way of resolving conflict - a last resort linked to feelings of powerlessness.	Resorting to violence to solve problems
	Every man reacts differently. If for three hours one person was constantly doing that [shows pinching on head], it's a problem. One would solve it by shouting	*To feel that helplessness, that the only way to validate his is to resolve it in this way, through violence. In this way he shows his strength. (ST3.4)*	*I think we have already addressed part of it. Yes, of course men are more likely to become violent, I think all the statistics say that. I think it is the inability to deal*

	or even by physical violence, although personally I think that there is less and less of physical violence. Men today's role,.. so to speak, are becoming feminised. (S3.4)		*with their own emotions and that the only acceptable way of dealing with emotions that they get from the environment is anger. So that is the only really masculine emotion. In situations like this, when they don't find themselves, it's default. (UT1.6)*
Physical power	Gender violence as a result of women being weaker; physical superiority as a reason for not using violence	Physical power as an alternative to other forms of power.	Physical power as an alternative to other forms of power.
	I find it quite inexcusable to just chop a girl up like that. You can knock her out with one punch and make her fall down. No, I don't think it's OK to just chop her if she cracks you once. (S2.2)	*I don't know, probably because of some frustrations that have been building up for years. Violence is usually a sign of weakness. When you don't know how to react, then you hit. (ST2.4)*	*And men are likely to fail, especially if they are inhibited, in front of someone who is extremely verbally capable, and somehow women are supposed to be more communicative and verbally capable. Then the reaction is physical violence (UT1.1).*
	Educational slap or violence is not the same for me, personal opinion (S3.4).		

5.6 GENDER EQUALITY

	Students	**Teatchers HS**	**Teatchers UNI**
Equality/inequality, feminism	As a rule, opinions that it has already been achieved. Among the reasons: skills, natural qualities (emotionality W, rationality M); physical strength	Mixed views, some teachers believe that gender equality has already been achieved; some of them think that feminism is unnecessary, it has a negative connotation. Still others are of the opinion that the criticisms of feminism are planned political discrediting (see below).	Most often, attention is drawn to the politicization of feminism and the need to continue the feminist struggle. There is a need to clarify what feminism is and what it is not. In one case, the respondent does not describe herself as a feminist, but advocates equality and gender equality - distancing herself from feminism as an attempt to dominate men; the problems of feminism are mentioned - definitions, radicalism, hostility towards men.
	It seems to me that in principle we are equal. The difference in wages is the difference in skill [several individuals laughing]. If a model (a term for a man) has a higher education and can do more things that a babe (a term for a woman) can't and the pay is way better at work, then it's their problem if the babe can't do it. That's why he has to get an education to be able to get such a position that has so much money. It's the same then. (S2.6) *I heard one feminist who complained that in women's football, women are paid less*	*It is certain that there remained some negative connotation in connection with this word, because when this movement was created, it changed some social norms and placed women in an equal position, women tried to be recognized, that their work had some value . If we are talking about feminism, I also no longer feel, if I start from myself, that this movement in the sense it was when it was created, is still necessary. Today, however, we are women in an equal position. But*	*That the image of feminism as a hysterical movement, where women eat and want to symbolically castrate men, has taken root in the public and completely ignores aspects of what feminism has brought (education for women, suffrage). And that's what makes us really think about how feminism is communicated to young people, because apparently they're getting the wrong idea about it. (UT 3.3)* *I would totally agree with that. There is insufficient knowledge of feminism as one of the foundations of the emancipatory*

	than men. But as far as I know, fuzbal (football, socer) works in such a way that the more views they have, the more they get, and after that the men get even less. But because there are so many views, the men get more pay. And they don't get it and fight for something they can't win. Folk (people) won't watch women's soccer because it's not as interesting as men's soccer [some laughing]. (S2.1) *If we look at the fact that men in some companies have higher salaries than women, it is also because the boss will think that the woman is more manipulative and that she can manipulate him and she will not win a higher salary. If I know what I'm worth and if I convince my boss, he'll give me a higher salary. A woman can't. Only if... yes. yes, only if she seduces him, if she seduces him. (S2.4)* *It cannot be paid the same, because genetically a woman cannot be as good at basketball as a man. (S2.5)* *In my opinion, gender equality has already been achieved. Gender equality also means that most men will go to war and women will stay at home. That's*	*as XX said, we are absolutely not all of us. (ST 2.2)* *I mostly agree with my colleagues that we women can also prove ourselves and I think that we can do it in Slovenia. (ST 2.2)* *No. Maybe, what do I know. Maybe in certain sectors or in some less developed countries. But I think that if you, as a woman, are capable and know how to prove yourself, you can have the same references as men or even better. (ST 2.6)* *If you prove yourself, I think you have the same chances as a woman and a man. (ST 2.13)* **All of them are from the same group and, as a rule, teach at (natural)science and technical secondary schools.*	*movement in history. Apparently, the notion of feminism that seeks to change positions has really prevailed in society.* *I don't call myself a feminist either. But I stand for equality and gender equality. I do not mean feminism in some traditional sense, but manifestations of feminism that can be identified as a fight against men, a fight for supremacy over men, hatred of men. I know that feminism is not that, but sometimes it expresses itself in such a way and unfortunately sometimes feminism has such a negative connotation. (UT 3.4)* *I think that above all the problematization of men as those who are always dangerous, a priori guilty, the division between men and women, prioritizing that anyone who declares herself a victim in advance must be a victim, i.e. suspending the principle that you are not guilty until you are proven guilt. It interferes with something that has been a legal basis for centuries (the presumption of guilt). We suspend some fundamental things or equal opportunities. If we positively discriminate against women, we somehow suspend the idea of equal opportunities, which is also strong in feminism. (UT 3.8)*

	equality to me. Because one is for one, the other is for the other. It's about equality, some sort of balance on the scales. (S3.4)		
Support for feminism		The importance of preserving feminism because we have not yet achieved gender equality; because acquired rights can also be lost.	The importance of preserving feminism because we have not yet achieved gender equality; because acquired rights can also be lost.
		To me, such statements, such fencing from feminism are questionable. I would like everyone to feel a commitment to feminism, because it is an issue of equality, equal respect for everyone regardless of gender, and that is the point. And that's why I'm a feminist (man), because I want to live in a world where gender won't be a determinant of me or someone else, because I or someone else won't be looked at through gender. (ST 1.7) *I will be a feminist (woman) until my last breath because I don't think I want anyone to be deprived of the rights that I have or that I should be deprived of the rights that someone else has. This is my closing thought. (ST 1.5)*	*But all these complications about who is a feminist now and who is a feminist and whether a man can be a feminist just shows that we absolutely haven't reached the point where we can say we're saturated with equality, because equality is here. We are absolutely not past that point. (UT 2.6)*

The importance of history of fighting	They recognize the importance of the history of fighting.		The importance of history of fighting
	I think that as far as feminists and suffragettes are concerned in the past, they managed to ensure that women today have a much more equal position and rights, and they are more legally binding, and all that. (S1.3)		*I would totally agree with that. There is insufficient knowledge of feminism as one of the foundations of the emancipatory movement in history. (UT 3.4)*
Anti-feminism	Feminism has gone too far; feminism as an attempt to dominate men; hatred of men.	As a rule, criticisms of anti-feminism and the discourse that feminism strives for the supremacy of women, hatred of men; they notice a reluctance to feminism among students. There are also some opinions that feminism today is fighting for the supremacy of women.	As a rule, criticisms of anti-feminism and the discourse that feminism strives for the supremacy of women, hatred of men; criticism of politicization, although there is also resistance to feminism (see also above).
	It's a little bad, because it's true that he stands up for women's rights and that women have the same rights as men, but that's already a bit excessive. (S 1.10) *Gradually March 8 and all these were rights for women and from the first they fought for the right to vote, and so on. After they got all that, they want*	*For example, when I ask students in class what their association with the word feminism is, is it positive or negative, among the boys there are very few who raise their hand that it is positive for them, but it is possible to see among the girls that they raise their hand that it is this negative. And after I say why feminism is, in*	*I have one interesting anecdote. Apparently, there is a lot of stereotypical understanding of what feminism is among young people. Some time ago, when I was a guest on a show for young high school students, on the topic of gender equality and feminism, there was one question at the end - why are feminists so angry? Which obviously shows that they have*

	additional benefits for certain things. (S 3.4) *Feminism has changed its principles a lot nowadays. It went from gender equality to male supremacy. (S 3.4)* *Yes, I agree that feminism is okay to a certain extent, but half of it goes too far into humiliating the other sex, that's not okay. It seems to me that this is not feminism, but they are exaggerating, well. (S 1.7)* *Feminism is that women have the same rights as men, but more than men. (S 2.5)* *But now some complain about the salary, some about that, others about the other, each to their own extreme, and together they grumble that they don't like men and then push it on. (S1.?)*	*principle, about what they stand for, but this label, this discrediting of feminism as some frantic female search for I don't know what and demands that are completely unrealistic or unfounded. When I then ask the students where they see the problem, they say feminism in principle yes, but you know those feminists who... Then tell me one extreme example that shows this rampant feminism. 'Yes, I watched something on YouTube once.' 'Ah, you watched it once on YouTube.' In short, various social institutions are in principle permanently concerned with the discrediting of feminism, and so far I think they are succeeding quite well. (ST 3.2)* *I perceive that publicly stating anywhere that someone is a feminist brings with it a lot of discomfort, anger, and resentment. Because this label does not have a very good reputation among the lay public, and especially not among boys or men, because for some it represents a threat to their life, as they have lived,*	*a wrong idea of what feminism is and who all feminists can be. (UT 2.7)* *As my predecessors have already pointed out, such statements are made because there is no understanding of the concept of feminist or certain stereotypes are attached to it, e.g. that women want some dominance over men, that they hate men, that they are frustrated, etc. (UT 2.5)* *How basically some discourse more right-leaning networks online and others have desecrated and actually destroyed the semantic markers and attached such negative connotations that maybe even someone who is pro-gender doesn't want to use it. (UT 2.1)* *I don't know, I like it more that it sums it up, that it stands for gender equality. Why these ideologies? One can understand them entirely from a radical point of view, another from a liberal one. And here then there is just too much dimensions that separate. (UT 3.1)*

		or to the social system, which is intertwined with the patriarchal scheme that has become, if just kidding, natural in our life. (ST 1.8) *Now it seems to me that it is going in this direction, as if some women want to dominate. Not that they have equality, but in the opposite direction. It seems to me that it went a little in the opposite direction. (ST 3.5)*	

6 EMPATH GUIDELINES

Based on the analysis of results of empirical research performed and taking in consideration the insights from the literature and research/action projects review we formulated guidelines for the activities in the next phase of the EMPATH project. We will present them for six dimensions of our analysis of toxic masculinity (Social roles in public and private sphere, sexuality, self-sufficiency, emotional control, violence and gender equality).

As expected, older and better-educated respondents have more knowledge, experiences and are more prone to socially acceptable answers. That should be taken in consideration when in the next steps of the EMPATH project.

6.1 GUIDELINES D1 SOCIAL ROLES IN PUBLIC AND PRIVATE SPHERE

Special attention should be given to informing secondary school teachers and especially students that many perceived gender differences are socially constructed and not given by nature. In addition, roles in the private and public spheres should be discussed with a special focus on equally distributed roles between both/all genders.

The results of the focus groups show that some students have already overcome accepting a non-traditional gender role division in the private and public spheres, while teachers in secondary schools and universities, were even critical of it. However, some students believe that traditional gender roles are dictated by nature, that men are superior, competitive, and dominant in both public and private relationships; they also believe that men should be paid more by default. Paid work is perceived in the domain of men and unpaid, domestic work as being a domain of women. The traditional division of roles between the sexes is also reproduced by women. Even teachers who are critical of traditional gender roles admit that women would also feel uncomfortable if their husbands earned less. That is seen as compatible with definingmen as responsible for the family's financial situation, as the main breadwinners, and as such excused from unpaid work in the household. Although there are many dual earners in society, teachers point out that it is not them, but "the others" and "society" that expect women to do the housework and childcare. And if the woman were to earn more, she would also be stigmatized in society as a career woman who prioritizes work over family. In the trainings, special attention should be paid to clarify gender equality and equal roles between genders in practice. The discussions during the trainings should overcome the stereotypical traditional gender role distributions by addressing the supposed naturalness of gender roles and tasks, and the trainings could also be practical (for example taking responsibilities of both genders equaly; men being involved in domestic chores, …), not just theoretical.

6.2 GUIDELINES D2 SEXUALITY

The data obtained from the questionnaire show that heteronormativity and heterosexuality are still present in views about sexuality, especially when it comes to adolescents, but also to some extent when it comes to teachers. The same is true for gender roles in sexuality. As seen with students, it is not only boys who reproduce gendered sexual roles, but girls as well. When it comes to sexual consent, the vast majority of respondents are aware that "no" means "no," however, different groups of

respondents express varying levels of ambiguity when it comes to consent, with boys being the most inclined to see ambiguity in the rejection of sex. Violence is mostly seen as unacceptable, with a single exception of one boy.

Data from the focus groups shed additional light on these findings. While teachers at both levels expressed much criticism of stereotypes and societal expectations regarding sexuality, students' responses on this topic show much less awareness and often conform to traditional views of men's dominance in sexuality, which they often relate to gender roles in other areas of life and associate sexual behavior with stereotypical characteristics of men as carnal and women as emotional beings. Also of concern are the views expressed by two respondents on the issue of rape, which they do not understand as an issue of gendered power relations. As mentioned earlier, teachers in both groups are more critical of gendered notions of sexuality, which they associate with gender roles in other areas of life. Quite a few of them also emphasized the negative role that media can play in reproducing gender stereotypes and felt that teachers should and could address this issue in existing curricula. Based on these findings, training for all three groups should focus on destabilizing stereotypical notions of gender and gender roles by considering that both men and women, old and young, can be active in their reproduction. In the area of sexuality, the focus should be on combating homophobia as it relates to differing perceptions of what constitutes a man and a woman, as well as paying attention to biological explanations for men's and women's behavior to the extent that they are used to legitimize sexual violence and gendered roles. A particular focus should be on de-individualizing notions of sexual behaviour, especially in relation to violence, which makes the latter appear to be a matter of isolated personal characteristics that have nothing to do with socially constructed notions of gender, masculinity, and femininity. There should also be a focus on issues of sexual consent and relationships more broadly, which teachers should address but about which they must have adequate knowledge and training. It is important for teachers to know that they (especially university teachers) perceive less of a confusion among men/boys about women's (sexual) behaviour, then students do.

6.3 GUIDELINES D3 SELF-SUFFICIENCY

In training/awareness-raising, special attention should be paid to informing teachers about the insecurities of pupils who find it difficult to ask for help. Although character traits (introverted - extroverted) certainly have an impact on whether you ask for help or rely on yourself when you are in trouble, the proportion of students who do not ask for help or find it difficult to do so is significant - given that most agree that it is good to have people close to you who you can talk to. Raising awareness that seeking help in difficult situations is a wise reaction and that it is important for all genders can help young people who doubt this. Particular attention should also be paid to the gender differences between students as shown in the surveys: if we add the neither-nor responses to the agreement and complete agreement that boys find it difficult to ask for help and even think that it is not appropriate for men, we can see the stereotypical view that boys/men are self-sufficient, which is not a good stepping stone for young boys into adult life. Teachers should therefore specifically target the boy population in this respect.

Results from focus groups show that although seeking for help is for all important in principle, communication about problems (in relationships, for example) and seeking for professional help is harder for men/boys. It is interesting that **participants stress the idea of importance of talking when conflicts arise in relation, but students and teachers** experience girls/women as more communicative,

more talkative, while men tend to withdraw from the conflict. Same gender diverse answers are about seeking for doctor help: if some boy gets seriously ill, he often keeps it to themselves (the worse it gets, the more they rely on themselves), and the same from university teacher (the default gendered roles when it comes to seeking (professional) help).

Discussions during training sessions must overcome the stereotyped and ingrained patterns of men's self-sufficiency. Trust in professional help and health care is a topic that schools need to address in particular, as the focus group showed a strong avoidance of medical help in particular, despite the major problems.

6.4 GUIDELINES D4 EMOTIONAL CONTROL

In student workshops, attention should be paid to raising awareness of masculine norms regarding general emotional control and the expression and suppression of specific emotions, and of implications of conformity to such norms (for psychological well-being, interpersonal relationships, etc.). In addition, workshops should address the barriers to sharing feelings and seeking help in case of emotional distress, psychological and physical health issues. Activities should aim to normalize the conversation about emotions and emotional control for students by examining existing gender stereotypes. In teacher trainings, attention should be paid to raising awareness of higher conformity to or agreement with masculine norms related to emotional control among students. Trainings should explore different ways of addressing emotional suppression and help-seeking stigma in their work with students. It is important to break down gender stereotypes about emotions and empower participants to recognize and challenge toxic behaviour.

The results of the focus groups show that all three groups of respondents recognized the presence of traditional masculine norms of emotional restriction and suppression, they pointed out that men are brought up to be tough and to hide their emotions. Both secondary school teachers and university teachers were critical of masculine norms of emotional control. They highlighted the presence and implications of socialization into traditional gender roles and problematized the consequences for emotional (in)competence and emotional wellbeing of men. University teachers expressed awareness of traditional masculine norms regarding the expression of specific emotions such as anger and rage. University teachers additionally identified and reflected on the implications of traditional norms for relations between women and men and women's emotion work. However, students' responses showed less awareness of stereotypes about traditional gender roles and more conformity to traditional views – they perceive men as rational and women as emotional beings. Based on our findings, trainings should focus on raising awareness of traditional masculine norms of emotional control and on recognizing ways and means of their reproduction in the school environment and in everyday life. Attention should be paid to traditional views and expectations regarding both masculine and feminine roles, as well as relations between them. Trainings for students could include practical exercises of reflection and identification of present gender stereotypes with a focus on the implications of conforming to traditional masculine norms for interpersonal relationships and emotional wellbeing. All activities should aim at normalizing the discussion of emotions and showing emotional vulnerability. Responses from students and secondary school teachers highlight that masculine norms of emotional restriction and suppression can be particularly harmful in cases of severe personal distress. Therefore, trainings should also focus on addressing barriers and breaking help-seeking stigma.

6.5 GUIDELINES D5 VIOLENCE

In the training/awareness raising activities special attention should be paid to informing teachers about the high prevalence of acceptance or insecurity regarding definition of violence of men/boys in direction of naturalisation, normalisation, and inevitability of violence by men as well as acceptance of violence and power imbalance in a relationship. It is also important for teachers to know that they (especially university teachers) perceive less psychological violence against men by women then students do. The differences in answers of secondary school and university teachers demand a different approach to these two groups of teachers. In work with students, attention should be paid to informing them about social determinants of violence (including social expectations of use of physical force by men/boys) and strategies to overcome it. Different types of violence, men/boys as victims of violence, and men's perception of women's violence against men should be introduced as topics of discussion and subjects of training. It is important to inform and break stereotypes about different sexual orientations and fight homophobia especially among students.

Results from focus groups show that although physical violence is in principle unacceptable, use of physical force is justified in some cases/situations. It is interesting that **some participants relativise the idea of violence being gendered** or oppose the idea that (only) men are violent. That could be seen as a positive push to analyse and discuss violence/gendered power of women as well as an opinion countering naturalisation of violence by men. However, when forming curricula, we should also be aware that individual/physiological explanations of violent behaviour can only be complementary to understanding of violence being based on gendered social roles and connected socially acceptable or desirable emotions and actions. Future research is needed (and discussions during training sessions) to see how much are (**a new) ideal of non-violent man** (expressed by some participants) and perception of **violence as being a sign of powerlessness** spread among young men/boys.

6.6 GUIDELINES D6: GENDER EQUALITY

Based on the answers in this section we can identify large differences between students and teachers, in the understanding of feminism and gender equality.

Awareness of gender inequality is noticeable among students in secondary schools, but in an insufficient proportion. This is precisely why a lot of educational work should be devoted to raising awareness of this problem. Knowledge about feminism as the main movement and struggle for gender equality, and about experiences and achievements of this movement is weak and poor. That is why we recommend education about feminism.

The answers also showed that the awareness of the inappropriate situation in the field of gender (in)equality among students is very weak. In this area, students should be more extensively and intensively informed about the real situation in society in Slovenia and in the world, and about the mechanisms and social patterns that perpetuate this inequality.

To raise the awareness of the entire population, a ritual of signing a statement for all first-year students on gender equality could be introduced, which would serve to discuss and raise awareness in schools about the reproduction patterns of gender inequality patterns. It would be good to think over the

content of this ritual and test it first on a small group of students. We have good experience with this in Slovenia from 2009-2011. At that time, first-year students signed the statement **I am proud of my gender**.

7 Appendix

7.1 ARTICLES AND OTHER COMPONENT PARTS

Original scientific article	
AHRENS, Petra, ERZEEL, Silvia, EVANS, Elizabeth, KANTOLA, Johanna, KUHAR, Roman, LOMBARDO, Emanuela. Gender and politics research in Europe : towards a consolidation of a fourishing political science subfeld?. European political science. 2021, vol. 20, special iss., str. 105–122, graf. prikazi, tabele. ISSN 1680-4333. https://link.springer.com/article/10.1057/s41304-020-00304-8, DOI: 10.1057/s41304-020-00304-8. [COBISS.SI-ID 51502339]	Original scientific article
ANTIĆ GABER, Milica, CRNOVIĆ, Deja, SELIŠNIK, Irena. Politične moškosti v Sloveniji : kameradi, heroji in pravi dedci. Časopis za kritiko znanosti. 2017, letn. 45, št. 267, str. 35-61, ilustr. ISSN 0351-4285. [COBISS.SI-ID 64135010]	Original scientific article
ANTIĆ GABER, Milica. Akademske institucije v Sloveniji in (ne)enakost spolov. Javnost. 2018, letn. 25, supl., str. s81-s96, tabele. ISSN 1318-3222. https://www.tandfonline.com/doi/full/10.1080/13183222.2018.1554313, DOI: 10.1080/13183222.2018.1554313. [COBISS.SI-ID 68537186]	Original scientific article
ANTIĆ GABER, Milica. Javno mnenje in vrednote enakosti spolov ali o rahljanju moške dominacije v politiki. Teorija in praksa : revija za družbena vprašanja. sep. 2016, letn. 53, posebna št., str. 129-147, 253, ilustr. ISSN 0040-3598. [COBISS.SI-ID 616191]	Original scientific article
ANTIĆ GABER, Milica. Mapping women's and gender studies in the academic field in Slovenia. CEPS journal : Center for Educational Policy Studies Journal. 2017, vol. 7, no. 2, str. 9-27. ISSN 1855-9719. http://www.cepsj.si/pdfs/cepsj_7_2/pp_9-27.pdf. [COBISS.SI-ID 11576905]	Original scientific article
BAJT, Veronika, FRELIH, Mojca. Empoderamiento a través de la migración : narrativas de la integración exitosa de mujeres inmigrantes en Eslovenia. Cuestiones pedagógicas. 2022, vol. 1, no. 31, str. 57-76, ilustr. ISSN 0213-1269. https://revistascientificas.us.es/index.php/Cuestiones-Pedagogicas/article/view/20572/18642, DOI: 10.12795/10.12795/CP.2022.i31.v1.04. [COBISS.SI-ID 116132611]	Original scientific article

HUMER, Živa. Men's experiences of gender (in)equality as a primary or single parent. Teorija in praksa : revija za družbena vprašanja. okt.-dec. 2019, letn. 56, št. 4, str. 1120-1135, 1208, tabela. ISSN 0040-3598. https://www.fdv.uni-lj.si/docs/default-source/tip/izku%C5%A1nje-primarnih-ali-samohranilskih-o%C4%8Detov-z-(ne)enakostjo-spolov.pdf?sfvrsn=0. [COBISS.SI-ID 36575837], [SNIP, Scopus do 20. 11. 2022: št. citatov (TC): 1, čistih citatov (CI): 1, čistih citatov na avtorja (CIAu): 1,00]	Original scientific article
JALUŠIČ, Vlasta. Spolno nadlegovanje v šolah : lekcije, potencial in omejitve pristopa "aktivnih opazovalcev". Šolsko polje : revija za teorijo in raziskave vzgoje in izobraževanja. [Tiskana izd.]. 2019, letn. 30, št. 1/2, str. 89-118, 183-184, tabele. ISSN 1581-6036. https://www.pei.si/ISSN/1581_6044/1-2-2019/1581-6044.30(1-2)89-118.pdf, https://www.doi.org/10.32320/1581-6044.30(1-2)89-118, https://www.pei.si/ISSN/1581_6044/1-2-2019/1581-6044.30(1-2).pdf, DOI: 10.32320/1581-6044.30(1-2)89-118. [COBISS.SI-ID 3458135]	Original scientific article
KANJUO-MRČELA, Aleksandra, REVINŠEK, Jasmina. Moški, ki opravljajo "žensko delo" : počasna defeminizacija vzgojiteljskega dela. Časopis za kritiko znanosti. 2017, letn. 45, št. 267, str. 171-188. ISSN 0351-4285. [COBISS.SI-ID 35024989] https://www.ckz.si/arhiv/267/pages-171-188.pdf	Original scientific article
KOREN OŠLJAK, Katja, ŠUŠTERIČ, Nika, TAŠNER, Veronika. Formiranje medijske pismenosti mladih na presečišču družine, šole in vrstniških skupin. Družboslovne razprave. [Tiskana izd.]. 2022, letn. 38, št. 100, str. 55-84. ISSN 0352-3608. DOI: 10.51936/dr.38.100.55-84. [COBISS.SI-ID 127286531], [SNIP]	Original scientific article
KUHAR, Roman, ANTIĆ GABER, Milica. Women as a linguistic footnote : equality fatigue in the debate on gender-sensitive language in Slovenia. Gender and language. [Print ed.]. 2022, vol. 16, no. 3, str. 241-264, tabele. ISSN 1747-6321. DOI: 10.1558/genl.21680. [COBISS.SI-ID 132340227], [JCR, SNIP, WoS]	Original scientific article
KUHAR, Roman, PATERNOTTE, David. Disentangling and locating the "Global Right" : anti-gender campaigns in Europe. Politics and governance. 2018, vol. 6, no. 3, str. 6-19, ilustr. ISSN 2183-2463. https://www.cogitatiopress.com/politicsandgovernance/article/view/1557, DOI: 10.17645/pag.v6i3.1557. [COBISS.SI-ID 67726946],	Original scientific article
KUHAR, Roman, ZOBEC, Aleš. The anti-gender movement in Europe and the educational process in public schools. CEPS journal : Center for Educational Policy Studies Journal. 2017, vol. 7, no. 2, str. 29-46. ISSN 1855-9719. http://www.cepsj.si/pdfs/cepsj_7_2/pp_29-46.pdf. [COBISS.SI-ID 11577161]	Original scientific article
PAJNIK, Mojca. Merchandizing sex on the Web : gender bias in profiling actors and services. Gender, technology and development. [Online ed.]. Jul. 2015, vol. 19, no. 2, str. 181-203. ISSN 0973-0656. http://gtd.sagepub.com/content/19/2/181.abstract, DOI: 10.1177/0971852415578040. [COBISS.SI-ID 33460829]	Original scientific article

PERGER, Nina. LGBTIQ+ youth and experiences with violence in education. Ars & humanitas : revija za umetnost in humanistiko. [Tiskana izd.]. 2018, [letn.] 12, [št.] 1, str. 88-103. ISSN 1854-9632. DOI: 10.4312/ah.12.1.88-103. [COBISS.SI-ID 35747933], [SNIP, WoS, Scopus]	Original scientific article
PERGER, Nina. Simbolno nasilje spolnega zaznamovanja v jeziku in prakse upora v visokošolskem prostoru. Družboslovne razprave. [Tiskana izd.]. apr. 2016, letn. 32, št. 81, str. 41-60. ISSN 0352-3608. [COBISS.SI-ID 33982557]	Original scientific article
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7.2 MONOGRAPHS

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7.4 CO-MENTORING AND EDUCATIONAL MATERIALS

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Mentor for Master's Theses (Bologna study programme)	
MOJŠKERC, Nataša. Politični diskurz o družini in njegov vpliv na oblikovanje spolnih vlog : magistrsko delo. Ljubljana: [N. Mojkerc], 2012. 130 str. [COBISS.SI-ID 50268258]	Mentor for Master's Theses
GAČNIK, Katarina. Prezentacije spolov v osnovnošolskih učbenikih za španščino kot drugi tuji jezik = Manifestación de los géneros en los manuales del español como segunda lengua extranjera para la escuela primaria = Gender manifestation in student`s books for Spanish as a second foreign language in primary school : magistrsko delo. Ljubljana: [K. Gačnik], 2022. 112 str., ilustr. https://repozitorij.uni-lj.si/Dokument.php?id=155375&lang=slv. [COBISS.SI-ID 103920131]	Mentor for Master's Theses (Bologna study programme)
SKUBIC, Jure. Diskurzivna analiza samorefleksij spolno zaznamovane politične aktivnosti na primeru Hillary Rodham Clinton in Alenke Bratušek = Discursive analysis of self-reflective gendered political activity of Hillary Rodham Clinton and Alenka Bratušek : magistrsko delo. Ljubljana: [J. Skubic], 2019. 90 str. https://repozitorij.uni-lj.si/IzpisGradiva.php?id=112673&lang=slv. [COBISS.SI-ID 71038050]	Mentor for Master's Theses (Bologna study programme)
ŠEGA, Mitja. Spolna hierarhija na primeru materinstva z izhodiščem v fenomenologiji telesa Simone de Beauvoir : magistrsko delo. Ljubljana: [M. Šega], 2017. 76 f. [COBISS.SI-ID 65585762]	Mentor for Master's Theses (Bologna study programme
SUHOVRŠNIK, Mojca. Vloga šole pri preprečevanju in reševanju problematike spolnega nasilja in nadlegovanja : magistrsko delo. Ljubljana: [M. Suhovršnik], 2022. 252 f., tabele. https://repozitorij.uni-lj.si/Dokument.php?id=162663&lang=slv. [COBISS.SI-ID 127062531]	Comentor for Master's Theses (Bologna study programme)
Mentor for Undergraduate Theses (1st cycle Bologna study programme)	
ČRNIGOJ, Eva. Poskus retradicionalizacije družbenih ženskih spolnih vlog kot posledica implementacije varčevalnih politik : diplomsko delo. Ljubljana: [E. Črnigoj], 2016. VII, 101 f., graf. prikazi, tabele. [COBISS.SI-ID 61900898]	Mentor for Undergraduate Theses (1st cycle Bologna

	study programme)
HRIBERNIK, Andreja. Spol in telo v delu Drugi spol Simone de Beauvoir : diplomsko delo. Ljubljana: [A. Hribernik], 2016. 78 str. [COBISS.SI-ID 62913378]	Mentor for Undergraduate Theses (1st cycle Bologna study programme)
INTIHAR, Klavdija. Spreminjanje podob moškosti po letu 1945 : diplomsko delo. Ljubljana: [K. Intihar], 2014. 167 f., ilustr. [COBISS.SI-ID 54787682]	Mentor for Undergraduate Theses (1st cycle Bologna study programme)
MALIĆ, Slobodan. Hegemona moškost : soudeležba večine v praksah zatiranja : diplomsko delo. Ljubljana: [S. Malić], 2014. 32 f., graf. prikazi. [COBISS.SI-ID 56065634]	Mentor for Undergraduate Theses (1st cycle Bologna study programme)
MILADINOVIĆ, Maja. Kitajska in drugi spol : pravice žensk, družina in reprodukcija : diplomsko delo. Ljubljana: [M. Miladinović], 2016. 139 f., ilustr. https://repozitorij.uni-lj.si/IzpisGradiva.php?id=98491&lang=slv. [COBISS.SI-ID 62280290]	Mentor for Undergraduate Theses (1st cycle Bologna study programme)
PODOBNIK, Veronika. Politična usmerjenost in odnos do delitve dela in spolnih vlog v zasebnem življenju slovenskih političark : diplomsko delo. Ljubljana: [V. Podobnik], 2013. 48 f. [COBISS.SI-ID 52952930]	Mentor for Undergraduate Theses (1st cycle Bologna study programme)
SEDELJŠAK, Mirjam. Enakost spolov na kandidatnih listah, v volilnih programih in volilnih kampanjah na slovenskih državnozborskih volitvah leta 2008 in 2011 : diplomsko delo. Ljubljana: [M. Sedeljšak], 2012. 122 f., ilustr. [COBISS.SI-ID 49289826]	Mentor for Undergraduate Theses (1st cycle Bologna study programme)

SKUBIC, Jure. Vprašanje verbalnega nasilja na podlagi spola v glasbi - RAPU : diplomsko delo. Ljubljana: [J. Skubic], 2017. 39 f. https://repozitorij.uni-lj.si/IzpisGradiva.php?id=98886&lang=slv. [COBISS.SI-ID 64585314]	Mentor for Undergraduate Theses (1st cycle Bologna study programme)
SUKIČ, Anita. Spol, šola in socializacija spolnih vlog : (analiza novejših učbenikov s stališča enakosti spolov) : diplomsko delo. Ljubljana: [A. Sukič], 2014. 46 f., ilustr. [COBISS.SI-ID 55962722]	Mentor for Undergraduate Theses (1st cycle Bologna study programme)
ŠTRAVS, Nastja. Matrilinearnost v družbi Mosuo in njen vpliv na odnose med spoloma : diplomsko delo. Ljubljana: [N. Štravs], 2014. 107 f. [COBISS.SI-ID 53839714]	Mentor for Undergraduate Theses (1st cycle Bologna study programme)
TRSTENJAK, Monika. Spol, šola in socializacija spolnih vlog v gimnazijskih učbenikih za zgodovino : diplomsko delo. Ljubljana: [M. Trstenjak], 2014. 133 f., graf. prikazi, tabele. [COBISS.SI-ID 55860322]	Mentor for Undergraduate Theses (1st cycle Bologna study programme)
UGRIN, Sara. Spolno nadlegovanje pri opravljanju plačanega študentskega dela : primer hostesnega dela : diplomsko delo. Ljubljana: [S. Ugrin], 2018. 47 f. [COBISS.SI-ID 68267618]	Mentor for Undergraduate Theses (1st cycle Bologna study programme)
VERBIČ, Urška. Pomembnost vključevanja študij spolov v študijske programe, ki izobražujejo za poklic učitelja oziroma učiteljice : diplomsko delo. Ljubljana: [U. Verbič], 2014. 198 str. https://repozitorij.uni-lj.si/Dokument.php?id=124201&lang=slv. [COBISS.SI-ID 54842978]	Mentor for Undergraduate Theses (1st cycle Bologna study programme)
VIRANT, Zala. Tranzicija, javni vrtci in odnosi spolov v Sloveniji : zaključno delo. Ljubljana: [Z. Virant], 2021. 37 f. https://repozitorij.uni-lj.si/IzpisGradiva.php?id=129617&lang=slv. [COBISS.SI-ID 87136003]	Mentor for Undergraduate Theses (1st cycle Bologna

	study programme)
ŽAVBI, Laura. Reprodukcija spolnih neenakosti na primeru slovenske narodnozabavne glasbe : diplomsko delo. Ljubljana: [L. Žavbi], 2021. 22 f. https://repozitorij.uni-lj.si/IzpisGradiva.php?id=138338. [COBISS.SI-ID 123324675]	Mentor for Undergraduate Theses (1st cycle Bologna study programme)
Other educational materials	
KANJUO-MRČELA, Aleksandra, RAKAR, Tatjana. Gender, work and organisations : 2014-2015. Ljubljana: [s. n.], 2014. [50] str., ilustr. [COBISS.SI-ID 33454941]	Other educational material
KANJUO-MRČELA, Aleksandra, RAKAR, Tatjana. Gender, work and organisations : 2014-2015. Ljubljana: [s. n.], 2014. [50] str., ilustr. [COBISS.SI-ID 33454941]	Other educational material
KANJUO-MRČELA, Aleksandra, RAKAR, Tatjana. Gender, work and organisations : 2015/2016. Ljubljana: [s. n.], 2015?. brez pag., ilustr. [COBISS.SI-ID 34125405]	Other educational material
KANJUO-MRČELA, Aleksandra, RAKAR, Tatjana. Gender, work and organisations : 2015/2016. Ljubljana: [s. n.], 2015?. brez pag., ilustr. [COBISS.SI-ID 34125405]	Other educational material
LESKOŠEK, Vesna. Spol in nasilje. Ljubljana: Fakulteta za socialno delo, 2012. 1 zv. (loč. pag.). [COBISS.SI-ID 4895589]	Other educational material

7.5 PROJECT REPORTS

Final research report	
ANTIĆ GABER, Milica, PODREKA, Jasna, SELIŠNIK, Irena, ŠORI, Iztok. Poročilo o rezultatih empirične raziskave v okviru projekta 'Meta dekleta - promocija aktivnega državljanstva mlajših žensk'. Ljubljana: Društvo za uveljavljanje enakosti in pluralnosti Vita Activa, 2014. 39 str., tabele, graf. prikazi. [COBISS.SI-ID 1029741]	Final research report
BERNACCHI, Erika, DI GRIGOLI, Antonio Raimondo, HRŽENJAK, Majda, HUMER, Živa. Caring masculinities in early childhood education and care services and primary schools in Europe : transnational report. Berlin: Dissens – Institute for Education and Research; Florence: Istituto degli Innocenti; Ljubljana: The Peace Institute, 2022. 1 spletni vir (1 datoteka PDF (49 str.)), ilustr. ISBN 978-3-941338-30-2. https://ecarom.eu/wp-content/uploads/2022/03/Transnational-report-EcaRom-final.pdf. [COBISS.SI-ID 101392387]	Final research report

HRŽENJAK, Majda, HUMER, Živa, FRELIH, Mojca. Educational and occupational gender segregation in care sector : Boys in Care : country report - Slovenia. Ljubljana: The Peace Institute, 2017 [i. e. 2018]. http://www.boys-in-care.eu/fileadmin/user_upload/Educational_and_Occupational_Gender_Segregation_in_Care_Sector-Slovenia.pdf. [COBISS.SI-ID 1241453]	Final research report
HRŽENJAK, Majda, HUMER, Živa, FRELIH, Mojca. Izobraževalna in poklicna spolna segregacija v skrbstvenem sektorju : Boys in Care : nacionalno poročilo - Slovenija. Ljubljana: Mirovni inštitut, 2017 [i. e. 2018]. http://www.mirovni-institut.si/wp-content/uploads/2017/10/Educational-and-Occupational-Gender-Segregation-in-Care-sector-Slovenia-SLO.pdf, http://www.boys-in-care.eu/fileadmin/user_upload/Educational_and_Occupational_Gender_Segregation_in_Care_sector-Slovenia-SLO.pdf. [COBISS.SI-ID 1241197]	Final research report
HRŽENJAK, Majda, HUMER, Živa, FRELIH, Mojca. Izobraževalna in poklicna spolna segregacija v skrbstvenem sektorju : Boys in Care : nacionalno poročilo - Slovenija. Ljubljana: Mirovni inštitut, 2017 [i. e. 2018]. http://www.mirovni-institut.si/wp-content/uploads/2017/10/Educational-and-Occupational-Gender-Segregation-in-Care-sector-Slovenia-SLO.pdf, http://www.boys-in-care.eu/fileadmin/user_upload/Educational_and_Occupational_Gender_Segregation_in_Care_sector-Slovenia-SLO.pdf. [COBISS.SI-ID 1241197]	Final research report
HRŽENJAK, Majda, HUMER, Živa. Masculinities and care : analysis of needs for gender sensitive early childhood education : national report of the Early Childhood Education and the Role of Men (Ecarom) project – Slovenia. [Ljubljana]: Peace Institute, 2021. 38 str., ilustr. https://www.mirovni-institut.si/wp-content/uploads/2021/03/Masculinities-and-care-Analysis-of-needs-for-gender-sensitive-early-childhood-education-SI.pdf. [COBISS.SI-ID 96967171]	Final research report
HRŽENJAK, Majda, HUMER, Živa. Moškosti in skrbstveno delo : analiza potreb po spolno občutljivem izobraževanju v predšolski vzgoji : nacionalno poročilo projekta Predšolska vzgoja in vloga moškosti (Ecarom) - Slovenija. Ljubljana: Mirovni inštitut, 2021. 37 str., ilustr. ISBN 978-3-941338-34-0. [COBISS.SI-ID 99241987]	Final research report
HUMER, Živa, HRŽENJAK, Majda, FRELIH, Mojca. Men in care : workplace support for caring masculinities : country report : Slovenia. [Ljubljana: Mirovni inštitut, 2021]. 1 spletni vir (1 datoteka PDF (78 str.)), graf. prikazi. https://www.men-in-care.eu/fileadmin/WWP_Network/redakteure/Projects/MiC/Benchmarking_reports/MiC_report_SI.pdf. [COBISS.SI-ID 59347715]	Final research report
HUMER, Živa, ROKSANDIĆ, Metka. Protikrizni ukrepi in enakost spolov. Ljubljana: Ženski lobi Slovenije, 2013. 45 str. http://www.zls.si/images/PROTIKRIZNI_UKREPI_ENAKOSTSPOLOV.pdf. [COBISS.SI-ID 996973]	Final research report
HUMER, Živa. Enakost spolov in mediji : raziskovalno poročilo. Ljubljana: Mirovni inštitut, 2014. 19 str. [COBISS.SI-ID 1078637]	Final research report
KANJUO-MRČELA, Aleksandra, FILIPOVIČ HRAST, Maša, HUMER, Živa. Vrednotenje izvajanja resolucije o nacionalnem programu za enake možnosti žensk in moških, 2005-2013 : končno poročilo. Ljubljana: MDDSZ, 2013. 129 str.	Final research report

http://www.mddsz.gov.si/fileadmin/mddsz.gov.si/pageuploads/dokumenti__pdf/enake_moznosti/RENPZEZMEvalvacija.pdf. [COBISS.SI-ID 996461]	
KANJUO-MRČELA, Aleksandra, KOGOVŠEK, Tina, FILIPOVIČ HRAST, Maša, LUŽAR, Barbara, TONI, Tjaša. Enakost spolov na mestih odločanja v gospodarstvu : končno poročilo. Ljubljana: Fakulteta za družbene vede, Inštitut za družbene vede, 2014. 67 f., preglednice. [COBISS.SI-ID 33130077]	Final research report
KANJUO-MRČELA, Aleksandra, KOGOVŠEK, Tina, FILIPOVIČ HRAST, Maša, LUŽAR, Barbara, TONI, Tjaša. Enakost spolov na mestih odločanja v gospodarstvu : končno poročilo. Ljubljana: Ministrstvo za delo, družino, socialne zadeve in enake možnosti, 2015. 63 str., graf. prikazi, tabele. ISBN 978-961-6471-23-7. [COBISS.SI-ID 280529408]	Final research report
KANJUO-MRČELA, Aleksandra, KOGOVŠEK, Tina, FILIPOVIČ HRAST, Maša, LUŽAR, Barbara, TONI, Tjaša. Gender equality in decision-making positions in business : final report. Ljubljana: Ministry of labour, family and social affairs, 2015. ISBN 978-961-6471-27-5. http://www.mddsz.gov.si/fileadmin/mddsz.gov.si/pageuploads/dokumenti__pdf/enake_moznosti/VkljuciVseRaziskavaEnakostSpolovGospodarstvoANG_02.pdf. [COBISS.SI-ID 280854016]	Final research report
KANJUO-MRČELA, Aleksandra, MIKIĆ, Jasna. Vrednotenje izvajanja resolucije o nacionalnem programu za enake možnosti žensk in moških 2015-2020 : končno poročilo. Ljubljana: Fakulteta za družbene vede, 2021. 62 str., preglednice, graf. prikazi. [COBISS.SI-ID 53771011] financer: Naročnik: Ministrstvo za delo, družino, socialne zadeve in enake možnosti	Final research report
KANJUO-MRČELA, Aleksandra, UHAN, Samo, KURDIJA, Slavko, MIKIĆ, Jasna, VOVK, Tina. Dostopnost trga dela za ženske in moške : končno poročilo. Ljubljana: Fakulteta za družbene vede, 2016. 133 str., preglednice, graf. prikazi. [COBISS.SI-ID 35242333]	Final research report
ŠORI, Iztok. Statistični podatki o vključenosti moških v skrbstveno delo v zasebni sferi v Sloveniji : poročilo v okviru projekta Moškosti, enakost, skrbstvene prakse - MESP. [Ljubljana]: Mirovni inštitut - Inštitut za sodobne družboslovne in politične študije, [2018?]. http://www.mirovni-institut.si/wp-content/uploads/2017/10/Skrbstveno-delo-v-zasebni-sferi.pdf. [COBISS.SI-ID 1251181]	Final research report
VENDRAMIN, Valerija, ŠRIBAR, Renata, VENDRAMIN, Valerija (urednik). Spolno občutljivi kazalniki na področju vzgoje in izobraževanja ter slovenski kontekst : raziskovalno poročilo. Ljubljana: Pedagoški inštitut, 2013. 82 f. [COBISS.SI-ID 2687319]	Final research report
VENDRAMIN, Valerija. [Nacija, spol in kritična pedagogika] : raziskovalno poročilo delovnega sklopa št. 6 kot del projekta "Vloga ženskih migracij in migrantk v konstrukciji slovenske nacionalne identitete od nacionalne do postnacionalne dobe: primerjalni slovenski, evropski in globalni vidiki". Ljubljana: Pedagoški inštitut, 2014. 40 f. [COBISS.SI-ID 2652503]	Final research report
VENDRAMIN, Valerija. Splošno o kazalnikih in navezava na spolno občutljive kazalnike : raziskovalno poročilo. Ljubljana: Pedagoški inštitut, 2013. 39 f. [COBISS.SI-ID 2597719]	Final research report

VENDRAMIN, Valerija. Spolno občutljivi kazalniki - mednarodne perspektive : raziskovalno poročilo. Ljubljana: Pedagoški inštitut, 2013. 56 f. [COBISS.SI-ID 2599767]	Final research report
Handbook	
HOLTERMANN, Daniel, HRŽENJAK, Majda, FRELIH, Mojca, HUMER, Živa, et al., HOLTERMANN, Daniel (urednik), GÄRTNER, Marc (urednik). Boys in care : strengthening boys* to pursue care occupations : a handbook for teachers and vocational counsellors working with boys* and multipliers for gender sensitive vocational orientation. Berlin: Dissens - Institut für Bildung und Forschung, 2019. https://www.boys-in-care.eu/fileadmin/BIC/General/Boys_in_Care__2019__Strengthening_Boys_to_pursue_Care_Occupations_-_Manual.pdf. [COBISS.SI-ID 1303149]	Dictionary, encyclopedia, lexicon, handbook, atlas, map
Treatise, preliminary study, study	
HUMER, Živa, FRELIH, Mojca. Pregled zakonodaje, raziskovanja iz vidika spola in medijev ter področje zaposlovanja v medijski industriji na primeru novinarskega poklica : poročilo : v okviru temeljnega projekta Spolna diferenciacija v medijski industriji. [Ljubljana]: Mirovni inštitut, 2016. http://www.mirovni-institut.si/wp-content/uploads/2016/03/SOA_SPOLMED.final_.pdf. [COBISS.SI-ID 1177965]	Treatise, preliminary study, study
HUMER, Živa, PANIĆ, Saša. Politika enakosti spolov v Sloveniji : študija. Bruselj: Evropski parlament, Generalni direktorat za notranjo politiko, Tematski sektor C - državljanske pravice in ustavne zadeve, 2015. ISBN 978-92-823-7078-0. http://www.europarl.europa.eu/RegData/etudes/STUD/2015/510010/IPOL_STU(2015)510010_SL.pdf, DOI: 10.2861/828778. [COBISS.SI-ID 590079]	Treatise, preliminary study, study
KANJUO-MRČELA, Aleksandra. Elderly care in Slovenia: provisions and providers : external report commissioned by and presented to the EU Directorate-General Employment and Social Affairs, Unit G1 'Equality between women and men'. Ljubljana: [s. n.], Jun. 2010. [33] f., tabele, graf. prikazi. [COBISS.SI-ID 29549917]	Treatise, preliminary study, study
KANJUO-MRČELA, Aleksandra. Life-long learning and new skills in Slovenia: a gender perspective : external report commissioned by and presented to the EU Directorate-General Employment and Social Affairs, Unit G1 'Equality between women and men'. Ljubljana: [s. n.], Jun. 2010. [26] f., tabele, graf. prikazi. [COBISS.SI-ID 29549661]	Treatise, preliminary study, study
KANJUO-MRČELA, Aleksandra. National expert assessment of the gender perspective in the national reform programme for employment : country Slovenia. [S. l.]: [s. n.], Sep. 2010. 28 f. [COBISS.SI-ID 30095197]	Treatise, preliminary study, study
PENNER, Andrew M., KANJUO-MRČELA, Aleksandra, et al. Within-Job Gender Pay Inequality in 15 Countries. Paris: Observatoire Sociologique du Changement, 2022. 1 spletni vir (1 datoteka PDF (61 str.)), ilustr. OSC Papers, n°2022-3. https://hal-sciencespo.archives-ouvertes.fr/hal-03606541/document. [COBISS.SI-ID 125019139]	Treatise, preliminary study, study
PRIMORAC, Kaja (avtor, urednik), ANTIĆ GABER, Milica, PAJNIK, Mojca, PEJIČ, Nina, PAVLIČ, Ana, BOŽIČ, Tjaša, KORENČAN, Elizabeta, MARKO-WIESER, Livija. Enakost spolov na slovenskem političnem parketu : volitve 2018 : raziskava o enakosti spolov	Treatise, preliminary study, study

v politiki. Elektronska izd. Ljubljana: Inštitut za proučevanje enakosti spolov, 2018. ISBN 978-961-288-627-1, ISBN 978-961-288-628-8, ISBN 978-961-288-629-5, ISBN 978-961-288-630-1. http://ipes-si.org/blog/2018/08/08/publikacija-enakost-spolov-na-slovenskem-politicnem-parketu/. [COBISS.SI-ID 295992576]	
VENDRAMIN, Valerija. Učbeniki : študija primera : slovenski osnovnošolski kurikuli na temo migracij in spola. [Ljubljana: Mini, 2014]. http://projektmini.wordpress.com/virtualni-muzej/ucbeniki/. [COBISS.SI-ID 2688599]	Treatise, preliminary study, study

7.6 MASS MEDIA

Radio or television broadcast, podcast, interview, press conference	
ANTIĆ GABER, Milica (Interview). Vsaka ženska je že zaradi spola v podrejenem položaju. Ona : ženski magazin Dela in Slovenskih novic. 9. feb. 2021, leto 23, št. 6, str. 12-13, portret. ISSN 1318-3028. [COBISS.SI-ID 52223491]	Interview
KANJUO-MRČELA, Aleksandra (Interview). Ženske so boljše, moški tudi. Manager : revija za podjetne. [Tiskana izd.]. apr. 2015, št. 2, str. 68-71, ilustr. ISSN 0353-8079. [COBISS.SI-ID 33367133]	Interview
KŘÍŽKOVÁ, Alena (Interview), KANJUO-MRČELA, Aleksandra (Interviewvanec). Institucije zmanjšujejo razlike v plači med spoloma. Te institucije razgrajujemo. Sobotna priloga. 31. jul. 2021, str. 18, fotogr. ISSN 1580-3007. [COBISS.SI-ID 78946563]	Interview
Polemic, discussion, commentary	
KANJUO-MRČELA, Aleksandra. Samo desetina moških ima šefinjo : razlike in neenakosti med spoloma. Delo, Sobotna priloga. [Tiskana izd.]. 3. mar. 2012, leto 54, št. 52, fotogr. ISSN 0350-7521, ISSN 1580-3007. [COBISS.SI-ID 31117917]	Polemic, discussion, commentary
MAYER, Martina Tita (oseba, ki Interview), HUMER, Živa (Interview), FRELIH, Mojca (Interview). Spremembe moškosti in očetovstva. Ljubljana: Radiotelevizija Slovenija javni zavod, 2022. 1 spletni vir (1 zvočna datoteka (37 min, 40 sek)). Intelekta. https://prvi.rtvslo.si/podkast/intelekta/49/174883371, https://365.rtvslo.si/arhiv/intelekta/174883371. [COBISS.SI-ID 126917379]	Radio or television event
HUMER, Živa (Interview), ŠORI, Iztok (Interview). Zakaj je skrbstvena moškost pri nas tako redka? : prispevek v oddaji Studio City, RTV Slovenija, 22. junija 2015. http://www.rtvslo.si/arhiv/studio-city/174342905. [COBISS.SI-ID 1131373]	Radio or television event