

Participant slide summaries

Gender stereotypes reflection exercise - Arabic, English, French and Portuguese slide sets

Purpose: This document synthesizes participant discussion notes from four versions of the same interactive slide exercise. It is intended as a readable workshop record and a starting point for follow-up discussion, not as a verbatim transcript.

At a glance

Slide set	Childhood messages	Influence today	Distinct emphasis
Arabic slide set	Color coding and different treatment for girls and boys; gendered toys; boys' mistakes more easily forgiven; boys prioritized for study and given more freedom to be out late.	Patriarchal social traditions still restrict women's roles. Schools are more gender-inclusive than before, but not fully. Stereotypes still shape girls' subject choices, workplace discrimination, pay gaps, leadership access, and hiring biases linked to maternity leave.	Strong emphasis on structural barriers and the way tradition keeps gender roles in place.
English slide set	Girls discouraged from football, pants, higher education, STEM, distance from home, staying out late, or athletics; boys told not to cry and expected to become breadwinners. Notes also mentioned early marriage, household labour, purity, gendered professions, and victim-blaming based on clothing.	The same messages affect girls' education, CSE debates, leadership opportunities, household expectations, and the idea that women leaders are too emotional. Care responsibilities and school exclusion also appear as barriers.	Most intersectional set, explicitly naming disability exclusion, assumptions about women with disabilities, care responsibilities, and LGBTQIA+ discrimination.
French slide set	Gendered school subjects, activities, colours, and chores; girls expected to be gentle, calm, helpful at home, and oriented toward marriage; boys discouraged from crying; girls discouraged from contradicting boys; male privilege in family and inheritance norms.	These expectations continue to affect women's autonomy, decision-making, leadership, study choices, underrepresentation in certain fields, inheritance, trust in women who lead, and social judgement of women who live alone or seek independence.	Strong focus on autonomy, inheritance, legitimacy of women's decisions, and the social cost of women's independence.
Portuguese slide set	Women were expected to be modest, quiet, gentle, reserved, and domestic, while men were allowed or expected to be more expansive, expressive, and work-oriented.	The response to what still influences society, schools, work, or leadership was concise: unfortunately, all of them.	Briefest set, but very clear: the childhood expectations were seen as still broadly present.

Detailed summaries by slide set

Arabic slide set

Core childhood messages: Color coding and different treatment for girls and boys; gendered toys; boys' mistakes more easily forgiven; boys prioritized for study and given more freedom to be out late.

Continuing influence: Patriarchal social traditions still restrict women's roles. Schools are more gender-inclusive than before, but not fully. Stereotypes still shape girls' subject choices, workplace discrimination, pay gaps, leadership access, and hiring biases linked to maternity leave.

What stands out: Strong emphasis on structural barriers and the way tradition keeps gender roles in place.

French slide set

Core childhood messages: Gendered school subjects, activities, colours, and chores; girls expected to be gentle, calm, helpful at home, and oriented toward marriage; boys discouraged from crying; girls discouraged from contradicting boys; male privilege in family and inheritance norms.

Continuing influence: These expectations continue to affect women's autonomy, decision-making, leadership, study choices, underrepresentation in certain fields, inheritance, trust in women who lead, and social judgement of women who live alone or seek independence.

What stands out: Strong focus on autonomy, inheritance, legitimacy of women's decisions, and the social cost of women's independence.

English slide set

Core childhood messages: Girls discouraged from football, pants, higher education, STEM, distance from home, staying out late, or athletics; boys told not to cry and expected to become breadwinners. Notes also mentioned early marriage, household labour, purity, gendered professions, and victim-blaming based on clothing.

Continuing influence: The same messages affect girls' education, CSE debates, leadership opportunities, household expectations, and the idea that women leaders are too emotional. Care responsibilities and school exclusion also appear as barriers.

What stands out: Most intersectional set, explicitly naming disability exclusion, assumptions about women with disabilities, care responsibilities, and LGBTQIA+ discrimination.

Portuguese slide set

Core childhood messages: Women were expected to be modest, quiet, gentle, reserved, and domestic, while men were allowed or expected to be more expansive, expressive, and work-oriented.

Continuing influence: The response to what still influences society, schools, work, or leadership was concise: unfortunately, all of them.

What stands out: Briefest set, but very clear: the childhood expectations were seen as still broadly present.

Cross-cutting patterns

<p>Early socialisation is very visible.</p> <p>All four sets show that gender rules are learned in everyday childhood experiences: colours, toys, clothing, chores, emotional expression, mobility, and praise.</p>	<p>Education is a major battleground.</p> <p>Participants repeatedly linked gender expectations to who is encouraged to study, which subjects feel acceptable, and whether girls are pushed toward marriage instead of education.</p>
<p>Autonomy is judged differently for women and girls.</p> <p>Restrictions on staying out late, studying far from home, living alone, making decisions, or building an independent life appeared across several slide sets.</p>	<p>Care work remains feminised.</p> <p>Household labour, looking after family, and the expectation that women must not neglect domestic responsibilities remained strong themes.</p>
<p>Leadership is still filtered through gender stereotypes.</p> <p>Women were described as underrepresented, not always trusted, and sometimes judged as too emotional or insufficiently legitimate as decision-makers.</p>	<p>Intersectionality needs space.</p> <p>The English set explicitly named disability exclusion, care responsibilities, and LGBTQIA+ discrimination; these themes could be brought into the wider discussion across all groups.</p>

Possible follow-up prompts

- Which expectations were hardest to identify because they felt normal or traditional?
- Which messages are reinforced by families, and which are reinforced by schools, workplaces, laws, or religious/community norms?
- Where did participants describe individual attitudes, and where did they describe structural barriers?
- Whose experiences are least visible in the notes, for example disability, LGBTQIA+ identities, poverty, rural communities, or minority groups?
- What message would you want children to hear instead of one of these stereotypes?

Source note

Based on the uploaded interactive slide decks: Arabic interactive slides.pptx, English interactive slides.pptx, French interactive slides.pptx, and Portuguese interactive slides.pptx. The wording above is a synthesis in English and not a complete translation of every note.