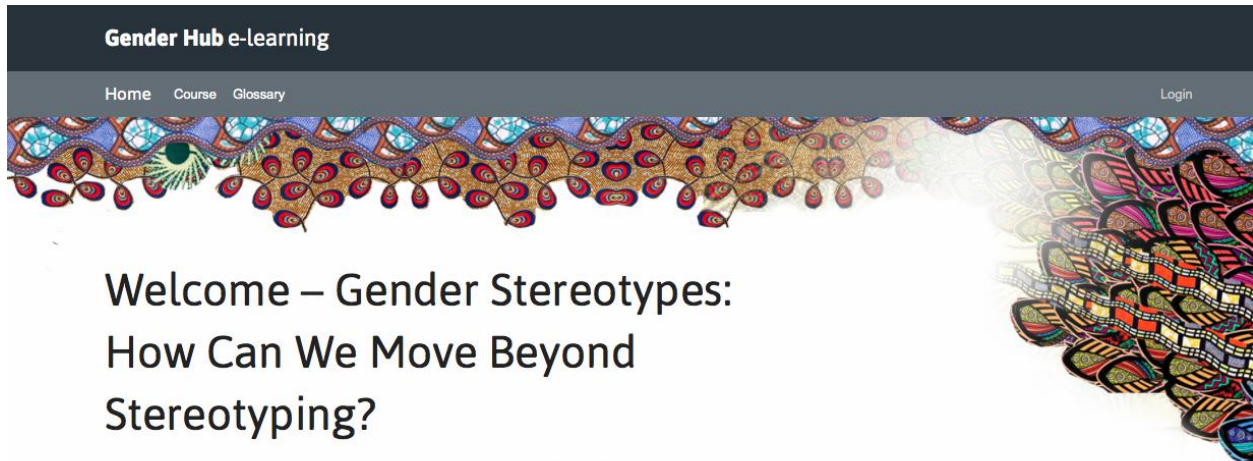


**Welcome to this e-learning course on Gender Stereotypes. This How-To guide will help you to navigate your way around the site.**

If you need additional help please contact [info@genderhub.org](mailto:info@genderhub.org)

This is the Home page:



Why has progress on [gender equality](#) – globally and in [Nigeria](#) – been so slow? The persistence of entrenched [gender](#) stereotypes is undoubtedly a powerful factor in the perpetuation of gender inequality. We live in a world of gender stereotypes. They are generalised and over-simplified messages and images about women and men and their differences, disguised as "truths" or "common-sense", despite being based on limited knowledge and/or prejudice. They are judgments, made on the basis of a person's gender, about who that person is, what they do, what they are capable of, and what they should or should not do, and we are all impacted by them.

It tells you a little bit about the course before you get started. To begin the course, click "Login" in the top right-hand corner of the page.

This is the Course page:



## Start the Course

*We live in a world of [gender](#) stereotypes. We are surrounded by messages about women being weak and men being strong, about women being better carers and men being better at earning money; a world in which everyone is supposed to be heterosexual and married or wanting to be. These kinds of ideas are all too familiar, although the content of each stereotype varies from place to place.*

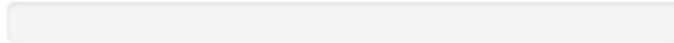
— BRIDGE 2004:1

This free e-learning course aims to support policymakers, practitioners and activists who are committed to pushing forward the goal of [gender equality](#) and working towards a world free of discriminatory gender stereotypes, so that all people can be who they want to be regardless of their gender.

It tells you a bit more about the structure and content of the course. To start the course, click the green **GET STARTED** button at the bottom of the page.

This course is comprised of 3 Lessons and a Conclusion.  
You can see your course progress on the right-hand side of the page.

## Course Progress



### Lesson

- [Lesson 1 – An Introduction to Gender Stereotypes](#)
- [Lesson 2 – Manifestations and Impacts of Gender](#)

#### [Stereotypes](#)

- [Lesson 3 – Strategies and Interventions](#)
- [Conclusion](#)

Each Lesson has an introduction page.



## Lesson 1 – An Introduction to Gender Stereotypes

This lesson provides a strong starting point for the course by clarifying the concept of 'gender stereotypes' and establishing a working definition. It considers where gender stereotypes come from, how they work, their impacts, how they are subject to change and the importance of taking action to challenge them. This is enriched by examples drawn from the Nigerian context.

In this lesson you will be introduced to a team of academic and development sector experts from [Nigeria](#), the UK and other African nations. They specialise in a range of areas, including social and economic development, [gender equality](#) and women's rights, public health, agriculture and [governance](#), violence against women, [inclusion](#) and reconciliation of sexuality, spirituality and human rights. You will be able to listen to audio interviews with each specialist and engage with their research.

#### Lesson Topics

- [What are gender stereotypes?](#)
- [Where do gender stereotypes come from and how do they work?](#)
- [What are the impacts of gender stereotypes?](#)
- [How can gender stereotypes be changed and challenged?](#)

On the introduction page, you will find the list of topics for that Lesson.

Click on the first topic to get started. For example, in Lesson One, click

[What are gender stereotypes?](#)

Each topic also begins with an introduction.

## What are gender stereotypes?

Topic Progress: ● ● ● ●

[← Back to Lesson](#)

*We live in a world of [gender](#) stereotypes. We are surrounded by messages about women being weak and men being strong, about women being better carers and men being better at earning money; a world in which everyone is supposed to be heterosexual and married or wanting to be. These kinds of ideas are all too familiar, although the content of each stereotype varies from place to place.*

— BRIDGE 2004:1


### What are stereotypes?

There is no one understanding of stereotypes, nor a single definition, although most definitions share common elements. These include a sense of stereotypes being generalised representations of a group of people, which are rigid, often judgmental, and have negative consequences for those being judged. Stereotypes are often based on one or more aspects of a person's identity.

Click the quiz at the bottom of the page to continue through to the topic objectives and more in-depth information with which to engage with and answer questions on.

The quiz titles correlate to their topic title. For example, in for the first topic, click

What are gender stereotypes?

Quizzes		Status
1	What are gender stereotypes?	

Each section has enough information within it to will help you answer the questions correctly.

## What are gender stereotypes?

### Topic Objective:

To be able to define gender stereotypes and explain what they are.

1	2	3
---	---	---

■ Answered

Question 2 of 3

### Definitions of stereotypes and gender stereotypes

Take a look at the following definitions of stereotypes and gender stereotypes. These should be read and fully understood before you progress to the next stage of the course.

*'A set of characteristics or a fixed idea considered to represent a particular kind of person.*

— Rake and Lewis 2009:2

*Stereotypes are generalizations of the characteristics, beliefs, habits and/or behaviors of a group of individuals based on some part of their identity, such as gender, race, class, age, sexual orientation, disability, or occupation.*

Each question within a quiz has a set of text, a reflection and an activity. Please read the instructions within each quiz/question to fully understand what you are being asking to do at each stage.

## Reflections:

**Reflection:** What are these proverbs saying about what it means to be a girl/woman or a boy/man? What do they communicate about expected roles, behaviours and capacities of girls/women and of boys/men? Write your reflections down in your notebook.

Reflections come in a blue box and are aimed at developing higher-order thinking and stimulating evaluation and analysis of key information before you engage with an activity.

## Activities:

**Activity:** Which of the following are gender stereotypes?

Activities come in a pale green box. Activities are the only feature on each page where you must interact with the site and need to select a response/answer to progress to the next lesson.

For some questions you will have to click on the appropriate answer.

**Activity:** Which of the following are gender stereotypes?

- ☐ Women are weak and men are strong;
- ☐ Men are corrupt and women are honest;
- ☐ Women are better carers and men are better at earning money;
- ☐ Men are violent;
- ☐ Women are better suited for work that requires less intellectual or critical [capacity](#);
- ☐ Men are better leaders than women.

Check

For some questions you will need to assess content. To do this, click on the appropriate number.

**Activity:** Reflect on your answers to the above questions and indicate on the scale below the extent to which you conform to or resist gender norms. Write your answer down in your notebook.

I conform to gender norms... 1 2 3 4 5 I resist gender norms...

Check

Throughout the course, there are some questions that do not require you to click any buttons, but just to write your answer in your notebook.

**Activity:** Write down the stereotypes that these Black men are facing, what the impacts are and how these men would like to be portrayed. Take a moment to reflect. The video reflects the experience of Black men in the United States. Does this resonate with your community or life?

Check

For some questions you will need to sort the elements by dragging and dropping the key elements into the appropriate box.

**Activity:** Match the correct answers to the questions below.

Four

Sixteen

A woman to clean up the mess

Societal change

How many African countries have passed parity laws?

What does Penda Mbow say is a way to bringing [equality](#) between men and women politicians?

At the time of this report, how many women were serving as presidents of African countries?

What is said to be needed when there is political unrest?

Check

Once you have answered the questions in the quiz, you need to click on the “Quiz-summary” button in the bottom right-hand corner of the page.

Quiz-summary



Once you finish a quiz, if you want to view the questions again simply click the "View questions" button.

**If you don't do this before you move on, you'll have to redo the quiz to see them.**

If you click "Click Here to Continue", you will go straight to the second topic of Lesson One.

Well done, you have completed the first topic of Lesson One!

Click Here to Continue

Restart quiz

View questions

Once you complete a lesson you will receive a badge (see below).

#### Course Badges



Unit Four Complete



Unit Three Complete



Unit Two Complete



Unit One Complete

Once you have all four badges, you need to visit the [Course Page](#) (make sure you are logged-in) and scroll down to click **Mark Complete**. You will then be shown the following confirmation that you have completed the e-learning course.



Congratulations.

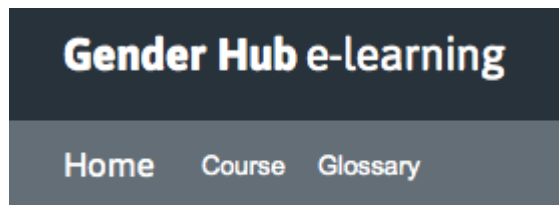
You have completed the course



Throughout the course some words are underlined. Hover over these word to see their definition.

The result of the absence of discrimination on the basis of a person's sex in opportunities and the equal allocation of resources or benefits or in access to services.

You can also find these definitions in the glossary. Click Glossary in the top left-hand corner to view definitions of the key words and acronyms used in this course.



Throughout the course you will be able to listen to a range of insightful interviews from our panel of African specialists. Look out for their illustration within each lesson, and engage with the points they raise by completing the audio-related reflection just below.

Listen to the following interview with Rev. Jide Macauley, founding Pastor at the House of Rainbow Fellowship, discussing gender norms in Nigeria and how they are changing:

  MattersoftheEarth  
Jide Macauley - The consequences of gender roles changing in Nigeria

  SOUNDCLLOUD 

  10

**Reflection:** What are your initial reactions to what Rev. Jide Macauley has said? Write these reflections in your notebook.

There are also 63 case studies in this course. Case studies take specific examples and then ask you to engage with them by completing a reflection based on that specific case study.

### **CASE STUDY #1: LET CLOTHES BE CLOTHES**

"The Natural History Museum (NHM) has approved an official Museum product, licensed by Marks and Spencer, to completely exclude girls. In 2015, it is unacceptable that such sexist attitudes towards children still exist.

As Jo Swinson MP has stated *"this is part of a wider issue about stereotyping and about sexism, it's not just unconscious lazy stereotypes, but outdated attitudes about what boys and girls can do."*

Current research suggests that many girls lack confidence in their approach to [Science, Technology, Engineering and Mathematics] subjects, or believe they will be judged on their appearance rather than ability. This is being reinforced by retailers like M&S who stereotype girls as "fashion conscious" and define a "girl theme" with flowers, hearts and sunglasses.

*"We all want children to think big. The message that dinosaurs, or any parts of science, are for boys and not girls is limiting and completely unnecessary."* Kate Smurthwaite, Comedian and Activist

*Let Clothes Be Clothes, 2015: <http://www.letclothesbeclothes.org>*

**Reflection:** Do you agree with the statement made by Kate Smurthwaite? Is the Natural History Museum reinforcing gender stereotypes and norms? What message does this send to girls and boys about what careers and interests might be appropriate to them in later life?