



Co-funded by the
Rights, Equality &
Citizenship Programme
of the European Union



SURVEY REPORT

THE SURVEY IS PERTAINING TO THE ISSUE OF GENDER-RELATED BIASES IN EDUCATION, TRAINING AND AT THE WORKPLACE IN EUROPE TARGETING DIRECTLY TRADE UNIONS EMPLOYEES AND GENDER EXPERTS, HUMAN RESOURCES (HR) MANAGERS, DIRECTORS AND EMPLOYERS RESPONSIBLE FOR HR MANAGEMENT BOTH IN PUBLIC AND PRIVATE ORGANIZATIONS; CAREER GUIDANCE PROFESSIONALS; TEACHERS AND TRAINERS FROM VET CENTERS, SCHOOLS, UNIVERSITIES – PRIMARILY THOSE IN CHARGE OF GUIDANCE AND COUNSELLING.

PROJECT GET UP- GENDER EQUALITY TRAINING TO OVERCOME UNFAIR DISCRIMINATION PRACTICES IN EDUCATION AND LABOUR MARKET

Education and career paths are often guided by gender-based stereotypes from the first stages. Besides representing an important cultural gap within the society as a whole, it particularly affects professional figures accompanying and supporting individuals in their transition periods, more particularly youngsters. Professionals in the labour market and educational sectors need to increase their skills and competences to provide less gender equality biased trainings and to raise awareness on gender stereotypes at the workplace and in education.

The objective of the project is to address the stereotyping of educational and career choices and to promote gender equality in education, training, career guidance and at the workplace, through preliminary researches, specific trainings and awareness raising campaigns. GET UP aims to launch a capacity building process for professionals who intervene in transition phases along the education-training-labour market chain by developing and delivering a training on gender equality based on a common European Minimum Standard of Competences in the process of definition.

OBJECTIVES:

1. To define a European Minimum Standard of Competences on Gender Equality (EMSC) for those in charge of Human Resources at the workplace (directors, employers, trade unions), Career Guidance professionals and Teachers supporting training and employment choices in order to guide, promote, recruit and retain individuals by overcoming gender stereotypes and taking into consideration their skills, competences and interests;
2. To strengthen the skills and competences of the above mentioned professionals of both private and public organisations and companies on European and national legislation, practices and behaviors aimed at overcoming gender stereotypes.
3. Raise awareness on gender equality among partner organisations and their members, as well as the whole public, thus also promoting at European level the benefits stemming from equal participation in society of men and women.

Donor: European Commission – Directorate General Justice and Consumers

Programme: Rights, Equality and Citizenship

Timespan: 24 months
(01.01.2017 - 01.01.2019)



ACTIVITIES

1. Comparison and analysis of existing training offers on gender balance issues for the different professional profiles involved in the project, by also considering that EIGE is going to provide one through its online platform;
2. Focus Groups for Assessment of knowledge, skills and behaviours that the partner organisations and their members and networks have over the issues of gender equality and the acceptance of the “other” as a basic factor to work in a non-discriminatory manner;
3. Definition of the knowledge and competence needs;
4. Definition of the EMSC to be achieved by professionals on gender equality, non-discrimination and promotion of equality in education and at the workplace.
5. Design and definition of a standard for the development of a Training aimed at promoting the EMSC, both online and offline;
6. Implementation of the Training Offer on an experimental basis within the partner organisations and their members;
7. Uploading and dissemination of the project results;
8. Raising awareness Campaign, through short videos, a serious game and a photo contest;
9. Monitoring and evaluation of the achieved results and impacts.

PARTNERS

Lead partner: UIL - Unione Italiana del Lavoro, Italy

Other partners:

1. AIDP - Associazione Italiana per la Direzione Personale, Italy
2. LETU - Lithuanian Education Trade Union, Lithuania
3. ALDA - European Association for Local Democracy, France
4. DIESIS – European Research and Development Service for the Social Economy, Belgium
5. FORMA.Azione srl., Italy
6. WORKERS' EDUCATION AND TRAINING COLLEGE, Bulgaria
7. MUT - Malta Union of Teachers, Malta

INTRODUCTION

The survey is part of the Workstream 1: **European Minimum Standard of Competences on Gender Equality** and has been developed in symbiosis with other activities aiming at individuating the needs in terms of knowledge and competences of the target groups; and defining the competences needed to practice professionally the role of HR managers, guidance experts, active employment policies experts, teachers in charge of guidance support, etc. The final results will contribute to the development of a European Minimum Standard of Competences on Gender Equality and creation of a competency framework team of European gender equality experts.

The Survey was carried out in 6 languages (Italian, English, French, Lithuanian, Polish, and Spanish) in all EU countries with a specific focus on the partner countries via Google Form Surveys. In Poland, the surveys have been carried out face-to-face.

Thanks to the large network of the the partners, the survey reached over 94 000 persons representing the direct target of the survey: around 380 teachers, trainers, career guidance professionals and employers; 1 000 HR managers and community through the mailing list; more than 550 professionals from trade unions; 12 500 beneficiaries from Local Authorities and Civil Society organisations through mailing lists, direct contacts, and newsletters; 80 000 social enterprises.

About 10 500 persons belonging to the indirect targets were reached though social media, Facebook pages or website of the partners.

Overall, 725 answers were collected and 723 were processed. FORMA.Azione's collected 20 questionnaires in which respondents didn't answer to the question regarding their age. Two questionnaires from ALDA were not part of the project geographical target and therefore were not taken into consideration.

The survey in Polish has been carried face-to face.

GLOSSARY

GENDER refers to the roles, behaviours, activities, and attributes that a given society at a given time considers appropriate for men and women.

GENDER BIAS - Prejudiced actions or thoughts based on the gender-based perception that women are not equal to men in rights and dignity.

GENDER DISCRIMINATION- Any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on the basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.

GENDER EQUALITY (Equality between women and men) refers to the equal rights, responsibilities and opportunities of women and men and girls and boys.

GENDER GAP -The term gender gap refers to any disparity between women and men's condition or position in society.

GENDER STEREOTYPES are simplistic generalizations about the gender attributes, differences and roles of women and men.

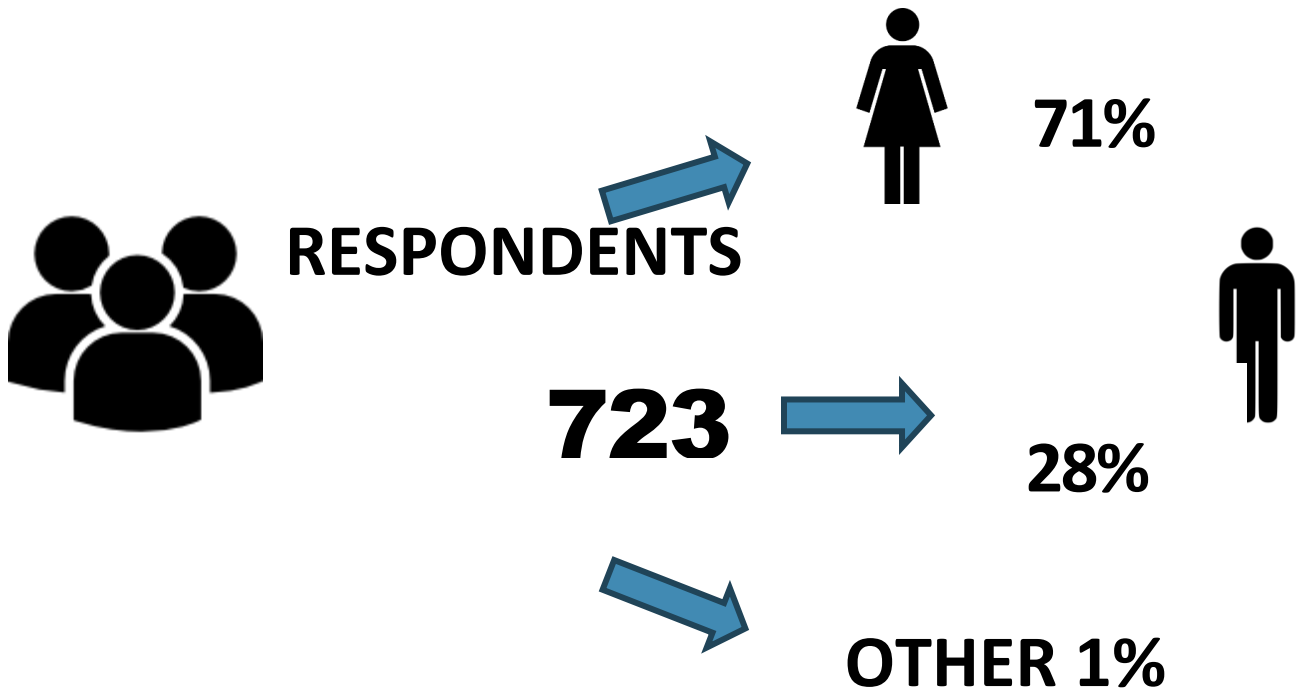
OCCUPATIONAL GENDER SEGREGATION - in absolute terms – that is, the actual dominance of one sex in a particular occupation – or in relative terms, that is to say, the higher share of one sex relative to the expected share(EC,2014). The division of labor refers to the way each society divides work among men and women, boys and girls, according to socially-established gender roles or what is considered suitable and valuable for each sex

SEX (biological sex)- The physical and biological characteristics that distinguish males and females.

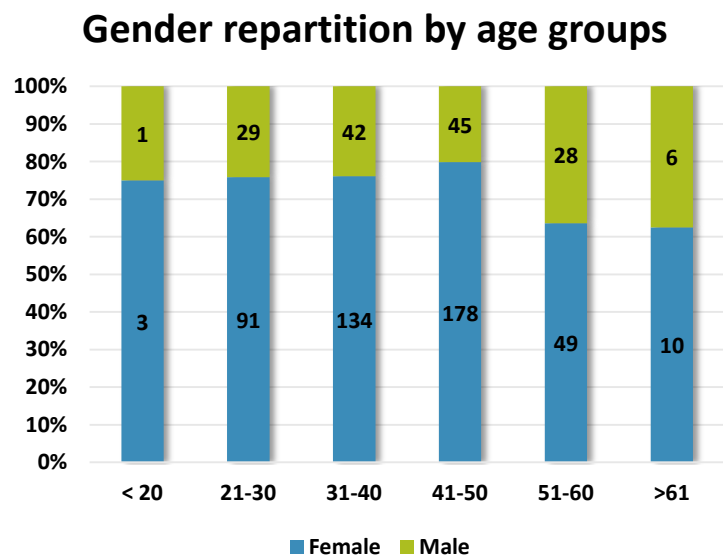
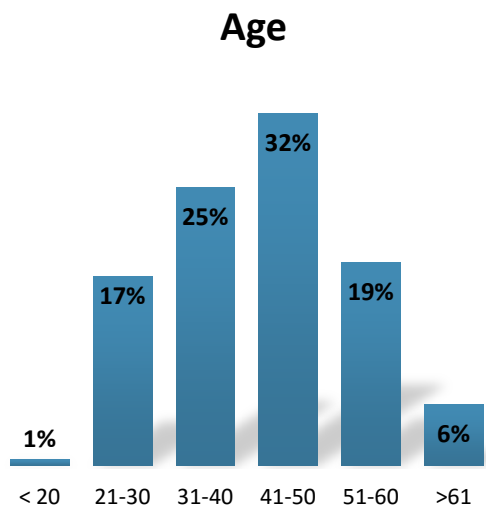
GENDER DISAGGREGATED DATA is data that is cross-classified by gender, presenting information separately for men and women, boys and girls.

DEMOGRAPHIC DATA

The profile of the 723 respondents to the survey unfolds as presented below: 71% of the respondents were female and only 28% - male representatives.



The age distribution can be considered relatively even among the age groups, with 32% respondents in the category 41-50 years old, followed by 25% respondents aged 31-40. Young people up to 30 years old have answered in proportion of 18%, people between 51 and 60 years old – 19%, and over 61 years – 6%.

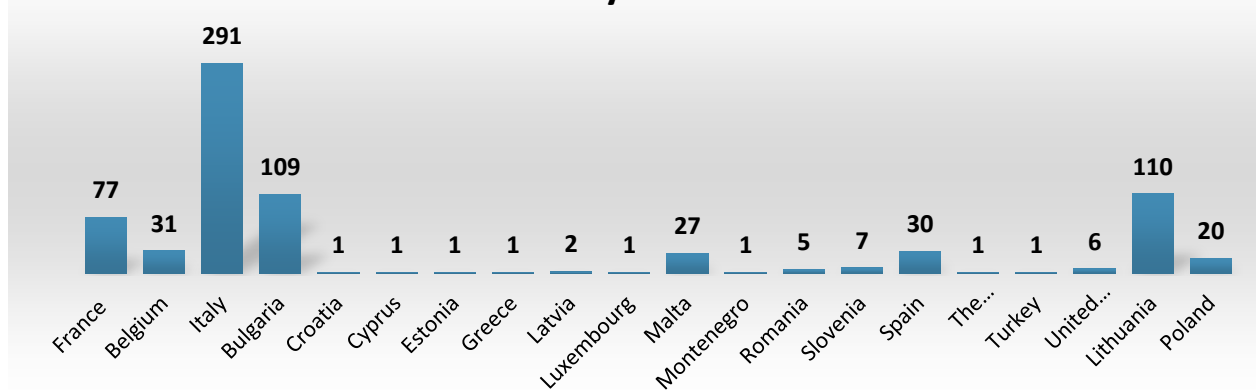


The gender representation for each age category falls in the proportion of 20-25% male

representatives for each age category up to 50 years old and 75-80% female respondent. A slight increase in male respondents can be observed for the age groups above 51 in proportion of 62% (females) to 38% (males).

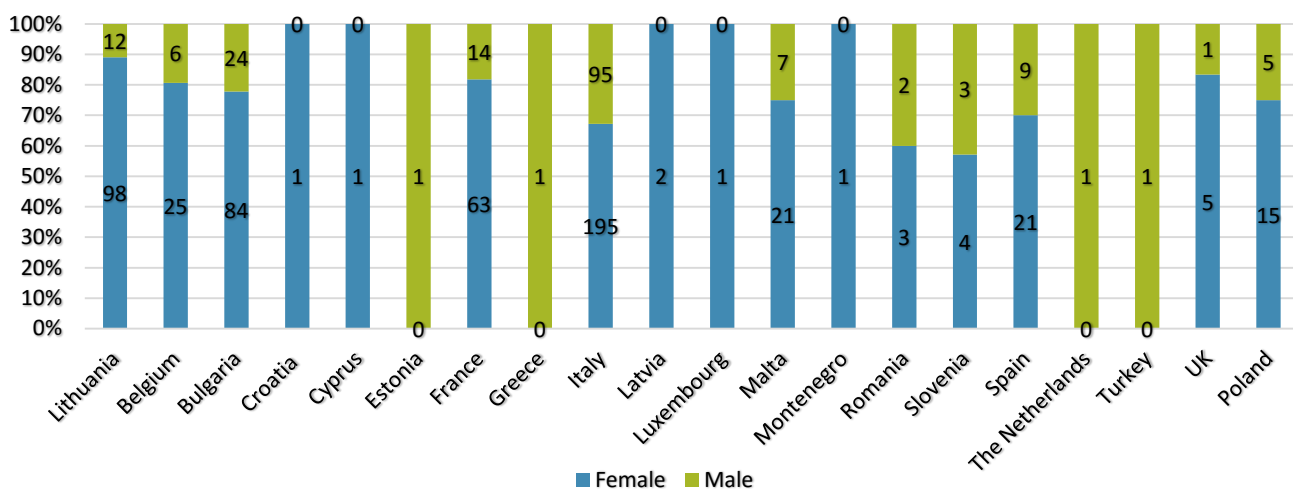
Although all Members States were eligible to contribute to the survey, the partners' focus at the national level brought the following geographical representation of the results: Italy has received the highest number of respondents (291) given the joint forces of UIL, AIDP, FORMA.Azione srl; Lithuania and Bulgaria gathered 110 and 109 answers, respectively, followed by 77 answers from France; Belgium, Malta, Spain and Poland registered up to 31 answers.

Country of residence



More than 70% of the respondents are female in 12 out of 20 countries where the answers were registered from, denoting an overall higher female participation at the survey and representation in the targeted sectors.

Gender repartition by country of residence

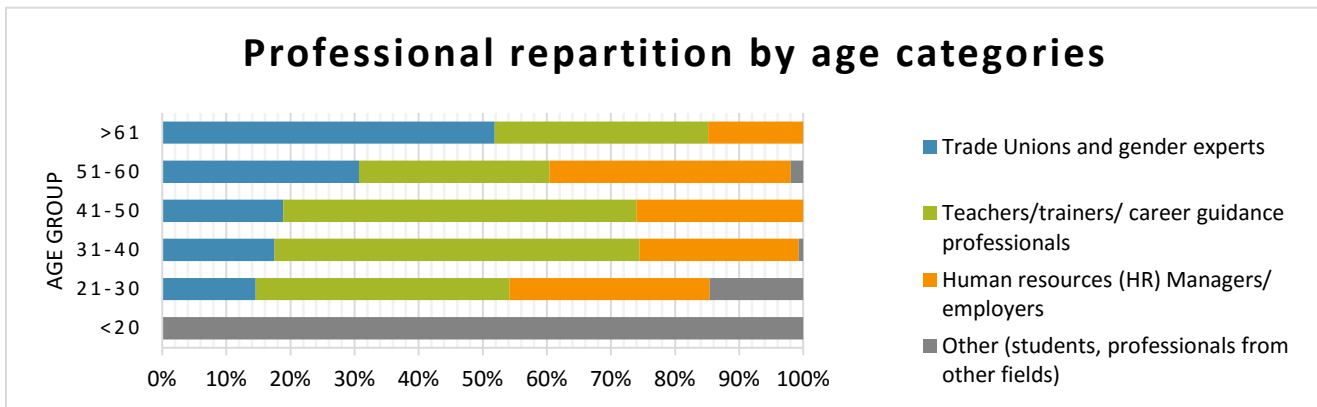


Due to the diversity of the partnership, the survey has also reached a balanced distribution in terms of targeted groups. **38% of the respondents work as teachers, trainers or career guidance professionals,**

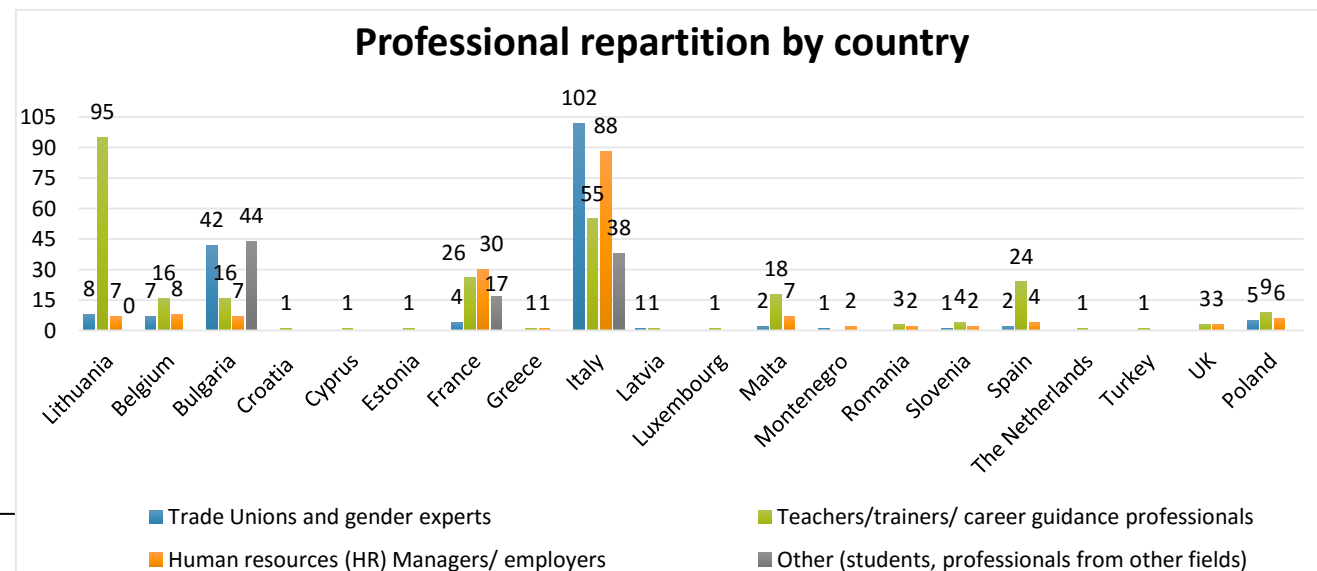
24% belong to Trade Unions or are gender experts, 23% are representatives of the HR and employers group, and the other 15% are students or professionals from other fields.



Professionals from Trade Unions or gender experts belong mostly to the age category 51+, while for the other age categories they represent maximum 20%. Most of the teachers (55%) are between 31-40 years old, similarly to the 41-50 years age category. Human resources representatives are rather aged 51-60 years old, followed by relatively equal distribution between the 21-30, 31-40, 41-50 age categories. The respondents part of other professional categories are mostly young people under 30 years.



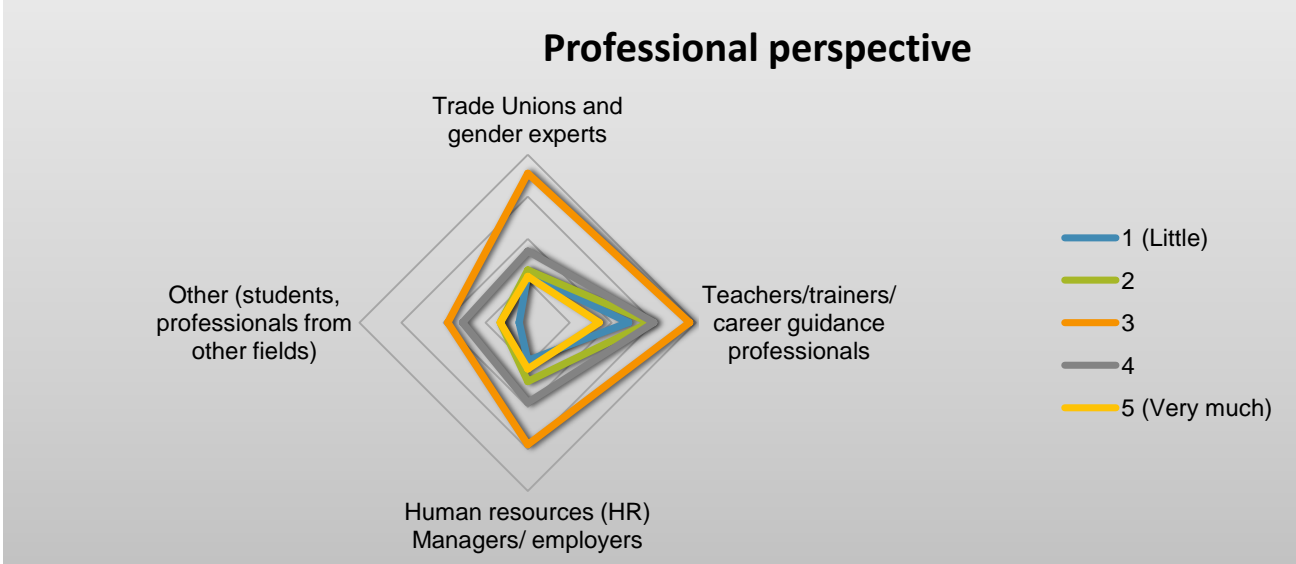
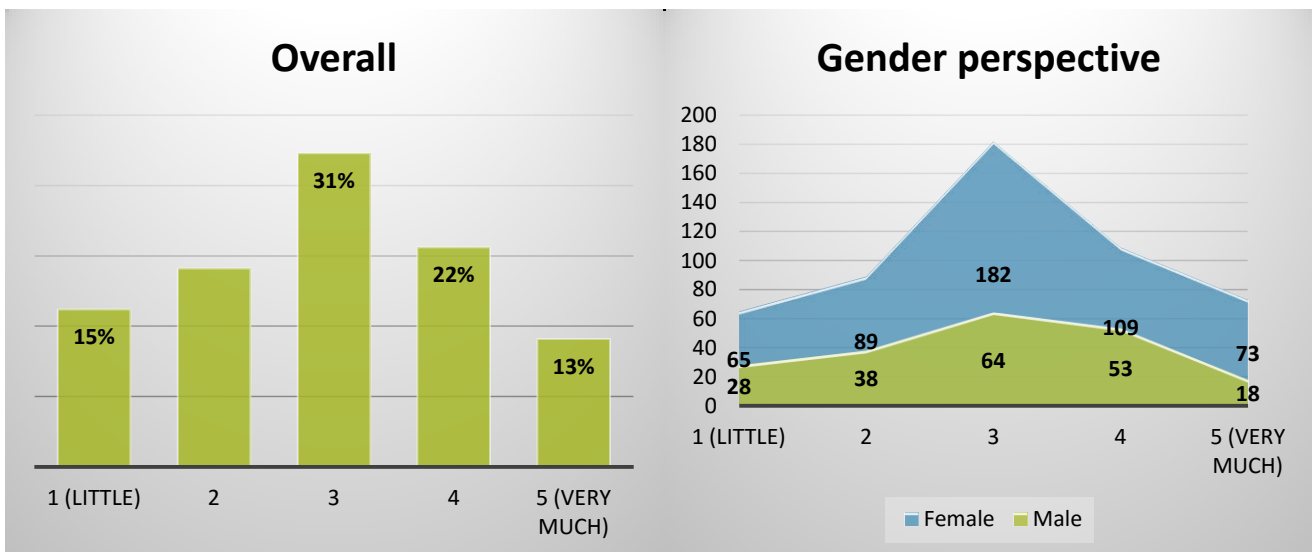
The majority of Trade Union representatives and gender expert are from Italy (102) and Bulgaria (42). Teachers, trainers, career guidance professionals are residing in Lithuania (95), Italy (55), France (26), Spain (24) and Malta (18). Human resources managers or employers are mostly from Italy (88) and France (30) while representatives of other professions are coming first of all from Bulgaria (44) Italy (38) and France (17).



KEY FINDINGS – EDUCATION

One of the key sectors gender inequality practices are present is the education environment. Overall, 35% of respondents consider that boys and girls are socialised at school much and very much in ways that produce gender inequality. 31% of responses take a middle position, while **34% believe the school social activities do not produce gender inequality to a large extent. Women respondents tend to have a prominent neutral position towards the question while men slightly tend to agree more with the fact that girls and boys are socialized at school in ways that produce gender equality.** From the professional perspective, also a neutral position can be observed in first place, followed by an affirmative direction.

To what extent are girls and boys socialized at school in ways that produce gender inequality?



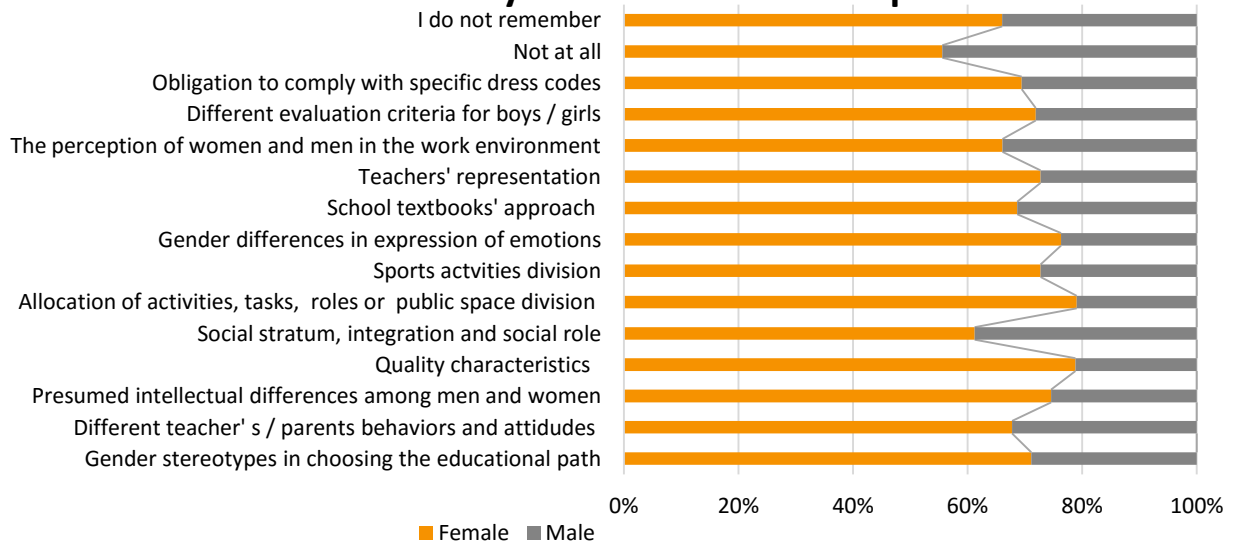
In order to better understand in which context gender inequality in education occurs and what the reasons behind are, the target group has been asked to list 3 gender related bias they recall in the

education process. The most common gender bias (listed by **268 respondents**) proves to be in relation to the **stereotypical choice of educational paths: a dominant social prediction that girls do better in the humanities, and boys in mathematics**. Among the other gender biases, the respondents recalled, we can list:

- Different teachers' / parents' behaviours and attitudes towards boys and girls shaping their non-formal learning activities choice (83 answers)
- Presumed intellectual differences among men and women (52 answers)
- Allocation of activities, tasks, roles or public space division during classes and recreational time (53 answers)
- Quality characteristics - girls are more responsible, more diligent, more efficient; boys have less desire to study, are more restless (50 answers)
- Social stratum, integration and social role (50 answers)
- Sport activities division (42 answers)
- Gender differences in expression of emotions - girls are weaker and they cry, while boys cannot cry, they have to be strong (42 answers)
- School textbooks' approach (adjectives used, cliché, missing roles of women) (38 answers)
- Teachers' representation (34 answers)
- The perception of women and men in the work environment (28 answers)
- Different evaluation criteria for boys / girls (23 answers)
- Obligation to comply with specific dress codes (12 answers)

14 respondents affirmed that they do not recall any gender equality related bias in the education. **The majority of the biases recalled by both female and male respondents are in an average proportion of 70 to 30%** with a slight difference in the bias related to social stratum, integration, and social role (60% female, 40% male).

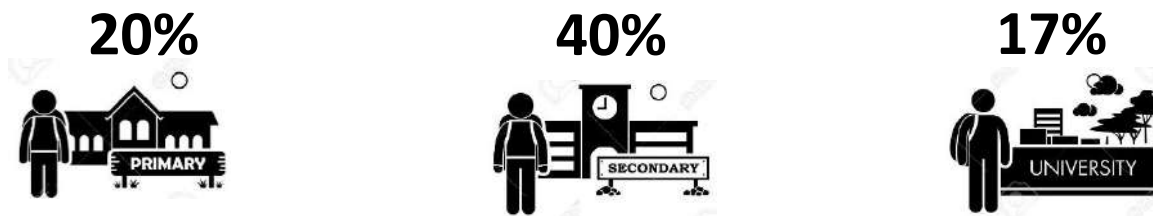
Gender biases recalled by female and male respondents



It is interesting to observe that female respondents recall mostly “Allocation of activities, tasks, roles or public space division during classes and recreational time”, “Quality characteristics” (almost 80%) and

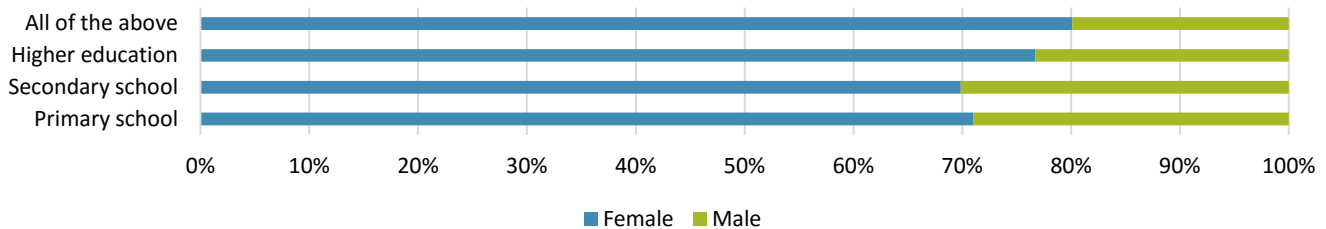
immediately afterwards “Gender differences in expression of emotions”; while male respondents firstly not recall any biases. 40% of the respondents consider that the above biases are more prominent in the secondary education level, followed by primary education (20%) and higher education (17%). The presence of gender equality biases in education at all the levels was supported by 23% of the respondents. **Men believe that gender related biases are mostly present in the secondary school while women- at all stages.** Though for all professional categories secondary education comes first, **Trade Unions and gender experts believe that gender biases are also strongly present in the primary education.**

At which education stage the gender related biases are more prominent?

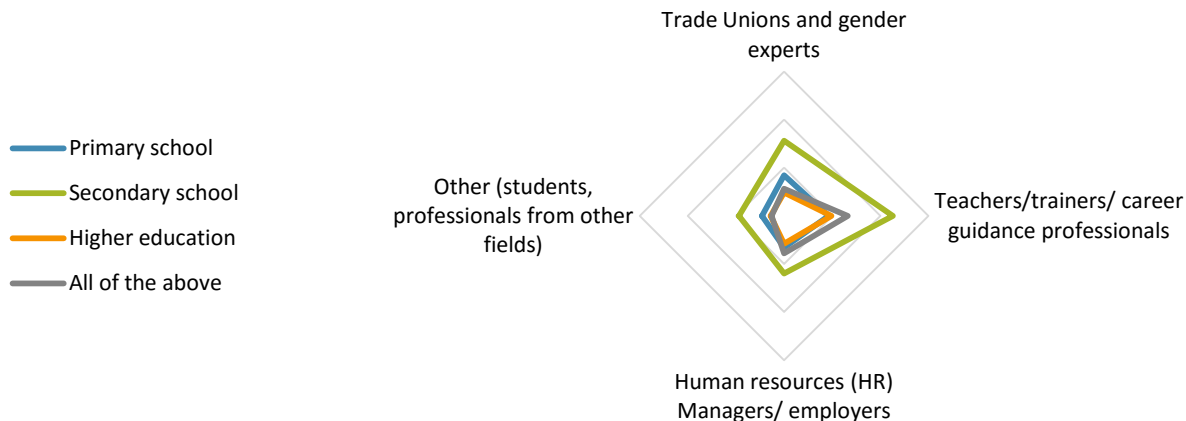


All of the above – 23%

Gender perspective



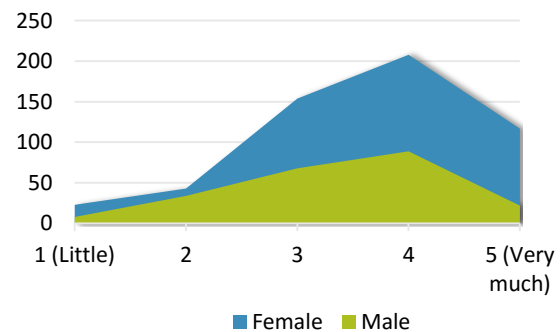
Professional perspective



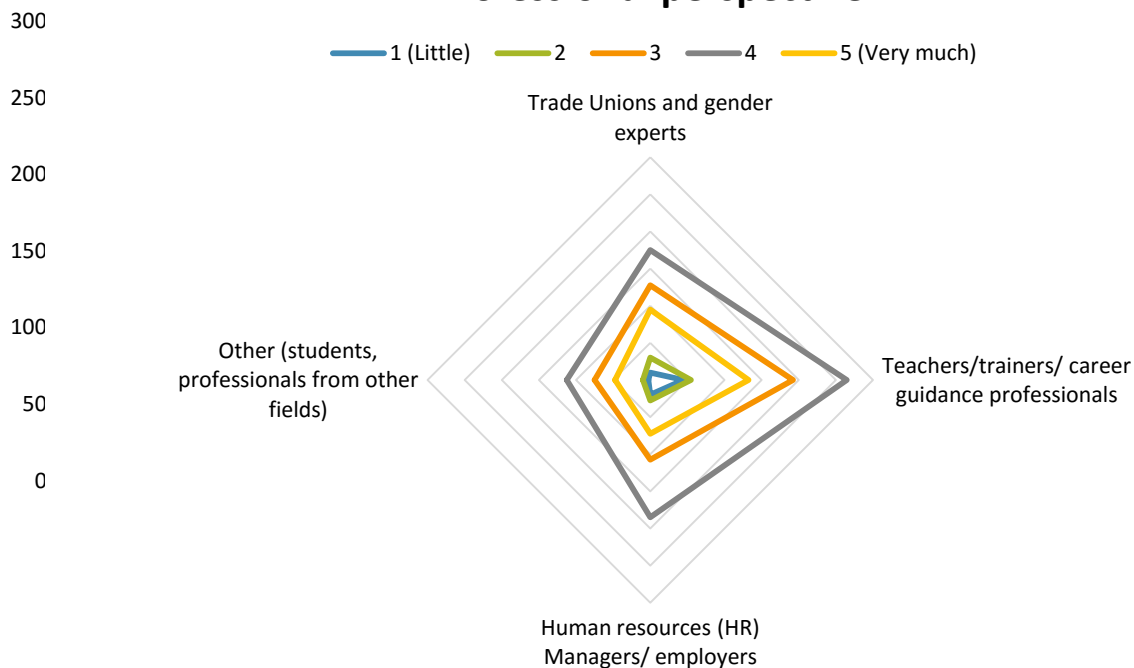
The education practices and present biases since early education stages do not have only an impact within its educational frame, it often also leads to further implications in the labour market. **39% of the respondents consider that education practices lead to a high extent to industry segregation and 20% agree with it very much.** A more neutral position is shown by 27% of answers, while 14% tend to consider education practices responsible just very little for work segregation. Both men and women believe that education practices lead to work segregation to a large extent (4 on a scale from 1 to 5) and the same applies for the professional categories, followed by a neutral tendency.

To what extent do education practices lead to industry segregation during the work phase (the idea of “women’s work” and “men’s work”)?

Gender perspective

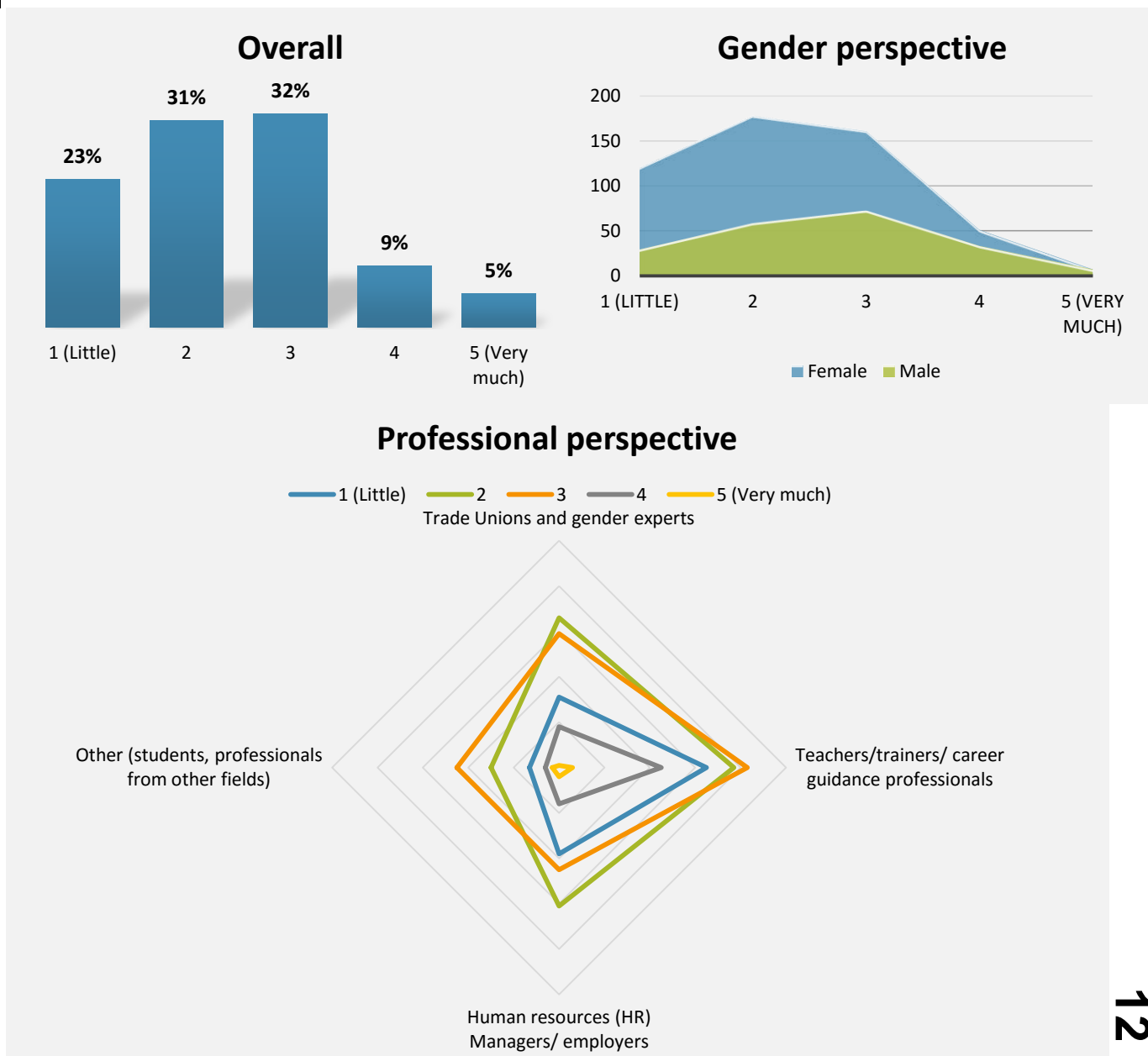


Professional perspective



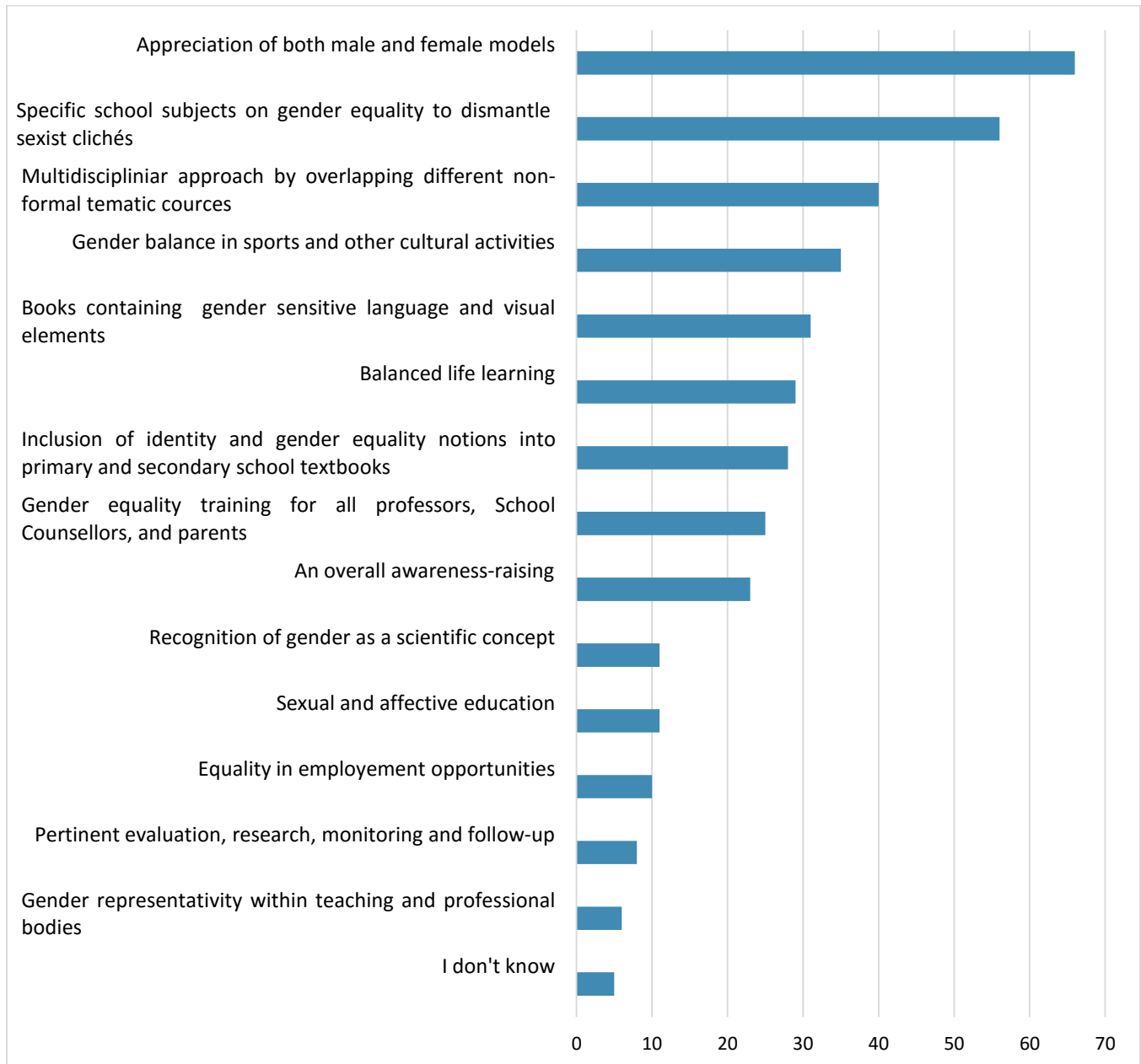
Recalling the most common bias mentioned by the respondents: stereotypical choice of education paths, there is a clear need to tackle the education curriculum in this sense. Asked to what extent education institutions have a gender-equitable curriculum on a scale from 1(little) to 5(very much), a clear negative tendency is shown, where **32% of the respondents think the curriculum is averagely gender equitable, 31% admit that the curriculum is rather lacking a gender-equitable aspect, while 23% believe is very little.** From a gender perspective, most of the female respondents believe the curriculum in the education institutions are lacking a gender-equitable dimension, while most of the male respondents tend to say that it is average. Teachers, trainers, career guidance professionals and representatives of other professions have a rather neutral position, while Trade Unions, gender experts, HR Managers and employers point out the lack of gender-equitability in the education curriculum.

To what extent education institutions have a gender-equitable curriculum?



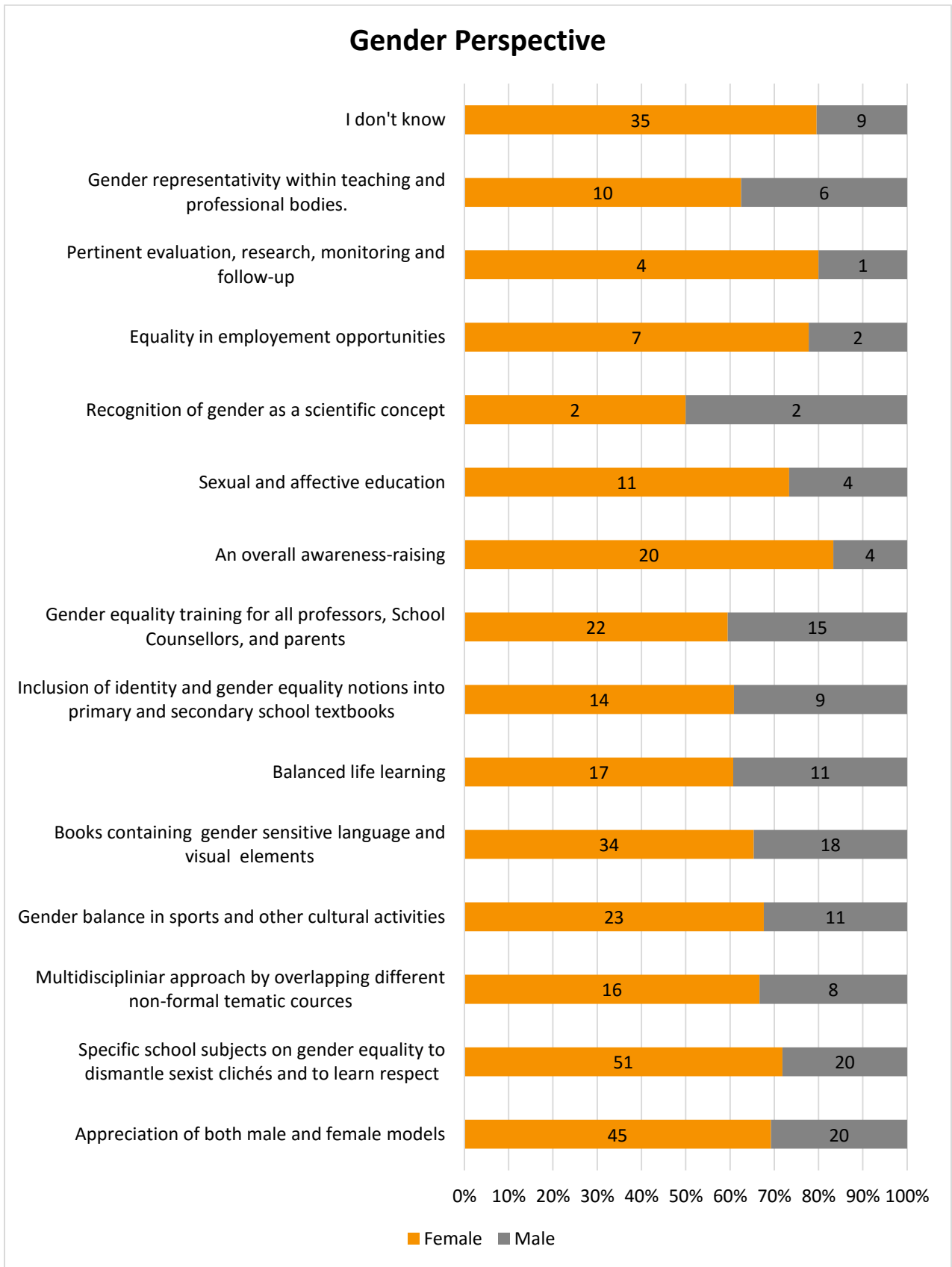
The top three elements the education curriculum is missing to ensure gender equality mentioned by the respondents are related to the appreciation of both male and female roles, the specific school subjects on gender equality to dismantle sexist clichés and the multidisciplinary approach.

3 elements the education curriculum is missing to ensure gender equality



A similar distribution can also be observed for male and female respondents separately. Other elements that stand out are about **books missing gender sensitive language and visual elements, gender equality in sports and other cultural activities, gender equality training for all professors, school-Counsellors and parents, and an overall awareness raising.** The graphics below showcase the different approaches of men and women toward the posed question.

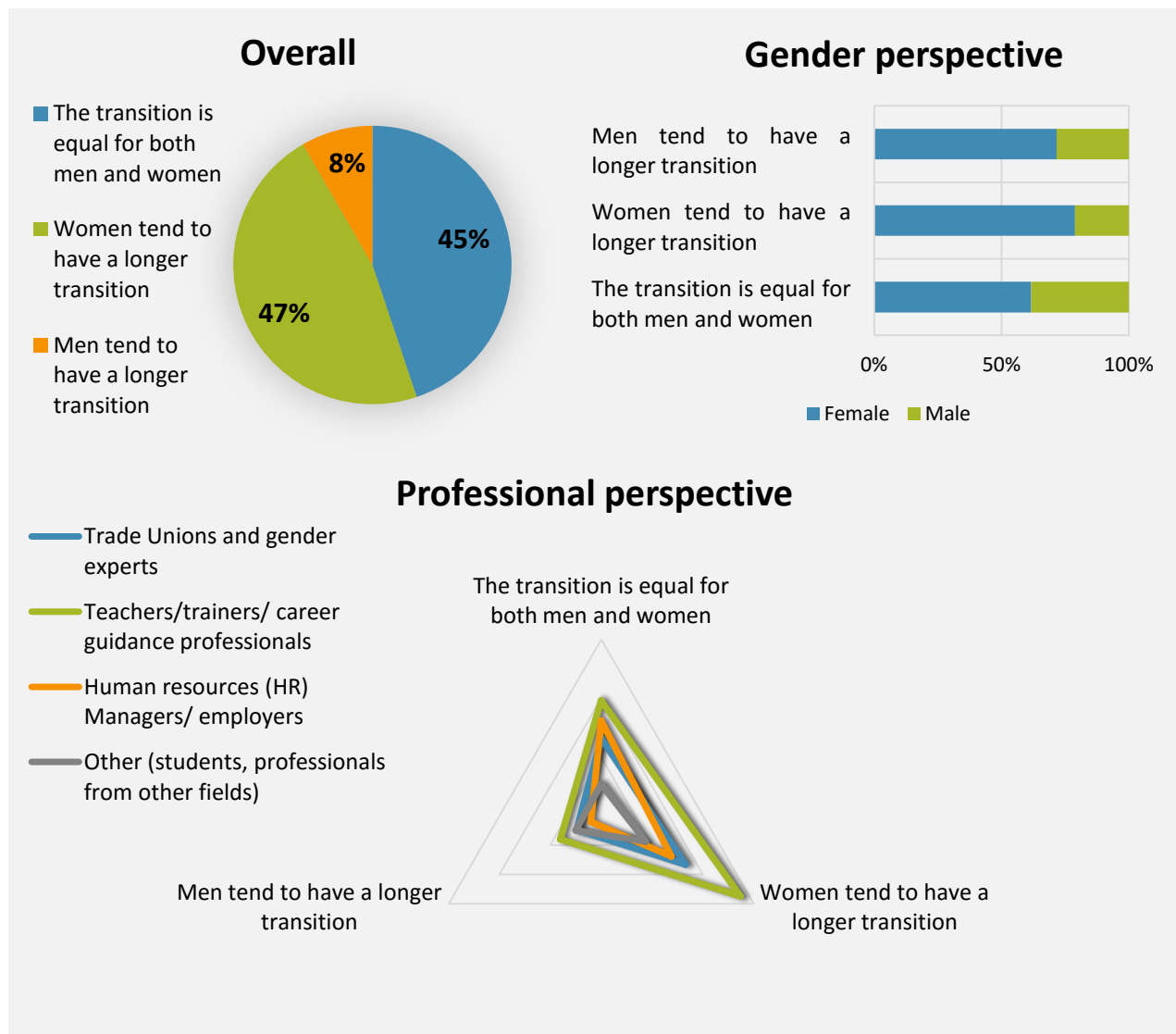
Also, it is worth to point out the quite high level of female respondents who do not know any element is missing in the curriculum to ensure gender equality.



KEY FINDINGS – WORK

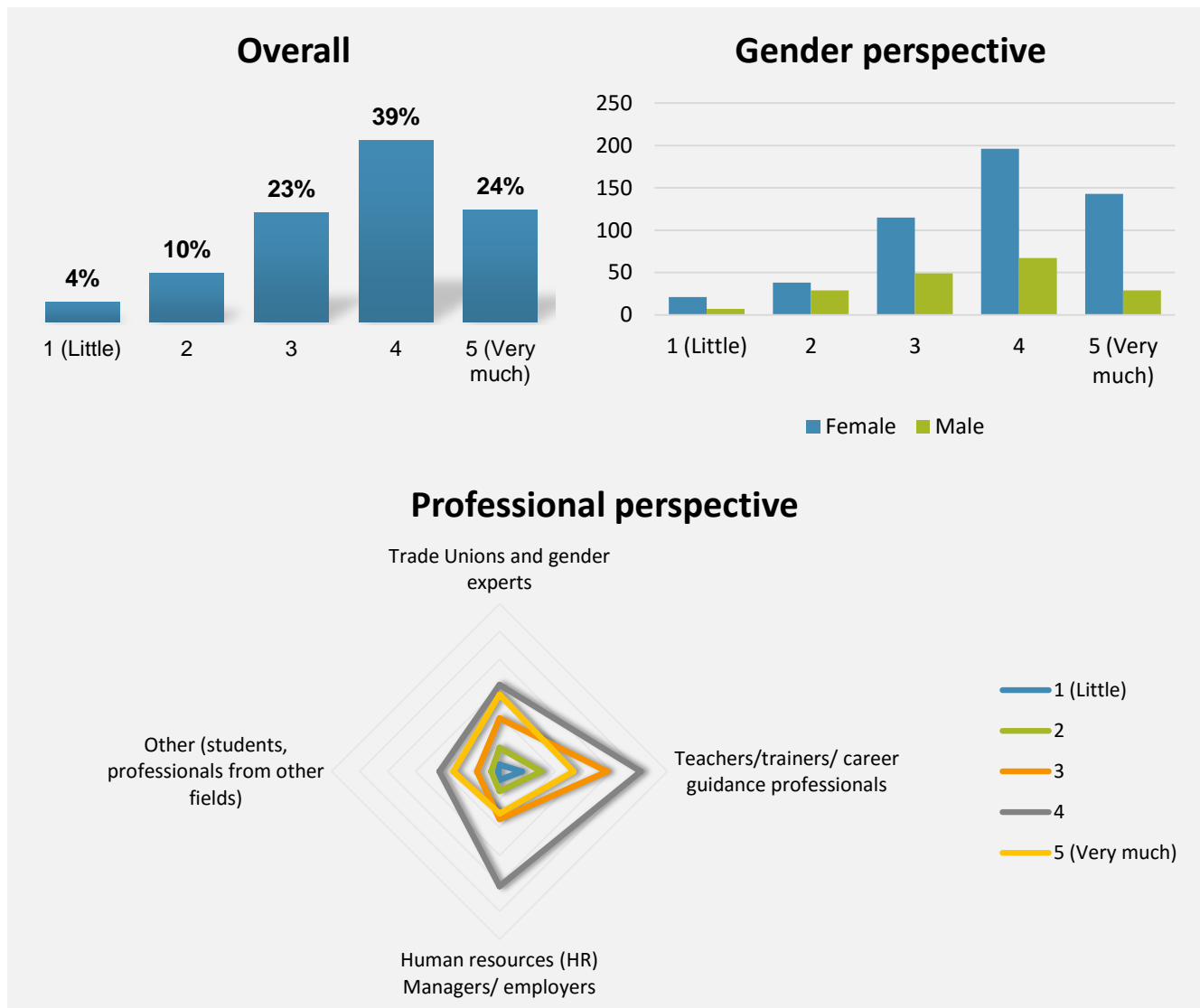
The education phase is followed by the work phase and the transition to it might prove to be different for men and women. The opinion on this is strongly divided. **47% of the respondents believe that women tend to have a longer transition from education to work, while 45% think the transition is equal for both men and women.** Only 8% of the reached target group believes men tend to have a longer transition. Analysing from a gender perspective, **80% of women respondents says that women tend to have a longer transition compared to 20% male answers.** In the second place, women think men tend to have a longer transition (70% to 30%) and closer to the equilibrium comes the idea of equal transition for both women and men (women-60%, men-40%). **All the professional categories confirm that women tend to have a longer transition.** Human Resources Managers and employers at the same time have a divided position emphasizing also the equal transition for both genders.

Is the school-to-work transition equal between men and women?



Despite many already existing policies tackling gender equality at the workplace, **39% of the respondents think that gender related biases are still much present, and 24% believe-very much.** 23% position themselves rather in the middle between 'little' and 'very much'. The opinions between men and women are not much divided, with a slight difference in the fact that women tend to believe that gender related biases are present much and very much in the work place, **while men direct their position from 'much' to rather 'neutral'.** In terms of professions, Trade Union and gender experts, teachers, HR managers, employers and other professionals strongly agree with the statement. **Teachers, trainers and career guidance professionals balance between 'much' and 'average' answers.**

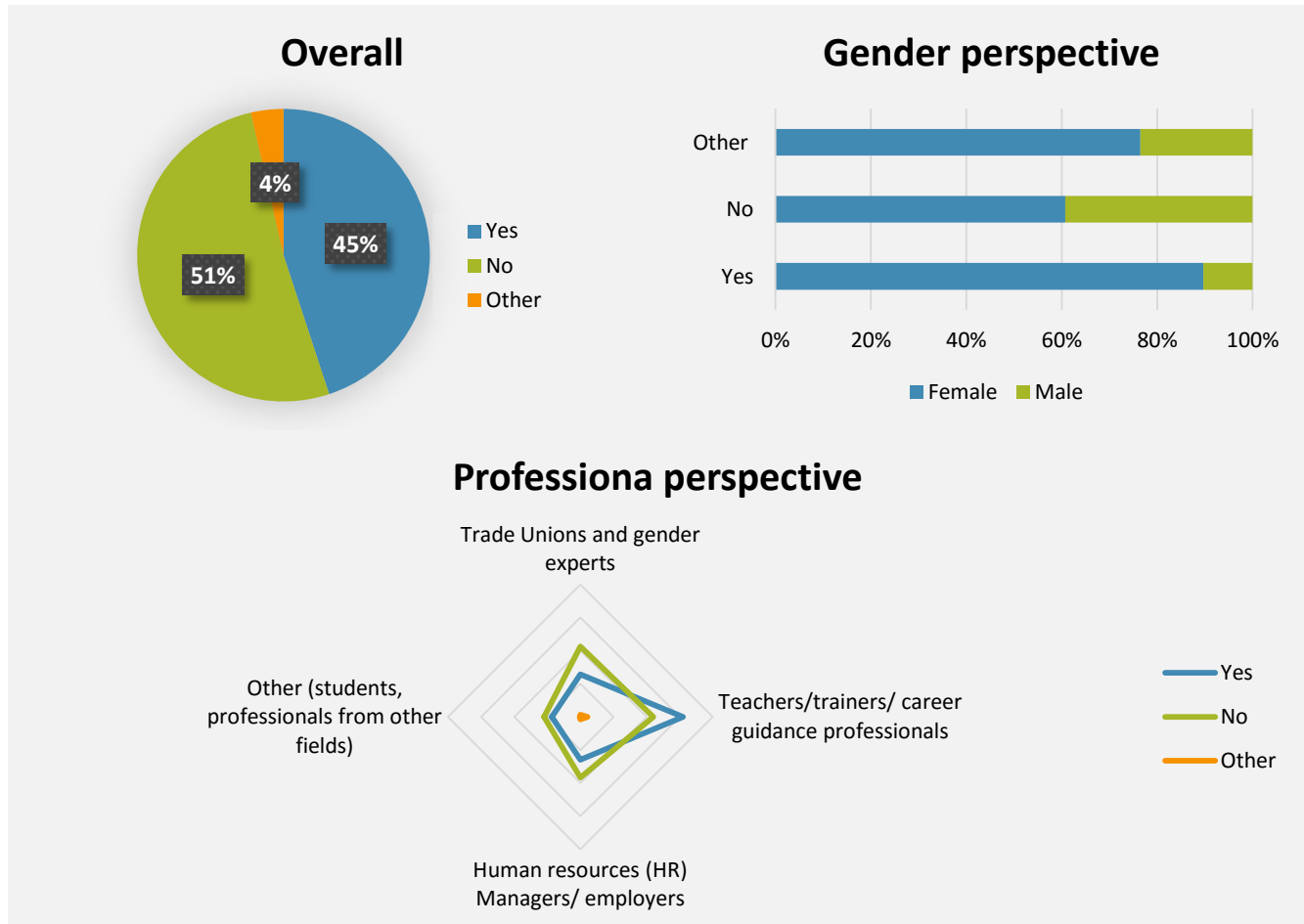
To what extent gender related biases are still present in the workplace?



Asked whether they have experienced personally discrimination in the workplace, 45% have had such experience. 51% have not been discriminated and 4% have witnessed different form of discrimination but not in direct relation to their person. **Among the discriminated ones, 90% are female and only**

10% male. Also, most of the discrimination experiences were reported among teachers, trainers and career guidance professionals.

Have you personally experienced discrimination in the workplace because of your gender?

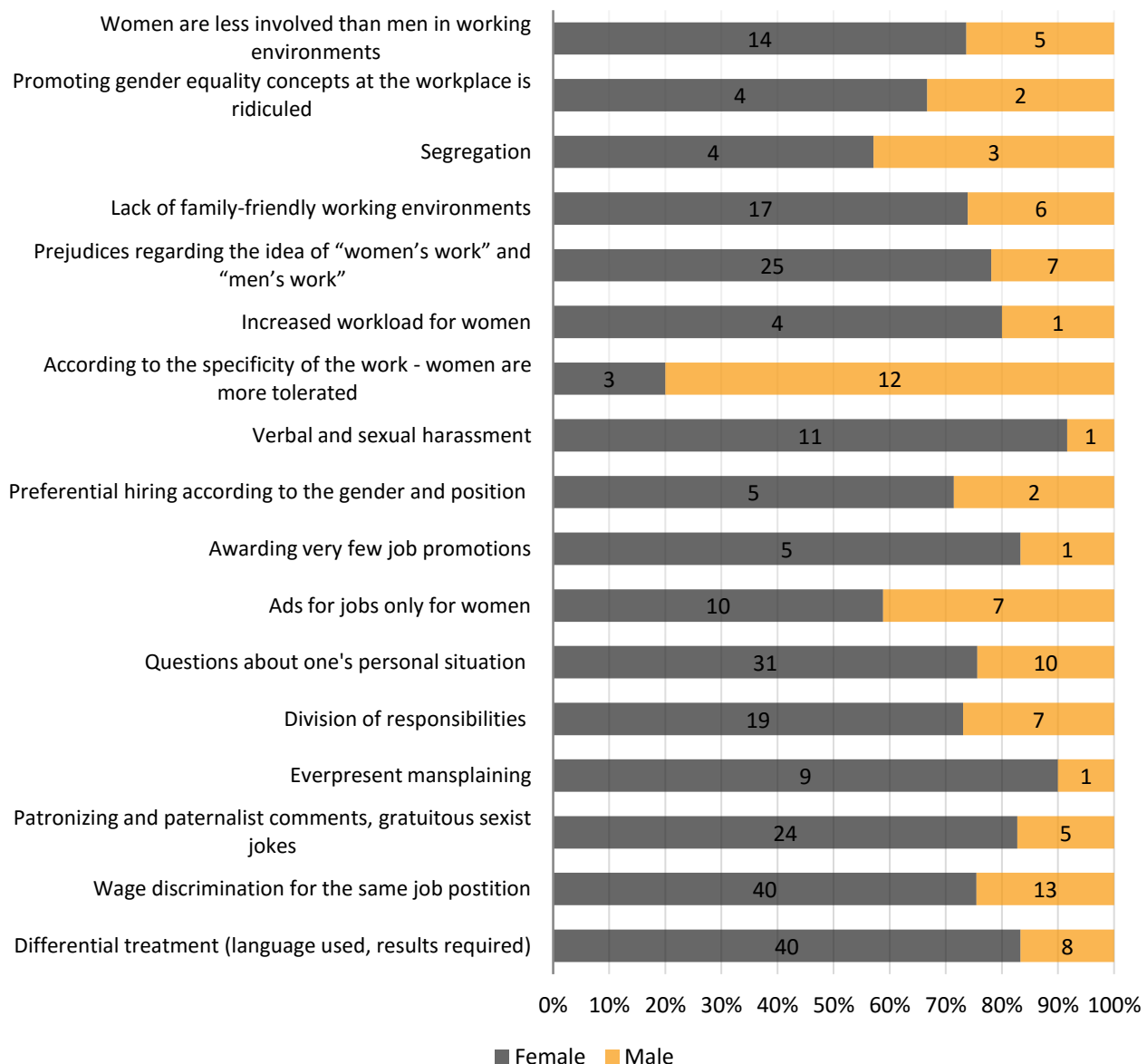


Among the types of discrimination that the respondents experienced can be listed:

- **Differential treatment** (language used, results required);
- **Wage discrimination** for the same job position;
- **Patronizing and paternalist comments, gratuitous sexist jokes;**
- **Mansplaining;**
- **Division of responsibilities:** less responsibilities for women or the same responsibilities at a harder price;
- **Questions about one's personal situation** (desire of motherhood);
- **Ads for jobs only for women;**
- **Awarding very few jobs promotions for women;**
- **Preferential hiring** according to the gender and position (sale, secretariat);
- **Verbal and sexual harassment;**

- According to the specific of the work-women are more tolerated;
- Increased workload for women;
- Prejudices regarding the idea of “women’s work” and “men’s work”;
- Lack of family-friendly working environments;
- Segregation;
- Promoting gender equality concepts at the workplace is ridiculed;
- Women are less involved than men in the working environments;

The image below demonstrates the proportion in which both men and women experienced the same discriminatory practice. **We can see particular discrepancies in the verbal and sexual harassment which more than 90% of women experience compared to about 8% men.** On the other side 80% say that according to the specificity of the work- women are more tolerated.



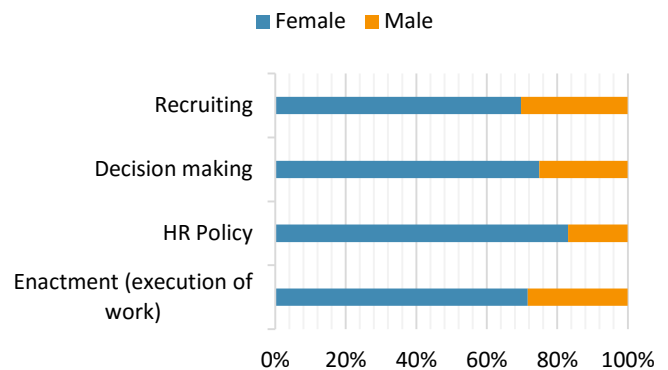
Moreover, most of the gender related biases when comes to workplace and particularly to human resources practices, proved to be in **the first place during the recruiting phase (358 answers), followed by the decision-making phase (347 answers), HR policy (259 answers) and enactment phase (202 answers).**

At which level during the employment phase most of the gender related biases in human resources (HR) related practices can be observed?

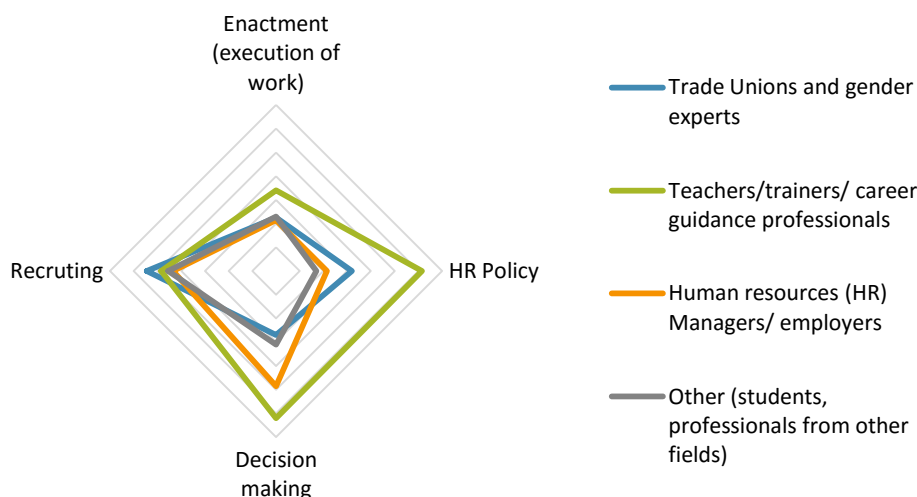
Overall



Gender perspective



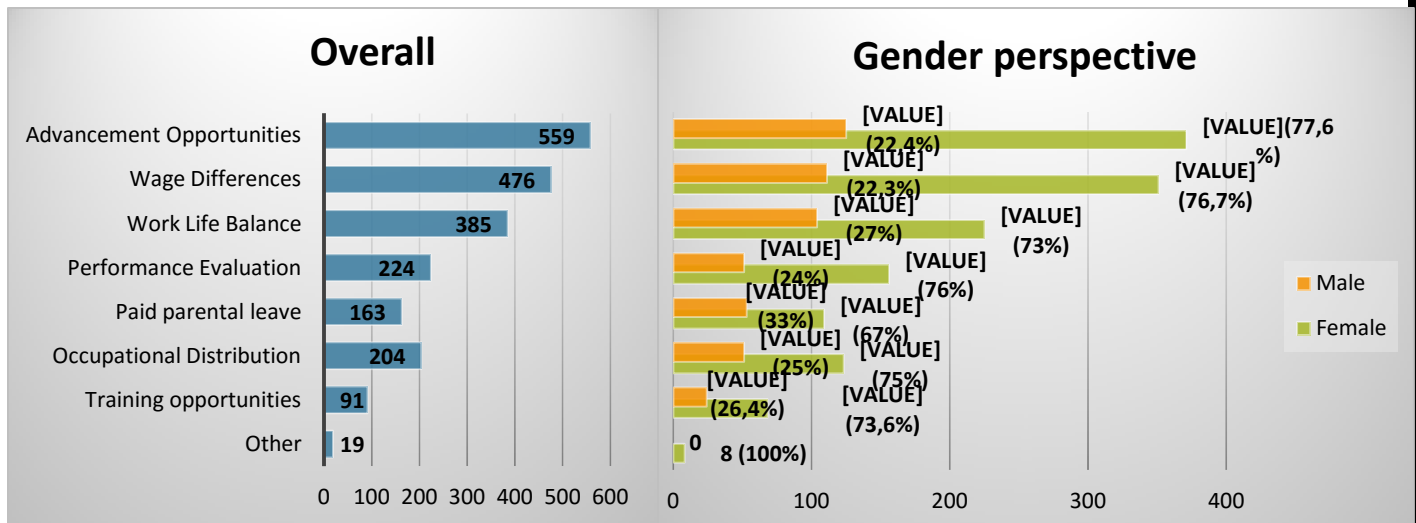
Professional perspective



About 85% of women think that most of the gender related biases are occurring within the HR policies compared to only 15% of men. Teachers, trainers, and career guidance professionals share the same point of view, adding to it also the decision-making processes. Trade Unions and gender experts believe most gender related practices are linked to the recruiting phase while HR Managers and employers highlight the decision-making phase as the one most gender biased.

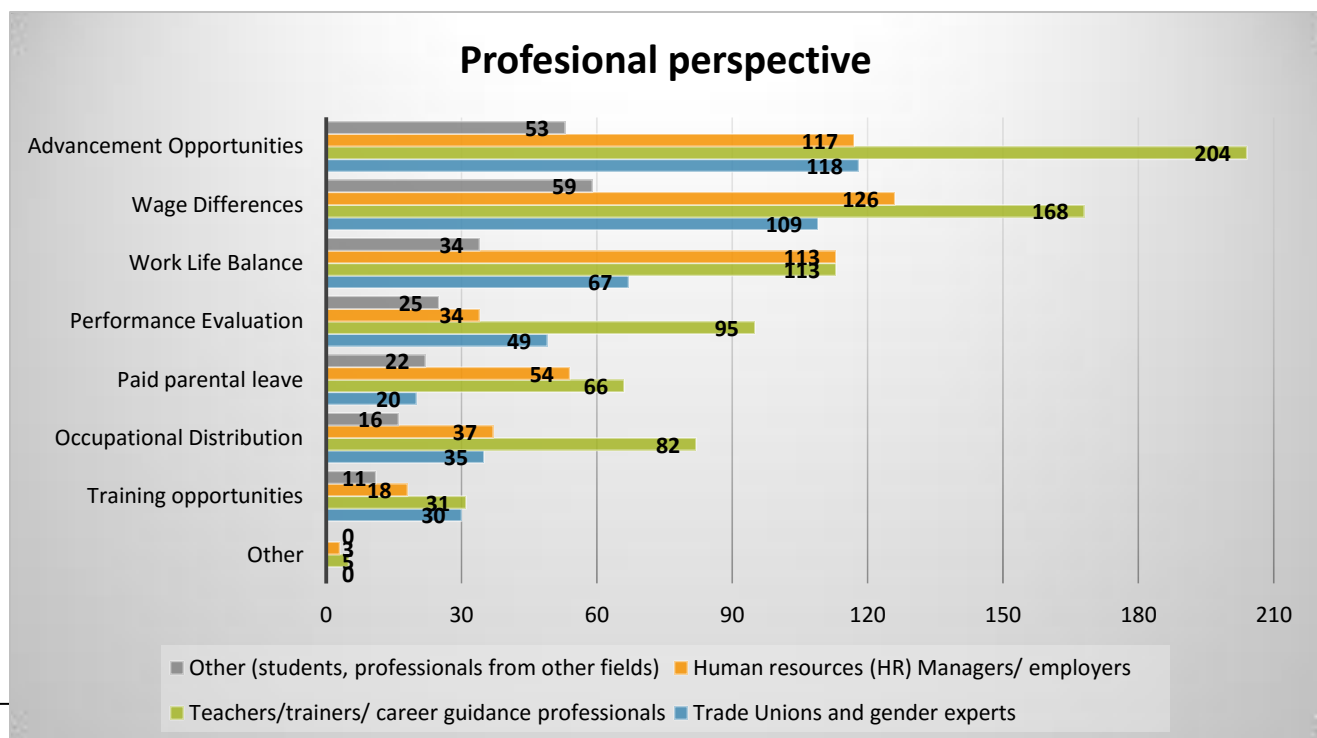
What are the 3 areas in which most of the differences between genders at workplace occur?

When it comes to the areas where most of differences between genders can be sized, the advancement opportunities came to be in the first place for 77% of the respondents (559) out of which 77,6% are female and 22,4% -male; the wage difference (66% -476) is placed second with a similar gender division (22,3% male respondents and 76,7% female respondents), followed by the work-life balance aspect (48%-385 persons) with a slight increase in male respondents (27%) and



73% women respondents.

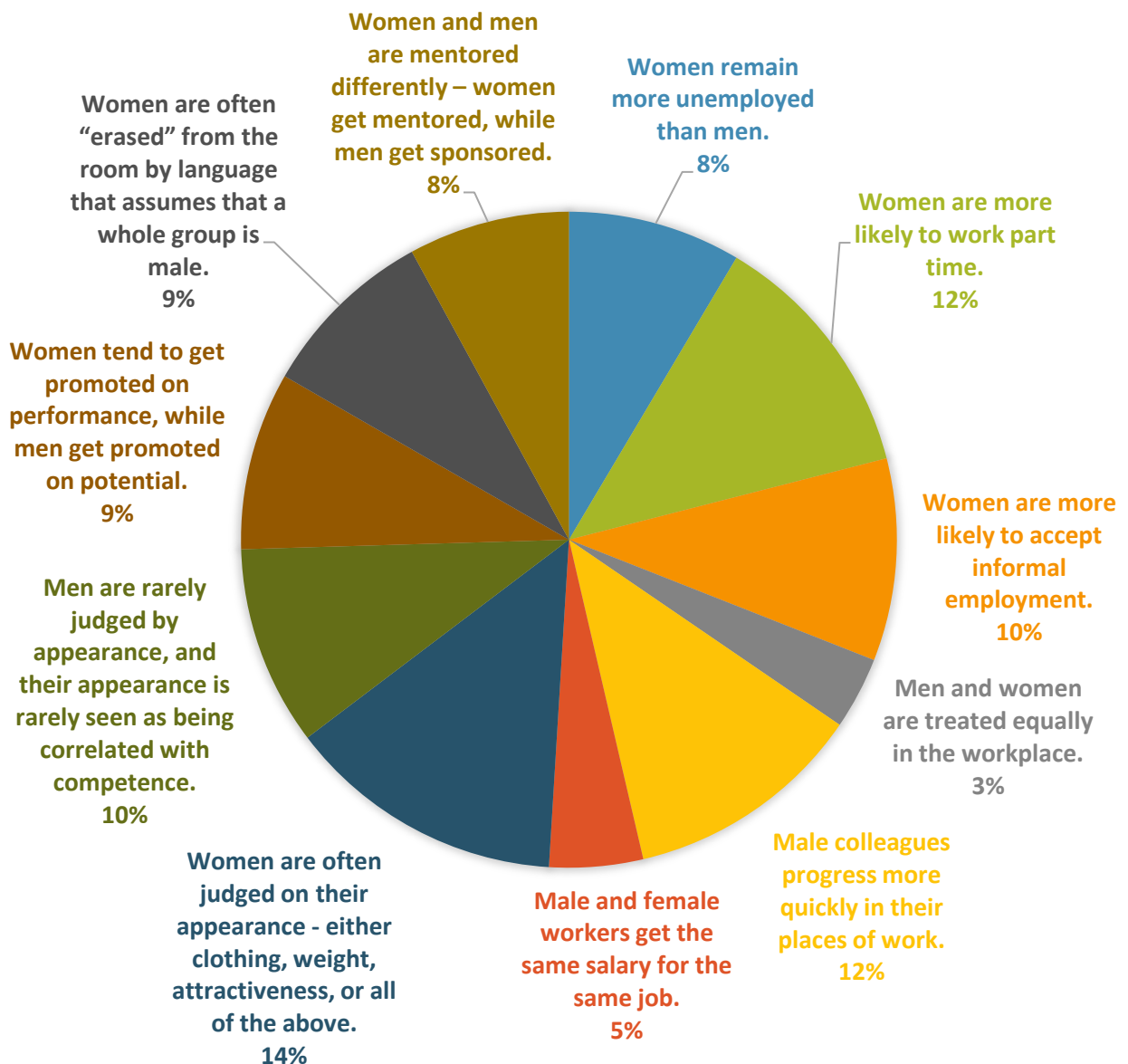
For teachers, trainers and career guidance professionals 3 top gender differences at the work place occur in regards to advancement opportunities, wage differences and work life balance. For HR Managers, employers and other professionals in the first place comes the wage difference while for the Trade Unions and gender experts- advancement opportunities.



Trying to understand to what extent women and men are treated equally in certain situations at work place, the participants have been asked to rate from 1(not likely at all) to 5(very likely) the below described employment situations.

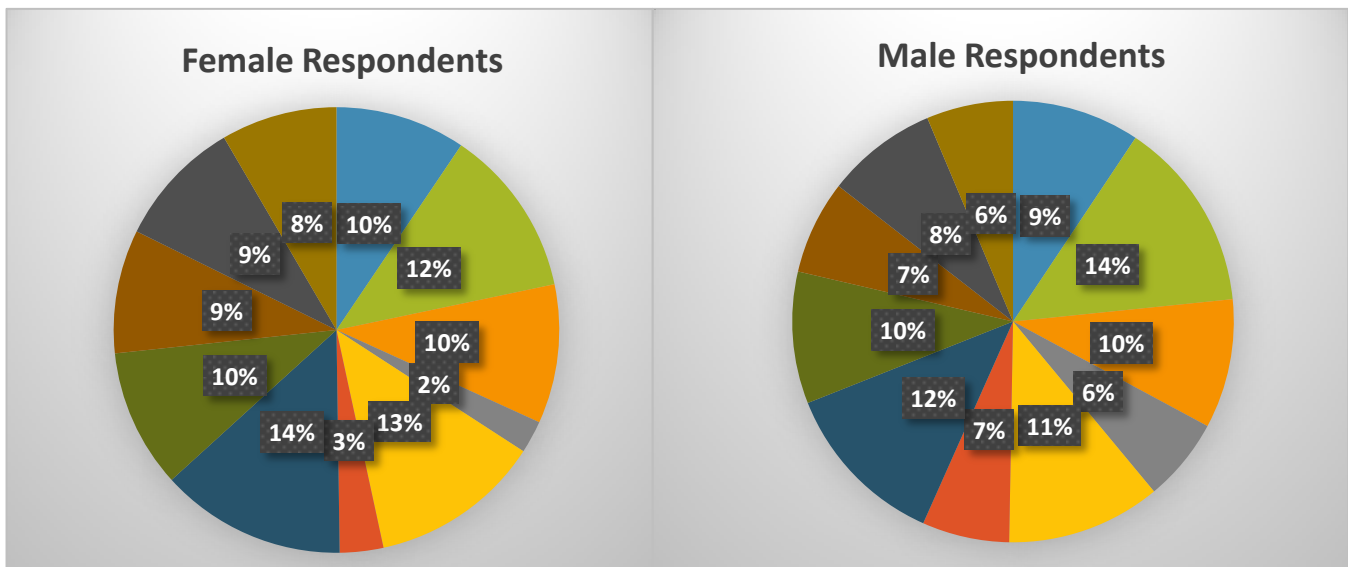
Equal treatment: to what extent the following discriminatory processes are more likely to happen at work place?

Overall



On a comparative scale, it is 14% more likely that women will be judged overall on their appearance—either clothing, weight, attractiveness, or all of the above. On the second place is the fact that women are more likely to work part time (12%) supported also by the fact that women also are more likely to accept informal employment (10%). On the other hand, male colleagues progress more quickly in their work positions (12%) and are rarely judged by appearance (10%). There is also a very high probability that women tend to be promoted on performance, while men get promoted on potential (9%); women are often ‘erased’ from the room by language (9%); it is 8% more likely that women and men are mentored differently, and to the same extend women remain more unemployed than men. **The numbers fall down evidently when it comes to equal treatment of men and women (only 3 % likeliness) and to equal salary remuneration for the same job which account for only 5% showing clear awareness of the respondents about the inequalities between women and men still in place.**

Comparing the same work situations from a gender perspective we can see different position towards at least few of the situations. A difference of 4% between women and men’s answers can be noticed for 2 particular questions: equal treatment in the workplace where women register a 2% likelihood while men -6% and the likelihood of men and women receiving the same salary (women-3%, men-7%). The same position (10% likelihood) is shared by both men and women about the fact that women are more likely to accept informal employment and that men are rarely judged by appearance, and/or their appearance is rarely seen as being correlated with competence.

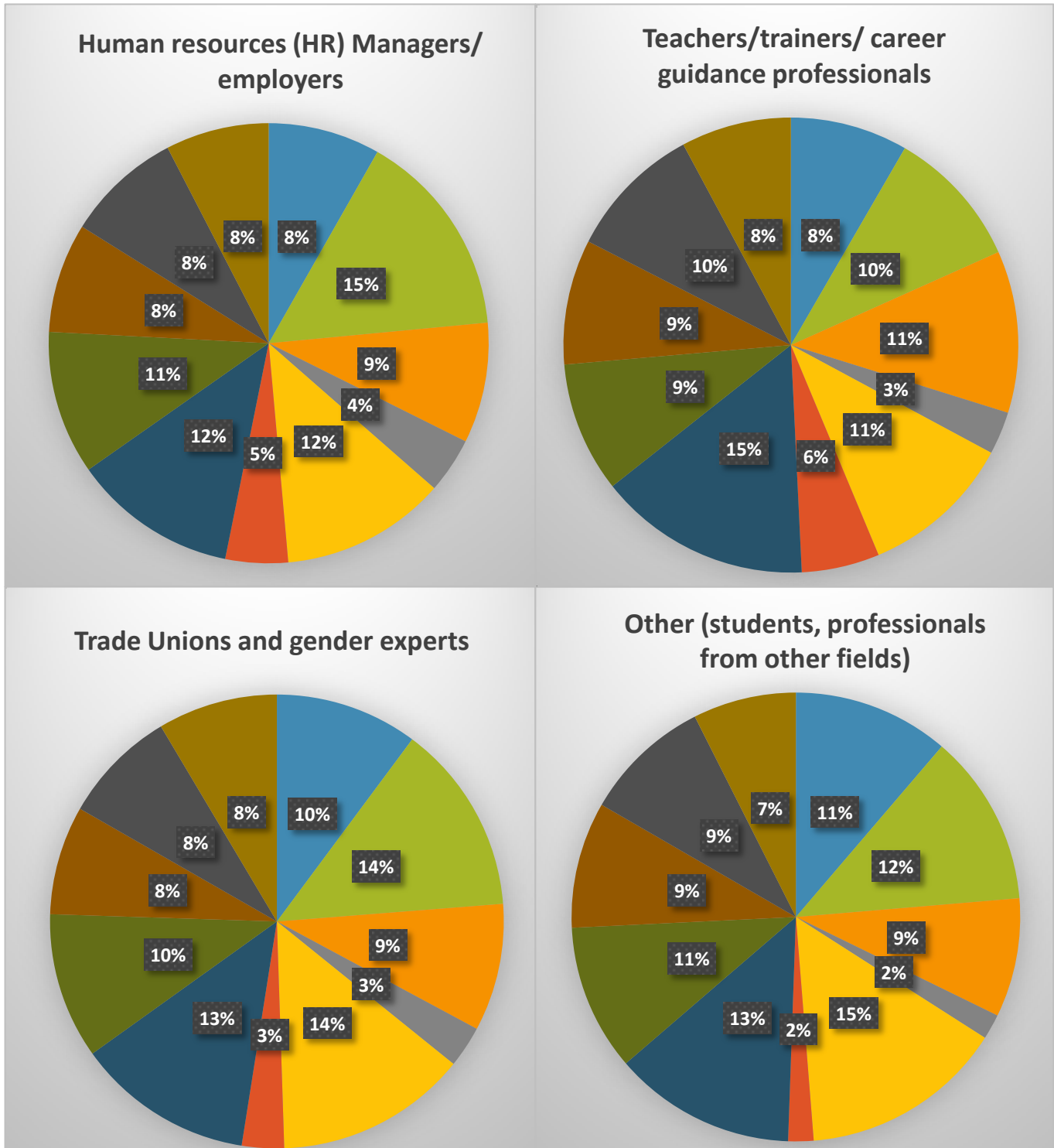


Note: Colours matching the indicative graphic showing the overall answers to the question.

From the professional perspective, HR managers, employers, Trade Unions and gender experts believe that there is 15% likelihood and 14% accordingly that the women are more likely to work part time. Teachers, trainers, career guidance and other professionals rank it lower with a 10% and 12% correspondently. The fact that male colleagues progress more quickly in their place of work is strongly supported by the Trade Unions, employers (14%) and other professionals (15%) compared to HR managers (12%) and teachers (11%). Oppositely, the last 2 professional categories believe in a higher

likelihood (5% and 6%) that the male and women will receive the same for the same job compared to Trade unions and other professionals (2% and 3%).

Another position on which teachers, trainers and career guidance professionals distinguish themselves is the likelihood that women are often judged on their appearance - either clothing, weight, attractiveness, or all of the above (16%) compared to the lower likelihood mentioned by the other professional categories (12%-13%).

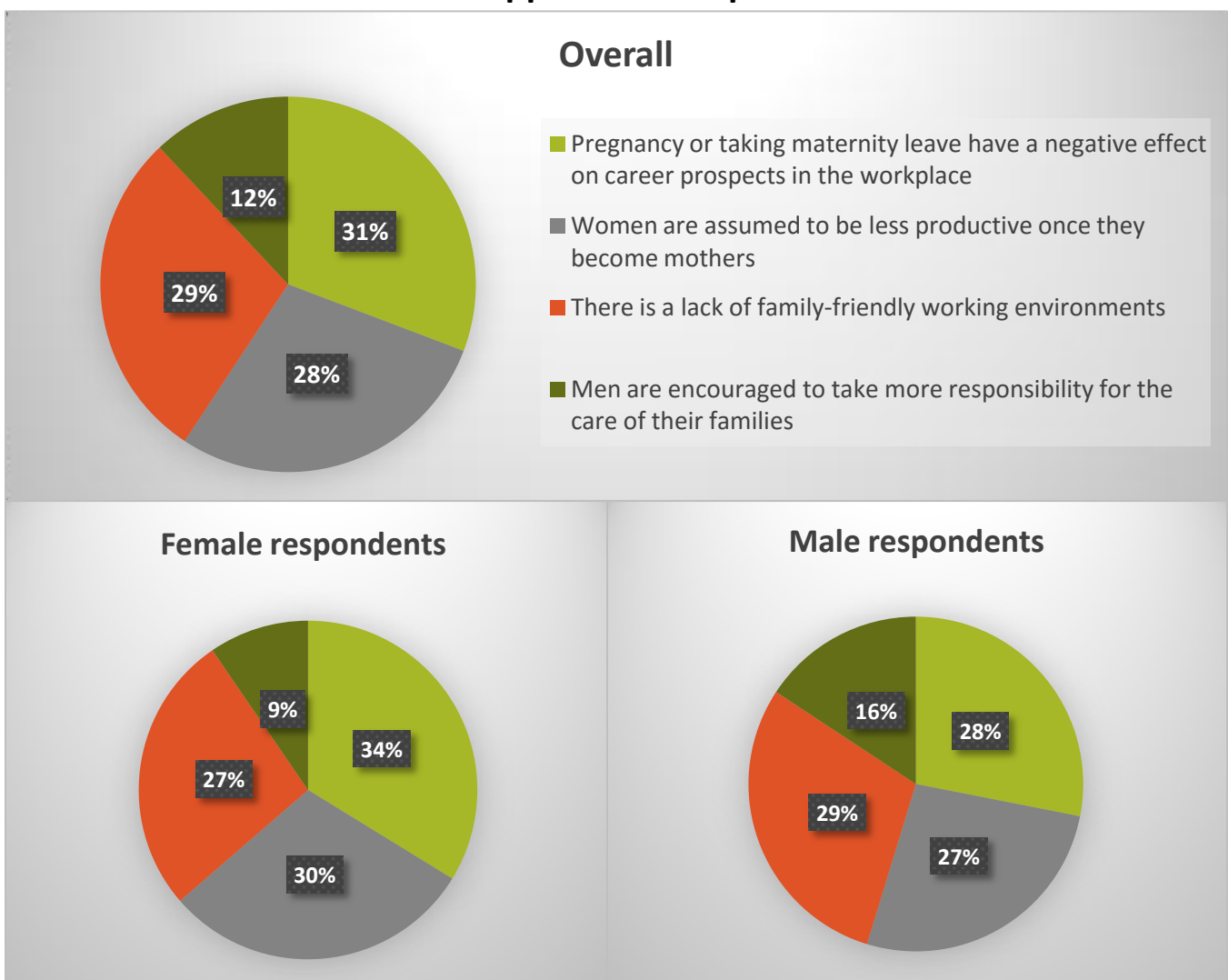


Whit regards to the work-life balance aspect, 3 key statements shared more or less in equal proportion are listed below:

- 31% for the fact that pregnancy or taking maternity leave have a negative effect on career prospects,
- 29 % likeliness that women are assumed to be less productive once they become mothers, and
- 28% probability that there will be a lack of family-friendly working environments.

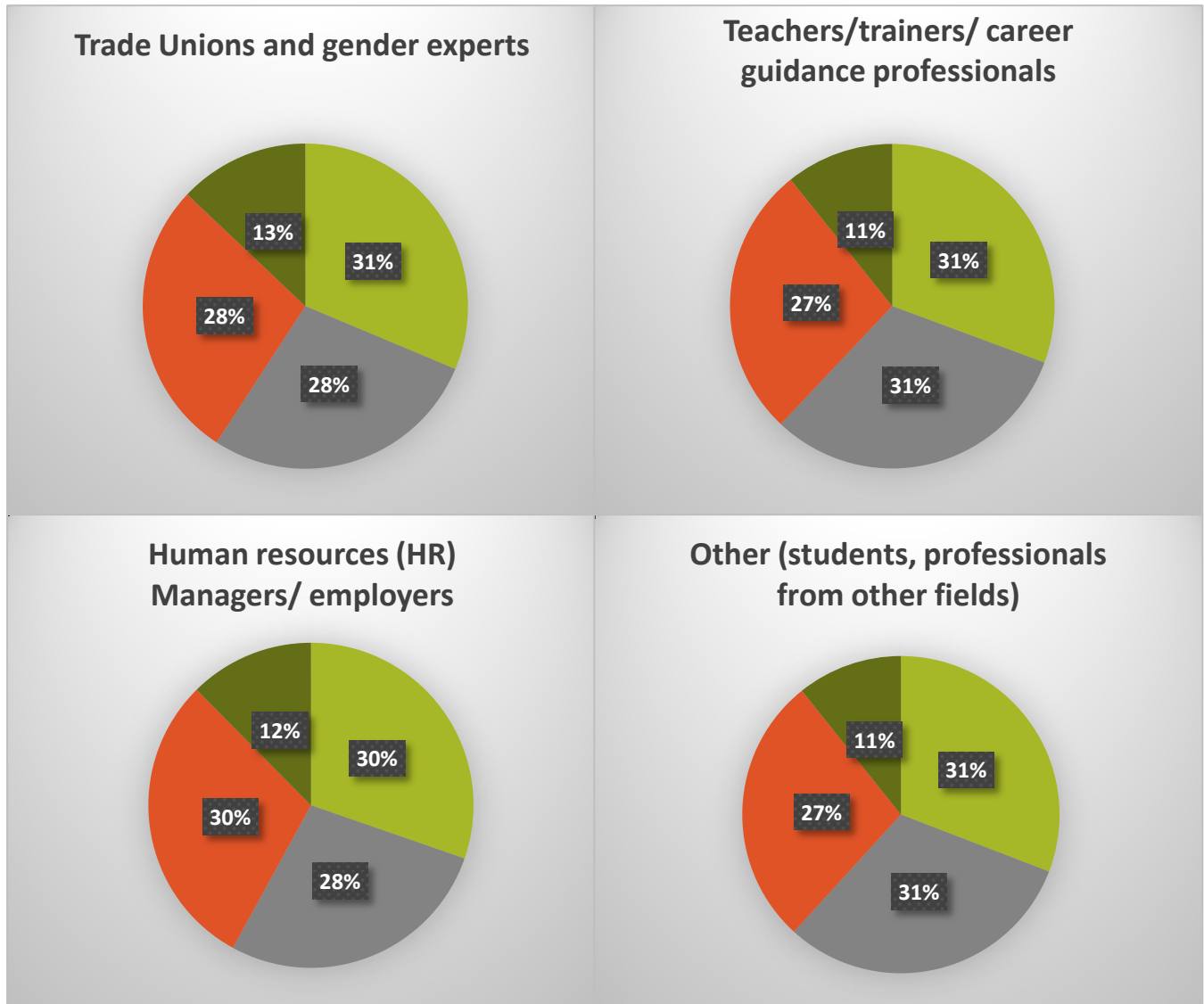
A lower probability (12%) is that men will be encouraged to take more responsibility for the care of their families.

Work-life balance: to what extent the following situations are more likely to happen at work place



From gender perspective, one can see a significant difference in answers in two of the cases. This refers to the likelihood that pregnancy or taking maternity leave have negative effect on career prospects in the work place, where women signalled 34% and men only 28%. The second aspect is in relation to the fact that men are encouraged to take more responsibilities for the care of their families where female respondents signal a likelihood of 9% contrary to 16% registered by male respondents.

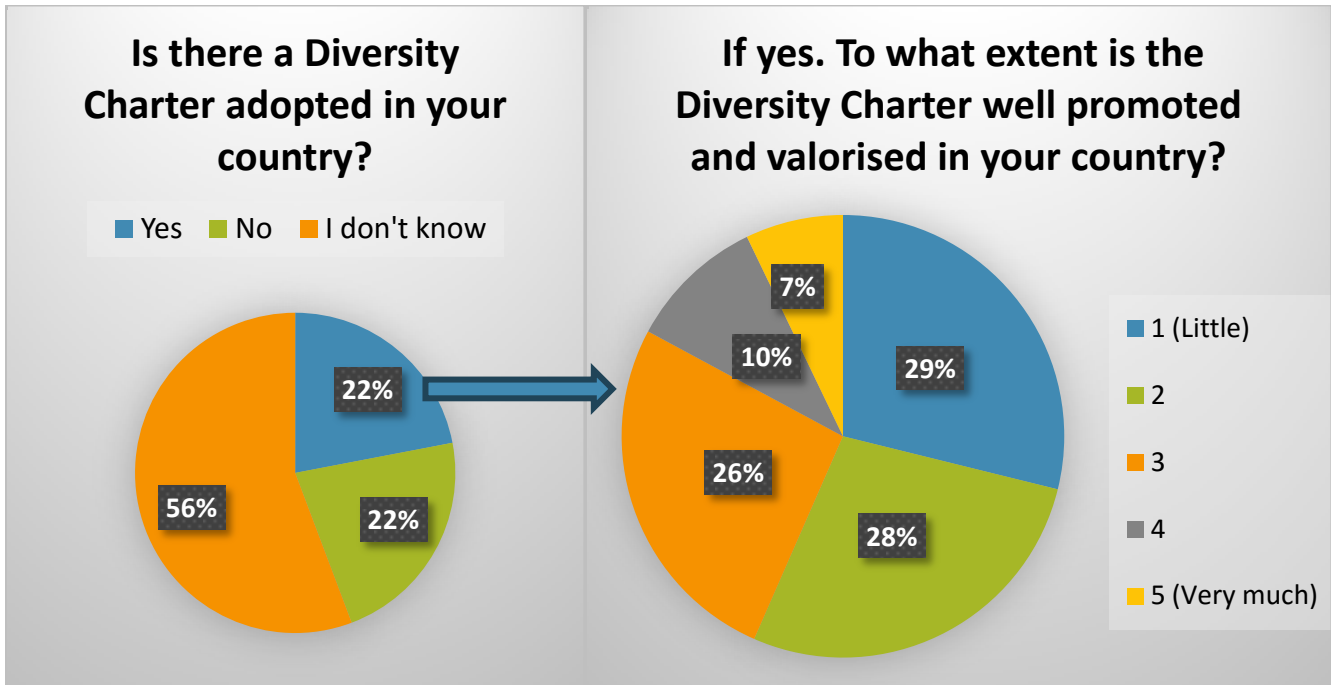
Professionally speaking there have not been observed significant differences in the answers. A slight variation occurs in regards to women being assumed to be less productive once they become mothers. Trade Unions, gender experts, HR Managers and employers registered a likelihood of 28% compared to 31% coming from teachers, trainers, career guidance and other professionals from fields beside the ones targeted.



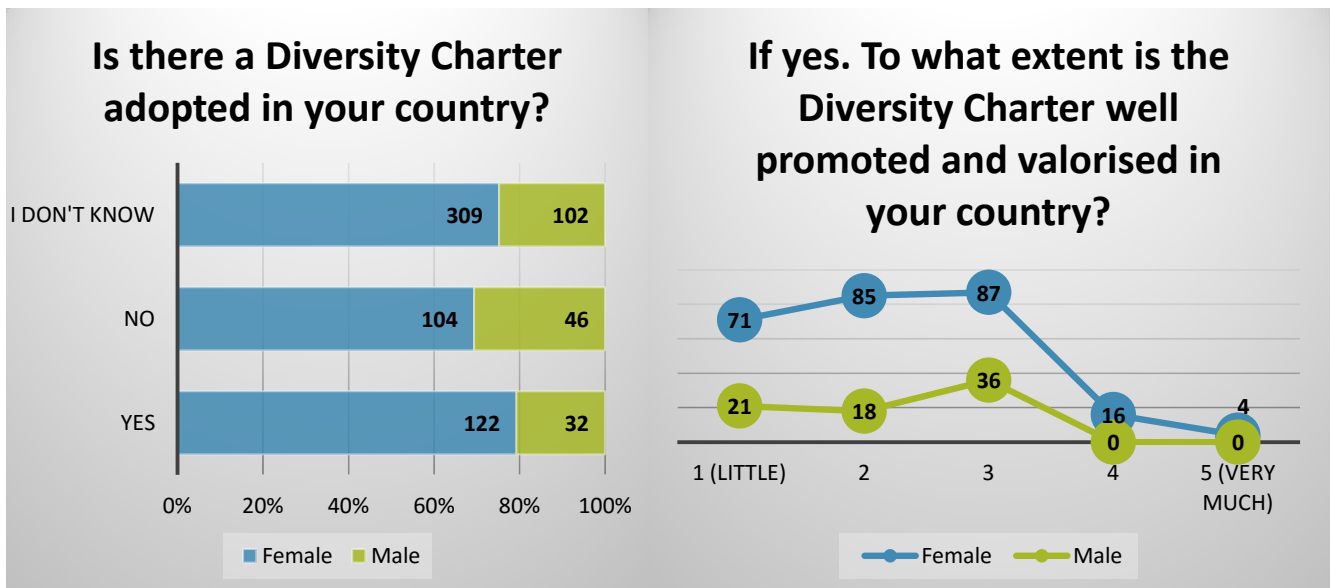
If on one hand people are aware about the existing issue of gender equality, **this does not necessarily also apply to their knowledge about the existing instruments to regulate it.** 56% of the respondents do not know whether a Diversity Charter exists or not in their country. The rest of the answers are equally distributed (22% each) between those who affirm that such an instrument exists, and those who neglect it.

Out of the 22% affirming that a Diversity Charter exists in their countries, 29% affirm that it is very little promoted and valorised, supported by other 28% (also low) and 26% (medium valorised). Just a small

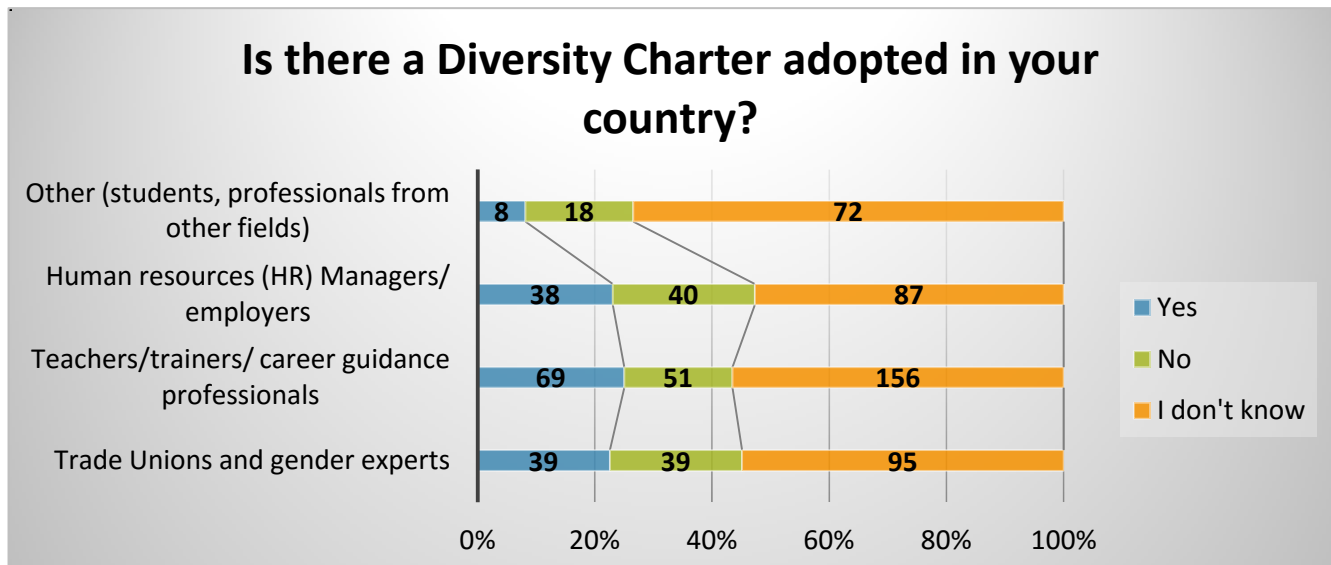
proportion of the respondents (17% overall) have a positive view on the application of the existing Diversity Charters.



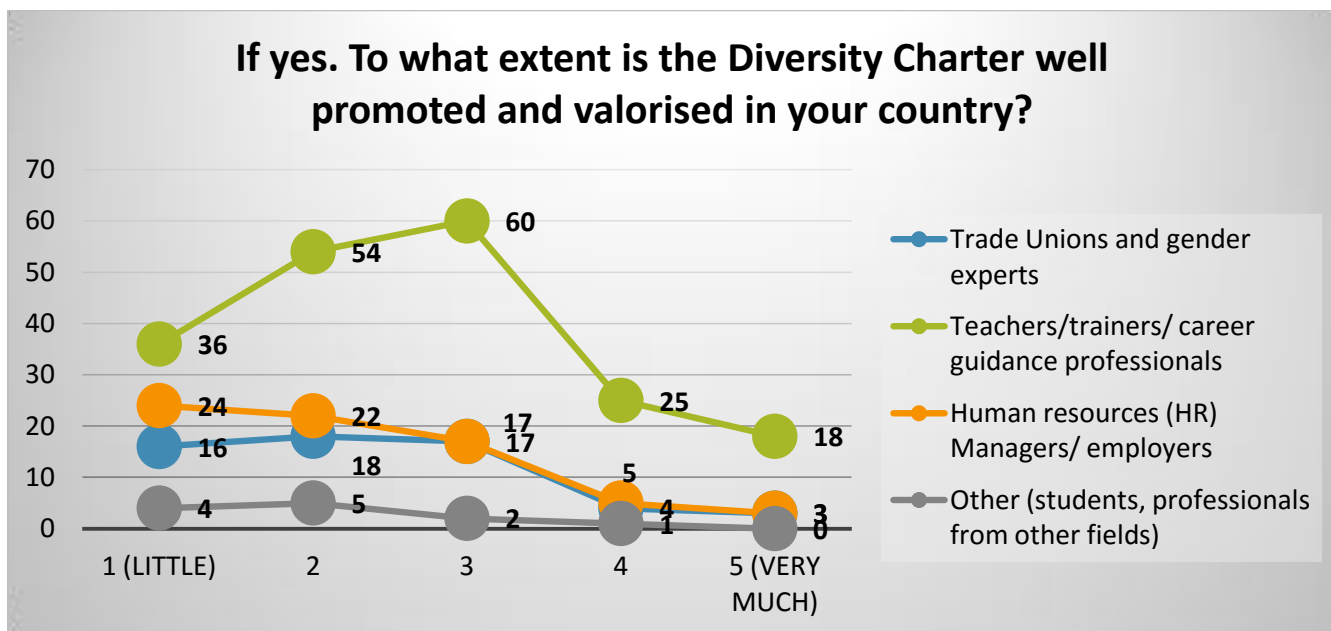
From the 56% of respondents that do not know about the existence of a Diversity Charter, 75% are female and 25% are male respondents. **Among the ones knowing about the existence of such tool 80% are women and 20% -men**, while the proportion of the ones nagging the existence of a Diversity Charter is 70% to 30%. Both men and women ranked the promotion and value of such document, if existing, as low.



There is a clear lack of knowledge about the national Diversity Charters in each of the respondents' countries. Even though the highest number of respondents knowing about a diversity charter were teachers, trainers or career guidance professionals (69) they represent only 25% out of this professional group. 23% of Human Resources Managers and employers responding the survey were knowledgeable about this particular regulation document, followed by Trade Unions and gender experts (approximately 22,5%) and professionals from other fields (around 8%).



The existing promotion and visibility of the Diversity Chapters were however ranked as very little by all the professional categories, teacher tending to adopt a rather neutral position regarding it.



KEY MESSAGES:

Below some of the most relevant findings that can be faced through the planning and management of GET UP project activities, as they are specifically addressing the same target groups of the survey respondents.

EDUCATION

Concerning the survey data about the perception of the different target groups on how girls and boys are socialized at school in ways that produce gender inequality, they suggest to consider girls/women those who need to be more aware about the issue and consequently to be involved in training activities and awareness raising campaigns as well. This data are also related to those reported about the quite high level of female respondents who do not know any element is missing in the curriculum to ensure gender equality.

Stereotypical approaches in career pathways confirm gender segregation in study fields with girls considered more successful in humanities and boys in STEM. Moreover the survey calls for the direct involvement of parents and educators/teachers to remove their stereotypical attitude also in proposing non-formal learning activities choice to girls and boys. It is also important to underline that more of the 60% of male respondents have no evidence of gender bias in education and when they have, the majority connects them to the Secondary School stage. Again this can be useful when planning and delivering the awareness raising campaign activities at schools, by ensuring a relevant presence of boys/male teachers.

As around the 60% of the respondents consider that education practices lead to industry segregation, also through gender-stereotyped guidance and career services, this calls for an active involvement of the different professionals operating in transitions phases, in order to recognise how these practices differently affect girl and boys pathways.

WORK

The respondents, as representing all the professional categories intervening in transition phases, have a clear idea about women who tend to have a longer transition towards the labour market. Specifically the 47% of the respondents confirm these data, within which the 805 are women. Men still perceive differently the phenomenon. This finding is coherent also with what reported about the extent of gender related biases presence in the workplace, where women and men, with slight differences, confirm a very much extent. Moreover women express higher level of gender discrimination in HR policies and men more in recruiting and execution of work phases, in any case confirming the lack of structured policies and plans at the workplaces.

This data set is also supported by the perception women and men have about the negative effect of the maternity on women career development and advancement opportunities in general, as well. The gender pay-gap is one more discriminating practices in place, mainly reported by teacher and trainers.

For what concern the different discriminatory processes that happen at work place, it is clearly evident that equal treatment of men and women and equal salary remuneration for the same job have

received very low consideration, confirming on the contrary the presence of concrete discriminations on these aspects. Connected to this figure also the highest level registered for “Women are judged overall on their appearance- either clothing, weight, attractiveness”, explains which are the cultural factors still affecting the workplaces and consequently career and advancement opportunities.

What is important to point out according to these data is probably the need of tools, competences and/or practices to tackle the gender-related bias starting from the access to the labour market until the organisation at the workplace. The European Minimum Standard of Competences for professional working in transitions phase could be consider an effective tool, detailing not only the competences required to overcome gender stereotypes and bias in education-training – labour-market chain , but also showcasing practices and solutions to be adopted at individual an organisational level.

This can also support the development of a self-reflection process on which behaviours, attitudes and organisational practices occur at the workplaces affecting differently women and men and for this requiring a different mind-set and specific competences.



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GET UP

GENDER EQUALITY TRAINING TO OVERCOME UNFAIR DISCRIMINATION PRACTICES IN EDUCATION AND LABOUR MARKET



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**For further advice and assistance
please contact:**

Rue Beliard 20, int.6
B-1000 Brussels, Belgium
+32(0)24302408
aldabxl@aldaintranet.org

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