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GENDER-RELATED CHALLENGES IN EUROPEAN EDUCATION SYSTEMS

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INTRODUCTION TO CEEP

A **European federation** active in Brussels since 1961 and based on two pillars:

- **Cross-industry social partner** representing public service employers in the *European Social Dialogue*
- **Lobby organisation** representing public service providers towards the *European institutions*

→ CEEP combines both missions to increase its influence towards the EU



EIGE'S PROJECT AIM:

Gender Parity achievement is only one step towards gender equality *in* and *through* education. GE needs to be understood as the right:

- TO education
- WITHIN education
- THROUGH education.

- ▶ Need for greater gender equality *in* European education systems
- ▶ Need to promote gender equality in European societies *through* education

PROBLEMS

- ▶ **Call for equal opportunity initiatives in Public services:**
 - ▶ Concentration of women in traditional female-dominated occupations;
 - ▶ Women under-representation in senior management posts and in decision-making;
 - ▶ Gender segregation in study fields, that contributes to the Labour market segregation.
- ▶ **The remarkable polarization in Public services finds its roots in VET**
 - ▶ Apprenticeship's benefits do not appear to be having sufficient impact among young women;
 - ▶ Address the growing gap between male and female apprentices;
 - ▶ Target female talent from less socially mobile categories;
 - ▶ Tackle the lack of awareness and interest towards specific careers in PS.

PROBLEMS

▶ Gender pay gap

- ▶ Sexist stereotypes in E&T reflects on the Labour market, limiting career diversifications and placing women in less remunerated positions;
- ▶ Girls tend to perform better than boys in education: however, this does not result in fueller employment or more highly paid work;
- ▶ CEEP members actively work to better linking education with the work place;
- ▶ Women and men are still rewarded differently, even after adjusting for education.

→ The choice of fields of study can afterwards influence the future employability and employment conditions and/or choices. Hence, it is crucial to address these issues from early education onwards.



SOLUTIONS

- ▶ **European Social partners' solutions:**
- ▶ Topics such as horizontal and vertical segregation in employment and education choices have recently been targeted by campaigns in several Member States;
- ▶ Remove obstacles and enhance permeability:
 - ▶ Role of parents to influence children choices;
 - ▶ Role of career counselling;
 - ▶ Additional promotion for those sectors in which stereotypes persist.
- ▶ **Make VET more attractive:**
- ▶ Gender bias in vocational programmes is a permanent challenge;
- ▶ New forms of education pathways need to be created:
 - ▶ “Girls’ days”
 - ▶ Entrepreneurship education;
 - ▶ Permeable pathways;
 - ▶ Strengthening of business-education cooperation.

SOLUTIONS

▶ CEEP MEMBERS BEST PRACTICES: SALAR

▶ 3R method example

- ▶ developed during the 1990s by the then Swedish Association of Local Authorities and Gertrud Åström, and has subsequently been further developed by the Swedish Association of Local Authorities and Regions together with its member organisations.
- ▶ SALAR: The Swedish Association of Local Authorities and Regions represents the governmental, professional and employer related interests of Sweden's 290 local municipalities, 18 county councils and two regions. SALAR strives to promote and strengthen local government and to create the best possible conditions for the work of its members. One aim is to contribute to gender equality in society and give service on equal conditions to women and men as inhabitants in municipalities and as patients in the health care system administered by the county councils and regions.

▶ Gender equality work in pre-school and school:

- ▶ Compensatory pedagogy;
- ▶ Boys' lower grades: a gender equality issue;
- ▶ Pre-school co-workers redistribute resources and change stereotype gender patterns.



SOLUTIONS

GENDER PEDAGOGUE DEFINITION:

In 2001–2002 the Swedish government earmarked SEK 10 million for gender equality education in school and pre-school. The goal was that every municipality before 2004 should have sent at least one teacher, pre-school teacher or recreation leader to a specially designed education on gender and gender equality. After the training, they would become gender pedagogues, and work with gender equality topics in the pedagogic practice to increase quality and fulfilment of goals for gender equality in school and pre-school. The vision was that by 2012 there should have been one gender pedagogue each 25 persons employed, and that the gender pedagogues would have supported the others with knowledge and give guidance in gender equality work in school and pre-school.



THANK YOU FOR YOUR ATTENTION!

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