

AGENDA

TITLE:

Career Guidance for Gender Equality

ONLINE PEER LEARNING EVENT – 22 JUNE 2023 – 13:00-14:30 CEST

The event will be held in English with interpretation into Arabic and Russian.

Research shows that gender roles are constructed early - the concept of gender takes root in children between the age of three and seven and widen over the education trajectory. These stereotypes seriously limit children's freedom to develop their unique and full potential, as they shape and steer children's expectations from an early age. Educational choices and career expectations of pupils are strongly influenced by gender stereotypes, with qualitative data showing that in general a more limited effort is made to break down those affecting the choices of boys.

Actions to combat gender stereotyping in early childhood education and care can help to improve educational achievement for all learners. But what can be done at later stages of education?

Supporting lifelong career guidance and counselling focused on promoting career choices free of gender bias and stereotypes can be an effective tool for promoting gender equality. Career guidance counsellors and teachers can be provided with gender-related anti-bias training. Introducing a professional approach to gender equality issue with relevant set of skills, and no longer simply as a file of ethical and social relevance, specifically in the education-training-labour transition, can make a difference. Gender equality can also be introduced across all subject areas to break down stereotypes about gender roles and career choices. As part of a whole school approach to promote non-traditional career choices, school psychologists, social workers and librarians can play an important role too. Gender-specific career events can help boys and girls to get to know sectors and occupations where they are under-represented, including gaining practical experience.

SUMMARY:

More policy attention and concrete initiatives are needed to attract women and men to pursue non-gender stereotyped and traditional education and work pathways. This on-line peer learning event will provide an opportunity to discuss some initiatives and inspirational practices from the EU Member States and the ETF Partner Countries. The objective of the event is to raise awareness, exchange experience and cross-inject new ideas between and among the EU and EU Neighbourhood policy makers and practitioners in the field of career guidance and counselling & gender equality.

Time	Agenda Item	Owner
13:00 - 13:10	Introduction Welcome address	ETF Facilitator Pilvi Torsti, ETF Director
13:10 - 13:25	Role of career guidance in promoting gender equality	Keynote speaker Gideon Garulmani Director, The Promise Foundation
13:25 – 13:30	Q&A	ETF facilitator
13:30 – 14:00	Inspirational initiatives <i>Kosovo Girls' Day</i> <i>BREAKing gender stereotypes Estonia, Iceland and Lithuania</i> <i>Reimagining Education for Marginalized Girls and Boys during and post COVID-19 in Bosnia and Herzegovina</i> Q&A	ETF facilitator Ms Lumnie Mehmetaj Career Guidance Consultant, Author of ETF guidance review Kosovo* Ms Margit.Rammo, Euroguidance Manager, Estonian Agency for Erasmus+ and European Solidarity Corps, Education and Youth Board of Estonia Mr Eldin Sarjlic, Independent Expert, ILO Project
14:00 – 14:25	Panel: challenges & way forward for policy and practice Speakers: Ms Monika Petrova , Expert on Human Capital Development, Regional Cooperation Council (RCC), <i>Choose STEM Future</i> Dr. Jana Klopchevska , PhD, Associate Professor at the Faculty of Technology and Metallurgy Ss. Cyril and Methodius University in Skopje, Faculty of Technology and Metallurgy Ms Margit Rammo , Euroguidance Manager	ETF facilitator
14:25 – 14:30	Sum up & what's next	ETF

* This designation is without prejudice to positions on status, and is in line with UNSCR 1244/1999 and the ICJ Opinion on the Kosovo declaration of independence.

Annex: Inspirational initiatives

Kosovo Girls' Day

Vocational education and training (VET) is regulated by specific legislation, i.e., the Law No. 04/L-138 on VET, which explicitly refers to CEG. Under the Law on VET, career guidance and counselling is mandatory for VET institutions. Article 6, paragraph 3.3 of the Law on VET provides that career guidance and counselling should be an integral part of all programs provided by institutions of vocational education and training. Whereas the "Administrative Instruction (MEST) No. 01/2014", which is now applicable to the organization and planning of the educational process in VET, obliges VET institutions to send pupils on internships, organize "open door" days for pupils in the ninth grade (age 15), and organize the "Girls Day", whereby, for one day girls get to experience an occupation which is considered to be a man's occupation through a "trial day".

Career development support system review – Kosovo | ETF (europa.eu)

Estonia, Iceland and Lithuania: BREAKing gender stereotypes (Euroguidance Network)

Did you know that only 10% of women choose STEM occupations and only 6% of men are working in education, health, and social work activities in Estonia? In fact, in most European countries the gender stereotyping of careers is still a hidden issue and one of the key contributing factors to ongoing overall inequality in the labour market.

The aim of the BREAK! project was to encourage open-mindedness regarding gender role stereotypes and to empower people and help them to overcome stereotype-based barriers concerning occupational pathways. In order to produce change, a cross-media intervention was designed by partners from Estonia, Iceland and Lithuania. TV series "Why not?!" including alternative endings (available in 5 languages) and online game Face or Fact are helpful and fun to discuss stereotypes in guidance session. Thematic training and guidelines were provided for teachers and career practitioners. Also, radio shows and social media content were integrated.

The main conclusions learned from the project:

1. The population is heterogeneous in gender-related practices and any interventions have a different effect on various segments of the population. It is necessary to inform people about this heterogeneity and its sources (interests, traditions, stereotypes, group positioning, etc.).
2. Enablers and barriers to understanding and practising gender equality in specific groups and contexts should be studied.
3. It is necessary to teach a critical attitude to the (social) media content and media influencers and promote media literacy among young people.
4. Since young people are rather inaccessible from traditional media communication, extra attention should be put on channelling to this target group information about the new content in the ways they could be able to notice this and become familiar with it.
5. School staff, guidance professionals and parents need training and support to handle the topic of gender equality and gender-sensitive career development
6. Cross-media intervention and public broadcasting is recommended to combine entertainment and education, in the anticipation that such an edutainment-project can most likely reach different layers and different targets in society.

Choose STEM Campaign (RCC)

The Regional Cooperation Council (RCC) launched in 2023 a campaign dubbed "Choose STEM future" to encourage young women and girls to pursue careers in STEM (science, technology, engineering, and math) by bringing forth inspiring role models of successful women in STEM profession from the Western Balkans (WB). This campaign was created as part of the regional Women in STEM Network, a joint initiative of the RCC and the United Nations Development Programme (UNDP).

"65% of today's children will one day work in a job that does not exist yet. By 2030, between 40 and 160 million women will need to transition into roles requiring more complex digital, social, and emotional skills. Globally, in cutting-edge fields such as artificial intelligence, only one in five professionals is a woman. Growing and adapting our own skills and being up to date with new technologies is incredibly important for youngsters, women in particular, so is staying creative and open-minded as their future job might not exist just yet. So, if you want to have better job choices, earn more, live better, Choose STEM future. That is the best advice I can give you." (RCC Secretary General Majlinda Bregu).

Reimagining Education for Marginalized Girls and Boys during and post COVID-19 in Bosnia and Herzegovina (ILO)

CNC operator <https://www.youtube.com/watch?v=sBhXc32HPHw>

Mechatronic technician <https://www.youtube.com/watch?v=XK-vlGSQefY>

Machine technician <https://www.youtube.com/watch?v=aHulxs2rChY>