

Intellectual output 5:

“Best practice collection for gender
balance and non-discrimination in
career guidance”

ONLINE MENTOR

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Partners:

Asociatia Everest, Romania
STEP Institute, Slovenija
Gender studies, o.p.s, Czech Republic
Balkanplan, Bulgaria
SC Ludor Engineering SRL, Romania
KAI, Lithuania

Contributions from the partners:

Klára Cozlová
Helena Skálová
Lada Wichterlová
Robertas Kavolius
Auksė Puškorienė
Silva Blazulioniene
Ioana Cantemir
Doru Cantemir
Irina-Elena Macovei
Silvia Popovici
Denitza Toptciyska
Simeon Toptchiyski
Jerneja Šibilja
Ana Arzenšek



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1. Introduction and structure

Best practice collection for gender balance and non-discrimination in career guidance is a part of the outputs (Intellectual output n. 5) of the international project „Online mentoring and Professional Peer Coaching Skills for Youth Training“. The project brings together the professionals from Romania, Slovenia, Bulgaria, Lithuania and Czech Republic with the aim to focus of the mentoring and career guidance in the field of nursing, teaching and social work of the young persons in search of a job and young professionals.

As their area of nursing, teaching and social work are based on the inter-relationship between the client and the professional, the stereotypes and biases plays crucial role on the both sides. And on the side of professional there exists one challenge on the top: their area of work is strongly connected with the vision of „care“, it's stereotypes and consequences into the attribution of the female-male division of work. Feminisation of the sector of education and care is evident in every of the involved country – the statistics are used to show the cases in respective countries.

The main theoretical concepts are supported by the relevant statistics from respective partner countries. To underline their relevance to the specific sector of social care, nursing and teaching the specific section (section 4) focus on national statistics.

The the question of gender balance has also implication to the labour market as well as for conception of the politics and societal approach to the topic of equality itself. Section 5 determine basic knowledge of the importance of gender balance and it's benefits for the society and organizational level.

Finally section 6 brought the attention to the best practices themselves. They are classified according their topic and focus. Firstly there are listed practices of reaching gender balance in nursing/teaching/social work itself. As examples shows, there is not many attention paid to the topic of non-discriminatory career guidance in the monitored areas. In the second part there are listed practices more widelly touching this phenomena: non-discriminatory approach and gender balance on employment market and public sphere.

The collection therefore has the role to rise the awareness about this topic not only between the young professionals, but also between the service care providers as employers who plays a significant role on the employment market. While the demographic situation is strongly associated with ageing trends and it's impacts to the employability, it is necessary to bear in the mind, that it affects in the different ways men and in different ways women.

2. Basic statistics fact and information

To easily read this publication, we can assume the basic demographic and employment characteristics for the respective countries. However, we have to note that there exist various problems when coming to the statistical numbers: there are used different methodologies of calculations, there are used different age groups by respective statistical offices and also different sources are available at the time frame. And overall not all data are available – simply as they are not observed, or the production of final statistics is usually gender blind and doesn't provide the number of men and women.

To overcome those problems we use the statistics only for indicative reasons, or to support and show the described phenomenon. To get more precise numbers, we strongly recommend our readers to go to the national statistical office as the most relevant resource.

To frame the topic, it is necessary to make a general overview about employment characteristics of Bulgaria, Czech Republic, Lithuania, Romania and Slovenia in respect to gender differences. Between the five relevant countries it is interesting to note that Lithuania consists of 53,81% of women, which is the biggest proportion between other countries.

Population

	Women	%	Men	%	Population	Respective year of data
Bulgaria	3 604 338	51,49	3 395 701	48,51	7 000 039	2018
Czech Republic	5 390 264	50,80	5 219 791	49,20	10 610 055	2018
Lithuania	1 511 600	53,81	1 297 300	46,19	2 808 900	2018
Romania	10 041 772	51,12	9 602 578	48,88	19 644 350	2017
Slovenia	1 042 252	50,09	1 038 656	49,91	2 080 908	2019

Source: own calculation on the basis of respective national offices' data

To understand well the employment market and its specificities regarding inequalities between men and women we provide an overview of employment rates of each country.

Employment rate

	Men	Women	Overall employment rate	Respective year of data
Bulgaria	58,70%	47,20%	52,70%	2019
Czech Republic	67,70%	51,70%	59,50%	2018
Lithuania	62,80%	53,80%	57,90%	2018
Romania	72,80%	55,80%	63,90%	2017
Slovenia	63,10%	53,30%	58,00%	2018

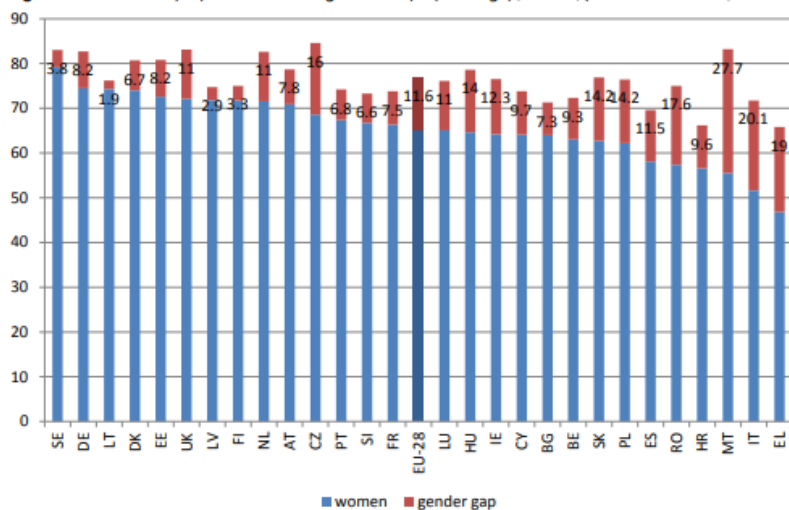
Source: own calculation on the basis of respective national offices datas

As the tables shows, interestingly the higher proportion of women is further reflected in the higher employment rates of women in Lithuania. In between the partner countries, the highest number in overall numbers reach Romania when looking on the population 15 - 64.

However when comparing the women employment rate of age group 20-64 there are significant changes. The graphs from the Report on equality between women and men in 2018 shows different rankings. From the partner countries the highest numbers reach Lithuania and than Czech Republic and Slovenia.

Employment rate

Figure 2: Women employment rate and gender employment gap, 20-64, per Member State, 2016



Source: Eurostat, Labour Force Survey

Source: EU Justice and Consumers. 2018. Report on equality between women and men.
Luxemburg: Publication Office of the European Union. P. 10

Gender differences in employment market could be interpreted also in the situation of unemployment. Interestingly the data show different impact on women and men in partner countries. While for some countries the unemployment is strongly connected with women (Czech Republic, Slovenia), for others it seems that the impact is stronger on men (Bulgaria, Lithuania, Romania).

Unemployment rate

	Men	Women	Overall employment rate	Respective year of data
Bulgaria	5.3%	4,60%	5%	2019
Czech Republic	1,60%	2,60%	2%	2018
Lithuania	6,90%	5,50%	6,20%	2018

Romania	5,00%	4,20%	4,90%	2017
Slovenia	4,00%	4,90%	4,40%	2018

Source: own calculation on the basis of respective national offices datas



To sum up, nevertheless the age group or system of calculation, the existent data provide us with the understanding about systematically lower inclusion of women on the employment market. This has afterwards the impact on the labor market itself as well as on individual economic wellbeing of the individuals.

3. Basic concepts regarding the discrimination and equality in the context of career guidance

To understand well the topic of non-discrimination and gender balance in career guidance it is necessary to build on the existing knowledge and theories. To provide short overview we decided to use the mixed approach. In this section the basic concepts regarding the discrimination and equality will be revealed. To show their relevance in everyday practice and their impact to life of men and women in the nursing/teaching/social work as well as men and women in partner countries as a whole, the relevant statistics will be used.

3.1 Gender

The term gender is used to describe culturally undermined characteristics of the sex. There is usually shown the difference between the **sex**: usually ascribed to individuals according to the sexual characteristics as unchangeable men/women. And gender: culturally determined and variable what does mean to be a men/women in the relevant society and in the relevant time. We are usually speaking about gender roles, which are beard by men and women in the society and which has impact on their position in them.

3.2 Socialization and gender

Gender socialization is whole-life-long process of getting known the values, rules and norms of behavior in regards of operating of gender in the society. The main part of socialization lies in the childhood but the knowledge of the gender related norms are transmitted whole-life. Also we can reflect those values and characteristics ascribed to men/women critically and show the biases and stereotypes upon which are based on.

Gender socialization is inherent also in schooling and shows how differently girls and boys are guided through the education system. Boys usually are expected to be successful in maths, physics, sports, while girls are expected to be successful in languages; and according those stereotypes they are guided through the education system.

Lithuanian

Data from 2017 shows that the most popular fields of education among women were education (88.3 per cent), health and social services (80.0 per cent), social sciences, business

and law (66.7 per cent). Men tend to choose Engineering, manufacture and building (75.8 per cent), Agriculture and veterinary (62.6 per cent), services (60.6 per cent).¹

Bulgaria

In 2017, in universities and specialised higher schools in the country graduated **53.3 thousand people**, of which 28.9 thousand obtained ‘Bachelor’ degree and 24.3 thousand - ‘Master’ degree. In the field of Education there were **810 males** and **4027 females**. In the field of Health there were **982 males** and **2225 females**.

Number of students by fields of education in Slovenia, 2018/2019

	N, total	N, men	N, women
Fields of education (KLASIUS_P16) total	75991	32188	43803
Education for teachers	7215,5	911	6304,5
Health services and social security	10224	2411	7813
...Health services and social security, specifically undefined	14	6	8
...Health services	8315	2026	6289
..Social security	792	61	731
...Interdisciplinary educational activities, mostly health and social security	998	305	693
...Health services and social security, other	105	13	92

¹ <https://www.female-rights.com/lithuania/>

And more interestingly more women than men receives university degree (in Czech Republic the ratio is 60 % women: 40 % men). In Slovenia there are more women than men included in tertiary education based on KLASIUS_P16 classification in total, as well as in fields of health and social services and education for teachers. The difference between number of men and women studying these fields is quite significant.



To sum up the statistics shows how gender socialization works on the field of education. There are more men (guided to) choosing the engineering, manufacture and building or architecture studies, while women prevails in education, health and social services.

3.3 Gender stereotypes

Gender stereotypes are mostly defined as the surviving and obsolete ideas or prejudices related to femininity and masculinity. It influences our thinking and behaving. For women and men they usually stand in opposition and endorse four main areas: personality, domestic behaviors, occupations and physical appearance.

However it is important to note: The stereotypes and biases are typically simplicities created upon un-critical generalization either from one own previous experience or from the experience of others. It is normal function of the brain to simplify, however the impact have in individual cases the reduction of personal performance as irrelevant.

3.4 Equality

With democratization of (western) society there comes the idea of equality. Not only all men are equal (as refers to the France revolution), but equal should be also men and women (see Olympe de Gouges²).

There exists different approaches to reach the gender equality, from the equality on the starting lines and equality of opportunities, up to the concept of the equality in outcomes.

² https://en.wikipedia.org/wiki/Olympe_de_Gouges

Inevitable each approach has its pro and cons, their usage is necessary to be undermined by conscious decision making process.

Equality Index is very helpful to summarize the basic area of interest for reaching the equality. If not targeted as a whole, the reality of equality in only one segment will not change the reality of inequalities in others.



Source: EIGE's Gender Equality Index

4. Special concepts and statistics in context of nursing/teaching/social work.

In this section the specific attention is paid to the area of nursing, teaching and social work. As stated already previously, the sources of data are inconsistent and there is wide gap between existing statistics in partner countries. The problem lies also in the possibility to receive gender segregation data and data on the basic levels – covering the specific area of nursing – and not only health care for example. However the statistics are used to describe more consistently the phenomenon in context of gender equality. In this way the different case studies from partner countries are shown to highlight their relevance in practical life of nurses, teachers and social workers.

4.1 Horizontal gender segregation

Horizontal gender segregation reveals how differently men and women are prevalent on the employment market. There exist predominantly feminized occupations and occupations predominantly held by men. Men are usually connected with technics, ICT, building and architecture, while women are usually connected with care (in term of health and social care, education and customer services) and administrative work.

Romania

The INS data collected in 2017 reveals that the occupational domains with a high degree of feminisation are: commercial activities (55.1%), hotels and restaurants (61.2%), financial intermediation and insurance (67.1%), professional, scientific and technical activities (57.1%), teaching (75.6%) and health and social care (80.9%).

This gender division of labor market is connected with stereotypes and their internalizations, as well as possibilities of success for employment or individually driven choices.

Afterwards we can see so called “dual labor market”, where women are employed in the secondary sector of care and services, while men mainly in primary white-collar sector ICT and business.

Lithuania

Gender segregation on labor market shows, that health care and social work, where women made up 86 % of employees, remained the most feminine field of activity. In Education women made up 80 %³.

Bulgaria

According to the National Statistical Institute data concerning employment in 2018 there were 35.9 thousand males and 147.1 thousand females in the **Education working field**. In the field of **Human health and social work** activities there were 33.7 thousand males and 129.5 thousand females.

Czech Republic

There were 293,100 women and 73,500 men in health care and social services in the Czech Republic in 2018. It is **2.5 percent of all employed men and 12.4 percent of employed women**⁴. In the case of **education sphere, there have been employed 2,4 % of all employed men in 2018. For women it consists 11,8 %**.

4th quarter 2018 n. of employees	Men		Women	
Education sphere	19%	69 500	81%	280000
Health and social care	21%	73 500	79%	293100

Source: CSO

What is also necessary to note is, that the **horizontal gender segregation implies not only on the labor market as a whole, but usually is visible also on the level of**

³ Read more: <https://en.delfi.lt/culture/statistics-lithuania-women-significantly-outnumber-men.d?id=65511600>

⁴ Source: <https://penzista.net/sluzby-pro-seniory/zamestnanost-ve-zdravotni-a-socialni-peci-je-v-cr-pod-prumerem-eu/>

institution/organization itself. Women are mostly on the administrative position (white collars work), in the services, HR and financial department, while men are usually IT technics, drivers and specialized positions.

Similar situation is depicted in the education sector for **Czech Republic**: more higher and more prestigious positions in the educational system, the probability of the appearance of men rise. When counting for nursery schools, teachers consists from only 0,6 % of men. When counting for universities, the academic staff consists from 69,2 % of men.

Teachers on different type of schools in Czech Republic (school year 2017/2018)

Type of school	Teachers, total	Females (%)	Males (%)
Nursery schools	30 303.2	99.4	0.6
Basic schools	63 004.8	84.7	15.3
Secondary schools	38 114.9	60.3	39.7
Conservatoires	1 040.8	51.7	48.3
Higher professional schools	1 450.3	65.2	34.8
Universities	15 038.3	37.1	62.9

Source: CSO

The horizontal gender segregation is seen in **the health and social care sector**. Existing data shows, that men are more frequently represented in health sector then in residential social care services. It could be given by the inherent number of male doctors in the Health care services, not only nurse specialists.

Number of employees in social and health care services in Czech Republic

	Men	Women	Overall number of employees
4th quarter 2018			

Residential social care services	10500	53900	64400
Health care	56200	207200	263400
Other services	6800	32000	38800

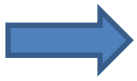
Source: CSO

Lithuania

Most (88 per cent) teaching staff at general schools were women. At vocational schools, women made up 69, at colleges – 67, at universities – 53 per cent of the academic staff.⁵

Bulgaria

According to NSI statistics for 2017-2018, over 98.7% of the Bulgarian school and kindergarten workers are female. Males in Bulgarian kindergartens are 248 in total. Significantly lower is the feminization in higher education, where male teachers prevail by 50.5%.



To sum up, horizontal gender segregation shows us the unbalance of women and men on the employment market as well as on the level of the single employer. While men tend to be connected with STEM sectors and ICT technologies, women tend to be in the secondary labor sector, in the area of services, care and administrative. This brings also the topic of prestige – which goes hand with hand with financial benefits and remuneration of feminized or masculinized sectors. And has impact into the prestige of monitored areas of teaching, nursing and social work.

⁵ <https://www.female-rights.com/lithuania/>

4.2 Vertical gender segregation

As shown in first data overview, women made significant part of the population as well as „sources” on employment market. From the beginning of 20th century, they consist significant part of the employment market, however they are not represented proportionally through out the hierarchies.

Vertical gender segregation reveals how differently men and women are concentrated on the positions with power: on different grades and levels of organizational hierarchies. While men are predominant in the top of occupation hierarchies women are usually on the bottom of the hierarchies (or in the middle management).



Bulgaria

While the EU average for the proportion of managers that are women is 33 per cent, in Bulgaria the figure is 37 per cent – like the share of women in total employment, still less than half.⁶

Romania

Statistics shows that only 11 % of the board member positions in Romanian companies were held by women in 2017. Almost unchanged compared to 2011. In the EU this percentage almost doubled from 13,7 % in 2011 to 25,3 % in 2017.⁷

According to INS, in Romania, in 2017, men prevailed as members of the legislative body, members of the executive body, high officials of public administration, managers and senior officials (69,6%),

⁶ <https://sofiaglobe.com/2015/03/05/gender-pay-gap-in-bulgaria-has-worsened-but-still-better-than-eu-average/>

⁷ <https://www.romania-insider.com/romania-gender-pay-gap>

Sticky floor

It is complementary concept to the glass ceiling effect. Sticky floor concept provide us with the reasoning why usually women do not pursue the hierarchical career.

The concept drive the attention to the fact, that higher position are usually seen as secondary masculine: there are various factors which are seen as inevitably connected with the position and which has strong effect on the women reluctance to accept those conditions.



Between them it is:

- Failure to balance work and life (it is expected that high position inevitably means high overtimes and work-life-balance is much more on the side of work).
- Drive on aggressiveness and directiveness and thus the expectancies of problems for women to make tough decisions (and vice versa a high need for acceptance).
- Failure to capitalize on strategic relationships and preparing of networks of supporters during the leisure time (usually referring to „old boy networks“).

Glass ceiling

This concept describes a network of invisible barriers which prevails towards a certain group of people (based on gender, religion, race etc.) to proceed in their career. Also those constrains are preventing them from developing their careers in hierarchical sense: they can proceed into certain level of hierarchy, some levels are closed to them despite the fact they are „almost there“. The glass ceiling effect describes this proximity as well as distance of the desired goal.



There are employed two aspects: there are set top limit that one cannot cross in the hierarchy (and provide us the explanation why despite the feminized occupation in the head of the institution is usually men) and secondly there also exist a fear to cross barrier – or to try to cross. It is a limit imposed by oneself or others. There exist the expectation of not being successful and thus even the attempt to try will not be made. We can speak also about self-fulfilling prophecy.

Glass ceiling explains why despite the fact there are many women on the baseline of employees only few of them are on the leading position. If they are, they are usually in the grade of middle management and rarely in top management. And if so, their number usually do not correlate with the ratio of women in the employment population.

Representation of men and women managers in health and social services and education managers in Slovenia, 2018

Group	Total	Men	Women	Percentage, %	
				Men	Women
Child care services managers	43	6	37	14,0	86,0
Health services managers	484	199	285	41,1	58,9
Aged care services managers	45	12	33	26,7	73,3
Social welfare managers	132	40	92	30,3	69,7
Education managers	1337	525	812	39,3	60,7



To sum up, in the context of care sector (nursing and social care) as well as for teaching, the feminization of the professions does not necessary mean that women are on the lead position in the organizations. The fair career guidance should bear in mind the effects of glass ceiling, glass elevator and sticky floor on the career path of women and should prevent it from it.

Glass elevator

The opposite phenomenon to glass ceiling is glass elevator. It is a metaphor used to show that men's professional career in predominantly feminized occupation is being very often speed up.

Also it is connected with the stereotypes about men work and expectancies that men want to be in a leading position and not in the position of simple employee (nurse/care worker). Thus their promotion is usually facilitated and very quick.

Since number of women working in health, social services and education is higher than the number of men, it is expected there would be more women managers in these fields. However it is not necessary always true and glass elevator effect shows us men on the top positions.

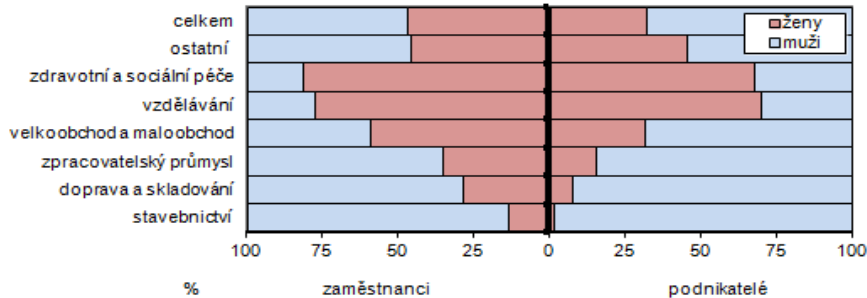
However it is necessary to note: not all men profits from this system. Usually it applies mainly for younger heterosexual middle-class white men, while men not fulfilling those criteria are omitted.



Czech Republic

When seeking for gender segregated statistics regarding vertical gender segregation there is not common source. However we can conclude from existing data on the level of employers (self-employed person and employers) and employees in the section of Health and social care (see column "zdravotní a sociální péče") and on the section of Education (see column "vzdělávání"). The left side is the employees, the right side shows the employers. Red colour is for women and blue color for men.

**Podnikatelé a zaměstnanci podle pohlaví a vybraných kategorií
OKEČ, 2017 (Zdroj: VŠPS)**



Podnikatelé (zaměstnavatelé a osoby samostatně výdělečně činné) představují přibližně 11,0 % zaměstnaných žen a 21,6 % zaměstnaných mužů.

Ženy mají v případě podnikatelů převahu v oblasti zdravotní a sociální péče. Zde ženy dominují i v případě zaměstnanců. Muži převažují ve stavebnictví (výrazněji mezi podnikateli), v dopravě a skladování a ve zpracovatelském průmyslu.

Source: CSO

We can conclude, that when looking on the overall proportion of men and women in the sector of health and social care, there is about 20 % men. However when looking on the vertical segregation, the employers (or self-employed person) are men much often – they consists more then 26 %.

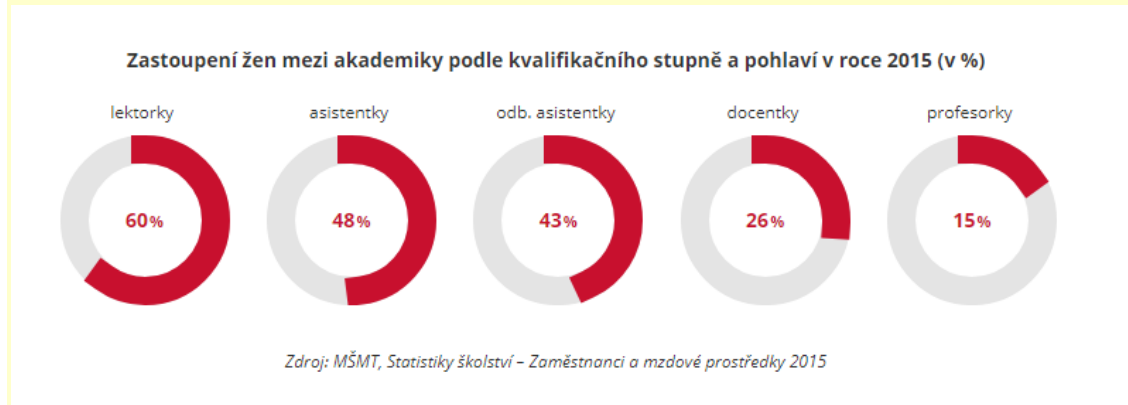
Similarly for **education sector**, where men consists about 25 % of employees, when coming to the employers, they are also more than 27 % consisted of men.

Leaky pipeline

The image of a pipeline is a commonly advanced explanation for persistent discrimination that suggests that gender inequality will decline once there are sufficient numbers of qualified women in the hiring pool. However the situation shows, that despite the relatively large pool of women in education sphere and in academia, the hierarchical positions are predominantly held by men. Metaphore of leaky pipe is therefore usually used.



Czech Republic



Source: Ženy a muži ve vědě

There is a decreasing trend of women's representation shown on the following picture for Academia in 2015. While between lecturers there is 60% of women, assistants and assistant professors decrease to 43%. The number decreases even for associate professor and professor (to 26% and 15% respectively).

Bulgaria

In the teaching profession women were predominant and constitute 85.3% of the total number of teachers.

In the 2017/2018 academic year, the number of academic staff in **universities** and specialized higher schools was 21.2 thousand, of which 49.3% were women. On a full-time employment were 13.2 thousand or 62.5% of the academic staff.

4.3 Gender pay gap

The gender pay gap represents the difference between average gross hourly/monthly earnings of male paid employees and of female paid employees. The number reflects horizontal as well as vertical gender segregation on the labour market.

Gender pay gap

	Total	Respective year of data
Bulgary	12,70%	2017
Czech Republic	21,80%	2018
Lithuania	14,40%	2016
Romania	5%	2011/2017
Slovenia	8%	2012/2018

Source: own calculation on the basis of respective national offices datas

However this overall number does not allow us simple assumption of discrimination of women. It is much more relevant to look up for the gender pay gap in each sectors. Those numbers provide us the notion of vertical as well as horizontal gender segregation and it's impact in the sector of care and education.

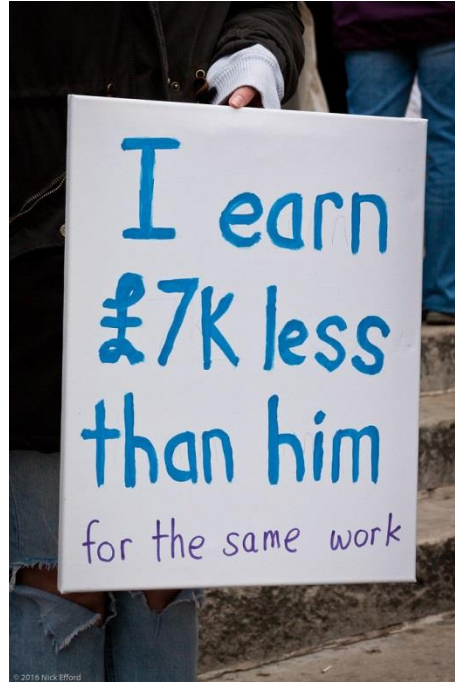
Gender pay gap

	Education	Health and social care	Respective year
Bulgary	8,20%	28%	2017
Czech Republic	12%	14%	2018
Lithuania	low*	28%	2017
Romania	13,50%	10,70%	2011/2017
Slovenia	high*	26,50%	2012/2018

Source: own calculation on the basis of respective national offices datas

Relevant exact data for Slovenia and Lithuania were not available. However similar to Bulgaria, it seems in Lithuania that education sphere despite the high level of feminization do not set the high gender pay gap. As stated: “The smallest gender pay gap was observed in enterprises engaged in construction, education...”⁸

In Slovenia it seems to be the opposite situation. “...women's gross hourly earnings are lagging behind men's most severely in financial and insurance services, health and social care and education. Surveys show that the situation is surprisingly worse in the public sector and not the private one.”⁹



Lithuania

The gender pay gap in the private sector was bigger than in the public one and stood at 17.6 per cent (in the public sector – at 13.7 per cent). Public sector wages are determined by a certain universal system of functions, levels and categories, which is determined in a centralized manner. In this way there is and more control and transparency. However, in a private sector, the wage depends on a subjective employer’s evaluation and economic reasons.¹⁰

Czech Republic

The gender difference for the same position however differs in private sector about 11 %, in public sector in 5 % in average.

⁸ Working paper: Evaluation of the gender pay gap in Lithuania. Economic Commission for Europe Conference of European Statisticians Work Session on Gender Statistics Vilnius, Lithuania 1-3 June 2016. P. 6

⁹ <https://www.total-slovenia-news.com/lifestyle/3852-slovenia-s-gender-pay-gap-relatively-low-in-the-eu-but-rising-fastest>

¹⁰ <https://www.female-rights.com/lithuania/>

Slovenia

The unjusted gender pay gap in 2013 was in private sector 8.8% and 6.1% in public sector in Slovenia¹¹

In regards to discrimination and gender pay gap, we have to note that not all discrepancies have to be rooted up on the discrimination. Fair remuneration which benefit good work results, excellent performance obviously is needed (and is clearly justified).

However what is striking is a lack of criterias upon which are created the wages and upon which are employees evaluated. In such a cases the wide space for discriminatory approach is created. Existing monitoring system providin data for remuneration on the same position devided on men and women are necessary. Those data shows potential discriminatory approach of the employer to their female employees. However relevant data are hardly to be tackled – not only by statisticians, but by employees too.

Czech Republic

According the newest analysis the health care sector provides 14 % differences and education sector 12 % GPG. When looking on the same position at employers there is 9 % differences of the wages for men and women working on the same position in health care(see line Q), educational sphere only 6 % difference¹²

See the pictures below.

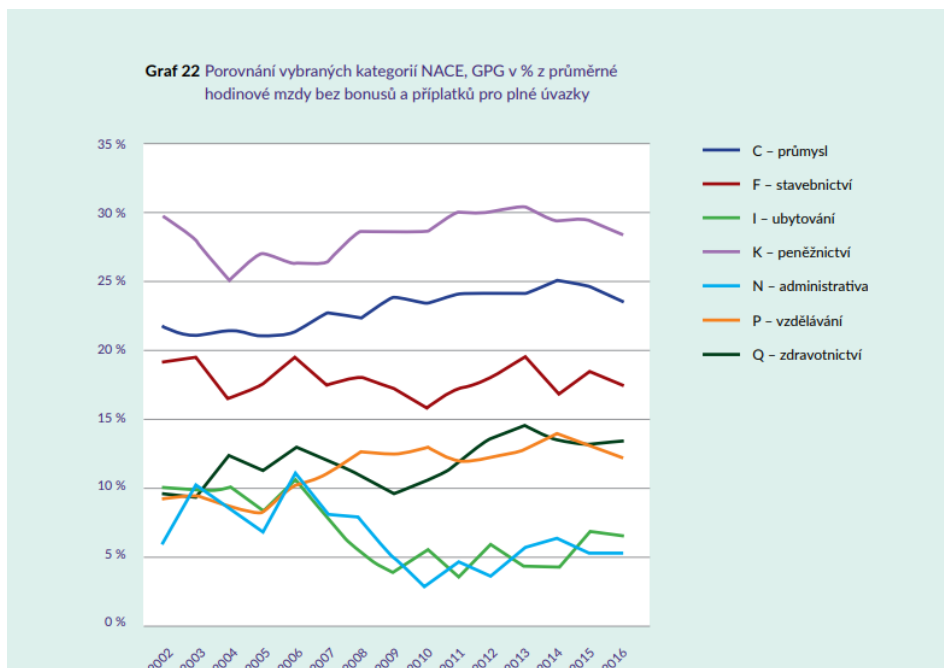
¹¹ Hrzenjak, Humer. 2015. Fair income, fair pension. Otevřená společnost, Praha. P. 7.

http://www.otevrenaspolecnost.cz/microsites/ferove-platy-a-penze/sl_progres_analyza_english_online.pdf

¹² ¹² Křížková, A., Pospíšilová, K., Maříková, H. a R. Marková Volejníčková. 2018. Rozdíly v odměňování žen a mužů v ČR. Pracoviště, zaměstnání, stejná pozice a rozklad faktorů. Studie k projektu „Rovnost žen a mužů na trhu práce se zaměřením na (ne)rovné odměňování žen a mužů“ Ministerstva práce a sociálních věcí.

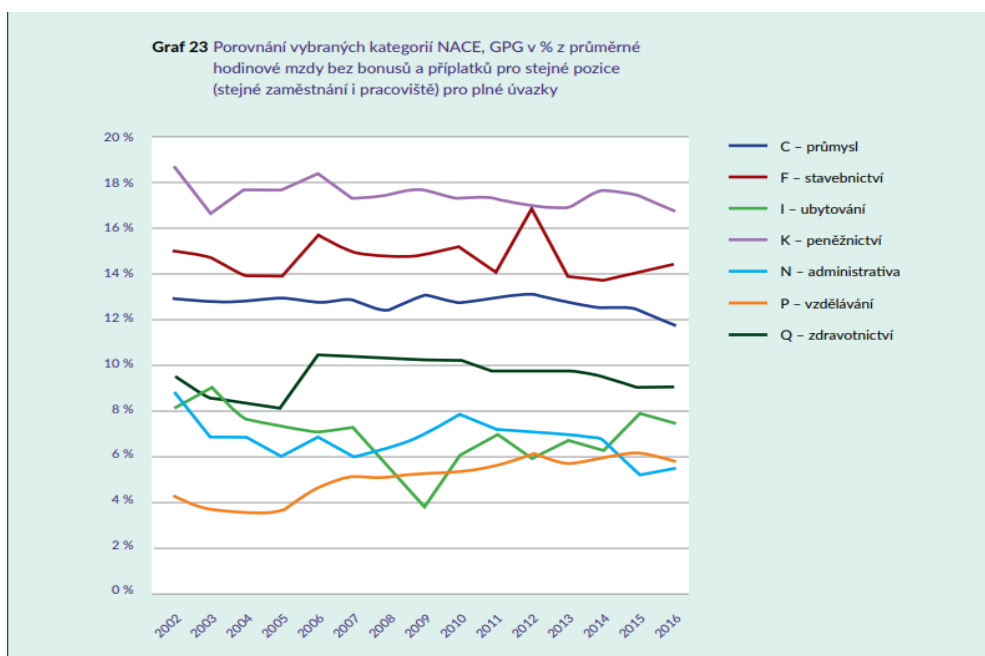
https://www.mpsv.cz/files/clanky/35208/Studie_c.2_pro_web.pdf p. 68

The GPG in the sector of education (P) and health care (Q) in Czech Republic



Source: Křížková et al. 2018

The GPG on the same position in education (P) and health care (Q) in Czech Republic



Source: Křížková et al. 2018



To sum up, GPG simply as a number in total does not prove the discrimination. But generally shows the average difference of earnings between men and women on the employment market. The gender pay gap in the relevant sector is interesting number, which show us the effect of vertical gender segregation to gross earnings of women and men in the relevant sectors. When looking to the sector of health care and education, it is interesting to note that mainly sectors of health and social care produce significant discrepancies between earnings of men and women in relevant countries.

4.4 Intersection of discrimination

When targeting the topic of discrimination, there exists different discriminatory grounds as well as area where discrimination is prohibited. This is upon the national legislative, however the basic discriminatory grounds are shared between EU countries. They are mainly:

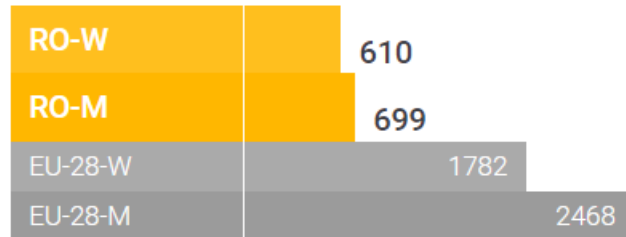
- sex,
- race, color, ethnic or social origin,
- religion or belief,
- political or any other opinion,
- disability,
- sexual orientation or gender identity,
- age
- etc.

As gender is cross-cutting reason it is easily connected with different other discriminatory grounds mentioned early. And it is necessary to bear in the mind the potential effect of the intersection of discrimination grounds. Most frequently gender is connected with age or parental status.

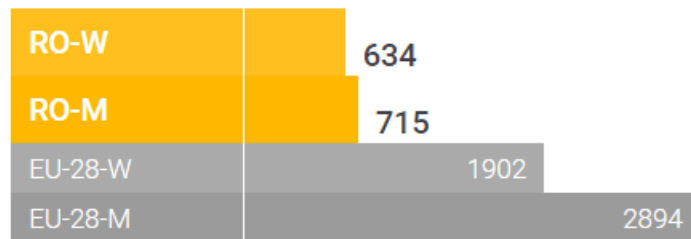
The following example from **Romania** show the implication into the gender pay gap.

Romania gender pay gap according the age and family status

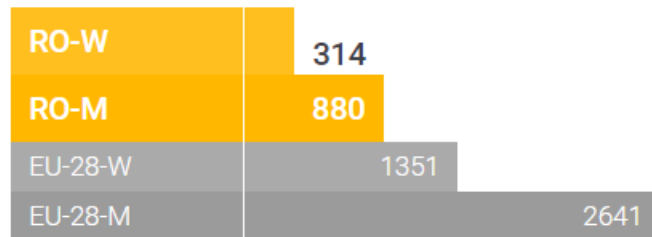
25-49



50-64



65+



Graphic from EIGE, 2017 (retrieved from: <https://eige.europa.eu/gender-equality-index/2015/domain/money/RO>)

The gap is wider when the women is lone parent than when she is single, and when the couples have children than those without children.

In addition, the gap increases with the level of education, being wider on people high educated. Another tendency is that the difference in income and earnings between men and women is higher as the age groups increase; men aged 65+ earning almost three times more than women with the same age.

Knowing well the specificities

To provide fair and non-discriminatory treatment it is necessary to have in mind the employees structure and their characteristics. This apply also to the social services, nursing and teaching as employers. Interestingly specific statistics which are gender sensitive are hardly to be reachable in all partner countries except for Slovenia.

Age structure of carers in Slovenia, 2018

Group	Age	Total	Men	Women
Nursing professionals	Total	8871	1090	7781
	15-24	273	42	231
	25-34	3013	499	2514
	35-44	2638	338	2300
	45-54	1824	141	1683
	55-64	1108	67	1041
	65+	15	3	12
Teaching professionals	Total	50163	8875	41288
	15-24	775	95	680
	25-34	11049	1574	9475
	35-44	15723	2673	13050
	45-54	12984	2209	10775
	55-64	9323	2115	7208
	65+	309	209	100
Social work and counselling professionals	Total	2090	192	1898

	15-24	6	-	6
	25-34	545	48	497
	35-44	826	72	754
	45-54	448	43	405
	55-64	260	29	231
	65+	5	-	5



To sum up, the knowledge of the employees and their requirements is necessary not only for private sector, but for public sector too. And not only for non-discrimination, but more importantly for effective HR process management. Fair and gender sensitive approach to the employee are necessary prerequisites for effective management and leadership in the organization.

4 Benefits of gender balance on the society and organizational level

In the previous section we have understand how differently are men and women present on the employment market. Basic statistics underlined the concepts showing gender disbalance on the employment market and also specific situation of gender disbalance in the sectors of health care (nursing), teaching and social work.

However the impact of this segregation was highlighted only in the term of economic impact in different remuneration. The impact to the everyday economics of people is however stronger – the situation of lower income has impact on the situation of equal position in families: when family decide who will work and who will care the question of economics come into the center. Why should women participate on the labor market if it is not worth it – in terms of money?

However not every women have a choice. Single mothers than have an imperative to work to be able to take care of their children and provide them with resources for living. When they will reach only part of the employment market and will have to face the stereotypes on them, it will bring the more pressure to their everyday life. Why should they have to to it?

When women consistently earn less then women her pension will reflect it. Their resources during their productive life was scarces and during pension it is even worst. There is evident the effect feminization of poverty.

The fair democratic societies are aware of such effects and thus make steps towards more inclusive societies – which will work on the equality for all. Not only equality de iure (which is basicly reached in EU), but also equality in practical life – to avoid the negative effects of inequalities to individual as well as for society as a whole. Society who waste the potential of part of it's population will not be successful.

Why is sphere of nursing, teaching and social work important?

It is evident, that the sectors are highly feminized and the impact on the provision of care is huge: there rise the question of the comfort of the patients and clients who are provided with the care predominantly by women despite the fact the patients are diverse; as well as there is still the question of fair employment and gender stereotypes in career building.

Structure of care and institutions where the care is provided, including nursing, teaching and social work, is not gender neutral. As shown previously, the employee could face the stereotypes and biases which has great impact on his/her career paths. Those biases could be embedded also in the institution itself. To have knowledge about biases, sensitivity to their performance and also will to change it are basic requirements for creation fair working environment.

Benefits of fair working environment as well as fair society are obvious:

- It greatly affects the positivity within the organization: employees are seen as people not simple “human sources”.
- It could be sell as competitive advantage in hiring process as well as it work out as good PR for the employer.
- It has an effect on the employee engagement as well as on employees performance.
- Also we can see the positive effect on reduction of employee turnover.
- Gender balance and sensitivity for diversity offer possibility to enlarge the scope of the work – it brings different perspectives, it propose different scope of work and offers different approach to clients. As clients are diverse, also the employees could reflect it.

Why is mentoring and career guidance important?

Mentoring thus provide us with perfect opportunity to rise the awareness about the topic in between the employees as well as to change continuously rigid structures which could be inherent in many institutions/organizations.

- How to overcome gender vertical segregation in the feminized occupations?
- How to attract men into the sector – and not favor them over women?
- How could be men carers and workers empowered and how could be empowered women employees to support their career paths in-line with weakening existing gender barriers?
- How to secure mentoring and networking of women and empowering of them in feminized occupations? What is the best goal?



Those are the basic questions upon which we search the answer. The answer is usually not easy to be given. Therefore the proposed best practices are only partial - they focus on different aspects of setting non-discriminatory and gender-balance approach and thus contribute to the path to equality.

To secure fair treatment of the clients/patients, to secure non-discriminatory working environment, to secure fair approach to everybody it is in best of the head employers, society as well as state to change existing inequalities on the labour market of nursing, teaching and social work. Or at least to try to change.

5 Best practice collection

This section provides you with identified good practices. Under the template which characterize the common approach to the good practices every partner countries selected the cases which should be highlighted.

Methodologically the selection procedures to highlight good practices and best practices were prepared. The partners tried to find the relevant good practices and also best practices in the topic connected with the mentoring as well as connected with the effect of gender balance. The cases were classified into the two main sectors (focus on the equality in the sphere of nursing/teaching/social work) and focus on the wider topics. All cases were reviewed by project partners and their teams. The changes of the classification as well as more in-depth explanation of the cases were made. Also there have been pointed out new/similar cases which could be connected with the best practice selected.

However it is necessary to note that all best practices should be seen as a good practices due to fact of their limitations. The template provide us with the reflection on the possible difficulties and limits of each example, however many of the limits are not revealed. To be the best practice it have to work in the ideal surroundings where the unequalities are not persistent and where the fair treatment is the basic standards. However it is not yet true in none of the partner countries.

Thus the collection of good/best practices presented is the outcome which provide us with variety of practices on different levels. Firstly there are listed the practices, which focus directly on the topic of equality in the sphere of nursing/teaching/social work.

Than you can find the practices which focus much more on the wider topics – including inclusive education, desegregation of the labor market, analysis of the labor market etc.

Those practices are included because they are inspirational in the term of changing the conditions of employment market and preparation of the surrounding more equal for everybody.

5.1 Best practices of gender balance in nursing/teaching/social work

Name (of the person describing the measure)	Tsvetelina Aleksandrova
Country (where the measure is implemented)	Bulgaria

Meeting: "Balanced Representation of Men and Women in Secondary Education"

<ul style="list-style-type: none"> • Description of the Best Practice example: - Name/title and definition of the measure/policy/event (e.g. law, campaign, event, leaflet etc) - Topic – focus of disadvantage/discrimination prevention on career development, career guidance, horizontal/vertical segregation prevention - Target group. Explicit and implicit. If applicable/relevant: specify gender, age, ethnic or social background (e.g. girls, youth of both sexes, young women, young adults, older citizens, migrants, low income holders, students etc) - Body and legal framework (only if applicable; e.g. Federal Law, Statutes, Quota, guidelines, recommendations etc) - Commitment (obligatory, voluntary, recommended etc) - Scope (international, national, regional, local etc) - Duration (e.g. to be accomplished or valid until a certain date; one-time 	<p>Meeting: "Balanced Representation of Men and Women in Secondary Education"</p> <p>The meeting: "Balanced Representation of Men and Women in Secondary Education", took place in Varna, Bulgaria in October, 2018. The event gathered school principals from Varna with experts from the district administration and from the Ministry of Labor and Social Policy.</p> <p>The specialists discussed gender equality in the educational system and the possibility of attracting more male teachers both in schools and kindergartens. According to Ilian Karagyozov, deputy regional governor of Varna, at this stage there is discrimination in the recruitment of male teachers.</p> <p>According to Eurostat, statistics on a European level show that 93% of Bulgarian teachers have higher education and 84% of</p>
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<p>event; annual event; indefinite etc) -</p>	<p>them are women. 48% are over 50 years old. Our country ranks third in terms of feminisation of the teaching profession after Latvia and Lithuania.</p> <p>Bulgarian teachers are among the oldest after those in Italy. According to NSI statistics for 2017-2018, over 98.7% of the Bulgarian school and kindergarten workers are female. Males in Bulgarian kindergartens are 248 in total. Significantly lower is the feminisation in higher education, where male teachers prevail by 50.5%.</p>
<ul style="list-style-type: none"> • Advantages and positive impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>Addressing this topic and recruiting more male teachers will make school environment balanced. Children will be able to acquire different approaches and behavioral models which leads to better adaptation mechanisms in life after school. It is worthy to have different role models.</p>
<ul style="list-style-type: none"> • Disadvantages and negative impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>Not detected</p>
<ul style="list-style-type: none"> • Transferability <ul style="list-style-type: none"> - Is the whole measure or parts of it transferable? Which part/s? - To which area or context? - Under which condition a transfer would be possible? What are the necessary prerequisites? (e.g. change of attitude, change of the law, budget adjustments) - What would be the positive impact of such a transfer? 	<p>This topic should be transferred to other cities in Bulgaria for example Plovdiv, Sofia, Burgas and etc.</p>

<ul style="list-style-type: none"> - Why could it fail or not be accepted? (Lack of money, lack of political will to change, little acceptance in the public opinion) 	
<ul style="list-style-type: none"> • Overall evaluation <ul style="list-style-type: none"> - own opinion and/or - experts' view 	<p>Further steps need to be taken in order to make this topic more popular. We have to implement particular strategies in the educational system so that more men find the profession of the teacher attractive and meaningful.</p>
<ul style="list-style-type: none"> • Further information <ul style="list-style-type: none"> - if possible, please provide the name of the person responsible for this measure or a link 	<p>https://novavarna.net/2018/10/18/%D1%82%D1%8A%D1%80%D1%81%D1%8F%D1%82-%D0%BF%D0%BE%D0%B2%D0%B5%D1%87%D0%B5-%D0%BC%D1%8A%D0%B6%D0%B5-%D1%83%D1%87%D0%B8%D1%82%D0%B5%D0%BB%D0%B8/</p>

Name (of the person describing the measure)	Silva Blažulionienė
Country (where the measure is implemented)	Lithuania

Gender Equality Ruler

<ul style="list-style-type: none"> • Description of the Best Practice example: - Name/title and definition of the measure/policy/event (e.g. law, campaign, event, leaflet etc) - Topic – focus of disadvantage/discrimination prevention on career development, career guidance, horizontal/vertical segregation prevention - Target group. Explicit and implicit. If applicable/relevant: specify gender, age, ethnic or social background (e.g. girls, youth of both sexes, young women, young adults, older citizens, migrants, low income holders, students etc) - Body and legal framework (only if applicable; e.g. Federal Law, Statutes, Quota, guidelines, recommendations etc) - Commitment (obligatory, voluntary, recommended etc) - Scope (international, national, regional, local etc) - Duration (e.g. to be accomplished or valid until a certain date; one-time event; annual event; indefinite etc) 	<p>Gender Equality Ruler</p> <p>The Gender Equality Ruler is a tool that can help public and private sector organizations to assess the position of gender equality in your workplace. The ruler also provides the opportunity to compare gender equality in different institutions. It can also be used as a periodic change Tracking Tool.</p> <p>The Gender Equality Ruler is defined as the gender equality position of the institution scoring points when 10 equals total equality, and 1 is total inequality.</p> <p>When the response data is broken down by area, you will see on the left hand side of all interviewed employees responses on the right - gender responses (i.e. what answers women have chosen and what in calculating how many of those sexes have chosen one or the other answers from all those interviewed).</p> <p>The data from this pilot study are not representative, but reveal prevailing trends.</p> <p>https://www.lygybe.lt/index.php/lt/lyciu-</p>
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	<p>lygybes-liniuote/781</p> <p>The situation is assessed in 6 areas: employment and promotion, working conditions, organizational culture, salary and assessment, career breaks and return to work, organizational values.</p> <p>There is still a lack of flexibility in the workplace, the ability to reconcile family and careers, and a work-friendly working environment for parents.</p>
<ul style="list-style-type: none"> • Advantages and positive impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>Gender Equality Ruler will show for hospitals, schools, municipalities - what is the real situation of the gender equality?</p>
<ul style="list-style-type: none"> • Disadvantages and negative impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>The study of the "Gender Equality Ruler" revealed that the career prospects of women working in Lithuanian institutions, were worse than men's. Women feel less valued, on average get lower wages, more often encounter bullying.</p>
<ul style="list-style-type: none"> • Transferability <ul style="list-style-type: none"> - Is the whole measure or parts of it transferable? Which part/s? - To which area or context? - Under which condition a transfer would be possible? What are the necessary prerequisites? (e.g. change of attitude, change of the law, budget adjustments) - What would be the positive impact of 	<p>Gender Equality Ruler can be used in all hospitals, schools, kindergartens, etc.</p> <p>This tool can also be used as a periodic change tracking tool.</p> <p>It is recommended that the gender equality ruler be used in institutions with 50 or more</p>

<p>such a transfer?</p> <ul style="list-style-type: none"> - Why could it fail or not be accepted? (Lack of money, lack of political will to change, little acceptance in the public opinion) 	<p>employees.</p> <p>Main interference can be - unwillingness to carry out this measure, lack of political will to change, little acceptance in the public opinion)</p>
<ul style="list-style-type: none"> • Overall evaluation <ul style="list-style-type: none"> - own opinion and/or - experts' view 	<p>The Gender Equality Ruler was created in the Office of the Equal Opportunities during implementation the Program “Kurk Lietuvai”.. The survey interviewed 820 workers from ten ministries. Although the survey is not representative, it refers to major gender equality trends in ministries.</p>
<ul style="list-style-type: none"> • Further information <ul style="list-style-type: none"> - if possible, please provide the name of the person responsible for this measure or a link 	<p>https://www.lygybe.lt/index.php/lt/lyciu-lygybes-liniuote/781</p>

Name (of the person describing the measure)	Lada Wichterlová
Country (where the measure is implemented)	Czech Republic

Support group for men in nursing

<ul style="list-style-type: none"> ● Description of the Best Practice example: - Name/title and definition of the measure/policy/event (e.g. law, campaign, event, leaflet etc) - Topic – focus of disadvantage/discrimination prevention on career development, career guidance, horizontal/vertical segregation prevention - Target group. Explicit and implicit. If applicable/relevant: specify gender, age, ethnic or social background (e.g. girls, youth of both sexes, young women, young adults, older citizens, migrants, low income holders, students etc) - Body and legal framework (only if applicable; e.g. Federal Law, Statutes, Quota, guidelines, recommendations etc) - Commitment (obligatory, 	<p style="text-align: center;">Men in nursing CZ</p> <ul style="list-style-type: none"> - It is a closed Facebook group focusing on the topic of nursing. <p>The group focus on the men in nursing specialists. Thus it target the under-represented sex in the care sector, especially in nursing. In this way it could have implication for elimination of horizontal/vertical gender segregation.</p> <p>Explicit target group are men in nursing, however as seen in the discussion, there are many contributions from female nurses too.</p> <p>However implicit target group is wide population – with the aim to rise the awareness and to popularize the position of men in nursing. Their approach is to claim: “Nurse.... An extraordinary work position for men”</p>
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<p>voluntary, recommended etc)</p> <ul style="list-style-type: none"> - Scope (international, national, regional, local etc) - Duration (e.g. to be accomplished or valid until a certain date; one-time event; annual event; indefinite etc) 	 <p>Source: FB Men in Nursing CZ</p> <p>The scope is on national/international level, as many Slovaks are discussing about their experiences too. The advantage is knowledge of close languages (Slovaks and Czech).</p> <p>The duration is up to the administrator's commitment and this is the weakest side.</p>
<ul style="list-style-type: none"> • Advantages and positive impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>Targetting the male nurses is very helpful both for individual men who are in feminized population of nurse experts. This is empowerment for such a group of under-represented sex.</p> <p>In terms of reaching gender equality the popularization aspect of the normality and</p>

	<p>attractiveness of male-nursing to wide public has also the implication to changing the stereotypes about “typically men’s work” and “typically women’s work”. However it is a long-term work.</p> <p>Using FB group and campaigning on FB could be very effective approach in the digital era. However it need a sustainability and continual effort to be made to cross the stereotypes and to do it consciously.</p>
<ul style="list-style-type: none"> • Disadvantages and negative impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>The possible negative effect could be embedded in the unconscious replication of the stereotypes and supporting of men to rise their career in terms of vertical gender segregation and in context of the effect of “glass elevator”.</p> <p>The continuous effort to cross those stereotypes need to be made. Also it requires awareness rising between the group members themselves as between the administrators.</p> <p>The necessity for sustainability of those long-term support group and campaigns is also the question.</p>
<ul style="list-style-type: none"> • Transferability <ul style="list-style-type: none"> - Is the whole measure or parts of it transferable? Which part/s? - To which area or context? - Under which condition a transfer would be possible? What are the necessary prerequisites? (e.g. change of attitude, change of the law, budget adjustments) - What would be the positive impact of such a transfer? - Why could it fail or not be accepted? (Lack of money, lack of political will to 	<p>Yes, fully.</p> <p>Positive impact of the transfer is huge – the notion of stereotypes toward men in nursing as well as rising awareness about the topic could huge when doing systematically and in cooperation between the countries.</p>

<p>change, little acceptance in the public opinion)</p>	
<ul style="list-style-type: none"> • Overall evaluation <ul style="list-style-type: none"> - own opinion and/or - experts' view 	<p>Despite the positive and negative effects described above, there is necessary to mention that the group is focusing also on the topic of nursing too. There are posted many articles related to the news in the nursing to provide the expert knowledge. Thus on one way it attract also the female nurses as well as male nurses. This could be as well advantage as well disadvantage – the primary message to rise the awareness between male nurses</p>
<ul style="list-style-type: none"> • Further information <ul style="list-style-type: none"> - if possible, please provide the name of the person responsible for this measure or a link 	<p>https://www.facebook.com/meninnursingcz/?ref=br_rs</p>

Name (of the person describing the measure)	Jerneja Šibilja and Ana Arzenšek
Country (where the measure is implemented)	Slovenia

The Family Friendly Enterprise Certificate

<ul style="list-style-type: none"> • Description of the Best Practice example: - Name/title and definition of the measure/policy/event (e.g. law, campaign, event, leaflet etc) - Topic – focus of disadvantage/discrimination prevention on career development, career guidance, horizontal/vertical segregation prevention - Target group. Explicit and implicit. If applicable/relevant: specify gender, age, ethnic or social background (e.g. girls, youth of both sexes, young women, young adults, older citizens, migrants, low income holders, students etc) - Body and legal framework (only if applicable; e.g. Federal Law, Statutes, Quota, guidelines, recommendations etc) - Commitment (obligatory, voluntary, recommended etc) - Scope (international, national, regional, local etc) - Duration (e.g. to be accomplished or valid until a certain date; one-time event; annual event; indefinite etc) - 	<p>The Family Friendly Enterprise Certificate is one of the major initiatives in Slovenia aimed at reconciliation of private life and work. It has started in 2007 and is the follow-up to the project “Young mothers/Family friendly enterprises”.</p> <p>The certificate represents a consulting-audit process and has been developed as one of the tools for effective and more quality human resources management within enterprises and organizations in the context of balancing professional and private lives of employees. Certificate represents one of the various possibilities of a socially responsible acting of a particular enterprise or organisation. Enterprises and organizations are increasingly aware of their social responsibility and their influence on their employees and the general public. They are aware that behind their success, there are not only managers, but also employees that are crucial in certain work process. For the successful</p>
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	<p>development and growth, their satisfaction and adherence is of key importance, which is also a key objective of the Family Friendly Certificate.</p> <p>The certification methodology is based on the system “European work & family audit”, developed by the German organization “Berufundfamilie”. The Slovenian DP adopted the German methodology to the specifics of the Slovenian economic and legislative framework.</p> <p>The certification basis is the Catalogue of Measures, a document including all measures which are available to companies joining the certification process. The Catalogue is divided into 8 main areas:</p> <ul style="list-style-type: none"> - Working hours - Work organisation - Post (place of work flexibility of the post) - Information and communication policy - Management skills (management strategy/philosophy) - Human resources development - Payment structure and awards for achievements - Family services <p>Upon implementing the relevant measures, an enterprise or an organisation may obtain the basic and, later on, the full certificate. More than 240 organisations with more than 80.000 employees have received</p>
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	<p>the certificate. Currently, there are 194 enterprises and organisations (public and private) with active certificate.</p> <p>Some organizations related to health, teaching and social care also have the certificate:</p> <ul style="list-style-type: none"> - 7 hospitals and 9 health centres (local or regional clinics), - 10 centres for social care, work and work rehabilitation (mostly working with vulnerable groups), - 23 retirement homes, - 5 educational institutions (kindergarten, secondary school and adult education institutes), - Ministry of Labour, Family, Social Affairs and Equal Opportunities.
<ul style="list-style-type: none"> • Advantages and positive impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>The “Family Friendly Enterprise” represents a significant novelty in the Slovenian business environment. Sociological research conducted within the scope of the project by the Faculty of Social Sciences (University of Ljubljana) demonstrated that Slovenian managers do not regard balancing work and family as an issue to be discussed in the workplace. Rather, it is treated as something that the employees need to manage by themselves and ought not to raise at work with their supervisors.</p> <p>The certificate contributes to:</p> <ul style="list-style-type: none"> - sensitizing businesses about negative business impact of discriminating

	<p>(potential) parents in the workplace as well as in the labour market,</p> <ul style="list-style-type: none"> - providing businesses with tools for implementation of such HR policies that enable better balancing of work and family for their employees, - publicly recognition of the business with a positive attitude to provide options of balancing work and family of their employees <p>Family-friendly measures improve:</p> <ul style="list-style-type: none"> - the efficiency of investing in human resources, - recruiting and retention of the best personnel, - commitment and belonging to the organization, - learning curve and productivity, - organizational culture and cooperation between employees and management. <p>Family-friendly measures reduce:</p> <ul style="list-style-type: none"> - sick leave and absenteeism, - absence related to child care, - number of work-related accidents, - per unit costs, - fluctuation of personnel, - stress, mobbing, and burnout. <p>Another advantage is that different professionals are involved in the process of acquiring the certificate. External auditors are a professional and an independent body, composed of the representatives of the academic sphere and different social partners. Role of external auditors is a review</p>
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	<p>and evaluation of needed documentation before the final entitlement of an enterprise/organization to the certificate.</p> <p>On the other hand, external consultants facilitate the process of acquiring the Family Friendly Certificate in cooperation with the individual enterprise/organization in accordance with the regulations and plan of progress. They are certificated, independent professionals with background and experience in business consulting or research. Beside education and experience they must also successfully finish additional training and acquire skills, necessary for the quality consulting process in the field of reconciliation of professional and private life of employees.</p> <p>The analysis of the effects of establishing a family friendly working environment showed that communication among employees about the topic of family friendly measures is an important factor that contributes to the success of the certificate. Also, employers and employees recognized that worker's presence at work is not the only criteria for his success and productivity.</p> <p>Moreover, the certificate was granted to many organisations that employ mostly women or highly educated and qualified workforce where balancing work and family can be even harder.</p>
<ul style="list-style-type: none"> • Disadvantages and negative impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>Often, measures have greater effects and impacts when they are connected or treated as a package. So planning and implementing the measures is</p>

very important and in case organizations do not pay enough attention to this aspect, potential impacts can be less beneficial. Also, constant assessment and evaluation is necessary, which can contribute to loss of motivation in the organization to implement the activities in the scope of the certificate.

A measure that proved as successful in one organization won't necessarily be successful and beneficial in another. So it is important that organizations implement such measures that are relevant for their employees and their needs and are also in accordance with the organizational culture and working environment.

Sometimes, benefits and positive impacts can take a longer time to show and this can decrease the level of motivation of employers and employees. So it is important that the team who is responsible for implementation of the certificate in the organisation, presents accurate information, communicates regularly and encourages and motivates all employees in the organization.

There are very few educational institutions and no centres for social work that have this certificate and also not all hospitals and health centres have it. There are many organizations where teachers, social workers

	<p>and nurses work that don't have this certificate and it would be great to raise awareness on this topic also among different public organizations.</p>
<ul style="list-style-type: none"> • Transferability <ul style="list-style-type: none"> - Is the whole measure or parts of it transferable? Which part/s? - To which area or context? - Under which condition a transfer would be possible? What are the necessary prerequisites? (e.g. change of attitude, change of the law, budget adjustments) - What would be the positive impact of such a transfer? - Why could it fail or not be accepted? (Lack of money, lack of political will to change, little acceptance in the public opinion) 	<p>The certificate is known on national level and can already be obtained by public and private organizations.</p> <p>It would be interesting to transfer the certificate to those countries where it does not yet exist. Political as well as business will are necessary prerequisites for the establishment of the system of such certification. Also, time and effort must be invested in the education of the individuals and experts who run such system of certification.</p> <p>It would be interesting to compare the measures and their impacts in the scope of such certificate on an international level.</p> <p>Last but not least, there is a need for a comprehensive longitudinal comparison between organizations that have the certificate and those organizations without such certificate. Different measures, factors and effects could be measured and such a study would bring valid, relevant and also interesting results which could help develop future programs, certificates and similar measures in order to create even more family friendly working environments.</p>
<ul style="list-style-type: none"> • Overall evaluation 	<p>Employers recognize that the success of the</p>

<ul style="list-style-type: none"> - own opinion and/or - experts' view 	<p>company depends primarily on employees and more and more they are showing increasing social responsibility towards the employees and their families. Not only respectful internal communication, ensuring favourable working conditions or continuous improvement and education, but also the provision of equal opportunities and ensuring conditions for easier coordination of work and family are (or should be) top priorities in every organization .</p> <p>When there is a lack of measures supporting the above mentioned priorities, organization can have higher costs that reflect also in the form of absenteeism, fluctuation, quality of work, accidents, dissatisfaction, lower commitment to organization etc. So it is of great importance to address and regulate the family-work balance and attitude towards parenthood also on the organizational and operational level, not only with legislation.</p> <p>The Family Friendly Enterprise Certificate is a very important step towards introducing family-friendly activities and programs for the creation of a truly family friendly working environments in public and private organisations.</p>
<ul style="list-style-type: none"> • Further information - if possible, please provide the name of the person responsible for this measure or a link 	<p>http://www.certifikatdpp.si/for-english-speakers/</p>

Name (of the person describing the measure)	Klára Čmolíková Cozlová
Country (where the measure is implemented)	Czech Republic

Gender audit for social service providers (description of the case of Jedličkův ústav Liberec)

<ul style="list-style-type: none"> • Description of the Best Practice example: - Name/title and definition of the measure/policy/event (e.g. law, campaign, event, leaflet etc) - Topic – focus of disadvantage/discrimination prevention on career development, career guidance, horizontal/vertical segregation prevention - Target group. Explicit and implicit. If applicable/relevant: specify gender, age, ethnic or social background (e.g. girls, youth of both sexes, young women, young adults, older citizens, migrants, low income holders, students etc) - Body and legal framework (only if applicable; e.g. Federal Law, Statutes, Quota, guidelines, recommendations etc) - Commitment (obligatory, voluntary, recommended etc) - Scope (international, national, regional, 	<p>Gender audit for social service providers (description of the case of Jedličkův ústav Liberec)</p> <p>The gender audit as one of the gender mainstreaming tools and in this way focuses on the gender equality in the organizational settings. It is a type of social audit, it focuses on the human resource management in the different settings of organization (public as well as private organization, small as well as big enterprises, or NGO's and social services/schools).</p> <p>Gender audit implementation entails analyses of internal organization processes and organization structure from a gender point of view. Critical areas and barriers for gender equality are identified. The target group are employers and employees, men and women.</p> <p>Providers of the gender audit are specialist from the NGO sector as well as from the</p>
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<p>local etc)</p> <ul style="list-style-type: none"> - Duration (e.g. to be accomplished or valid until a certain date; one-time event; annual event; indefinite etc) - 	<p>private sector. There are set the criterias for gender auditors¹³.</p> <p>Commitment to undergo the gender audit is upon the will of the organization, there is not set the obligation.</p> <p>The length of the gender auditing process is different due to the different settings of the organization and the need to cooperate on the setting the quantitative and qualitative research in the institution itself. The average length is 3-4 months. The re-auditing process in the 3 years period is strongly recommended.</p>
<ul style="list-style-type: none"> • Advantages and positive impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>Positive impact on the individuals – men and women employees is very strong. The quantitative methods consists of individual and group discussions – which brings the attention to the fulfilment of the individual and group needs of employees based on the gender equality approach. The strong empowerment line is perceived in every auditing process.</p> <p>The positive impact is also on the HR management and setting the processes with respect to gender equality and transparency of them.</p>

¹³ Gender audit standards in Czech Republic were created by The Office of the Government of the Czech Republic Department for Human Rights and Minority Protection in 2016. See:

https://www.vlada.cz/assets/ppov/rovne-prilezitosti-zen-a-muzu/Projekt_Optimalizace/Gender-Audit-Standards_V2_March2016_2.pdf

	<p>The feedback is very good even in the settings of the social services – the scope of the audit is wide and therefore it brings attention to non-discrimination of the client as well as to the non-discrimination of the employees and their needs. As states Mrs. Milena Tichá, Jedličkův ústav, Liberec: „I am very satisfied with the course and outputs of the audit. It followed the changes we wanted to start in the organization. But some things you just don't see from inside the company. That is the advantage of an external team.“</p>
<ul style="list-style-type: none"> • Disadvantages and negative impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>There is not an obligation to undergo the gender audit, therefore it is upon the willingness of the organization. In the case of social services (or generally public sector and NGO's) it is very difficult to dedicate money for gender audit, when the overall budget is very limited.</p> <p>Gender audit is not the labeling and certification body. Therefore for some of the organization the outcome – gender audit report with conclusions and suggestions of improvement – is something surprising; and further implementation is only upon the will of the management.</p>
<ul style="list-style-type: none"> • Transferability <ul style="list-style-type: none"> - Is the whole measure or parts of it transferable? Which part/s? - To which area or context? - Under which condition a transfer would be possible? What are the 	<p>Yes, it could be easily transferable. The concept of the gender audits is internationally known – sometimes it is referred to it as to diversity audit, family and work audit or audit of the family friendly firm/organization.</p>

<p>necessary prerequisites? (e.g. change of attitude, change of the law, budget adjustments)</p> <ul style="list-style-type: none"> - What would be the positive impact of such a transfer? - Why could it fail or not be accepted? (Lack of money, lack of political will to change, little acceptance in the public opinion) 	
<ul style="list-style-type: none"> • Overall evaluation <ul style="list-style-type: none"> - own opinion and/or - experts' view 	<p>Generally the gender audit is an tool for HR processes of private as well as public companies which offers an possibility to evaluate the HR processes and systems from the gender equality principle (and diversity principle as a such).</p> <p>As there is strong qualitative side of the research which involve the employees interview and focus group, it has also big effect on empowerment of disadvantaged groups.</p> <p>In the context of social sphere/nursing/teaching the gender audits could be used – as the provided example shown. The effect is evident: the lenses preventing discrimination should be focused not only on the work with the clients but also on the HR processes too. The fair environment and structure of the service is than translated into the fair treatment to clients.</p> <p>However the sources to undergone the gender audit are scarce.</p>
<ul style="list-style-type: none"> • Further information 	<p>Mrs. Milena Tichá – statutory representative</p>

<p>- if possible, please provide the name of the person responsible for this measure or a link</p>	<p>Mr. Vladimír Ptáček - director</p> <p>https://www.centrum-kaspar.cz/wp-content/uploads/2018/06/Spolecenska_odpovednost_a_diverzita.pdf</p> <p>https://www.vlada.cz/assets/ppov/rovne-prilezitosti-zen-a-muzu/Projekt_Optimalizace/Gender-Audit-Standards_V2_March2016_2.pdf</p>
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Name (of the person describing the measure)	Klára Čmolíková Cozlová
Country (where the measure is implemented)	Czech Republic

Project 22 % to the equality

<ul style="list-style-type: none"> • Description of the Best Practice example: - Name/title and definition of the measure/policy/event (e.g. law, campaign, event, leaflet etc) - Topic – focus of disadvantage/discrimination prevention on career development, career guidance, horizontal/vertical segregation prevention - Target group. Explicit and implicit. If applicable/relevant: specify gender, age, ethnic or social background (e.g. girls, youth of both sexes, young women, young adults, older citizens, migrants, low income holders, students etc) - Body and legal framework (only if applicable; e.g. Federal Law, Statutes, Quota, guidelines, recommendations) 	<p>Ministry of Work and Social Affairs of CR: Project 22 % to the equality¹⁴ (training for Labor office representatives and career guidance)</p> <p>The project focuses on the overall problematic topic of gender pay gap in Czech Republic and thus provide systematic and intersecting activities to develop the change needed. Very interesting part of the project is the gender training for Labor Office representatives and career counselors. The knowledge of overall stereotypes, the stereotypes on the labor market, internalized stereotypes and the consequences in position on the labor market is very needed.</p> <p>Target group – public sphere representatives and mainly career guidance counselors have</p>
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¹⁴ „Rovnost žen a mužů na trhu práce se zaměřením na (ne)rovné odměňování žen a mužů“ is financed from European Social Fund by operational program “Zaměstnanost” and from state budget CR. Reg. n.: CZ.03.1.51/0.0/0.0/15_009/0003702

<p>etc)</p> <ul style="list-style-type: none"> - Commitment (obligatory, voluntary, recommended etc) - Scope (international, national, regional, local etc) - Duration (e.g. to be accomplished or valid until a certain date; one-time event; annual event; indefinite etc) - 	<p>an important role to play in addressing individuals and their internalized biases. When doing so it results in changes of stereotypes and biases not only on individual level but also in the labor market: including elimination of the negative effects of stereotypes.</p> <p>Also the role of the project organizer – Ministry of Work and Social Affairs in Czech Republic - is crucial to reach target audience in social services and career guidance. Despite the fact it is not obligatory, the role of the project leader is very helpful.</p> <p>The scope of the project as well as the trainings is national wide – the trained officers are from the whole republic and every parts of the Labor offices representatives. ”</p> <p>Duration of the project is limited due to the project course: 2017-2021. However there are long-term impacts foreseen.</p>
<ul style="list-style-type: none"> • Advantages and positive impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>To stress the biggest advantages of the project it is mainly the intersection of the activities of the projects which interlinks the actors on the labor market from the perspective of social work (Labor Office representatives, Labor Office inspectors, Labor Office career advisers) and provide them not only with the specialized training for gender equality, but also with other project tools for targeting the gender pay gap (LOGIB tool, Methodics of control for inspections of work; creation of the position of gender coordinators on the level of</p>

	regional branches of Labor Offices in CR) ¹⁵
<ul style="list-style-type: none"> • Disadvantages and negative impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>The length of the project is limited and also the will of the officers to undergo the training and mainly to implement the knowledge to their own practice is upon their own will.</p>
<ul style="list-style-type: none"> • Transferability <ul style="list-style-type: none"> - Is the whole measure or parts of it transferable? Which part/s? - To which area or context? - Under which condition a transfer would be possible? What are the necessary prerequisites? (e.g. change of attitude, change of the law, budget adjustments) - What would be the positive impact of such a transfer? - Why could it fail or not be accepted? (Lack of money, lack of political will to change, little acceptance in the public opinion) 	<p>Yes, it could be easily transferable. Mainly thanks to the ESF funded projects.</p>
<ul style="list-style-type: none"> • Overall evaluation <ul style="list-style-type: none"> - own opinion and/or - experts' view 	<p>The positive effect of the project lies in the central planning and the heading of the ministry – the cooperation with the relevant actors is therefore simplified:</p> <ul style="list-style-type: none"> - it can reach the audience of inspectors of work - it can reach the wide audience of employers - it can reach the wide audience of press - and thus it has a potential to really change the situation which is

¹⁵ See http://www.rovnaodmena.cz/?page_id=1186



	<p>embedded in stereotypes prevalent in everybody.</p>
<ul style="list-style-type: none"> • Further information <ul style="list-style-type: none"> - if possible, please provide the name of the person responsible for this measure or a link 	<p>http://www.rovnaodmena.cz/</p>

Name (of the person describing the measure)	Monika Špital and Jerneja Šibilja
Country (where the measure is implemented)	Slovenia

A research: Andreja Poje, Aleksandra Kanjuo Mrčela, Donald Tomaskovic-Dvey:
The same payment for the same work or work of the same value in practice: An example of nurses, policemen and university teachers, 2019

<ul style="list-style-type: none"> • Description of the Best Practice example: - Name/title and definition of the measure/policy/event (e.g. law, campaign, event, leaflet etc) - Topic – focus of disadvantage/discrimination prevention on career development, career guidance, horizontal/vertical segregation prevention - Target group. Explicit and implicit. If applicable/relevant: specify gender, age, ethnic or social background (e.g. girls, youth of both sexes, young women, young adults, older citizens, migrants, low income holders, students etc) - Body and legal framework (only if applicable; e.g. Federal Law, Statutes, Quota, guidelines, recommendations etc) - Commitment (obligatory, voluntary, recommended etc) - Scope (international, national, regional, local etc) - Duration (e.g. to be accomplished or valid until a certain date; one-time event; annual event; indefinite etc) 	<p>A research: Andreja Poje, Aleksandra Kanjuo Mrčela, Donald Tomaskovic-Dvey: The same payment for the same work or work of the same value in practice: An example of nurses, policemen and university teachers, 2019</p> <p>A research on gender (in)equality, more specific differences in payment between men and women working as nurses/medical technicians, professors at the tertiary level of education and police officers in the period between 1999 and 2015, was released in Slovenia in 2019. Data showed the gender inequality is still present in Slovenia. Publishing an article in a magazine Theory and practice raised awareness and debates about the topic previously mentioned. The researchers have explained the factors, leading to differences in payment between men and women in three specific professions.</p> <p>The analysis shows that there were significant differences in income between</p>
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-	<p>men and women in the observed three professions.</p> <ul style="list-style-type: none"> - The average income of men was higher than the average income of women in all three professions and gender differences in income are generated primarily on the level of workplace. - When comparing employees with the same education and experience in the same organizations and at the same or equal jobs, there are gender differences in the income of all three professions. - The income gap was higher among male police officers and female police officers (18 p%) and between nurses and medical technicians (17 %) than among male and female professors at the tertiary level of education (12 %). <p>Researchers were able to confirm the hypothesis that the smallest income gap exists in a sexually balanced occupation. Interestingly, in the first two professions, average education is increasing and is on average higher for women than for men.</p> <p>When comparing employees with the same education and experience, the gender pay gap in time decreases in the professions where the number of female employees is growing (police and tertiary level education) and the gender pay gap in time increases in a profession where the number of male employees is growing (nurses and medical</p>
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	technicians).
<ul style="list-style-type: none"> • Advantages and positive impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>The reasons for inequality in wages and salaries are multifaceted, interconnected, and are a consequence of wider economic and social gender inequality. The analysis contributes to understanding gender differences in income in Slovenia by confirming that differences (as opposed to general opinion) exist. The research of the differences in income in the three professions offered an analysis of the trends and characteristics of these differences.</p> <p>Researches can raise interest in this topic and offer valid data and scientific explanation of the phenomenon. When something is scientifically proved, it is harder to object and deny. Other researchers might find this research interesting and proceed with exploring discrimination in different fields.</p>
<ul style="list-style-type: none"> • Disadvantages and negative impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	Not detected
<ul style="list-style-type: none"> • Transferability <ul style="list-style-type: none"> - Is the whole measure or parts of it transferable? Which part/s? - To which area or context? - Under which condition a transfer would be possible? What are the necessary prerequisites? (e.g. change of attitude, change of the law, budget adjustments) - What would be the positive impact of such a transfer? - Why could it fail or not be accepted? 	<p>The results of the research will be the starting point for further research of the causes for the income inequality between men and women in Slovenia. The authors plan to analyze the emergence of the pay gap in the mentioned three professions also by using a qualitative methodology.</p> <p>The research is transferable also to other fields, occupations and target groups (e.g.</p>

<p>(Lack of money, lack of political will to change, little acceptance in the public opinion)</p>	<p>young people, elderly employees, immigrants), especially if there are enough resources to conduct it. It is important to present the findings of the research to general public in a simple way for them to understand it. Sometimes that is difficult for the experts, but if the aim of the research is to raise public awareness and gain media attention, they must present their ideas in a professional but simplified way.</p> <p>Perhaps a similar international research could be conducted as well and in such case a comparison between countries could be valid and interesting.</p>
<ul style="list-style-type: none"> • Overall evaluation <ul style="list-style-type: none"> - own opinion and/or - experts' view 	<p>The research offers an expert research and view of the income inequality between women and men in Slovenia in the selected three professions (nurses, faculty professors and police officers).</p> <p>The researchers that have conducted the research are all experts in this field and it is of great importance to conduct such quality research in order to raise awareness among general and professional public. Such researches can pave the way to public debate and much needed changes in the field of gender equality.</p>
<ul style="list-style-type: none"> • Further information 	<p>Dr. Aleksandra Kanjuo Mrčela: https://www.fdv.uni-lj.si/docs/default-</p>



<p>- if possible, please provide the name of the person responsible for this measure or a link</p>	<p>source/tip/enako-pla%C4%8Dilo-za-enako-delo-ali-delo-enake-vrednosti-v-praksi-primer-poklicev-medicinska-sestra-medicinski-tehnik-policist-policistka-in-visoko%C5%A1olski-u%C4%8Ditelj-visoko%C5%A1olska-u%C4%8Diteljica.pdf?sfvrsn=0</p>
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5.2 Best practices of non-discriminatory approach and gender balance on employment market and public sphere

Name (of the person describing the measure)	Elena-Irina Macovei
Country (where the measure is implemented)	Romania

Strategic document of the Ministry of Labour, Family, Social Protection and Elderly from Romania: National Strategy for Employment 2014-2020

<ul style="list-style-type: none"> • Description of the Best Practice example: - Name/title and definition of the measure/policy/event (e.g. law, campaign, event, leaflet etc) - Topic – focus of disadvantage/discrimination prevention on career development, career guidance, horizontal/vertical segregation prevention - Target group. Explicit and implicit. If applicable/relevant: specify gender, age, ethnic or social background (e.g. girls, youth of both sexes, young women, young adults, older citizens, migrants, low income holders, students etc) - Body and legal framework (only if applicable; e.g. Federal Law, Statutes, Quota, guidelines, recommendations etc) - Commitment (obligatory, voluntary, recommended etc) - Scope (international, national, regional, local etc) - Duration (e.g. to be accomplished or valid 	<p>Strategic document of the Ministry of Labour, Family, Social Protection and Elderly from Romania: National Strategy for Employment 2014-2020</p> <p>After the analysis of the European and national context for the development of national strategy for employment in 2014-2020, in Romania, this document describes the priorities, goals and directions for action in the perspective of the year 2020.</p> <p>First and second objectives from this strategy are relevant for our best practices collection. The first objective has two parts corresponding to the two target groups based on age:</p> <p>a) decreasing the youth unemployment and the number of young people who are not employees or following an educational or a training program (students);</p>
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<p>until a certain date; one-time event; annual event; indefinite etc)</p> <p>-</p>	<p>b) increasing the participation of elderly on the labour market.</p> <p>The recommended directions of actions are:</p> <ul style="list-style-type: none"> - to implement programs for young people who are not employees or following an educational or a training program (students) by offering them good jobs, reintegrating them in the educational system, or ensuring professional training courses for them to achieve the competences required by employers; - to enable their transition from school to the labour market by implementing and appropriately financing programs of apprenticeship at the workplace, or other programs of practice for graduates of higher education; - to initiate adjusted programs of education or professional training for young people with disabilities and special needs; - to implement actions to increase the mobility of youth on the European labour market; - to raise the investments in entrepreneurship programs for young people; - to prolong the working life, by implementing employment schemes for the elderly, or by initiating programs as mentorship or professional coaching, for sharing knowledge, experience and expertise from older people to young employees; - to change the Labour Code and to encourage the extension of working life including through fiscal measures.
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	<p>Among other aspects, the second objective of the national strategy interesting for our project proposes to increase the women’s participation in the labour market, including through measures to support the reconciliation of work and family.</p> <p>The following directions of actions are recommended:</p> <ul style="list-style-type: none"> - to create programs as “second chance” for women to achieve competencies and certifications required on the labour market, or programs promoting the entrepreneurship, in order to support the women’s return on the labour market and their professional reintegration; - to develop the infrastructure to provide care facilities of children and support services for the care of dependent family members; - to initiate activities to raise the public awareness on aspects related to time flexibility, gender pay gap, or gender stereotypes.
<ul style="list-style-type: none"> • Advantages and positive impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>Among the advantages and positive impacts identified, if the measures described will be implemented, are the following:</p> <ul style="list-style-type: none"> - improving the prospects of young people on the Romanian labour market; - ensuring career development prospects and the achievement of decent incomes for young people; - encouraging intergenerational exchanges;

	<ul style="list-style-type: none"> - promoting age diversity in employment - improving the chances of young people with disabilities and special needs to get a job; - decreasing the gender pay gap and contributing to gender equality; - initiating changes of the attitude related to gender roles/ stereotypes; - good reconciliation of professional and family life of women; - increasing the personal budget; - raising the level of employability it leads to economic growth; - improving the standard of living and quality of life; - reducing the risk of social exclusion and discrimination based on age and gender criteria - raising the self-esteem and confidence of individuals.
<ul style="list-style-type: none"> • Disadvantages and negative impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>Not known</p>
<ul style="list-style-type: none"> • Transferability <ul style="list-style-type: none"> - Is the whole measure or parts of it transferable? Which part/s? - To which area or context? - Under which condition a transfer would be possible? What are the necessary prerequisites? (e.g. change of attitude, change of the law, budget adjustments) - What would be the positive impact of 	<p>I think the recommendations from this strategic document can be transferable in other European countries, but the necessary prerequisites consist in ensuring the budget needed for applying the strategies and actions, as well as the political support. Changes of laws related to the labour market may also be needed.</p>

<p>such a transfer?</p> <ul style="list-style-type: none"> - Why could it fail or not be accepted? (Lack of money, lack of political will to change, little acceptance in the public opinion) 	
<ul style="list-style-type: none"> • Overall evaluation <ul style="list-style-type: none"> - own opinion and/or - experts' view 	<p>I believe that the implementation of this national strategic document can bring a great impact for gender equality, as well as for increasing the employability of young people. However, this document represents only a strategy containing guidelines for future actions and recommended measure, without having a mandatory character.</p>
<ul style="list-style-type: none"> • Further information <ul style="list-style-type: none"> - if possible, please provide the name of the person responsible for this measure or a link 	<p>http://www.mmuncii.ro/j33/images/Documente/Munca/2014-DOES/2014-01-31_Anexa1_Strategia_de_Ocupare.pdf</p>

Name (of the person describing the measure)	Jerneja Šibilja and Ana Arzenšek
Country (where the measure is implemented)	Slovenia

Equal Opportunities for Woman and Men Act

<ul style="list-style-type: none"> • Description of the Best Practice example: - Name/title and definition of the measure/policy/event (e.g. law, campaign, event, leaflet etc) - Topic – focus of disadvantage/discrimination prevention on career development, career guidance, horizontal/vertical segregation prevention - Target group. Explicit and implicit. If applicable/relevant: specify gender, age, ethnic or social background (e.g. girls, youth of both sexes, young women, young adults, older citizens, migrants, low income holders, students etc) - Body and legal framework (only if applicable; e.g. Federal Law, Statutes, Quota, guidelines, recommendations etc) - Commitment (obligatory, voluntary, recommended etc) - Scope (international, national, regional, local etc) - Duration (e.g. to be accomplished or valid until a certain date; one-time event; annual event; indefinite etc) - 	<p>Equal Opportunities for Woman and Men Act</p> <p>A general non-discrimination framework for gender equality.</p> <p>The aim of the act is to determine common grounds for the improvement of the situation of women and the creation of equal opportunities for women and men in political, economic, social and educational fields as well as other fields of social life.</p> <p>It provides for the establishment of the Advocate for Equal Opportunities for Women and Men, a body tasked to hear cases of gender-based discrimination. The body was formally operational until September 2008 when the government appointed a single Advocate of the Principle of Equality to hear cases of discrimination on all relevant grounds, including gender. At the end of 2014, there was thus no specific body hearing cases of gender-based</p>
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discrimination as required by the Equal Opportunities for Woman and Men Act.

This act also imposes an obligation on the government to submit to the parliament a proposal of the Resolution on the National Programme for Equal Opportunities for Women and Men.

This act placed the then governmental Office for Equal Opportunities at the centre of the national machinery for gender equality. The Office was charged with a series of important tasks such as, among others: monitoring the implementation of the provisions of Equal Opportunities for Woman and Men Act and regulations enacted on its basis; monitoring specific fields of social life with a view to gender equality and drafting proposal for the government and ministries for adopting or amending laws and other regulations, or for adopting other measures; coordinating activities aimed at implementing gender mainstreaming, including providing expert assistance for the development of appropriate methods and techniques; coordinating the preparation of the national programme for equal opportunities and monitoring its implementation; preparing proposals for research and analyses required for the implementation of the national programme; cooperating with non-governmental organisations active in the field of equal opportunities and co-funding their initiatives.



	<p>In 2012, upon adoption of the Act Amending the State Administration Act, the government Office for Equal Opportunities was closed down and its tasks were transferred to the Ministry of Labour, Family and Social Affairs and its newly established Equal Opportunities and European Coordination Service.</p> <p>In 2015 the tasks of the national gender machinery were performed within the recently established Department for Equal opportunities at the renamed Ministry of Labour, Family, Social Affairs and Equal Opportunities. Compared to the past, the number of staff in the field of equal opportunities has decreased.</p> <p>In accordance with the act each ministry appoints a coordinator for equal opportunities for women and men. This person coordinates the activities by ministries with a view to gender equality perspective and cooperates with the national body responsible for gender equality policy.</p> <p>The self-governing local communities may also appoint a coordinator for equal opportunities for women and men. The local coordinator may submit proposal concerning gender equality to local authorities when they adopt development plans and other decisions.</p> <p>- Body and legal framework: National law</p>
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	<ul style="list-style-type: none"> - Commitment: Obligatory - Scope: National legislation - Duration: It was adopted in 2002 is still valid.
<ul style="list-style-type: none"> • Advantages and positive impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>The act prohibits direct and indirect discrimination and allows for the implementation of general and special measures required for achieving equal treatment of and equal opportunities for women and men.</p> <p>It promotes equality in political, economic, social and educational fields as well as other fields of social life, both public and private.</p> <p>Government was charged with launching National Programmes for Equal Opportunities for Women and Men.</p>
<ul style="list-style-type: none"> • Disadvantages and negative impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>/</p>
<ul style="list-style-type: none"> • Transferability <ul style="list-style-type: none"> - Is the whole measure or parts of it transferable? Which part/s? - To which area or context? - Under which condition a transfer would be possible? What are the necessary prerequisites? (e.g. change of attitude, change of the law, budget adjustments) - What would be the positive impact of 	<p>The provisions of this act could and should be transferred to other regulatory provisions and operational documents to make the guidelines on equal opportunities even more concrete and easier to implement in practice in different fields and organisations (public and private).</p> <p>The necessary prerequisites for making this</p>

<p>such a transfer?</p> <ul style="list-style-type: none"> - Why could it fail or not be accepted? (Lack of money, lack of political will to change, little acceptance in the public opinion) 	<p>act more specific are political will, greater awareness of lay and professional public and financial capacities.</p>
<ul style="list-style-type: none"> • Overall evaluation <ul style="list-style-type: none"> - own opinion and/or - experts' view 	<p>The act is a good basis for ensuring equal opportunities for men and women. It is important for the country to have this key strategic document. However, further improvements in the area of achieving equal opportunities for women and men, or increasing the proportion of under-represented sex in specific occupations in public and private sector are needed.</p>
<ul style="list-style-type: none"> • Further information <ul style="list-style-type: none"> - if possible, please provide the name of the person responsible for this measure or a link 	<p>http://pisrs.si/Pis.web/pregledPredpisa?id=ZAKO3418</p> <p>http://www.europarl.europa.eu/RegData/etudes/STUD/2015/510010/IPOL_STU(2015)510010_EN.pdf</p>

Name (of the person describing the measure)	Jerneja Šibilja and Ana Arzenšek
Country (where the measure is implemented)	Slovenia

Resolution on the National Programme for Equal Opportunities for Women And Men 2015–2020

<ul style="list-style-type: none"> • Description of the Best Practice example: - Name/title and definition of the measure/policy/event (e.g. law, campaign, event, leaflet etc) - Topic – focus of disadvantage/discrimination prevention on career development, career guidance, horizontal/vertical segregation prevention - Target group. Explicit and implicit. If applicable/relevant: specify gender, age, ethnic or social background (e.g. girls, youth of both sexes, young women, young adults, older citizens, migrants, low income holders, students etc) - Body and legal framework (only if applicable; e.g. Federal Law, Statutes, Quota, guidelines, recommendations etc) - Commitment (obligatory, voluntary, recommended etc) - Scope (international, national, regional, local etc) - Duration (e.g. to be accomplished or valid until a certain date; one-time event; annual event; indefinite etc) - 	<p>Resolution on the National Programme for Equal Opportunities for Women And Men 2015–2020</p> <p>The resolution is a strategic document of the Government defining the objectives, measures and key policy makers in the area of gender equality in the particular spheres of life of women and men in the Republic of Slovenia for the period 2015–2020.</p> <p>Similar to the previous National Programme (2005 – 2013), the new Programme defines general priority areas for improving the status of women and men and/or ensuring sustainable gender equality in the Republic of Slovenia and identifies key challenges and issues for the 2015–2020 period.</p> <p>This National Programme focuses on eight priority areas: equal economic independence, reconciliation of work, private and family life, ensuring a knowledge-based society without gender stereotypes, social inclusion, health, balanced representation of women and men, violence against women, and gender equality</p>
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	<p>in foreign policy and international development cooperation.</p> <p>The National Programme defines key objectives focused on the following:</p> <ul style="list-style-type: none"> - eliminating gender imbalances and gender segregation in employment and tackling unemployment; - improving the situation of women and men regarding social inclusion; - eliminating obstacles to the reconciliation of work, private and family life; - eliminating the gender gap and gender segregation in education; - eliminating inequalities in science and higher education; - eliminating stereotypes in society, particularly in the media, culture and sport; - improving the health of women and men; - eliminating the obstacles to balanced representation of women and men in various areas of political and social life; - zero-tolerance of violence against women; - strengthening gender mainstreaming in the Slovenian developmental, peace and other foreign policy initiatives.
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	<ul style="list-style-type: none"> - Body and legal framework: National resolution - Commitment: Obligatory - Scope: National legislation - Duration: It was adopted in 2002 is valid until 2020.
<ul style="list-style-type: none"> • Advantages and positive impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>The objectives and measures defined in the National Programme provide guidelines to the ministries and other governmental authorities for planning and implementing their respective policies and programmes as regards gender equality and the realisation thereof. Particular measures to achieve the objectives are presented and detailed in the periodic plans drafted for two-year periods.</p> <p>In order to achieve the objectives and ensure gender equality in practice, two basic and complementary approaches are used: 1. specific measures; and 2. gender mainstreaming. Specific measures will be introduced and implemented in the areas where the unbalanced representation or unequal status of women and men are noted; they will focus on a disadvantaged gender group provided that such specific measure is justified and proportionate to its purpose.</p> <p>In addition to being a strategy that has integrated gender equality into everyday policies, gender mainstreaming is also an</p>

internationally binding principle; this means that the specific status of women and/or men is taken into account in drafting and planning, decision-making, implementing and evaluating policy orientations and measures. Gender mainstreaming allows all planned policies, measures, laws or programmes to be assessed in terms of their impact on women and men in all areas and at all levels. Policies and programmes in the political, economic and social spheres are developed, implemented and assessed so as to equally benefit women and men and with a view to eliminating gender inequality.

The final report and the evaluation of the National Programme 2005–2013 highlighted some significant shifts made during the implementation of the first National Programme: the visibility of and sensitivity to gender equality issues in society increased, a great deal of research work was done, some legislative changes were made, new practices were introduced in some areas, and steps towards greater gender equality were made.

In the context of the need for greater clarity, the concretisation of objectives, and the suitability of measures and indicators, an observation suggesting anchoring gender mainstreaming in the document in a different manner was taken into account. Rather than being treated as a separate area, gender mainstreaming is now incorporated into individual areas. The new National Programme includes fewer but more concrete

	<p>objectives and omits the duplication of objectives (strategic and specific objectives) that does not contribute to their more efficient implementation. The measures are less generic and more specific. Rather than being focused on measuring the implementation of the measures, the indicators measure changes in equality between women and men and the effectiveness of the objectives; they are fewer in number, more precisely defined and more clearly related to the measures concerned.</p>
<ul style="list-style-type: none"> • Disadvantages and negative impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>Despite the progress made in certain areas and at the legislative level, as shown in the reports on the implementation and the evaluation of the National Programme 2005–2013, equality between women and men has failed to be fully applied in practice. Gender gaps persist in many areas of life.</p> <p>Objectives and measures also applicable to gender equality are not included in this National Programme in order to avoid unnecessary repetition. In such cases, only key guidelines are listed and general objectives defined, while the implementation of the measures is left to sectoral national programmes and action plans. It is necessary in this context to strengthen the gender perspective in the areas and/or National Programmes and Action Plans that do not devote enough attention to this issue.</p>
<ul style="list-style-type: none"> • Transferability <ul style="list-style-type: none"> - Is the whole measure or parts of it transferable? Which part/s? - To which area or context? 	<p>The Resolution as a national mechanism for equality between women and men is essential to ensure efficient drafting and implementation of the gender equality policy;</p>

- Under which condition a transfer would be possible? What are the necessary prerequisites? (e.g. change of attitude, change of the law, budget adjustments)
- What would be the positive impact of such a transfer?
- Why could it fail or not be accepted? (Lack of money, lack of political will to change, little acceptance in the public opinion)

the mechanism must have sufficient staff and funding available and must be appropriately integrated into the organisational structure of the Government.

The evaluation of the previous National Programme highlighted the fact that a national governmental gender equality body is a key element in promoting the policies, coordinating the work and implementing the planned measures in relevant areas. Based on an analysis of documents, the results of an online survey and expert interviews, it also concluded that rather than having positive consequences, the closure of the Office for Equal Opportunities and the transfer of its tasks to the Ministry of Work, Family and Social Affairs (MDDSZ) resulted in negative consequences; therefore, the evaluation suggested that a different institutional arrangement of the authority responsible for coordinating policies in the area of gender equality be considered. The current inclusion of gender equality in the MDDSZ supposedly implies that the area is only associated with this Ministry's sphere of work and does not promote gender mainstreaming. Gender equality would be best ensured by having a financially and organisationally independent institution as the main agent in this area.

The data on the status of women and men in the labour market indicate that Slovenia has managed to maintain certain comparative advantages related to the status of women and men in the labour market and even reduce the

	<p>gender gap in some areas (e.g. the employment rate of elderly women, the gender pay gap). Despite the aforementioned and even though women have on average a higher education level, they face numerous obstacles: it is more difficult for them to find a job, they are self-employed or engaged in entrepreneurship less often, they occupy lower positions of employment, and often have fewer career opportunities than men. Therefore, it is necessary to carry out the activities and measures that have proven successful and will also devote more attention to the issues requiring specific and more target-oriented measures.</p>
<ul style="list-style-type: none"> • Overall evaluation <ul style="list-style-type: none"> - own opinion and/or - experts' view 	<p>Equality between women and men is the general objective of the National Programme and also an important social objective, as well as a prerequisite for a fair and just society. Gender equality entails the equal visibility, equal power and equal participation of women and men in all spheres of public and private life. It means that women and men have equal opportunities to realise their potentials, to contribute to the national, political, economic, social and cultural development and to benefit equally from the results thereof. Gender equality is a social concept most easily explained as a situation in which sex has no influence on access to rights, opportunities and participation in the results of social development.</p> <p>Many of the key issues and challenges still persist and in some areas the situation has even deteriorated. The pace of changes related</p>

	<p>to some particular objectives pursued was slowed considerably by the financial and economic crisis. Some of analyses of the impact of the austerity measures on the status of women and men in Slovenia underlined that the crisis and austerity measures have a more permanent adverse effect on women, in particular specific groups such as elderly women, women in single-parent families, middle-class women and women from ethnic minorities (Austerity Measures and Gender Equality, Humer, Roksandić, 2013).</p> <p>In order to ensure greater autonomy and more efficient functioning of the national mechanism for gender equality, the competent authority should be strengthened and given a position of influence in the government's hierarchy and/or its organisational structure. In addition to distinct authority in sectoral policies and professional autonomy, this body should also have clearly defined political responsibility and power to ensure that the principle of gender equality is followed by all ministries and state institutions. It should have an appropriate budget available for efficient implementation of the gender equality policy. In this context, unambiguous support for the functioning of non-governmental organisations engaged in the area of gender equality, and their networking and participation in shaping relevant policies should also be demonstrated.</p>
<ul style="list-style-type: none"> • Further information - if possible, please provide the 	<p>http://www.pisrs.si/Pis.web/pregledPredpisa?id=RESO108</p>



Erasmus+

name of the person responsible for this measure or a link	http://www.mddsz.gov.si/fileadmin/mddsz.gov.si/pageuploads/dokumenti/pdf/enake_moznosti/NFMPublikacijaResolucijaAN.pdf
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Name (of the person describing the measure)	Jerneja Šibilja and Ana Arzenšek
Country (where the measure is implemented)	Slovenia

Advocate of the Principle of Equality

<ul style="list-style-type: none"> • Description of the Best Practice example: - Name/title and definition of the measure/policy/event (e.g. law, campaign, event, leaflet etc) - Topic – focus of disadvantage/discrimination prevention on career development, career guidance, horizontal/vertical segregation prevention - Target group. Explicit and implicit. If applicable/relevant: specify gender, age, ethnic or social background (e.g. girls, youth of both sexes, young women, young adults, older citizens, migrants, low income holders, students etc) - Body and legal framework (only if applicable; e.g. Federal Law, Statutes, Quota, guidelines, recommendations etc) - Commitment (obligatory, voluntary, recommended etc) - Scope (international, national, regional, local etc) - Duration (e.g. to be accomplished or valid until a certain date; one-time event; annual event; indefinite etc) - 	<p style="text-align: center;">Advocate of the Principle of Equality</p> <p>The advocate of the principle of equality is an independent and autonomous state body, which has the legal basis in the Protection Against Discrimination Act. The body was established on October 25, 2016 when the National Assembly elected Miha Lobnik for the first advocate of the principle of equality for a five-year term.</p> <p>The purpose of this body is to deal with discrimination and hear cases of alleged violations of the ban on discrimination. Competences of the Advocate include independent assistance to victims of discrimination, independent surveys concerning discrimination and publishing independent reports. The Advocate hears cases of alleged discrimination on all the relevant grounds.</p> <p>In accordance with Article 21 of the Protection Against Discrimination Act, the tasks of the advocate are the following:</p>
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	<ul style="list-style-type: none"> - conducting independent research on the position of people with certain personal circumstances, particularly gender, nationality, racial or ethnic origin, religion or belief, disability, age, sexual orientation and other issues regarding discrimination of people with certain personal circumstances; - publishing independent reports and making recommendations to state authorities, local communities, holders of public authorisations, employers, business entities and other bodies regarding the established situation of people in certain personal circumstances, i.e. relating to preventing or eliminating discrimination and adopting special and other measures to eliminate discrimination; - conducting tasks of supervisory inspection on the basis of complaints in Chapter 5 of this Act regarding the observance of the provisions of this or other acts determining the Advocate's competence; - providing independent assistance to persons subject to discrimination when enforcing their rights regarding protection against discrimination in the form of counselling and legal assistance for clients in other administrative and judicial proceedings related to discrimination; - raising the awareness of the general public on discrimination and measures to prevent it; - monitoring the general situation in the Republic of Slovenia in the field of protection against discrimination and the
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	<p>situation of people in certain personal circumstances;</p> <ul style="list-style-type: none"> - proposing the adoption of special measures to improve the situation of people who are in a less favourable position due to certain personal circumstances; - participating in judicial proceedings involving discrimination as per this Act; - ensuring the exchange of available information on discrimination with bodies of the European Union; - conducting other tasks determined by this Act. <ul style="list-style-type: none"> - Independent and autonomous state body - Scope: National level - Mandate of the first advocate: 2016 – 2021
<ul style="list-style-type: none"> • Advantages and positive impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>The competences and services of the Advocate of the Principle of Equality extend to both public and private sector.</p> <p>The advocate of the principle of equality provides for independent assistance in the exercise of their rights by counselling and legal assistance in other administrative and judicial procedures related to discrimination, performs certain tasks of inspection in the field of protection against discrimination, participates in legal proceedings for discrimination, so that the discriminated person represented or monitored in court proceedings, etc.</p> <p>An advocate may lodge a request for the</p>

	<p>assessment of the constitutionality and legality of regulations and general acts.</p> <p>A written initiative to the advocate to deal with the case may be given by individuals, non-governmental organizations, trade unions and other civil society organizations or other legal entities.</p> <p>Advocate may also address anonymous written complaints if they contain sufficient data to deal with the case.</p> <p>An advocate may also lodge a request for the assessment of the constitutionality and legality of regulations and general acts</p>
<ul style="list-style-type: none"> • Disadvantages and negative impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>In spite of legislation in place, Slovenia sometimes still fails to provide for an effective system of protection against discrimination. Cases of gender-based discrimination in Slovenia are rarely reported to the responsible bodies. For example, the Advocate of the Principle of Equality closed 8 gender-related complaints in 2018.</p> <p>In the Advocate’s opinion, a low number of the number of complaints claiming gender discrimination lodged by women may be attributed to the fact that the post of the Advocate is held by a man, and women might be reluctant to report their victimisation.</p> <p>The office of the advocate is understaffed (at the end of 2018 there were only 16 employees</p>

	<p>in the office) which can limit successful management and closure of all complaints and cases.</p> <p>In some cases the time of processing the complaint or managing a case is very long.</p>
<ul style="list-style-type: none"> • Transferability <ul style="list-style-type: none"> - Is the whole measure or parts of it transferable? Which part/s? - To which area or context? - Under which condition a transfer would be possible? What are the necessary prerequisites? (e.g. change of attitude, change of the law, budget adjustments) - What would be the positive impact of such a transfer? - Why could it fail or not be accepted? (Lack of money, lack of political will to change, little acceptance in the public opinion) 	<p>The position of the advocate is transferable to regional or local level. Municipalities could have local advocates which would have different positive impacts: cases and complaints could have been addressed or closed more quickly, people would have better access to the office of the advocate, it would be easier to promote and encourage people to use the services of the advocate etc.</p> <p>Of course, political will and financial assets (budget allocations and adjustments) would be necessary prerequisites for the establishment of the advocate's offices throughout the country.</p> <p>Additionally, greater awareness of general public is needed since often individuals lack information about discrimination and gender inequality, are afraid to make complaints or lack resources to successfully handle the situation they find themselves in.</p>
<ul style="list-style-type: none"> • Overall evaluation <ul style="list-style-type: none"> - own opinion and/or - experts' view 	<p>The position of the advocate of the principle of equality is welcome and much needed since the advocate provides for independent assistance to individuals, non-governmental organizations, trade unions and other civil society organizations or other legal entities by</p>



	<p>counselling and legal assistance in different administrative and judicial procedures related to discrimination, performs certain tasks of inspection in the field of protection against discrimination, participates in legal proceedings for discrimination, so that the discriminated person is represented or monitored in court proceedings</p>
<ul style="list-style-type: none"> • Further information <ul style="list-style-type: none"> - if possible, please provide the name of the person responsible for this measure or a link 	<p>http://www.zagovornik.si</p> <p>http://www.europarl.europa.eu/RegData/etudes/STUD/2015/510010/IPOL_STU(2015)510010_EN.pdf</p>

Name (of the person describing the measure)	Tsvetelina Aleksandrova
Country (where the measure is implemented)	Bulgaria

Labour Exchange for refugees and migrants

<ul style="list-style-type: none"> ● Description of the Best Practice example: <ul style="list-style-type: none"> - Name/title and definition of the measure/policy/event (e.g. law, campaign, event, leaflet etc) - Topic – focus of disadvantage/discrimination prevention on career development, career guidance, horizontal/vertical segregation prevention - Target group. Explicit and implicit. If applicable/relevant: specify gender, age, ethnic or social background (e.g. girls, youth of both sexes, young women, young adults, older citizens, migrants, low income holders, students etc) - Body and legal framework (only if applicable; e.g. Federal Law, Statutes, Quota, guidelines, recommendations etc) - Commitment (obligatory, voluntary, recommended etc) - Scope (international, national, regional, local etc) - Duration (e.g. to be accomplished or valid until a certain date; one-time event; annual event; indefinite etc) - 	<p>Labour Exchange for refugees and migrants</p> <p>It is organised by the United Nations Refugee Agency, Caritas Sofia, Bulgarian Red Cross and other organisations.</p> <p>Employers from Bulgaria have the opportunity to meet representatives of the refugee community in the country who are actively looking for a job.</p> <p>The event takes place in Sofia, “St. Anna” centre for refugees and migrants integration.</p> <p>Interviews that are provided if necessary allow employers and refugees to present their needs, expectations and suggestions. Each of the candidates has a pre-written CV and is directed to companies where the field of activity corresponds to the experience and skills of the migrants/refugees.</p>
<ul style="list-style-type: none"> ● Advantages and positive impacts 	

<ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>This event encourages the integration of minorities into the labour market and has a positive impact both for the individuals and for the economic state of the country. Such integration is important for the antidiscrimination policy in Bulgaria since it provides migrants with different social roles which are meaningful not only for them but also for the native inhabitants who learn more about the different cultures and mindset.</p>
<ul style="list-style-type: none"> • Disadvantages and negative impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>Not detected</p>
<ul style="list-style-type: none"> • Transferability <ul style="list-style-type: none"> - Is the whole measure or parts of it transferable? Which part/s? - To which area or context? - Under which condition a transfer would be possible? What are the necessary prerequisites? (e.g. change of attitude, change of the law, budget adjustments) - What would be the positive impact of such a transfer? - Why could it fail or not be accepted? (Lack of money, lack of political will to change, little acceptance in the public opinion) 	<p>It can be organised in a number of regions and cities in Bulgaria in order to reduce the discrimination against different nationalities.</p>
<ul style="list-style-type: none"> • Overall evaluation <ul style="list-style-type: none"> - own opinion and/or - experts' view 	<p>The event is quite innovative. It was held for the first time in May, 2019 so we expect some feedback and information about the success rate.</p>



<ul style="list-style-type: none">• Further information<ul style="list-style-type: none">- if possible, please provide the name of the person responsible for this measure or a link	<p>https://www.unhcr.org/bg/4779-trudova-borsa-2019.html</p>

Name (of the person describing the measure)	Monika Špital and Jerneja Šibilja
Country (where the measure is implemented)	Slovenia

A day for changes – let’s eliminate discrimination

<ul style="list-style-type: none"> • Description of the Best Practice example: - Name/title and definition of the measure/policy/event (e.g. law, campaign, event, leaflet etc) - Topic – focus of disadvantage/discrimination prevention on career development, career guidance, horizontal/vertical segregation prevention - Target group. Explicit and implicit. If applicable/relevant: specify gender, age, ethnic or social background (e.g. girls, youth of both sexes, young women, young adults, older citizens, migrants, low income holders, students etc) - Body and legal framework (only if applicable; e.g. Federal Law, Statutes, Quota, guidelines, recommendations etc) - Commitment (obligatory, voluntary, recommended etc) - Scope (international, national, regional, local etc) - Duration (e.g. to be accomplished or valid until a certain date; one-time event; annual event; indefinite etc) - 	<p>A day for changes – let’s eliminate discrimination (yearly event)</p> <p>A day for changes (<i>Dan za spremembe</i>) is a national campaign, including more than 170 activities related to the topic of elimination of discrimination, including gender inequality.</p> <p>It has a national scope, since it’s happening in 80 different places across Slovenia every year. More than 600 organizations and 9000 volunteers are included in the organization and implementation of various activities.</p> <p>Some activities, approximately 30 in 2019, were directly linked to the discrimination at workplace. One of them was a seminar for students, where two PhD professors explained the discrimination at the workplace. Another example of an activity was a workshop, where participants discussed role of an individual in eliminating discrimination in small groups.</p> <p>The last event took place in different cities in</p>
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	Slovenia on the 6 th of April 2019.
<ul style="list-style-type: none"> • Advantages and positive impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>The campaign and events are open for public and different individuals can participate as volunteers or as participants. Either way they are raising awareness and gaining information about discrimination, which can be very beneficial.</p> <p>Since the scope of the campaign is broad, it has good media coverage which can additionally contribute to raising awareness in general public.</p> <p>A day for changes is organized every year and it covers different topics. This year's topic was especially connected to gender equality.</p>
<ul style="list-style-type: none"> • Disadvantages and negative impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>Considering the number of activities that are happening at the same day, participants must choose which ones to visit. It is not possible for them to participate in all the activities, since some are meant for a specific group, such as students for example.</p> <p>It is also difficult for the organizers to monitor the quality of the activities due to a large number of them.</p> <p>Sometimes it is difficult to find volunteers to implement the activities, since they are not paid for their work.</p>

<ul style="list-style-type: none"> • Transferability <ul style="list-style-type: none"> - Is the whole measure or parts of it transferable? Which part/s? - To which area or context? - Under which condition a transfer would be possible? What are the necessary prerequisites? (e.g. change of attitude, change of the law, budget adjustments) - What would be the positive impact of such a transfer? - Why could it fail or not be accepted? (Lack of money, lack of political will to change, little acceptance in the public opinion) 	<p>The campaign and events can be transferred to different areas or contexts, but it would be good to consider the number of activities that will happen in the same day. Perhaps it would be better to make it a one-week event to enable visitors to participate in more activities.</p> <p>A well-considered system of control and evaluation to assure the quality of the activities would be needed as well.</p> <p>Maybe at the beginning a smaller event could be organized, so people get familiarized with the concept, goals and activities and are willing to participate in it, afterwards it can expand to a bigger event or campaign.</p>
<ul style="list-style-type: none"> • Overall evaluation <ul style="list-style-type: none"> - own opinion and/or - experts' view 	<p>Once the event is recognized and appreciated by professional and general, there are many benefits for individuals, local communities and different public and private stakeholder.</p> <p>People are willing to devote their spare time to address important topics in different ways, through workshops, speeches, lectures, debates, activities etc. Media support is crucial as well, to reach larger audiences. Since the organization of event like this one is quite demanding, people working on it must have specific knowledge, skills and also persistence.</p>
<ul style="list-style-type: none"> • Further information <ul style="list-style-type: none"> - if possible, please provide the name of the person responsible for this 	<p>https://www.filantropija.org/dan-za-spremembe/</p>



Erasmus+

measure or a link	https://www.prostovoljstvo.org/dan-za-spremembe
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Name (of the person describing the measure)	Silvia Popovici
Country (where the measure is implemented)	Romania

Project EGAL - *Civic Dialogue and Advocacy for Gender-Based Public Policies*,
financed by European Structural Funds through POCA 2014-2020

<ul style="list-style-type: none"> • Description of the Best Practice example: - Name/title and definition of the measure/policy/event (e.g. law, campaign, event, leaflet etc) - Topic – focus of disadvantage/discrimination prevention on career development, career guidance, horizontal/vertical segregation prevention - Target group. Explicit and implicit. If applicable/relevant: specify gender, age, ethnic or social background (e.g. girls, youth of both sexes, young women, young adults, older citizens, migrants, low income holders, students etc) - Body and legal framework (only if applicable; e.g. Federal Law, Statutes, Quota, guidelines, recommendations etc) - Commitment (obligatory, voluntary, recommended etc) - Scope (international, national, regional, local etc) - Duration (e.g. to be accomplished or valid until a certain date; one-time event; annual event; indefinite etc) - 	<p>Project <i>EGAL - Civic Dialogue and Advocacy for Gender-Based Public Policies</i>, financed by European Structural Funds through POCA 2014-2020</p> <p>The project is implemented by Support and Training Center for the Development of a Fair Society (Cenform) and Center for Curricular Development and Gender Studies (FILIA) for a period of 16 months, starting with 27th June 2018.</p> <p>The main project goal is to develop the capacity of Romanian NGOs in the field of equal opportunities, gender equality, human rights and youth to elaborate and propose alternative public policies on gender equality and equal opportunities.</p> <p>The target group is composed by 180 representatives of NGOs from Romania, active in the fields mentioned and 30 staff members of public authorities and institutions.</p>
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	<p>The target group members are trained in four thematic training sessions (organizational and financial management, gender and opportunity inequalities, civic dialogue and advocacy), so that they can create and promote alternatives to public policies initiated by the Government in their area of interest.</p> <p>Another main objective is to develop and promote an alternative proposal to public policies concerning gender equality and to be accepted by a relevant public institution or authority in order to transform it into a national law.</p>
<ul style="list-style-type: none"> • Advantages and positive impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>The advantages and positive impacts identified are:</p> <ul style="list-style-type: none"> - members of NGOs and public authorities and institutions trained and prepared in areas as organizational and financial management, gender and opportunity inequalities, civic dialogue and advocacy; - raising the awareness on the topic of equal opportunities and gender equality; - an alternative political policy on gender equality accepted and transformed into a national law; this can lead to further proposal and better laws concerning equal opportunities and gender equality.
<ul style="list-style-type: none"> • Disadvantages and negative impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>Not known</p>

<ul style="list-style-type: none"> • Transferability <ul style="list-style-type: none"> - Is the whole measure or parts of it transferable? Which part/s? - To which area or context? - Under which condition a transfer would be possible? What are the necessary prerequisites? (e.g. change of attitude, change of the law, budget adjustments) - What would be the positive impact of such a transfer? - Why could it fail or not be accepted? (Lack of money, lack of political will to change, little acceptance in the public opinion) 	<p>The project can be transferable with the condition of existence of the necessary financial support. The most important positive impact will be probably the change of the law in gender equality.</p>
<ul style="list-style-type: none"> • Overall evaluation <ul style="list-style-type: none"> - own opinion and/or - experts' view 	<p>This project represents an opportunity to bring a change in the Romanian legislation concerning gender equality and equal opportunities by adopting the alternative to public policies, created as project result.</p>
<ul style="list-style-type: none"> • Further information <ul style="list-style-type: none"> - if possible, please provide the name of the person responsible for this measure or a link 	<p>Project manager: Cătălin Mihăescu https://centrulfilia.ro/o-noua-abordare-a-egalitatii-de-gen-in-politicile-publice/</p>

Name (of the person describing the measure)	Silva Blažulionienė
Country (where the measure is implemented)	Lithuania

We are all human

<ul style="list-style-type: none"> ● Description of the Best Practice example: - Name/title and definition of the measure/policy/event (e.g. law, campaign, event, leaflet etc) - Topic – focus of disadvantage/discrimination prevention on career development, career guidance, horizontal/vertical segregation prevention - Target group. Explicit and implicit. If applicable/relevant: specify gender, age, ethnic or social background (e.g. girls, youth of both sexes, young women, young adults, older citizens, migrants, low income holders, students etc) - Body and legal framework (only if applicable; e.g. Federal Law, Statutes, Quota, guidelines, recommendations etc) - Commitment (obligatory, voluntary, recommended etc) - Scope (international, national, regional, local etc) - Duration (e.g. to be accomplished or valid until a certain date; one-time event; annual event; indefinite etc) - 	<p>We are all human</p> <p>I. Repetition - what students already know, understands that area. Can be:</p> <p>a) What is discrimination?</p> <p>b) Is there a difference in public attitudes towards the place of men and women in professional, political and decision-making, in the labor market?</p> <p>c) Viewing for 3 min. One Race Movie. People's race. http://www.youtube.com/watch?v=d25VMTvnQ-U</p> <p>Discussions.</p> <p>II. Raising and discussing the goal (s). THE MAIN PART</p> <p>Submission of new material. Press Conference Simulation Stage 1. Work in groups. The class is divided (pupils count) into groups of 4-5 pupils. Each group pulls out the task.</p> <p>Tasks:</p> <ol style="list-style-type: none"> 1. What forms of discrimination do you know? 2. Men and Women. Why are they discriminated against?
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3. Men and Women. What are the possible consequences of discrimination? How to reduce discrimination? Are equal rights of men and women in Lithuania equal? How are problems solved in Lithuania? Each group has chosen a representative for the press conference after the task.

II. Press conference.

Stage 2. The group's delegates are seated in front of the classroom before the audience, and present themselves as experts on a separate topic (under the assignment). The remaining students become journalists, select a newspaper or magazine they represent, and prepare questions. Journalists go to the microphone, present themselves in the name, the name of the publication they represent, and ask the question. Responsible for the expert in the field, as well as other experts. Reporters have a notebook in their answers. No discussion. There are also provocative questions.

III. Summary of the press conference.

Stage 3. Journalists draw up an article (paragraph) for their publication, the experts draw up a written report. This work is done by pupils at home. The texts are sent to the teacher by e-mail.

IV. Discussion of the task.

Stage 4. Two areas are discussed - content and form. Speaking of content, a teacher who has participated as a press conference observer reminds of the facts correctly presented and ideas to be discussed. Commenting on showing presentations. Speaking of the form, the teacher mentions language mistakes, correctly used terms, and other moments related to verbal or non-verbal communication.

	<p>Finish</p> <p>I. Assessment (assessment of pupils' language culture, activity) and self-assessment (one-minute reflection). Pupils who thought for 1-2 minutes answered the question: "What is the crucial issue of the material we are discussing today?". II. Predicting Prospects - Raising further challenges for other lessons. Experts selected for the 4th Millennium Goal (Two-thirds to reduce the number of children under 5 years). Elected pupils search for material at home, according to the teacher's web addresses, and bring it to the fourth lesson.</p>
<ul style="list-style-type: none"> • Advantages and positive impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>Pupils learn about discrimination, its type.</p> <p>Learn tolerance</p> <p>Long-term impact - society will be more tolerant</p>
<ul style="list-style-type: none"> • Disadvantages and negative impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>Not detected</p>
<ul style="list-style-type: none"> • Transferability <ul style="list-style-type: none"> - Is the whole measure or parts of it transferable? Which part/s? - To which area or context? - Under which condition a transfer would be possible? What are the necessary prerequisites? (e.g. change of attitude, change of the law, budget adjustments) - What would be the positive impact of such a transfer? 	<p>The tool can be used in all schools and kindergartens. The smaller the children, the greater the impact the tool will have.</p> <p>Possible interference: Parental negative attitude</p>

<ul style="list-style-type: none"> - Why could it fail or not be accepted? (Lack of money, lack of political will to change, little acceptance in the public opinion) 	
<ul style="list-style-type: none"> • Overall evaluation <ul style="list-style-type: none"> - own opinion and/or - experts' view 	Perfect
<ul style="list-style-type: none"> • Further information <ul style="list-style-type: none"> - if possible, please provide the name of the person responsible for this measure or a link 	http://karjeroscentras.eu/wp-content/uploads/2015/04/TeachMDGS-VS-pamokos-LT-mokytoju-patirtis.pdf

Name (of the person describing the measure)	Elena-Irina Macovei
Country (where the measure is implemented)	Romania

Gender Barometer – Romania, 2018

<ul style="list-style-type: none"> • Description of the Best Practice example: - Name/title and definition of the measure/policy/event (e.g. law, campaign, event, leaflet etc) - Topic – focus of disadvantage/discrimination prevention on career development, career guidance, horizontal/vertical segregation prevention - Target group. Explicit and implicit. If applicable/relevant: specify gender, age, ethnic or social background (e.g. girls, youth of both sexes, young women, young adults, older citizens, migrants, low income holders, students etc) - Body and legal framework (only if applicable; e.g. Federal Law, Statutes, Quota, guidelines, recommendations etc) - Commitment (obligatory, voluntary, recommended etc) - Scope (international, national, regional, local etc) - Duration (e.g. to be accomplished or valid until a certain date; one-time event; annual event; indefinite etc) - 	<p>Gender Barometer – Romania, 2018</p> <p>Gender Barometer – Romania, 2018 is a research conducted by the IMAS Polls Institute, together with the Center for Curricular Development and Gender Studies - FILIA and the Support and Training Center for the Development of a Fair Society, as part of the project described above <i>EGAL - Civic Dialogue and Advocacy for Gender-Based Public Policies</i>.</p> <p>The representative research sample was composed by 1140 people, who participated on the study in the period 15th November – 23th December 2018, in Romania.</p> <p>The study explored the attitudes and perceptions of people concerning the gender equality, the participation of women and men in public space, the relations between men and women, or topics related to sexual education in schools or public harassment and discrimination.</p>
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<ul style="list-style-type: none"> • Advantages and positive impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>The main advantages and impacts are:</p> <ul style="list-style-type: none"> - being conducted on a representative sample, the study provides a clear image on gender inequalities in Romania, as well as on the issues that women face according to their age, ethnicity, living standard or education; - considering the research results, appropriate measures and interventions consisting in public policies and laws can be applied; - increased public attention on the issues related to gender equality and equal opportunities.
<ul style="list-style-type: none"> • Disadvantages and negative impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>Not known</p>
<ul style="list-style-type: none"> • Transferability <ul style="list-style-type: none"> - Is the whole measure or parts of it transferable? Which part/s? - To which area or context? - Under which condition a transfer would be possible? What are the necessary prerequisites? (e.g. change of attitude, change of the law, budget adjustments) - What would be the positive impact of such a transfer? - Why could it fail or not be accepted? (Lack of money, lack of political will to change, little acceptance in the public opinion) 	<p>The survey is transferable for other countries, the research methodology being freely available in Romanian.</p> <p>The obstacles can be the lack of financial support, lack of political will to change, but also little acceptance in the public opinion, considering that the results define an image of gender inequalities some countries do not even want to recognize them.</p>
<ul style="list-style-type: none"> • Overall evaluation <ul style="list-style-type: none"> - own opinion and/or - experts' view 	<p>This research represents an important empirical basis for the elaboration of public policies concerning the gender equality.</p>



<ul style="list-style-type: none">• Further information<ul style="list-style-type: none">- if possible, please provide the name of the person responsible for this measure or a link	<p>Research coordinator: Laura Grünberg</p> <p>https://centrulfilia.ro/new/wp-content/uploads/2019/05/Barometru_de_gen.Romania_2018.pdf</p> <p>Introductory study in English:</p> <p>https://centrulfilia.ro/new/wp-content/uploads/2019/05/Gender-Barometer_Introductory-Study-EN.pdf</p>
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Name (of the person describing the measure)	Ioana Cantemir
Country (where the measure is implemented)	Romania

Continuous research-development project Ways to promote the principles of non-discrimination and equal opportunities in the present Romanian society, the 11th Edition

<ul style="list-style-type: none"> ● Description of the Best Practice example: - Name/title and definition of the measure/policy/event (e.g. law, campaign, event, leaflet etc) - Topic – focus of disadvantage/discrimination prevention on career development, career guidance, horizontal/vertical segregation prevention - Target group. Explicit and implicit. If applicable/relevant: specify gender, age, ethnic or social background (e.g. girls, youth of both sexes, young women, young adults, older citizens, migrants, low income holders, students etc) - Body and legal framework (only if applicable; e.g. Federal Law, Statutes, Quota, guidelines, recommendations etc) - Commitment (obligatory, voluntary, recommended etc) - Scope (international, national, regional, local etc) - Duration (e.g. to be accomplished or valid until a certain date; one-time event; annual event; indefinite etc) - 	<p>Continuous research-development project Ways to promote the principles of non-discrimination and equal opportunities in the present Romanian society, the 11th Edition</p> <p>The project is permanent and developed by the National Council for Combating Discrimination (an agency of the Romanian government), the “Dimitrie Cantemir” Christian University, the Commission for Human Rights, Cults and National Minority Issues from the Chamber of Deputies, and the European Center for Promoting Non-discrimination and Equal Opportunities – NEDES 2014+.</p> <p>The project is permanent, the 11th edition was between March 2017 – March 2018.</p> <p>The main directions of the project are:</p> <p>a) to promote the principle of non-discrimination and equal opportunities at the level of the “Dimitrie Cantemir” University, as well as in all interested environments through:</p>
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	<ul style="list-style-type: none"> - discussions with students in classroom, or during the consultations hours; - formal and informal discussions with teachers; - visits of project team members at high schools in Bucharest (promotion among the high school students and the teaching staff of the pre-university education in Bucharest); <p>b) to organise the International Conference on Non-discrimination and Equal Opportunities - NEDES in every year, with the participation of students, teachers, and representatives of institutions and NGOs active or interested in promoting the human rights, non-discrimination or equal opportunities. The event aims to facilitate the discussions and the exchange of best practices, experience and ideas for preventing the crimes committed by hate and for taking action to raise the awareness on the phenomenon at EU level and its state members.</p> <p>A webpage and Facebook page for the conference were created.</p>
<ul style="list-style-type: none"> • Advantages and positive impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>The following advantages and positive impacts are identified:</p> <ul style="list-style-type: none"> - raising the awareness on the issues related to non-discrimination and equal opportunities; - the exchange of best practices, ideas, experiences can lead to better interventions and measures to promote the principle of non-discrimination and equal opportunities and to combat the phenomenon of hate and discrimination.

<ul style="list-style-type: none"> • Disadvantages and negative impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>Not known</p>
<ul style="list-style-type: none"> • Transferability <ul style="list-style-type: none"> - Is the whole measure or parts of it transferable? Which part/s? - To which area or context? - Under which condition a transfer would be possible? What are the necessary prerequisites? (e.g. change of attitude, change of the law, budget adjustments) - What would be the positive impact of such a transfer? - Why could it fail or not be accepted? (Lack of money, lack of political will to change, little acceptance in the public opinion) 	<p>The project can be transferable in other country but financial resources, political willingness and interests in this area and public opinion support are needed.</p>
<ul style="list-style-type: none"> • Overall evaluation <ul style="list-style-type: none"> - own opinion and/or - experts' view 	<p>Being a permanent project, all the positive impacts and effects can be continued from one year to another.</p>



<ul style="list-style-type: none">• Further information<ul style="list-style-type: none">- if possible, please provide the name of the person responsible for this measure or a link	<p>Project coordinator: Mădălina Tomescu, Co-organizer Commission for Human Rights, Cults and National Minority Issues, Chamber of Deputies</p> <p>http://www.cdep.ro/comisii/drepturile_omului/pdf/2017/rd_0207.pdf</p>
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Name (of the person describing the measure)	Doru Cantemir
Country (where the measure is implemented)	Romania

Symposium Gender and Equal Opportunities, 6th Edition,
organised by University Alexandru Ioan Cuza of Iași

<ul style="list-style-type: none"> ● Description of the Best Practice example: - Name/title and definition of the measure/policy/event (e.g. law, campaign, event, leaflet etc) - Topic – focus of disadvantage/discrimination prevention on career development, career guidance, horizontal/vertical segregation prevention - Target group. Explicit and implicit. If applicable/relevant: specify gender, age, ethnic or social background (e.g. girls, youth of both sexes, young women, young adults, older citizens, migrants, low income holders, students etc) - Body and legal framework (only if applicable; e.g. Federal Law, Statutes, Quota, guidelines, recommendations etc) - Commitment (obligatory, voluntary, recommended etc) - Scope (international, national, regional, local etc) - Duration (e.g. to be accomplished or valid until a certain date; one-time event; annual event; indefinite etc) - 	<p>Symposium <i>Gender and Equal Opportunities</i>, 6th Edition, organised by University Alexandru Ioan Cuza of Iași</p> <p>The editions of the <i>Symposium Gender and Equal Opportunities</i> were organised between 2012 and 2016. Last three editions were part of ensuring the sustainability of the project <i>Reconstruction of women’s status: from discrimination to professional development and equal opportunities</i>, financed by European Structural Funds through POSDRU 2007-2013.</p> <p>The 6th edition of the event, in 2016, was organised by the Center for Professional Training and Personal Development for Women, the Museum of “Alexandru Ioan Cuza” University of Iași and the Faculty of Psychology and Educational Sciences of the same university.</p> <p>During the Symposium were held lectures and research presentations concerning the issues related of gender, differential psychology of the sexes, the evolution of women’s status in society, or the specific</p>
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	of experiences lived by women and men in social relationships and family or professional life.
<ul style="list-style-type: none"> • Advantages and positive impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>The main advantages and positive impacts are:</p> <ul style="list-style-type: none"> - the exchange of ideas, best practices, research results concerning the gender equality and equal opportunities; - raising the public attention on these topics; - proposing initiatives or measures on empirical basis in the area of gender equality and equal opportunities.
<ul style="list-style-type: none"> • Disadvantages and negative impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	Not known
<ul style="list-style-type: none"> • Transferability <ul style="list-style-type: none"> - Is the whole measure or parts of it transferable? Which part/s? - To which area or context? - Under which condition a transfer would be possible? What are the necessary prerequisites? (e.g. change of attitude, change of the law, budget adjustments) - What would be the positive impact of such a transfer? - Why could it fail or not be accepted? (Lack of money, lack of political will to change, little acceptance in the public opinion) 	The organisation of this event is transferable to other institutions, regions or states. The main condition is to have the financial and organizational support.
<ul style="list-style-type: none"> • Overall evaluation <ul style="list-style-type: none"> - own opinion and/or - experts' view 	The measure is very good and should be continued with other projects.



<ul style="list-style-type: none"> • Further information <ul style="list-style-type: none"> - if possible, please provide the name of the person responsible for this measure or a link 	<p>Oana Dănilă</p> <p>http://www.rsfaiaic.ro/index.php/component/content/article/90</p>

Name (of the person describing the measure)	Silva Blažulionienė
Country (where the measure is implemented)	Lithuania

Lesson in schools “Discrimination”

<ul style="list-style-type: none"> • Description of the Best Practice example: - Name/title and definition of the measure/policy/event (e.g. law, campaign, event, leaflet etc) - Topic – focus of disadvantage/discrimination prevention on career development, career guidance, horizontal/vertical segregation prevention - Target group. Explicit and implicit. If applicable/relevant: specify gender, age, ethnic or social background (e.g. girls, youth of both sexes, young women, young adults, older citizens, migrants, low income holders, students etc) - Body and legal framework (only if applicable; e.g. Federal Law, Statutes, Quota, guidelines, recommendations etc) - Commitment (obligatory, voluntary, recommended etc) - Scope (international, national, regional, local etc) - Duration (e.g. to be accomplished or valid until a certain date; one-time event; annual event; indefinite etc) - 	<p>Lesson in schools “Discrimination”</p> <p>1. Discussion:</p> <p>a) Pupils sit in a circle or a semicircle to have them more convenient to communicate.</p> <p>b) DISCRIMINATION written in large letters on the board and students are asked what kind of discrimination they are knows. Their answers are written around the word “discrimination”.</p> <p>(c) The types of discrimination at issue: social, economic, racial, gender, sexual, etc.</p> <p>Discussion about the types of discrimination and their relevance to pupils, their such issues are possible for the community, Lithuania and the world</p> <p>discussion development:</p> <p>a. What kind of discrimination they face most often?</p> <p>b. How are people discriminated against?</p> <p>c. Why are they discriminated against?</p>
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	<p>d. What events in Lithuania / world are related to discrimination?</p> <p>e. Is there a need to combat discrimination?</p> <p>f. How can we combat discrimination?</p> <p>g. What are the personal experiences of the pupils with some types of discrimination.</p> <p>Students discuss the types of discrimination and discuss them.</p> <p>a) At the end of the lesson, the teacher summarizes the discrimination species. The teacher asks for a homework: first groups pupils browsing the web, watching movies, advertising and serials, as well as watching everyday life must record or there are no manifestations of discrimination and others during the lesson tell what you have noticed and with what discrimination. The second group pupils prepare presentations about discrimination.</p> <p>2. Compass Method:</p> <p>a) Pupils sit in groups of 4-6 people, discussed</p> <p>Have students noticed discrimination since their first meeting television, the Internet or everyday life.</p> <p>b) A photograph is presented for each group, showing one of the types of discrimination, a large piece of paper and sticky notes. The photo discusses the received photo and questions on the picture are written on sticky notes</p> <p>depicts discrimination, such as the picture</p>
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	<p>economic discrimination, issues such as: why children are discriminated against because of their economic status; how much must make money so that you are not discriminated against and so on.</p> <p>Give 15-20 min. to ask as many questions as possible.</p> <p>c) All questions are put together by the compass method.</p> <p>(for more information on this method, see the methodological guide in Teach MDG. Development Education Lessons': Compass). All the questions are discussed.</p> <p>d) The teacher draws a three-part table on the board.</p> <p>In the discussion, all the questions are recorded in certain tables part.</p> <p>e) Discussion of the work: the most important question is chosen about each type of discrimination discussed.</p> <p>3. The "Why the Chain" Method:</p> <p>a) Video material is displayed (on the website YouTube True Colors - Racial Discrimination in Everyday Life) about racial discrimination. The teacher will come from time to time stops the video and translates and explains</p>
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	<p>the unknown words.</p> <p>b) Pupils come up with a statement on the board. Example: "Why didn't anyone come to help Glen?" why chain "(for more information on this method you can find it in the methodological publication Teach MDGs. Developing Education Lessons ":" Why - Why the Chain ").</p> <p>4. Role Playing Charad:</p> <p>a) Students are grouped into groups. For each group discrimination. Pupils secretly thinks about how to play the type of discrimination you have received.</p> <p>b) Each group plays a situation related to the assigned type of discrimination (without using keywords).</p> <p>c) Each situation is discussed, the students tell how he felt like acting, how he was doing the situation and what he would recommend people who have suffered discrimination.</p>
<ul style="list-style-type: none"> • Advantages and positive impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>Pupils learn about discrimination, its type.</p> <p>Learn tolerance</p> <p>Long-term impact - society will be more</p>

	tolerant
<ul style="list-style-type: none"> • Disadvantages and negative impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	Not detected
<ul style="list-style-type: none"> • Transferability <ul style="list-style-type: none"> - Is the whole measure or parts of it transferable? Which part/s? - To which area or context? - Under which condition a transfer would be possible? What are the necessary prerequisites? (e.g. change of attitude, change of the law, budget adjustments) - What would be the positive impact of such a transfer? - Why could it fail or not be accepted? (Lack of money, lack of political will to change, little acceptance in the public opinion) 	<p>The tool can be used in all schools and kindergartens. The smaller the children, the greater the impact the tool will have.</p> <p>Possible interference: Parental negative attitude</p>
<ul style="list-style-type: none"> • Overall evaluation <ul style="list-style-type: none"> - own opinion and/or - experts' view 	Perfect
<ul style="list-style-type: none"> • Further information <ul style="list-style-type: none"> - if possible, please provide the name of the person responsible for this measure or a link 	http://karjeroscentras.eu/wp-content/uploads/2015/04/TeachMDGS-VS-pamokos-LT-mokytoju-patirtis.pdf

Name (of the person describing the measure)	Tsvetelina Aleksandrova
Country (where the measure is implemented)	Bulgaria

Teach for Bulgaria

<ul style="list-style-type: none"> • Description of the Best Practice example: <ul style="list-style-type: none"> - Name/title and definition of the measure/policy/event (e.g. law, campaign, event, leaflet etc) - Topic – focus of disadvantage/discrimination prevention on career development, career guidance, horizontal/vertical segregation prevention - Target group. Explicit and implicit. If applicable/relevant: specify gender, age, ethnic or social background (e.g. girls, youth of both sexes, young women, young adults, older citizens, migrants, low income holders, students etc) - Body and legal framework (only if applicable; e.g. Federal Law, Statutes, Quota, guidelines, recommendations etc) - Commitment (obligatory, voluntary, recommended etc) - Scope (international, national, regional, local etc) - Duration (e.g. to be accomplished or valid until a certain date; one-time event; annual event; indefinite etc) - 	<p>Teach For Bulgaria</p> <p>Teach for Bulgaria is a non-governmental organization that has been working since 2011 to ensure equal access to quality education for every child in Bulgaria, regardless of the living place, the school, his/her ethnic background and socio-economic status of the parents.</p> <p>People in this NGO believe that well-prepared and motivated professionals are the most valuable resource towards positive change in education. This is why they recruit, train, and develop people who are motivated to contribute to every child's access to quality education in Bulgaria; quality education which leads to a functioning economy and a strong society.</p>
<ul style="list-style-type: none"> • Advantages and positive impacts 	

<ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>The programme gives opportunities for personal and career development to young specialists in the field of education who are often discriminated against their age. The idea that young people do not possess enough competencies and experience leads to a lot of discrimination especially in this field. The training methods of Teach for Bulgaria are innovative and creative. By using them young people expand their potential and improve the educational system in Bulgaria. At the same time these teachers address the discrimination issue that concerns children's equal access to education.</p>
<ul style="list-style-type: none"> • Disadvantages and negative impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>Not detected</p>
<ul style="list-style-type: none"> • Transferability <ul style="list-style-type: none"> - Is the whole measure or parts of it transferable? Which part/s? - To which area or context? - Under which condition a transfer would be possible? What are the necessary prerequisites? (e.g. change of attitude, change of the law, budget adjustments) - What would be the positive impact of such a transfer? - Why could it fail or not be accepted? (Lack of money, lack of political will to change, little acceptance in the public opinion) 	<p>The programme is applicable to different regions in the country which makes it quite mobile and flexible.</p>
<ul style="list-style-type: none"> • Overall evaluation <ul style="list-style-type: none"> - own opinion and/or - experts' view 	<p>I think it is very useful to have such support in the face of the NGO Teach for Bulgaria. It creates a positive environment for young teachers which is very important especially at</p>



	<p>the beginning of their career path.</p>
<ul style="list-style-type: none"> • Further information <ul style="list-style-type: none"> - if possible, please provide the name of the person responsible for this measure or a link 	<p>https://zaednovchas.bg/en/</p>

Name (of the person describing the measure)	Jerneja Šibilja
Country (where the measure is implemented)	Slovenia

Lets balance relations of power between genders

<ul style="list-style-type: none"> • Description of the Best Practice example: - Name/title and definition of the measure/policy/event (e.g. law, campaign, event, leaflet etc) - Topic – focus of disadvantage/discrimination prevention on career development, career guidance, horizontal/vertical segregation prevention - Target group. Explicit and implicit. If applicable/relevant: specify gender, age, ethnic or social background (e.g. girls, youth of both sexes, young women, young adults, older citizens, migrants, low income holders, students etc) - Body and legal framework (only if applicable; e.g. Federal Law, Statutes, Quota, guidelines, recommendations etc) - Commitment (obligatory, voluntary, recommended etc) - Scope (international, national, regional, local etc) - Duration (e.g. to be accomplished or valid until a certain date; one-time event; annual event; indefinite etc) - 	<p>The project Lets balance relations of power between genders (<i>Uravnotežimo odnose moči med spoloma</i>) is aimed at raising awareness and strengthening the knowledge about gender equality. The project addressed priority areas of balanced representation and participation of women and men in decision making in the economic and political area and the reconciliation of work and family or private life of men and women.</p> <p>The project was implemented in the period from 2013 to 2016 by the Ministry of Labour, Family, Social Affairs and Equal Opportunities and it was co-financed by the Kingdom of Norway under the Norwegian Financial Mechanism 2009-2014.</p> <p>The media campaign was designed and implemented to eliminate stereotypes and obstacles that prevent gender equality and to raise awareness of the importance of gender equality for the common good of both women and men.</p> <p>Part of the campaign was also a campaign video. Since media share a large part of the</p>
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	<p>responsibility for preserving deeply rooted gender prejudices and ideas which place women and men uncritically in stereotyped roles. With the TV ad, they humorously set the mirror to the stereotypical display of women and men in the media and in advertising. The advertising messages in the video try to promote gender equality which is reflected in a equal division of labour in the balancing of work and family life.</p> <p>The project team also created a virtual museum of stereotypes (http://uravnotezenost.enakostspolov.si/muzej-sterotipov), which puts stereotypes where they belong – in the museum. Visitors of the website can co-create the museum by sending stereotypes that they perceive in their environment. The museum and the campaign strive to make these stereotypes really a thing of the past.</p>
<ul style="list-style-type: none"> • Advantages and positive impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>Since the campaign was large in scope and it had also TV ad it reached larger audience.</p> <p>The ideas, aims and activities of the project were supported by relevant information, statistical data and facts.</p> <p>The website is interactive and it provides interesting user experience so it is more attractive for the individuals to explore it.</p> <p>Individuals can actively participate in the project through the museum of stereotypes.</p>

	<p>This bottom-up approach has bigger potential to raise awareness and it builds the capacity of every individual to think, reflect and raise awareness on the issue of gender inequality.</p>
<ul style="list-style-type: none"> • Disadvantages and negative impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>Different campaigns should be interconnected and should build on one another. If the duration and resources are limited, so are the reach of the campaign or project and the potential impacts of the activities.</p> <p>The campaign could be broader in scope and address different areas of private and professional life, different occupations, different target groups (young, elderly, private and public organizations etc.).</p>
<ul style="list-style-type: none"> • Transferability <ul style="list-style-type: none"> - Is the whole measure or parts of it transferable? Which part/s? - To which area or context? - Under which condition a transfer would be possible? What are the necessary prerequisites? (e.g. change of attitude, change of the law, budget adjustments) - What would be the positive impact of such a transfer? - Why could it fail or not be accepted? (Lack of money, lack of political will to change, little acceptance in the public opinion) 	<p>The campaign can be transferred also to regional or local level as well as international level.</p> <p>Such a campaign is usually more effective and it reaches larger number of audiences if the leading organization is a well-recognized organization (such as ministry, municipality, large NGO or bigger company). So there needs to be interest from the most important organizations in society to implement such campaign. Additionally, there need to be enough resources (financial, HR, organizational etc.) and a will to cooperate with different stakeholders.</p> <p>The campaign could have several stages and in each stage different target groups or areas</p>

	<p>could be targeted through different activities (practical activities, in which individuals can actively participate, learn by doing and by experiencing and gradually commit to changes in society).</p> <p>The campaign could have included action planning for promotion and implementation of changes in the society (on different levels) and declarations with which individuals, local communities and organizations could commit to implementing changes in order to achieve gender equality.</p>
<ul style="list-style-type: none"> • Overall evaluation <ul style="list-style-type: none"> - own opinion and/or - experts' view 	<p>Such campaigns are very much appreciated and needed since they contribute to raising awareness, implementing changes and creating equal opportunities for men and women.</p> <p>It is important to plan and implement relevant, comprehensive, creative and ambitious campaigns where different individuals, organizations and other stakeholders can cooperate to achieve similar goals.</p> <p>Media support is crucial as well, to reach larger audiences, so it is important to educate also media representative about facts and about their role in bringing down stereotypes that strengthen gender inequality.</p>
<ul style="list-style-type: none"> • Further information <ul style="list-style-type: none"> - if possible, please provide the name 	<p>http://uravnotezenost.enakostspolov.si</p>



Erasmus+

<p>of the person responsible for this measure or a link</p>	<p>https://www.youtube.com/watch?time_continue=30&v=h-BWk8anv6Q</p>
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Name (of the person describing the measure)	Jerneja Šibilja
Country (where the measure is implemented)	Slovenia

The project **Aktivni.si**

<ul style="list-style-type: none"> • Description of the Best Practice example: - Name/title and definition of the measure/policy/event (e.g. law, campaign, event, leaflet etc) - Topic – focus of disadvantage/discrimination prevention on career development, career guidance, horizontal/vertical segregation prevention - Target group. Explicit and implicit. If applicable/relevant: specify gender, age, ethnic or social background (e.g. girls, youth of both sexes, young women, young adults, older citizens, migrants, low income holders, students etc) - Body and legal framework (only if applicable; e.g. Federal Law, Statutes, Quota, guidelines, recommendations etc) - Commitment (obligatory, voluntary, recommended etc) - Scope (international, national, regional, local etc) - Duration (e.g. to be accomplished or valid until a certain date; one-time event; annual event; indefinite etc) - 	<p>The social equality of one or the other sex cannot be achieved without the participation of both women and men. Active paternity and a fairer distribution of household tasks among partners are important objectives of gender equality policy.</p> <p>The project Aktivni.vsi promotes active paternity and an even distribution of family and household obligations between women and men and. This gives men a greater role in family life, and women can have a better position in the labour market.</p> <p>With the slogan with a slogan A father is defined by his actions (<i>Po dejanjih se oče pozna</i>) the project emphasizes the importance of active father's involvement in different family tasks.</p> <p>The project was implemented in the period from 2016 to 2017 by the Ministry of Labour, Family, Social Affairs and Equal Opportunities along with 5 other partner organizations from Slovenia and 1 from Iceland. It was co-financed by the Right, Equality and Citizenship Programme of</p>
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	<p>the European Commission.</p> <p>Man goals of the project were to:</p> <ul style="list-style-type: none"> - develop and implement a model of a coherent and integrated approach of the local community to the issue of balancing private and professional life, with an emphasis on active fatherhood and addressing gender stereotypes related to care and household work; - encourage social partners to address these topics and issues and adopt policies and practices for reconciling private and professional life, with an emphasis on active paternity, - reduce gender stereotypes and promote an equal sharing of care and household tasks between women and men.
<ul style="list-style-type: none"> • Advantages and positive impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>The project contributed to:</p> <ul style="list-style-type: none"> - improved gender mainstreaming in the local community in addressing gender stereotypes and reconciling family and professional life with an emphasis on active paternity, - improved practical knowledge of institutions at the local level in the area of the use of mechanisms and tools for addressing gender stereotypes and reconciliation of family and professional life, - improved awareness, knowledge and implementation of family-friendly policies with an emphasis on active fatherhood in the private sector, - improved awareness of the importance of greater involvement of men in caring and household work.

	<p>The project was broad in scope and several activities were successfully implemented:</p> <ul style="list-style-type: none"> - activities of promotion, dissemination and communication with different target groups, - documentary movie (http://aktivni-vsi.enakostspolov.si/dokumentarni-film), - research and analysis in the area of balancing work and family life, - workshops, seminars and trainings for different target groups, - handbooks and leaflets for different target groups, - theme days for children in kindergartens and primary schools, - a book and theatre play for children about stereotypical gender roles (http://aktivni-vsi.enakostspolov.si/files/57/AktivniVsiRozagrozaPlavalava.pdf), - debate clubs for pupils in primary schools, - exchange of good practices, - two international conferences. <p>The ideas, aims and activities of the project were supported by relevant information, statistical data, research and additional literature and resources.</p> <p>The website is interactive and at the entrance it gives visitors opportunity to reflect on the balance in their own household. It also provides a memory game for children and adults that can be the basis for discussion about gender roles and equality (http://aktivni-vsi.enakostspolov.si/spomin).</p> <p>Promotional videos present the ideas of the</p>
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	<p>project in an interesting and easy-to-understand way (http:// aktivni vsi.enakostspolov.si /promocijski-spoti).</p> <p>Many different experts cooperated in the project and this gives the project even bigger credibility and professionalism.</p>
<ul style="list-style-type: none"> • Disadvantages and negative impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>Again, such projects should be interconnected and should build on one another. If the duration and resources are limited, so are the reach of the project and the potential impacts of the project activities.</p>
<ul style="list-style-type: none"> • Transferability <ul style="list-style-type: none"> - Is the whole measure or parts of it transferable? Which part/s? - To which area or context? - Under which condition a transfer would be possible? What are the necessary prerequisites? (e.g. change of attitude, change of the law, budget adjustments) - What would be the positive impact of such a transfer? - Why could it fail or not be accepted? (Lack of money, lack of political will to change, little acceptance in the public opinion) 	<p>The project can be transferred also to regional or local level as well as international level.</p> <p>Although this project had many different activities for different target groups, there is a great potential to continue with similar activities (and implement additional ones) and ideas for different target groups (secondary school students, faculties, different occupations, companies, public sector etc.).</p>
<ul style="list-style-type: none"> • Overall evaluation <ul style="list-style-type: none"> - own opinion and/or - experts' view 	<p>Such projects are highly welcomed and still needed since general and professional public still isn't enough aware of the importance of equal participation of men in family and household tasks. Changes in this area are needed and we have a few additional steps to make in order to</p>

	<p>achieve progress towards gender equality in family and private life.</p> <p>It is important to plan and implement relevant, comprehensive, creative and ambitious projects that build upon each other and create opportunities for different individuals, organizations and other relevant stakeholders can cooperate to achieve similar goals.</p> <p>Media support is crucial as well, to reach larger audiences, so it is important to educate also media representative about facts and about their role in bringing down stereotypes related to the role of men and women in private and professional life.</p>
<ul style="list-style-type: none"> • Further information <ul style="list-style-type: none"> - if possible, please provide the name of the person responsible for this measure or a link 	<p>http://aktivni-vsi.enakostspolov.si</p> <p>http://www.mddsz.gov.si/fileadmin/mddsz.gov.si/pageuploads/dokumenti_pdf/enake_moznosti/AktivniVsiZlozenka.pdf</p>

Name (of the person describing the measure)	Monika Špital and Jerneja Šibilja
Country (where the measure is implemented)	Slovenia

The round table “FOR gender equality” in Ljubljana and a booklet

<ul style="list-style-type: none"> ● Description of the Best Practice example: - Name/title and definition of the measure/policy/event (e.g. law, campaign, event, leaflet etc) - Topic – focus of disadvantage/discrimination prevention on career development, career guidance, horizontal/vertical segregation prevention - Target group. Explicit and implicit. If applicable/relevant: specify gender, age, ethnic or social background (e.g. girls, youth of both sexes, young women, young adults, older citizens, migrants, low income holders, students etc) - Body and legal framework (only if applicable; e.g. Federal Law, Statutes, Quota, guidelines, recommendations etc) - Commitment (obligatory, voluntary, recommended etc) - Scope (international, national, regional, local etc) - Duration (e.g. to be accomplished or valid until a certain date; one-time event; annual event; indefinite etc) 	<p>The round table “FOR gender equality” in Ljubljana and a booklet</p> <p>In September 2018, the round table with a title: “FOR gender equality” was held in Ljubljana. At the same time, a booklet about different areas of gender equality – politics, economics independency, balancing work and private life etc. - was presented.</p> <p>The event was opened for a broader public. The moderator discussed different ways of dealing with gender inequality in everyday life in Ljubljana with co-speakers who were experts in this field.</p> <p>Ljubljana is the capital of Slovenia so the scope was local, but it also affected the national scope.</p> <p>In the booklet the authors presented different problems and possible solutions for gender inequality in Ljubljana. The booklet is easy to comprehend, so lay public can understand it as well. It includes interesting photos and illustrations that make it more appealing for</p>
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-	readers.
<ul style="list-style-type: none"> • Advantages and positive impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	<p>Events like this one can have a positive impact since they raise the awareness of gender inequality in broader society.</p> <p>Experts have an opportunity to share the knowledge, relevant information, concerns and implications of gender inequality with public through debate and a simple and instructive booklet.</p>
<ul style="list-style-type: none"> • Disadvantages and negative impacts <ul style="list-style-type: none"> - for the individual - in terms of gender equality - short and long term 	Not detected
<ul style="list-style-type: none"> • Transferability <ul style="list-style-type: none"> - Is the whole measure or parts of it transferable? Which part/s? - To which area or context? - Under which condition a transfer would be possible? What are the necessary prerequisites? (e.g. change of attitude, change of the law, budget adjustments) - What would be the positive impact of such a transfer? - Why could it fail or not be accepted? (Lack of money, lack of political will to change, little acceptance in the public opinion) 	<p>Everything from this practice is transferable in different areas or contexts. Such round table can be organized in public places, schools, companies, NGOs, different public and private organizations etc. to raise awareness of different target groups (young people, elderly, women, men, employers and employees etc.).</p> <p>Organization skills, promotion and support of the local environment are needed for the organization of such round table.</p> <p>Experts from different fields must cooperate to prepare a booklet, which can include examples of good practices and guidelines for future work to ensure gender equality in different areas. This could also be done on a regional or national level.</p>
<ul style="list-style-type: none"> • Overall evaluation 	In our opinion events that promote gender



<ul style="list-style-type: none"> - own opinion and/or - experts' view 	<p>equality are more than welcome, when they are well planned, promoted and implemented.</p> <p>To reach a larger audience, the guests and speakers must be interesting, well prepared and know how to share their knowledge with lay public.</p>
<ul style="list-style-type: none"> • Further information <ul style="list-style-type: none"> - if possible, please provide the name of the person responsible for this measure or a link 	<p>https://www.ljubljana.si/sl/aktualno/okrogla-miza-za-enakost-spolov-v-ljubljani/</p> <p>https://www.ljubljana.si/assets/Uploads/Za-enakost-spolov.pdf</p>

6 Conclusions

The project brought together the professionals from Romania, Slovenia, Bulgaria, Lithuania and Czech Republic to look up the best practices in the area of gender balance and non-discriminatory in career guidance in the field of nursing teaching and social work.

This area of work is strongly affected with existing inequalities on the employment market and thus the basic concepts were revealed. The existent data provide us with the understanding about systematically lower inclusion of women on the employment market. This has afterwards the impact on the labor market itself as well as on individual economic wellbeing of the individuals.

Horizontal gender segregation shows us the unbalance of women and men on the employment market as well as on the level of the single employer: social service provider, health care service provider, education provider.

While men (for many reasons) tend to be connected with STEM sectors and ICT technologies, women tend to be in the secondary labor sector, in the area of services, care and administrative. This brings also the topic of prestige – which goes hand with hand with financial benefits and remuneration of feminized or masculinized sectors. And **has impact into the prestige of monitored areas of teaching, nursing and social work.**

Despite the fact both social work, teaching and nursing, are predominantly feminized occupation, the **vertical gender segregation** is still prevalent. The feminization of the professions does not necessary mean that women are on the lead position in the organizations. The **fair career guidance should bear in mind the effects of glass ceiling, glass elevator and sticky floor on the career path of women and should prevent it from it.**

The gender pay gap in the relevant sector is interesting number, which show us the effect of vertical gender segregation to gross earnings of women and men in the relevant sectors. When looking to the sector of health care and education, it is interesting to note that mainly sectors of health and social care produce significant discrepancies between earnings of men and women in relevant countries.

To sum up, this gender specific knowledge of the employees and their requirements is necessary for further development, training, career guidance and mentoring. And not only for non-discrimination, but **more importantly for effective HR process management** of service providers. Fair and gender sensitive approach to the employee are necessary prerequisites for effective management and leadership in the organization. As examples shows, there is not many attention paid to the topic of non-discriminatory career guidance in

the monitored areas. possible difficulties and limits of each example, however many of the limits are not revealed. To be the best practice it have to work in the ideal surroundings where the unequalities are not persistent and where the fair treatment is the basic standards. However it is **not yet true** in none of the partner countries.

Provided best/good examples practice in our collection of best practices are an attempt to show possible ways to reach more gender balance and more equal society in the future.

Because to provide professional career guidance which prevent discrimination and promote equality in the unequal environment is curtial.



7 Sources

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READ MORE on.:

EIGE's Gender Equality Index

EIGE - <https://eige.europa.eu/gender-equality-index/about>

UNECE -

https://www.unece.org/fileadmin/DAM/stats/documents/ece/ces/ge.30/2016/WS/WP10_Lithuania_Ambrozaitiene.pdf

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https://www.epsu.org/sites/default/files/article/files/FINAL_REPORT_ON_PAY_IN_HEALTH_AND_SOCIAL_CARE.pdf

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<https://www.total-slovenia-news.com/lifestyle/3852-slovenia-s-gender-pay-gap-relatively-low-in-the-eu-but-rising-fastest>



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<https://en.delfi.lt/culture/statistics-lithuania-women-significantly-outnumber-men.d?id=65511600>

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