



## GenderEd: Combatting gender stereotypes in education and career guidance

GenderEd is an EU-funded project examining how **gender stereotypes affect secondary school students in their academic and career choices**. Here's an overview of the issue we have set out to tackle, and what we're doing about it across four EU countries: Cyprus, Italy, Romania, and Lithuania.



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## What is 'gender segregation'?

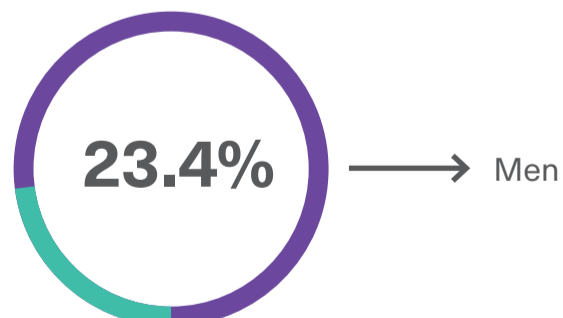
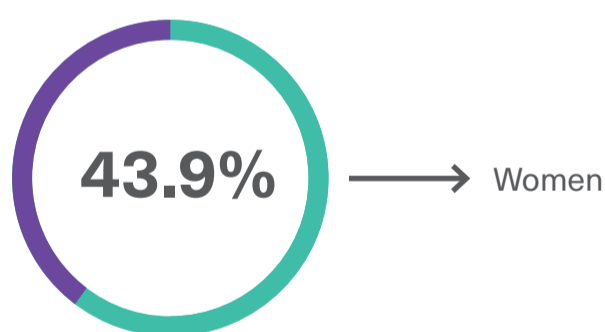
Gender segregation is a phenomenon by which certain sectors or fields in education or work witness a high concentration of one gender over another.

**Horizontal segregation** refers to the higher concentration of women or men in certain professions or sectors of economic activity.

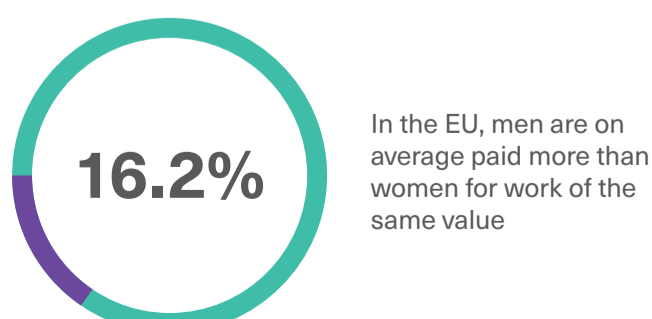
**Vertical segregation**, or the 'glass ceiling', refers to the imbalance in representation of one gender over another in the hierarchy of occupations or sectors. Men in the EU enjoy higher rates of employment, and are over-represented in leadership positions.

Considering that **women university graduates outnumber men across EU countries by a rate of 43.9% compared to 23.4%**, why does this segregation persist? Our project aims to combat this imbalance that creates workplace inequalities such as the gender pay gap (16.2% in the EU).

### Proportion of EU graduates by gender



### Gender pay gap



Source: Eurostat (2015, 2016)

## What has GenderEd set out to do?

GenderEd is a research-based project to **identify and combat attitudes and behaviours tied to gender stereotypes in education and career choices**.

Through GenderEd, we aim to:

- Encourage students to widen their pool of choices
- Combat gender segregation in education and employment
- Tackle the pay and gender gap in the workplace

...helping boys and girls to reach their full potential.

## How does GenderEd help educators combat gender stereotypes?



- 1 By making available to students an **innovative app**, that busts gender stereotypes.



- 2 By providing **innovative resources for educators** to combat gender stereotypes in the classroom.



- 3 By **training** secondary school teachers and career guidance counsellors, so that they can implement an **interactive and experiential educational programme** aimed at girls and boys.

For research results and resources, visit GenderEd at [medinstgenderstudies.org/tag/gendered](http://medinstgenderstudies.org/tag/gendered)

You can download the Dream Fighters app on



## Partners

[www.medinstgenderstudies.org](http://www.medinstgenderstudies.org)



[www.familyplanning.org.cy](http://www.familyplanning.org.cy)



[www.aleg-romania.eu](http://www.aleg-romania.eu)



[www.moteruinformacijoscentras.lt](http://www.moteruinformacijoscentras.lt)



[www.cddonna.it](http://www.cddonna.it)



## Teens & choices



**Boys and girls should be free to choose the academic and career paths that best suit their talents and skills. But often, they do not. Gender stereotypes can hold them back from finding personal and professional success, as well as a chance to fulfil their potential.**

### Where do gender stereotypes come from?

Our research shows that **gender stereotypes can be witnessed in everyday settings, including the school environment**. They can be projected by teachers and school peers, reinforced by curricula and even come across in the way that information about study fields and occupations is presented to boys and girls.

### We have found...

**Parents and teachers** are more likely to expect boys to pursue paths in Science, Technology, Engineering and Mathematics (STEM) subjects, regardless of their level of academic performance. Conversely, girls are expected to follow paths that focus on care-giving and are people-oriented.

### Gender stereotypes impact choices in education...

**Boys** become more likely to pursue degrees in **technology, engineering and construction**, while girls focus more on fields involving people and care, such as **education, health, and social sciences**.

### ...and follow boys and girls after graduation and into the workplace.

Society encourages **boys** to pursue **professional success, advancement and economic strength**. **Girls** are instead expected to **balance work and family life**, a struggle which often means that a girl's academic success does not translate to a high level of professional achievement.

The trends above result in what we call **gender segregation**.