

[www.transvalproject.eu](http://www.transvalproject.eu)



# Transversal Skills for Work and Life: Strengthening Guidance and Validation Research Conference

## Parallel Workshops Gender implications in validation and assessment

Sylvia Liuti – Chiara Palazzetti  
FORMA.Azione  
Experts of  
Gender Equality in the Labour Market and  
Education

Paris, 19<sup>th</sup> of April 2023

Co-funded by the  
Erasmus+ Programme  
of the European Union



## Workshop objectives

1. Raise awareness of Guidance and IVC practitioners on the impact produced by gender stereotypes and biased language, specifically with reference to transversal skills
2. Support an individual process of self-reflection on how to overcome gender stereotypes in the daily professional practice in that area (guidance, IVC, etc.)
3. Identify and prioritise the actions needed to concretely start changing the situation

## Why Gender Equality in Guidance and IVC process matters

- Gender stereotypes, often unconsciously, negatively affect women and their career pathways. This is due to both women attitude and guidance practitioners' skills and behaviours
- How to make value out of transversal skills assessment and recognition, particularly considering that girls/women played, are taught, thus experience and practice more than men “taking care of the others”, use empathy, active listening, cooperation, etc?
- Is motherhood a privileged environment where key transversal competences, such as decision-making, setting priorities, acting in uncertainty, are constantly practiced and learned, thus helpful to reinforce relevant competences for the workplaces?
- Are these soft/transversal skills learned in non-formal and informal settings effectively valued and recognised at the workplace, by also specifically acknowledging women?

## Girl toys vs boy toys: gender stereotypes prescribe individuals' future pathways



## Methodological approach

**gender  
mainstreaming**



Systematic consideration of the differences between the conditions, situations and needs of women and men in all policies and actions.

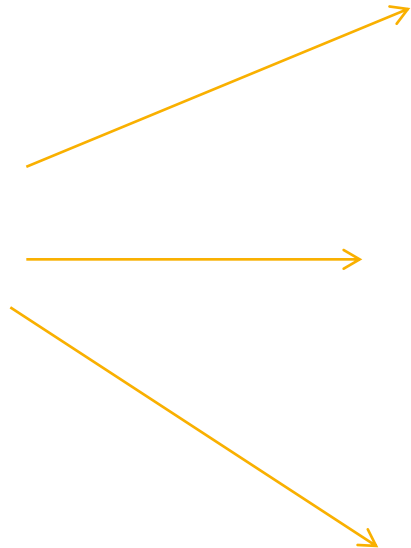
Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a way to make women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal is to achieve gender equality.

*(Source: EIGE Glossary & Thesaurus)*

<https://eige.europa.eu/thesaurus/terms/1185>

# GUIDANCE AND IVC PRACTITIONERS PLAY A KEY ROLE IN DISMANTLING GENDER STEREOTYPES

**Gender Equality  
is  
about  
professionalism**



Non discrimination

Valuing gender differences

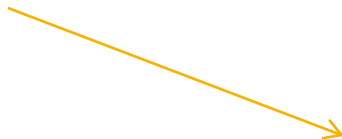
Decision making based on gender-disaggregated data

## GUIDANCE AND IVC PRACTITIONERS ARE AT THE FOREFRONT

**Career  
Guidance/Active  
Employment services  
practitioners  
contribute to a gender  
equal labour market**



**Improvement –increasing of  
professionals’ strategic  
competences**



**Empowerment of  
beneficiaries/users**

# POSSIBLE AREAS OF IMPACT OF GUIDANCE AND IVC PRACTITIONERS' WORK

**What to expect when entering the labour market**

**Waste of Talent**

**Gender Pay-gap**

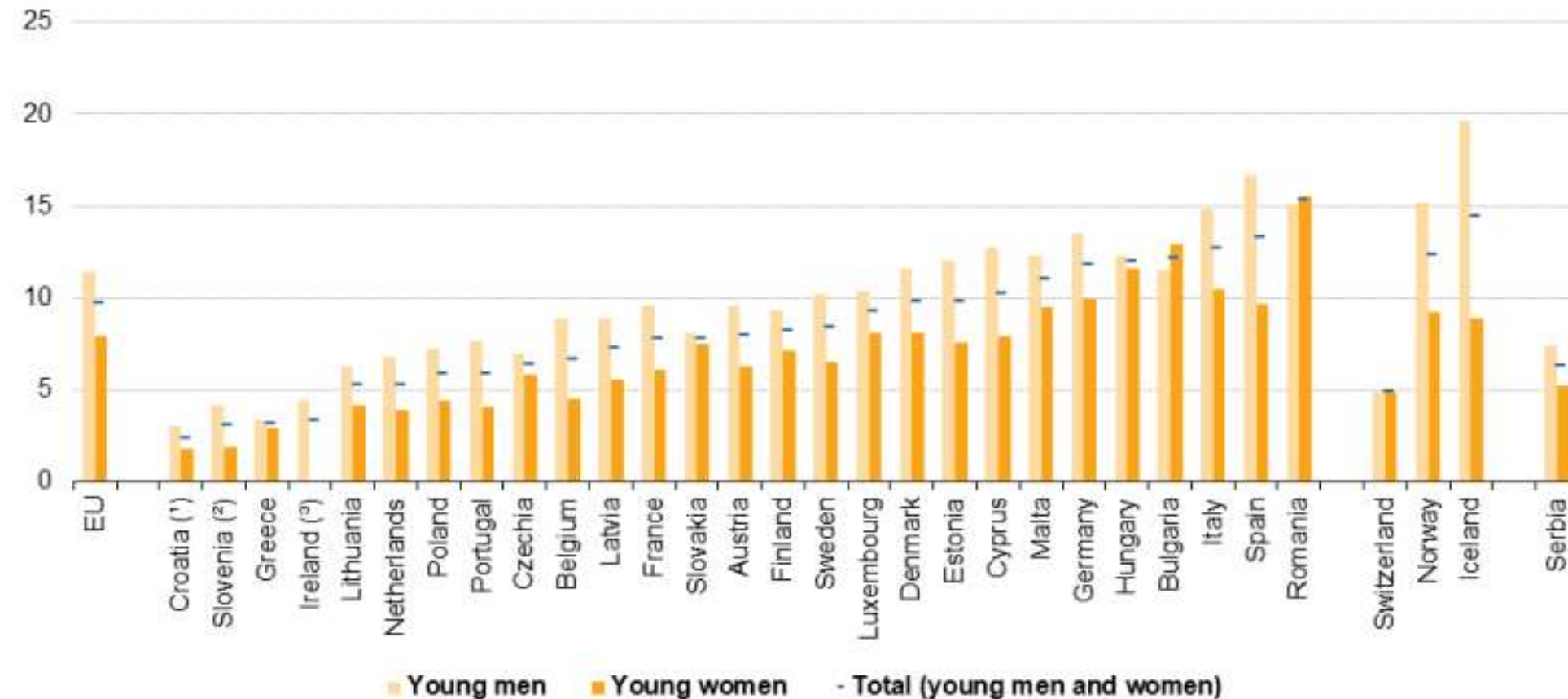
**Lack of work-life balance**

**Vertical/Horizontal segregation**



## Early leavers from education and training by sex, 2021

(% of population aged 18-24)



**ARE THESE DATA  
RELEVANT FOR  
GUIDANCE/IVC  
PRACTITIONERS'  
PROFESSIONALISM?**

Note: ranked on overall share of early leavers (young men and women); breaks in series.

(¹) Low reliability.

(²) Young men and young women: low reliability.

(³) Young women: not available due to very low reliability.

Source: Eurostat (online data code: edat\_lfse\_14)

# ARE WE SURE THAT WE ARE INVESTING ON THE RIGHT PERSONS?

## Gender gap in tertiary education



2020

EU 

Share of women and men aged 30-34 having completed tertiary education



46% — 10 percentage points (pp) — 36%

+		<b>ESTONIA</b>	57%	24 pp	33%
-		<b>GERMANY</b>	36%	0 pp	36%

## Gender employment gap

2020

EU 

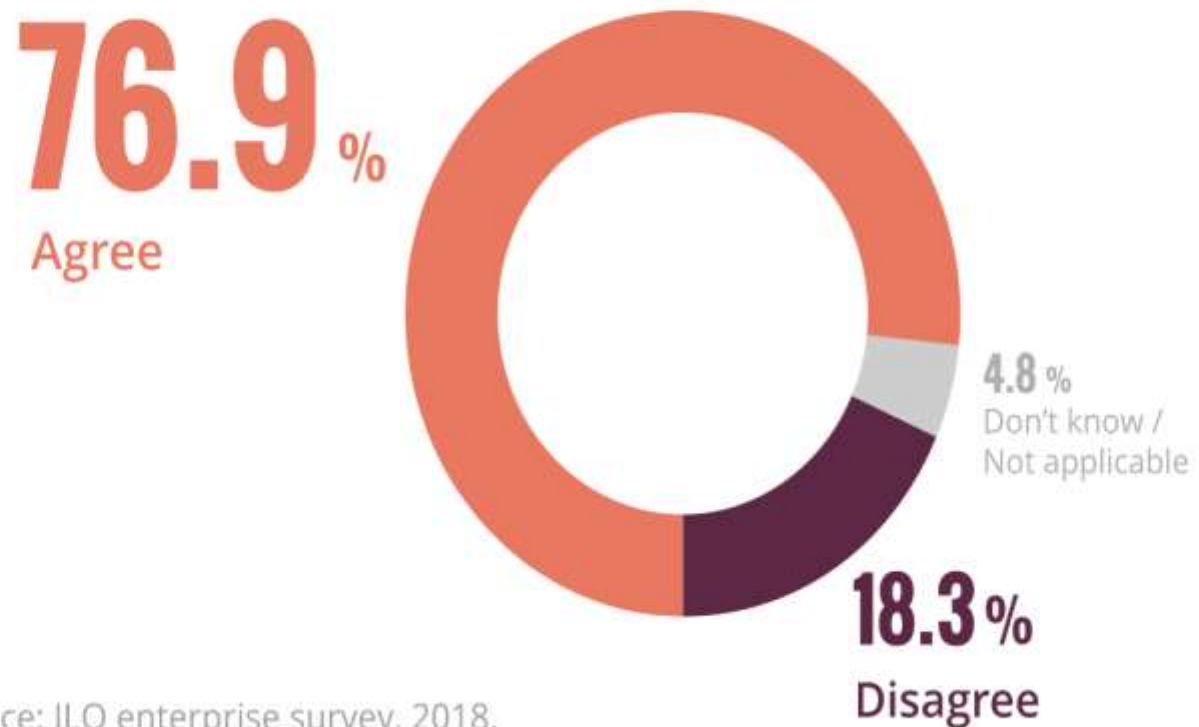
Employment rate of men and women aged 20-64 (%)



66.2% — 11.0 percentage points (pp) — 77.2%

+		<b>ITALY</b>	52.1%	19.7 pp	71.8%
-		<b>LITHUANIA</b>	75.8%	1.7 pp	77.5%

## Share of enterprises who believe that a top-level career implies “anytime-anywhere” availability






Source: ILO enterprise survey, 2018.

Data collected and analysed before the COVID 19 crisis.

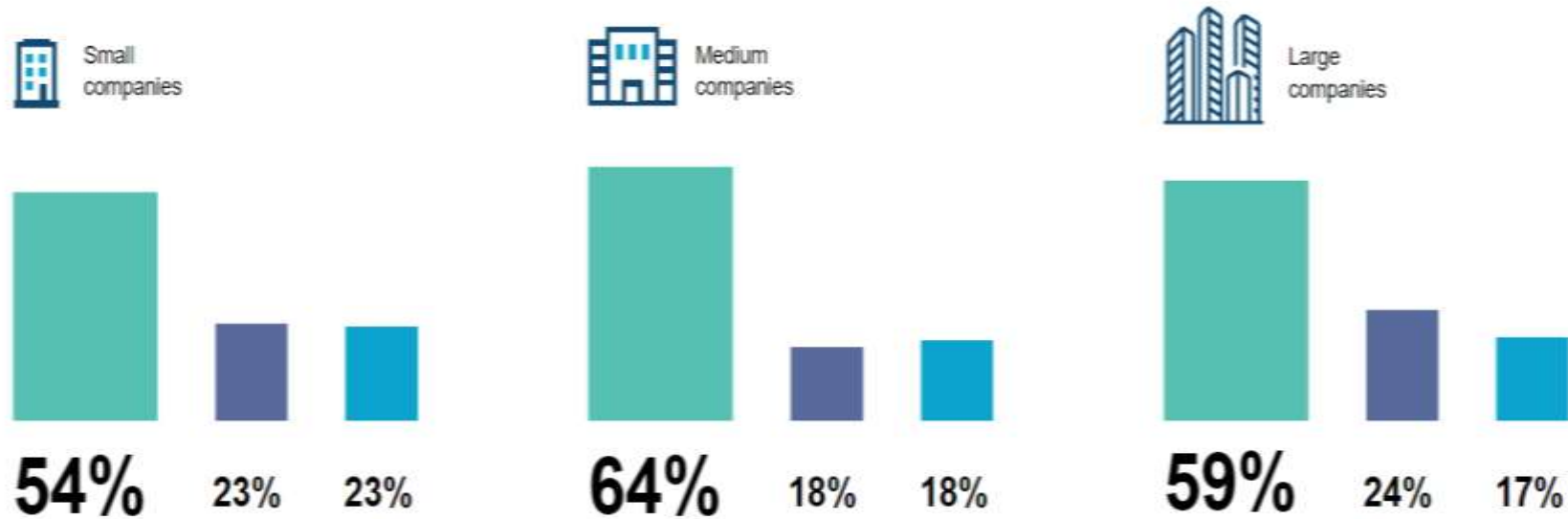
# Why do the most innovative companies invest on gender equality

A majority of companies find that gender diversity initiatives improved their business outcomes

Company responses on whether initiatives on gender diversity and equality helped enhance their business outcomes

Yes  Do not know  No 

## Responses by company size



## The benefits of gender balance

The business case for gender-balanced workplaces is growing stronger all the time. Two-thirds of companies surveyed by the ILO agreed that diversity initiatives improved their business outcomes.

When enterprises have an inclusive business culture and inclusive policies, the predicted probability of achieving:

increased profitability and productivity is **63%**

enhanced ability to attract and retain talent is **60%**

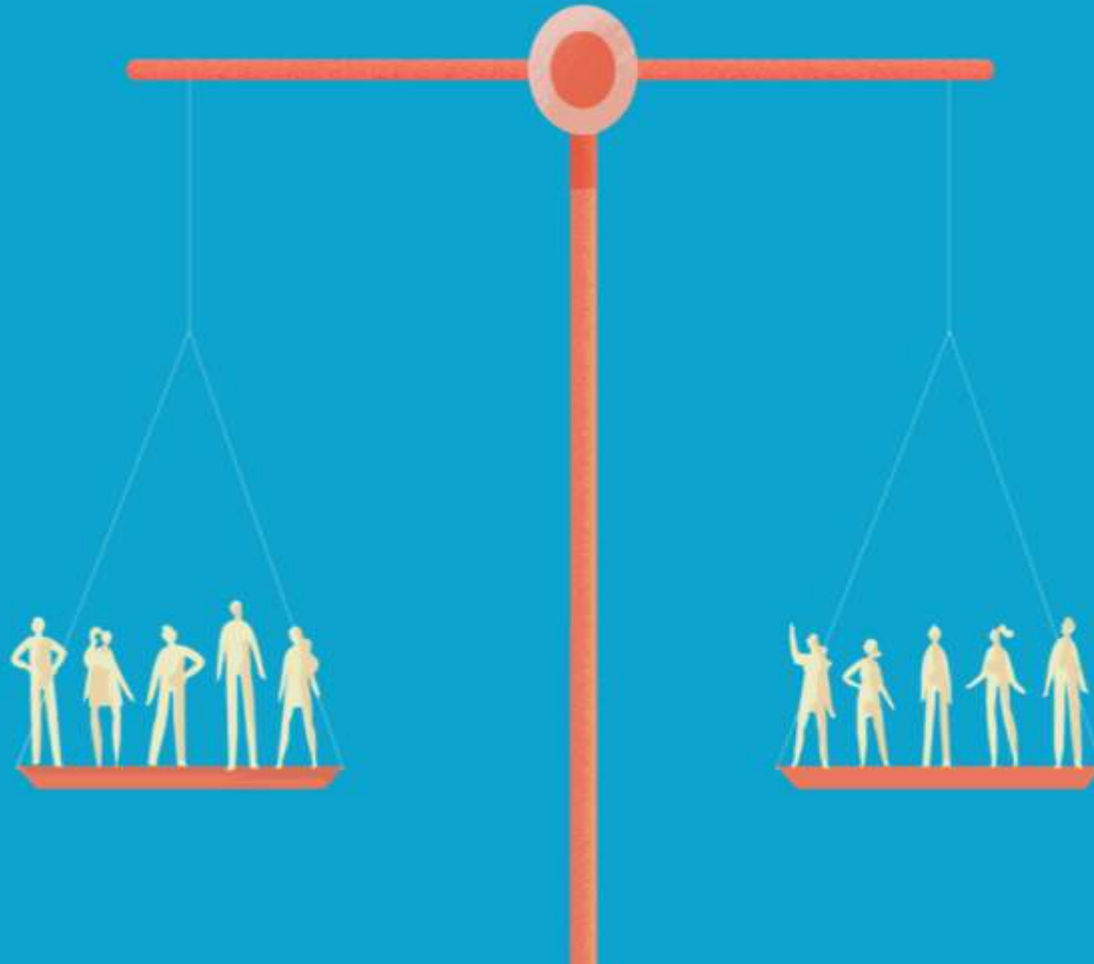
greater creativity innovation and openness is **59%**

enhanced company reputation is **58%**

better ability to gauge consumer interest and demand is **38%**

When boards are gender-balanced, companies are almost 20% more likely to have enhanced business outcomes.

Source: ILO enterprise survey, 2018.



## About the language

Job ads in male-dominated fields (like software programming) tended to use masculine-coded words such as “**competitive**” and “**dominate**” much more than job ads in female-dominated fields. *Follow-up research* confirmed such words made those job listings less appealing to women.

Word “**ninja**” (increased nearly 400% between January 2012 and October 2016) may make the job sound exciting, but it may also dissuade women from applying, as society tends to regard “ninja” as masculine.

## An example from a primary school

### Adjectives Matter!

JOB Posting for “a committed teacher with exceptional pedagogical and interpersonal skills to work in a supportive, collaborative work environment”.

Words associated with femininity, which may detract men from applying.

**So...**

Cancel “supportive” and “collaborative” from the job description and reformulate like this:

“The school looks for an excellent teacher with exceptional pedagogical skills”

**Some  
suggestions**

Limiting the number of qualifications in a job description is another important way to mitigate job-listing gender bias.

*“Many women won’t apply for a job unless they meet almost all of the listed requirements”*

*“Men tend to have a lower threshold for applying.”*

**AI** can help eliminate bias in hiring by flagging potentially biased language in job descriptions that could *unintentionally* limit a pool of candidates



# Some concrete examples

Blind recruitment – Blind CV

Forcing a gender-based recruiting process

Interviews in pair/team

Ask for less information, but specific

Use gender lenses

## A MODEL OF INTERVENTION IN GUIDANCE AND IVC PROCESSES

- **individual level**, mainly focusing on practitioners' (including management) acting in transition phases as key actors in designing the processes and their concrete implementation towards candidates.
- **organizational level**, including educational institutions, businesses and other relevant stakeholders for the guidance and IVC processes;
- **societal level**, which in the specific case refers to labour market policies context in which is implemented.

## Work groups will discuss together:

How to mainstream gender throughout the following skills from TRANSVAL-EU framework:

**Building one's career path**

**Developing one's competences and profile**

**20 minutes of discussion in sub-groups**

**10 minutes of sharing in plenary**

## Building one's career path

EQF Level I	<ul style="list-style-type: none"><li>• Gives one or more ideas for one's professional project</li><li>• Explores knowledge about different vocations and career opportunities in the labour market (information on occupations, education opportunities, economy, and employment)</li></ul>
EQF Level II	<ul style="list-style-type: none"><li>• Compares one's professional project to the reality of the desired positions</li><li>• Understands how the labour market and careers change over time during lifespan, related to the dynamics of the communities</li></ul>
EQF Level III	<ul style="list-style-type: none"><li>• Defines and explains one's professional project</li></ul>
EQF Level IV	<ul style="list-style-type: none"><li>• Plans the steps needed to realise one's career project</li><li>• Understands how you can integrate information on occupations, education, economy, and employment into management of your career</li></ul>
EQF Level V	<ul style="list-style-type: none"><li>• Assesses one's skills related to one's action area / sphere of action</li><li>• Is aware of steps and content of a career plan (rational planning) and the reality of dynamic and unpredictable careers (dynamic planning)</li></ul>
EQF Level VI	<ul style="list-style-type: none"><li>• Mobilises resources and opportunities for professional evolution</li><li>• Understands that career planning to attain your career goals is a lifelong process with dynamic and unforeseeable developments and results</li></ul>
EQF Level VII	<ul style="list-style-type: none"><li>• Analyses and orients one's career choices in function of one's skills</li><li>• Reflects upon complex influences on your career decision making, and unplanned events in your careers. Explore the effect of dynamic influences on you and your career.</li></ul>
EQF Level VIII	<ul style="list-style-type: none"><li>• Projects oneself in relation to jobs and positions with future societal stakes</li><li>• When planning a career step/action, take into account dynamic influences and unpredicted events, transitions</li></ul>

Developing one's competences and profile	
EQF Level I	<ul style="list-style-type: none"><li>• Names one's usual ways of learning</li><li>• Understands how learning processes and strategies work</li></ul>
EQF Level II	<ul style="list-style-type: none"><li>• Being aware that lifelong learning refers to all learning activities formally, non-formally and informally undertaken throughout life</li></ul>
EQF Level III	<ul style="list-style-type: none"><li>• Develops new learning strategies in order to improve one's actions and project</li><li>• Explore one's own learning interests, processes and preferred strategies, including learning needs and required support</li></ul>
EQF Level IV	<ul style="list-style-type: none"><li>• Suggests new ways of learning for oneself and possibly for the team</li></ul>
EQF Level V	<ul style="list-style-type: none"><li>• Implements a self-development and team's development-oriented approach</li><li>• Reflects on and assesses periodically purposes, processes and outcomes of formal, non formal and informal learning establishing relationships across domains</li></ul>
EQF Level VI	<ul style="list-style-type: none"><li>• Builds plans for self-development and several teams' development</li></ul>
EQF Level VII	<ul style="list-style-type: none"><li>• Elaborates development plans adapted to the organisation strategies and updates one's skills accordingly</li></ul>
EQF Level VIII	<ul style="list-style-type: none"><li>• Devises development policies in keeping with societal evolutions and updates one's expertise</li></ul>



# THANK YOU

Sylvia Liuti  
Chiara Palazzetti  
European projects and gender equality experts  
at FORMA.Azione  
[liuti@azione.com](mailto:liuti@azione.com)  
[palazzetti@azione.com](mailto:palazzetti@azione.com)

