

PARTNER SEARCH

Southampton City Council / University of Chichester, Southern England

Programme	DG Justice: Rights, Equality and Citizenship Programme
Call for proposals	Upcoming December 2015 JUST/2015/RGEN/AG/ROLE Call for proposals to support transnational projects to promote good practices on gender roles and to overcome gender stereotypes in education, training and in the workplace.
Purpose of Call	To finance projects presenting innovative answers to educational and occupational labour market segregation, promoting good practices on gender roles and aiming to overcome gender stereotypes in education, training and in the workplace. Priority will be given to projects focusing on young people (13-30 years), and addressing the transition from school to work and occupational labour market segregation young people are confronted with when entering the labour market. Successful projects will ensure appropriate measurement of their impact through sound methodology (e.g. experimentation with control groups). Applications must be transnational and include a description of how the scaling-up of the project could occur at European level, to achieve added value. Projects are to promote good practices and intensify mutual learning among various national and international actors.
Co-financing	Call budget €3.35m. Grants over €200 000. 80% of eligible costs.
Deadline	To be announced
Partnership	Public bodies, career and employment services, training providers, universities, employers and social partners with well-established European platforms or networks in the fields of education, skills, training, employment and career progression and gender equality from at least 3 EU participating countries.
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<p>Context</p>	<p>Gender segregation - the tendency for men and women to do different jobs - is predominant across Europe. It plays a significant role in perpetuating gender inequality in and beyond the labour market by shaping employment, training and career progression opportunities, and structuring levels of earning and working conditions. Although the effect is not always negative (not all female-dominated jobs are low paid or involve poor working conditions) data collected over the last two decades indicates occupational gender segregation has changed little and continues to limit employment choices and access to higher level jobs. More recently, it may have led to greater job insecurity as governments implement austerity policies and reduce the scale of the public sector where women predominate.</p> <p>The relationship between gender segregation and the economic and social value ascribed to paid work reinforces society's attitudes to stereotypical or 'traditional' views of male/female roles in the workplace. The choice women and young girls have to access male-dominated jobs (occupations where men represent more than 60% of the workforce) is conditioned on the <u>supply-side</u> by the actual employment, education and training opportunities available, coupled with affordable childcare options; and on the <u>demand-side</u> by employer behaviour that helps create and sustain gender segregation through bias in recruitment, employment, remuneration and retention practices. The combined effect of these actions is to promote exclusion and marginalisation of both women and men from certain occupations and thereby restrict future employment and earnings that reinforce a division of labour in the home.</p> <p>Eurofound data from 2012 shows that across the EU-27 (ex. Malta) men outnumber women in male-dominated occupations by 5:1, whereas women outnumber men in female-dominated occupations by just over 3:1. Overall, gender gaps are notably smaller in mixed occupations. Men are not excluded from any occupation to the same extent as women. Women account for less than 5% of the workforce in certain occupations; notably mechanics and metal-workers (4.2%), drivers and mobile plant operators (4.3%) and builders (4%). Only 23.7% of women work in science and engineering (STEM). Men account for less than 25% of nurses and healthcare assistances, teachers and customer service staff. There are also significant variations across EU countries. In the UK construction industry, women make up 12.2% of the workforce with only 9% employed as engineers. In 2012 only 14% of entrants to UK engineering and technology degree courses were young women. A trend that contributes to a growing sector skills shortage and hinders economic growth.</p> <p>Although stereotypical perceptions play a large part in framing employment choices, a key factor influencing labour market gender segregation is the evident impact of working conditions on the lives of both women and men. Mixed occupations, characterised by smaller gender gaps where roles have equal economic and social value, offer policy makers a route map for change.</p>
<p>Project main objective</p>	<p>Deliver a transnational cooperation project to test and evaluate innovative measures to <u>address</u> the exclusion or marginalisation of young women and men from certain occupations and <u>increase</u> the uptake of gender neutral workforce policies and practices in STEM and social care sectors.</p>
<p>Project main result</p>	<p>Achieve a transformational and sustainable shift toward gender neutral labour markets in target business sectors.</p>

<p>Specific objectives</p>	<ul style="list-style-type: none"> • Improve supply-side conditions that promote gender balance in male/female-dominated jobs by widening access to sector-led education, training and employment opportunities available for young women and men. • Improve demand-side conditions that challenge traditional or stereotypical attitudes to male/female workforce roles by stimulating behaviour change in employer-led recruitment, employment and retention practices. • Increase the uptake of measures that can reduce gender gaps in target business sectors by evidencing the impact gender neutral labour markets have on improved levels of business productivity and growth.
<p>Workstreams and Activities</p>	<p>Proposed structure and actions (to be agreed):</p> <p>Workstream 0: Project management and coordination</p> <p>Workstream 1: Improvements to supply-side conditions</p> <ul style="list-style-type: none"> • Widen and improve the quality of information, advice and guidance (IAG) available to young people about jobs, career opportunities and progression in both male and female-dominated occupations/sectors. • Pilot actions to tackle 'traditional' / stereotypical perceptions of roles, training and working conditions > linked programme connecting schools/colleges with training providers and businesses through physical and virtual hubs to secure work experience, placements, mentoring and training/apprenticeship support. • Transnational education, training and employment support materials/tools and IAG network. • Supported employment model and skills escalator (pathways to mixed occupations). • Gender neutral workplace champions / ambassadors for change – inspirational young people/leaders. Introduce enterprise skills. • Promotional events and campaigns (e.g. Tomorrow's Engineer). <p>Workstream 2: Improvements to demand-side conditions</p> <ul style="list-style-type: none"> • Support business to develop and adopt gender neutral employment strategies and skills plans. • Employers' guidance / predictive modelling tool to address imbalance as part of future skills/workforce planning. • Planning policy, guidance and legal agreements to encourage uptake of gender neutral training/recruitment/employment practices and growth of balanced labour markets. • Target employment/recruitment campaigns. • Support businesses through targeted HE courses to improve workforce skills such as day release degree and traineeships measured through uptake. <p>Workstream 3: Impact analysis of gender neutral labour markets on productivity and growth</p> <ul style="list-style-type: none"> • Establish methodology, systems and processes to capture and analyse outcomes and evidence of impact in order to identify and appraise critical growth factors required to achieve a real and sustainable change in labour markets.
	<p>ES/DR.08.10.15</p>