

EDUCATIONAL MANUAL: THE GENDER GAP IN WAGES AND PENSIONS



EQUAL RIGHTS
EQUAL PAY
EQUAL PENSIONS



This publication was funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020).*



PRAVOBRANITELJICA
ZA RAVNOPRAVNOST SPOLOVA



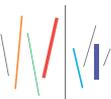


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PRAVOBRANITELJICA
ZA RAVNOPRAVNOST SPOLOVA

IDIZ



Institut za društvena istraživanja u Zagrebu
Institute for Social Research in Zagreb



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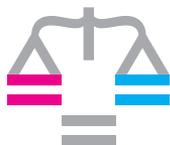
**INSTITUTE
FOR THE EQUALITY
OF WOMEN
AND MEN**

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***“Equal Rights - Equal Pay -
Equal Pensions” - Expanding
the Scope of Implementation
of Gender Equality Actions
and Legal Standards Towards
Achieving Gender Equality and
Combating Poverty in Croatia***

EDUCATIONAL MANUAL: THE GENDER GAP IN WAGES AND PENSIONS



**EQUAL RIGHTS
EQUAL PAY
EQUAL PENSIONS**

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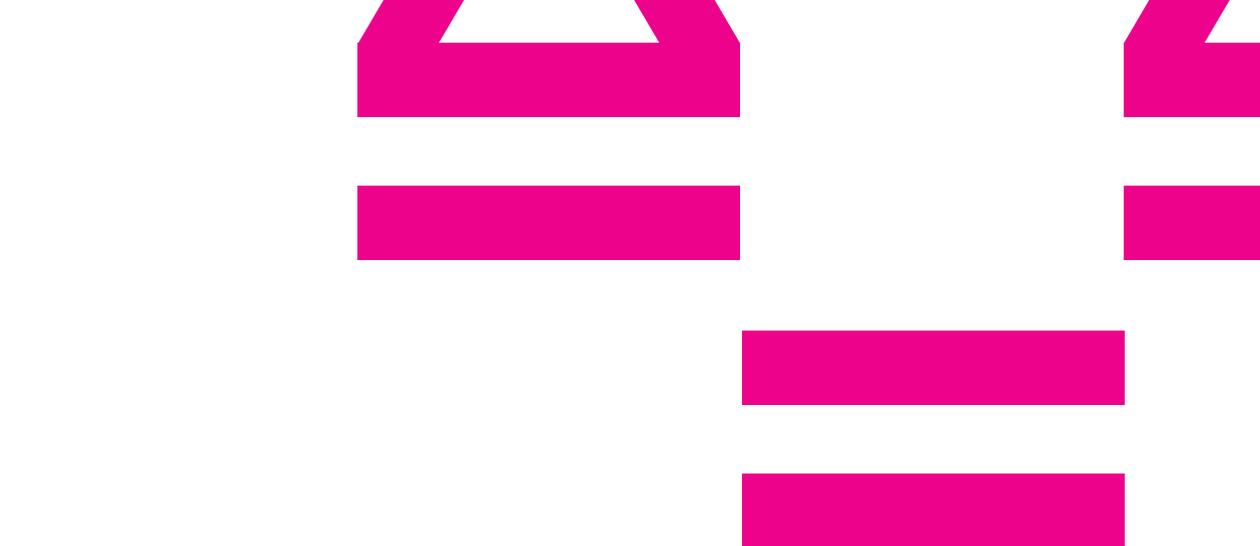


TABLE OF CONTENTS

Table of contents	4
About the project	5
About the manual	8
For whom is the manual intended?	9
How to use this manual?	9
Expected results of work	10
Introduction - Gender differences in wages and pensions	10
Topic 1: Sex and gender	17
Topic 2: Gender equality in education	22
Topic 3: Discrimination on the labour market and in pensions	26
Topic 4: Reconciliation of private and professional life	35
Topic 5: Gender mainstreaming	41
Evaluation	44
Program of workshops conducted within the project	47
Literature/Sources	48
Useful links	50

ABOUT THE PROJECT

The Ombudsperson for Gender Equality is the coordinator of the project "Equal Rights - Equal Pay - Equal Pensions" - *Expanding the Scope of Implementation of Gender Equality Actions and Legal Standards Towards Achieving Gender Equality and Combating Poverty in Croatia*, REC-RGEN-PENS-AG-2017-820696-GPPG, funded by the European Commission through the REC project (Rights, Equality and Citizenship).

The project seeks to ensure standards, measures and actions that will contribute to raising awareness of the issue of the pay and pension gap between man and women, aimed at reducing the risk of poverty for women.

The target group is representatives of government, public and private companies, trade unions and high school students at the national and local levels.

The new knowledge planned to be acquired through the project

will enable a better understanding of the causes and consequences of the gender pay and gender pension gap. We will create an educational program, a national legislative framework, and develop a national legislative framework and organize national campaigns to raise awareness. The project is implemented from October 1, 2018 to September 30, 2020.

Partners:

Institute for Social Research in Zagreb, CESI - Center for Education, Counseling and Research, Trade Union of Retired Person in Croatia , and the Institute for the Equality of Women and Men (Belgium).

Government bodies supporting the project: The Ministry of Labour and Pension System, the Ministry of Science and Education, the Ministry of Public Administration and the Croatian Bureau of Statistics.

PROJECT PHASES:

Research at the national level in the field of manufacturing, finance and insurance, and health care and social welfare

- State of the art analysis - an analysis of the situation that will take into account statistics, policies, practices, laws and the pension system
- Quantitative research of attitudes, stereotypes and knowledge about the gender pay gap and gender pension gap on the population of high school students and quantitative research on attitudes, stereotypes, knowledge on the population of employees in companies / institutions in the private and public sector and policies related to the gender pay and pension gap.

Development of educational programs

- Development of educational program and manual
- Implementation of workshops in four cities (Zagreb, Split, Rijeka and Osijek) with representatives of companies, public authorities, trade unions, civil society organizations and high school students.

Development of a national legislative framework for equal wages and pensions in the Republic of Croatia

- Development of a strategic document that will ensure standards and positive measures for achieving gender equality in the labour market and in the pension system.

Increasing the visibility of the topic

- Organizing national campaigns on the occasion of the European Equal Pay Day (early November each year)
- Production of educational videos
- Publishing research reports
- Monthly publication of articles in the newsletter of the Trade Union of Retired Person in Croatia "Voice of retired persons"
- Creating Facebook and website.

Total project value: €468,510.20

More about the project:
<https://gppg.prs.hr>

The Ombudsperson for Gender Equality

is an independent and autonomous institution for combating discrimination in the field of gender equality. Citizens can contact the Ombudsperson when they experienced discrimination on the basis of gender and marital or family status, sexual orientation and gender identity. The Ombudsperson for Gender Equality considers cases of violation of the principle of gender equality, cases of discrimination against individuals or groups of individuals committed by state administration bodies, local and regional self-government units and other bodies with public authority, employees in these bodies and other legal and natural persons.

<http://www.prs.hr/>

The Institute for Social Research in Zagreb (IDIZ)

is a public non-profit scientific research organization established with the aim of conducting basic and applied scientific research in the field of sociology and related disciplines. The Centre for Youth and Gender Studies (CORI) within the Institute has expertise in conducting qualitative and quantitative research on gender (in)equality, family and changes in gender roles, motherhood, quality of life, social inequalities, social structure and labour market.

<http://www.idi.hr>

CESI - Center for Education, Counselling and Research

is a feminist organization that advocates for the advancement of the position of women and the achievement of gender equality, as well as for the full implementation of all laws and international instruments for the protection of human rights. CESI bases its activities on working for the common good, in accordance with the values of feminism, non-violence, equality, tolerance, respect for diversity, solidarity and equal opportunities.

www.cesi.hr

Trade Union of Retired Person in Croatia

is a voluntary, nonpartisan and humanitarian civil society association of retired people in Croatia, which uses trade union forms of action to fight for the realisation of social, economic and civil rights of retired and elderly people. It was founded on 18 August 1992. It has been publishing "Glas umirovljenika" (The voice of retired people) monthly since 1995 and has had a registered legal and psychological counselling centre for 15 years.

Since 2004 it has been a member of the European Federation of Retired and Elderly People (FERPA) and takes a very active role in its activities.

www.suh.hr

The Belgian Institute for the Equality of Women and Men is a public organization dedicated to the promotion of gender equality and combating against all forms of gender discrimination and inequality. Some of the Institute's activities are conducting studies, informing and

handling requests and complaints from gender discrimination victims. Gender pay differentials have been at the heart of the activities of the Institute for the Equality of Women and Men since its inception.

igvm-iefh.belgium.be

ABOUT THE MANUAL

The manual was created as a part of the project **“Equal Rights - Equal Pay - Equal Pensions” - Expanding the Scope of Implementation of Gender Equality Actions and Legal Standards Towards Achieving Gender Equality and Combating Poverty in Croatia**, with the goal of transferring knowledge, development of tools and the methodology of working with different users on the subject of gender differences in the labour market.

Since the project's participants are people of different ages, as well as different social and professional roles (high school students, decision-makers at the local level, representatives of unions and employers as well as pensioners), this manual also encourages a transgenerational learning model in

order to develop attitudes on equal opportunities and gender equality in the labour and working processes.

The manual consists of a theoretical / informative overview of the problem of the gender gap in salaries and pensions and a practical part with exercises that educators can use in working on the topic of gender equality in the labour market and on the issue of equality of equal wages and pensions for women and men.

Examples and exercises from the manual can be used by educators in any form during the training in addition to already designed programs or training can be based entirely in relation to the manual.

FOR WHOM IS THE MANUAL INTENDED?

The manual can be used by educators who want to work on the issues of the: gender gap in wages and pensions, equity and equality in the workplace and achieving equal opportunities in the labour market.

The trainings implemented through the project include high school students, decision makers at the local level, representatives of trade unions and employers as well as pensioners, but the trainings can include any group with which you want to work to increase knowledge and understanding of gender equality in the labour matters, and especially the gender gap in wages and pensions.

The handbook is designed to be used to work with representatives of the public, civil and private sectors and to work with a group of up to 25 people for a better efficiency and an interactive approach to training.

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HOW TO USE THIS MANUAL?

In the manual, each topic is closely linked to the gender pay and pension gap. The introductory theoretical section provides trainers with an overview of all relevant information. The manual contains tools and practical group exercises with instructions which can help participants to understand the topic of the gender pay gap and certain specific topics that have a direct impact on the gender pay gap (gender stereotypes, gender and gender issues), gender discrimination, education, the labour market, pensions and gender mainstreaming). The manual also contains links to short videos that can be used in training.

At the end of the manual you can find exemplar of how to evaluate the work after the trainings.

INTRODUCTION - GENDER DIFFERENCES IN WAGES AND PENSIONS

Gender differences in wages reveals different realities faced by women and men in their professional and personal life. According to EIGE¹ (European Institute for Gender Equality), women in EU Member States earn on average 16% less than men.

There are a many indicator showing inequality of women on labour market, such as: low inactivity rate, unequal access to employment opportunities, gender segregation, wage gap, unfair pension system, etc.

This is a consequence of traditional gender prejudices and stereotypes and gender discrimination that place women in lower paid jobs and lower hierarchical positions, additionally burdening women with household chores and family care, while work performed either in the household or at work is often disrespected or neglected.

¹ Gender Statistics Database - Gender pay gap (GPG), EIGE, 2019

..... EXPECTED RESULTS OF WORK

The purpose of this manual is to provide educators with specific tools they can use in forming trainings on the topic of gender pay and pension gap. For the participants expected result is to provide them with an insight of the problem of the gender pay and pension gap as well to raise awareness in to getting a better understanding of the social context of gender inequality on the labour market. Result would be increased knowledge and skills of the training participants in order to achieve equal opportunities on the labour market and later on in pensions.

Women and men have different starting positions at the labour market which is further reflected on the wage level, pensions, position in the job hierarchy and working conditions. The largest gender pay gap is in the population of couples with children.²

Women, more often than men, are using flexible work engagements to reconcile work and family life. Women makes majority of workers in less appreciated and less paid sectors, like education, health care, trade or social welfare.

Even higher education does not promise to women a higher wages. According to EIGE³ (European Institute for Gender Equality), women with higher education face a 25% pay gap, and as they advance in their careers, the pay gap sometimes widens.

Women make up the majority among those who are hired in companies and jobs with flexible working hours. Flexible working hours mean that an employee has greater freedom of choice regarding the beginning and ending of their working hours. Flexible working hours mean that the employee has more freedom to choose when to start and end working hours. However, he/she have to be present in the workplace when is

most needed and at a time when most employees are present. Also, the time spent at work is not solely decided by the employee alone but in agreement with the supervisor. Working on data analysis, reading more complex and extensive documents, writing publications, web design, blogging, writing reports and preparing lectures are just some of the examples of work assignments which employees can perform from home and in flexible work arrangements. Women entrepreneurs often say that having a home office is good for the time management and organization of working hours related to reconciliation of private and professional life. Non fixed term contracts or part-time work, low wages and jobs of low-quality are a hallmark of women's work. Research in the EU shows EU that the pay gap between women and men is the result of many factors: women represents majority of workers holding lower positions and having less paid jobs, working part-time, (paid and unpaid jobs), have longer breaks in their career due to maternity and sick leave and it is more likely that they will choose part-time or flexible work hours in order to reconcile professional and private obligations. The price of all that is high: in the EU, women's pensions are on average 38% lower than men's pensions.⁴

² *Tackling the gender pay gap: not without a better work-life balance*, EIGE, 2019.

³ *Tackling the gender pay gap: not without a better work-life balance*, EIGE, 2019.

⁴ *Gender gap in pensions in the EU – research note to the Latvian Presidency*, EIGE, 2015.

According to the CBS⁵ (Croatian Bureau of Statistics), the average pension of women amounted to HRK 2,326.14, while the average pension of men amounted to HRK 2,618.61.

Compared to EU trends, in Croatia, according to the latest data from the CBS (Central Bureau of Statistics) collected during 2019, the average monthly gross salary amounted to HRK 8,766.⁶

The latest data on average monthly gross earnings by gender of employees refer to 2017, and for women they amount to HRK 7,711, while for men they amount to HRK 8,304, which means that the share of the average salary of a woman in the average salary of a man was 87.3%.⁷

The wage gap is also significant within the public sector and arises because of vertical segregation, greater representation of women in hierarchically lower positions.

The report of the Ombudsperson for Gender Equality for 2018 states⁸ that the wage gap in Croatia with 13.19% is smaller than the European average of 16.2%, but unlike the

EU28 where there is a downward trend in the wage gap. In Croatia, it has been growing continuously since 2010. Also, it is stated that the gap in pensions in Croatia is 21.6% and has increased by 1.2 percentage points since 2014. With the accumulation of various forms of discrimination against women, a gap in pensions arises. Namely, women are still facing more difficulties in finding employment. Also, women are employed in lower paid sectors, on average they work more hours per week than men (including unpaid household jobs and family work), have more interruptions due to maternity and parental leave, and progress more slowly and less frequently in their jobs. In previous years, the Croatian The Ombudsperson for Gender Equality pointed out that such statistics could be the result of vertical segregation, ie the situation that women in the mentioned areas of activity are traditionally employed in hierarchically lower positions associated with lower earnings.

⁵ Prosječna mjesečna isplaćena neto plaća po zaposlenome u pravnim osobama RH za 2018., Narodne novine, 25/2019.

⁶ https://narodne-novine.nn.hr/clanci/sluzbeni/2020_03_24_587.html

⁷ *Žene i muškarci u Hrvatskoj 2019.*, Državni zavod za statistiku, Zagreb, 2019.

⁸ *Izvješće o radu za 2018. godinu*, Pravobraniteljica za ravnopravnost spolova RH, 2019.

Back in 2011, the The Ombudsperson for Gender Equality conducted a survey⁹ on the pay gap in the Croatian labour market, which was published in the Ombudswoman's regular annual report. She has also give an initiative to introduce a strong measures of a proactive equality policy, through:

1. Obliging employers to introduce an "equality analysis", to establish clear criteria for the evaluation of job positions and work performance.
2. Introducing of positive measures like content evaluation as he labour value measures, with the aim of including unjustifiably neglected knowledge and skills that are usually related to the female gender .
3. Ensuring the transparency of the recruitment process and promotion, through legal measures.
4. Introduction of positive action measures to ensure a balanced representation at managerial and leading positions.
5. Discouraging employers from dismissing women over the age of 45 from the workforce by stricter legal anti-discrimination policies.

6. Introduction of professional development programs for judges dealing with labour disputes related to pay equality, etc.

Article 91 of the Labour Act in Croatia (NN 93/14 i 127/17), states the following:

Equal pay for women and men

1. An employer shall pay equal salaries to women and men for equal work and for work of equal value.
2. For the purposes of paragraph 1 of this Article, two persons of different sex shall perform equal work and work of equal value if:
 - 1.) They perform the same work under the same or similar conditions or could replace each other in relation to the work they perform.
 - 2.) The work performed by one of them is similar in nature to the work performed by the other, and the differences between the work performed and the conditions under which they are performed by each are irrelevant to the nature of the work as a whole or occur so rarely that they do not affect the nature of work in full.

⁹ Istraživanje uzroka jaza u plaćama između muškaraca i žena na hrvatskom tržištu rada, Pravobraniteljica za ravnopravnost spolova RH, 2010.

3.) The work performed by one is of the same value as work performed by the other, taking into account criteria such as qualifications, skills, responsibility, conditions in which the work is performed and whether the work is physical.

3. Salary, within the meaning of paragraph 1 of this Article, means basic or minimum salary and additional benefits of any kind, whether directly or indirectly by the employer, in cash or in kind, on the basis of an employment contract, a collective agreement, a rulebook or an other regulation paid to the worker or employee for the work done.

4. A provision of an employment contract, collective agreement, rulebook or other legal act contrary to paragraph 1 of this Article shall be null and void.

The pension gap, which is directly linked to the existing pay gap, is the consequence of lower wages earned during working life, and thus the disadvantaged position of women and the increased risk of their poverty continue after leaving the labour market.

The gender gap in pensions reflects the accumulation of all gender inequalities that women face throughout their lives. Their pension is proof of how much their work in society and for society is valued and how much they are discriminated against.

The gender gap in pensions exists across Europe, leading to a lower standard of living and higher risk of poverty for older women, who are more likely to become widows due to a longer life span.

Unfortunately, not only in Croatia but until recently throughout the European Union, no attention was paid to the problem of the gender gap in pensions.

According to EIGE¹⁰ (European Institute for Gender Equality), gender differences in pensions in Europe are as high as 38%, which means that for every 100 euros a man receives, a woman receives only 60 euros. Following a survey¹¹ conducted in 2016 in 29 countries, the European Trade Union Confederation warned that the gender gap in pensions

¹⁰ *Gender gap in pensions in the EU – research note to the Latvian Presidency*, EIGE, 2015.

¹¹ *ETUC Annual Gender Equality Survey 2017*, European Trade Union Institute, 2017.

would increasingly become a problem in countries that accepted the private second pillar of pension capitalized savings, since such pillar lacks elements of solidarity and redistribution, and does not compensate for periods of maternity and parental leave or other forms of care provision. Therefore, it is not surprising that the poverty rate of older women is higher than those of older men, especially in EU Member States where a dominant pension scheme is formed by equating benefits with living wages and contributions. Such a scheme, due to underdeveloped affordable social services, puts women which are caring for children and elderly family members at a disadvantage because they have interrupted careers, and working part-time or are in some other form of precarious work that reduces their earnings.

EU member state governments need to develop social and fiscal policies that will stimulate the work of both partners. Just as in Croatia a fixed term work contract is a basic form of precarious work and the cause of the widening gap in wages and pensions, in the same way the part-time work is the main reason for the high pension gap. In 2012 in the EU-28, the share of part-

time work due to personal and family responsibilities was 44% for women, while for men it is only 11%¹².

The lowest gender gap in pensions is currently in the Baltic and mostly in former socialist countries (Estonia, Slovakia, Lithuania and the Czech Republic), and from which the highest is in (Romania, Poland, Croatia and Slovenia). The highest pension gap is in Cyprus and Germany (46.5%)¹³.

In Croatia, a continuous strong division of the labour market by gender, both vertical and horizontal, is one of the main reasons for the persistence of the pay gap, but it is also a source of an increasing gap in pensions. In fact, according to the Croatian Bureau of Statistics data¹⁴, in 2017, the at-risk-of-poverty rate for women was 20.9%, while for men it was 18.9%.

The difference in pensions between women and men leads to a deterioration of the position of women in terms of economic vulnerability and leaves them exposed to social exclusion, constant poverty and economic dependence, especially related to their partners (marital or extramarital).

¹² Gender Statistics Database - Gender pay gap (GPG), EIGE, 2019.

¹³ *Gender gap in pensions in the EU - research note to the Latvian Presidency*, EIGE, 2015.

¹⁴ *Pokazatelji siromaštva i socijalne isključenosti u 2017.*, Državni zavod za statistiku, Zagreb, 2018.



In the aforementioned context, which is also stated in the Report of the European Parliament on the need for an EU strategy to eliminate and prevent differences in pensions for men and women (2016/2061 (INI))¹⁵, it is obvious that the difference in pensions is related to the number of children raised during the lifetime and that this difference in pensions between men and women in the case of married women and mothers is much larger than that of unmarried women who have no children. All the data and indicators currently available in the EU indicate that the topic of unequal pay and pensions needs to be put in the public debate and that there is a need to work on the prevention of gender inequality in the labour market at all levels - from education to change of legislation.

¹⁵ Committee on Women's Rights and Gender Equality, 12.5.2017.: <https://bit.ly/3dP0sts>

The European Union is committed to ensuring a better work-life balance for its citizens, as well as reducing the gender pay gap.

The Directive of the European Parliament and of the Council of 20 June 2019 on the work-life balance of parents and carers and repealing Council Directive 2010/18 / EU¹⁶ aims to improve access to parental leave and flexible working, as well as to increase acceptance of these arrangements by men. The EU Action Plan 2017-2019, Combating Gender pay gap¹⁷, designed to reduce the gender pay gap, includes various policy options to combat gender pay and pension inequalities.

One of the proposed ways is education that sensitizes and teaches all social groups of all ages how to achieve full gender equality in the labour market, and consequently in the pension system, for the purpose of sustainable social and economic development of the EU member states.

¹⁶ <https://bit.ly/2ziUpQ0>

¹⁷ <https://bit.ly/351mdVz>

TOPIC 1:

SEX AND GENDER

When it comes to the gender gap in wages and pensions, we need to understand differences women and men are facing with in the labour market. We live in the 21st century and it is quite understandable that as individuals we are paid equally for the work we do, that our work is equally valued and that we have the same conditions in the employment process and in the working conditions regardless of our sex, gender, race, nationality, etc. However, there are still differences in wages and pensions of women and men, and it is important to learn about social inequalities we are facing with, with the aim to achieve gender equality in the labour market, in the pension system and to create a just and democratic society.

The stereotypes that we as individuals are producing as well the society reproducing those stereotypes, are also based on the image of women and men and their roles in the society, so it is necessary to address the differences in the social categories of sex and gender in order to understand what creates the different positions in the labour

market and in professional life of women and men.

Sex is biologically determined and represents our male or female bodies.

Gender is a socially constructed definition of women and men. It refers to the psychological, social and cultural differences between men and women. It is a dynamic concept, a variable in space and time. It is the result of learning and can therefore be changed.

Gender roles refer to different ideas, expectations and norms related to the attitudes, appearances and behaviours that a particular culture or society attributes to and demands from male and female individuals. Gender roles are being learned and adopted during the process of socialization and growing up. Those roles and associated norms can be adopted by parents, a group of peers, the school system, the media, religion, the arts... Through life, we implement those behaviours and norms both in the family life and in society in general. The same goes for the labour market and our professional life.

Gender stereotypes are simplified and generic features and thought patterns that we associate with a particular sex and attribute them to all members of that sex. The components that make up traditional gender stereotypes include physical appearance, personality traits, behaviour and profession.

Each of these areas arises associations with masculinity or femininity.

Masculinity

Socially constructed identity of a man

- Standalone / Independent
- Competitive
- Should provide financial resources/ Breadwinner
- Takes over the initiative in relation to the opposite sex

Femininity

Socially constructed identity of a woman

- Emotional
- Warm/ Caring
- Mother
- Takes care of the family

Depending on the learned roles we have acquired throughout our lives while growing up, in the family, in the immediate and wider community, but also through the media around

us, we behave in accordance with the learned roles, and we expect others to behave the same according to those learned roles. If we were taught that girls are gentler, caring, and more emotional than boys, then it is very likely that we will play this role, and we will expect other girls and women to act in the same manner. Accordingly, gender stereotypes are also reflected in the education, and consequently in the labour/ professional life, as shown by the fact that more women work in so-called "women's occupation field". More women are employed in kindergartens, hospitals, schools and social care institutions, as such occupations are considered more suitable for women.

This is a reasonably recent construct and not reflected in history because women were for a long time not entitled to education and work, so professions such as teachers, professors and doctors were exclusively male. As women became educated and entered the labour market, the values of these professions decreased, especially in those areas affected by feminization (over-representation of women): education (teachers), postal and banking activities (counters), social work, shops (cashiers).

Today, having access to all levels of education for both young women and men within the European Union, it is truly inexplicable from a socio-economic point of view that we still consider certain professions to be "better" for women or for men. If men are, for example, employed as kindergarten educators or beauticians, it is likely that at some level they will be disrespected and even discriminated against because of their choice of occupation.

Likewise, women will not likely be working as professional pilots, taxi drivers, truckers, or in craft occupations such as room painters. Women in senior management positions or board of directors, are rare or non-existent. Also, in professional sports, women are less represented and less paid in individual and team sports, unless they were top athletes but also then they are less paid than their male colleagues in same categories. But boys and girls still choose very gender-traditional occupations, and those who jump over gender role barriers often face obstacles they may not have counted on and sometimes sexism and discrimination. Gender roles and gender stereotypes directly influence the choice of occupation and position in the working life of women and men.



VIDEO:

Boys and Girls on Stereotypes

<https://www.youtube.com/watch?v=aTvGSstKd5Y>

Always #LikeAGirl

<https://www.youtube.com/watch?v=XjjQBjWYDTs>

Girl toys vs boy toys: The experiment - BBC Stories

<https://www.youtube.com/watch?v=nWu44AqFOil>

EXERCISE 1.

WHAT IS GENDER AND WHAT IS SEX?

AIM : to adopt the distinction between gender and sex

WHAT DO YOU NEED: pens, papers, markers or just a presentation
Duration: 15 - 20 minutes

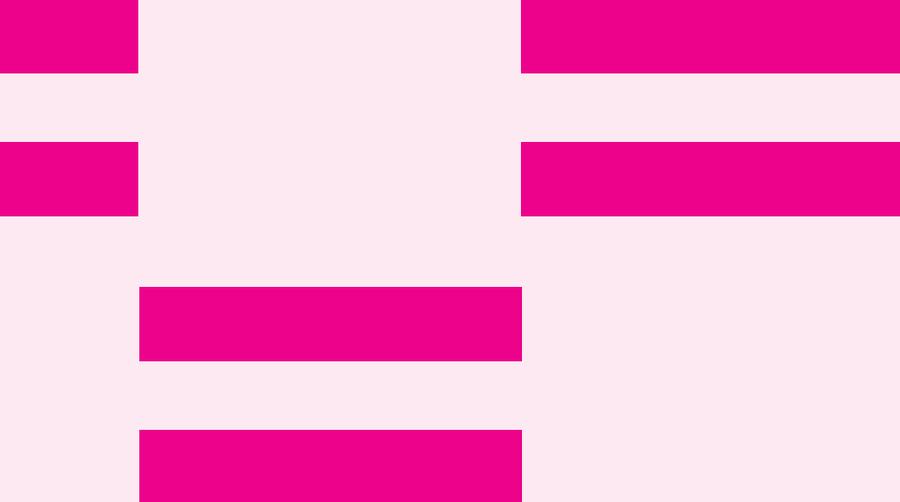
WHAT TO DO: Ask participants which statement refers to gender and which to sex? Read the text from the presentation, sentence by sentence, while participants respond. Or you can type statements on a sheet of paper and give a print- out to participants with a task to complete a quiz. When everyone finishes, comment on the answers with the group.

Examples for some of the statements (you can add more possible statements):

- Women give birth to children, men do not.
- Little girls are gentle, and boys are strong.
- Young men have a stronger sex drive than girls.
- The average female age pension in Croatia is 22% lower than the male pension.
- Women can breastfeed, men

cannot.

- Most construction site workers is men.
- In ancient Egypt, men stayed at home and did embroidery. Women managed family business. Women inherited family property, men did not.
- In most cases, women use parental leave.
- When interviewing for a job position, employers are more likely to ask women about family responsibilities.
- Men at puberty change their voice, women do not.
- In a study on 224 different cultures/ societies, five cultures were found in which only men cook and 36 cultures in which women performed all the tasks related to building houses and settlements.
- According to UN statistics, women earn only 10% of the world's income and do 67% of the world's work.
- Girls are more focused and calmer in the classroom than boys.
- Girls write more neatly than boys.
- Men are better at STEM occupations and educational programs than women.



EXERCISE 2.

GIRLS ARE FROM VENUS, BOYS ARE FROM MARS

AIM: to spot stereotypes

WHAT YOU NEED: pen, papers, flipchart paper, markers

Duration: 20 minutes

WHAT TO DO: Write statements on the attitudes/opinions that society has about girls/women/boys/men on a large piece of paper or on a presentation. For each statement, participants must indicate or mark whether they refer to a man or a woman. Comment on the statements and on why certain attributes apply to women/men together with the group.

A common opinion for boys/ girls is that they:

- Like to brag
- Take the initiative
- Care
- Ask a lot of questions
- Love to chat
- Shout/ Is being loud
- Make the crowd laugh
- Like structured work
- Are blunt-witted
- Speak softly
- Want to talk about emotions
- Act very sweet
- Have an adventurous spirit
- Think intelligently
- Communicate well
- Always help
- Love neatness
- Use creativity
- Want to look good
- Dominate society
- Love sports

TOPIC 2: GENDER EQUALITY IN EDUCATION

Although women and men/ girls and boys, in the Republic of Croatia have equal access to education, both formal and informal, divisions occur when choosing a profession because traditional gender roles are being followed.

In education, gender roles and gender stereotypes have a significant influence on multiple levels. First of all, the majority of teaching staff in schools on all levels are women. It is also a fact that women are also more prone to pursuit a teaching profession, but the causes are partially connected to work conditions (e.g. holidays at the same time the children have holidays, working hours that ensure being at home at the same time when children get back from school). This is connected to the fact that mothers are primarily taking care of the children, and there is also a disproportionate distribution of home and family responsibilities between men and women. The stereotype of caring for others associated with women can be reflection of a larger number of women in educational

institutions. We are teaching children from a very young age that teaching and caring for others is more of a "women's job". The imbalance in the workforce in the field of education has consequences that people working in education are unfortunately underpaid compared to the role they have in society. Many researches show that workforce diversity produces the best results.

Gender stereotypes and prevailing social ideas about masculinity and femininity not only affect the composition of the education workforce, but teachers themselves are prone to stereotypes because they approach male and female pupils and students differently in the classroom and thus perpetuate gender stereotypes. For example, analyses show that boys get more questions on oral exams, teachers examine boys and girls differently, girls are perceived as neat and having a better handwriting, boys will be blamed more often for obstructing class even though girls participate in it as well; teachers will often give boys physical tasks, such as carrying a bench, and girls will be given some literary or art tasks.

“Boys and girls are given different feedback for the same work and are corrected differently for given tasks. Another major finding is that girls are given faster solutions during problem solving tasks, while boys are given more time to come up with the solution on their own”.¹⁸

Gender stereotypes lead to differences in educational approach, where girls are expected to be more socially skilled, while boys should know very clearly what they want. Another idea is that teachers think that it is most important for girls to say something properly. In teamwork, boys are expected to take the lead, while girls need to maintain a good collaboration. Boys are also thought and expected to be tougher and louder, while girls are to be more diligent, know how to listen and be less subversive. All of these generalizations affect how teachers will respond and, worst of all, how students will behave in line with these gender stereotyped expectations.

The third way in which gender affects education is through the choice of field of study of boys and girls.

According to the Croatian Bureau of Statistics¹⁹, in the academic year 2016/2017, women represented most female students enrolled in all fields of science, except in the technical sciences in which they represented only 27,1 %

Given the high employability of information and communication technology experts and incentive wages in this area, the Ombudsperson for Gender Equality advocates measures in order to increase girls' interest in choosing this type of occupation. Women dominate among the highly educated and this is already a detected tendency in the western countries as well as in Croatia. Women are more likely to enrol and graduate from higher education institutions - in 2017, almost 60% of graduates were women. Also, among employees, 34.7% are highly educated women versus 23.2% men.²⁰

The difference in the choice of studies is equal to the unequal opportunities in the labour market and the imbalanced division of women and men in different sectors of the labour market.

¹⁸ Bossaert, Sarah: *Wie voert het hoogste woord?: interactie in het eerste leerjaar basisonderwijs vanuit genderperspectief*, Brussel: Vrije Universiteit Brussel, 2009.

¹⁹ *Žene i muškarcu u Hrvatskoj 2019.*, Državni zavod za statistiku, Zagreb, 2019.

²⁰ *Žene i muškarcu u Hrvatskoj 2019.*, Državni zavod za statistiku, Zagreb, 2019.

This horizontal segregation of occupations is one of the causes of the gender pay gap, given that typical women's professions represents lower paying jobs. It can also be observed that "vocational occupations", where women are underrepresented, currently offer a better position in the labour market.

Apart from aforementioned, there are still many educational programs that are almost exclusively "female" or "male" which means that they exist almost exclusively for boys or girls. Very often, this results in a shortage of employees in the field (e.g. nurses/ medical technician). This can be partly explained by the fact that boys or girls are not sufficiently encouraged (or even discouraged) to try out studies/ educational programs beyond gender expectations, which results in a great loss of talent. It should not be forgotten that, as already mentioned, students who do choose gender non-stereotypical occupations very often face adverse reactions and behaviour, both in school as in their social life.

VIDEO:

Gender stereotypes and education

<https://www.youtube.com/watch?v=nrZ21nD9I-0>

EXERCISE 1:

OCCUPATION BY GENDER AND SEX

If I was born as a boy / girl I would have chosen an occupation...

AIM: To look at the process of choosing an occupation from the position of one's gender role

WHAT YOU NEED: flipchart and markers

Duration: 30 minutes

WHAT TO DO: The facilitator introduces the topic and asks participants to think and answer the question: "Which occupation would I choose if I was born in the opposite sex?" After all the answers and explanations are given, the facilitator calls a discussion in order to talk about how gender roles can influence our occupational choice.

EXERCISE 2: **LIFE PATH**

AIM: To look at the process of growing up from the position of one's gender role

WHAT YOU NEED: pens, papers, flipchart papers, crayons, markers
Duration: 60 minutes

WHAT TO DO: Ask participants to imagine their past life divided into three periods: before primary school, primary- middle school, high school. The task is to write individually for each period the answers to the following questions:
What did others impose on you regarding gender?
What was the hardest thing for you?
What was good for you?
Divide participants into small groups of the same gender. The task is to create a poster that will represent the life path of an imagined person whose experiences are a combination of the experiences of all members of a small group. Allow participants 30 minutes to complete this task.

Make a poster presentations and initiate discussion.

EXERCISE 3: **MALE / FEMALE OCCUPATION**

AIM : To raise awareness on the issue of equality between women and men on the labour marke

WHAT YOU NEED: photographs of people involved in different professions
Duration: 45 minutes

WHAT TO DO: Divide a large group into smaller groups. Give each group two photos of a male and female person of the same occupation. Give one half of the same group a photo of a male and give the other half of the group a photo of a female. The group's task is to agree on an imaginary description of the persons from the photographs (first and last name, age, completed education, possible additional education, private life, the salary and who their colleagues are). When they have completed the descriptions, each group presents what they have done while others can comment.

TOPIC 3: DISCRIMINATION ON THE LABOUR MARKET AND IN PENSIONS

Regardless of the fact that women in Croatia account for more than half of the population and are more educated than men (the share of women in higher education in 2017 is 59.7%)²¹, they are in fact the largest social group facing gender discrimination in social, public and in the private sphere.

In practice, discrimination occurs in various areas of public and private life, most often in the field of work and employment, where women constitute the majority of the unemployed, most of the part-time workers, most in the underpaid sectors, most victims of gender or sexual harassment in the workplace. There is still obvious gender segregation in the labour market that is closely linked to the gender pay gap.

These problems further strengthen the existing gap in pensions for

women and men and contribute to a greater exposure of older women to the risk of poverty. According to the research "The Position of Pregnant Women and Mothers With Young Children in the Labour Market"²² conducted by the Ombudsperson for Gender Equality in 2012 in collaboration with the Croatian Employment Service and Roda Association it turns out that 55.3% of women who were pregnant and exercised their legal rights and/or had obligations related to child care, lost their jobs. 34.1% of women did not get a renewal of their employment contracts, and 21.2% of women got fired due to pregnancy and for exercising their birth-related rights. Out of the women who returned to work after the birth, almost half of them were somehow degraded or felt this way: 16.4% were relocated to a worse work position, 14.6% experienced salary reduction, and 9.7% felt they were being denied a job promotion.

²¹ *Žene i muškarci u Hrvatskoj 2019.*, Državni zavod za statistiku, Zagreb, 2019.

²² <https://bit.ly/2yDqB0Q>



It is harder for women to find employment, they are less paid and work in more precarious forms of employment. They are particularly affected by an unequal job division within the family. Family and care responsibilities are still not evenly shared. Even today, predominantly women provide care for children, the elderly and people with disabilities in their families.

Discrimination on the labour market often leads to economic dependency, while economic dependence opens the door to economic and other types of violence.

The results of the case study analysis upon which the Ombudsperson for gender equality acted, classifying areas of discrimination, show that the largest number refers to the area of social security and social welfare and pension and health insurance (24.9%) and the exercise of labour rights (19%), which together makes a significant share of 43.9% which

indicates the same trend in previous years. Complaints continue to be predominantly related to gender discrimination (83.2%) and the majority of complainants are women (71.4%)²³. According to the latest available data from the Croatian Bureau of Statistics²⁴, 59.7% of women hold a degree from the higher education institutions. However, women's employment rate is with 45.6% low. Activity rates for men are higher than the activity rates of women in all age groups from 15 to 64 years. Most worrying is the high difference in the employment rate of women and men in the age group from 50 to 64, which is as much as 15.3 percentage points.

In other words, around 55% of working age women in Croatia are completely outside the labour market, that is without employment, are not self-employed and do not try to actively engage themselves on the labour market.

²³ *Izvešće o radu za 2018. godinu*, Pravobraniteljica za ravnopravnost spolova RH, 2019.

²⁴ *Žene i muškarci u Hrvatskoj 2019.*, Državni zavod za statistiku, Zagreb, 2019.

From the aspect of building human potential or from the aspect of democratization of relations in the labour, it is a devastating fact that 55% of women, who represent almost 52% of the total society, do not participate in the labour market. Moreover, from year to year, the structural complexity of the disadvantaged position of women in the Croatian labour market is becoming more visible.

A series of data points out the deep rootedness of the unequal relationship between women and men on the Croatian labour market. That is why it is important to know what discrimination is and how it manifests itself in the society.

Discrimination

Discrimination in Croatia is defined by the Act on Gender Equality (Official Gazette 82/08, 69/17) and the Anti-discrimination Act (Official Gazette 85/08), so there are mechanisms to protect persons from discrimination on the basis of race, ethnicity, colour, sex, language, religion, political or other beliefs, national or social origin, wealth, union membership, education, social status, marital or family status, age, health status, disability, genetic inheritance, gender identity, and expression or sexual orientation.

Article 5, the Act on Gender Equality:

Gender equality means that women and men are equally present in all segments of public and private life, that they have an equal status, equal access to all rights and equal benefits from achieved results. Discrimination is also represented by harassment and sexual harassment.

Article 8, the Act on Gender Equality:

1. Harassment and sexual harassment shall be deemed to be discrimination within the meaning of this Act.
2. Harassment is any unwanted conduct related to the sex of a person that occurs with the purpose or effect of violating the dignity of a person and of creating an unpleasant, hostile, degrading or offensive environment.
3. Sexual harassment is any form of unwanted verbal, non-verbal or physical conduct of a sexual nature that occurs with the purpose or effect of violating the dignity of a person, in particular when creating an unpleasant, hostile, degrading or offensive environment.

In order to better understand the issue of discrimination and the division into direct and indirect discrimination, we will explain in more detail what constitutes discrimination, with a focus on gender discrimination in the labour and the employment process.

Direct discrimination

Direct discrimination occurs when someone is placed in a less favourable position on one of the prohibited grounds of discrimination, than other persons in a comparable situation without a legitimate reason. The criterion of unequal treatment is one of the prohibited grounds for discrimination. The prohibited grounds for discrimination are: race, ethnicity, skin colour, gender, language, religion, political or other beliefs, national or social origin, property status, union membership, education, social status, marital or family status, age, health status, disability, genetic inheritance, gender identity, expression or sexual orientation. In cases of direct discrimination, the intention and motive of putting a person at a disadvantage is not crucial, but the effect of such adverse treatment is essential. Direct discrimination is most often based on stereotypes and prejudices about a particular individual or social group.

How to recognize direct discrimination?

Today, it is not likely that the employer will explicitly admit that he or she has treated the person less favourably because he/she is a woman/man. The employer will generally express employment and/or promotion criteria in a neutral way (we are looking for a manager) or will justify the decision or practice, which limits one's interest, with some gender-neutral reason. The conditionality of this decision or practice due to affiliation of a person to a particular sex will generally thus remain hidden.

Direct discrimination examples

1. The employer's decision, despite the fact that a qualified woman applied for the position of manager, to repeat the competition due to allegedly insufficient competition, because in essence employer believes that men should be given preference in such a position, because they are "more determined", "sharper", "better leaders", etc.
2. Employer's decision to place women as cashier when scheduling employees, because, in this workplace, customers prefer women because of women has better serving characteristics.

3. Non-renewal of a fixed-term contract during pregnancy or maternity/parental leave.

4. Preventing women from working better paid night shifts, because such is not appropriate with regards to their maternal role or because working at night is more dangerous for women than for men who are physically stronger.

According to data from CESI's legal counselling on labour rights database, discriminatory treatment of employers who do not employ women in the 24-32 age group is evident because of the risk of starting a family. Frequently asked questions by women who report to CESI are also related to the termination of a fixed-term employment contract if they remain pregnant, use sick leave in order to take care of their sick children or due to possible pregnancy complications.

Indirect discrimination

Indirect discrimination exists when a neutral legal norm, criterion or practice place persons of one sex at a disadvantage over persons of the opposite sex. While direct discrimination is easily discernible and relatively easy to eliminate, indirect discrimination is more difficult to detect and prevent, and often does not get the attention of courts.

For example, if part-time work is dominated by women, wage differentials based on the length of work indeed have the effect of different pay for women and men. Usually, such discrimination is applied to women employed on a temporary basis with employers refusing to offer new employment contracts in the case of pregnancy or childbirth. In that case, the neutral norm of termination of fixed-term contract has the effect of prohibited discrimination on grounds of sex. The existence of indirect discrimination may be affirmed by certain practices of employers in determining the conditions of employment and/or occupation of a particular job, such as the requirement of, for example, longer and continuous work experience, longer and continuous work experience in managerial positions, physical characteristics such as height, weight, physical strength and similar. Such selection criteria constitute gender discrimination, regardless of the fact that they are consistently applied to women and men, if it is found that more women than men employed by a particular employer are unable to satisfy such conditions.

Examples of indirect discrimination

1. Organization of training courses outside working hours (on weekends or evenings) can exclude those workers who are interested to participate but cannot attend because of family responsibilities (single parents), thereby persons chances of advancement.
2. The use of length of work experience criteria for a particular type of work is a common example of indirect discrimination. Employers often use it as a condition of promotion. In many cases, the criterion of work experience will be a greater barrier for women than for men, as women are more likely to be absent from the labour market due to the unequal distribution of responsibilities related to child and family care. Therefore, their work experience is often somewhat shorter. In this sense, the application of work experience criteria as criteria for advancement will benefit more men than women.

Gender-based harassment and sexual harassment

Article 8 of the Gender Equality Act states:

1. Harassment and sexual harassment shall be deemed to be discrimination within the meaning of this Act.
2. Harassment is any unwanted conduct related to the sex of a person that occurs with the purpose or effect of violating the dignity of a person and of creating an unpleasant, hostile, degrading or offensive environment.
3. Sexual harassment is any form of unwanted verbal, non-verbal or physical conduct of a sexual nature that occurs with the purpose or effect of violating the dignity of a person, in particular when creating an unpleasant, hostile, degrading or offensive environment.

Examples of harassment:

- setting unrealistic deadlines for the execution of the work task
- frequent (unreasonable, poorly grounded or disproportionate) criticism
- reducing or downplaying work contributions and results
- “double standards” in assessing the speed, quantity or quality of work, ie in the distribution of various benefits or in the manner of communication and treatment.

Examples of sexual harassment:

- Sexual gestures
- Complaints about the way of dressing or behaviour
- Massage of the neck or shoulders
- Touching a person's clothing, hair or body
- Hugs, kisses, taps or caresses
- Sexually suggestive signals
- Rape or sexual assault either attempted rape or sexual assault
- Different jokes about women (e.g. popular jokes about blondes).

Examples of gender-based harassment:

- sexual comments or allusions
- turning work discussions into sexual topics
- telling sexual jokes or stories
- personal questions about social or sexual life
- telling lies or spreading rumours about someone's sex life
- whistling for someone
- imposed, unsolicited drink calls, unsolicited SMS messages and e-mails
- "measuring the person" (from head to toe).

VIDEO:

Finansförbundet on Equal pay: What do these kids understand that your boss doesn't?

https://www.youtube.com/watch?v=snUE2jm_nFA

The gender pay gap in Croatia

<https://www.youtube.com/watch?v=mGnIDlp7y7I>

Gender Pay Gap in Europe

<https://www.youtube.com/watch?v=IWN0QKbqP04>

Representation of women in managerial positions - Gender Equality Ombudswoman

https://www.youtube.com/watch?v=pAyCe_2zmXo

You could walk in her shoes, but you wouldn't change want to change with her - Radnica.org

https://www.youtube.com/watch?v=BP_LqW0hNRO

EXERCISE 1: **THE TRAIN OF TOLERANCE**

AIM: to raise awareness related to the differences and stereotypes we have against different members of society, which are also transmitted to the labour market and lead to discriminatory practices and procedures.

WHAT YOU NEED: a sheet of paper with the text written below and instructions for solving the task, pens for the participants

WHAT TO DO: distribute the exercise text to the participants in the group and ask them to read the instructions and solve the task. Allow ten minutes for participants to complete the task.
Duration: 30 minutes

Text:

In Zagreb, you are buying a ticket for Eurail and boarding a fast train called "All Different, All Equal", which travels through Europe from Zagreb to Moscow for 15 days. The train is divided into coupés and there are at least 4 passengers in each of them. That means you have to share the coupé with three other people. When you buy a train ticket, you get a list of your potential companions and then you choose three people you

would most likely travel with and three people you would like to avoid sharing a coupé with at all costs.

Assignment: Choose three people to travel with and three people you do not want to travel with.

1. Female expert in bioenergetics traveling to an alternative medicine symposium
2. A DJ from Italy who seems to be financially well settled
3. An African woman selling leather goods
4. A young artist, HIV positive
5. A Gipsy from Hungary just released from prison
6. A Basque nationalist who regularly travels to Russia
7. A German rapper with a very alternative lifestyle
8. A blind accordion player from Austria
9. A successful entrepreneur originally from inland Dalmatia
10. A middle-aged Romanian woman who does not have a visa and holds a one-year-old child in her arms
11. A feminist from the Netherlands
12. A skinhead from Sweden
13. A professor from Harvard University going to Moscow in order to give a lecture at Lomonosov University
14. A Dinamo Zagreb fan (BBB)

15. A prostitute from Poland currently living in Berlin
16. A French farmer who only speaks French and has a basket full of cheese
17. A folk Singer on verge of a big break through
18. A professor at the Faculty of Economics and Business in Zagreb who is going on a study trip to Finland
19. The assistant Ombudswoman for Animal Rights
20. An obese stockbroker from Switzerland
21. A priest traveling to a small town in the Austrian Alps for a transposition.

EXERCISE 2:

MEN ARE...!/WOMEN ARE...!

AIM: to examine how gender roles affect discrimination and gender inequality

WHAT YOU NEED: smaller ball or an object that can be handed out, flipchart paper, markers

Duration: 30 minutes

WHAT TO DO:

1. Ask participants to stand in a circle with one person in the middle of the circle holding the ball or an object that can be handed out. If there are a large number of participants, form two smaller circles.
2. The person with the ball in the middle randomly says, "men are ..." or "women are ..." and passes the ball/object to a person in the circle. The selected person completes the phrase in one word. The reaction should be spontaneous. After the phrase is uttered, the person should return the ball to the person in the centre and exit the circle.
3. The facilitator should record all replies on a flipchart paper or on a whiteboard, divided into two columns with the headings: "men are ..." and "women are ...".
4. After all participants have responded and there no longer is a circle, they should be divided into groups of four or five participants. Ask participants to review and comment the words written on paper, they can even write them down. No discussion needed in the large group at this time.
5. Once the discussions in the groups are finished and everyone is back in the complete group, encourage discussion in the large group by asking how gender stereotypes can lead to gender discrimination and gender inequalities.

TOPIC 4: RECONCILIATION OF PRIVATE AND PROFESSIONAL LIFE

Reconciling the responsibilities of providing care for others and professional obligations is a challenge for women who become mothers in almost every OECD country²⁵. In fact, in the division of workload within the family, women are taking much more care for children, elderly and people with disabilities than men do, and are also more responsible for domestic chores.

Women who become mothers are more likely to lose their jobs or to experience that their motherhood role has a negative impact on their careers. Moreover, if a woman has never entered the labour market or has been excluded from the labour market in some way, it will be more difficult for her to enter the labour market after becoming a mother.

Traditional gender roles lead to a division of domestic chores/ responsibilities and caregiving activities for children and other family members. Although the patterns of gender roles within families are gradually changing,

primarily because of the financial sustainability and professional engagement that both women and men have, women still spend the most of their time, in work related to family and managing the household.

Consequently, exactly these types of work affect a woman's position on the labour market and employment. Although women in the EU and Croatia make up the majority of highly educated persons and are ready for professional engagement when they leave the education system, they immediately face gender discrimination when entering the labour market. In the process of finding a job which includes a job interview, employers would more often ask women questions related to family planning and/or reconciliation of family responsibilities, which are certainly deemed discriminatory issues. Although this practice of direct discrimination is banned in most EU countries, employers continue to completely unjustifiably invade people's, respectively future employees' private sphere.

Many studies conducted in EU countries show that women often face discriminatory practices and procedures in the workplace.

²⁵ *Babies and Bosses - Reconciling Work and Family Life: A Synthesis of Findings for OECD Countries*, OECD Publishing, Paris, 2007.

For instance, due to a part-time work, going on sick leave for childcare, using maternity or parental leave, going to parent's meetings - women are paid less than their male colleagues. It is interesting that we, as society in general, treat men who choose to take on the role of caregiver in the family equally discriminatory as women in same position. We should also not forget single-parent families who do not have the opportunity to share the workload related to domestic chores. That is why it is extremely important for states to take on most of the burden by investing in support and care institutions for children and elderly members of society (kindergartens, one-shift schools, day care centers and homes for the elderly and infirm). This means increasing funding at national and local level for measures and programs that will provide a support network that directly affects the sustainability, inclusion and equal opportunities of the working population.

VIDEO:

World's Toughest Job

<https://www.youtube.com/watch?v=HB3xM93rXbY>

Equality - Gender Equality Ombudswoman

https://www.youtube.com/watch?time_continue=194&v=St1dQfYOTEM

EXERCISE 1:

WORKING DAY OF A WOMAN AND A MAN

AIM: to raise awareness regarding the issue of equality of women and men in private and professional life

WHAT YOU NEED: family descriptions you prepare in advance, flipchart, markers

Duration: 45 minutes

WHAT TO DO: Divide the group into smaller subgroups of 4 to 6 people. Give each group a task to create a daily schedule (from waking up to going to sleep) for all adults in the family, according to the family description the group received on an already prepared sheet of paper. Once the groups have completed the descriptions, they can present to others and a discussion can take place.

EXERCISE 2:

The questionnaire **"Family care responsibilities"** can be read aloud by the educator (she/he can also present it through a projection of the document in order to make it easier for the entire group to observe). The participants share what is noticed, question by question. Educators can help participants and aide them to answer the questions. The questionnaire can be used partially or as a stimulus for group discussion.

QUESTIONNAIRE

FAMILY RESPONSIBILITIES (multiple answers can be marked)

During a TYPICAL WEEK, in your primary family, who performs?

	MYSELF	Spouse / Partner	Children	Other household members	Other non-household members
Domestic chores (cleaning, laundry, ironing, sewing ...)					
Cooking					
Shopping for the family (groceries, other)					
Maintaining relationships (relatives, friends...)					
Repairs and maintaining the house					
Interaction with institutions (conversations and meetings at school, local and state government bodies, etc.)					
Finances (paying bills, dealing with banks...)					
Gardening and pet care					
Organization of family life					

CHILD CARE

How and who is responsible for child care within the family?

	Yes/No	Where?	The reason for selection: 1 Timing suits me 2 Near the place of residence 3 Quality of service 4 Lack of facilities near me			
Nursery	1. Yes 2. No		1	2	3	4
Kindergarten	1. Yes 2. No		1	2	3	4
Full-day kindergarten	1. Yes 2. No		1	2	3	4
After-school activities	1. Yes 2. No		1	2	3	4
Social centre	1. Yes 2. No		1	2	3	4
Babysitting during shopping	1. Yes 2. No		1	2	3	4
Playgroups	1. Yes 2. No		1	2	3	4
Community centres in the neighbourhood	1. Yes 2. No		1	2	3	4
Summer camps	1. Yes 2. No		1	2	3	4
Other:	1. Yes 2. No		1	2	3	4
_____	1. Yes 2. No		1	2	3	4

HOW ARE THE RESPONSIBILITIES REGARDING CHILD CARE DIVIDED INSIDE THE FAMILY (IN A "TYPICAL" WEEK)?

Multiple answers can be marked.

	MYSELF	Spouse/ Partner	Household members	Others, not household members		
				5 Grandmother and grandfather	6 Nanny	7 Other people
Personal hygiene (bathing and dressing)	1	2	3	5	6	7
				spec. _____		
Bringing to/out of kindergarten/school	1	2	3	5	6	7
				spec. _____		
nannies, grandparents						
Accompanying to/from different activities (to the doctor, sports activities and other)	1	2	3	5	6	7
				spec. _____		
Play (recreational and leisure activities you spend with your children)	1	2	3	5	6	7
				spec. _____		
Shopping (clothes, school supplies)	1	2	3	5	6	7
				spec. _____		
Assistance with schoolwork	1	2	3	5	6	7
				spec. _____		
Interaction with school, sports and recreational facilities	1	2	3	5	6	7
				spec. _____		

PROVISION OF CARE FOR ELDERLY AND/OR PERSONS WHO CAN'T TAKE CARE OF THEMSELVES

Do you provide care to older persons and/or persons who can't take care of themselves?	Yes	Those persons are:	• household members
	No		• not household members

How are the responsibilities of providing care for these persons divided within the family?

	MYSELF	Spouse Partner	Household members	Others Caregivers:	
Personal assistance (hygiene, help with getting dressed)	1	2	3	4	5
			spec. _____	spec. _____	
Apartment/House maintenance and care (if the person no longer lives in it or if it is a non-household member)	1	2	3	4	5
			spec. _____	spec. _____	
Meal preparation and feeding assistance	1	2	3	4	5
			spec. _____	spec. _____	
Accompanying when going to hospital, meetings, and the like, as well as doing shopping	1	2	3	4	5
			spec. _____	spec. _____	

TOPIC 5: GENDER MAINSTREAMING

More countries today are putting attention to determine the consequences of planned actions have on men and women with the aim of achieving gender equality.

Different experiences of men and women are taken into account and set as an integral dimension in the design, implementation, monitoring and evaluation of policies and programs for the equal benefit of men and women in all political, economic and social spheres.

Gender equality is a social issue, not just a "women's" issue.

The Council of Europe defines the process called gender mainstreaming, as "reorganization, improvement, development and evaluation of political processes so that the gender perspective is mainstreamed in every policy at all levels and in all actions (including all segments of its development) by the participants commonly involved in policymaking".

Gender equity and gender equality

Gender equality means that men and women enjoy the same status and have the same conditions to realize all their potential to contribute to the political, economic, social and cultural development of their economies/ countries and to benefit from the results. This means that one's rights and abilities do not depend on being women or men. Likewise, equality is an equal social valuation of the similarities and differences between men and women and the roles they perform. Gender equality can only be achieved through a partnership of men and women.

Achieving equality does not mean that men and women are treated equally, but that one's rights or opportunities do not depend on the fact that they are male or female. Gender mainstreaming requires that women's interests and needs shape community decisions to the same extent as men's interests and needs.

Croatia has established, at national and local levels, enforcement mechanisms for the monitoring and the implementation of gender mainstreaming policy and the Gender Equality Act.

In the Republic of Croatia, these are the following bodies: Gender Equality Committee of the Croatian Parliament; Gender Equality Office, Government of the Republic of Croatia; Ombudsperson for Gender Equality as an independent anti-discrimination body in the field of gender equality; commissions for gender equality at the local level, coordinators for gender equality in state administration bodies and coordinators for gender equality in public administration offices.

Gender budgeting is an integral part of gender mainstreaming. The key factors that enables the creation of a gender-sensitive budget are:

- Political will and political leadership
- High commitment of public administrative institutions
- Improved capacity of civil servants
- Participation of civil society
- Gender-disaggregated data.

Gender-sensitive budget provides funding for the implementation of measures and programs developed at national and local levels for the purpose of implementation of gender mainstreaming policy and does not necessarily mean creating new budget items, but a redistribution of items, in line with the analysis of needs that girls and boys, women and men as well as older women and men have in society.

EXERCISE: **BORN EQUAL**

AIM: to identify discrimination experienced by women and other minority groups; familiarization with the notion of cumulative discrimination and positive action.

WHAT YOU NEED: paper, pens, flipchart, markers, cards with identities (woman, man, Gipsy woman, lesbian, lesbian Gipsy women, Gipsy man, homosexual, Gipsy homosexual), large room
Duration: 90 minutes

WHAT TO DO: divide participants into four small groups. Ask the first group to write, on a large sheet of paper, five advantages, and on the second sheet of paper five disadvantages of being a woman. The second group should write five advantages and five disadvantages of being a man, the third one the same for homosexuals and the fourth one for Gypsies. Then ask the participants to replace the papers so that the first group gets the lists of advantages and disadvantages of being homosexual, the second group with advantages and disadvantages of being a member of the Gypsy minority, etc.

Next the participants must rank, on a scale from 1 to 5, how important each of these advantages/disadvantages are for the life of an individual.

For example, the statement "Wear attractive clothes" can get 1, while the statement "Do not have enough food" can get 5.

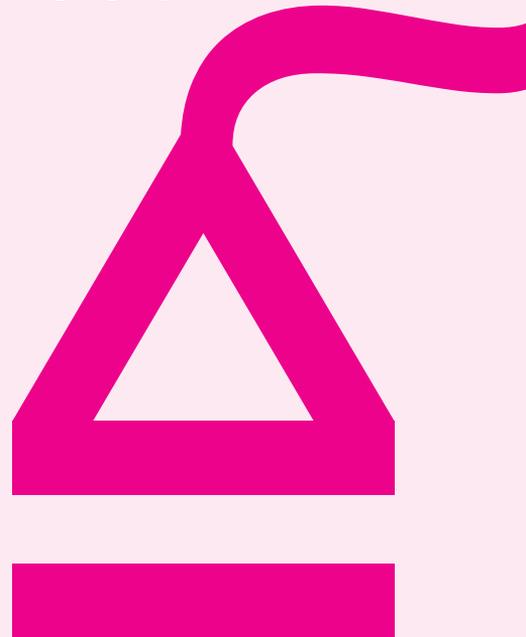
Draw a line in the middle of the room. Tell the participants that this is the starting line and ask them to stand on the line. Explain to them that all participants were born on the same day and, according to the Universal Declaration of Human Rights, all human beings were born free and equal in dignity and rights.

Have them pull out a card out of the bag/hat with the name of the group(s) they belong to. The following groups are possible: woman, man, Gipsy woman, lesbian, lesbian Gipsy women, Gipsy man, homosexual, Gipsy homosexual.

Read through the list the pros and cons of different groups. It will be easier for you to print out the advantages and disadvantages in advance (e.g. during a break), randomly from all lists on a single piece of paper. Advantages are marked with a plus (+) sign, while the disadvantages are marked with a minus (-) sign.

For each advantage, the members of that group make as many steps forward as the rank of that specific characteristic, and for the disadvantages, the same number of steps backwards.

Go through all the pros and cons on the list. Eventually, participants will end up in different places in space. Ask those who have gone furthest on both sides what groups they belong to and how they feel in their positions. What do they want to say to the rest of the group? How would they feel if they were in another group? What measures can be taken to improve the situation of a disadvantaged group?



Emphasize that this activity indicates how cumulative discrimination works to destroy the principles of the human right to equality. If you push a part of the group that is on the minus (-) side towards the line, you can indicate what positive discrimination is for.

Emphasize that positive discrimination calls for different treatment of groups in order to end inequality and strengthen autonomy. In order to ensure fairness, measures must be such as to compensate for the historical and social disadvantages that prevent men and women from moving from equal positions.

NOTE!

It is a good idea to take a break after the participants have finished ranking so that you have time to compile a list that will make it easier for you to continue with the exercise.

6. EVALUATION

This is an example of evaluation questions used at workshops conducted within the project in order to measure changes in attitudes of participants.

QUESTIONNAIRE

1. Sex

1. Female
2. Male

2. Age

1. up to 25
2. 26 - 35
3. 36 - 45
4. 46 - 55
5. 56 and over

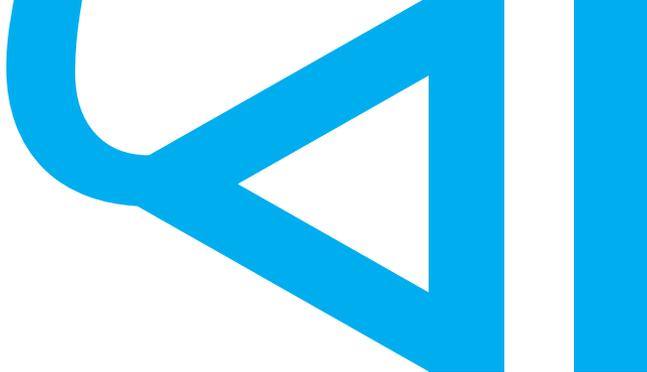
3. Education degree

1. Vocational high school or lower
2. Four-year high school or gymnasium
3. Undergraduate degree
4. College
5. Postgraduate study (Master's degree)
6. Doctorate

4. To what extent has this workshop influenced your attitudes towards the following social differences and issues? Rate the impact of this education.

Rate the impact of this education.

	Little or not at all	Moderately	Entirely
1. Differences in the education of women and men	1	2	3
2. Division of jobs in the society into women's and men's	1	2	3
3. Unequal social evaluation of the work of women and men	1	2	3
4. More difficult employment of women with respect to children and family responsibilities	1	2	3
5. Employer's preferences during recruitment	1	2	3
6. Wage differentials between women and men	1	2	3
7. Distribution of high-paying jobs between women and men	1	2	3
8. Underestimation of women's professional abilities compared to men	1	2	3
9. Shorter working life for women and early retirement	1	2	3
10. Slower and harder progress in the career of women compared to men	1	2	3
11. The impact of non-work related responsibilities (household, children, elderly) on dedication to work.	1	2	3
12. Employers' attitudes towards pregnant women and mothers	1	2	3
13. Overtime work of women and men	1	2	3
14. Representation of women and men in management positions	1	2	3
15. Legislation governing the wages	1	2	3
16. Differences in pensions of women and men	1	2	3



5. QUESTION FOR STUDENTS ONLY

Did this workshop encourage you to think about choosing another atypical career related to your gender?

Please select one answer.

1. Little or not at all
2. Moderately
3. Entirely

6. QUESTION FOR MANAGERS ONLY

Is it likely that the institution you work for could take greater care of policies and strategies in order to reduce the gender pay and pension gap?

1. Not likely
2. Likely
3. Highly likely

In addition to these survey questions, other questions may be asked that are important to you as an educator in order to assess the satisfaction of the participants.

Some questions that can be asked in the survey questionnaires:

1. What knowledge and information given to you would you consider to be the most important?
2. How satisfied are you with the work of the trainer (on a scale from 1 to 5)?
3. Are the workshop topics clearly presented?
4. Which of the workshop topics do you find most relevant to your work?
5. Do you have any additional suggestions or comments related to the trainings?
6. Do you now have more knowledge and information about the gender pay and pensions gap?
7. Do you want to know more about a particular topic? Please explain.

7. PROGRAM OF WORKSHOPS CONDUCTED WITHIN THE PROJECT

During the project, workshops have been conducted for groups of 50 people of different age, social and professional roles (high school students, decision makers at local level, union representatives, employer representatives, as well as pensioners). The designed program was created for the purposes of the project and can be used for the preparation of similar trainings.

EXAMPLE OF WORKSHOP PROGRAM

DAY 1

- Greeting and introduction to the workshops/ work information
- Introduction to the problem of equal pay and pensions + exercise
- Introduction to sex and gender + exercise
- Break
- Examples of good practices in achieving pay and pensions equality
- How education affects the problem of unequal pay

- The importance of reconciling family and professional life to achieve equality in the labour and in the pension system
- Gender mainstreaming + exercise

DAY 2

- Introducing the World cafe method of work and division by topic:
 - Education
 - Gender stereotypes in society
 - Labour market
 - Pension system and the poverty of the elderly
 - Work-life balance
 - Group work
- Break
- Group discussion and conclusions, making recommendations for achieving equal pay and pensions for women and men
- Final evaluation/Questionnaire.

8. LITERATURE/ SOURCES

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Bossaert, Sarah: *Wie voert het hoogste woord?: interactie in het eerste leerjaar basisonderwijs vanuit genderperspectief*, Brussel: Vrije Universiteit Brussel, 2009.

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<http://stari.cesi.hr/hr/spol-i-rod-pod-povecalom-2-prosireno-izdanje/index.html>

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Pravobraniteljica za ravnopravnost spolova RH, 2019.
<http://www.prs.hr/index.php/izvjesca/2018>

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Pokazatelji siromaštva i socijalne isključenosti u 2017., Državni zavod za statistiku, Zagreb, 2018.
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https://narodne-novine.nn.hr/clanci/sluzbeni/2014_07_93_1872.html

Zakon o ravnopravnosti spolova (NN 82/08, 69/17)
<https://www.zakon.hr/z/388/Zakon-o-ravnopravnosti-spolova>

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<https://bit.ly/2VzFkTJ>

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9. USEFUL LINKS

Ombudsperson for Gender Equality

<https://www.prs.hr>

IDIZ - Institute for Social Research in Zagreb

<http://www.idi.hr/>

CESI - Center for Education, Counselling and Research

<http://cesi.hr>

Trade Union of Retired Person in Croatia

<https://www.suh.hr>

Institute for the Equality of Women and Men

<https://igvm-iefh.belgium.be/en>

Project Gender Pay Gap: New Solutions for an Old Problem

<http://genderpaygap.eu/>

JUMP - Juggling Motherhood and Profession

<http://www.jumpproject.eu>

European Institute for Gender Equality:

<https://eige.europa.eu>

The European Union Agency for Fundamental Rights (FRA):

<https://fra.europa.eu/en>

World Economic Forum:

<https://www.weforum.org>

Report on the implementation of Commission Recommendation on strengthening the principle of equal pay between men and women through transparency

<https://ec.europa.eu/transparency/regdoc/rep/1/2017/EN/COM-2017-671-F1-EN-MAIN-PART-1.PDF>

The gender pay gap in the EU:

https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/equal-pay_en

The World Bank: Women, Business and the Law:

<http://wbl.worldbank.org>

Council of Europe:

<https://www.coe.int/en/web/european-social-charter/-european-social-charter-and-european-convention-on-human-rights>

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