

Role of career guidance in promoting gender equality

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What's the Difference?

- Sex determination occurs by the presence or absence of a **Y in the 23rd pair of chromosomes** in the human genome.
- The differences between the sexes in **body composition** are well known: males typically have proportionately more muscle mass, more bone mass, and a lower percentage of body fat than women.
- There many such **variations** and differences.
- This has led to the belief that men are **superior** to women.

Does the Brain have a Gender?

This is a **male** brain:

This is a **female** brain:

They are different from each other because...



TRUE OR FALSE?
FALSE!

- It's bigger.
- It weighs more.
- Processing is faster.
- It's more analytical and better at math.
- More grey matter.

- It's smaller.
- It's lighter.
- Its processing is slower.
- It's more intuitive and better at history.
- More white matter.

Does the Brain have a Gender?

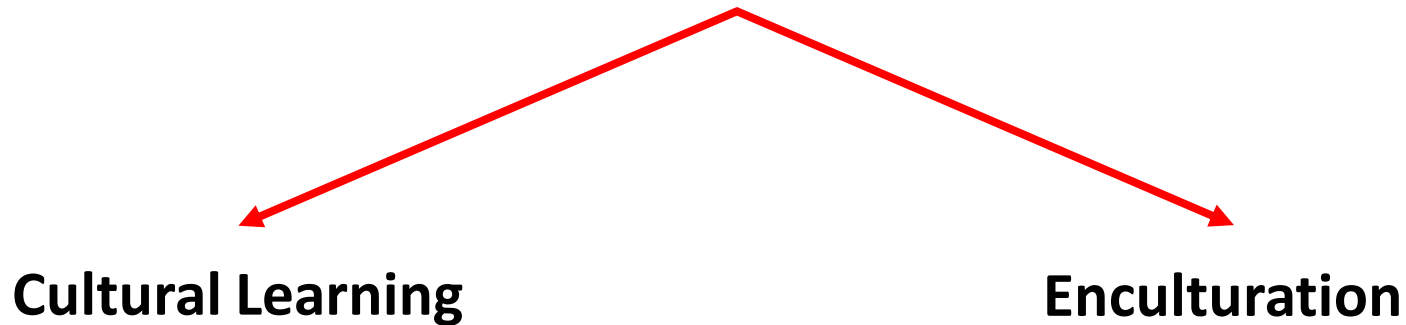
Gina Rippon: The Gendered Brain (2019)

- Differences do exist between human brains, but these are related to **individual differences**, not to gender.
- Reviews of modern neuroscientific studies have identified no decisive, **category-distinguishing differences** between the brains of men and women.
- Social cognitive neuroscience points to the surprisingly weak evidence for brain sex differences in **newborns**.
- The brain is no more gendered than the **spleen** or **stomach** or **kidneys**!
- Then... if it's not brain structure, how do we explain the characteristic **differences** in **behaviour**, **interests** and even **career** orientations between men and women?

Does the Brain have a Gender?

Gina Rippon: The Gendered Brain (2019)

- Most of us remain strapped in the “**biosocial straitjackets**” that divert a basically **unisex brain** down one **culturally gendered pathway** or another.
- “a gendered world will produce a gendered brain”.



Concept 1: Cultural Learning

- a uniquely **human** feature.
- makes **imitative learning** possible.
- **not** taught or genetically acquired.
- results just from **participating** in a culture.
- Is usually **one-way**.
- Is **not** the result of reasoned thinking.
- **Identification** with a source of information.
- Is an **unconscious** absorption.
- The learning is **deep**.



Concept 2: Enculturation

- **Socialization** is a broader concept: The process of learning how to live in a way acceptable to one's own society; interacting with others; being social.
- **Enculturation**: process by which people **learn** the **obligations** of the culture that enfolds them, assimilate the **values** of that culture, and acquire the **behaviours** that are suitable and obligatory in that culture—for **specific** practices.
- Enculturation has greater specificity to particular **groups** and to particular **practices**.

Cultural Preparedness



Cultural Preparation Status **Equilibrium**

Enculturation places the individual in a unique state of equilibrium.

- A state of **rest** or **balance** about engaging with tasks.
- **Mental** or **emotional** balance.
- **Internal** stability.
- **Habituation** to doing something in a certain way.
- A **stable** state of existence.
- **Routinisation** of requirements.
- **Career beliefs** are an outcome of this interaction and contribute to the maintenance of this equilibrium.

It is not about

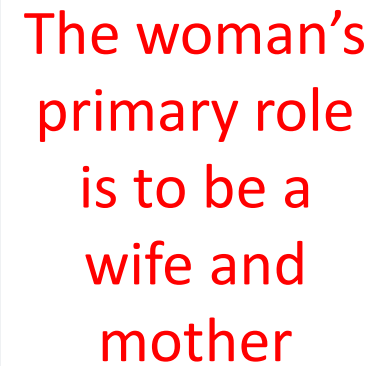
- right and wrong,
- correct or incorrect,
- appropriate or inappropriate

It is about

How I have been brought up to behave.

Culture and Role Allocation

- Roles define the individual's relationship with a **social group**. The acting out of a role is controlled by a reciprocal **give-receive dynamic** between the individual and society and is characterized by **culturally defined** norms, rules, and behaviors.
- An **ascribed role** is a set of obligations that are assigned to the individual by the group.
- An **achieved role** is voluntarily assumed by the person. It could reflect the person's effort, recognition of skills, manifestation of interests, and expression of abilities



The woman's
primary role
is to be a
wife and
mother



Career
Professional

Culture and Role Allocation

- Ascription of roles are most often **automatic**.
- They become **habits of expectation and thought**.

Career Guidance as a tool to Promote Gender Equality

*Interrupt the **automaticity** of gender role allocation.*

- **Gender lightbulb exercise:** Reflect on when you became aware of **being treated differently** because of your gender.
 - For example, a girl not being allowed to play football, or a boy being told he shouldn't play with dolls.
 - Bring the discussion toward how this could have become a career belief – **a thought habit.**

Career Guidance as a tool to Promote Gender Equality

Confront the automaticity of gender role allocation.

- **Identify** enculturated career beliefs and **put them on the table** for discussion.
- For example, discuss why a boy “**can’t**” be a nurse and girl “**can’t**” be an engineer.

Career Guidance as a tool to Promote Gender Equality

Focus on the person first

- E.g., don't push the STEM agenda merely because it is male dominated!
- Focus on the individual as person.



Concept 1: Cultural Learning



GIRLS DAY KOSOVO - LEGISLATION ON CG INCLUDING GIRLS' DAY

- Law on VET- career guidance and counselling is mandatory for VET institutions. Article 6, paragraph 3.3.
- “Administrative Instruction (MEST)No. 01/2014”, which is now applicable to the organization and planning of the educational process in VET, obliges VET institutions to send students on internships, organize “open door” days for students in the ninth grade (age 15).
- The AI (MEST)No. 01/2014, “Girls Day” for one day girls get to experience an occupation which is considered to be a man’s occupation through a “trial day”.
- CG centers in VET schools have in their yearly plan to organize Girls’ Day:
 - taking girls to visit a successful business lead by women
 - inviting successful women to speak to students about their career paths

LUMNIE MEHMETAJ, CAREER GUIDANCE CONSULTANT

SCHOLARSHIP FOR GIRLS IN STEM



GIRLS IN ICT





BREAKING gender stereotypes in Estonia, Iceland and Lithuania

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On-line peer-learning event - June 22nd, 2023
Career Guidance for Gender Equality by ETF



erasmus+ and
european solidarity
corps agency



REPUBLIC OF ESTONIA
EDUCATION AND YOUTH BOARD



Co-funded by
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#BREAK! FREE FROM GENDER STEREOTYPES

Toolbox for addressing gender equality and gender stereotypical career development

TV episodes
“Why not?!”

Alternative
endings

Learning materials

Website with all
outputs: brea-k.eu/

Photo
exhibition

Kahoo
t
game

Radio
shows

online game
FACE or FACT



Training of
practitioner
s

County visits with
young actors

Policy
recommendations

Career Guidance for Gender Equality

CASE: Reimagining Education for Marginalized Girls and Boys during and post COVID-19 in Bosnia and Herzegovina, project by ILO

- **Focus and rationale of the project – girls in STEM**
- **Challenges – social, educational**
- **Principles of the intervention - transforming stereotype beliefs**
- **Outputs - tools for empowerment of girls for career management**
- **The effects**
- **Future steps**

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#CHOOSE STEM FUTURE

Campaign Goals: Awareness; to motivate, encourage, and inspire young girls to enroll in STEM education/careers

Targeted Locations: Western Balkans

Means: social media posts, Google Ads, sponsored materials

Timeline: until July 2023 /for sponsored formats/

