



Final working group report:

# Youth and gender in the European Social Fund

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The European Community of Practice on Gender Mainstreaming (2010-2014) was a community dedicated to integrating the gender dimension into the European Social Fund (ESF) programmes (2014-2020) in relation to the EU 2020 strategy. The goal was that gender mainstreaming shall be an integral part of future ESF management – from planning, programming, implementing to monitoring and evaluation. The network was funded by the European Commission. Find out more on [www.gendercop.eu](http://www.gendercop.eu)

## INTRODUCTION

One of the aims of the **Europe 2020** strategy is to achieve Inclusive Growth. This means ensuring access and opportunities for everyone throughout the lifecycle by empowering people through high levels of employment, investing in skills, fighting poverty, and modernising labour markets, training and social protection systems so as to help people anticipate and manage change and build a cohesive society. This will only be possible, however, if full use is made of labour potential, which includes implementing gender equality policies and paying special attention to the integration of young people into the labour market.

The current precarious position of young people in the labour market in Europe explains why it is so important to invest in youth and to include the issue in the European key policy objectives.

In general, young people's difficult position in the labour market is evident throughout Europe; in recent years the youth labour-market performance deteriorated as activity and employment rates fell while unemployment increased.

In particular, young people face specific difficulties in the transition into work. In 2011 the youth unemployment rate (15–24) was 21.4% in EU27. The discouragement caused by the lack of job opportunities has raised inactivity rates (also for young highly educated workers), and a significant portion of young people are not in employment, education or training (NEET). In fact NEET rates (15–29) in EU-27 are 17.5% among young men and 13.4% among young women ("Starting fragile – Gender Differences in the Youth Job market", DG Justice, April 2013).

The situation of young people in the labour market has worsened because of the economic crisis, but also because of changing labour market conditions, with flexible forms of employment such as part-time work, fixed-term contracts and self-employment gaining importance.

As women traditionally have a more vulnerable position in the labour market, the situation may be even more insecure for young women. They are more likely than young men to be not in employment, education or training, mainly because they are more likely to be out of the labour force (or inactive) (Starting Fragile, April 2003).

For example, among the NEET group, 42.4% of young men are involved in active labour market measures, while only 32.6% of young women are. The share of young men is especially higher in training (59.5% of young beneficiaries) and start-up incentives (62.9%). Furthermore, women are underrepresented in apprenticeship schemes to facilitate school-to-work transition. All in all they seem to benefit less from public support in many Member States (training programmes, apprenticeships, etc.). Young men more frequently experience a successful transition path (i.e. one leading to a permanent contract). In contrast, young women are more likely to be part-time and temporary workers (with 29% of young women compared to 14% of young men employed part-time in EU27) and to start in the doubly precarious position of a temporary, part-time job. Being in charge of family responsibilities combined with a lack of childcare facilities is still a cause of female inactivity, so that the presence of children remains a key factor regarding gender gaps. Plus, long periods of

unemployment, caused by working part-time and interrupting one's career due to care responsibilities, have a negative impact on pensions.

Based on these statements, we can point out the importance of the adoption of a gender mainstreaming approach and the relevance of specific gender measures in the elaboration of policies for young people.

In the new European Strategy for smart, sustainable and inclusive growth a fair share of attention is given to youth.

**The Youth Employment Initiative** is part of the **European Employment Strategy**. By reinforcing and accelerating measures outlined in the **Youth Employment Package**, it aims to support in particular “young people not in education, employment or training in regions with a youth unemployment rate above 25%.” It has a budget of €6 billion for the period 2014–20: “The funds would be available for EU countries to finance measures to implement in the eligible regions the Youth Guarantee Recommendation agreed by the EU's Council of Employment and Social Affairs Ministers on 28 February. Under the Youth Guarantee, Member States should put in place measures to ensure that young people up to age 25 receive a good quality offer of employment, continued education, an apprenticeship or a traineeship within four months of leaving school or becoming unemployed or leaving formal education.” All this is to be done by means of building up partnership-based approaches, early intervention and activation, and supportive measures for labour market integration.

**Youth on the Move** is one of the flagship initiatives of the Europe 2020 strategy. It aims to improve young people's education and employability, to reduce high youth unemployment and to increase the youth-employment rate – in line with the wider EU target of achieving a 75% employment rate for the working-age population (20–64 years). This is to be done by making education and training more relevant to young people's needs; encouraging more of them to take advantage of EU grants to study or train in another country; and encouraging EU countries to take measures to simplify the transition from education to work.

Young workers are very often hired via temporary contracts, which may allow firms to test the skills and productivity of workers before offering them an open-ended job. However, too often, temporary contracts are just a cheaper alternative to permanent ones, particularly in countries where the gap between these contracts is high when it comes to dismissal regulations (e.g. severance pay, notice periods, possibility to appeal to courts). There, the result is a segmented labour market, where many young workers experience a sequence of temporary jobs alternating with unemployment, with little chance of moving to a more stable, open-ended contract and making regular contributions to pension provisions. Young women are particularly at risk of falling into this segmentation trap. The successive use of such contracts should be limited, since it is bad for growth, productivity and competitiveness.

Moreover, within the **European Platform against Poverty and Social Exclusion**, education and training are considered key elements to break the cycle of disadvantage and inequality, and high-quality early childhood education is viewed as a “sure start” in life. The Platform aims to make education and training systems more inclusive and to reduce school drop-out rates (Target 2020: less than 20% of early leavers from education). Furthermore, it is important to invest in new skills and competences as a clear way to enhance the employability of young people, to make policies to combat early school leaving, and to

promote more effective interventions at all levels of education against the cycle of disadvantage.

Also in the **New Skills for New Jobs** initiative, in order to achieve “a more skilled workforce” (knowledge and learning capacities), young people are defined as a specific target group, and specific attention is directed to women, with a focus on the pay gap. Age is also an issue to be considered when it comes to gender discrimination.

In the **European Social Fund**<sup>1</sup> regulation, particular attention is given to youth issues: *The Union is confronted with structural challenges arising from economic globalisation, technological change and an increasingly ageing workforce and growing skills and labour shortages in some sectors and regions. They have been compounded by the recent economic and financial crisis, which has resulted in increased levels of unemployment, hitting in particular young people and other disadvantaged people, such as migrants and minorities.*

The ESF mission, stated in **Article 2**, confirms the importance of *Sustainable integration into the labour market of young people, in particular those not in employment, education or training, including young people at risk of social exclusion and young people from marginalised communities* and the need to *encourage a high level of education and training for all and support the transition between education and employment for young people, also through the implementation of the Youth Guarantee.*<sup>2</sup>

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<sup>1</sup> REGULATION (EU) No 1304/2013 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 17 December 2013 on the European Social Fund and repealing Council Regulation (EC) No 1081/2006.

<sup>2</sup> <http://www.youth-guarantee.eu/>

## THE MAIN GENDER ISSUES

1. How to prevent early school leaving and how to overcome stereotypes in choice of educational paths

*Indicators:*

- early leavers from education and/or training by sex
- (inactive) NEETs by sex

2. Reconciliation work/private life

*Indicators:*

- part-time work by sex
- research/measures taken to reconcile work and private life

3. The structure of the labour market marginalises young people and works counter-productively when it comes to gender equality

*Indicators:*

- unemployment (up to age 30) by sex
- gender pay gap (up to age 30) by sex
- businesses started by men and women (up to age 30)
- qualitative research done on the issue

### **1. Youngsters at school (age 12–18)**

- train the teachers and provide the necessary tools
  - use a participatory methodology (by involving the young people themselves)
  - overcome gender stereotypes
  - create a vision of gender equality
  - make room for different gender identities and expressions
  - use prevention strategies for teenage pregnancy
- career choices should already be discussed at school
  - overcome gender stereotypes
  - provide information on rights, consequences of certain choices, gender equality on the labour market, etc.

### **2. Early leavers from education (age 12–30)**

- develop integrated pathways for these young people and take into account gender perspectives
  - involvement of employers in the training (with gender perspective)
  - centralised support for young people
  - link with poverty and how to tackle that issue
  - prevention measures for teenage pregnancy

### **3. young people dealing with different transitions: education–work–unemployment**

- centralised support for young people (including raising awareness and dealing with stereotypes)
  - cooperation and partnerships are important (orientation organisations, vocational training organisations, organisations for young entrepreneurs, businesses, etc.)
  - role for businesses and employers

- involvement of the target group
- reconciliation work/vocational training/education and family issues for boys and girls
  - forms of work organisation (also a responsibility of businesses)
- measures for young women to get them into the labour market or prevent them from leaving it in the first place

## RESOURCES (study reports, data...)

### *European level*

The reports mentioned above are important documents to read:

- EU2020 Strategy
- European Platform against Poverty and Social Exclusion (flagship)
- Youth on the Move
- New Skills for New Jobs
- Progress on equality between women and men in 2012 – A Europe 2020 initiative (EC DG Justice)
- The report “Starting fragile”
- Youth Employment Package

A brand new publication on Youth (but not specifically on gender) is: [Youth employment Initiative and the European Social Fund. European Social Fund thematic paper.](#)

This publication (and others) can be downloaded at <http://ec.europa.eu/social/publications>

Information on good practices in Europe connected to education can be found on the following link: <http://ec.europa.eu/esf/main.jsp?catId=51&langId=en>

The experts who wrote the report **Starting fragile. Gender Differences In The Youth Labour Market**, are Janneke Plantenga, Chantal Remery and Manuela Samek Lodovicdoi. They have a good overview of the problems of youth and gender on a European level.

### *Finland*

Gender equality and youth has been a topic in projects, research and development work in Finland for a long time. Here are some themes that have been in focus in the discussion and development work. Themes are followed by examples of publications related to the themes.

#### Themes

1. Gender-sensitive pedagogies
2. Learning materials that dismantle the kind of thinking that leads to gender segregation (such as different kinds of math examples from fields traditionally seen as more feminine, such as textile jobs)
3. Learning materials about gender equality for kids and teenagers



#### 4. Research about gender equality and youth

##### Some examples, publications

##### 1. Gender-sensitive/norm-critical pedagogies:

*Älä Oleta. Normikriittinen käsikirja yhdenvertaisuudesta, syrjinnän vastustamisesta ja vapaudesta olla oma itsensä.* (2013) [Don't Assume. A norm-critical guidebook about equality, anti-discrimination and freedom to be yourself] Available in Finnish at: <http://normit.fi/wp-content/uploads/2013/06/AlaOletaNormitnurin.pdf>

Information about the project that produced the materials above, in Finnish and Swedish: <http://normit.fi/>

##### 2. Learning materials that dismantle the kind of thinking that leads to gender segregation

Vähävihi, Elina (2006) *Lasketaan langasta* [Let's do maths based on textile work] Available in Finnish at: <http://tina.tkk.fi/tuotteet.htm>

Tanhua, Inkeri (2012) *Sukupuolten tasa-arvon hyvät käytännöt. Tasa-arvohankkeiden hyviä käytäntöjä seitsemästä teemasta* [Good practices on gender equality. Good practices on gender equality from gender equality projects on seven themes] Pages 21–56. Available in Finnish at: [http://www.wom.fi/Sukupuolten\\_tasa-arvon\\_hyvät\\_käytännöt\(2012\)Tanhua\\_TEM\\_Valtava.pdf](http://www.wom.fi/Sukupuolten_tasa-arvon_hyvät_käytännöt(2012)Tanhua_TEM_Valtava.pdf)

##### 3. Learning materials about gender equality for kids and teenagers

Puhakainen, Rosa (2004) *Friidu. Tyttöjen ja naisten ihmisoikeudet* [Friidu-girl. Human rights of girls and women] Available in Finnish at: <http://www.ihmisoikeudet.net/uploads/materiaali/friidu.pdf>

Holm, Saija & Laukkanen, Mari-Elina (2007) *Fredi. Pojat, tasa-arvo ja ihmisoikeudet* [Frediboy. Boys, equality and human rights] Available in Finnish at: [http://setlementti-fi-bin.directo.fi/@Bin/d7ed7e5cf38f730470fbc5f610413d7c/1399839975/application/pdf/32211/fredi\\_julkaisu.pdf](http://setlementti-fi-bin.directo.fi/@Bin/d7ed7e5cf38f730470fbc5f610413d7c/1399839975/application/pdf/32211/fredi_julkaisu.pdf)

##### 4. Research about gender equality and youth

Some research institutions where you can find specialists:

Nuorisotutkimusseura [The Finnish Youth Research Society]. The Finnish Youth Research Society is a non-profit organisation founded in 1988 for the purpose of promoting multidisciplinary youth research in Finland. The goal of the society is to develop youth research and to provide information and expertise on matters relating to young people. Information about the organisation and its researchers is available in English at: [www.nuorisotutkimusseura.fi/en/contact/researchers](http://www.nuorisotutkimusseura.fi/en/contact/researchers)

Opiskelun ja koulutuksen tutkimussäätiö Otus [Otus Research Society for Studies and Education]. Information about the organisation and its researchers is available in Finnish at: <http://www.otus.fi/index.php/ihmiset>

## **Belgium**

### Websites

An important website in Flemish that gives a lot of inspiration on how to introduce gender at school is [www.genderindeklas.be](http://www.genderindeklas.be). It also mentions a number of interesting publications.

Another interesting website with inspirational products and a package that can be used by teachers to talk about gender in the classroom is [www.genderbijdemelk.be](http://www.genderbijdemelk.be)

Belgian websites in French providing information on gender at school are:

- <http://www.egalitefillesgarcons.be> (Filles-garçons, une même école?)
- <http://www.egalite.cfwb.be> (Service Egalité de chances – Ministère de la Fédération Wallonie-Bruxelles)

An organisation providing a lot of information on gender in general and on gender at school is: [www.rosadoc.be](http://www.rosadoc.be)

The gender action plan for higher education can be found at the Flemish interuniversity council site [www.vlir.be](http://www.vlir.be)

Another website discussing gender and technology courses at school:  
<http://www.stemopschool.be/secundair-onderwijs/wie/gender>

Information on gender budgeting can be found on the following website:  
<http://www.pfb.irisnet.be/documents/projet-025014-du-2013-11-20-a-16-07-41/document>

### Statistics

Statistics on gender and education can be found on the website [www.rosadoc.be](http://www.rosadoc.be)

### General publications

- Loraine Gelsthorpe and Gilly Sharpe, Gender, Youth Crime and Justice 4
- Dr. Jean Rhodes, University of Massachusetts, Research Corner: *Spanning the Gender Gap in Mentoring*, Boston, May 2005
- ILO, Youth employment: Breaking gender barriers for young women and men

## Publications

Recent publications of interest are:

- Wendelien Vantieghem, Hans Vermeersch, Mieke Van Houtte, Why “Gender” disappeared from the gender gap: (re-)introducing gender identity theory to educational gender gap research, 2014
- Jos van Thienen, Meisjes zus, jongens zo. Hoe omgaan met gender op school, Lannoo Uitgeverij, 2013

## Experts

- Katrien Vanderheyden (Nesma Consulting)
- Katlijn Demuynck (Genderatwork)

## **France**

### Websites

The following institute is doing research on gender: l’Institut d’études politiques de Paris (Sciences Po), <http://www.programme-presage.com/>

This organisation is providing useful information on gender:

- FETE Femmes Egalité Emploi: <http://www.fete-bourgogne.org/>

Link about their programme on orientation & training: <http://www.fete-bourgogne.org/du-cote-de-lorientation-et-de-la-formation.html>

### Statistics

Interesting statistics on gender in France can be found in the following publications:

- Ministère des droits des femmes, CHIFFRES-CLÉS – Édition 2014, Vers l’égalité réelle entre les femmes et les hommes. L’essentiel

- Ministère des droits des femmes, CHIFFRES-CLÉS – Édition 2014, Vers l'égalité réelle entre les femmes et les hommes. Thème 1: Éducation, médias, culture et sport
- Ministère des droits des femmes, CHIFFRES-CLÉS – Édition 2014, Vers l'égalité réelle entre les femmes et les hommes. Thème 2: Emploi et précarité
- Ministère des droits des femmes, CHIFFRES-CLÉS – Édition 2014, Vers l'égalité réelle entre les femmes et les hommes. Thème 3: Inégalités professionnelles

### Publications

Sophie Jacquot, L'égalité Au Nom Du Marché: Émergence Et Démantèlement De La Politique Européenne D'égalité Entre Les Hommes Et Les Femmes (soon available in English)

### Experts

- Sophie Jacquot. For more information about her work see: <http://cee.sciences-po.fr/fr/le-centre/equipe-de-recherche/35-sophie-jacquot.html> or <http://uclouvain.be/423101.html>

Consultancy is offered by following organisations:

- PERFEGAL: <http://www.perfegal.fr/>
- CNIDFF: <http://www.infofemmes.com/v2/accueil.html>

## RECOMMENDATIONS

Before we can even begin giving recommendations the reader has to know what gender and gender mainstreaming mean. For that reason, just as a reminder, we provide the definitions of gender and gender mainstreaming:

### What is gender?

*Gender is a socially constructed definition of women and men. It is not the same as sex (biological characteristics of women and men) and it is not the same as women. Gender is determined by the conception of tasks, functions and roles attributed to women and men in society and in public and private life.*

### What is gender mainstreaming?

*Gender mainstreaming is the integration of the gender perspective into every stage of policy processes – design, implementation, monitoring and evaluation – with a view to promoting equality between women and men. It means assessing how policies impact on the life and position of both women and men – and taking responsibility to re-address them if necessary. This is the way to make gender equality a concrete reality in the lives of women and men, creating space for everyone within the organisations as well as in communities – to contribute to the process of articulating a shared vision of sustainable human development and translating it into reality.*

To us, **Gender Mainstreaming** means to observe and take into account the social inequalities between women and men at all times and in all areas. Every planned action is assessed for its gender-specific implications and is designed in a way that promotes equality between women and men.

Gender Mainstreaming does not replace affirmative action for women. The European Union recommends the continuation of the **dual track** – Gender Mainstreaming plus specific actions to advance women – because affirmative action for women is a way to compensate for existing inequalities.

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

- **Look at the recommendations in the country-specific reports**

The report “Youth Employment Initiative and the European Social Fund” tells us the following:

***The youth employment situation in the EU is unacceptable:** more than 5.5 million young people (aged 15–24 years) in the EU are currently unemployed. The youth unemployment rate is more than twice as high as the rate for adults (23.6% as against 9.5% in November*

2013) and has dramatically increased over the last four years. The gap between the countries with the highest and the lowest jobless rates for young people remains extremely high. There is a gap of nearly 50 percentage points between the Member State with the lowest rate of youth unemployment (Germany at 7.6% in 2013) and the Member State with the highest rate, Greece (59% in November 2013). Greece is followed by Spain (55.7%), Croatia (49%), Italy (40%), Cyprus (38.7%) and Portugal (37.7%).

Certain groups of the young population (including women, young people with disabilities and youth of a migrant background) are particularly exposed to the risks of unemployment, long-term unemployment, early school leaving or inactivity. In total, 7.5 million people in the 15–24 age group are not in employment, education or training (NEETs) and their percentage is rising: in 2012, 13.2% of youth were NEETs (provisional figure), 2.3 percentage points more than four years earlier. The highest NEET rates (close to or above 20% of the population in the age group between 15 and 24) are recorded in Bulgaria, Italy, Spain, Ireland and Greece, which also recorded the highest increase since the beginning of the economic crisis.

Extremely worrying is the rise of long-term youth unemployment: in 2012, more than 32% of unemployed people under 25 had been unemployed for more than 12 months. In addition, young people are over-represented in temporary and part-time work. This reflects segmented labour markets, with young people at particular risk of being trapped in the lower end of the labour market, with less on-the-job training, lower wage levels and weaker long-term employment and career prospects.

Looking at education aspects, the rate of early school leavers is, in 2013, 12% of those aged 18–24 (provisional data). This is above the Europe 2020 target to reduce early school leaving to less than 10%. However the trend seems to be going in the right direction as the rate of early school leaving was 17% in the early 2000s. The OECD estimates that 30–40% of early school leavers risk facing persistent difficulties in accessing stable employment, with risks of marginalisation over time.

So there is an important sense of urgency when it comes to youth unemployment. The above figures are quite general (and not gender specific). They give a good overview of the problem at the European level. It is therefore important also to look at the figures for your own country and to carefully read the country-specific recommendations given by the European Commission.

In the Country-Specific Recommendations, adopted by the Council in June 2013, most Member States are urged to take prompt action to combat youth unemployment through active labour market policies, reinforcement of public employment services, support for training and apprenticeship schemes, and combating early school leaving. Attention should also be given to preventing educational failure and tackling labour market segmentation.

By taking the country-specific recommendations into account one can adapt the calls for applications that will be issued.

- **Define the domains to be tackled in your own country and look at their gender dimensions**

Gender stereotyping starts already at school, and has consequences for how people enter the labour market. Therefore gender education and coaching at school are very important. In addition, young people have to be made aware of the consequences of certain career choices.

Early school leavers and the so-called NEETs are a major problem in many countries. In the report “Starting fragile” (which focuses on early school leavers and NEETs, among other things) the gender perspective has been described very well. So make sure, while tackling this problem, that you take the gender perspective into account.

For many young people the education–work transition does not go smoothly. In addition, when they do find work, women often start in a weaker position (with more part-time and temporary jobs). So the gender perspective should be taken into account here as well.

These are already important domains which have to be tackled when we talk about youth and gender. Look carefully at our main and burning issues but also at the good practices, which can provide some beneficial inspiration.

- **Make sure that gender is covered when you issue a call for applications**

Do not take it for granted that your project promoters will know what gender mainstreaming is without explanation. So if you issue a call for applications on the topic of youth (un)employment make sure that you include following information in **the call for applications**:

- Implement partnerships with other ministries/organisations to have a better view on experts (even within your own organisation). Those experts can help you prepare the call for applications, but you can also mention them in your call. It could even be an option to make those people part of your selection committee;
- Mention gender-specific facts and figures so that project promoters know where the gender problems are for this specific call;
- Depending on how broad your call for applications will be, be very specific about your target group and be clear on what you expect;
- Mention the report “Starting fragile”, which will give project promoters a good overview of the gender problem;
- Mention one (or all) of the burning issues we have described above and give some inspiration to the project promoters by giving an example of good practice;
- Give project promoters the possibility to use gender budgeting.

In **the application template** you could ask the promoter which stakeholders they intend to cooperate with to take the gender perspective into account and how they are going to supervise the gender dimension of the project.

Also, the other questions mentioned in the gender-mainstreaming Standard (cf. gender standard/implementation on the website [www.gendercop.eu](http://www.gendercop.eu) ) can be used.



## GOOD PRACTICES

### *Good practices for main issue 1*

- **Integration der Geschlechtergleichstellungsperspective in die Qualitätsmanagementsysteme der Schulen (Austria)** This project wants to integrate gender into school quality assurance systems.
- **Abschaffung von frühen Wahlverpflichtungen v.a. in bekanntermassen geschlechtersegregierten Fachbereichen, z.B. durch die Zusammenführung des Faches Textiles und Technisches Werken auf der 5. Und 6. Schulstufe der Neuen Mittelschulen (Austria)** By abolishing the obligation to make early decisions on the courses pupils want to follow, this project wants to get rid of stereotypical choices of courses.

### *Good practices for burning issue 1*

- **Girls–Boys: same school?“ (French-speaking Belgium)** This is a project whose object is the creation of an online education module (mainly for teachers). This module aims to give some food for thought about the gender dimension at school to avoid the reproduction of gender stereotypes.
- **Massnahmen zur Implementierung der Gender-Kompetenz, Geschlechterforschung und Gender-Theorie in die aktuellen Entwicklungen zu einer neuen Pädagoginnenausbildung (Austria)** This projects targets students who want to become teachers and aims to help them improve their gender competence.
- **Geförderte Kooperationen zwischen Mädchen- und Bubenberatungsstellen mit Schulen bieten Mädchen und Buben Zugang zu breiteren Berufs- und Erfahrungswelten (Austria)** This project is developing a project for raising awareness about stereotypical career choices.
- **Training programme in social media and community management (Aragon, Spain)** This is a specific course to train young people in social media and community management and give them opportunities to make this particular career choice.
- **Boys’ Day (Germany)** On Boys’ Day (which takes place at the same time as the Girls’ Day), boys are offered a chance to test their social skills and find out about new and interesting career fields by means of “taster” internships, information events, studies

of operations, and workshops. Boys' Day focuses on professions where men are underrepresented.

- **Girls' Day (Germany)** Every year in April technical enterprises, companies with technical departments, and technical training facilities, universities, and research centres are invited to organise an open day for girls – Girls' Day.
- **Gender bij de melk (Flanders, Belgium)** This has been an awareness-raising campaign for teachers and youngsters at school (aged 11–12 years) to give them a chance to think about gender and what it means. A photo competition was held and the teachers received an instructional package to help them to teach about gender in the classroom.
- **Venus (Flanders, Belgium)** This project discusses the different learning styles of pupils (boys and girls) and whether there is a gender bias in this. A handbook was developed for teachers on the subject.
- **Genbasec (Flanders, Belgium)** This project aimed at introducing gender coaching in schools. A handbook was developed to help teachers and experts to implement gender coaching in schools.
- **Wake up, notice, act (Estonia)** This project is raising awareness among teachers and in schools about gender stereotypes, the necessity to overcome them, and the options available in the fields of education and labour.

#### *Good practices for burning issue 2*

- **Tremplin jeunes (French-speaking Belgium/Brussels)** This project offers a rather short vocational training programme, specifically developed for young unemployed people, aiming to accelerate their socio-professional integration.
- **A new lease on life for young people without any diploma or qualification (France)** The regional Authority of Midi-Pyrénées (Conseil regional) set up a regional school for "a new lease on life", welcoming young adults (between 18 and 30 years old) who dropped out of school and wish to gain a qualification.
- **Summer school. Going back to school: finding the way back (France)** The project gives support to early school leavers during summer breaks. The experiment consists

of two sessions: a welcoming appointment and then a counselling session to choose a course.

- **Unga In (Sweden)** Unga In is a project run by the Swedish Employment Services in a collaboration between the state, municipalities, NGOs and the private sector. The project aims to reach out to young people outside the system by developing working methods and establishing meeting places to support young people in or at risk of social exclusion. The target group is young people between 16 and 24 who are not in education or work, and are not involved in any other kind of recognised occupation.
- **Lärling 2.0 – Apprentice 2.0 (Sweden)** This is a project run by Region Värmland in a collaboration between the social economy sector and the private and public sectors (employment services, municipalities). The project works to develop apprenticeships as a method for young men and women to establish themselves in the labour market and to break social exclusion.
- **The school of the second chance (Germany)** This programme targets teenagers who are putting their school-leaving qualifications at risk as a result of serious truancy. It guides these teenagers back into the school system and gives them a second chance to gain a school-leaving qualification. The programme aims to significantly reduce the number of early school leavers.

### *Good practices for burning issue 3*

- **Job Tonic (French-speaking Belgium)** This project aims to increase the employability of job seekers, in particular through sensibilisation and the setting up of strong individual coaching, as well as training and internships.
- **Training project (Aragon, Spain)** This project tries to convince people that they all have a talent and gives them training connected to their talents. It is a training programme for young people between 16 and 30 years of age.
- **Equality plans (Valencia, Spain)** This project aims to teach employers how to introduce equality plans in their businesses. Measures for reconciling work and private life are also included.
- **Yo también concilio (Valencia, Spain)** This project focuses on young people (at university level) and sensitises them to how one best can reconcile work and private life.

- **Awareness-raising campaign in municipalities (Basque Country, Spain)** This project aims to conduct an awareness-raising campaign in small municipalities focusing mainly on violence against young women.
- **Petra – Employment and Education for the Young (Finland)** This is an ESF project carried out by the city of Vantaa. The main objective of the project is to guide 17 to 24 year-old unemployed inhabitants of Vantaa to find employment, an internship, or a place of study, and if necessary to guide them to rehabilitation services. Gender mainstreaming is a vital part of the project.
- **Vouchers for young people (Poland)** The Polish government is introducing special activities provisioned in Polish law only for young people. These concern training vouchers, apprenticeship vouchers, employment vouchers and mobility vouchers.
- **Vad ska du bli, “What do you want to become?” (Sweden)** Communicare is an NGO working to support young people in becoming proactive. It stimulates entrepreneurship, agency and responsibility among young women and men. In the project “Vad ska du bli” [“What do you want to become?”] it works with men and women outside the labour market, to break patterns of social exclusion and dependency on social welfare.
- **Starting Fragile (France)** The project aims to provide support to young women who “start fragile”, as the European Commission put it in the 2012 report on progress in equality between women and men. The idea is to help them to be full citizens by explaining their rights and giving them an opportunity to think about their career choice.
- **New Paths for Boys – Expanding Future Opportunities for Work and Family (Germany)** This supports initiatives and projects that deal with job and life-planning issues geared towards boys. The nationwide project addresses teachers, social workers, career counsellors, and specialists in youth work, as well as parents.
- **ROADIES (Flanders, Belgium)** This ESF-project gave a boy and a girl the possibility to try a new job each week. They reported about the job in a newspaper and on television. The idea was to make people more aware of what it means to do a certain job (regardless of whether one is a man or a woman).S