

## ***Gender Equality in Society***

### **CLASS 12 (Scenario 12)**

<b>TOPIC</b>	<b>Gender (in)equality in the labour market</b>
<b>LEARNING CONTENT - DETAILED CHARACTERISTICS</b>	<p>The labour market is another (after political) sphere where gender (in) equality has practically always existed. These classes are aimed, on the one hand, at making people aware of the barriers faced mainly by women (mainly due to the fact of the so-called double burden - domestic and caring responsibilities and professional activity), and on the other - measurable (multifaceted) benefits resulting from increasing the professional activity of women.</p> <p>During the classes, the reasons for undertaking professional work by women and men will be indicated first.</p> <p>Then, undesirable or even “pathological” behaviours will be identified, as a consequence of which the situation of both sexes is unequal. Then, based on analyses carried out earlier by students, international and national statistical data on the professional activity of women will be compared. Based on the above, legal solutions will be indicated to equalise women's and men's chances in the labour market. At this point, the role of both the guarantee of equal treatment and the prohibition of discrimination in the workplace, as well as a peculiar novelty, solutions in the field of salary transparency, quotation in company management boards, or work-life balance, which are supposed to provide equal opportunities for parents and guardians, will be emphasised.</p> <p>The subject of WLB will be the starting point for the (in) equal burden on women and men during the pandemic and the work-life blending phenomenon.</p>
<b>KEY WORDS</b>	tokenism, glass ceiling, talent gap, glass walls, glass escalator, glass cliff, sticky floor, gender pay gap, bullying, harassment (incl. sexual), „pulling up” the ladder, imposter syndrome, leaky pipeline, gender equality indicators, reconciliation of work and family/private life, work-life balance, work-life blending
<b>SUGGESTED TOOLS</b>	laptop, projector, smartphones, PPT, Youtube, Menti, flipchart/schoolboard
<b>TIPS / METHODOLOGICAL REMARKS</b> (if applicable)	<ul style="list-style-type: none"> <li>• Classes can be conducted both: f2f or on-line;</li> <li>• Flipped class for the purposes of statistical data (CAREER DEVELOPMENT &amp; LEADERSHIP), the identification barriers in business (experiences of S. Sandberg, see: Work card 4) and impact of the COVID-19 pandemic on gender equality (see: Work card 7);</li> <li>• Ideally designed for a maximum of 20 students, the class can be done with a larger number of students. However, the discussions are not as effective as in larger classes and the central activity is on the shoulders of the teacher all the time;</li> <li>• The class requires a min. B1 level of English proficiency.</li> </ul>
<b>IMPLEMENTATION OF THE CLASSES</b>	<p><b>STEP 1</b> Classes start with students indicating the motivation for taking up professional work by women (see: Work card 1a) and men (see: Work card 1b). Each respondent may choose from 1 to 3 answers.</p> <p><b>STEP 2</b> Based on the study's results, the teacher starts the discussion by moderating it, so that the students can classify the indicated ones according to economic and non-economic motivations. The findings for both genders are then compared to identify similarities and differences and to identify the "main" reason</p>

		for each gender (see: Work card 2). For this exercise, students work in subgroups.
	<b>STEP 3</b>	<p>The next step is identifying women's critical barriers in the labour market. Symbolic graphics may support the discussion (see: Work cards 3a and 3b) and reflections based on Sheryl Sandberg's speech in TED (see: Work card 4).</p> <p>During the exercise, students will learn about concepts such as: <b>tokenism, glass ceiling, talent gap, glass walls, glass escalator, glass cliff, sticky floor, gender pay gap, bullying, harassment (incl. sexual), „pulling up” the ladder, imposter syndrome, leaky pipeline.</b></p>
	<b>STEP 4</b>	<p>The identified barriers will then be confronted with statistical data (national, European and international) on gender equality in the labour market. The main emphasis here will be on the Global Gender Gap (WEF), Gender Equality Index (EIGE) and Women in Work Index (OECD).</p> <p>Students will have the opportunity to compare these statements with the results of their research.</p> <p>At this stage, the teacher will also explain the methodology used to calculate the various <b>gender equality indicators</b> and explain how such data should be interpreted.</p>
	<b>STEP 5</b>	<p>Then, the students will participate in another opinion poll, answering whether women should work professionally, look after their families, or do both (see: Work card 5). The results of this survey will stimulate a discussion on how, through the law, the existing differences can be eliminated, and the <b>reconciliation of work and family/private life</b> can be facilitated. Here, the teacher will present the main assumptions of the draft directives regarding the transparency of wages, quotas in management boards of companies and WLB (see: Work cards 6a, 6b and 6c).</p>
	<b>STEP 6</b>	<p>The last element of the course will be a discussion on the impact of working at home (in the example of a pandemic situation) on the burden on women and men (see: Work card 7). On this basis, the concept of <b>work-life balance</b> will be confronted with the idea of <b>work-life blending</b>.</p> <p>As part of the summary, students will watch a film about the "dangers" associated with working from home (see: Work cards 8a and 8b).</p>
<b>ADDITIONAL MATERIALS</b>	<b>1a WORK CARD</b>	Motivation for taking up professional work
	<b>1b WORK CARD</b>	Motivation for taking up professional work
	<b>2 WORK CARD</b>	Motivation for taking up professional work
	<b>3a WORK CARD</b>	Gender equality in employment

	<b>3b WORK CARD</b>	Barriers and pathologies at work
	<b>4 WORK CARD</b>	Gender (in)equality in the labour market_Video
	<b>5 WORK CARD</b>	Gender (in)equality in the labour market_Survey
	<b>6a WORK CARD</b>	Gender (in)equality in the labour market_Directives
	<b>6b WORK CARD</b>	Gender (in)equality in the labour market_Directives
	<b>6c WORK CARD</b>	Gender (in)equality in the labour market_Directives
	<b>7 WORK CARD</b>	Gender (in)equality in the labour market_Paper
	<b>8a WORK CARD</b>	Gender (in)equality in the labour market_Video
	<b>8b WORK CARD</b>	Gender (in)equality in the labour market_Video

**WORK CARD 1a**

**MOTIVATION FOR TAKING UP PROFESSIONAL WORK**



Go to [www.menti.com](http://www.menti.com) and use the code 5847 4936

Open Mentimeter 

Why women work (professionally)?

 Mentimeter



**WORK CARD 1b**

**MOTIVATION FOR TAKING UP PROFESSIONAL WORK**

Go to [www.menti.com](http://www.menti.com) and use the code 5847 4936

Why men work (professionally)?

 Mentimeter

<b>WORK CARD 2</b>	<b>MOTIVATION FOR TAKING UP PROFESSIONAL WORK</b>
<b>TASK</b>	Fill in and point out the similarities and differences:

<b>Why do women work professionally?</b>	<b>Why do men work professionally?</b>
<b>1.</b>	<b>1.</b>
<b>2.</b>	<b>2.</b>
<b>3.</b>	<b>3.</b>
<b>4.</b>	<b>4.</b>
<b>5.</b>	<b>5.</b>
<b>6.</b>	<b>6.</b>
<b>7.</b>	<b>7.</b>
<b>8.</b>	<b>8.</b>
<b>9.</b>	<b>9.</b>
<b>10.</b>	<b>10.</b>

**WORK CARD 3a**

**GENDER EQUALITY IN EMPLOYMENT**

## GENDER EQUALITY IN EMPLOYMENT/AT WORK



<https://www.flexjobs.com/blog/post/how-flexible-work-can-bring-us-closer-to-gender-equality/>



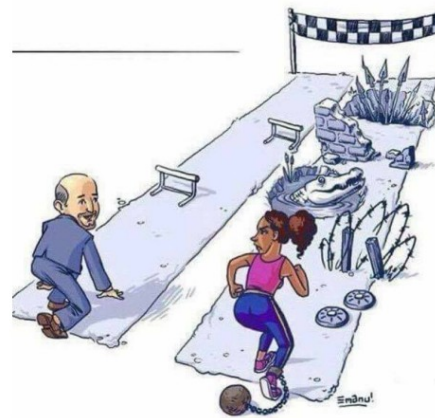
<https://future.ipsos.com/gender/equality-at-work-doesnt-exist-say-most-canadian-women>

**WORK CARD 3b**

**BARRIERS AND PATHOLOGIES AT WORK**

## Barriers and pathologies at work

- Tokenism
- Glass ceiling (+talent gap)
- Glass walls
- Glass escalator
- Glass cliff - new!
- Sticky floor
- Gender pay gap
- Bullying
- Harassment
- „Pulling up” the ladder
- Imposter syndrome
- Stereotypes

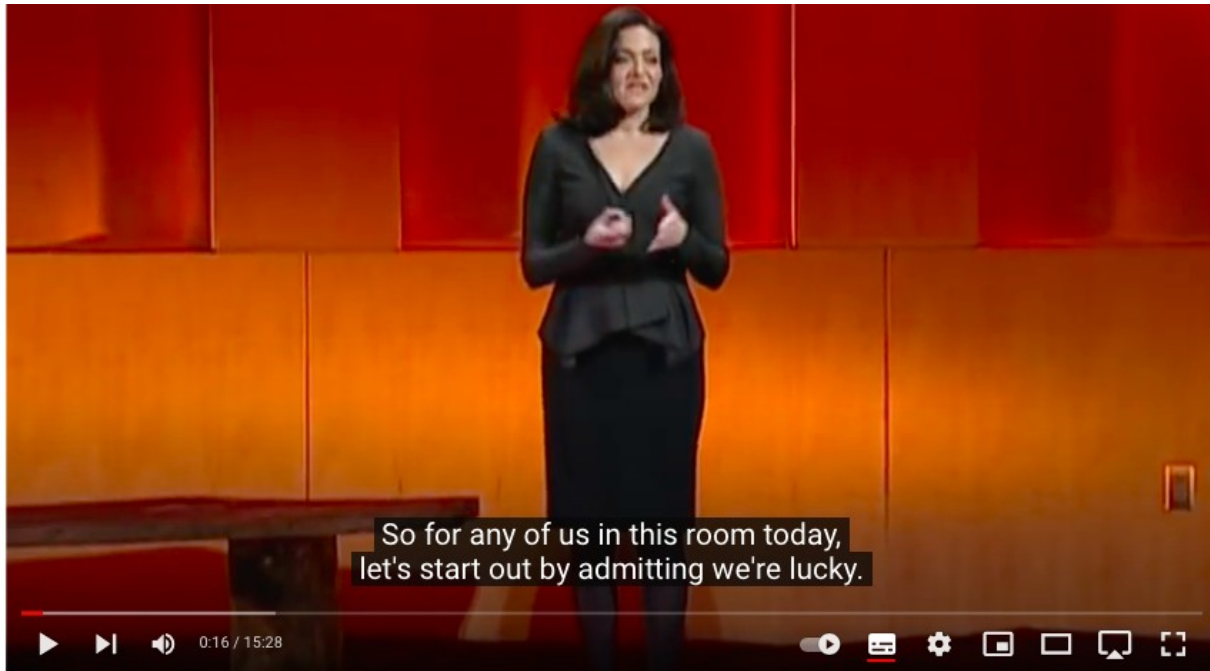


**WORK CARD 4**

**GENDER (IN)EQUALITY IN THE LABOUR MARKET\_VIDEO**

Sheryl Sandberg, *Why we have too few women leaders*

Video available at: <https://www.youtube.com/watch?v=18uDutylDa4&t=4s>



Why we have too few women leaders | Sheryl Sandberg

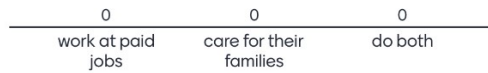
**WORK CARD 5**

**GENDER (IN)EQUALITY IN THE LABOUR MARKET\_SURVEY**

Go to [www.menti.com](https://www.menti.com) and use the code 8208 9918

Should women work at paid jobs, care for their families and homes, or do both?

 Mentimeter





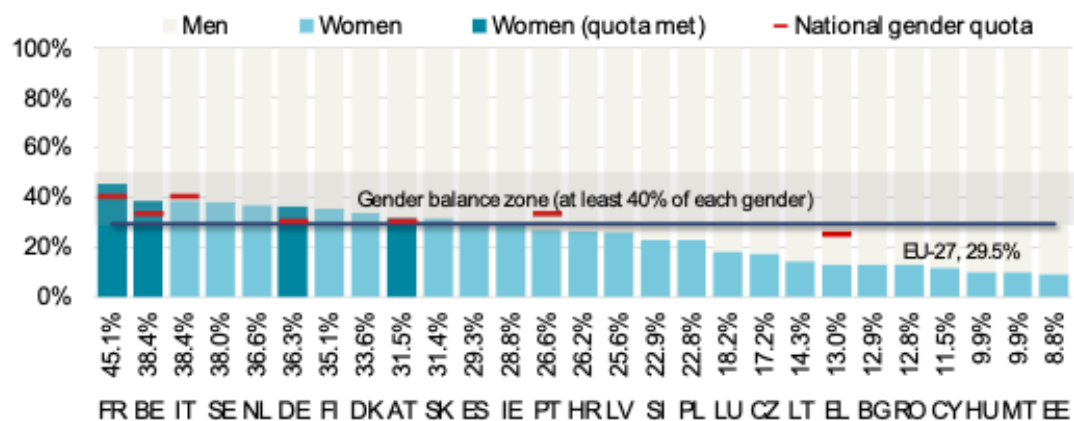
**WORK CARD 6a** **GENDER (INEQUALITY IN THE LABOUR MARKET\_DIRECTIVES**



Brussels, 4.3.2021  
COM(2021) 93 final  
2021/0050 (COD)

Proposal for a  
**DIRECTIVE OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL**  
**to strengthen the application of the principle of equal pay for equal work or work of equal value between men and women through pay transparency and enforcement mechanisms**  
{SEC(2021) 101 final} - {SWD(2021) 41 final} - {SWD(2021) 42 final}

**WORK CARD 6b** **GENDER (INEQUALITY IN THE LABOUR MARKET\_DIRECTIVES**



Source: EIGE, Gender Statistics Database

**WORK CARD 6c**

**GENDER (IN)EQUALITY IN THE LABOUR  
MARKET\_DIRECTIVES**

DIRECTIVE (EU) 2019/1158 OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 20 June 2019  
on work-life balance for parents and carers and repealing Council Directive 2010/18/EU

*Article 1*

**Subject matter**

This Directive lays down minimum requirements designed to achieve equality between men and women with regard to labour market opportunities and treatment at work, by facilitating the reconciliation of work and family life for workers who are parents, or carers.

To that end, this Directive provides for individual rights related to the following:

- (a) paternity leave, parental leave and carers' leave;
- (b) flexible working arrangements for workers who are parents, or carers.



**WORK CARD 7**

**GENDER (IN)EQUALITY IN THE LABOUR MARKET\_PAPER**

Titan Alon, Matthias Doepke and Jane Olmstead-Rumsey et al.

*The Impact of COVID-19 on Gender Equality.* DOI: 10.3386/w26947

Paper available at:

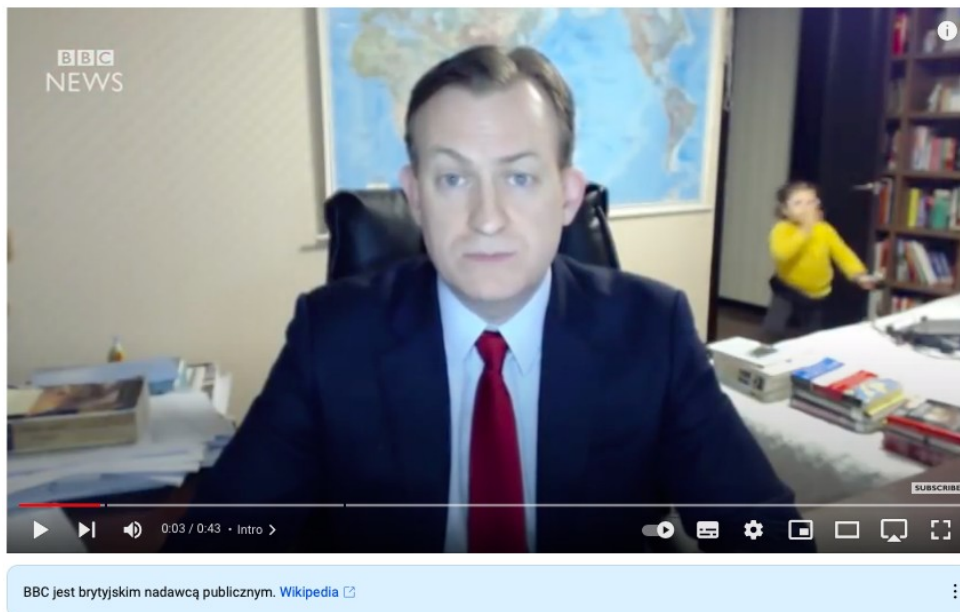
[https://www.nber.org/system/files/working\\_papers/w26947/w26947.pdf](https://www.nber.org/system/files/working_papers/w26947/w26947.pdf)

**WORK CARD 8a**

**GENDER (IN)EQUALITY IN THE LABOUR MARKET\_VIDEO**

*Children interrupt BBC News interview*

Video available at: <https://www.youtube.com/watch?v=Mh4f9AYRCZY>



Children interrupt BBC News interview - BBC News

**WORK CARD 8b**

**GENDER (IN)EQUALITY IN THE LABOUR MARKET\_VIDEO**

*Women interrupted during BBC interview*

Video available at: <https://www.youtube.com/watch?v=-Ojvk-4IcOE>



Woman interrupted during BBC interview