



GENDER POLICIES IN THE EU – WHAT'S NEXT?

Report of the study session held by
the Federation of Young European Greens (FYEG)
in co-operation with the European Youth Centre
of the Council of Europe

European Youth Centre Strasbourg
4th – 10th December 2011



This report gives an account of various aspects of the study session. It has been produced by and is the responsibility of the educational team of the study session. It does not represent the official point of view of the Council of Europe.

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1. Executive summary

The Federation of Young European Greens (FYEG) organised a study session with the title "Gender policies in the EU – What's next?" with the support of the Council of Europe in the European Youth Centre in Strasbourg on the 4th–10th of December 2011. Altogether 29 participants from 15 different countries gathered together to discuss gender policies from the youth point of view and to find solutions to the problems depicted.

The study session's objectives were to learn about the EU directives and Council of Europe's recommendations on gender equality in Europe, to create an understanding about implementation of gender regulations nationally, to find the youth approaches to gender related problems, to figure out policy proposals for the future and to formulate concrete projects on gender equality to be implemented by the participants' organisations.

The programme of the study session consisted of introduction to the topic and exploration of the past and current gender policies in Europe, discussion of problems related to gender, plunging in-depth in some topics (ecofeminism, men's role in gender equality) and formulating future solutions, proposals and actions to gender issues.

The study session contributed especially to the Council of Europe's youth sector specific priority 1.3 "Promoting gender equality through youth policy and youth work" since it dealt with the position of especially young women in our society and the discrimination they face on a daily basis in all kinds of environments (labor market, media, institutions, etc). The study session also explored the possibilities of youth to take action against discrimination. This study session was a part of FYEG's long-term work on gender issues carried on by the gender working group of FYEG.

The youth sector priority 3.4 "The role of youth work and youth policy in promoting inter-generational dialogue and solidarity" also played an important part in the programme of the study session, which focused on studying the past and the present of gender equality policies (i.e. labour market) and in discovering what are the new needs for the future and how youth are affected by all of them. The study session also examined the policies in the different participating countries and aimed to create a solid background for participants and their organisations by gaining knowledge and sharing best practices in order to push for changes in policies at the national and European level.

The study session resulted in a statement, written and adopted by the participants, about the problems and solutions related to gender which were discussed during the study session, proposals for gender policies from the youth point of view as well as plans to lobby for them, and future projects and actions to be taken by the participants' organisations to advance gender equality. The participants of the study session also had the opportunity to take part into a street action demanding gender equality, thus taking concrete action for gender equality already during the study session.

The study session supported FYEG in its long-term work for gender equality by offering a possibility for networking and creating new chances for cooperation and by strengthening the Gender Working Group of FYEG. Participants benefited from the study session by acquiring

knowledge of the gender policies and their implementation in the EU and Council of Europe member states, by learning skills to design actions, by improvement of intercultural cooperation skills, by getting knowledge of the Council of Europe and the funding possibilities of the European Youth Foundation, by learning to know the work done by FYEG and its Gender Working Group, by hearing about the upcoming gender regulations, by learning the basics of ecofeminism and by acquiring experience of different working methods.

The follow-up of the study session consisted of publishing the statement formulated and adopted by the participants, publishing the results of the study session [on the FYEG website](#) for the participants and other members of FYEG to use, and of continuing the work on gender issues and for gender equality in the FYEG Gender Working Group, supported by the enthusiasm of the old and new members who participated in the study session. FYEG is also willing to support the participants' organisations in implementing the policy proposals and concrete actions planned during the week.

The study session was successful according to the feedback received from the evaluation. According to the written evaluation, all participants were more than 50 % satisfied with the study session in general, and more than half of participants were more than 75% satisfied. The evaluation shows that the chosen programme elements were interesting and relevant for the participants. Many would have liked to have more theory-oriented approach and to hear more expert speakers and activists from gender related institutions, which tells about the high level of knowledge and expectations of the participants.

FYEG is happy of the results of the study session and wishes to continue the cooperation with the Council of Europe in the future.

2. Introduction

The study session “Gender Policies in the EU – What’s Next?” aimed at bringing together young people from various countries in Europe to reflect upon the current situation and implementation of gender policies in their countries, and identify ways in which young people, youth organisations and FYEG together with its member organisations can take action to contribute to a more equal society.

Concretely, the objectives of the study session were:

- To learn about the EU directives and Council of Europe recommendations on gender equality in Europe
- To create an understanding about implementation of gender regulations nationally
- To find the youth approach on the gender related problems
- To figure out policy proposals for the future
- To formulate concrete projects on gender equality which organisations can implement

The study session was related to the following priorities of the Council of Europe’s youth sector:

1.4. To develop youth policy and youth work approaches and methodologies for combating gender-based discrimination and violence.

It allowed FYEG to continue its long-term work for gender equality carried in the Gender Working Group by reflecting on the position of women, especially the young ones, in our society and the discrimination they face on a daily basis in all kinds of environments (work, school, institutions, etc). Thus, the study session focused on studying the past and the present of gender-equality policies (i.e. labour market) and on identifying new needs for the future and how youth are affected by all of them. The study session also strove to increase the knowledge of the policies in participants’ countries as well as aimed to create a solid background for participants and their organisations through increasing their knowledge and sharing best practices that would allow them to push for changes in policies at the national and European level, with the help of the FYEG.

The participants of the study session were extremely motivated and several of them already had a good overview and some expertise on the subject. Therefore the group was well suited for peer learning and informal education. Altogether 29 participants attended the study session, including the team. Most of the participants (24) were female, and only 5 were male. This was perhaps expected considering the greater interest of women in gender equality. However, the aim of the team was to have as great gender balance as possible, and this was taken into account in choosing the participants. Geographical balance was also aimed for in accepting participants, who were from 15 different Council of Europe countries. Despite the level of knowledge of the participants, many of them were relatively young, and we also had some minors participating to the study session. The average age of the participants was 24 years.

Profile of the group	
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How many participants (incl. team) did attend?	29
How many male participants (incl. team) did attend?	5
How many female participants (incl. team) did attend?	24
From many countries of residents did participants (incl. team) come from?	15
What was the average age of participants (incl. team)?	24

The study session consisted of an arrival day, five programme days and a departure day. During the week, the programme flow proceeded from introduction to gender policies and problems to an overview of the past and current gender policies, via an in-depth look to certain questions to formulating solutions and actions to tackle the problems.

The programme flow was the following.

Weekday	Topic of the day	Main contents
Monday	Introduction & past policies	Introduction to the topic and to the study session, hopes and fears, participants' relation to gender issues, history of gender policies
Tuesday	Current problems	Council of Europe's recommendations on gender equality, situations in participants' countries, gender equality in youth organisations and labour market
Wednesday	In depth	Relation of gender and ecology (ecofeminism, expert lecture), men's role in gender equality
Thursday	Future solutions	Formulating policy proposals from young people's point of view, designing actions
Friday	Future solutions & evaluation	Future of gender policies (expert lecture), designing actions (continuation), adoption of a statement, evaluation

3. Main outcomes of the study session

The study session had several positive outcomes for the organisation as well as for the participants. Below they are explained in more detail.

The study session had the following outcomes:

- **Statement:** The participants jointly wrote, amended and adopted a statement about problems and solutions related to gender issues. The statement has been distributed in the FYEG and European Green Party newsletters in December 2011 and can be found from the appendix and from the [FYEG website](#).
- **Future projects/actions:** The participants formulated proposals for future follow-up projects by the participants' organisations, to be implemented locally, nationally and internationally. FYEG is willing to support the organisations in the implementation of the plans and in applying for funds, for example from the Council of Europe. The action proposals are explained in more detail above in the paragraph 3.5.3.
- **Gender policy proposals from youth:** The participants came up with proposals for future policies regarding gender equality from the youth point of view. The policy proposals include NGOs and the civil society as actors, and thus can also be taken into the action plans of the participants' organisations and within FYEG. The policy proposals are presented in more detail above in the paragraph 3.4.2.
- **Street-action:** The participants had the possibility to take part in an action organised by the local Young Green organisation (*Les Jeunes Verts d'Alsace*). The action was about equal pay for women and men and took place on Thursday during the free afternoon, in the Strasbourg city centre. In the action, the participants shouted slogans about gender equality and gave out flyers about the issue.

The study session supported FYEG and its activities and objectives in several ways and was especially important for the functioning of the Gender Working Group:

- Gender equality is one of the core values of FYEG, and the gender working group has been active for several years, implementing projects on gender and finding new and different ways of tackling gender inequality problems.
- The study session provided contacts for FYEG within the organisations in Europe fighting for the same objectives and thus helps in finding partners for projects and activities in the future as well as gives a possibility to follow-up and support the implementation and usage of the knowledge gained on the local and national levels.
- In the study session, several members of the gender working group had the possibility to meet face-to-face, which makes the communication easier and builds the group spirit of the working group. The study session and the possibility to meet like-minded people face-to-face and discuss with them has given extra

energy and enthusiasm for the work in the gender working group. The gender working group gained new members from the participants of the study session. The activity thus resulted in more active members and more resources for implementing similar projects in the future.

- The study session also gave a good chance for FYEG to meet representatives from its member organisations, thus building relations with them. The two big member organisations of FYEG, the German and the Swedish Young Greens, were well represented in the study session. Smooth cooperation and closer ties with all member organisations, but especially with the largest organisations with good capacities, has been one of the objectives of the Executive Committee of FYEG, and the study session gave an especially good chance to reinforce relations towards them and involve them more firmly to the federation.

There were several learning points for the participants. Here is a description of the knowledge and skills acquired by them during the study session:

- Knowledge of the gender policies and their implementation in the EU and the Council of Europe countries: participants researched and exchanged information about the national situation of gender equality and policy implementation in each participating country and shared the information with the whole group.
- Skills to design actions: participants took part in a session of designing actions consisting of three parts. At the same time, they learned about the possible ways to plan, fund and implement the designed projects. They found out about the possibilities to apply with projects at the European Youth Foundation.
- Improvement of intercultural cooperation skills: the group consisted of participants coming from 15 different countries, which enabled them to learn intercultural skills. In the international evening the participants got to know the different countries and organisations. Through the discussions and group work, the participants learned to interact with people from different (cultural) backgrounds.
- Knowledge of Council of Europe: participants learnt about the Council of Europe and youth (priorities, structure, types of activities), the Gender Division at the Council of Europe and the European Court of Human Rights (including cases related to gender issues).
- Knowledge of the funding possibilities of the EYF: The session of the European Youth Foundation funding possibilities triggered a lot of questions, and the slides were distributed amongst the participants.
- Knowledge of the work of FYEG and the gender working group and the strengthening of their work: the work done by FYEG, its partners and the gender working group were presented to the participants. Information was given as to how to join, and this resulted in increased interest towards the work done by FYEG and new members for the gender working group.

- Knowledge about future gender regulations: participants learned about the regulations related to gender which are currently planned or lobbied for and which actors are involved in advancing them.
- Knowledge about ecofeminism: participants learned about the concept and philosophy of ecofeminism, which provides an interesting possibility to combine feminist and ecological approaches, which united the participants.
- Experience of different working methods: during the study session, a number of different methods of formal, non-formal and informal learning were used. The participants thus got tools for facilitating activities by participating to the sessions and experiencing the functioning of different methods.

In the evaluation forms, participants said they got, learned about, developed or improved the following things:

- Knowledge of gender policies and programmes on the European level
- Legislative processes, lobbying, formal policies
- Ecofeminism
- Knowledge about gender policies in the organisations
- Knowledge about the national gender policies related by the participants
- Knowledge about future gender policies
- Understanding about oneself and the others and different ways to relate to gender issues
- Understanding the difference between sex and gender
- Networking and contacts
- The importance of making people aware of gender inequality
- How to fight together and implement common policies
- Knowledge about LGBTQ issues and queer theory
- Knowledge about EU structures
- Understanding the youth point of view on gender issues
- Gaining more confidence on gender topics, feeling of support and solidarity

Statement on gender equality within Council of Europe member states

The FYEG Gender Working group organised a study session on European gender policies. It took place in the European Youth Centre and counted on the financial and educational support of the Council of Europe. This statement is the result from the session and was approved by the participants.

We, members of the Federation of Young European Greens (FYEG) and its partners, gathered in Strasbourg in December 2011 for the study session “Gender Policies in the EU: what's next?”, organised in cooperation with, and with the support of the Council of Europe. We notice a big gender inequality in our society, economy and politics which we want to overcome. Gender inequality is visible in all spheres, at all levels and in all countries. As main problems we see the gender pay gap, domestic and sexual violence, lack of gender education as well as female underrepresentation in decision making -both in the private and public domain-, [re]production of stereotypes, homo- and transphobia. We, as young greens, have the vision of a world where sex does not restrict a person's opportunities in life and where sex is not linked to any role expectations, a world where each human is seen as an individual and not as a member of any gender.

As part of the struggle for gender equality in our society, we believe it is important that FYEG member organisations and other partner youth organisations implement gender equality policies and effective tools for gender mainstreaming in their internal work to show a good example for the wider society. We also strive for gender mainstreaming in the society and push for gender equality measures in the following areas:

Implementation of existing directives (European Union) and recommendations (Council of Europe)

There are many policies, recommendations and good legislation regarding gender equality in European countries, but many of them only exist on paper and state governments often fail to produce practical results. The implementation of the European directives also takes too long. We insist on implementing gender equality policies in regulations and decisions, as well as tighter control on how and when they are put into practice. We also want further efforts to inform citizens on existing legislation.

Gender Pay Gap and Underrepresentation

The gender pay gap, referring to the difference in salary of men and women, is visible in all countries. There are two problems we want to address. First, women earn less money than men for the same position. We want to counteract this with a transparent salary system which enables to check that there are no gender-based salary differences. Second, women are less present in high positions and are usually confronted with bad working conditions in low paid jobs. As a temporary solution, we are in favour of fixed quotas to balance the representation of women and men in high positions and to establish parity in decision-making and salaries.

Families

Traditionally, it is mostly the woman who stays home after giving birth, choose part-time jobs and does the unpaid work within the household. This leads to financial dependency, less opportunities to make a career and disadvantages in the pension system. It is important for parents to share the household and responsibilities for raising the children. Therefore, we demand equal, non-transferable, parental leave. This requires a new, modern role of fatherhood and a new approach that recognises alternative and diverse family models. In addition, we demand quality social services (towards children, elderly, sick and disabled

people) available for all families regardless of their economical situation, working times or location.

Male role in gender

Gender equality is not only a women's issue! All sexes suffer from predetermined gender roles. Men are often exposed to pressure to be the breadwinners and are expected not to show any weakness. As a consequence, they, especially boys, are subject to violence when they do not live up to masculinity norms. The whole society benefits from gender equality, thus it is important that men join the fight for it.

Gender budgeting

We seek to achieve a gender-responsive budgeting to ensure that the collection and allocation of public resources is carried out in ways that are effective and contribute to an advance in gender equality and women's empowerment.

Gender-Related Violence

Domestic and sexual violence is a problem usually occurring in the private sphere and therefore often invisible and hard to prove. We demand strict gender neutral legislation, jurisdiction, and effective implementations. Furthermore, we need to shift the burden of proof on the accused and take immediate action to ensure the safety of the accuser. Gender-based violence not only violates human rights, but also hampers productivity and reduces human capital. We firmly oppose all harassment and sexual violence.

Intersections of Oppression

It is also important to recognise other types of oppression, for example, those based on age, sexual orientation, gender identity, social or ethnic background. LGBTQ people are not totally accepted in all countries and are often subject to double discrimination and violence. Additionally, they do not enjoy the same legal rights, such as those of marriage and adoption. We strive for immediate inclusion of all minorities into society and equal rights. Looking at climate change, women are the group who suffers most immediately from the consequences. Their voices need to be included in the development process of the global south.

Education and awareness-raising among young people

Young people are especially vulnerable to the influence of stereotypes, cultural and social norms, but at the same time they are open to change and to new ideas. That is why it is so important to promote gender equality among young people. We believe that the school should take an important role in forming young people into active, critical-thinking, political actors. Teachers and students need to be aware of the [un]conscious [re]production of gender stereotypes in order to fight them. This includes underrepresentation of girls in sciences and more attention from the teacher towards the boys. Schools should aim to gender equality both in studies and extra-curricular activities. We want gender-aware educators, especially in the period of self-definition that teenagers go through.

All of these problems are rooted in lack of social awareness about gender and patriarchy. Everyone is affected by several prejudices. Therefore, we demand formal, non-formal education which eliminates all kinds of prejudices, educates young people to be open-minded and promotes solidarity and respect for the diversity of each individual being. This is the long-term solution for gender inequality.

Programme – inputs and discussions

The programme of the study session tackled in particular the following issues:

- Personal involvement of the participants in gender issues
- History of gender policies in the European Union
- Gender issues in the media
- Gender situation and policies in the participating countries
- Gender issues in the organisations
- Gender discrimination in the labour market
- Ecofeminism
- Equal share of parenthood
- The role of men in gender equality
- Youth and the Council of Europe
- How does gender inequality affect youth
- Gender policies – what's next? Future gender policies
- Funding possibilities by the European Youth Foundation
- Designing actions and projects
- Vote on statement
- Evaluation

During the study session, a wide variety of non-formal education methods were used:

- Group work
- Collages from newspapers (based on the “Frontpage” activity from COMPASS¹)
- Input and expert lectures
- Open space method
- Theatre, role play
- Video dialogue
- Brainstorming
- Individual research by participants
- World café
- International evening
- Gender cross dressing party

In the following session-to-session reports, the main contents of the discussions, findings and outcomes of the sessions are outlined.

¹ Compass is a manual on human rights education with young people, elaborated by the youth sector of the Council of Europe. The manual is online at www.coe.int/compass

3.1 Monday: Introduction & past policies

3.1.1 Me & gender. Stories from participants

A practice was held to make the group share different experiences on the topic “Me & Gender”. The participants gathered in a circle with a bunch of cutouts from different lifestyle magazines in the middle. Every participant had to choose a picture that somehow represented their own experience about their involvement in gender issues. Then each member of the group had the chance (but was not forced to) relate their story to all the participants.

The group members contributed with a lot of feelings and thoughts about gender issues and how they got in touch with the topic. Some shared experiences when they had been discriminated because of their gender or that they felt or knew that women didn't have the same career opportunities as men. Several talked about how the women work more than men because they have a job and are also in charge of the household.

Almost all the participants shared their story, many of them highly personal. The practice served well in building the group spirit by sharing feelings and personal stories, but also in providing support for the participants, who were able to feel that they were not alone with their issues. The practice received satisfied feedback, but was criticised by some of taking rather long, with so many participating.

3.1.2 History of groundbreaking gender equality policies in the European Union

A team member, Valerie Schult, gave the participants an inclusive overview of the gender equality policies during the history of the European Union. She started with the history of the EU and the introduction of the competencies of the different bodies of the Union in relation to gender. The participants learned, that next to the Commission, which can initiate legislation, and the Council of Ministers and the European Parliament, which adopt legislation by co-decision, the European Court of Justice has an important role in pushing the implementation of the decisions by its rulings. The EU can issue different types of decisions: recommendations and opinions have no binding force, whereas directives are binding but leave the member states to decide the method of implementation; decisions bind all to whom they are addressed, regulations become immediately enforceable, and treaties are the foundation of all legislative power.

Valerie continued with the introduction of EU institutions which handle gender issues. In the Commission, two commissioners are responsible of gender issues: the Commissioner for Employment, Social Affairs and Inclusion, and the Commissioner for Justice, Fundamental Rights and Citizenship. There is also an Advisory Committee on Equal Opportunities for Women and Men, and in the Parliament, there is the FEMM (Women's Rights and Gender Equality) Committee, responsible for distribution, promotion and protection of women's rights, eradication of all forms of gender discrimination and gender mainstreaming.

The participants learned that in the history of the European Union, there have been several directives supporting gender equality: principle on equal pay, principle on equal treatment in the labour market, directive on equal treatment in matters of social security, directive on safety and health of pregnant workers, directive on equal treatment in occupational schemes

of social security, directive on parental leave, and report on discrimination on women in advertising, which have practical impact on the lives of the citizens of the EU.

Valerie also highlighted the turning points in European law towards gender mainstreaming. The treaty of Amsterdam in 1997 established gender mainstreaming by stating that the gender aspect must be taken into consideration in the planning, implementing, monitoring and evaluation of all political processes. A Council directive on the same year aimed to enable all who consider themselves wronged regarding gender equality to have their rights asserted by judicial process, and the directives on equal treatment in the labour market and equal treatment in the access to and supply of goods and services took the process further. The Treaty of Lisbon enforced gender mainstreaming and gave a mandate for affirmative action.

Last, Valerie presented European agencies and programmes for gender issues, such as the European Institute for Gender, the European Union Fundamental Rights Agency, the European Network of Equality Bodies, and several national agencies and offices. She also mentioned Daphne III and Progress as funding schemes, the Commission's strategy for equality between women and men, the Women Charter, and Strategy Europe as well as the European Women's Lobby, which was further introduced on Friday morning by the EWL secretary general Cécile Gréboval. The session was an excellent introduction to the whole theme of the study session, by giving an overview of the history of gender policies in Europe and the current situation as standpoints for further discussion during the week.

3.1.3 Gender equality in the media

During the gender equality in the media session fashion magazines, scissors and flipchart sheets were delivered to groups of participants. The aim of the exercise was to examine gender roles presented by the imagery and to display them on a poster which displayed a magazine cover, this time designed by the participants themselves.

There was a lot of interaction among participants in every group. During the presentation there was a lot of discussion due to the images chosen and people shared different ideas on what would be a discriminative image and what should not be considered so. Most of the people came up with statistics of gender studies, others came up with evolutionary theories and at the end there was also a discussion on women and the way they were perceived by artists, especially painters, throughout history.

Due to the fact that most of the magazines given were fashion magazines it was quite easy to find provocative pictures, for example women advertising jewelries half naked. On the other hand there were participants who supported the idea that if you buy a fashion magazine you know what you are going to get in it and that this could be considered a tremendous problem if those pictures were found among daily newspapers. One thing all participants agreed about was the fact that all provocative images both of men and women were sexually inviting, and thus created a confusing double message compared to the one they are supposed to transmit.

3.2 Tuesday: Current problems

3.2.1 Council of Europe gender equality recommendations and discussion

On Tuesday morning participants of the study session discussed recommendations of the Council of Europe on Gender Equality and what the organisation does to achieve real equality between women and men. Participants were divided into 4 groups and discussed 4 directives, including directives on Parental Leave, Gender Violence, Sexual Harassment and Policy in the Labour Market². Discussions were held with the Word Café method. Process began with 15 minute rounds of conversation in small groups seated around tables. At the end of the 15 minutes, each member of the group moved to a different table. Each group spent 15 minutes for each directive, discussing what can be done for implementation of these directives and what exact actions should be undertaken.

During discussions, participants shared information about the implementation of these directives in their countries and what kind of obstacles they face. It allowed them to learn about situations in their countries when it comes to women representation, discrimination in the labour market, domestic violence, the gaps in implementation of paternal leave and sexual harassment against women. After the small groups, participants were invited to share insights and other results from their conversations with the rest in the larger group.

After discussing main directives of Council of Europe on Gender Equality, participants presented the state of gender in their countries. They created a map of Europe, showing different realities. Participants from different countries presented the situation of gender equality, policies of their governments, what has been done and what has not been done in their countries in the gender context. On the other hand, they presented the main institutions that work on gender issues.

The session was quite long, but very interesting. Participants learned about each other's countries, shared good and bad practices, methods that they are using to address gender issues and ways of fighting against gender discrimination. The morning sessions was full of information and opinions and the participants got a general overview about gender issues in different countries. The main outcome of the session was that although the situation is very diverse in the different Council of Europe countries, the problem is not the lack of policies but the weak implementation of them. This was a common problem in all countries under examination.

3.2.2 Gender equality in youth organisations

² The following recommendations were used: R (96) 5 of the Committee of Ministers to member states on reconciling work and family life, Rec(2002)5 of the Committee of Ministers to member states on the protection of women against violence, CM/Rec(2007)17 of the Committee of Ministers to member states on gender equality standards and mechanisms and R (2000) 11 of the Committee of Ministers to member states on action against trafficking in human beings for the purpose of sexual exploitation. All can be found online here: <http://www.coe.int/t/dghl/standardsetting/equality/03themes/gender-equality/Premis%2076311%20GBR%200000%20Compilation%20recommendations%20CM%20A4%20pour%20web.pdf>

In the session “Gender equality in youth organisations”, the aim was to list the practical problems with gender equality occurring in NGOs and to find solutions to them, with the possibility to share good practices. The session started with the participants discussing gender problems that they had experienced in their own member organisations in groups of two. Then the participants could express what they had noticed to the whole group. They listed different types of problematic situations on a big board. Afterwards, all problems were divided into five areas that combined several issues.

- Speaking: men tend to speak more and longer than women
- Representation: men have advantage in numbers and positions to women
- Authority: men are taken more seriously than women
- Networking: invisible networks of leaders tend to discriminate women
- Who is pushing for what: men get their views through more often than women

The participants chose on which topic they wanted to work on and came up with solutions for the different problems. For speaking, different quotas, meetings to empower women to talk and mentoring programmes were proposed. A mentoring programme could include more experienced women from the organisation who have a lot of knowledge and who can empower young and new female members. In bigger meetings, a time limit and a quota for women on the speaking list could be introduced.

For representation, gender quotas and co-presidency (female and male co-president) were proposed. The participants also noted that sometimes men can be the minority, especially in volunteer work, and that a “marketing strategy” and better recognition of unpaid work is needed to get more men involved and to give the women involved the credit they deserve. For men making more political propositions, good facilitation and codes of conduct were proposed. For authority questions, moderation and internal policies were proposed as solutions. The possibility of a gender observer and mentoring and networking programmes were also highlighted.

For networking, transparent and clear power structures, leadership workshops, flexible working hours and reducing the workload were identified as answers. Interestingly, mentoring was also proposed, together with women's networks and stimulating mixed informal networks. The last group proposed raising awareness on gender issues which are important to men as well, raising awareness and promoting intersectionality and creating one-gender groups and then mixing them for gender discussion.

The results show, that all the problems are strongly interlinked, since the same actions (quotas, mentoring, awareness raising) were proposed in several groups. It also became clear that many of the instruments have already been implemented in some organisations. However, it was equally clear that people need to be made more aware of the gender inequalities in their organisations and the ways to combat them.

3.2.3 Gender in the labour market: theatre

On Tuesday evening, there were four groups presenting different theatre plays. Each of them took just a few minutes, but the actors (exchanging their gender roles sometimes) showed that they are aware of gender discrimination on various levels. Each group was given two short descriptions of a discriminatory situation by the team, and the task of the group was to present them in two short theatre plays. The audience was supposed to guess right after what kind of discrimination was presented.

The first group played a theatre piece about four girls in the office who are planning to have a night out, but their male co-worker is left out. The second play was about a female employee, who was automatically expected to make the coffee and clean the places instead of being included into discussions with other colleagues.

The phenomenal second group presented two short shows. The first kind of discrimination was about two female members of staff who were always busy and doing all the work, and one male colleague who was just sleeping all the time in the office, drinking coffee and smoking cigarettes with the boss. At the end, their boss awarded the male employee with the "Employee of the month" bonus, although the female executive officers were doing all the office work. Another play presented an executive board meeting, where only one female representative was included and nobody of her colleagues takes her seriously.

The first presentation of the third group was about discrimination on workplace, where all the male colleagues were leaving without asking or telling anything to the female colleague. In the next play the group presented an interview situation for a kindergarten teacher (typical for women) where a man was applying. He was discriminated because of his gender.

Members of the last group performed a lesbian couple that was not accepted at the employees' party. Then they switched to a piece where a new employee was recruited. One of the applicant women was pregnant and the assistant did not recommend hiring her, although she was more competent.

After each of the theatre shows, a very interesting discussion followed, where the participants pointed out their experiences and opinions of different kinds of discrimination that were performed. The theatre was a success, not only because it made visible some of the obvious discrimination circumstances on the labour market, but also because the groups sometimes turned the situation upside down and showed that also men can sometimes be discriminated based on gender. The actors also changed gender roles in the parts they played.

3.3 Wednesday: In depth

3.3.1 Ecofeminism

On Wednesday morning, the first academic lecture of the study session took place. The guest speaker was Alicia Puleo, a professor of philosophy and gender studies on the University of Valladolid. Her speech was translated from Spanish into English so the participants could understand the meaning of philosophical thinking – Ecofeminism – that she was introducing.

Alicia pointed out different perspectives of ecology and feminism and introduced different aspects of ecofeminism. All the participants could have seen the professor's desire on reflecting her own personal experience with ecofeminism when she remarked that she started to work with this topic 15 years ago. The lecture started with an analysis of Rodin's sculpture "The Thinker" and continued with Aristotle's opinion on superior and inferior spirit, his dualism and anthropocentric view of the world.

The lesson continued with enlightened representations of Kant, Descartes, Olympe de Gouges and Jeremy Bentham. As the professor pointed out, ecofeminism encompasses a

variety of feminist perspectives. Françoise d'Eaubonne coined the term in 1974 and it has since been used to refer to a range of ideas on ecological feminist practices. These ideas reflect different understandings of the nature of, and solutions to, current environmental problems.

Ecofeminism agree that the destruction of the natural environment is politically analogous to the continued oppression of women. Another branch of ecofeminism called spiritual ecofeminism was presented by Rosemary Radford Ruether and Susan Griffin. At the end, the lesson went to the short presentation of the philosophical views such as constructivism, critical ecofeminism and urban ecofeminism. The professor sees the future in trying to get beyond environmental and empowerment policies to a reality where they are no longer needed.

The significance of the lecture was in the attempt of ecofeminism to combine gender awareness to environmental movement, and thus it was especially interesting for the Federation of Young European Greens. Some of the participants were initially skeptical to the concept, but the lecture proved that ecofeminism is rather a diverse combination of philosophies than a political ideology. However, it also showed how interrelated the oppression of women and nature are and how important it is to continue to be aware of them both at the same time, regardless of whether the priority is on ecology or on gender equality.

3.3.2 Equal share of parenthood

The session on equal share of parenthood was given via pre-recorded video by Ilmari Jauhiainen, a Finnish member of the study session team who was not able to be present in Strasbourg because he was taking care of his new-born baby. Thus, he made an excellent example of a man taking his equal share of parenting.

On the video, Ilmari pointed out that the society does not always make things easy for a stay-at-home dad. For example, in some countries only mothers get paid leave for taking care of the baby. In Finland, it is possible to divide a number of days of the parental leave between the mother and the father. However, usually the mother ends up using most of the parental leave. Here, the video was paused for a moment while the participants were asked to reflect on the reasons for this.

The participants came up with similar answers to the question as Ilmari did. First, men are better paid and get jobs more easily, and therefore it is often financially easier to let the dad provide for the family. Secondly, sometimes the attitudes of the employers and the co-workers of the fathers can be discouraging for any parental leave. Thirdly, the mother might want to breastfeed the baby, which is not possible for the father – luckily, in Spain, the mothers get mandatory breaks from work for breastfeeding. Finally, there are still some people who think men are not able to take care of a child just because of their gender – some even think the father might be a pervert or blame the mother of abandoning her child.

The group also came up with some possible solutions to the problems, like leveling the pay gap, allocating some of the parental leave for fathers mandatorily by law and taking example of Spain in giving mothers breaks for breastfeeding. Also, some awareness rising is needed to make fathers seize the opportunity of taking paternal leave and the society to encourage this.

3.3.3 The role of men in gender equality

The participants were divided into three groups, and each group received an account of a different situation from two points of view: female and male. The aim of the session was to show that situations might be perceived differently by women and men, that there are different reasons for this, and that men have an important role in promoting gender equality. Posters of the discussions were produced.

The first group received a scenario of a late date in a park. The woman cancels in the last minute, which makes the man wonder the reason, whereas the woman wonders why such an insecure location was decided for the date in the first place. The following discussion raised questions on whether such a place would be safe for a man, either, and if there are places which are more dangerous for men than women.

The second group received a story of a woman being interviewed for a position in an executive board. From the male members' point of view, she might not be able to fully commit herself to the task because she has small children, but also some of the male members of the board have children, and nobody questions their ability to do their work. In the discussion, flexible working times were proposed, and also the possibility not to tell about your family issues in recruitment situation was highlighted.

The third group presented a situation where the boss is frequently telling sexist jokes, with the female worker as the main target. She has a male co-worker, who supports gender equality, but as the other men just laugh at the jokes, he has not been able to find the guts to stand up for her. He is ashamed, and she is disappointed. In the discussion, it was proposed that group pressure could be used to solve the problem, too. Not all the men who laugh at the boss's jokes necessarily think they are funny, and all the employees could unite to confront the boss.

The session served in highlighting more the role of men in promoting gender equality, but it also questioned the straightforward stereotypes of women always being the victims of discrimination and men always benefiting from it.

3.4 Thursday: Future solutions

3.4.1 Council of Europe presentation

The group appreciated a presentation about the Council of Europe and its youth policies, presented by the educational advisor of the study session, Elizabeth Kasa. Elizabeth explained about the Council of Europe projects for youth and preparing actions. She also talked about the European Youth Centre or other institutions that work together in a transnational context on the European or the national levels and with a global overview. She touched issues like goals for the actions of the youth, competencies needed, lobbying, youth policies, how to influence things and to have impact on different levels, how to choose target groups and to build support.

3.4.2 Gender and youth: policy proposals

The session about youth policy proposals consisted of two parts. In the first part, the course director Merja Kähkönen gave a short input on the gender-related problems which especially affect youth. The following issues were covered:

- the traditional role of girls and boys and the ways children are treated differently because of their sex
- girls' education and their access to education in general, linked to the expected role of women (they are supposed to marry and become mothers) which can hinder the access to education
- household work in terms of equality, proper parity, sharing responsibilities and duties, evaluation of this kind of work, the image of household work in media, double and triple work relating to woman's role in society (time gap)
- macho culture and the harms of it to girls, who are seen as objects, but also to boys who become dependent of women or who have difficulties in fitting into the macho image
- sexual harassment and (sexual) violence, which becomes part of the culture
- harmful cultural traditions, such as circumcision

Although the examples were from developing countries, in the discussions the participants agreed that the same problems are present in Europe as well, and with the growing numbers of immigrants, some issues which were not visible in Europe are nowadays found there as well. There were many inspirational suggestions, recommendations, and comments regarding the action young people can take in all of the situations under discussion on both formal and informal levels.

The second part of the session was about formulating concrete policy proposals for the problems discussed from the youth point of view. The participants were to work in groups and to produce a policy proposal to be presented for the whole group. The presentation was to answer to the following questions:

- What is the policy proposal about?
- What problems does it aim to solve?
- Who is it aimed at?
- Which actors should be involved in lobbying for it?

The four groups focused to the following topics:

- Underrepresentation of women
- Stereotypes (in media)
- Sexual violence
- Men's role

The group labeled "Underrepresentation of women" focused on the underrepresentation of women in MINT subjects (Mathematics, Information Technology, Natural Science and Technology subjects) in high schools and in universities. The policy was aimed to national governments and specific ministries, directories or agencies, and should be lobbied by the civil society together with the youth sector of the Council of Europe and private companies by national campaigns, debate articles, national action plans, TV shows and seminars.

The group “Stereotypes” wanted to concentrate on the subconscious messages in advertisement, which affect the individuals. Their policy proposal was to create regulation for the advertisements and to provide proper resources to deal with complaints of them. The goal group was youth, children, teenagers and adolescents. The actors involved in the initiative were the government, youth department, ministries, educational institutions, NGO's and youth organisations, and the proposed way to make changes was to arrange educational workshops (including media, campaigns, schools, universities).

The “Sexual violence” group focused on female genital mutilation, which proposed to criminalise it in every country. The policy proposal was aimed to the governments and the EU, and the situation was to be monitored by doing regular obligatory check-ups and linking it to school success. The main actors in lobbying the policy were seen to be human rights NGOs.

The last group which was marked “Men’s role” discussed the image of masculinity especially in education. The idea of the policy proposal was to raise awareness on stereotypes and to promote alternatives and diverse masculinities. The policy was aimed at children and teenagers and was to be lobbied on a governmental level by different actors like the teachers, lecturers, supervisors, mentors, coaches and other such actors who would implement the policies in reality a controlling and evaluating process afterwards.

3.5 Friday: Future solutions & evaluation

3.5.1 The future of gender policies

This lecture was given by Cécile Gréboval and started with a brief presentation of the speaker and her 15 years' professional involvement with the Europeans Women’s Lobby. Immediately after, the speaker explained the overall topics that would be discussed during this session. An energizer came right after: participants were delivered pieces of papers with statements written on them, specifically with figures about gender issues. The participants were asked to put them in the right corresponding country. Most of the participants were mistaken with their guesses and some of them were really surprised about the facts and countries they were corresponding to. The lecture continued with a presentation of the structure of the EU Lobby, EU and women’s rights, what the organisation does and concrete examples of lobbying for women’s rights at the EU level.

The main areas of EWL:

- EWL and EU (monitoring, advocacy, specific projects, awareness raising/mobilisation)
- Working with the European Parliament, EU Commission, Council of Ministers, Advisory bodies, Civil Society, Council of Europe and United Nations

The core part of the presentation focused on recent developments which referred to different categories of gaps found in violence against women, decision-making process, media, implementation of legislation, and also funding for women’s rights.

Regarding the Policies about violence against women the speaker stressed the philosophy of the organisation which tends to protect all women in Europe the same way. Gréboval also shared some stories of campaigns organised during the last year, like the demonstration in

2009 which was very successful and covered by lots of media, something that does not happen very often.

During the second part of the session, other fields like policies for women's economic and social rights, women in the media, Roma women, minorities, migrant women and work done at international level were covered. The session was closed with the challenges currently faced by the organisation every day.

3.5.2 European Youth Foundation³

Karen Palisser gave the participants a presentation about the European Youth Foundation. She presented the European Youth Foundation and the kind of projects it can fund, the working priorities for the EYF and the guidelines for different grant categories. The presentation also answered to the questions of who can apply and how it is done.

The session was aimed to give practical information about the funding possibilities of different activities and thus to support the planning of practical actions, done during Thursday and Friday. The participants did appreciate the information and the links to the Council of Europe website where more information was to be found.

3.5.3 Designing actions

Designing practical actions to tackle the gender related problems was given significant importance during the study session. Action proposals were being brainstormed, built, polished and presented during three sessions on Thursday and Friday. The first session served as a forum to create and brainstorm on ideas for possible activities. Each participant was able to propose one or several actions, which were then coupled together according to their topic or method. On the second session, the participants were able to group together according to their interests to develop a certain group of ideas into one concrete proposal. The work did not only take place during the session, but the participants were able to develop the ideas further little by little during the two days. In the grand finale on Friday, the final proposals for actions were presented for the whole group.

Here the project plans developed during the last days of the study session:

1. "Gender equality in organisations" is an online based platform for spreading methods and instruments used for reaching gender equality in organisations. When this is reality we want to take it a step further and also collect and put together statistics from different organisations regarding gender equality.
2. "Equality in the family" is an awareness campaign consisting of three interconnected parts: media campaign for raising social awareness on equality in the family and different types of families; training and educating young people in gender equality within the family and its practical implementation; and developing and publishing materials for educational purposes on theory and practice of gender equality within the family.

³ More about the European Youth Foundation can be found here <http://www.eyf.coe.int/fej/>

3. “Genderaction” consists of four workshops in four different cities (Bratislava, Sarajevo, Skopje, Madrid) at the same time. The educational, interactive workshops will be implemented in schools, aiming at promoting gender neutrality, breaking stereotypes, promoting diversity and showing the benefits of gender equality.
4. “Face and fight gender-based violence in Europe” aims in building a transnational network, organising a comparative study session, and developing concrete pilot projects in order to exchange information and develop concrete (trans)national projects combatting gender-based violence.
5. “Womanizer” project aims at changing the negative connotation of the word in the title into one which symbolises the empowerment created by the project and the trainings for women.

3.5.4 Vote on statement

The statement committee, led by a team member, Hector Sanjuán, had prepared a draft for the statement based on the sessions and discussions held during the week. The committee presented the draft to the rest of the participants on Friday, and the whole group discussed the draft and produced amendments in a long session. The result of the discussion was the adoption of a statement of the gender related problems the group had been able to identify during the week and the solutions proposed to them by the participants.

The accepted statement can be found [here](#) or as an appendix to this report.

3.5.5 Evaluation

On the last day of the study session participants evaluated it through different methods. Evaluation involved assessment of content part of the session, as well as technicalities as accommodation and food.

After the end of the session, participants were asked to fill in evaluation questionnaires. All participants were involved in the evaluation, so it gave the preparation team of the session very detailed information about what they would have to change in future. Evaluation forms were very easy, without a need to write long texts. Participants just expressed their satisfaction using 100 % scale. They had 20 minutes. The main questions were about the expectations they had, whether the expectations were fulfilled and how they can assess their contribution to the study session.

The next evaluation was more interactive. The facilitator was reading statements about particular sessions, accommodation, atmosphere, food, etc. Participants made a circle and those of them who agreed with the statement came closer to the centre of the circle, the closer the more they agreed. Those who disagreed took steps back from the middle, the further the more they disagreed. Participants were also given a chance to share their opinion about the session in the group.

In the interactive evaluation session, the participants were asked their opinion of several areas of the study session, and the results were the following:

- The accommodation was universally appreciated.
- The food divided opinions: some thought that the staff was friendly, some that the vegetarian food left room for improvement.
- The atmosphere (learning space) was liked: the participants thought it was excellent excluding the tiredness from time to time.
- The programme was liked, but the participants asked for more lectures and deeper information.
- The evaluations of the preparatory team and the group itself were positive.

In addition to the final evaluation on Friday, regular reflection groups were organised in the end of each working day. The participants were divided into small evaluation groups, each led by one of the team members. In the groups, the participants could share their feelings, their opinions of the programme of the day and their wishes and propositions for the study session. This enabled the team to react to the worries and complaints of the participants right on the spot or to make adequate changes for the upcoming days of the study session. The participants felt they were listened to and their concerns were attended, which created positive atmosphere to the whole group.

Follow-up activities

Several kinds of follow-up were prepared or planned during the study session. The statement written by the participants has been distributed by FYEG and the European Green Party and will be used as a basis for future position papers within FYEG. The statement process is explained in more detail above in the chapter 3.5.4.

The participants prepared several concrete proposals for follow-up activities to be implemented by the participants' organisations. FYEG is willing to support the implementation of these plans as well as to provide information and consultation for fundraising and application writing. If any of them would qualify for applying to the European Youth Foundation, the organisations will be assisted in applying for it by the FYEG. The gender working group of FYEG can work on the concrete implementation of the projects. The follow-up projects are discussed in more detail above in the chapter 3.5.3.

The participants also formulated policy proposals from the point of view of youth, which can be taken into the activity plans of the participants' organisations. FYEG together with its gender working group is interested in supporting these activities as well and in being part of them whenever they involve cooperation with other NGOs and the wider civil society. The policy proposals are presented in more detail above in the chapter 3.4.2.

The work for gender equality will continue further within the FYEG gender working group, several members of which took part in the study session. The study session has resulted in more members for the gender working group, as well, thus securing the continuation of the work. The gender working group has been active, for example, in preparing a workshop on gender issues on the annual FYEG Winter Camp and in cooperating with the Global Young Greens in organising their third Congress and a gender-related workshop series there, and is currently planning a training session for young women to empower them to raise their voices and to take action in the political field.

Furthermore, as a continuous partner of the Youth Department of Council of Europe, FYEG appreciates the chance to organise this study session and looks forward to continuing this cooperation by organising study sessions as well as participating in other types of activities by the Department.

4. Final conclusion and recommendations

The study session Gender policies in the EU – What's next? worked towards developing new proposals for gender policies especially from the youth point of view (presented in paragraph 3.4.2), tackling the problems which youth encounter in their circumstances related to gender. During the study session, several plans for concrete actions and projects to be implemented as a follow-up for the study session were also developed (presented in paragraph 3.5.3). The work of the FYEG Gender working group was enhanced thanks to the study session.

The study session was successful according to the feedback received from the evaluation. The written evaluation shows that all participants were more than 50 % satisfied with the study session in general, and more than half of participants were more than 75% satisfied. Also more than half of the participants thought all of the aims of the study session (to learn about the EU directives and Council of Europe recommendations on gender equality in Europe, to learn about the implementation of gender regulations nationally, to find the youth approach on the gender related problems, to figure out policy proposals for the future, and to formulate concrete projects on gender equality which organisations can implement) were met almost or completely (scores 4 and 5 on a 5-scale). More than 80% thought that the first and the fourth aim were almost or completely achieved.

The preparatory team received very good feedback from the participants. According to the evaluation forms, most of the participants evaluated the team between 75 and 100%. The preparations of the study session received even more excellent feedback, with the majority of the participants rating their satisfaction with the preparations between 75 and 100%.

The programme elements which were rated highest by the participants were Me and gender, History of groundbreaking gender equality policies in the EU, Gender equality in your own country, Gender equality in youth organisations, Cecile Greboval's The future of Gender policies, Evaluation groups and Committee work. All these received a 4 or 5 on a five-point scale from more than three quarters of the participants. Cecile Greboval's lecture was so universally liked that more than three quarters of the participants gave her the best grade. Gender equality in media, the Gender bender evening and the Role of men in gender equality divided opinions most, while still receiving at least 3 from the majority of participants.

When asked what the participants would have liked to develop or add to the programme, several participants expressed a wish to go even more in-depth to some of the topics which were already included in the programme (media, gender situation in different countries, role of men, difference of gender and sex, EU directives and Council of Europe recommendations, designing projects and policy proposals). This shows that the chosen programme elements were interesting and relevant for the participants. Many would have liked to have more theory-oriented approach and to hear more expert speakers and activists from gender related institutions, which tells about the high level of knowledge and expectations the participants had. Some had hoped to visit the EU institutions, which unfortunately was not possible during the study session week. More than one participant asked for more coverage for queer feminism and LGBTQ (lesbian, gay, bi, trans, queer) issues, and also prostitution, different aspects of feminism and the concrete actions young people take in different countries to fight for gender equality would have been interesting for the participants. This feedback will be taken into consideration in FYEG's future work, and FYEG is already concentrating on LGBTQ issues by a series of three seminars, taking place this year in the Balkans. Additionally, the Gender Working Group is planning a training for

young women to empower them to express their opinions in politics, thus concentrating more on the practical side of tackling gender inequality.

The study session resulted in a statement, formulated by the participants (attached). As a follow-up, the participants expected FYEG to distribute the material and the outcomes as well as the statement of the study session. FYEG has published the statement on its website and via its newsletter as well as via the newsletter of the European Green Party, EGP. All the material, slideshows, and results of the work done by the participants are published through our website in <http://fyeg.org/genderpolicy/>. The report, too, aimed at the participants, their organisations and the member organisations of FYEG, will be published on the website and distributed to produce a multiplying effect. The participants also wished that FYEG would implement some of the projects that the participants came up with during the session within its gender working group, and some of the participants also joined the working group to make this happen. Some participants wished to stay informed about gender issues, which has been possible for example by following the online magazine of FYEG [Ecosprinter](#) and by [joining the gender discussion e-mail list](#).

Appendix 1. Reader for the study session

Achievements and challenges

Views of governments, experts, civil society or EU bodies on the impact of the EU gender architecture range from assessing considerable to limited positive impact. The summary of achievements and challenges is presented in table 1.

Table 1. Major achievements and challenges of the EU gender architecture

Achievements	Challenges
<ul style="list-style-type: none"> Gender awareness at the highest policy levels 	<ul style="list-style-type: none"> Gender sidelined in policy debates on key issues such as economic crisis and or longer term strategies (European Economic Recovery Plan- EERP; National Reform Programmes –NRPs)
<ul style="list-style-type: none"> Gender equality legislation; binding power of Directives regulating equal treatment in employment, social security, reconciliation of family and work, access to goods and services. 	<ul style="list-style-type: none"> Problems with the implementation and interpretation of Directives, guidelines and targets by member countries, which decide how they will reach gender equality objectives. Only one Directive in gender area adopted in recent years (2006).
<ul style="list-style-type: none"> Strengthening the EU gender architecture in the Treaty of Amsterdam (1997) through moving beyond the objective of preventing discrimination to mainstreaming gender into all policy areas. New European Institute for Gender Equality (2009). 	<ul style="list-style-type: none"> Problems with mainstreaming (political will, piecemeal approach, isolated measures), too few incentives to mainstream gender into non-social areas, such as science and research, innovation, economics, external relations/ Neighborhood Policy. Gender impact assessments –only one country uses this instrument in drafting new legislation; and only two countries in drafting new programmes/projects. Long process between the decision to

	<p>establish (2006) and open the European Institute; ambiguity of its position in the EU architecture and expected impact on progress.</p>
<ul style="list-style-type: none"> • Mainstreaming gender into the Lisbon Strategy (2000) –a EU framework for sustainable growth and full employment; common targets in the European Employment Strategy (EES) for female employment and equality of opportunities, open coordination of policies, monitoring and “peer pressure”. • European Pact for Gender Equality (2006) aimed at strengthening gender work under the Lisbon Strategy. • 15 member countries already reached 60% target for female employment rate (for 2010). • New measures adopted by some member states to reconcile work with private life (flexible work arrangements, tax credits and/or support for women returning to work etc). 	<ul style="list-style-type: none"> • Most countries far from adopting gender mainstreaming in employment policies; mixed progress by country and target area. • Slow improvement in women’s position in the labour market with jobs clustered at the lower end; persistence of pay gap, which reflects gender stereotypes, job segregation (vertical and horizontal) and corresponding wage structure, which penalise “feminised” sectors/ occupations.
<ul style="list-style-type: none"> • EC Gender policy framework: the Road Map for Equality between Women and Men (2006-2010) reaffirms the dual approach (mainstreaming and focused actions); defines six priority areas with objectives, actions and resources; regular reviews of progress based on quantitative targets and benchmarks. 	<ul style="list-style-type: none"> • In reality, equality objectives included only into some priority areas. • No instruments to asses EU spending on gender equality; gender budgeting remains at the stage of feasibility study (2008). • Only 4 member countries introduced gender budgets at national level.
<ul style="list-style-type: none"> • Progress in gender statistics in terms of data (child facilities, time-use etc) and methodologies (reform of ISCO international nomenclature, ad-hoc modules in Labour force surveys); specific indicators for the BPfA adopted 	<ul style="list-style-type: none"> • Weak link between improved analytical capacity and policies, except for the area of employment, and, to some extent, social inclusion.

by EU (in 9 out of 12 areas); a new publication *Life of Women and Men in Europe*.

• Improvement of gender legislation in new EU member countries through EU accession pressure, strengthening the position of women's movements as partners of governments, access to EU funding and opening political space across borders.

• After accession, loss of direct pressure on governments; loss of financial support of non-EU donors; also topdown pattern of reforms of legislation.

(Source: *Gender in the EU – The Future of the Gender Policies in the European Union*. Heinrich Böll Stiftung. Warsaw 2009.)

Information about National Gender Policies

It is important that you all inform yourself about the gender equality situation in your own country. We will have a working group meeting where we need this knowledge about your own country and no one but you can present it.

Women are the first victims of flexibility

The facts

Double discrimination

The gap separating men and women on the job market remains wide in all countries of the European Union: women have a lower employment rate, are unemployed longer, are paid less and have less secure jobs. Young women in particular pay the price of job market flexibility. They suffer double discrimination. First, for being young, in the difficult phase of transition between training and working life, in an age group that has, on average, twice the jobless rate of older workers, and at the mercy of employers who exploit them under the pretext of enabling them to acquire professional experience. Secondly, they are discriminated against for being women and are more likely to be offered low-paying or low-status jobs. Some groups of young women such as migrant, disabled or lesbian women face even greater difficulties

Women, by a large majority, continue to assume most family responsibilities and resign themselves to accepting part-time jobs that allow them to combine family

and work responsibilities. Part-time work limits their potential for career advancement and above all reduces their rights to social security and pension benefits, further aggravating the vulnerability of their situation.

A few figures

- In the EU as a whole, women doing the same work as a man are paid only 76% of the gross hourly wage men earn;
- The employment rate for women is 51.2%, compared to 70.8% for men.
- 83% of part-time workers in the EU are women.

Where are the women?

An examination of the breakdown between men and women in each sector of activity shows that discrimination is still very much in evidence and that education and training policies specifically targeting young women are needed to restore a balance. Although young women are increasingly choosing typically “male” professions, they remain over-represented in traditionally “female” jobs, as secretaries and nurses, and underrepresented in jobs with responsibility and the professions. Neither are women and men represented proportionally in sectors like the information and communication technologies, despite their rapid growth, where women generally occupy positions towards the bottom of the hierarchy. And even in female-dominated sectors like health, women work as nurses, but a large majority of hospital directors and department heads are men.

The law

European legislation concerning equality between women and men in employment is very comprehensive. It covers areas as varied as equality of treatment within social security systems, equal pay, parental leave, application of equality of treatment in relation to access to employment, vocational training and promotion, as well as working conditions and the approximation of Member State laws on equality in many areas. Moreover, since 1997, a person subjected to sex discrimination in the workplace no longer has to prove in court that he or she was indeed the victim of such discrimination, which was generally difficult; it is rather up to person accused of discrimination to prove it did not take place.

Young women's ideas

Young women's priorities include convincing the European Union's Member States to :

- Extend maternity leave (with better pay) and parental leave (shared with the father); increase the number of affordable childcare facilities, which will support parent's access to the job market.
- Improve the role of trade unions (which remain very male dominated) in favour of young women, in order to challenge invisible discrimination, that is, discrimination that mainly affects women but without targeting them directly and which is often considered gender neutral (such as

discrimination against part-time or “flexible” workers, for example, keeping in mind that the great majority of them are women).

- Encourage the access and promotion of women to positions of responsibility by introducing temporary quotas for women in such jobs.
- Emphasise aid for the creation of enterprises by women for women, to counteract the lack of confidence assistance services show in women entrepreneurs and their lack of confidence in themselves.

(Source: *Young Women's Guide to Equality between Men and Women in Europe*. European Women's Lobby, 2001.)

Ecofeminism to make another world possible

A fruitful exchange between ecology and feminism is necessary

Alicia H. Puleo – Published in *El Ecologista*, n° 71

Translation by Hector Sanjuan

More than three decades ago, feminism accepted the challenge of reflecting on the ecological crisis from its own standpoint. The result was the birth of ecofeminism. The author defends a critical ecofeminism, which demands equality, contributes to the autonomy of women and accepts, with the necessary precautions, the benefits of science and technology, but is also bound to promote the universalisation of the values of the ethics of care towards humans, animals and the rest of Nature.

We need to think the current reality through the means provided by both feminism and ecology. Ecofeminism endorses this dual viewpoint and offers it in two forms, critical on one side and constructive on the other. My proposal is based on the conviction that ecofeminism must avoid the dangers that women face when they renounce Modernity. This requires critical thinking which demands equality, contributes to the autonomy of women and accepts –with the necessary precautions– the benefits of science and technology: thinking that learns from interculturality and strengthens the unity and continuity of Nature with the evolutionary knowledge and the sense of compassion. On these bases, I call this thematization of the human and non-human world in the context of growing environmental problems, *critical ecofeminism*. Critical ecofeminism refers to the emancipatory history of illustrated thought, as it gathers, but also reviews, its ambiguous legacy.

Undoubtedly, the process of development of Modernity has many faces and not all of them are desirable. It may even be said that many are perverse. But it is nonetheless true that the critique of prejudices and the idea of human equality have been decisive to the unstoppable emergence of women's demands. Today, we can speak of more than two centuries of feminist theory and praxis. In the last four decades, neo-feminism has manifested an extraordinary multiplicity of

interests and theoretical frameworks, and has managed to answer the challenges set by different emergent debates with innovative proposals and prolific analysis. This would have not been possible from a perspective ignoring gender inequality. The focuses of class, race and sexual diversity, the theories on the subject, the ethics and the political philosophy have been greatly enriched by thought which gives voice to women in an emancipatory impulse never seen before.

Regarding the relation with Nature, we could state that modern rationality has caused, as a whole, a heretofore unseen destruction of the tissue of life sustaining us and has produced threats to the global ecosystem which not long ago were unsuspected.

In the last years, despite the imposed silence regarding the environmental problems, wider sectors of the global society have become conscious of the ecological crisis. As the degradation of ecosystems makes the daily life of the poor in *developing* countries even more difficult, we have started to link human rights with environmental protection; the ideal of justice has been extended to the ecojustice. What before was the conviction of few scientists and ecologists has become gradually the certainty of a pending task, which affects our health, destroys biodiversity and seriously compromises the human future on Earth. This new challenge appears in the context of a long period of confusion and social apathy – a time that resembles sceptic and hedonist Hellenism, convinced of its powerlessness to fix the world.

Feminism and ecologism in times of climate change

It was more than three decades ago that feminism accepted the challenge of reflecting on the ecological crisis from its own standpoint. The result has been the birth of ecofeminism: an attempt to outline a new utopian horizon, dealing with the environmental question with the categories of patriarchy, androcentrism, care, sexism and gender. Among its thinkers, I have found very original and suggestive reflections on the technological society in which we happen to live. All of them shed light on different aspects of what we could call, in an allusion to a classic of the hermeneutics of suspicion, *the unease in the culture and in the Nature*.

From my own vital and intellectual coordinates, in dialogue and discussion with theirs, I have developed an ecofeminist proposal which avoids the reliance on the essentialist definitions of sexual difference, typical of the so-called classical authors. It is neither a spiritualist ecofeminism, Christian or Neopagan, which would rely on a component of faith, that is, something which one has or not, regardless of the will of oneself. My proposal maintains the illustrious legacy of equality and autonomy and at the same time demands a strong sense of *eco*. In other words, it is not limited to a simple feminist, anthropocentric environmentalism, in which the relations with Nature are restricted to a good management of *resources*.

My proposal concerns thinking: we should think about ourselves from a different perspective, because of the urgency of the climate change, without undoing the path of feminism or abandoning the foundations which have allowed us to move forward on it. My proposal is an approach which does not try to provide an answer to all the problems of modern society, as the original ecofeminism attempted –perhaps because it belonged to a time in which being realist was asking for the impossible and the beach was found under the street tiles, as some May '68 graffiti stated–. And it is neither an impassive reflection of a world torn apart by inequality and a dying Nature. My proposal is, in any case, a dialogue between feminism and ecologism with the conviction that for both it is possible and necessary to have a fruitful exchange in the era of climate change.

Freedom, equality and sustainability

My position is rooted in the previously explained tradition of the analysis of the doctrines and oppressive practices. It demands the equality and autonomy of women, with special attention to the recognition of sexual and reproductive rights which, in some forms of ecofeminism, could be eroded in the name of the sanctity of life. It accepts the benefits of scientific and technological knowledge with caution and an on-guard attitude. It promotes the universalisation of the ethics of care, avoiding the view of women as the *saviours of the planet*. It proposes an intercultural learning, without detriment to the human rights of women, and strengthens the unity and continuity of Nature with the evolutionary knowledge, the sense of compassion and the will of justice for non-human animals – a silent and ignored Other, but capable of wishing, loving and suffering –.

Freedom, equality and sustainability can be a good slogan to guide us in the uncertain century we live in. We have a long struggle ahead, because ecofeminism is reason and passion to make another world possible.

European Women's Lobby appoints Cécile Gréboval as new Secretary General

[Brussels, 15 April 2011] The European Women's Lobby, the largest umbrella organisation of women's associations in the European Union, announced today the appointment of Cécile Gréboval as its new Secretary General, with immediate effect.

An internal candidate, Ms. Gréboval brings to the post more than 15 years of experience within the EWL Secretariat in a variety of positions, and has already twice served as Interim Secretary General of the organisation.

Announcing the appointment, EWL President Brigitte Triems said that she was 'delighted that Cécile has accepted the position'. 'Over the years, Cécile has demonstrated sustained expertise, professionalism and commitment to the mission of the EWL working towards the full realisation of women's rights and

equality between women and men. I am convinced that taking on these new responsibilities, Cécile will make an outstanding contribution to the further strengthening of the European Women's Lobby.'

A French national, Cécile Gréboval holds a master degree in European Public Policies from the Institute for Political Studies in Strasbourg, and an academic background spanning also law and gender studies. She lived in France, The Netherlands and Germany before moving to Brussels.

Cécile Gréboval joined the EWL in 1996. Starting as Information Officer, she has occupied different positions in the EWL Secretariat since then. Among other things, Cécile coordinated the EWL Amsterdam Treaty Campaign, the Young Women's Project and most recently, the EWL 50/50 Campaign for Democracy, and has been responsible for policy issues related to European gender equality legislation, women in decision-making and women's rights in an international context. From January 2009 until her appointment as Secretary General, Ms. Gréboval held the post of Programme Director with a variety of horizontal strategic and management tasks in support of the Secretary General, including supporting and coordinating the implementation of the annual Work Programme, liaising with elected members, advising and producing strategic policy input, contributing to fundraising and representing the organisation externally.

(Source: <http://www.womenlobby.org/spip.php?article1519&lang=en>)

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- Council of Europe: www.coe.int
- European Youth Foundation: <http://www.eyf.coe.int/fej/>
- European Youth Centre Strasbourg: http://www.coe.int/t/dg4/youth/eyc/Strasbourg_en.asp
- European Women's Lobby: <http://www.womenlobby.org/>

Appendix 2. List of participants

Family Name	Firstname	Country of Residence
Sinani	Iva	Albania
Grigoryan	Lucine	Armenia
Yeritsyan	Grigori	Armenia
Koch	Steffi	Belgium
Dzafic	Djana	Bosnia and Herzegovina
Yaneva	Tsvetana Emil	Bulgaria
Kremen	Tomas	Czech Republic
Kähkönen	Merja	Finland
Bénié	Kolia	France
Schult	Valerie	Germany
Sanjuan Redondo	Hector	Germany
Hackbarth	Sabine	Germany
Kokoschka	Kamila	Germany
Vogt	Viinzent	Germany
Nagavci	Arxhina	“former Yugoslav Republic of Macedonia”
Stankovikj	Mila	“former Yugoslav Republic of Macedonia”
Burmakova	Olga	Russian Federation
Kutláková	Adela Renata	Slovakia
Sagát	Peter	Slovakia
Mora Prados	Claudia	Spain
Chamorro	Esther	Spain
Juzgado	Verónica	Spain
Boada-Danés	Júlia	Spain
Alexandersson	AnnaSofia	Sweden
Folkesson	Matilde	Sweden
Andersson	Matilda	Sweden
Rasmusson	Magda	Sweden
Ros	Stefanie	The Netherlands
Kasa-Malksoo	Elizabeth	Estonia, educational advisor, Council of Europe

Appendix 3. Programme

	<u>Sunday</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>	<u>Saturday</u>
08:30	Arrival day	Introduction & past policies	Current problems	In depth	Future solutions	Future solutions & evaluation	Departure day
09:30	Free	Energizer	Energizer	Energizer	Energizer	Energizer	
10:00		Introduction to programme and the study session	Definition of "sex" and "gender"	Ecofeminism: Alicia Puleo	Council of Europe: Elizabeth Kasa	The future of gender policies: Cécile Gréboval, European Women's Lobby	
		Introduction of Council of Europe Evelyn Care-Colin	Carousell: Council of Europe gender equality recommendations and discussion		Gender and youth: policy proposals		
		Introduction of FYEG: Merja Kähkönen					
11:00		Break	Break	Break	Break	Break	
11:30		Hopes and fears	Gender equality in your own country: research and presentation	Ecofeminism (continuation): Alicia Puleo	Gender and youth: policy proposals (continuation)	Discussion about Cécile Gréboval's input	
12:00		Me & Gender. Stories from participants				Statement presentation	
13:00		Lunch	Lunch	Lunch	Lunch	Lunch	
14:30		History of groundbreaking gender equality policies in the EU: Valerie Schult	Gender equality in youth organisations	Equal share of parenthood: Ilmari Jauhiainen	Designing actions (continuation)	European Youth Foundation: Karen Palisser	
15:00				The role of men in gender equality		Designing actions: presentation	
15:30					Evaluation groups		
16:00	Welcome	Break	Break	Break	Free	Break	
16:30		History of groundbreaking gender equality policies in the EU (continuation): Valerie Schult	Gender in the Labour Market: Theatre preparations	The role of men in gender equality (continuation)		Vote on statement	
17:30		Gender equality in media				Evaluation in group and evaluation form	
18:00	Dinner	Evaluation groups	Evaluation groups	Evaluation groups			
18:30	Evaluation groups	Committees	Committees				
19:00	Dinner	Dinner	Dinner	Dinner			
20:30	Getting to know each other games	Committees	Theatre presentations	Gender bender evening	Action and dinner in town	Closure seremony and final party	
21:00		International evening					
	Colour codes	Expert	Working groups	Evaluation	Energizers	Leisure	Other

