

FEMPOWER - Female Empowerment Leaders of the Future



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FEMPOWER

*Female Empowerment
Leaders of the Future*

FEMPOWER Research & Analysis

Research and Analysis SUMMARY

The focus of the Research and Analysis is to review the Practice Enterprise and the Real World of Business practices regarding female leadership and empowerment and related topics. Its aim is to find out differences, highlight commonalities and gather sources and links useful for the subsequent tasks. Furthermore, the project consortium expects to get a structured insight on findings in the partner countries to create a basis for the entire project, a better understand the needs of the target groups and to define the design of the Mini-Course Program.

Working steps:

- Brainstorming and creating the research analysis framework
- Research and filling out the research analysis (on national basis)
- Research Analysis summary

Interesting findings and Conclusion

According to the findings, Practice Enterprise activities and practices for female leadership and overall diversity & inclusion initiatives are still missing or non-existent in most of the countries of the Practice Enterprise Network. The presumption was that not a lot of training is being done on these topics and this was confirmed by the analysis. Although there are very limited practices and activities for female leadership and empowerment in the Practice Enterprise network, the interest in developing this topic is evident. From this perspective, the topic of the FEMPOWER project and the individual project activities and outcomes such as the creation of Mini-Courses program are all the more important.

While the real business world provides a lot of initiatives, programmes and activities (and even regulations) for young women and the topics of empowerment and leadership, the work processes and content in the Practice Enterprises do not yet offer training in these topics. In this context, it is interesting to note that in the case of different positions in the company, trainers pay attention, where possible, to ensuring a balanced composition of the Practice Enterprise teams.

Practice Enterprise Network

Best Practices: Best Practices regarding female empowerment and/or female leadership, Diversity and inclusion initiatives, Identified gaps

For the consortium it was difficult to find best practices in the Practice Enterprise network as there are currently not many present. On the other side, the real business world provides many good examples, initiatives and projects. When Practice Enterprises are aware of gender issues, the focus is mostly on the choice of language (inclusive job posting), impartial distribution of functions and posts. We noticed and saw a trend that there are individual Practice Enterprises that care about female empowerment. This is however largely dependent on the initiative of the trainer and the way he or she perceives the importance of these topics.

Mentor Company: Initiatives that focus on female/gender aspects, Students connecting actively with the real business world environment

Most Practice Enterprises are connected with a company that comes from the real business world and functions as business mentor. The business mentor gives advice and ideas to the trainers and trainees about the processes and how a business is run.

Depending on the Practice Enterprise framework (general education, VET, college, university, and adult education) and curricula, students have the opportunity for company visits, internships, dual learning, and representation by companies in integrated trials / final exams as well as support by the real company during the final thesis. There are also educational fairs where companies can inform and recruit students as their future employees.

No specific focus on female leadership and empowerment aspects has been discovered in these mentor companies. Only a few mentor companies are focusing on gender aspects that the Practice Enterprises are even aware of.

Hiring Process for a job in a Practice Enterprise; Coaching for application processes, Application procedures including gender aspects, University research relating to gender aspects in Practice Enterprises

All partner countries identify coaching for application processes as a widely-used method, more so during the course of the educational pathway than while in Practice Enterprise. The same is valid for applications for certain Practice Enterprise jobs where some of these processes mentioned may be used: assessments, interviews, resumes, CVs. In the Practice Enterprise network, the concept can be used for different target groups and based on the research done, in the area of adult education, there is naturally a greater focus on hiring processes, job search and application processes.

Scientific analysis on gender aspects in the Practice Enterprise is not available. The university research findings on this topic are more or less general in nature. Gender studies research is not linked or analysed within the Practice Enterprise structure.

Real Business World Environment

Atypical female professions: Motivational programmes, Specific mentor programmes

MINT, STEM, STEAM are typical abbreviations dominating the programmes for what remain as atypical female professions: many countries have implemented such programmes and activities. These are however heavily focused on technical fields and getting more females into these fields as opposed to empowering women perhaps in their existing fields.

In the public or state sector, often times there are equal opportunity officers who are elected or appointed while companies are on their way to improving this issue in various ways.

Most interesting findings: in Spain there is a Minister for Equal Opportunities; and the global initiative [#iamremarkable.withgoogle.com](https://www.google.com/pressroom/2015/03/17/iamremarkablewithgoogle/) (a Google initiative empowering women and other under-represented groups to celebrate their achievements in the workplace and beyond).

Hiring process for a job: Regulations on gender aspects, included parameters, Application documents

Regulation on gender issues is identified in most of the countries researched. Many governments and authorities combat all kinds of discrimination through laws. There are legal obligations and possibilities to consider social aspects in procurement procedures, female quota and even some studies on gender differences in job applications. The difficult aspect is to analyse to what extent these anti-discrimination laws are being implemented in practice.

Some companies have a labour code implementing the principles of gender equality (equality plan, welcome plan, prevention protocol etc.). There are tools for measuring gender equality and similar initiatives in partner countries like no application photos or name.

Career Guidance: Education fairs, coaching, activities for young women in schools, university research relating to gender aspects and female leadership

In all the researched countries, there are educational fairs: local, regional and nationwide, some of them including workshops for young girls and women. Career guidance in schools is being implemented differently to varying degrees. In some countries, career guidance officers have a more active role in student's lives and, in some countries, they are much more passive and have too many students under their guidance to be able to counsel them effectively. This largely has to do with the educational system structure and the priorities of the government representatives in charge of education.

Outside education, the offer is much bigger: Female career coaching or mentoring networks, professional networking organisations, and leadership initiatives by private sector companies that offer for example on-boarding processes, business breakfasts, etc.

Appendix – Summary of the partners' answers

Practice Enterprise (PE) Network

Best Practices

Best Practices in female empowerment and/or female leadership

Best Practice	Partner Research
<ul style="list-style-type: none"> • Female Leadership Conference “Winning Women” (VE USA). 	PEN
<ul style="list-style-type: none"> • PE trainer interfering in the process if only male students or male teams apply for manager positions or other posts. 	AT
<ul style="list-style-type: none"> • EQUAL Project “Opening the labour market for women” Latvia 2005: Main aim was increasing women’s competitiveness in the market of skilled labour through PE. 	LT
<ul style="list-style-type: none"> • Equality Plan: use of inclusive language in teaching activity, Women's Day Activity • Ensuring parity in positions, documentation written inclusively. • Entrepreneurial training talks • Female entrepreneurship workshops reviewing important concepts and looking for female figures (role models) who represent leadership in our society. 	ES

Diversity and inclusion initiatives

<ul style="list-style-type: none"> • One school in Vienna with an inclusive PE. 	AT
<ul style="list-style-type: none"> • Curricula are and will be LGBTQAI -inclusive. 	BE
<ul style="list-style-type: none"> • Municipality collaborates with regional resource centre that provides women with tools to improve their personal autonomy. 	ES

Identified gaps

<ul style="list-style-type: none"> • Awareness about gender biases + stereotypes • Coaching for hiring processes, focus on career guidance, hiring and job application coaching • Diversity & Inclusion models for Practice Enterprises. 	PEN
<ul style="list-style-type: none"> • Gender aspects with priority in students' and teachers' life. 	AT
<ul style="list-style-type: none"> • Program aimed at women in rural areas, focusing on employment, digitization, etc. • The use of non-sexist language in both oral and written expressions. 	ES

Mentor Company

Initiatives that focus on female/gender aspects

<ul style="list-style-type: none"> • Topics of empowerment or gender are represented in the cooperatives of professional women, where family reconciliation, working time and responsibilities are distributed in a much more horizontal way, as it corresponds to own philosophy of cooperatives • European Network LEAD and the 'Promotion Program' of the Spanish Confederation of Business Organizations and the Women's Institute. 	ES
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Students connecting actively with real world work environment

<ul style="list-style-type: none"> • Practice Enterprise in real companies • Mentor company support and cooperation. • <i>Berufsbildung – Ausbildungsbörsen</i> (Germany VET schools) – career guidance and future job opportunities counselling. • Not only PE-related - Dual studies (Germany and Austria: <i>Duale Schulbildung</i>) combine work and study: vocational training/work placements with academic training. 	PEN
<ul style="list-style-type: none"> • Target group ages 12-14: Try-out-days, Regional educational days/week where companies inform • Target group ages 14 – 20: Educational fairs where companies inform and recruit, VET: Mandatory internship during summer holidays before and/or after PE year; Excursion and field trips to companies in general, and specifically to PE mentor companies. 	AT

<ul style="list-style-type: none"> • Company visits, internships, dual learning, representation by companies in integrated trials/ final exams. 	BE
<ul style="list-style-type: none"> • All processes, departments, documents, etc. in PE are based on mentor companies. 	LT
<ul style="list-style-type: none"> • Internships in real companies required by law. 	ES

Hiring Process for a job in a PE

Coaching for application processes

<ul style="list-style-type: none"> • Not all PEs even have a hiring process – so coaching for application processes is also not done in all – depends on region and target group • Many PEs in Germany have the teacher as CEO and this person assigns the jobs – not undergoing a hiring process • Trainees undergo regular hiring process for positions in PE and get support from employment agency and recruiters (Slovakia) • In adult PEs there is much more focus on hiring process, job search and application processes. 	PEN
<ul style="list-style-type: none"> • All students get some coaching (subject <i>Business Behaviour</i>) the year before PE. It is dedicated to apply for internship, not for PE (but students profit anyways). 	AT
<ul style="list-style-type: none"> • Recommendation for PE writing out job postings for the various positions and then having trainees prepare resumes/letter and conduct an interview. 	BE
<ul style="list-style-type: none"> • Majority of PEs always provide a kind of coaching for application processes. 	ES

Application procedures including gender aspects

<ul style="list-style-type: none"> • It depends on the trainer. The Central Office (national headquarters of the Practice Enterprise network) is sometimes part of the jury, but otherwise the school/teacher team determines the procedure. 	BE
<ul style="list-style-type: none"> • Very few of the PE do include these aspects. 	ES

University research relating to gender aspects in PE

<ul style="list-style-type: none"> Riebenbauer, Elisabeth; Stock, Michaela (2016): Learning from and with each other in the university PE. in: Augustin, Elisabeth; Salmhofer, Gudrun; Scheer, Lisa (eds.): Option Kooperation! Learning from and with each other in university teaching. Grazer Universitätsverlag, 257-268 (2016). 	AT
<ul style="list-style-type: none"> There is currently one student (linked to a PE) writing a bachelor thesis, the topic is the overall improvement of this particular PE. 	BE
<ul style="list-style-type: none"> Universities of Barcelona, Lleida, Madrid. 	ES

Real-World Work Environment

Atypical female professions

Motivational programmes

<ul style="list-style-type: none"> <u>STEM initiative</u> is the largest German STEM-network comprising the majority of initiatives and activities of German companies, designed to win more qualified professionals for the subjects science, technology, engineering and mathematics. 	PEN
<ul style="list-style-type: none"> <i>OVE Fem</i> - Women in electrical engineering MINT / STEM (see above). 	AT
<ul style="list-style-type: none"> <u>WiSTEM2D</u> by Johnson & Johnson and Janssen (Belgium); <i>Embrace Difference</i> within <i>Proximus</i> (to recruit 25% of women with college degrees in technical occupations by the end of 2021). <u>#IamRemarkable</u> by Google 	BE
<ul style="list-style-type: none"> Alberta Learning Information Service, Canada: <u>https://alis.alberta.ca/inspire-and-motivate/</u> It is also a great online source for career, education, jobs, salary information. 	LT
<ul style="list-style-type: none"> Many STEAM projects promoted by national and /or regional governments, as there is a Minister for Equal Opportunities in Spain and in Catalonia. 	ES

Specific mentor programmes

<ul style="list-style-type: none"> • Equal opportunities officer (also: women's representative, men's representative) - elected or appointed - is a function within a public authority, a social institution, a municipality or a company that deals with the promotion and enforcement of equal rights and equality for women, men and diverse and performs internal tasks for the respective institution or company. In the federal administrations, this function is restricted to women according to §19 <i>BGleiG</i> (DE-Federal Equal Opportunities Act). 	PEN
<ul style="list-style-type: none"> • Töchertag, Girls Day, <i>TECH UP</i>-Role Model. 	AT
<ul style="list-style-type: none"> • Inspiring Fifty Belgium (fifty female role models in the Belgian technology sector). • <u>WiSTEM2D Scholars Award Program</u> 	BE
<ul style="list-style-type: none"> • Summer Campus for females to become engineers; Samsung Innovation Campus for females; several foundations that deal with training for females. 	ES

Hiring process for a job

Regulations on gender aspects

<ul style="list-style-type: none"> • Female quota – leadership positions, ongoing discussion • Gendering of language (adjusting words to gender e.g., endings), German language issue • <i>Mc Kinsey</i> EU Women – This role is part of a European program to give individuals who self-identify as women an opportunity to discover a career in management consulting. • <u>LinkedIn research study</u> on job application gender differences. 	PEN
<ul style="list-style-type: none"> • Ministry of Education, City of Vienna: Promotion of women as a social condition • For all public procurement: Legal obligations and possibilities to consider social aspects in procurement procedures (including Female Employment, Gender aspects) • <i>Gleichbehandlungsanwaltschaft</i> (Equal Treatment Ombud). 	AT
<ul style="list-style-type: none"> • <i>Genderwet</i> – law of 10/05/2007 to combat discrimination between women and men, adapted on 04/02/2020 on fatherhood or co-motherhood • Vision of the Flemish government: “<i>Our teams are diverse: young, old, male, female, LGBT, transgender, highly skilled, low skilled. Everyone gets the same opportunities whether you are an employee, job student, intern or job applicant. In this way the</i> 	BE

<p><i>Flemish government wants to be an example for all citizens and organizations in the field of equal opportunities and diversity”.</i></p>	
<ul style="list-style-type: none"> • Labour code for employers implementing the principles of gender equality: principle of equal pay, principle of equal treatment in the field of employment, principle of equal treatment in the field of social security and principle of equal treatment in the field of access to goods and services. 	LT
<ul style="list-style-type: none"> • Protocol for the prevention of harassment and violence at work and for the fulfilment of human rights. All companies with more than 50 employees have to have this Protocol (for those with less than 50 employees, it is an added value) • <i>Welcome Plan</i> that explains the Social Responsibility Code, an Equality Plan and a gender perspective and a management policy, which includes the equality policy. 	ES

Included parameters

<ul style="list-style-type: none"> • Example: <i>City of Vienna</i>: Contractors must implement certain measures for the advancement of women, if they employ more than 20 employees, the contract value is at least 50,000 €, and the term of the contract is at least 6 months. 	AT
<ul style="list-style-type: none"> • Fixed statement on job offers: "<i>Your talent is more important than your sex, gender, origin, age, orientation, disability or chronic illness. Apply and help build the diverse Flanders of tomorrow!</i>". 	BE
<ul style="list-style-type: none"> • Culture and organizational management; Labour conditions; Access to organization; Internal and continuous training; Promotion or/and professional development; Wages; Working time and co-responsibility; No sexual communication; Labour health; prevention and action against sexual harassment and harassment on the grounds of gender. 	ES

Application documents

<ul style="list-style-type: none"> • Trend to not require photos of applicants (avoid prejudice) and various biases • Companies hiding irrelevant details for the job hiring (anonymous job application process). 	PEN
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<ul style="list-style-type: none"> • Preferential treatment of applicants with Austrian names, age-related information in job advertisements or refusal to accept applications from women who have not completed their family planning: such discrimination is prohibited. 	AT
<ul style="list-style-type: none"> • At the Flemish government, there is a section on Diversity when you apply for a job <i>Your talent and competences are more important than your sex, gender, origin, age, orientation, handicap or chronic illness. The Flemish government does not accept discrimination, neither in the selection process nor in the workplace. Our teams are diverse: young, old, male, and female, LGBT, transgender, highly skilled, less skilled: everyone works together.</i> 	BE
<ul style="list-style-type: none"> • Equality Planning Information Portal; free e-courses for employers and employees; memorandum for employers about preparing job advertisements; tool for measuring gender equality. 	LT
<ul style="list-style-type: none"> • The respective laws from 2007 – 2020. 	ES

Career Guidance

Education fairs, coaching, activities for young women

<ul style="list-style-type: none"> • Female career coaching/ mentoring networks (<i>Femme Palette</i> e.g.) • Professional networking organisations – business breakfast, roundtables etc., existent in many countries and available for women to take part in. • Leadership initiatives by private sector companies (<i>Deloitte</i> – specific female onboarding processes, pairing up new leaders with seasoned executives – creating networks and advocates and mentors • Lots of online opportunities: <i>LinkedIn Learning</i> – self initiative needed. • <i>Berufsbildung – Ausbildungsbörsen</i> (Germany VET schools). 	PEN
<ul style="list-style-type: none"> • Education fairs: local, regional and nationwide; workshops for young girls and women (<i>DigiGirlPower</i>; City of Vienna) • Coaching (applying for a job): topic is somehow identified in the national curriculum; some schools realize it with coaching. • Media has started to call the “Girls’ Day” >CAREER FAIR • a lot of organisations join “Girls go technical professions”. 	
<ul style="list-style-type: none"> • Career & Studies 2022 exhibition, Vilnius. 	LT

<ul style="list-style-type: none"> All fairs organized usually relate to business, entrepreneurship, female products/services but not really to young women. 	ES
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University research relating to gender aspects, to female leadership

<ul style="list-style-type: none"> Gender studies as a field in itself; diversity studies, diversity & inclusion courses Many sources – such as UN Women etc. 	PEN
<ul style="list-style-type: none"> Many links and sources in the national research analysis. 	AT
<ul style="list-style-type: none"> Many links and sources in the national research analysis. 	BE
<ul style="list-style-type: none"> Klaipeda University Marine Research Institute and Faculty of Marine Technologies and Natural Sciences Action Plan for the Implementation of Gender Equality 2018-2023. 	LT
<ul style="list-style-type: none"> The majority of universities of national/regional governments have an area aimed at female aspects, equal gender actions, etc. 	ES