

Center of Women's
Studies and Policies



Boys in Care. Strengthening Boys to Pursue Care Occupations Bulgarian Country Report

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1. National insights on caring occupations/professions & gender

Introduction

According to the 2017 Eurobarometer survey on gender equality in the EU¹, respondents in Bulgaria are the most likely among the 28 EU Member States to stereotype based on gender². On the other hand, the Bulgarian respondents are confident that gender equality has been achieved in our country in politics (64%), at work (67%), in leadership positions in companies and other organisations (62%).

In the 2017 EIGE Gender Equality Index³, Bulgaria is ranked 16th out of 28 MS with score of 58 points, with only 8 points more than the last country in the rank, with 8,2 less than the EU average, and with 24,6 points less than the first in the rank. The comparison with the previous version of the Index from 2005 (14th in the rank) shows very slow progress, slower than in the other EU MS.

The notion that gender equality in the country is to great extend already achieved is based on the widespread belief that the "women's question" has been solved after the WWII during the socialist period (1946-1990). This belief is matched with the common understanding about the traditional roles of women and men in the family and its rightness is not questioned. The reason for this discrepancy between the gender roles in public and private life can be found in the Bulgarian socialist past: "The socialist "emancipation" of women only scratched the surface of gender relations, especially within the family..." and "the post-war influx of women into the labour force, motivated by the demand for workers in the "construction" of socialism, did not seriously question the power asymmetry and division of labour within the family"⁴.

The lasting results of the socialist "emancipation" of women mainly in terms of occupation can be observed even nowadays: women are present, including in men dominated competitive sectors of economy and public life in respectful numbers and because of different reasons (at least, not because of special measures to achieve gender equality undertaken by the state). These numbers create in the

¹ Special Eurobarometer, 465. Gender Equality 2017. Gender Equality, Stereotypes, and Women in Politics. Fieldwork June 2017, Publication November 2017:

ec.europa.eu/comfrontoffice/publicopinion/index.cfm/ResultDoc/.../80678.

² E.g. over 30% of the Bulgarian respondents answered that it is not acceptable for men to cry - last in rank of 28MS, and first in rank with 81% of those who answered that the most important role of woman is to take care of her home and family.

³ <http://eige.europa.eu/gender-equality-index>

⁴ Daskalova, Krassimira. Bulgarian women's history and the socialist myths: admin.cwsp.bg/upload/docs/history_and_myths_en.pdf

broaden public the notion that "gender equality has been already achieved". For example, Bulgaria has the highest proportion of female ICT specialists in the EU⁵ and also gender balanced research sector as half of its researchers are female⁶. However, the academic women do not recognise the existing horizontal and vertical segregation in the universities and in the research institutions as an issue of concern and accept existing *status quo*⁷. Women are well represented at leading positions in business⁸ and politics⁹, but the Law on Equality between Women and Men was adopted after about 18 years of rejections with great difficulty in 2016. Sex disaggregated data in many sectors of public and private life is practically publicly unattainable, or does not exist. According to the Law mentioned above the state should develop a data base with a special system of gender indicators to measure the progress towards gender equality and to monitor the gender balance in all sectors of public and social life and economy, however the work on it has not started yet and the idea is at its initial stage.

The term "gender" has no publicly accepted translation¹⁰ in the Bulgarian language and remain alien to the broaden public, except to a narrow group of academic or civil society researchers and activists. A gender studies university degree programme exists only in one university for a very limited number of students. Researches on gender related topics are quite scarce, mostly attributed to the internationally funded projects and initiatives, thus written and publicized mainly in English. This diminishes the opportunities of the general public to be introduced to their observations and conclusions. Gender related NGOs have no sustainable public and state institutional and financial support and are dependent on external (international) funding¹¹, thus have little reliability in the stereotyped society, where public debate on gender issues is lacking.

⁵ Eurostat. ICT specialists in employment:

http://ec.europa.eu/eurostat/statistics-explained/index.php/ICT_specialists_in_employment.

⁶ <http://ec.europa.eu/eurostat/news/themes-in-the-spotlight/bg-presidency>.

⁷ Kirova, Alla. Gender divisions in the academic sphere in Bulgaria. 2015 (in Bulgarian), p. 10 - MPRA Paper No. 76395, posted 26 January 2017.

⁸ Women company board chairs roughly double the EU average - see Gender balance in boards, Bulgaria, National Factsheet, January 2013: http://ec.europa.eu/justice/gender-equality/files/womenonboards/womenonboards-factsheet-bg_en.pdf.

⁹ E.g. 3 female Speakers of the Parliament since 2009, 3 female vice-presidents of the Republic since 1990ies, a female mayor of the capital city elected in three consecutive times in local elections majority vote, 50% of senior ministers in the Cabinet in 2016 were women - see Kmetova, Tatyana. Women in political decision-making in Bulgaria, 2016 - The EU mutual Learning Programme on Gender Equality: http://ec.europa.eu/justice/gender-equality/files/exchange_of_good_practice_si/bg_comments_paper_si_2016_en.pdf.

¹⁰ Nikolchina, Miglena. Translating gender: the Bulgarian case. In: Translating gender, collection of essays, <https://atgender.eu/wp-content/uploads/sites/207/2015/12/Translating-Gender-2012.pdf>.

¹¹ Ibid.

The outlines of the state policy of equality of women and men became more publicly visible since 2000 with the start of the accession negotiations to the EU, when the Ministry of Labour and Social Policy (MLSP) was assigned with the responsibility to coordinate and to monitor its implementation at the level of central government. A specialized unit was set up in the MLSP in 2004 with very limited human and other resources, which currently is named the “Equal Opportunities, Antidiscrimination and Social Assistance Benefits” Department with the Directorate “Policy for Persons with Disabilities, Equal Opportunities, and Social Assistance Benefits”. The Department is also the Secretariat of the National Council on Equality between Women and Men with the Council of Ministers (Government), also established in 2004 as a consultative body, with very limited functions and no own resources, to coordinate the activities in the field between the bodies of the executive authority and civil society (NGOs, social partners, representatives of academia, etc.). The coordinators/focal points on equality of women and men in the line ministries and state agencies are part of this mechanism, which is characterised since 2004 up to date with fluidity of manpower, occasional project based capacity building initiatives, no power to influence their own administrations. Elaboration of National action plans on equality of women and men started in 2005 but they are mainly focused on adjustable activities of the administration. The first National strategy for promotion of equality between women and men was for the period 2009-2015, and the second one for the period 2016 - 2020 is under implementation. The strategy corresponds to the similar EU strategic documents. The results related to its implementation are presented in an annual Report on equality between women and men, which is publicly available, but is not widely announced.

This historical context and the existing social environment create the background of vague, unfocused, not publicised, thus publicly unknown state policy in gender equality.

It has to be pointed out that the social, political and economic changes after 1989 and after the transition period from the planned towards market economy have not been matched by the development of new gender models at the national level. Policies for supporting unpaid care work in the family have developed modestly, compared with labour market activation policies. Accession to the EU in 2007 as of the other post-communist countries, which joined the Union in 2004, brought new challenges as it drawn together gender regimes with contrasting histories and trajectories¹².

1. National insights on caring occupations/professions & gender

¹² Gillian Pascall and Jane Lewis. *Emerging Gender Regimes and Policies for Gender Equality in a Wider Europe*, *Jnl Soc. Pol.*, 33, 3, 373–394 C _ 2004, Cambridge University Press.

1.1. Employment - participation rates

After the WWII during the socialist period (1946-1990) the socialist governments attempted to erase gender differences by guaranteed participation in full-time employment of both genders¹³. Since 1950ies the women's role in Bulgaria changed remarkably, and was supported by a number of privileges for "working women and mothers". The established public day-care system for upbringing of children, including nurseries, kindergartens and inexpensive services for child meals, as well as policies aimed at reconciliation of work and family life, sub served the female full time employment. The female labour force participation rate became very high - 92,1% in 1965, 96% in 1975, and 86,1% in 1985. Working paid work away from home became a dominant model for women, even a stereotype¹⁴. According to the National Statistical Institute in 1989 women's employment was 49.80% of the total employment¹⁵.

The political changes in 1989 drastically reversed the economy, the employment conditions, and as a result gradually reduced the existing family policies. The established system of day-care for children underwent negative developments in 1990ies.

The transition to market economy was a hard process regarding restructuring of the national labour market. The patterns of women's and men's employment were considerable changed in the first years of transition. The socialist circumstances of guaranteed job and almost 100% employed adults disappeared very quickly and led to decline in employment, in real wages, decrease in the overall number of jobs. All this resulted in mass unemployment, reaching its peak of 21.4% in 1993, and even higher female unemployment¹⁶. In 1998, there were 1,553,500 male (53.2%) and 1,367,200 female (46.8%) workers.

Female participation at the labour market has increased after 2002 and in some aspects has reached the EU-27 level, and this trend is more visible after the 2008-2013 economic crisis when employment is on rise. According to the National Statistical Institute (NSI) in the third quarter of 2017 the unemployment rate was 5.8%, and the employment rate of population aged 20 - 64 was 73.0% - 76.9%

¹³ Stoilova, Mariya. Gender Regimes During and After Socialism: Bulgarian Women's Experiences of Employment. Conference Proceedings – Thinking Gender – the NEXT Generation, UK Postgraduate Conference in Gender Studies, 21-22 June 2006, University of Leeds, UK, e-paper no. 27.

¹⁴ Genov, Nikolai and Anna Krasteva, (eds). Recent Social Trends in Bulgaria, 1960 -1995, (Comparative charting of social change). Montreal, etc., McGill-Queen's University Press, 2001, 109.

¹⁵ Statistical Yearbook of the Republic of Bulgaria. National Statistical Institute, Sofia, 1992 (in Bulgarian).

¹⁶ Stoilova, Mariya. Gender Regimes During and After Socialism...

for male and 69.0% for female (respectively in age group 15-64 the employment rate was 68.5% - 72.2% for male and 64.7% for female).

1.2. Part-time and full-time work, working hours

Part-time employment was relatively uncommon in Bulgaria in the past and nowadays it is the lowest in the EU, almost the same size for both women and men (1.9 % of those in employment)¹⁷. While under one third (31.4 %) of women aged 20-64 in the EU-28 worked on a part-time basis in 2016, the preference in Bulgaria is for a full time employment as a traditional pattern of the female paid employment outside home, on one hand, and following the exiting pattern of full-time employment in all sectors of economy, on the other. The part-time job is chosen usually as a second/additional employment/salary to the main job, rather as a single employment. However the proportion of those who hold second job in Bulgaria is quite small - less than 5%¹⁸ - 0,3%¹⁹. The reasons are mainly economic - the size of the salaries is among the lowest in the EU and there is a little sense to work part-time.

The fact that full-time jobs are the main option for employment does not diminish the female participation at the labour market. Women in Bulgaria continue to be a substantial part of the labour force. The female FTE (full time equivalent) employment rate in 2015 was 43.9% in comparison to 39.6% of the EU average²⁰.

The average number of actual weekly hours per employed in Bulgaria for the third quarter of 2017 was 40.3 in total - 40.7 for male and 39.7 for female employees.

However, the patterns on employment in the EU are changing. The recent survey shows that the incidence of part-time work tends to be much lower in eastern European Member States, while the part-time work and other forms of atypical employment (e.g. temporary contracts, self-employment, etc.) in the EU15 MS is growing, reflecting the economic conditions and prospects²¹.

1.3. Gender pay gap

¹⁷ http://ec.europa.eu/eurostat/statistics-explained/index.php/Employment_statistics. Data from June 2017.

¹⁸ Eurofound (2017), Sixth European Working Conditions Survey – Overview report (2017 update), Publications Office of the European Union, Luxembourg, p.27.

¹⁹ http://ec.europa.eu/eurostat/statistics-explained/index.php/Employment_statistics

²⁰ <http://eige.europa.eu/gender-equality-index/2015/BG>

²¹ Eurofound (2017), Occupational change and wage inequality: European Jobs Monitor 2017, Publications Office of the European Union, Luxembourg, p. 24.

In Bulgaria the wage differences have never been analysed from applying the gender variable until late 1980ies. The official statement declared that men and women were paid identically for equal work. Men's higher earnings were attributed to better performance²².

The growing inequality between male and female income happened in 1990ies: whereas in 1994 women earned 72% of what men did, in 1996 they got 68%, in 1998 – 58%, and in 2001 – 67%. This tendency is almost ubiquitous (in Europe and in the world at large), but according to UNICEF data Bulgaria has one of the largest gender pay gaps among the Eastern European countries²³. It has to be pointed out that at that period the provision of equal pay for equal job between men and women was taken out from the Labour Code.

Article 243 of the current Labour Code defines the equal pay principle between men and women as ensuring equal remuneration for equal or equivalent work, by encompassing also all elements of pay. The EU standards of equal pay are fully transposed in Bulgarian legislation. However, there is a big gap between the formal recognition of the equal pay principle and its implementation in practice. No specific and consistent legislative or policy measures have so far been adopted to address the gender pay gap²⁴.

The National Statistical Institute (NSI) provides data on gender pay gap, which is calculated in unadjusted form as the difference between average gross hourly earnings of male paid employees and of female paid employees as a percentage of average gross hourly earnings of male paid employees. The indicator has been defined as unadjusted (i.e. not adjusted according to individual characteristics of employees that may explain part of the earnings difference - age, length of service, full-time/part-time employment, education, occupation etc.) because it should give an overall picture of gender inequalities in terms of pay. (NSI)

The gender pay gap in Bulgaria is widened since 1990ies, and in last 10 years is between 15 and 12.3%, 13.2% in 2016 which is below the EU average. The gender pay gap for 2015 in Bulgaria stands at 13.5% in private, but 22, 5% in public sphere.²⁵

²² Anachkova, Bistra. Women in Bulgaria. In Lobodzinska, B. (ed.) Family, Women, and Employment in Central-Eastern Europe, 1995, Westport: Greenwood Press.

²³ Daskalova, Krassimira. Bulgarian women's history...

²⁴ Genoveva Tisheva. Country report. Gender equality. How are EU rules transposed into national law? Bulgaria. Reporting period 1 April 2016 – 31 December 2016. Luxembourg: Publications Office of the European Union, 2017.

²⁵ http://ec.europa.eu/eurostat/statistics-explained/index.php/Gender_pay_gap_statistics

The largest pay gap remains in female dominated sectors²⁶. According to the NSI the pay gap in education in 2016 is 11.3%, while in human health and social work activities is 30.2%. However, calculated in terms of the average annual wages and salaries of the employees under labour contract in 2016 in human health and social work activities economic activity grouping it is about 39% less for women²⁷.

1.4. Leaves

Despite the reductions in family policies after 1989, working arrangements in post-socialist Bulgaria have been accompanied by traditionally long maternity leave arrangements²⁸, paternity leave and parental leave for both mothers and fathers which is a new and an unfamiliar pattern for the Bulgarian families.

According to the Social Insurance Code the maternity leave in Bulgaria is 410 days, 45 of which are used before the birth, with compensation of 90% of the previous income. With the mother's consent, when the child reaches six months of age, the leave can be transferred to the father for the rest of the period with the same level of financial compensation. The first six months are not transferable.

Unpaid leave for raising a child until he/ she reaches eight years of age was introduced in 2004 and is regulated in the Labour Code. After having used the leave for raising a child up to the age of two, any of the parents (adopters), if they work under a labour contract, and if the child has not been placed in an institution with full public support, upon request, shall have the right to make use of unpaid leave of up to six months to take care of a child until he/she reaches eight years of age. The law has introduced the principle of the individual right of each parent to use the parental leave of six months' duration since 1 January 2007, when this leave became non-transferable.

The problem is that the existing regulation of the parental leave which is understood as unpaid leave for raising a child until he/she reaches eight years of age, as well as other related leave for raising a child, are still used predominantly by mothers, which is a substantive equality problem and an uneven balance in family and professional life for both parents²⁹.

²⁶ Vasil Tsanov, Bulgaria. In: Giovanni Razzu (ed.), *Gender Inequality in the Eastern European Labour Market....*

²⁷ <http://www.nsi.bg/en/content/6439/total-economic-activity-groupings-kind-ownership-gender>

²⁸ Erika Schulze & Maja Gergoric (2015), *Maternity, paternity and parental leave: Data related to duration and compensation rates in the European Union*, European Parliament.

²⁹ Genoveva Tisheva...

According to statistics of the National Social Security Institute this leave is used by very small percentage of fathers: in 2015 and in 2016 they are respectively only 1.32% and 1.38% ³⁰.

Since 2009, if the parents are married or live together in cohabitation, the father is entitled to 15 days of paid paternal leave upon the birth of his child after the child is brought home from the hospital (Article 163 of the Labour Code). The National Social Security Institute provide statistics on the number of men receiving the indemnities for the leave, which shows that in 2015 and in 2016 they are only 4,3 % and 4,5 % of fathers.

The survey on *Attitudes, Practices, and Barriers to Active Father Involvement in Bulgaria*³¹ shows that main reasons for man not making use of the leave are the belief that it is not needed as the mother (30.6%) or another relative (22.4%) was there to take care of the child. About 5% could not afford it financially and about 2% shared that they were not aware of the leave.

The authors of a recent comparative survey on fatherhood in a number East European EUMS and non-MS emphasize that in Bulgaria the public support for father involvement in childcare is less explicit ³². Fatherhood and fathering as a phenomenon are constructed by both women and men, other significant members of their social networks, and broader policy frameworks. Difficulties to have a part-time work, care-related short or longer career breaks do not offer incentives for fathers to be more involved. By the authors the policies create a normative context that might have an indirect effect on individual attitudes and practices thus father's involvement does not necessarily lead to relief of responsibilities for mothers. Encouraging more active fathering can be achieved by creating part-time jobs and family-friendly work environments for both women and men, to develop better conditions for work-life balance by companies and other employers. Lack of all this might reinforce gender stereotypes of masculinity and avoid any kind of unpaid care work of fathers.

³⁰ Calculation of authors based on Indicators for temporary inability to work, National Social Security Institute, 2015 and 2016.

³¹ The study is held within the national campaign "Being a father" in Bulgaria (part of world campaign "MenCare Global") and is available online at: <http://mencare.bg/sociologichesko-prouchvane-naglasibashtinstvo/>

³² Zhanna Kravchenko and Mihaela Robila, Fatherhood and Fathering in Eastern Europe. In: Jaipaul L. Roopnarine (ed.), *Fathers across Cultures. The Importance, Roles and Diverse Practices of Dads*, Praeger, 2015.

1. 5. Data on education disaggregated by gender

The level of education of women was quite high during the socialist period due to the equal access of both sexes to all forms of education and 50:50 educational quotas by sex in tertiary educational institutions (universities and colleges), including in STEM. The percentage of women graduated university education raised up to 64% in mid-1990ies.

In 2016 the educational attainment of population (25 - 64 years of age) was 27.7% tertiary education, 54.6% upper secondary education³³.

According to the NSI in 2016/2017 academic year at the level of pre-primary education functioned 1 894 independent kindergartens, where were enrolled 224.4 thousand children, of which 51.8% were boys. The coverage of children in this educational level estimated by the group net enrolment rate for the school 2016/2017 year was 79.4%. The teaching personnel employed in kindergartens were 19.9 thousand. Kindergarten teachers were 18.7 thousand, or 94.5% of all personnel in kindergartens. Male teachers in 2016/2017 academic year are 199 (including directors, music and sports instructors, educators, etc.) and their number is growing in comparison with the previous academic years, practically doubled in comparison with 2014/2015 academic year. However, it has to be pointed out that the majority of them are in higher years of age from 45 to 60 plus.

As of 1.10.2016 there were classes in 1 990 general education schools. Out of these 145 were primary schools, 1 291 - basic schools, 4 - lower secondary schools, 128 upper secondary and 422 - secondary general schools. The total number of the teaching staff (incl. directors and deputy directors with teaching activity) employed in general education schools during the 2016/2017 school year was 47.9 thousand. In the teaching profession women were predominant who constitute 85.0% of the total number of teachers. The number of male teachers has raised from 6889 in 2015/2016 academic year to 7183 in 2016/2017 academic year.

Vocational education and training during the school year 2016/2017 was carried out in 22 art schools, 24 sport schools, 373 vocational gymnasiums and 35 vocational colleges with enrolment after secondary education. The total number of students was 131.4 thousand and boys were predominant with 60.0% of the total number of students in this educational level. The highest relative share in programmes for attainment of a third and of a second level professional qualification leading fields of education were the 'Engineering and engineering trades' and 'Personal services'. The share of student

³³ NSI, Education in the Republic of Bulgaria, 2017.

who attained a second level of professional qualification in 'Health' is 20.5% of total, however it shows a slight decrease of 1% in comparison with previous academic years.

The total number of teachers working in VET schools was 11.5 thousand. The number of female as well as of male teachers in VET establishments is declining in comparison with previous academic years. Majority of female teachers are in the age group of 44 -59 years, while the majority of male teachers are in the age group of 50 - 60 plus.

The total number of the students in Bulgaria enrolled in the four educational-qualification degrees ('Professional bachelor', 'Bachelor', 'Master' and 'Doctor') in the academic year 2016/2017 was 249.9 thousand. During the 2016/2017 academic year the number of students enrolled in the educational-qualification degree 'Bachelor' was 155.2 thousand, of whom 52.0% were women. In the past 2016, in the country 30.9 thousand students graduated with the degree 'Bachelor', of which 18.4 thousand or 59.5% were women. The relative shares of graduated students were highest in the fields: Business and Administration (29.9%), Social and Behavioural Sciences (15.7%) and Engineering and Engineering Trades (11.6%). The share of students in the Teacher training and educational science was 4.1%, in Health 26.3%, in Social and behavioural science - 0.9%, in Social services 0.4% and in Personal services (sports, tourism, recreation, etc.) - 21.1%.

During the 2016/2017 academic year the number of students in the educational-qualification degree 'Master' in universities and equivalent higher schools was 77.6 thousand of whom 57.6% were women. The structure of students by narrow fields of education showed that the highest proportion of students were studying in the field of Health (23.8%), followed by the field of Business and Administration (18.6%) and Law (12.8%). In 2016, in the country 25.6 thousand students graduated with the degree 'Master', of which almost two-thirds (64.2%) were women. The relative shares of graduated students were highest in the fields: Business and Administration (32.1%), Social and Behavioural Sciences (11.0%) and Teacher training and education science (10.2%). Structure of the students in the educational-qualification degree "Master" in 2016/2017 is: Teacher training and educational science was 6.7%, in Health 23.8%, in Social and behavioural science - 7.2%, in Social services 0.5% and in Personal services (sports, tourism, recreation, etc.) - 1.3%.

However, the recent research of EIGE³⁴ shows that the observed chances for men of getting a first job in the field of education, health and social work in Bulgaria are very low (less than 5%).

In 2012 a very interesting nationally representative survey was done by an international team of researchers. Based on its findings the experts suggest that gender typical employment is conditioned by the institutional features of the educational system in Bulgaria. It shapes the gendered occupational trajectories for men but it does not hold the same explanatory power for women. Neither vocational nor higher education has a significant effect for women. In contrast, men with vocational education are more likely to work in male-typed occupations and, in line with the literature, higher education steers men toward gender mixed and a-typical occupations. The study points to the importance of educational institutional factors in shaping gender (a)-typical career paths. The Bulgarian case, in particular, offers insights into the mechanisms that can potentially decrease horizontal gender segregation in the labour market³⁵.

The education sector had the highest number of jobs requiring higher education (approx. 130 thousand) and it is expected that the number of jobs will increase in coming years. The key occupations within the sector are secondary education teachers and early childhood teachers. The shortage of teachers in Bulgaria is a well-known problem that exists for years. It is addressed by the National strategy for the development of teaching staff 2014-2020, which aims to introduce measures for the recruitment, retention and competence development of teaching staff up to 35 years old in secondary education³⁶. Unfortunately it does not contain any measures to attract more men to enter the profession.

According to the Law on Protection against Discrimination from 2004 the Ministry of Education is obliged to review the school textbooks, teaching and training materials, and to avoid any discrimination on the all grounds envisaged in the law, including sex/gender. The Ministry has not fulfilled this obligation. The number of researches³⁷ in recent years show that the textual and visual content of the textbooks especially in the primary school reinforce gender stereotypes in terms of desirable or possible female/male occupation and profession.

³⁴ EIGE. Gender segregation in education, training and the labour market, Report, prepared for the Estonian Presidency, 10 Oct. 2017.

³⁵ Bieri, Franziska, Imdorf, Christian, Rumiana Stoilova& Boyadjieva, Pepka. The Bulgarian Educational System and Gender Segregation in the Labour Market, European Societies, volume18 2016, issue 2, p.158-179.

³⁶ CEDEFOP, Skills Panorama. Bulgaria: Mismatch priority occupations, 10/2016.

³⁷ CWSP....

1.6. Data on occupation disaggregated by gender

Horizontal segregation

The gender segregation at the labour market has not been a subject of regular studies before the accession of the country to the EU, and still is a subject of very limited incidental studies on separate issues, which in many cases concern very narrow topics. All these impede the analysis very much and limit the opportunities to present a comprehensive picture on the reasons for the existence and deepening of the gender segregation over the years³⁸.

However, the existing statistics on the labour market from the socialist period shows that there were professions and occupations where women were overrepresented. At the end of the socialist period in 1989 the female employment was overrepresented in finance and insurance (82.2%), education (75,8%), health (73,8%), trade (65.0%)³⁹.

In 1990ies the occupational structure in Bulgaria is predominated by mixed sex occupations⁴⁰ and according to the gender-related division of labour there were some occupations forbidden for women not to impair their fertility.

The analysis on sectoral and occupational structure indicates that gender segregation exists and deepens over the years, and the occupational segregation over the years has increased both for high and low level occupations⁴¹.

Statistical data show the increase of female overrepresentation in the sectors of education and of human health and social work⁴²:

	1980	1985	1988	2000	2005	2010	2014
Education	74.3	75.5	75.8	80.3	79.2	81.9	80.8
Health and social	74.3	73.6	73.8	77.3	77.3	80.6	79.1

³⁸ Beleva, Iskra (2008): Gender Segregation on the Labour Market: Roots, Implications and Policy Responses in Bulgaria. MPRA Paper No. 52667, posted 8. January 2014, <http://mpra.ub.uni-muenchen.de/52667/>.

³⁹ Workers and state employee, Central Statistical Office, 1989 (in Bulgarian).

⁴⁰ Jennifer Jarman, Robert M. Blackburn, Bradley Brooks and Esther Dermott. Gender Differences at Work: International Variations in Occupational Segregation. In: *Sociological Research Online*, vol. 4, no. 1, (1999) <http://www.socresonline.org.uk/4/1/jarman.html>.

⁴¹ Beleva, Iskra (2008): Gender Segregation on the Labour Market...

⁴² Vasil Tsanov, Bulgaria. In: Giovanni Razzu (ed.), *Gender Inequality in the Eastern European Labour Market: Twenty-five years of transition since the fall of communism*, Routledge, 2017.

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Post-communist liberal democracy in Eastern European countries has been criticized for not paying attention to gender at all, leaving women as losers in both public and private arenas⁴³. During the transition period coping with the hard employment situation women turned rather to choose typical "female" occupations and professions, which does not look as they are "chosen by force", but look "natural"⁴⁴. Horizontal (occupational and professional) gender segregation at the labour market in particular is almost untouched issue in the state efforts to achieve gender equality, and the state "does not appear to take measures for its reduction"⁴⁵.

On the other hand, the Bulgarian labour market seems to be equally diversified for both genders – 48.9 % of women and 46.7% of men work in the top five occupations⁴⁶. Bulgaria is among the countries, which had the smallest share of women in female-dominated professions in 2014 (between 15% and 22%). These countries also had the smallest gender gap in employment segregation (between -11 percentage points and -16 percentage points)⁴⁷. The international comparison shows that the employed people in education, health and social work activities in 2015 were much less in Bulgaria than in the other EU MS: the share of women in these sectors was 19.8% in Bulgaria, and 30.4% in the EU28, the share of men resp. 4.1% in Bulgaria and 8.3% in the EU-28 MS⁴⁸.

In a recent research on occupational gender segregation the author emphasises that the "Stereotypes influence the choice of the workplace. Social attitudes engrained for 'male' and 'female' jobs, and this determines the choice of work. It is hard to motivate a man to start a job that society has considered feminine. Gender segregation in the country is directly related to income inequality and the evaluation of jobs. The majority of female-dominated sectors and occupations are characterised by high income inequality. For example, in the financial, educational and health sectors the pay inequality is high and the occupations of the schoolteachers, cleaners, sales assistants and supermarket cashiers

⁴³ Marian Adnanes (2000), Youth and gender in post-communist Bulgaria, Journal of Youth Studies, Vol. 4, No. 1.

⁴⁴ Fotev

⁴⁵ Vasil Tsanov, Bulgaria. In: Giovanni Razzu (ed.), Gender Inequality in the Eastern European Labour Market: Twenty-five years of transition since the fall of communism, Routledge, 2017

⁴⁶ The current situation of gender equality in Bulgaria – Country Profile 2013, European Commission

⁴⁷ Eurofund (2016). The gender employment gap: Challenges and solutions, Publications Office of the European Union, Luxembourg.

⁴⁸ <http://eige.europa.eu/gender-equality-index/2015/BG>

are low. These differences in pay support the thesis that in Bulgaria, female-dominated jobs are undervalued. Moreover, majority of these jobs do not offer career development"⁴⁹.

According to the recent data of the National Statistical Institute (NSI) on employed by economic activity grouping and sex in 2016 the "Education" and "Human health and social work activities" are the most feminized professions, where men are respectively 19,09 % and 21,2 % of the total number of all employed.

The analysis on sectoral and occupational structure indicates that gender segregation exists and deepens over the years. (Beleva, Iskra (2008): *Gender Segregation on the Labour Market: Roots, Implications and Policy Responses in Bulgaria*). The occupational segregation over the years has increased both for high and low level occupations. Women's access to certain occupations, e.g. legislators, senior officials and managers' positions, seems to be limited, while they are over-represented among other positions, e.g. professionals. The occupational segregation over the years has increased both for high and low level occupations. Being a professional means relatively high level of education, which implies that the level of education is not the factor that impedes women's promotion to higher occupational positions. Meanwhile, among employed people with elementary occupation women are twice less than men despite the upward trends. There is an over-representation of women among service workers and shop and market sales workers. This is a sector with relatively lower level of payment compared with the average for the country.

Over the past decade segregation increased in Bulgaria. In order to compare the extent of horizontal segregation in Bulgaria with the overall EU-27 average, two horizontal segregation indicators are calculated: (1) Sectoral Gender Segregation Indicator (SGS) 17, (2) and the Occupational Gender Segregation Indicator (OGS): The extent of sectoral gender segregation (SGS) in Bulgaria (4.0 pp) is lower than the overall SGS of the EU-27 (5.3 pp). This is mainly due to a considerable number of women and men working in manufacturing. The extent of occupational gender segregation (OGS) in Bulgaria (4.6 pp) is comparable to the EU-27 (4.6 pp). This means that women in Bulgaria are just as likely to be found in gender typical occupations as on EU-27 average. 68.6% of women and 65.0% of men are employed in their respective five most common sectors. The largest group of women (21.8%) as well as men (19.7%) work in manufacturing jobs. "Wholesale and Retail" (20.3% of women and 15.8% of men) is the second most popular sector for both genders. Beyond those two sectors, the genders show a common trend: women tend to work in the service-based industry; men tend to work in

⁴⁹ Vasil Tsanov, Bulgaria. In: Giovanni Razzu (ed.), *Gender Inequality in the Eastern European Labour Market: Twenty-five years of transition since the fall of communism*, Routledge, 2017, p. 40.

"Construction", "Transportation & storage" and "Public administration". The difference in the choice of occupations, however, displays stronger differences between women and men. Within the five most popular occupations, there is only one overlap: 10.9% of women and 9.0% of men work as "Personal service workers". The rest of the labour force working in the five most popular occupations is strictly separated by gender. However, the Bulgarian labour market seems to be equally diversified for both genders – 48.9 % of women and 46.7% of men work in the top five occupations.⁵⁰

Concerning the pedagogical staff, we compared available data in two sources Eurostat⁵¹ and National Statistic Institute. According to the Eurostat data on classroom teachers and academic staff by education level, programme orientation, sex and age groups, Bulgarian men teachers in pre-primary school for the period 2013-2016 are respectively 43 (2013), 44 (2014), 55 (2015). National statistics provides only compiled data about the numbers of pedagogues and directors without teaching activities, music instructors, methodologists and educators, working in kindergartens. The statistical source makes impossible to identify the exact gender ratio only for the pedagogical staff. Nevertheless, the available data show that from 2000 to 2016 year the numbers of men, working in kindergartens increased from 45 in the whole country (in 2000) to 199 in 2016. The trend has some ups and downs between 2000 and 2012. Since 2012 the number of men staff in kindergartens, increases gradually each year, most of whom are men in the age group of (35-44 years). There is no specific research work on the reasons for that increase and it represents an interest for us to explore deeper.

There is no public statistical data on men and women employed in the specific medical professions as for example nurses and midwives or rehabilitators, which is a barrier for us to find out where men are the least represented. However, led by the interest to find out what potential barriers for men to enter the medical care profession might be, we studied and compared the rules for the student admission in a number of medical specialties and universities in Bulgaria. We found out that according to the Law on Higher Education, the medical universities are free to determine gender quota in admittance criteria within the number of sponsored by the state places for the relevant medical universities and subjects. Our closer comparison showed that the gender quota is in place in care medical professions every year and slightly differs between universities. For example in Plovdiv Medical University it is:

⁵⁰ The current situation of gender equality in Bulgaria – Country Profile 2013, European Commission

⁵¹ Eurostat, Education and Training, Education Personnel, teachers and academic staff, Classroom teachers and academic staff by education level, programme orientation, sex and age groups (educ_uoe_perp01)

- Nurses; medical cosmetic specialists – 80% women: 20% men;
- Midwifery – 100 % women;
- X Ray laboratory assistant ; Rehabilitator; Public health inspector; Dental mechanic– 50% women : 50% men;
- Medical laboratory assistant – 70% women: 30% men.

Compared to the Pleven Medical University, where it is:

- Midwifery and Medical cosmetics - 100 % women
- Medical laboratory assistant - 1:2 men/women
- Nursery - 50 % women: 50 % men
- X ray laboratory assistant; rehabilitator; public health inspector; dental mechanic – 50% women: 50% men.

According to the rules of most of the medical universities in case the quota of men is not fulfilled, because there are not enough men candidates who passed the exam, the universities can redistribute the rest of the places to women, which is very often the case. We have not found any specific research work about how quota in medical universities influence the professional choice of men and women in care professions in Bulgaria, but we suspect that the quota plays a role in their career orientation. Moreover, we found out that some of the professions like the midwifery for example is absolutely closed for men in all university in Bulgaria and historically it was like that for years, so Bulgarian boys never were allowed such a professional choice, nevertheless gynaecology is considered to be a normal career choice for men doctors in Bulgaria.

Bulgaria has a comparatively high proportion of physicians but the second lowest proportion of nurses in the EU52.

In recent years more men are choosing the profession of nurse in a hospital. For the Bulgarian reality it is a completely new phenomenon. The naming of the male nurse in Bulgarian language is still under question. For example in 2009 medical university students discussed in the social media forum of

⁵² State of Health in the EU. Bulgaria. Country Health Profiles 2017, p. 7.

one of the biggest medical portals whether to use the term medical brother or health brother for a male who is studying and working as a nurse and to which extend it is ethical to have men in this profession⁵³. According to the Association of nurses in 2014 there were 48 male graduates from the universities across the country which provide education for health care professionals - nurses. Unfortunately the national health care statistics does not provide data how many male graduate this type of education, and how many of them are later employed based on it.

Many patients address me as a doctor, so I need to explain my function and duties, says in an interview for the national media one of the male nurses in a big hospital in the capital city. He confessed that has tried many other occupations before admitting that nursing is something he feels well in. However, his career plans are also connected with a possible emigration abroad where his qualifications will be accepted and remuneration for the job he is practicing is in times higher⁵⁴. In 2015 there were only 20 male nurses who had graduated this specialty and who worked mainly in surgery and intensive care departments.

2. System of vocational training/counselling

In Bulgaria, IVET begins as early as the completion of the sixth grade, i.e. when students are 13 or 14 years old. Until the age of 16, comprehensive education is the dominant education model for students, with some IVET elements in the training curricula. After completing this training period, a student obtains a comprehensive education certificate as well as an initial level qualification in a certain occupational field. In upper secondary education, a similar mechanism exists: students in vocational upper secondary schools receive IVET education along with general secondary education. IVET is also available to students over 16 who have already finished upper secondary school. School-to-work transitions are embedded in the institutional structures of educational systems. In particular, vocational education has been linked to greater horizontal gender segregation in employment. The educational system shapes the gendered occupational trajectories for men, but it does not hold the same explanatory power for women. Neither vocational, nor higher education has a significant effect for women. In contrast, men with vocational education are more likely to work in male-typed occupations

⁵³ <http://www.puls.bg/forum/viewtopic.php?t=14561>

⁵⁴ <http://m.btvnovinite.bg/article/bulgaria/obshtestvo/vse-poveche-mazhe-v-balgarija-rabotjat-kato-medicinski-sestri.html>

and, in line with the literature, higher education steers men toward gender mixed and a-typical occupations⁵⁵.

We have not identified any specific initiatives targeting the area of boys in care professions. However we identified some specific initiatives targeting girls in STEM:

1. Entregirl

This is a competition for girls (aged 16-23) ⁵⁶The initiative was inspired by the award Digital Woman of Europe 2013, which was awarded by the European Commission within the forum ICT2013 – Digital Agenda for Europe in November 2013 to Ms. Sasha Bezuhanova, founder and director of the Bulgarian Center of Women in Technologies.

The aim of Entregirl, which has 4 editions for 4 years, is to promote more girls to choose careers in business and ICTs and thus breaking the stereotypes that these are only male spheres. It aims at developing girls' entrepreneurship, allowing to more than 200 girls for 4 years in the country to present their innovative projects and feel that they can be change makers.

2. Rails Girls

Founded by Linda Liukas and Karri Saarinen in Finland. The first event, held in Helsinki in November 2010, got over 100 interested girls signed-up for the workshop. Since then the free events have expanded to Shanghai, Singapore, Tallinn, Berlin, Krakow and many more attracting thousands of girls to the world of web building including in Bulgaria.

Rails Girls aims to open up technology and make it more approachable for girls and women.

The weekend event is free and open to all enthusiastic girls and women. Rails for Girls wants to empower girls to build the capacity and acquire the tools to conquer the last online frontier. The events are organized together with local sponsors. In Bulgaria it started in 2013 by the initiative of Ms. Gergana Passy - former minister of the European affairs, Digital Champion of Bulgaria, Founder&President of DNA (digitalalliance.bg); Founder&President of PanEuropa Bulgaria (paneuropa.bg) The event which is held every year is organized in the Academy of Telerik IT Company and in 2017 will have its 9th edition. More about it: <http://railsgirls.com/sofia.html#goals>.

55, The Bulgarian educational system and gender segregation in the labour market, Franziska Bieri, Christian Imdorf, Rumiana Stoilova & Pepka Boyadjieva, European Societies, Volume 18, 2016 - Issue 2

⁵⁶ <http://entregirlbg.com>

3. National data/studies on boys'/men's role in caring work, job preference, caring masculinities

Care for children, elderly and dependent persons in Bulgaria are predominately still provided by women in families. Women spend with household and family care more daily time, than men (on average with 2:10 hours more). Affordable care services are scarce and can't respond to the needs of parents with children under 3 years and carers of elderly and other dependent persons.

In Bulgaria the most recent time use survey was held from October 2009 to October 2010. According to it in household and family care are involved 95% of the women and 78.9% of the men. Household and family care takes 3 hours and 25 minutes per day on average for all interviewed persons. Women spend 4 hours and 27 minutes per day, comparing to men - 2 hours and 14 minutes. There are considerable gender differences regarding the continuity and character of the household work. Women are much more involved in cooking, dishwashing, cleaning the house, ironing and laundry, while men are more involved in providing of water for the households and wood for heating and also in planting and breeding of domestic animals. Men and women are spending equal time for studying and playing with children, while women spend more time for physical care of children - bathing, feeding, changing of clothes (1 hour and 36 minutes per day), comparing to men (51 minutes per day). Care for elderly and sick family members is an important reason for taking unpaid sick leave among women. In 2015, only about 13,000 men took leave in order to care for a sick family member, compared with 133,000 of women⁵⁷.

There were not found any national research on men's role in caring work, but we identified recent research on caring masculinities in family - the mentioned above Study "Attitudes, practices and barriers to active men's engagement in child care", 2014, done within the framework of the national campaign "Being a father" (part of world campaign "MenCare Global"). The campaign focuses on the benefits of active participation, not only of the father, but also of any important men in children's lives, to ensure the complete development of the child in non-violent family environment. The sociological research has some key findings regarding caring masculinities in family context in Bulgaria:

- The image of the engaged father who participates in the daily child care and home activities, express their emotions, even to the other people (outside the family), started facing relatively wide public support. Despite public perceptions, in practice the proportion of fathers who are included in the daily child care, education and health is considerably lower than that of mothers;

⁵⁷ Ibid

- Men participate mainly in activities such as games (34%) and sports with the kids. Daily care (nutrition and hygiene), education, and especially the child health are identified as the main mother duties. On the other hand, communication with the child and his raising, as well as recreational activities, leisure activities, more often are shared responsibility between both parents and this is where the fathers are much more involved.
- Despite the widespread stereotypes of the image of the father as a strict parent, more often he hug, kisses, encourage and praise children, rather than impose penalties. In 47% of the families, fathers do it a par with their mothers and only in 12% they impose penalties. For comparison - the penalties are imposed primarily by mothers in every fifth family. Among practiced penalties against child, the most common are deprivation from favorite activity and grill. Looking for help from a teacher or psychologist still has the status of "exotic" measure (below 2% sought support), which would prevent parents to approach adequately in cases of more serious child behavioral problems
- The main barriers to the active involvement of men in childcare and home activities are: sense of excessive engagement with family material security; stereotypes according to which the daily care of the child is not a man's job; insufficient public awareness of the importance and support of paternal role in child care.

II. Analysis of material for occupational orientation/vocational education

Selection/Material corpus:

4. Which sources are available in our country?

The team researched for diverse types of materials, available on line on career/professional orientation: portals, containing resources on career orientation, guidelines for career orientation in health and social care sector, coaching methodology in career orientation, collection of best practices and different guidelines specifically targeting teenagers, parents and professionalists in educational system (teachers, career consultants and policy makers), produced in the period 2006 – 2017. We selected eight potential resource materials to be reviewed and analyzed. We explored the approach towards girls and boys in their career orientation and/or tried to identify methods or tools on encouragement of gender atypical choices. The detailed list of reviewed materials is attached in annex in item IV.

The review of the materials, showed us that most of them are presenting career advices or career orientation programs, that mainly encourage typical career paths for boys and girls with some rare exceptions (for example in the 2015 edition of the “My career” guide there was one story of a man, who choose kinesitherapy as a profession and explains the benefits and positive outcomes of his choice). In the other ten editions of the same guide, published annually and dedicated to orient young people about prestigious or very fast developing professions with high potential in Bulgaria, we found scarce examples about care professions. For example, the 2009 and 2010 editions present the career of social worker, but it is illustrated by two female stories and in 2014 edition we found one example of psychologist in elderly care institution, also illustrated with a female personal story. The next editions of the guide start to present more and more the digital and engineering professions which are of high demand in Bulgaria since 2012, because of fast growing ICT sector. In the 2015 and 2017 editions we found some examples of young women, who entered the ICT sector and developed successfully there, however the 2016 edition, dedicated entirely to promote engineering professions, there are 100 % men stories presented.

In the “Guidelines for career orientation for teenagers”, developed by the MOST-BG foundation we found one example of female successful career, illustrated with the life story of Oprah Winfrey, which give to teenagers a lesson that it is not important so much where are you born and what kind of life difficulties you face, but the direction you go and how big your ambitions are. However, the main characters’ personal stories - teenagers, who are facing difficulties in choices, concerning job orientation and which are the illustration of how career counselling could help, are chosen to some extent in our opinion stereotypically. The Guide presents some typological problems – girls, having good notes at all disciplines in school, but not having any practical life skills or job experiences; girls interested in show business, relying only on their physical beauty and help of influential people, who can like them, nevertheless of their talents; girls being good at housework, not so good students, which are forced by their parents to pursue specific prestigious professional careers and on the other hand, boys, who are not interested at all in studying, but earning already some money; boys who don’t believe in education much and are more practical and business oriented; boys interested only in IT professions (good at mathematics), limiting their other choices; boys, following the career paths of their fathers in prestigious male professions (construction/architecture) etc. We did not find any examples of boys and girls who are interested in gender atypical professions and confronting the inconvenient situations to overcome their own stereotypes and also those of their parents and the society.

In the best practices collection of the 100+ Enlightenment Best Practices e-book, out of 30 best practices on career orientation programs or events, we found only two specific examples (best practices) dedicated specifically to women (Career Coaching for Women Who Want It All program and the Business Possibilities for Women series of events, dedicated to encourage entrepreneurial culture among women). Both initiatives are dedicated to career reorientation and/or empowerment of women). We did not find any other initiatives with gender dimension in the collection, neither specific examples of initiatives targeting boys.

The other reviewed materials turned to be gender neutral. They are focusing on different approaches for career orientation, based on the individual needs and talents of young people and job market realities, but they are not tackling gender stereotypes, neither gender dimension of career choices. The only exception are some materials in the Resource portal for career orientation for students of the Ministry of Education, which we present in details below.

5. Which material did we choose and why?

We choose to present in more details the Resource portal on career orientation for students of the Ministry of Education, developed under the project N BG05M2OP001-2.001-0001 “Career orientation system in school education: <http://orientirane.mon.bg/programa/>, because the portal contains the richest library of career orientation resources (produced under different EU and national projects) , collected and stored in categories by level of education and by educational grades. The resource materials represent guidelines for teachers and students, good practices, programs or description of classes on career orientation, thematic videos and interactive exercises.

The review of the portal was done by us on two levels – visual messages and content.

On the level of visual messages, we found that the professions are predominantly illustrated with very typical examples of “male” and “female” professions: men in construction, architecture and agriculture versus women in administration and in health sector and cosmetics. Some examples of the predominant illustrations are included below:

Illustration 1 – Home page of the portal

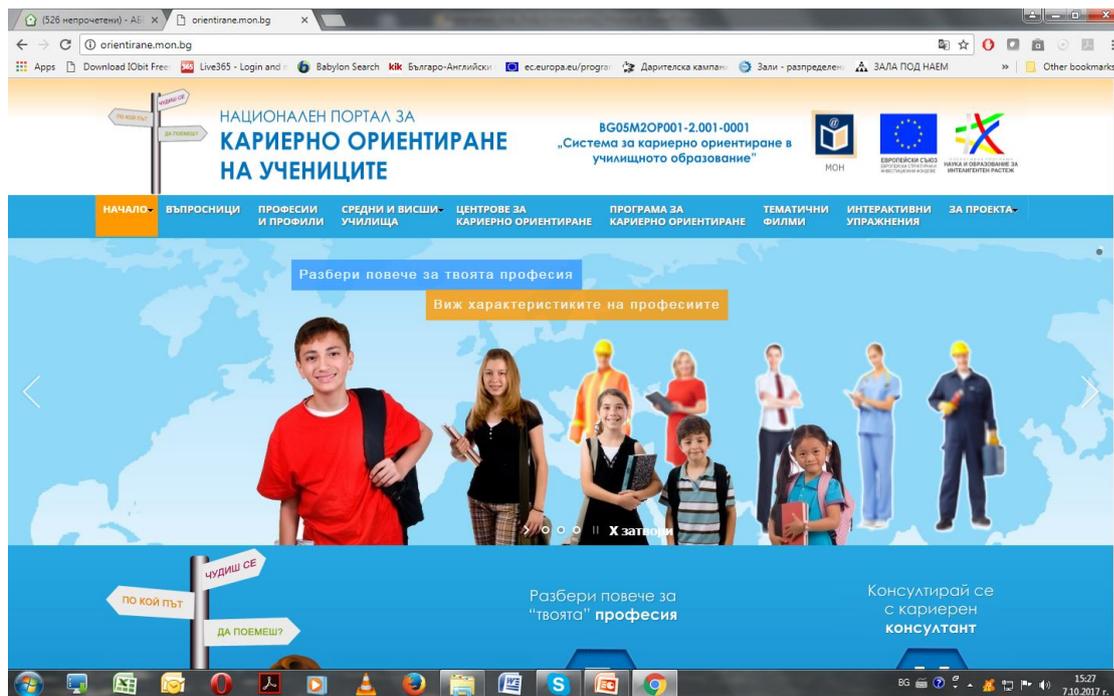


Illustration 2 – Professional education in secondary school

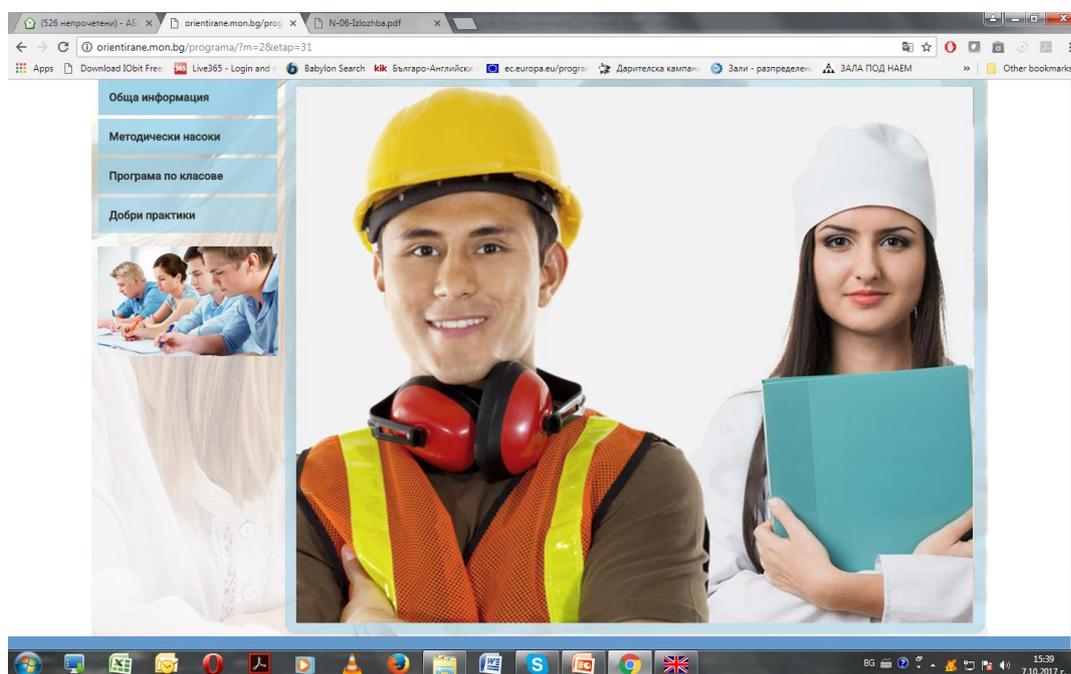
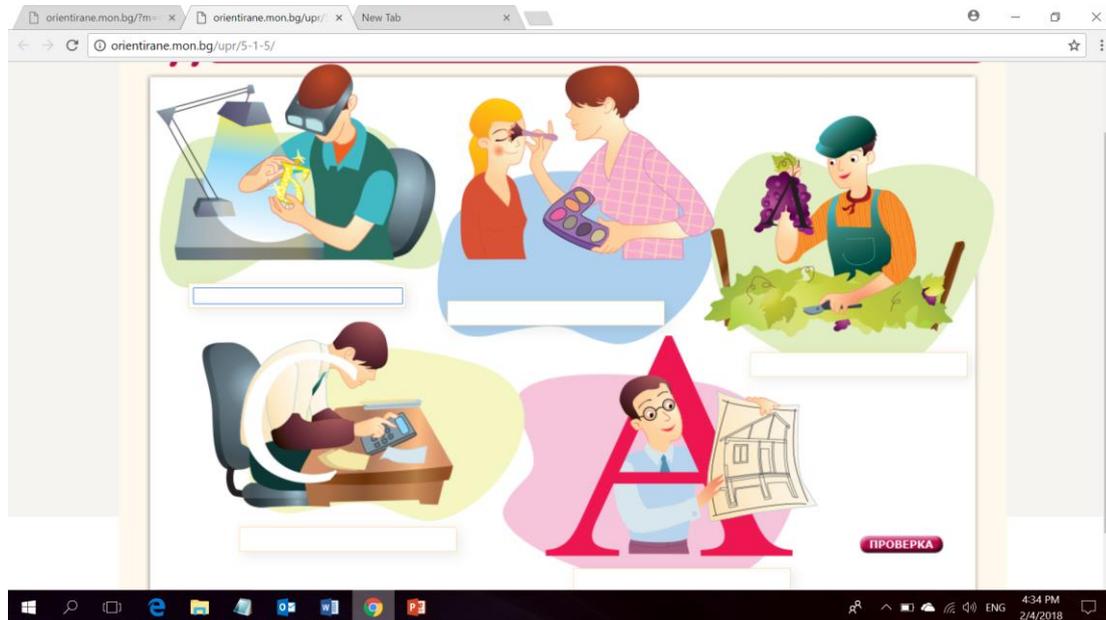


Illustration 3 – Find your profession by alphabetical order – online exercise for students in 5th grade



However, we also found some illustrations of gender atypical career orientation. For example, we found four pictures of girls, learning mechanics/engineering, construction and carpentry and involved in science as follows:

Illustration 4 - Programs of career orientation page

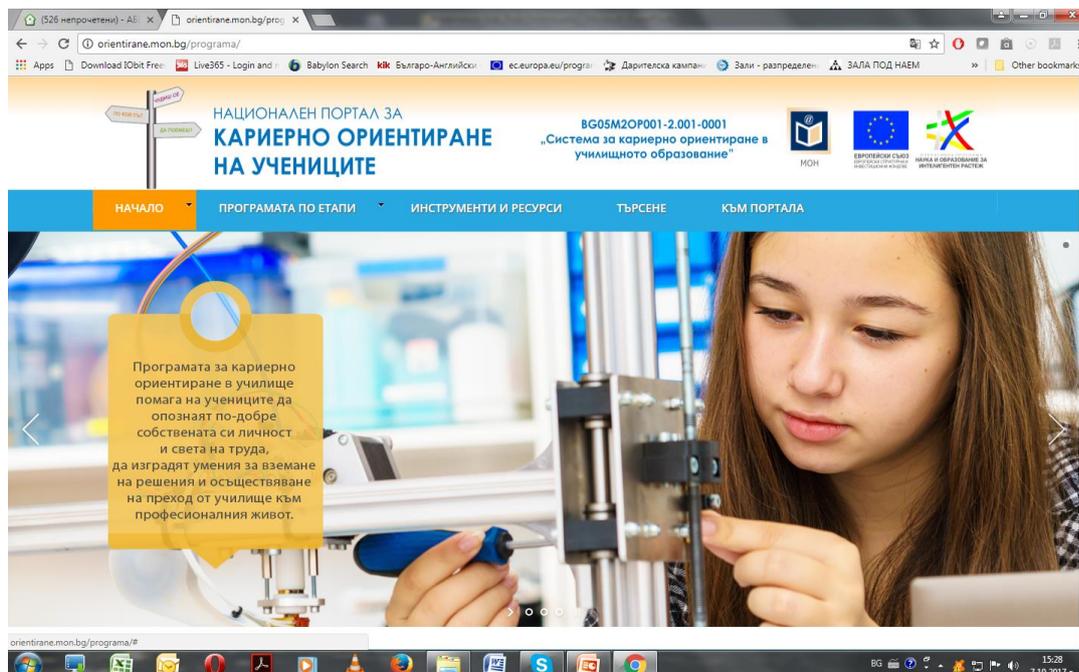
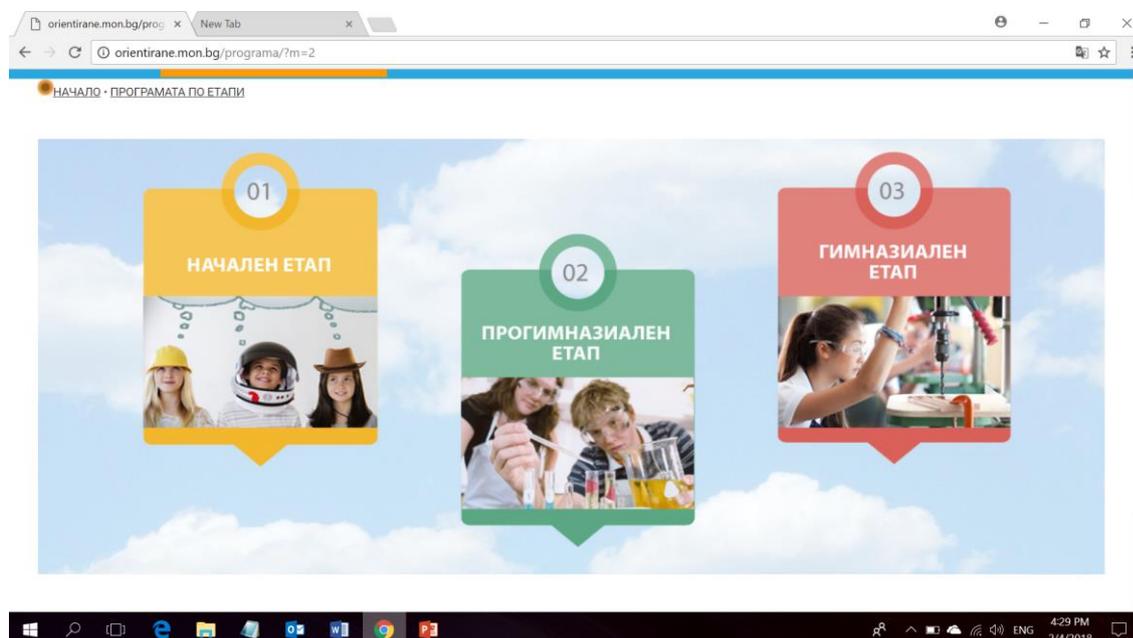


Illustration 5 - Programs for career orientation in primary, secondary and high school



Even though we reviewed the whole portal's illustrations, including the illustrative materials of the uploaded materials and exercises, we did not find any pictures, showing men in the so called typical "female" professions or boys studying care professions.

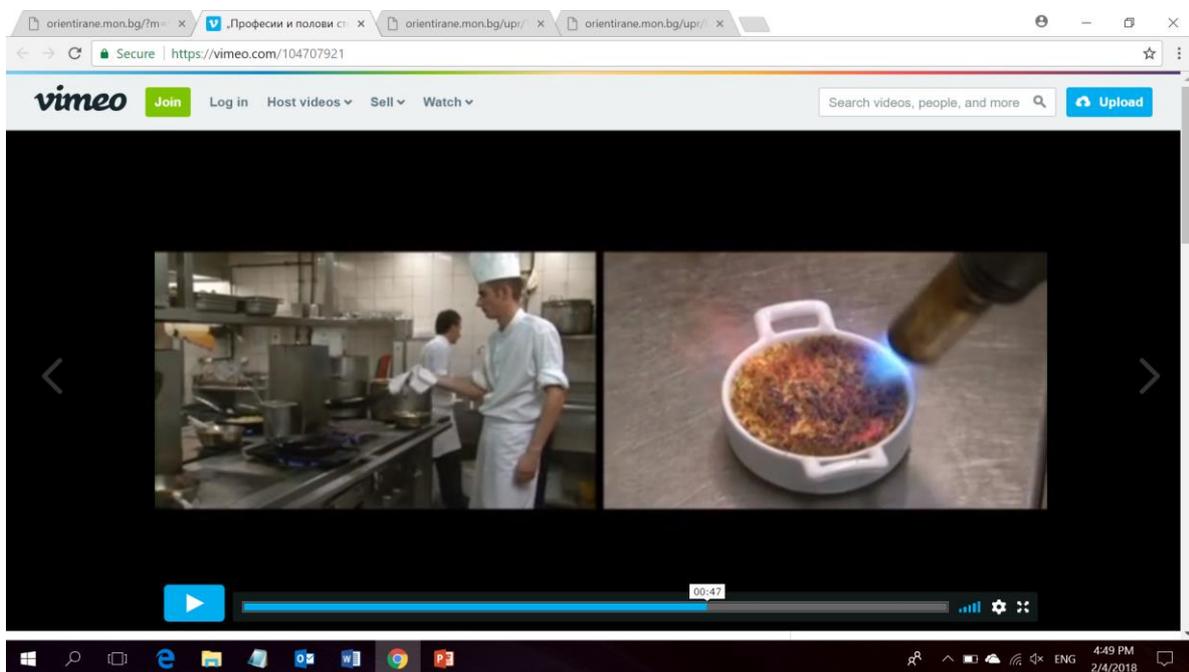
Thus, the visual content we analyzed, gave us information about the main messages on the visual level: on one hand we can identify many examples for gender typical choices or career orientation and in some cases illustration of female atypical choices, encouraging girls to think about and consider also these opportunities. The group of boys who might or are encouraged to have in mind also care professions is not present at all.

On the content level we reviewed the resource materials, uploaded to various categories of the portal, but we find out that most of them are gender neutral. They are providing knowledge about variety of professions and personal qualities and talents that are suitable for them. They also provide methodological guidelines for teachers and students how to go through the career orientation process and offer practical exercises on choosing professions, knowing more about them and self-test the knowledge.

However, materials do not provide information or guides about choices through gender lens, neither specific content on gender stereotypes in career orientation, except for only one video: <https://vimeo.com/104707921>.

The video presents two examples for professions, which are considered by society to be “male” or “female” and it is explained that gender atypical choices are very often difficult, because young people could not be supported by parents and/or society when they make them. For some of the atypical choices like the profession of the nurse, however one of the speakers in the video says explicitly that she does not approve to be practiced by men, without explaining why, which makes the whole message of the video unclear. The illustrations of professions, which are chosen to show male and female atypical choices, are shown below:

Illustrations 6 and 7 – Video about gender stereotypes showing the cook as typically female profession and railway mechanic as typical male profession.



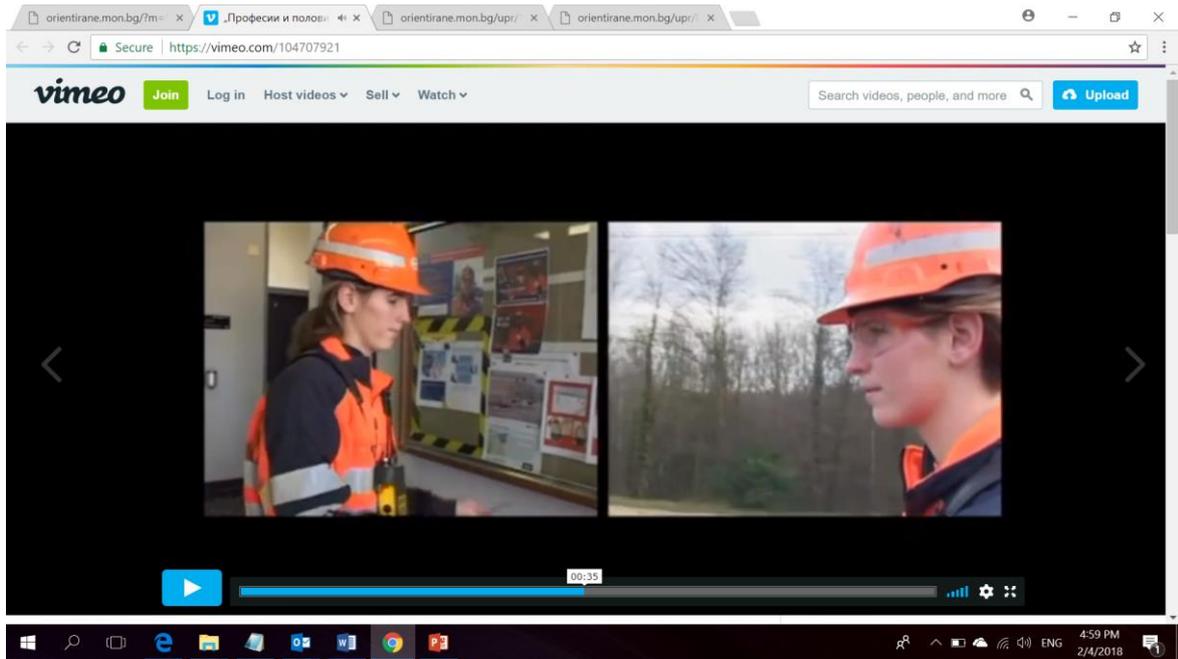
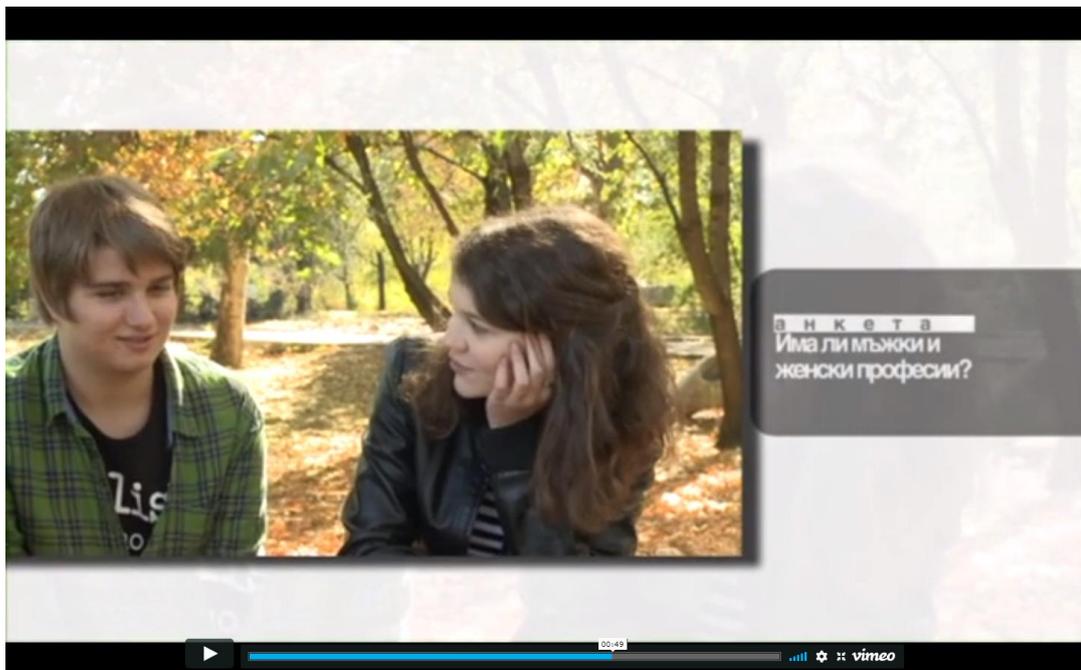


Illustration 8 – Video about gender stereotypes: discussion between a boy and a girl on the question: Are there male and female professions?



III. Conclusions and ideas for national projects

Research on current status of gender equality and the results of the gender equality policy of the state as well as on the existing gender order⁵⁸ and gender regimes⁵⁹ in Bulgaria provides often controversial insights, which, analyzed through a historical discourse of the social and cultural context, explicitly show that the Bulgarian society is still too much attached to its patriarchal roots.

The analysis of different research work on national level definitely showed us that there are very scarce national research work on career orientation and gender atypical choices. On the other hand we are confronted with highly gender stereotyped educational content in primary education and very scarce career orientation resources, developed nationally, that are taking into account gender dimension and atypical choices.

There is no national literature and resources on career orientation, that touch the topic of encouraging boys to choose care professions – the topic was not mentioned neither in literature nor in the resources, that we found.

Care professions are not considered prestigious and attractive by students, neither recommended by career consultants and school, because remunerations are very low, the only argument for choosing that kind of profession is to take a diploma, applicable in EU and leave the country with it.

There are a number of issues that should be addressed to the gender experts in the state institutions, in the academia, and in the non-governmental sector:

- 1) to reach common understanding on the translation into the national language of gender based terminology, which is missing;
- 2) to reach common understanding on the terminology, which describes 'care for other people', which is missing (e.g. translation into the national language the term 'carer');
- 3) to develop measures which will targeting different groups to re-shaping the attitudes of boys, parents, teachers and councillors that care economy is the future economy, because development of technologies will change the living environment and caring professions will be more on demand;
- 4) to carry out researches and surveys on the reasons why boys do not choose care professions;

⁵⁸ Patterns of power relations between masculinities and femininities that are widespread throughout society
<http://www.encyclo.co.uk/local/20212>

⁵⁹ Gender relations within a particular setting, such as a school, a family or a neighbourhood
<http://www.encyclo.co.uk/local/20212>

5) to develop measures to professionalise of care work, because in Bulgaria it is still mainly provided by families.

6) to develop more systematic and detailed analysis of the labour segregation issue;

7) to organise and gather relevant systematic statistics in order to have a reliable data, on which the studies of the gender and care could be based;

8) to organise more public debates on the issue in order to identify the deepness of the segregation and the significance of the problem;

9) to gather more information and knowledge about the effects of the different policies used to diminish the extent of the labour market segregation;

10) to introduce Boys Days and Girls Days and improve actions focusing on boys in care.

IV. Attachment (tables & figures / material used in analysis/)

EMPLOYED BY OCCUPATIONAL CLASS AND SEX IN 2016			
(Thousands)			
Occupational classes	Total	Male	Female
Total	3 016.8	1 607.6	1 409.2
of which:			
Managers	182.6	113.5	69.2
Professionals	511.9	170.0	341.9
Technicians and associate professionals	284.3	147.4	136.9
Clerical support workers	178.1	50.4	127.7
Service and sales workers	635.2	255.4	379.8
Skilled agricultural, forestry and fishery	104.9	67.8	37.1

EMPLOYED BY OCCUPATIONAL CLASS AND SEX IN 2016			
(Thousands)			
Occupational classes	Total	Male	Female
workers			
Craft and related trades workers	393.6	296.4	97.2
Plant and machine operators, and assemblers	389.4	292.9	96.5
Elementary occupations	311.6	192.4	119.2

EMPLOYED BY ECONOMIC ACTIVITY GROUPING AND SEX IN 2016			
(Thousands)			
Economic activity groupings	Total	Male	Female
Total	3 016.8	1 607.6	1 409.2
Agriculture, forestry and fishing	203.7	143.8	59.9
Mining and quarrying	26.0	21.7	4.2
Manufacturing	588.9	308.3	280.6
Electricity, gas, steam and air conditioning supply	40.1	31.1	9.0
Water supply, sewerage, waste management and remediation activities	29.0	21.8	7.2
Construction	214.8	200.4	14.3
Wholesale and retail trade; repair of motor vehicles and	515.8	235.8	280.0

motorcycles			
Transportation and storage	196.2	154.7	41.5
Accommodation and food service activities	157.8	62.8	95.1
Information and communication	88.4	53.8	34.6
Financial and insurance activities	58.6	18.4	40.2
Real estate activities	9.9	(3.6)	6.2
Professional, scientific and technical activities	111.5	38.0	73.5
Administrative and support service activities	109.4	79.0	30.3
Public administration and defence; compulsory social security	220.4	118.1	102.4
Education	172.8	33.0	139.8
Human health and social work activities	161.3	34.3	127.0
Arts, entertainment and recreation	47.8	22.6	25.2
Other service activities	64.5	26.4	38.1

POPULATION AGED 25 - 64 BY LEVEL OF EDUCATION IN 2016						
(Thousands)						
Sex Age	Total	Higher	Upper secondary		Lower secondary	Primary or lower
			Total	of which: secondary vocational		

Total	3 984.3	1 103.1	2 174.6	1 329.5	554.1	152.5
By sex						
Male	2 004.9	434.5	1 203.8	839.8	300.1	66.5
Female	1 979.5	668.6	970.8	489.7	254.0	86.0

NSI, 15.03.2017

EMPLOYED BY PROFESSIONAL STATUS AND SEX FOR THE THIRD QUARTER OF 2017 (Thousands)			
Professional status	Total	Male	Female
Total	3 225.0	1 719.9	1 505.1
Employers	118.5	83.3	35.2
Self-employed	240.6	156.2	84.4
Employees	2 839.6	1 470.9	1 368.6
In private enterprises	2 154.1	1 187.7	966.4
In public enterprises	685.5	283.3	402.2
Unpaid family workers	26.4	9.5	16.8

LABOUR FORCE AND ACTIVITY RATES OF POPULATION OF 15 - 64 YEARS OF AGE FOR THE THIRD QUARTER OF 2017		
Sex Place of residence Level of education	Labour force - thous.	Activity rates - %
Total	3 339.5	72.8

By sex		
Male	1 783.5	76.9
Female	1 556.1	68.5
By place of residence		
Urban	2 592.8	74.8
Rural	746.7	66.4
By level of education		
Higher	1 010.4	89.3
Upper secondary	1 910.1	76.8
of which: secondary vocational	1 139.5	82.2
Lower secondary	351.9	44.2
Primary or lower	67.3	38.0

NSI, 14.11.2017

EMPLOYED AND EMPLOYMENT RATES OF POPULATION OF 15 - 64 YEARS OF AGE FOR THE THIRD QUARTER OF 2017		
Sex Place of residence Level of education	Employed - thous.	Employment rates - %
Total	3 142.0	68.5
By sex		
Male	1 672.8	72.2

Female	1 469.3	64.7
By place of residence		
Urban	2 459.6	71.0
Rural	682.4	60.7
By level of education		
Higher	975.4	86.2
Upper secondary	1 811.6	72.9
of which: secondary vocational	1 079.7	77.9
Lower secondary	303.9	38.2
Primary or lower	51.0	28.9
EMPLOYED AND EMPLOYMENT RATES OF POPULATION OF 20 - 64 YEARS OF AGE FOR THE THIRD QUARTER OF 2017		
Sex Place of residence	Employed - thous.	Employment rates - %
Total	3 124.3	73.0
By sex		
Male	1 660.5	76.9
Female	1 463.8	69.0
By place of residence		
Urban	2 448.7	75.6
Rural	675.6	64.9
EMPLOYED BY OCCUPATIONAL CLASS AND SEX FOR THE THIRD QUARTER		

OF 2017			
(Thousands)			
Occupational classes	Total	Male	Female
Total	3 225.0	1 719.9	1 505.1
of which:			
Managers	181.2	107.8	73.5
Professionals	508.8	170.1	338.6
Technicians and associate professionals	305.0	167.6	137.4
Clerical support workers	204.9	55.3	149.6
Service and sales workers	676.6	262.7	413.8
Skilled agricultural, forestry and fishery workers	116.6	75.4	41.3
Craft and related trades workers	422.1	318.8	103.3
Plant and machine operators, and assemblers	409.0	303.0	106.0
Elementary occupations	376.8	240.6	136.3
EMPLOYED BY ECONOMIC ACTIVITY GROUPING AND SEX FOR THE THIRD QUARTER OF 2017			
(Thousands)			
Economic activity groupings	Total	Male	Female
Total	3 225.0	1 719.9	1 505.1
Agriculture, forestry and fishing	242.3	166.3	76.0
Mining and quarrying	29.3	23.9	(5.4)
Manufacturing	601.2	310.4	290.8

Electricity, gas, steam and air conditioning supply	36.6	26.3	10.4
Water supply, sewerage, waste management and remediation activities	40.3	30.0	10.3
Construction	255.4	237.4	18.0
Wholesale and retail trade; repair of motor vehicles and motorcycles	539.1	238.2	300.8
Transportation and storage	215.4	170.4	45.0
Accommodation and food service activities	193.5	77.6	115.9
Information and communication	95.9	59.8	36.1
Financial and insurance activities	67.9	21.8	46.1
Real estate activities	13.3	7.0	6.3
Professional, scientific and technical activities	103.6	32.0	71.6
Administrative and support service activities	111.5	78.8	32.7
Public administration and defence; compulsory social security	216.6	115.2	101.4
Education	182.2	37.8	144.4
Human health and social work activities	156.6	31.1	125.5
Arts, entertainment and recreation	48.2	22.6	25.6
Other service activities	76.2	33.3	42.9

GENDER PAY GAP%					
Economic activity	2012	2013	2014	2015	2016
Total	14.0	12.7	12.9	14.2	13.2

Mining and quarrying	21.2	17.1	16.8	18.0	15.6
Manufacturing	26.4	26.8	25	26.2	24.8
Electricity, gas, steam and air conditioning supply	15.3	13	14	9.4	13.8
Water supply, sewerage, waste management and remediation activities	9.5	13	15.8	20.0	19.9
Construction	-6	-8.4	-8.2	-10.7	-13.0
Wholesale and retail trade; repair of motor vehicles and motorcycles	12.3	11.9	14	15.7	14.4
Transportation and storage	12.3	8.2	4.5	4.2	3.4
Accommodation and food service activities	13.2	8.5	11.7	11.8	11.5
Information and communication	14.5	17.7	17.9	19.2	19.1
Financial and insurance activities	25.5	24.9	23.1	22.5	21.9
Real estate activities	8.8	10.5	10.8	10.8	17.0
Professional, scientific and technical activities	12.6	14	13.1	9.3	1.1
Administrative and support service activities	-14.9	-14.5	-27.9	-26.8	-24.6
Public administration and defence; compulsory social security	9.2	3.7	5.2	6.3	4.9
Education	13.9	12.4	15.6	15.5	11.3
Human health and social work	29.2	28.5	29.2	31.7	30.2

activities					
Arts, entertainment and recreation	18.9	16.1	13.2	7.9	8.4
Other service activities	-0.9	-1.9	3.5	6.6	1.9

22.12.2017 <http://www.nsi.bg/en/node/6457>

AVERAGE ANNUAL WAGES AND SALARIES OF THE EMPLOYEES UNDER LABOUR CONTRACT BY ECONOMIC ACTIVITY GROUPINGS AND SEX IN 2016			
(Levs)			
Economic activity	2016		
	Total	Men	Women
Total	11 379	12 650	10 098
Agriculture,forestry and fishing	9 260	9 590	8 396
Mining and quarrying	16 676	17 086	14 588
Manufacturing	10 038	11 734	8 229
Electricity,gas,steam and air conditioning supply	20 076	20 602	18 331
Water supply,sewerage,waste management and remediation activities	9 792	10 365	8 570
Construction	9 289	9 159	10 146
Wholesale and retail trade;repair of motor vehicles and motorcycles	10 292	11 928	8 883
Transportation and storage	10 421	10 510	10 153
Accommodation and food service activities	6 733	7 602	6 202

Information and communication	27 535	31 436	21 645
Financial and insurance activities	20 126	25 704	17 452
Real estate activities	10 838	11 917	9 600
Professional,scientific and technical activities	16 307	19 264	14 201
Administrative and support service activities	8 988	8 537	10 000
Public administration and defence;compulsory social security	12 909	13 689	12 497
Education	10 784	12 590	10 345
Human health and social work activities	11 769	16 882	10 409
Arts,entertainment and recreation	9 669	11 605	7 891
Other service activities	7 437	8 164	7 044

30.11.2017

TEACHING STAFF IN GENERAL SCHOOLS BY TEACHING LEVEL AND SEX	
(Number)	
	2016/17
Total	47 931
Primary (I - IV grade)	17 277
Lower secondary (V - VIII grade)	19 102
Upper secondary (IX - XIII grade)	11 552
Male	7 183
Primary (I - IV grade)	1 051
Lower secondary (V - VIII grade)	3 857

Upper secondary (IX - XIII grade)	2 275
Female	40 748
Primary (I - IV grade)	16 226
Lower secondary (V - VIII grade)	15 245
Upper secondary (IX - XIII grade)	9 277
Incl. teachers, directors and deputy directors with teacher work; excl. educators.	
NSI, 27.04.2017	

TEACHING STAFF IN VOCATIONAL SCHOOLS BY ATTAINED EDUCATIONAL LEVEL AND SEX (Number)	
	2016/17
Total	11 534
Tertiary - bachelor and master	10 934
Tertiary - professional bachelor	477
Upper secondary	123
Males	3 193
Tertiary - bachelor and master	2 805
Tertiary - professional bachelor	315
Upper secondary	73
Females	8 341
Tertiary - bachelor and master	8 129
Tertiary - professional bachelor	162
Upper secondary	50
Incl. teachers, directors and deputy directors with teacher work; excl. educators.	

NSI, 27.04.2017

GRADUATES TERTIARY EDUCATION BY EDUCATIONAL-QUALIFICATION DEGREE AND SEX IN 2016	
(Number)	
	2016
Total	60 383
Professional bachelor	2 418
Bachelor	30 895
Master	25 606
Doctor	1 464
Male	23 422
Professional bachelor	1 038
Bachelor	12 525
Master	9 168
Doctor	691
Female	36 961
Professional bachelor	1 380
Bachelor	18 370
Master	16 438
Doctor	773

NSI, 27.04.2017

**PEDAGOGICAL STAFF IN KINDERGARTENS
BY SEX AND AGE¹**

	<i>(Number)</i>																
	2000/ 2001	2001/ 2002	2002/2 003	2003/ 2004	2004/2 005	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012 /201 3	2013/ 2014	2014/ 2015	2015/ 2016	2016/ 2017
	Male	Male	Male	Male	Male	Male	Male	Male	Male	Male	Male	Male	Male	Male	Male	Male	Male
Total	45	73	37	45	46	50	57	80	51	40	58	69	87	83	106	198	199
Under 25	-	1	1	1	1	2	2	4	-	1	1	2	1	5	5	7	7
25 - 29	6	6	7	4	4	7	7	6	5	4	7	5	10	10	10	17	16
30 - 34	7	8	4	8	11	8	9	12	6	4	8	8	11	8	14	12	20
35 - 39	11	18	9	8	10	10	10	16	13	8	9	11	14	13	11	33	16
40 - 44	9	13	9	10	10	6	11	16	9	5	9	17	16	17	16	19	21
45 - 49	7	14	4	10	4	8	8	13	12	13	8	7	8	9	16	21	25
50 - 54	3	10	2	3	4	4	6	7	2	2	10	10	13	15	15	37	34
55 - 59	2	3	1	1	1	4	1	5	3	2	4	6	6	3	14	31	42
60 and over	-	-	-	-	1	1	3	1	1	1	2	3	8	3	5	21	18

Notes

¹ Incl. directors without teaching activities, music instructors, methodologists and educators.

Legend

By columns

Measuring units
School year / Academic year
Sex

By rows

Table A4: Top 12 employing jobs at EU level by % of employment, 2016 Q2

Occupation	Sector	EU	AT	BE	BG	CY	CZ	DE	DK	EE	ES	FI	FR	EL	HR	HU
Sales workers	Retail trade	5.4	5.6	4.3	8.7	7.4	5.3	4.8	5.8	4.5	7.3	4.8	4.0	9.7	6.5	5.7
Teaching professionals	Education	4.4	4.5	5.6	3.7	6.1	4.2	3.2	5.4	4.9	5.2	4.3	4.3	6.7	5.1	4.3
Agricultural workers	Crop and animal production, etc.	2.8	3.8	0.5	3.5	1.9	0.8	0.7	1.3	1.0	1.6	2.7	2.3	11.2	4.9	2.2
Health professionals	Human health activities	2.2	1.3	3.4	2.2	2.5	2.1	2.0	3.3	1.4	2.8	1.3	1.8	2.3	1.4	0.7
Personal service workers	Food and beverage services	2.0	2.3	1.4	2.9	2.8	1.9	1.3	1.6	1.2	5.1	1.5	1.3	5.2	3.6	2.0
Drivers/mobile plant operators	Land transport etc	1.8	1.3	1.6	3.3	1.2	2.5	0.7	1.5	3.1	2.3	2.6	2.0	2.0	1.8	2.4
Building workers	Specialised construction	1.8	2.3	2.3	0.6	1.5	2.7	1.8	2.3	1.1	1.5	1.5	2.2	1.6	1.4	1.6
Health associate professionals	Human health activities	1.7	2.5	1.3	0.2	0.2	1.2	3.6	0.6	1.5	0.6	3.5	2.1	1.4	2.5	1.8
Business and administration associate professionals	Public administration	1.4	1.3	1.3	1.0	1.1	1.6	2.8	0.9	1.1	0.7	0.8	1.3	0.6	1.1	1.9
Building workers	Construction of buildings	1.0	0.7	1.0	2.0	1.8	0.8	0.5	0.2	2.7	1.2	1.8	0.2	0.8	1.1	1.3
Cleaners and helpers	Services to buildings	1.0	0.9	1.7	0.2	1.0	0.4	1.1	0.9	0.4	2.0	1.2	0.9	0.5	0.6	0.4
Personal service workers	Other personal service activities	0.9	1.2	0.9	0.7	1.9	0.9	0.9	0.4	0.8	1.2	0.7	0.8	0.8	1.3	1.1
Total share of employment in top 12 employing jobs		26.4	27.7	25.2	29.2	29.5	24.5	23.2	24.2	23.8	31.7	26.7	23.1	42.8	31.3	25.5

Eurofound (2017), Occupational change and wage inequality: European Jobs Monitor 2017, Publications Office of the European Union, Luxembourg, p. 76.

List of reviewed and analyzed materials on career orientation

1. 2016 – 2018: Resource portal on career orientation for students of the Ministry of education, developed under the project N BG05M2OP001-2.001-0001 “Career orientation system in school education”, financed through Operational Program Science and Education for Smart Growth <http://orientirane.mon.bg/programa/>;
2. 2016: Guidelines for professional orientation in health and social care, developed under the project Help Care - Pathways to the Future for Health and Social Care, funded with the support of the European Union Erasmus+ programme: http://helppcare-project.org/wp-content/uploads/2016/07/Career-Guidelines-and-Progression_BG.pdf; <http://helppcare-project.org/>;
3. 2015 Guidelines for coaching methodology for career orientation of students, project №2014-2-BG01-KA205-013256 „No AIM, no GAIN”, funded under European Union Erasmus+ programme, http://www.noaimnogain.com/pluginfile.php/124/mod_page/content/8/coaching_methodology_bg.pdf;
4. 2015: Portal for online education on career counseling developed under „No AIM, no GAIN” project <http://www.noaimnogain.com/mod/page/view.php?id=434> ;
5. 2014: 100+ Enlightenment Best Practices e-book, developed under Prometheus project N 2014-1-BG01-KA204-0156, funded with the support of the European Union Erasmus+ programme. (selection of 30 best practices from Bulgaria included.) <http://prometheus-eu.net/wp/wp-content/uploads/2016/05/eBook113-1.pdf> ;
6. 2013: Guideline on Professional Orientation (for teachers, students, trainers and partners), developed under the project „Interactive classes for professional orientation in schools”, authors Yana Rasheva – Merdjanova and Monika Bogdanova, supported by VIVACOM. <http://www.wishbox.org/guide> ;
7. 2010, Guidelines for career orientation for teenagers, developed by the MOST-BG foundation with the support of the Ministry of Education Programm Youth Activities (2008-2010) http://most-learning.net/moodle/file.php?file=%2F18%2FMost_Naruchnik_Web.pdf;
2006 -2017: “My career”, annual guideline for professions and career development, illustrated with personal stories, developed by one of the main career/education and HR magazine Karieri.bg https://www.karieri.bg/mojata_kariera/2012/arhiv/

