



Gender & Diversity in VET

Materialising gender mainstreaming and diversity issues
from theory into educational practice

A transfer system into three different European societies

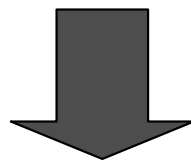
Gender and Diversity in Romania, Slovenia and Turkey The starting point

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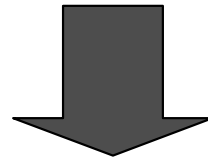
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Starting from the **OVERALL OBJECTIVES**



- ✓ **To promote gender mainstreaming and diversity issues through educational practice**
- ✓ To transfer innovative practice for personal development of learners by introducing gender equality into the vocational education, training and counselling service in Romania, Slovenia and in Turkey
- ✓ **to sensitise VET teachers, trainers and counsellors and all the key actors of VET funding policy in Romania, Slovenia and Turkey about the importance of gender sensitive approach in daily VET practice**
- ✓ to provide relevant didactic concepts and innovative practical materials in order to respectively improve the quality of VET systems and practices for continuous training in European countries
- ✓ **to spread the project contents and results through a variety of dissemination activities, including third parties such as, e.g., labour market policy organisations and social partners.**

... and from the **OPERATIVE OBJECTIVES**



- **to transfer, adapt and validate existing guidance manuals, guidelines, and training materials into Slovenian, Romanian and Turkish language**
 - to modify and customise these contents by taking into account not only linguistic aspects, but also sociological and cultural aspects in the three target countries
- **to adapt the materials by adding didactic guidelines for VET teachers, trainers and counsellors of how to introduce gender sensitive teaching materials within the framework of existing teaching schemes, with relation to the specific demand and need of individual users and to the specific learning cultures of the above mentioned countries and to the requirements of vocational training providers**
- to produce, for each target country, an implementation concept of how to put these materials into the learning practice, i.e. raising the interest of educational policy makers

.... We have defined the objects of the analysis, that is what the starting point consists in...

- What was the situation in the target countries?

- Which are the needs of target groups?

... specifying the **ISSUES** to take into account in the analysis:

- ⊕ Current educational policy and programmes
- ⊕ Awareness of the importance of gender and diversity issues
- ⊕ Conditions for training provisions
- ⊕ Conditions for implementation the project results on a nation-wide scale

Therefore... **elements to investigate**
in the Target Countries have been:

- ✘ **LAWS, ACTS and REGULATIONS**
- ✘ **THEORETIC GENDER ISSUES into NATIONAL POLICIES AND TRAINING SYSTEM**
- ✘ **Relevant BODIES – INSTITUTES**
- ✘ **BEST PRACTICES developed within education and training system**
- ✘ **Relevant PROGRAMMES and PROJECTS**
- ✘ **SCIENTIFIC MATERIALS (publications, studies, researches, statistics, websites)**

The **METHODS OF ANALYSIS** have been two, but totally and continuously interconnected:

@ **On desk research:** collection of data and information

@ **On field research:** interviews/focus groups with experts

TOOLS developed have been:

■ ***Sources analysis scheme*** - a format useful to collect:

a. **Laws and regulations**

b. **Statistic data**

c. **Education and training system organization and relevant training offers**



ANNEX 1 Analysis scheme

The Analysis scheme represents a focal instrument for the semantic declination which is going to be done by the partners at National and local scales. The concept of gender and diversities must be defined by the partners on the basis of their own local situations. This should be done especially as far as the meaning of diversity is concerned.

Section 1.Regulation analysis

*Purpose: define policy, strategy, objectives, targets, main aspects of the most relevant current acts/programme/rules/regulations at a Community and national/local level on the subject **“Gender and diversity issues” related to training and education.***

Please add extra tables for this section per source

- **Source name:** i.e. Directive
- **Importance of the source in relation to the subject:**

Properties of the source to be analysed	Description
Purpose	
Apply to	
Targets to be reached	
Main aspects	
Financial instruments	
Other	

- ***Stakeholders: bodies and functions*** - a standard doc useful to:
 - a. identify relevant public authorities and private bodies which can represent the institutional and scientific frame
 - b. Specify their purpose and their functions/services
 - c. collect references in order to contact specific representatives

Methodological notes - HOW



Annex 2 Stakeholders

In order to reconstruct the current situation of employee in the target countries (Romania, Slovenia, and Turkey) and the framework within which develop the actions, different stakeholders both private and public, will be involved mainly through focus groups. The idea is to take stock of the situation referring to the specific countries' context, about the awareness of gender and diversity issues, the presence of educational policy and programmes, the related initiatives undertaken, etc. Moreover, this phase means to highlight the specific needs of the target groups so to adopt and consequently adapt, guidelines and tools developed by the other partners.

In this logic, it follows an "open list" of potential stakeholders to be involved in this analysis activity through focus groups; all of them share the objective of promoting initiatives and advance proposals to promote equality and equal opportunities as regards work conditions and professional development, with particular attention to vocational training aspects.

Finally, the focus groups will represent opportunities to disseminate the project activities, get inputs for the subsequent development of the activities and join the mainstreaming process on the subject.

Stakeholders
Vocational training authorities representatives
Labour administration representatives
National/regional/provincial employment agency
University: department of continuing education for adult
University: department for training and labour
Vocational training institute representatives
Expert trainers
Research institution related to gender & diversity issues
Equality advisers
Commission for equality and equal opportunity
Trade unions
Committee for women's entrepreneurship
Other

ANALYSIS RESULTS

1. Laws and Acts
2. Theoretic gender issues
3. Institutions: public and private
4. Best practices, Programs and Projects
5. Country issues and Remarks

- **Romania**
 - Constitutional law, art. 16; Act no. 202/2002 on Equal opportunities
- **Slovenia**
 - Constitutional law, art. 14; Acts on: Adult Education (2006), Equal Treatment (2004), Equal Opportunities (2002), Training and Employment of Disabled People
- **Turkey**
 - Constitutional law artt. 10, 49, 50; Statement from the Constitutional Amendments (2001)

- **Romania**

- programs and projects that aim at raising awareness within the Romanian society in regards to women's present condition and the role they can and must play in the social development
- the right to education
- gender - inclusive approach to
 - increase awareness on gender issues
 - deliver an extended and diverse educational offer within the non-formal educational system;

- Slovenia

- female and male grammatical gender in acts or other legislative instruments, in all public call for applications for job and others
- raising awareness about gender equality among employees at the ministries
- involvement of women and men in working groups, boards in ministries

Note that, though in Slovenia the inherent legislation is quite well developed, the gender equality politics have not yet been a priority on the political agenda

- **Turkey**

- As candidate to enter in EU, Turkey pays special attention of EU regulations in arranging its education, finance, energy, social life, environment, management gender and diversity in VET.
- Special education and training methods can be delivered for Women /Girls especially blended (on-line and in class) that seems to be an efficient education method for these target
- Girl students have to be directed to Vocational and Technical Education by introducing vocations

- Romania

- The Senate Commission on Equal Opportunities for Women and Men
- The Ministry of Education and Research
- The National Council for Adults Professional Training
- ANES (Agenția Națională pentru Egalitatea de Șanse între Femei și Bărbați), (National Agency on Equal Opportunities between Women and Men)
- Center for Partnership and Equality
- GEN (Gender Equality Non discrimination) Network
- ARPGE (The American-Romanian Partnership for Gender Equality)
- Partnership for Equality Center
- Centre for Gender Studies

- **Slovenia**

- Office for Equal Opportunities
- Coordinators for equal opportunities for women and men at the ministries
- Ministry of Education and Sport
- Ministry of Higher Education, Science and Technology

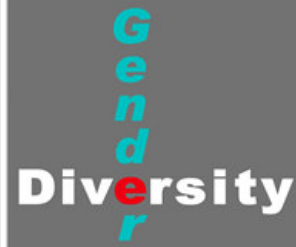
- Turkey

- Ministry of National Education General Vocational and Technical High School
- General Directorate of Technical Education for Boys
- General Directorate of Technical Education for Girls
- General Directorate of Commerce and Tourism
- General Directorate of Special Education and Guidance Service
- General Directorate of Religion Education
- General Directorate of Apprenticeship and Non Formal Education Institutions
- Turkish Labour Office
- Prime Ministry, General Directorate on the Status of Women

• Romania

- Universities courses and programmes on gender issues (even at master's level)
- Gender studies performed by the National School of Political Science in Bucharest
- Courses on Feminism established at the Faculty of Philosophy, University of Bucharest
- Module on “Women, Culture and Society” established at the Faculty of Sociology, Department of Social Work University of Bucharest
- Similar initiatives have been taken in the universities of Iasi and Timisoara
- Program on Equal Opportunities for Women and Men in the European Accession Process (EOWM)
- Wo-men: Gender Equality Creates Democracy”– EU Socrates project

4 – Best Practices, Programs and Projects



- Slovenia

- Education for gender equality and promotion of equal opportunities for women and men in education and schooling (2005-2013)
- Learning for Enhanced Life Efficiency Programme
- Project learning for young adults (PLYA)
- Promoting social inclusion through Basic skills learning (2002-2005)
- Golden Goal project

- **Turkey**

- Courses and seminars for improving Gender and Diversity in VET in Turkey
- Academic publications on Gender equality in VET subjects
- Girls to Schools (Haydi kızlar okula” campaign
- EU funded project for “Strengthening of Vocational Education and Training”
- Modernization of Vocational Education and Training
- Women Entrepreneurship Support Project
- Promoting Gender Equality
- I will have mom wear white clothes

- Romania
 - lack of deep awareness on gender issues
 - necessity of delivering an extended and diverse educational offer within the non-formal educational system

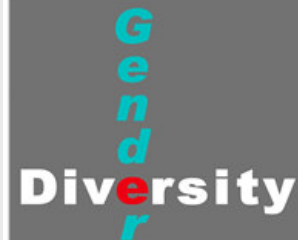
• Slovenia

- Research results show that 65-70% of adult population (16-65 years old) do not attain literacy level 3, which is indispensable for equal participation in modern society
- notion of gender as 2 homogeneous categories: women and men. The diversity and intersection of gender with other categories (sexual orientation, age,, etc...) should be recognized as more important in gender equality politics
- gender equality is understood as women's issue only
- lack of steady awareness about gender in the public and among the decision makers
- The problematic issue in the understanding of gender equality in Slovenia is the notion of gender as two homogenous categories: women and men.
- The diversity and intersection of gender with other categories, such as sexual orientation, age, etc. should be recognized as more important in gender equality politics.

• Turkey

- High percentage of early school leavers (53,4 %)
- Total employment rate is % 46,9 (2007) in Turkey While EU average is 62,9 %
- Women's participation in employment is particularly low
- Males have on average 6,8 years education While female have 5,3
- 12,5 % of population is (7,5 million) is illiterate (4,7 % of men and 20,1% of women)
- Women/girl have much responsibility at home to look after children and house work etc. Therefore They can not allocate enough time for education and training.

THANK YOU!!!!



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