



Gender & Diversity in VET

Materialising gender mainstreaming and diversity issues
from theory into educational practice

A transfer system into three different European societies

Structure and content **EXAMPLES** of the
Gender & Diversity Manual and Guidelines

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1 – *Aims and target group*

- The Manual aims at giving an insight into the concepts of social-cultural diversity and gender and the importance of their consideration for the labor market and consequently for vocational training.
- The Guidelines objective is to offer didactic guidelines, practical ways to incorporate the materials from the manual into the frame of existing teaching schemes considering the specific requirements of the respective target countries - in particular the specific learning cultures and the requirements of vocational training providers in Romania, Slovenia and Turkey

1 – *Aims and target group*

Target group:

- The manual mainly addresses the **vocational trainers and counselors**, but also the key actors on the vocational training market. It shall be regarded as an instrument of developing the programmes of implementation of diversity and gender's integration into vocational training programmes.
- The final beneficiaries of these materials are the persons who attend vocational training courses, the final aim being in fact to train professionals sensitive to the issue of diversity and gender and its implication in the vocational activity

1 – Aims and target group

Target group:

More specifically, the target group to which this manual addresses is made up of:

- ***VET teachers and trainers who will, with their improved awareness of the importance of a gender sensitive approach, increase the appropriateness and quality of their teaching and training activities***
- ***VET guidance counsellors who will be in the position to use gender sensitive guidance material in their daily practice***
- ***Training providers: They can immediately improve the quality of their VET measures***
- ***Key actors for lifelong learning policies in Slovenia, Romania and Turkey: They will have access to sensitisation materials in their language for integrating them into their respective web sites and data bases and making them available to their users.***
- ***People responsible for the design of labour market oriented guidance and qualification***

2 – *Steps for elaboration of the products*

For elaboration of Manual and Guidelines have been taken into consideration the products achieved within the LEONARDO DA VINCI programme network GenderNet – European network for assessment, validation and dissemination of gender mainstreaming strategies (A/02/B/F/NT/124.223): GenderNet Guidelines and Toolbox and Respecting Diversity Guidelines and Toolbox

2 – Steps for elaboration of the products

- *The innovation transfer has been achieved by means of the cooperation of the partners within teamwork (tandem partners), thus resulting a draft in English, which contains inclusively the approach of the gender and diversity issue at European level.*
- *The three target countries: Romania, Slovenia and Turkey have improved and adapted the resulted product to the identified needs and characteristics specific to each country in part, obtaining in this manner a national product.*
- *The national version was tested and validated in daily practice, a final revision was done during implementation phases*

3 – Structure of the products

Manual

The Romanian version of Manual is structured in 5 parts – each one focusing on different relevant aspects, essential for vocational training, for the services and institutions specialized in training and counseling.

- ***The first part*** introduces VET trainers to the terminology used in the context of diversity and gender and gives information about the formal status of disadvantaged groups within the EU labor market in general. Also, it introduces the VET trainers into the theoretical basis and principles of the gender and diversity mainstreaming.

3 – Structure of the products

Manual

- ***The second part** of the manual contains information and exercises referring to the didactic aspects of introducing gender and diversity issue into vocational training. In order to integrate diversity and gender in vocational training we have opted for a current paradigm; that is the one base on competence development, emphasizing its relevance in the contemporary educational context. The issues specific to the approached themes are also developed in this section, a special interest being given to the modalities of using the language and communication in the context of gender and diversity integration into vocational training.*

3 – Structure of the products

Manual

- ***The third part*** addresses the practical aspects related to the implementation of gender and diversity mainstreaming. It comprises two themes. The first theme is dedicated to the aspects related to the vocational counseling activity, to the way in which the counselors can collect client-related data, as well as the way in which the client can organize different types of vocational orientation activities. The second theme addresses primarily to the trainers and offers them general information concerning the modalities of organizing the vocational training activities, which shall be sensitive to gender and diversity.

3 – *Structure of the products*

Manual

- ***The fourth part** contains the working instruments necessary for developing activities of implementation of the social-cultural diversity and chance equality of women and men in vocational training. It consists in a series of exercises conceived upon the adult education principles.*
- ***The fifth part** contains a Glossary of terms , Bibliography and Useful links*

3 – Structure of the products

Guidelines

The Guidelines in case of Romanian version is structured in 4 parts – each one focusing on different relevant aspects, essential for vocational training, for the services and institutions specialized in training and counseling.

- ***The first part*** introduces VET trainers to legislative, institutional and Romanian educational policy framework regarding gender and social-cultural diversity issues
- ***The second part*** present practical modalities of implementing the “Manual for introducing gender mainstreaming into the daily practice of vocational education and training” into the vocational training programmes

3 – Structure of the products

Guidelines

- ***The third part*** present an example of two days workshop „Introducing gender equality and the key elements of managing socio-cultural diversity in educational practice”
- ***The fifth part*** contains a Glossary of terms , Bibliography and Useful links

4 – *About implementation*

From the point of view of the organizing context the manual can be implemented, partially or totally into the following contexts

- *In training programmes especially designed for this purpose – diversity or gender trainings, which cover 2-3 training days;*
- *In programmes of trainer training or teaching or counseling ability training – TOT trainings, vocational and school counselors training programmes, training and authorization programmes, improving programmes, etc.*
- *In the proper vocational training, as the independent way of training fundamental competences, the diversity and gender issue developing the intercultural and civical competences of the learners*

4 – *About implementation*

From the point of view of the ways of organizing the training and/or counseling activity, the manual can be used:

- *in individual training and/or counseling activities*
- *in group training and/or counseling activities*

4 – *About implementation*

The didactic approach combines the two types of approaches and implicitly, the two sets of objectives. For example, it is not sufficient that at the end of the training the learner knows only the main aspects and approaches regarding gender and diversity cognitive objective, it is also necessary that its representations and concepts restructure in accordance with the acquired information and in congruence with the own self image (counseling objective). Thus, ***the manual is not only a teaching instrument, but also a counseling instrument.***

4 – *About implementation*

Hoping that this products will prove to be useful in training new competences in VET trainers and counselors, we recommend the users to use it in a professional and personal manner, so that it maximizes its benefits and it is congruent with the training needs of the trainers as well as of the counselors and their learners.

THANK YOU



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Lifelong Learning Programme

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein. 2007 LLP-LdV-TOI-2007-RO-016

