



Gender & Diversity in Vocational Education and Training (VET)

Materialising gender mainstreaming and diversity issues from theory into educational practice
A transfer system into three different European societies

“GUIDELINES”

*Didactic guidelines on how
to incorporate the manual
into the framework of
existing teaching schemes
in Romania ↙*

Gender & Diversity in Vocational Education and Training (VET)

is a LEONARDO DA VINCI PROJECT that brings together 7 partners from 6 European countries targeted at the TRANSFER OF INNOVATION.

These partners are:



This product has been achieved by the contributions of all partners. It may be downloaded from the project website for non-commercial purpose: www.gender-and-diversity.eu.

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Preface

Gender & Diversity in Vocational Education and Training (VET) aims at offering attractive ways of introducing gender equality and key elements of managing diversity into educational practice in Romania, Slovenia and Turkey. Furthermore, its aim is to sensitize at the political level, by including key organisations and stakeholders into the Strategic Advisory Committee and Strategic Advisory Group in those three countries.

The methodology applied is the transfer of innovative practice for personal development of female and male learners by introducing gender equality into the vocational education, training and counselling services in Romania, Slovenia and in Turkey. This transfer of innovation project focuses on the specific requirements arising in those three target countries.

The project partnership has developed the "Guidelines" as a complementary product for adult education organisations and vocational training institutions and, in addition, educational and vocational counselors and tutors.

The 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.

The main product is the "Manual for introducing gender mainstreaming into the daily practice of vocational education and training". Its purpose is to inform those responsible for the design and organisation of adult education measures as well as stakeholders in education policy on how to raise awareness to gender and diversity issues. It shall also provide information on how to implement various activities and measures into vocational education training, enriching existing learning contents.

The collection of materials and methods can thus be used together for a wide variety of measures and interactions.

The products can be downloaded for free, for non-commercial purpose, from the project's site: www.gender-and-diversity.eu .

Table of contents

Preface.....	4
Introduction.....	6
PART 1.....	9
1. Legislative, institutional and Romanian educational policy framework regarding gender and social-cultural diversity issues.	10
1.1 National legislation	13
1.2 Anti-discrimination legislation	15
1.3 Legislation in the field of the equality of chances between women and men and maternity protection	16
1.4 Legislation in the employment field	17
1.5 Legislation in the vocational training field	18
1.6 Relevant institutions/responsibilities	19
PART 2.....	22
2. Practical modalities of implementing the “Manual for introducing gender mainstreaming into the daily practice of vocational education and training” into the vocational training programmes.....	23
2.1 Diversity and Gender! What’s behind these notions? Definitions.....	23
2.2 Didactic fundamentals.....	25
PART 3.....	31
3. Workshop „Introducing gender equality and the key elements of managing socio-cultural diversity in educational practice”	32
3.1 Introduction	32
3.2 Training program layout and description.....	33
3.3 Annexes	37
PART 4.....	56
4. Resources.....	57
4.1 GLOSSARY of terms – Gender and Diversity	57
4.2 Bibliography	65
4.3 Useful links	66

Introduction

This didactic guide aims at introducing you to the gender & diversity concepts and the importance of these considerations for the labour market as well as for vocational training.

The paper has been designed as a „Didactic guide” regarding the practical ways of implementing the materials from the manual into the existent teaching schemes taking into consideration the specific requirements from the named target countries – especially the specific learning cultures and the requirements of the vocational training institutions in Romania, Slovenia and Turkey.

This material aims at clarifying the practical modalities for implementing the “Manual for introducing gender mainstreaming into the daily practice of vocational education and training” in the vocational training programmes.

As we have already emphasized in the introduction hereabove, the manual has been conceived in order to be used by VET teachers, trainers and counsellors, responsible with the training or human resources in the companies in a wide variety of contexts.

In Romania, the project’s products have been tested in initial and continuous vocational training institutions within the TRAINER training courses, organised by FRG Timisoara.

FRG Timisoara has drawn up the documentation and obtained the authorization for the Train the Trainer course, code COR 241205, managing the key elements of gender and social-cultural diversity is a competence that the participants acquire during these courses.

The products elaborated within the project are part of the course support received by all the participants in the training programme.

The conclusion from the evaluation questionnaires collected after the testing actions has been that the teaching methods and techniques are innovative, up-to-date and necessary to the target group formed of: VET teachers, trainers and counsellors, responsible with the training or human resources within the companies in a wide variety of contexts, but also to the final beneficiaries, the VET learners.

The first part comprises information about the legislative, institutional and Romanian educational policy framework, regarding provision of equilibrated participation representatives of the of the marginalized groups or of the ones with an increased marginalization potential on the labor market, provision of equal chances in the education and vocational training of these groups, organisation of courses and trainings with themes sensitive to gender and socio-cultural diversity.

The second part of this didactic guide shall offer the VET trainers clarifications regarding the practical modalities of developing the training courses and the implementation of the manual into the vocational training programmes.

The third part of the didactic guide shall provide the trainers with the model structure of a workshop in order to introduce notions and training of the competences referring to gender equality as well as to the key elements of diversity management in the educational practice.

The fourth part of the didactic guide contains a glossary of terms, the necessary references and a list of resources, bibliographic resources as well as electronic resources, which aim at offering the VET trainers and counsellors the opportunity of documenting themselves additionally.

PART 1...

1. Legislative, institutional and Romanian educational policy framework regarding gender and social-cultural diversity issues.

In order to accomplish this part of the “Didactic Guide”, we have been studied and selected information from the National Strategy regarding the equality of chances between women and men, The National Strategy regarding the social protection, integration and inclusion of disabled persons during 2006-2013, the Romanian Government Strategy regarding the improvement of the Roma population condition, and other strategic documents regarding the vulnerable groups in Romania, documents elaborated by the Managing Authority of the Regional Operational Programme, studies, documents resulted from the projects developed by CPE – Center for Equality Partnership www.cpe.ro

Beginning with the principle of equality of chances between women and men, as it is defined in Law 202/2002, republished, which supposes taking into consideration of the different capacities, necessities and aspiration of both men and women as well as their equal treatment, nowadays it is essential for Romania that women are provided with the equality of chances regarding their access to education, training, workplace, to family building and participation in taking of public and political decisions, feature that characterizes the democratic and developed societies. On this purpose, Romania is making an important effort to adapt its legislation to the principle of non-discrimination on the basis of sex, in compliance with the community legislation.

Despite the registered progresses, especially in the field of education and employment, women still deal with many obstacles in reaching a real equality inclusively regarding conciliation of family life with the professional one.

In order that the real equality be an accomplished deed, it is necessary not only to improve the legislation on the purpose of integrating the principle of equality but especially to change the attitudes and the behaviors, the lifestyles and the social structures that prevent women from freely developing their personality and active participation in all the life fields: economy, culture, politics etc.

In compliance with art. 2, paragraph 1 in the Emergency Ordinance no. 137/31.08.2000 regarding prevention and sanctioning of all the forms of discrimination, Republished in the Official Monitor, Part I no. 99/08.02.2007 - **discrimination** shall mean any distinction, exclusion, restriction or preference based on race, nationality, ethnic origin, language, religion, social category, convictions, sex, sexual orientation, age, handicap, non-contagious chronic disease, HIV infestation, belonging to a deprived category, as well as any other criterion that has as purpose or effect the restriction, elimination of recognition, use or exertion, under equal conditions, of the man's rights and fundamental liberties or rights recognized by the law, in the politic, economic, social and cultural filed or in any other fields of the public life".

In compliance with art. 1, paragraph 2 of Law no. 202/19.04.2002 regarding the equality of chances and treatment between women and men, Republished in the Official Monitor, Part I no. 150 of 01.03.2007 – **equality of chances and treatment between women and men** shall mean "taking into consideration of the different capacities, needs and aspirations of the male persons and, respectively of the female persons and their equal treatment".

In compliance with art. 2, point b) an c) of the Emergency Ordinance no. 67/27.06.2007, the principle of treatment equality shall mean "the lack of any discriminatory treatment, direct or indirect, on the basis of sex, especially through reference to the civil or familial status". Discriminatory treatment shall mean "any treatment exclusion, restriction or difference, directly or indirectly, between women and men".

One can talk about discrimination, when a person is treated "less favorably" than another person in the same situation.

Examples:

- Offering a lower salary to a female person than to a male person, although they carry on the same type of activity and under the same conditions, being violated the principle "for equal work equal salary".
- The refusal to employ a female person under the reason that she is pregnant or takes care of a child
- Interdiction, applied to the Roma persons to occupy a workplace or to enter in certain public spaces: schools, hospitals, churches, etc.
- Impossibility of a person in invalid chair to enter a building, because there are not provided corresponding facilities for the access of the disadvantaged persons etc...

All the organisations have to observe the anti-discrimination legislation in the context of the recognition of the fact that the employees are the most important resource of an organisation.

The organisation that recognizes the importance of respecting this principle and develops a unitary approach in the policies and practices of management and human resources will take advantage of the relationship with the employees, clients and community. Ensure that the employment announcement will appear in more local publications (in order to encourage the employment of the local labour force) and does not contain elements that violate the principle of the equality of chances and non-discrimination.

The promotion of the principle of equality of chances in the practices of employment, selection and maintenance of the employees can have positive results through diminution of the personnel fluctuations that determinate recruitment and training costs savings.

1.1 National legislation

- **Decision no. 319/08.03/.2006**, published in the Official Monitor, Part I no. 270/24.03.2006 – regarding the approval of the National Strategy for the equality of chances between women and men during 2006-2009 and the General Action Plan for the implementation of the National Strategy regarding the equality of chances between women and men during 2006-2009
- **Decision no. 1175/29.09.2005**, published in The Official Monitor, Part I, no. 919/14.10.2005 – regarding the approval of The National Strategy regarding the social protection, integration and inclusion of disabled persons during 2006-2013
- **Law no. 202/19.04.2002**, republished in the Official Monitor, part I no. 150/01.03.2007 – regarding the equality of chances and treatment between women and men
- **Emergency Ordinance no. 61/14.05.2008**, published in the Official Monitor, Part I no. 385/21.05.2008 – regarding the implementation of the principle of equality of treatment between women and men concerning the access to goods and services and provision of goods and services.
- **Emergency Ordinance no. 96/14.10.2003** – regarding the maternity protection at the workplaces
- **Order no. 286/29.08.2007**, published in the Official Monitor, Part I, no. 674/03.10.2007 – regarding the approval of the National Strategy on the Implementation of the measures of prevention and combating of the discrimination (2007-2013)

- **Decision no. 430/25.04.2001**, published in the Official Monitor, Part I, no. 252/16.05.2001 – regarding the approval of the Romanian Government Strategy concerning the improvement of the Roma condition
- **Decision no. 1273/07.12.2000**, published in the Official Monitor, Part I, no. 659/15.12.2000 – regarding the approval of the National Action Plan for equal chances between women and men
- **Law no. 448/06.12.2006**, republished in the Official Monitor, part I, no. 1/03.01.2008 – regarding the protection and promotion of the disabled persons' rights
- **Order no. 383/06.06.2005**, published in the Official Monitor, Part I, no. 709/05.08.2005 – for the approval of the general quality standards regarding the social services and of the way of evaluating their accomplishment by the providers.
- **Emergency Ordinance no. 67/27.06.2007**, published in the Official Monitor, Part I, no. 443/29.06.2007 – regarding the application of the principle of equal treatment between women and men within the social schemes of social security
- **Ordinance no. 137/31.08.2000**, republished in the Official Monitor, Part I, no. 99/08.02.2007 – regarding the prevention and sanction of all the forms of discrimination
- **Normative on the Adaptation of Civil Buildings and afferent Urban Space to the exigencies of the disabled persons** - Indicative: NP 051/2001, elaborated by IPCT SA and approved by the Ministry of Public Works, Transportation and Dwellings (Order 649/25.04.2001)

1.2 Anti-discrimination legislation

- **GO 137/2000** regarding prevention and sanction of all the forms of discrimination
 - conclusion, suspension, modification or termination of the employment relationship
 - settlement and modification of the job attributions, of the workplace or of the salary
 - formation, skills upgrade, reconversion and professional promotion
 - application of the disciplinary measures
 - the right of adherence to labour union and access to the facilities it provides

- **Law no. 202 of 19th April, 2002** regarding equality of chances between women and men
 - to provide in the Internal Regulations of the units disciplinary sanctions for the employees who violate the personal dignity of other employees
 - to provide the information of all the employees regarding the ban on sexual harassment at the workplace, inclusively by posting in visible place the provision of the Internal Regulations

- **Labour Code**
Any employee, who carries out a work, enjoys working conditions adequate to the activity performed, social protection, safety and health at work, as well as respect for his dignity and conscience, without any discrimination.

- **LAW no. 504 of 11th July 2002** (updated) The Audiovisual Law

-
- **LAW no. 188 of 8th December 1999** - republished, regarding the status of public clerks
 - **DECISION no. 1.194 of 27th November 2001 (*updated*)** regarding the organisation and functioning of the National Council for Combating Discrimination

1.3 Legislation in the field of the equality of chances between women and men and maternity protection

- **Law no. 202 of 19th April 2002** regarding equality of chances between women and men
- **Ordinance no. 84 of 19th August 2004** on the modification and completion of Law no. 202/2002 regarding the equality of chances between women and men
- **Law no. 501 of 17th November 2004** regarding the approval of the Government Ordinance no. 84/2004 on the modification and completion of Law no. 202/2002 regarding the equality of chances between women and men
- **Emergency Ordinance no. 96 of 14th October 2003** regarding maternity protection at workplaces
- **Law no. 25 of 5th March 2004** for the approval of the Government Emergency Ordinance no. 96/2003 regarding maternity protection at workplaces

- **Decision no. 537 of 7th April 2004** for the approval of the Methodological Norms of application of the provisions of the Government Emergency Ordinance no. 96/2003 regarding maternity protection at workplaces
- **Law no. 210 of 31st December 1999** Law on paternity leave
- **Decision no. 244 of 10th April 2000** for the approval of the Methodological Norms of application of the Paternity Leave Law no. 210/1999
- **Law no. 452 of 8th July 2002** regarding the ratification of the International Labour Organization Convention no. 183/2000 regarding the revision of the Convention (revised) on the maternity protection of 1952, adopted during the 88th session of the General Conference of the Labour Organisation in Geneva 15th June 2000
- **Law no. 283 of 26th June 2003** for the ratification of the Optional Protocol to the Convention regarding the elimination of all the forms of discrimination against women, adopted in New York on 6th October 1999.

1.4 Legislation in the employment field

- **Law no. 76/2002** regarding the unemployment insurance system and employment stimulation
- **GEO no.124/2002** on the modification and completion of Law no. 76/2002 regarding the unemployment insurance system and employment stimulation, approved by The Law no. 4/2003 Law no.107/2004 for the modification and completion of the Law no.76/2002 regarding the unemployment insurance system and employment stimulation
- **Law no. 580/2004** for the modification and completion of Law no. 76/2002 regarding the unemployment insurance system and the employment stimulation

- **GEO no. 144 /2005** for the modification and completion of Law no. 76/2002 regarding the unemployment insurance system and employment stimulation approved by the Law no. 68/22.03.2006 -

1.5 Legislation in the vocational training field

- **Education Law no. 84/1995 , updated on 18.07.2008**
- **Government Ordinance no. 129/2000** regarding the adults vocational training, republished with modification and completions
- **Government Ordinance no. 76/2004** for the modification and completion of the Government Ordinance no.129/2000 regarding the adults vocational training
- **Norms and procedures of application of the Ordinance no.129/2000 regarding the adults vocational training:**
 - Law no. 132/1999 regarding the setting up, organisation and functioning of the National Council for Adult Vocational Training, republished, with modifications and completions to Law no. 132/1999 regarding the setting up, organisation and functioning of the National Council for Adult Vocational Training
 - Law no. 279/2005 regarding the instruction at the workplace
 - Decision no. 234/2006 for the approval of the Methodological Norms of application of the provisions of the Law no. 279/2005 regarding the instruction at the workplace
 - Order no. 112/29.02.2008 of the president of the National Employment Agency regarding the approval of the vocational qualifications/competences for which, in 2008, are given the sums provided at article 17 of Law no. 279/2005 regarding the instruction at the workplace

1.6 Relevant institutions/responsibilities

▪ **National Council for Combating Discrimination (CNCD)**

Bucharest, Walter Mărcăineanu Plaza, No. 1-3, District 1

Phone 021/3126578, 021/ 3126579, Fax 021/3126585

E-mail: contact@cncd.org.ro , www.cncd.org.ro

- investigates, ascertains and sanctions the discriminations deeds
- monitors the cases of discrimination
- provides specialty assistance to the victims of discrimination

▪ **National Agency for Equality of Chances between Women and Men**

Bucharest, Bd. Magheru, No. 6-8, Floor 5, District 1 Phone

021/3162044 , Fax. 021/3162043 E-mail: informatii@anes.ro , Web.

www.anes.ro

- Is the national organism with attributions in the field of combating discrimination and provision of gender-related equality of chances, its interventions being possible only at the level of strategies, of the governmental policies or at legislative level.

▪ **Labour Inspection**

Labour inspectors ascertain and sanction, in the following cases:

- when the employer does not introduce in ROF and ROI provisions for the ban of discriminations and disciplinary sanctions for the employees who violate the personal dignity of other employees
- when the employer does not inform the employees
- when the employer unilaterally modifies the relationships or the working conditions, inclusively through the dismissal of the employee who advances a notice or a complaint at the level of the unit or who has advanced a complaint at the competent trial courts.

-
- **The Court**
 - decides that the persons responsible cease the discriminatory situation within the delay it establishes.
 - decides that the guilty person should pay compensations to the discriminated person in a quantum that reflects the prejudice this person has suffered

 - **National Authority for the Disabled Persons**(www.anph.ro)
is a speciality organ of the central public administration, with juridical personality, in the suborder of the Ministry of Labour, Family and Social Protection. The Authority coordinates at central level the activities of protection and promotion of the disabled persons' rights, elaborates the policies, strategies and the standards in the field of promotion of the disabled persons' rights, provides the surveillance of the application of the regulations in its proper field and the control of the activities of the disabled persons' special protection.

 - **National Agency for Roma people (www.anr.gov.ro)**
 - **General Directions for County Assistance and Child Protection (DGASPC) in the suborder of the County Council**
 - **The National Institute of Statistics** (www.insse.ro)
 - **Non-governmental institutions**
 - etc

PART 2...

2. Practical modalities of implementing the “Manual for introducing gender mainstreaming into the daily practice of vocational education and training” into the vocational training programmes.

2.1 Diversity and Gender! What’s behind these notions? Definitions.

The term “**diversity**” describes the concept of a society that consists of different groups with distinctive characteristics. These characteristics are, for example, sex, age, social background, religion, ethnicity etc.

The socio-cultural diversity is the variation of social and cultural identities among people who coexist.

The socio-cultural diversity is predestined. It is not an option or something we decide to have it or not. Where there are two or more people, we have diversity.

The concept of diversity has developed out of the principles of “gender mainstreaming” and “intercultural training”. It has its origin in the human rights movement in the USA. The concept of socio-cultural diversity represents a mosaic of different backgrounds, ethnicities, social environments, ages, genders, sexual identities, disabilities, values and other differences that are represented in each individual and make us unique.

The concept of socio-cultural diversity has in itself more meanings, which we have to take into consideration: ethnic-racial diversity (diversity of the communities and of national minorities), generational diversity, diversity of some “interest communities”, diversity created by social origin, educational level, sex, customs etc.

Besides the common elements, each one of these groups and communities has its own identity (cultural, social etc.). The acceptance of the differences and the recognition of the rights of all these communities is the starting point and at the same time the final purpose of the Council of Europe's campaign "All different, all equal".

To an equal extent, the cultural diversity has a multitude of components: multiculturalism, interculturalism, ethnic diversity, linguistic diversity, diversity of religions, beliefs and customs, cultural rights, artistic mobility and free circulation of works, development of the cultural industries and circulation of the cultural products etc.

The term "**gender**" describes the social construct of men and women and the inherent injustices they are confronted with, in general. It is one of the primary dimensions of the term "diversity" described above.

The English word "**gender**"- Romanian "gen" is not the equivalent of the concept of biological masculinity and femininity, but it means the social construction of the stereotypical idea of men and women. As "gender" and the corresponding "characteristics" are not innate but acquired through socialization, they are changeable.

Since the seventies of the twentieth century the feminist movement criticizes the biological determinism of gender roles and points out the social constructivism, which creates a hierarchy based on sexes, where women are subordinated to men.

Therefore, biological determinism is used to maintain unequal relations of power, or properly speaking, the patriarchy.

Biological determinism includes arguments that define social inferiority in terms of an underlying biological basis; in relation to gender differences, that may be hormonal developmental, evolutionary or whatever. [...] Biological determinism, moreover, defends and maintains relationships of power, telling us not simply that women and man are different due to their biology, but that one is superior to the other. ¹

¹ Cf.: Keller 1992: 245

2.2 Didactic fundamentals

From the point of view of the organisational context, the manual can be implemented, partially or completely into the following contexts:

- In training programmes especially conceived on this purpose – trainings of socio-cultural diversity or gender that cover two-three days of training;
- In programmes of trainer training or training of teaching or counselling skills – TOT trainings, programmes of school and vocational counsellor trainings, training and authorization programmes, development programmes, etc.
- In the properly vocational training, as independent module of fundamental competence training, the diversity and gender issue developing the interpersonal and civic competences of the learners.
- In the training at the workplace, where the preventive training of the employees regarding the gender and diversity aspects has a prevention role as well as a legal requirement, for the employee and the employer at the same time.

From the point of view of the forms of organisation of the training and/or counselling activity, the manual can be used:

- In activities of individual training and/or counselling
- In activities of group training and/or counselling

The main characteristics of the manual, from the point of view of its concept are:

- The manual is based on the paradigm of competences based pedagogy,
- The manual respects the basic principles of the adult education;
- Although we are aware of the differences between training and counselling, the manual is based on a mixed approach of the gender

and diversity issue, from the training perspective, as well as from the vocational counselling

- Teaching/training activities based in different educational strategies, adaptable to different particular social groups;
- Teaching and/or training are learner focused, in the way that students have has multiple opportunities to reflect and build his own learning
- The quantitative and qualitative evaluation of the course's results that allowing a complex auto evaluation of the learners
- Although the main purpose of the manual is the development of competences related to the implementation of the integrated approach of the equality of chances between men and women and of the diversity, it has in view two types of objectives included in its training activities:
 - The development of the basic vocational competences, having as objectives, among other things, a better understanding of the characteristics of particular professions, occupations and workplaces, a better adaptation to the socio-professional environment, etc.
 - The development of fundamental and general competences, among which the social, civic and critical thinking competences
 - The manual is conceived from the perspective of the paradigm of the pedagogy based on competences, which means that the final purpose of the activities of this manual is the development of new competences

According to the pedagogic theory, the competences are tri-factorial; that is the training activity pursues the simultaneous development of three distinct plans:

- The cognitive, declarative plan; knowledge development and representation training regarding diversity and gender, development of reasoning algorithms that are sensitive to the diversity and gender issue in the vocational training
- The executive, procedural plan; through which is pursued the development of practical skills for applying the gender and diversity mainstreaming

- The behavioural plan that pursues the modification and/or construction of positive attitudes towards socio-cultural and gender diversity of the vocational space and their implications

By respecting the andragogic model, proper for adult educations, we have conceived the manual, relying on the following presuppositions regarding the learners who will use this manual (VET trainers and counsellors) and the final beneficiaries of the activities presented in this manual (VET learners):

- The adult learner is self-centred (he is responsible for his own training, including the modalities of planning, implementation and evaluation of his own vocational training)
- The learning is based on life experiences, acquired by the learner throughout the years. It is obvious that each learner contributes to his own training with his unique modalities of understanding the world, based on his previous experiences
- The learning is determined by a real need of better understanding the modalities of optimal adaptation to the socio-vocational space
- The activities in the manual are not purely theoretical, but they have also an immediate applicability in the vocational life of the learners
- The motivation for learning is intrinsic, based on the fulfillment of real needs, such as the auto-updating need
- The learners prefer concrete information
- The learners want to solve real problems
- The learners need various training methods.

Although similar, the teaching/training and the counselling activity are two distinct activities, each one with its own characteristics. The gender and diversity issue represents a special challenge for each one of the two approaches due to the fact that none of them can, taken separately, reach its objectives.

That is why we have decided that the didactic approach should combine the two types of approach and implicitly, the two sets of objectives.

For example, it is not sufficient that at the end of the training, the learner knows the main aspects and approaches regarding gender and diversity (cognitive objective), but it is also necessary that his representations and concepts restructures in compliance with the acquired information and in congruence with his own image of himself (counselling objective). Thus, *the manual is not only a teaching instrument, but also a counselling instrument.*

The groups of beneficiaries are various, from persons in transitory situations (unemployment) to groups with special needs, from young people who are being trained (apprentices) to adult persons who are improving their skills.

From an educational point of view, all the activities can be adapted to one of the current didactic strategies:

- Individual strategies
- Strategies based on small groups:
 - Unequal pairs (tutoring)
 - Equal pairs
- Strategies based on small groups
- Strategies based on large groups.

Of course, all these strategies need an increased flexibility of the methods and instruments used in the teaching/training activity, as well as an adaptation of the curriculum to the needs and the requirements of the beneficiary groups.

The training focused on learner is almost compulsory in the present pedagogic context. Thus, the learner is free to develop a unique method of understanding and assimilate the information available in this manual. The focusing on learner is obvious within the activities presented in this manual, which are conceived in such manner as to give the learners the possibility to reflect upon and debate the contents in the manual.

Also, the manual allows a maximum flexibility in the teaching approach and in the selection or adaptation of the contents to the learners' needs.

The purpose of the didactic evaluation in teaching situations based on competences aims at quantitatively evaluating the cognitive acquisitions, with summative purpose in view of acquiring a grade, but also at offering a realistic feedback that allows subsequent developments. Consequently, the evaluation methods have as purpose the evaluation of knowledge, skills and attitudes. The evaluation methods vary, from questionnaires and scales to self-reflection questions.

The inclusion of the secondary objectives into the training contents is an efficient method of simultaneously developing different sets of competences.

Although the activities of gender and diversity mainstreaming training represent a priority, other competences and skills are also trained, developed or exercised, among which:

- Critical thinking skills;
- Communication and social interaction skills;
- Self-analysis and self awareness skills
- Vocational characteristics and workplace knowing skills
- Literacy skills
- Counselling skills

PART 3...

3. Workshop „Introducing gender equality and the key elements of managing socio-cultural diversity in educational practice”

3.1 Introduction

The workshop presented in the following sections represents ***a model of implementation*** of the manual into the vocational training activity. This model represents an example that is thus adaptable to any particular situation depending on the needs of the learners and the options of the trainer. It can be also used in the form it is presented, in session of 2 days of VET trainer training in the field of the socio-cultural and gender diversity.

The case studies in the Annex have also an orientating character and have built testing resources within the Trainer training courses organised by FRG Timisoara.

The workshop “Introducing gender quality and the key elements of managing socio-cultural diversity in educational practice” addresses a target group formed of VET trainers and didactic staff as well as the training manager within the companies, counsellors and human resource managers

Not to a small extent, shall be also involved associations and foundations that activate in fields sensitive to the approached subject.

The general objective of the training session is to train the skills necessary for the integration of the notions referring to gender equality and of the key elements of managing diversity in educational practice.

The objectives of the first day are to transfer to the VET trainers the terminology and the conceptual framework regarding the socio-cultural diversity and gender, as well as the familiarisation of the participants with regards to the aspects related to the disadvantaged groups’ situation on the labour market, the legal provisions and the situation regarding the labour segregation and the differences that appear between genders.

On day 2, the trainers are invited to draft lesson plans that incorporate the socio-cultural diversity and gender issue using the exercise presented in Part 4 of the “Manual for introducing gender mainstreaming into the daily practice of vocational education and training.”

The workshop uses modern teaching methods and exercises and it would be better if the maximum number of participants were 12 per trainer.

3.2 Training program layout and description

Workshop denomination

“Introduction of gender equality and of key elements of managing socio-cultural diversity in educational practice”

Duration: 2 days (12 hours)

Workshop general objective

To develop necessary skills the integration of the notions referring to gender equality and of the key elements in managing socio-cultural diversity in educational practice.

Target group

Following the conclusions of the trainers who have tested the project’s products, during the testing/validation period as well as consequently within 2 trainer training courses organised by FRG Timisoara, this way of organisation can be successfully applied to the following categories:

- trainers, VET didactic staff
- manager in charge with the training and human resources within the companies
- NGOs experts responsible with the beneficiary’s training
- counselling experts for occupation of a workplace

Annexes

In the annex are exemplified some case studies of the daily practice of teaching in the initial and continuous vocational training programmes.

Objectives

Day 1 objectives

- To increase the knowledge level of the participants in order to sensitize people regarding gender & diversity, language and stereotype issues.
- To introduce to participants the aspects related to the situation of the disadvantaged groups on the labor market, the legal provisions and the situation regarding the work segregation and the gender differences.
- To develop awareness of the participants regarding of the disadvantaged groups regarding discrimination in private and professional life, identify gender aspects from the point of view of the stereotypes referring to the typical characteristics of women and men.
- The participants acquire new teaching methods and instruments that shall increase the awareness of gender & diversity issues.

Day 2 objectives

- The participants acquire new teaching methods and instruments that shall increase the awareness of gender & diversity issues.
- The participants integrate teaching methods and instruments in the current practice in view of getting the learners aware of gender and diversity issue
- The participants shall present aspects appearing at an institutional level regarding the correct approach of gender & diversity issue.

Day one schedule

Title of the approached topics	Objectives of the proposed topics	Used methods / Instruments
<p style="text-align: center;">Introductory notions. Gender & diversity concept</p>	<p><i>Participants shall be able to:</i></p> <ul style="list-style-type: none"> - understand the objectives of the course and its development - understand the signification of the terms used - describe gender & diversity concepts - present aspects related to the situation of the disadvantaged groups on the labor market - familiarize themselves with the legal provisions and the statistics regarding work occupation 	<ul style="list-style-type: none"> - Presentation of objectives for the current day, expectations and fears regarding the workshop 25 min Ice Breaking exercise 5 min - Presentation of Gender & Diversity concepts and glossary of terms 1 hour Exercises: (See manual P4) 35 min - Presentation of chapters of Manual P1 regarding: legislative regulations and statistic situation of EU and Romania related to employment 1 hour
<p style="text-align: center;">Implementation of gender & diversity notions in the vocational training</p>	<p><i>The participants shall be able to:</i></p> <ul style="list-style-type: none"> - get the disadvantaged groups be aware of their discrimination in their private and professional life - know the social construction of the gender and fight against the stereotypes concerning the typical characteristics of women and men - select and use teaching methods and instruments that increase the awareness of the participants regarding gender & diversity issues. 	<ul style="list-style-type: none"> - relevance of gender and diversity issues for VET trainers 30 min Suggestions: <ul style="list-style-type: none"> - Exercises (See manual P4) 1.5 Sex or gender (male or female) what is the difference? 30 min 1.8. Understanding each other 40 min 3.4 About language aggressiveness 30 min 5.1 Job interview 50 min 6.2 Analysis of movies & TV soap operas Approx. 60 min <p>TOTAL time: approx.7 hours</p>

Day 2 schedule

Title of the approached topics	Objectives of the proposed topics	Used methods / Instruments
Revision of previous day	<ul style="list-style-type: none"> - to reflect upon learned notions during day 1 - to understand the objectives for day 2 	<ul style="list-style-type: none"> - short reflection on the notions presented on day 1 - presentation of the objectives for day 2 <p style="text-align: right;">20 min</p>
Implementation of gender & diversity notions in vocational training	<p>To select and use teaching methods and instruments that shall increase the awareness of the participants regarding gender & diversity issues.</p> <ul style="list-style-type: none"> - To promote a fair gender & diversity concept at the institutional level 	<p>8. 2 Society finds a place for you approx 50 min</p> <p>8.5 Diversity hidden stereotypes approx 60 min</p> <p>9. Other: Other possible exercises Teaching modern methods Approx 20 min</p> <ul style="list-style-type: none"> - Participants are divided in groups depending on the institutions they come from - Selection of topics from the syllabus for which an educational project (case studies in Annex 1) shall be drafted - Presentation of the proposed exercises and conclusions. approx 2 hours - Discussions and presentation of aspects that appear at an institutional level in order to correctly approach the gender & diversity issue <p style="text-align: right;">approx 40 min</p>
Workshop revision Evaluation	<ul style="list-style-type: none"> - Expose an overall view on the learned notions and the applied methods - Evaluation of the workshop 	<ul style="list-style-type: none"> - Revision of learned notions and applied methods - Evaluation of workshop by means of questionnaire (see ANNEX 2) approx 40 min <p>TOTAL time: approx. 6 hours</p>

3.3 Annexes

Annex 1

Examples/case studies for the identification of themes in the initial and continuous vocational training programmes where the notions of gender and socio-cultural diversity can be introduced in the current teaching practice.

Case study 1 – Initial vocational training

School of Arts and Crafts: Level 1 - Worker in Construction Structures

Referring to the Legal Organisation Frame (EDUCATION CURRICULUM PLAN, School of arts and crafts: Extracted from Annex 1 to OMECT no. 5723/23.12.2003 regarding the approval of the Education curriculum plans for classes IX and X)

The education curriculum plans for classes IX and X represent an essential regulatory document – component of the national curriculum – and, thus, a base instrument for the promotion of the educational policy at national level.

The elaboration of this document has been achieved by taking into account:

- The major decisional marks for the substantiation of the reform process of the pre-university education in Romania, identified in the programmatic documents elaborated by the Romanian Government, as well as in the ones elaborated by the European institutions, respectively in the documents jointly agreed by the Romanian Government and the European institutions;
- The current objectives of the education reform in Romania aiming the purposes, the curriculum and the structure of the compulsory education established in compliance with the provisions of the Education Law no. 84/1995, republished, with the consequent

modifications and completions and of the Law no. 268/2003 on the modification of the Education Law no. 84/1995;

- Romania's assumption of the detailed work Plan on the objectives of the educational and vocational training systems in Europe, ratified by the European Council in Barcelona, in 2002, and of the Declaration of the European Ministers of education and vocational training and of the European Commission regarding the consolidation of the European cooperation in vocational training – Copenhagen declaration, agreed in Copenhagen in 2002;
- The results of the public debates on the projects of the education curriculum plans for classes IX – X, synthesized in the report concluded by the Institute of Education Sciences.

In compliance with Law no. 268/2003 on the modification of the Education Law no. 84/ 1995, classes IX – X– lower high school cycle - are, at the same time, part of the compulsory education and high school education.

Under these conditions, the structure of the new education curriculum plans for classes IX – X is determined by the need to adapt the national curriculum to the changes interfered in the structure of the pre-university education: on the one hand, the prolongation of the compulsory education duration to 10 classes, and on the other hand the integration of the classes IX and X to the high school education or vocational education – school of arts and crafts.

Fields: mechanical, electrical, electromechanical, electronics and automation, textiles – leather; constructions, polygraphic techniques

Extracted from Annex no. 7 to OMECT no. 5723 of 23.12.2003

Class IX – selection

Serial no.	Curricular area	Discipline
3	Man and society	Civic/entrepreneurial Culture
6	Counselling and orientation	Vocational Orientation and counselling

CIVIC/ENTREPRENEURIAL CULTURE

Annex no. 2 to the order of the minister of education, research and youth no. 3458 / 09.03.2004

SYLLABUS FOR CLASS IX, SCHOOL OF ARTS AND CRAFTS

Approved by order of the minister no. 3458 / 09.03.2004.

The disciplines “Civic/entrepreneurial culture” are provided in the Curriculum Plan for the School of arts and crafts for class IX, benefiting of a time budget of one hour per week.

The curriculum for the disciplines “Civic/entrepreneurial culture” answers the requirements in the text of the Education Law, referring to the educational ideal and to the finalities of education.

I. Individual and society

Specific competences	Contents
<p>1.1. The correct use of the concepts specific to the civic and entrepreneurial culture</p> <p>2.1. Adequate operation with the concepts in new contexts</p> <p>2.2. Explanation, beginning with concrete situations of the norms' legitimacy</p> <p>3.1. Team solving of work tasks by assumption of different roles</p> <p>4.1. The use of the dialogue and negotiation in the relationship with partners, groups, institutions</p> <p>4.2. Manifestation of the respect in the relationships with the others</p> <p>5.1. Establishment of decision criteria adequate for solving problematic situations by taking into account possible consequences</p>	<p>1. Individual – democratic society relationship</p> <ul style="list-style-type: none"> - Status and social role (positions of the individual in society and competences associated to them) - Integration of the individual in society: costs and benefits of the integration <p>2. The individual and the exercise of the quality of citizen:</p> <ul style="list-style-type: none"> - Social relationships and their regulation - Moral norms - Juridical norms - The role of the norms in social life (social functions of the norms; advantages and disadvantages of the individual related to the observance of the norms) <p>3. Rights and responsibilities in society:</p> <ul style="list-style-type: none"> - Universal declaration of Human Rights - Civil and political rights in the context of human rights and of the Romanian Constitution

VOCATIONAL COUNSELLING AND ORIENTATION

Approved by the order of the Minister no.3552/08.04.2004

Annex no. 1 to the order of the minister of education no. 3552/ 08.04.2004

The vocational counseling and orientation (VCO) answers some important needs of the young people's integration in the modern society:

- provision of the equitable access to the education offer of the ones who attend the courses of the school of arts and crafts (SAC);
- a good socio-professional integration and integration on the labour market
- development of the attitudes and competences necessary to cope with the future changes at personal and professional level

COMPETENCE UNIT

PERSONAL DEVELOPMENT TOWARDS PERFORMANCE ACHIEVEMENT

Individual competences	Thematic contents
	<p>Educational offer: School, qualification, professional conversion curricula</p> <ul style="list-style-type: none"> ♦ Educational and vocational training alternatives ♦ Peer education. Types of education curricula for peers. ♦ Education offer. European platforms regarding study and work opportunities in Europe. ♦
	<p>Factors: influence of the family, of the school, community, economy and culture</p> <ul style="list-style-type: none"> ♦ Decisions and influences in choosing the career ♦ group's pressure: risk behaviours ♦ Multiculturality and globalization
	<p>Realistic objectives: objectives correlated with one's own possibilities, with the socio-economic necessities</p> <ul style="list-style-type: none"> ♦ The objectives and the career plan. ♦ Short- and long-term professional development strategies
	<p>Personal marketing: presentation modalities, typing of a Curriculum Vitae (CV), of a letter of intent, assertive communication, interview</p> <ul style="list-style-type: none"> ♦ Personal portfolio: CV, letter of intent, references, competence certificates, diplomas. ♦ Preparation for the job interview ♦ From the employee to the employer. Steps of a business
<p>2. Describes the world of professions</p>	<p>Formal sources: Employment Agencies, newspapers, magazines, school counsellor</p> <ul style="list-style-type: none"> ♦ Information sources: <i>mass-media, Internet</i>, institutions, interpersonal network. Information explosion. Anticipation of future technologies ♦ Information centres / <i>Internet</i> training. Search engines. Platform and portal. <i>E-mail, chat, discussion forum</i>. Interest <i>Web sites. Phone counselling services</i>. ♦ Social representation of the professions.
	<p>Informal sources: personal network (colleagues, friends), mass-media</p> <ul style="list-style-type: none"> ♦ Development of a person network for reciprocal help ♦ Specialty columns, evaluation of the announcements for employment ♦
	<p>Characteristics of professions: minimum profession requirements describes in the Classification of Occupations in Romania</p> <ul style="list-style-type: none"> ♦ Labour market dynamics ♦ Traditional jobs and jobs for the future
	<p>Opportunities for the development of the career: workplace offer in accordance with one's own possibilities and goals</p> <ul style="list-style-type: none"> ♦ Recruitment and selection of staff ♦ Employment policy. Employer's analysis. Employee's rights. ♦ Unemployment and social protection

Standard used for the elaboration of the training programmes:

Standard of Vocational training for the School of art and crafts Qualification:
Worker in construction structures, Edition 2003, Level 1 qualification –
Qualification classification code: 7122.1.3

Professional competence units authorised through the training curriculum:

1. Communication at the workplace
2. Hygiene and safety at work
3. Teamwork
4. Organisation of the workplace
5. Preparation for integration at the workplace
6. Personal development in view of acquiring performance
7. Problem solving
8. General notions on constructions
9. Construction materials
10. Construction plans
11. Material processing
12. Digging and bearing
13. Wood shoring
14. Armouring simple works
15. Concrete works
16. Execution of simple brick masonry
17. Execution of the regular smooth plaster

FRAMEWORK CURRICULUM

Qualification: WORKER IN CONSTRUCTION STRUCTURES

Classification Code: 7122.1.3, Sector: Constructions , Level 1

The framework curriculum has been elaborated within the Romanian-German project "Provision of the quality of professional training in Romania" implemented by ABU Consult on behalf of GTZ

Pilot centre: Romanian –German Foundation Timisoara Centre for
Vocational Training and Development in the field of
Constructions

Authors: Ştefan Neamţu, Dan Ionel Lazăr, Mihail Bocănete

Referents: Liliana Voicu, Mihail Munteanu

<p align="center">Reference objectives <i>At the end of the module, the learner shall be able to:</i></p>	<p align="center">Thematic/training sequence basic content</p>
<p>Apply the principles of the interhuman communication</p> <p>Use the specialty terminology in the work relationships</p> <p>Use correctly the communication means</p>	<p>Theme no.22 hours Communication at the workplace</p> <ul style="list-style-type: none"> -interhuman communication, communication capacity - Information selection, synthesizing and communication using the specialty terminology - Modern communication means: classification, correct use of the communication means - <i>Current evaluation</i>
<p>Take over the tasks one has within the team and collaborate with the team members in order to fulfil them</p> <p>Formulate questions in order to clarify the tasks</p> <p>To respect the conditions that impose in the case of the teamwork</p> <p>Apply the principles of ergonomics in organising the workplace</p>	<p>Theme no. 3.....1 hour Development of the team work</p> <ul style="list-style-type: none"> - Work formations: crew, team. - The composition of the work formations, organisation schemes, hierarchic and functional relations - Individual tasks collective tasks within the team, repartition of the tasks within the team and collaboration with the team members in view of their achievement - Conditions of the team activity: involvement of all the members, respect for others' right to opinion, respect for individual responsibilities - Ergonomics: ergonomic factors, ergonomic organisation of the workplace - <i>Current evaluation</i>
<p>Know the services and the departments within the construction units</p> <p>Obtain information on the requirements of the workplace</p> <p>Approach economic agents</p> <p>Sustain one's interest in hiring</p> <p>Elaborate a hiring file</p>	<p>Theme no. 4.....2 hours Preparing for integration at the workplace</p> <ul style="list-style-type: none"> - Structure of the assemblage construction units - Contacts with the offices of information and professional orientation, individual documentation by means of mass – media - CV drafting - Preparation in view of sustaining an interview and/or a contest in view of finding a workplace - <i>Current evaluation</i>
<p>Describe the modalities of payment and co - interest of the working staff</p> <p>Enumerate the provisions of the collective labour agreement at national level</p> <p>Enumerate the main provisions of the labour code regarding the labour relations</p> <p>Specify measures of social protection in case of unemployment</p>	<p>Theme no. 5.....4 hours Work organisation, work and social relationships</p> <ul style="list-style-type: none"> - remuneration and co-interest of the working staff, labour organisation - Modalities of establishing the individual wage - Wage forms - Professional competence - Collective labour agreement at national level: representatives, content, validity periods, rights and obligations of the employer and of the employees - Legislative framework regarding the labour relations, Labour Code - Social protection in case of unemployment: unemployment forms and causes - Measures taken by the state in order to fight against discrimination and unemployment. Payment of the unemployment benefit. - <i>Current evaluation</i>

**Case study 3 – Continuous vocational – Train the TRAINER course,
COR 241205**

The theme and the way of organising the workshop previously presented, has been integrated as module within the Train the Trainer Course - COR 241205 for adult vocational training.

The standard used in elaborating the syllabus:

Trainer OCCUPATIONAL STANDARD - 2007

Field: Vocational education and training, research-design, sports

Occupation description

The trainer is the training specialist that designs, develops, evaluates and revises theoretical/practical activities and/or programs of training and development of the professional skills, taking place in specialized institutions or at the work place.

This extended definition is compatible with the definitions given to the trainer at European level.

Total duration: 76 hours

General objectives:

At the end of the course, the learner shall acquire the following competences:

- to prepare a professional training program,
- to perform professional training,
- to evaluate learners following a professional training program
- to revise and promote the professional training program

Duration of the module: 12 hours

Example:- module's detailed description model within the preparation curriculum

Serial no.	Specific competences	Thematic contents	Methods and forms of activity	Training means, learning materials	Performance criteria
1	2	3	4	5	6
1.	<p>Presentation of the terminology used in the gender & diversity context</p> <p>Information delivery on the formal status of the disadvantaged groups on the labor market in Romania and EU</p>	<p>Introductory notions. Gender and diversity concept</p> <p>3 hours</p> <p>Diversity.</p> <ul style="list-style-type: none"> ◆ <i>Terms and definitions</i> ◆ <i>National and European framework</i> ◆ <i>Gender equality mainstreaming</i> <p><i>Work segregation, gender differences</i></p>	<p>Exposition</p> <p>Speech</p> <p>Heuristic conversation</p> <p>Problematization</p> <p>Discovery</p> <p>Questionnaires</p> <p>Group work</p>	<p>Retroprojector</p> <p>Videoprojector</p> <p>Transparent foils</p> <p>Marker</p> <p>Board</p> <p>Specialty magazines</p>	<p>- describes the gender & diversity concepts</p> <p>- presents aspects related to the situation of the disadvantaged groups on the labor market</p> <p>- informs on the legal provisions and statistics regarding work occupation</p>
2.	<p>Presentation of the aspects that lead to discrimination of the disadvantaged groups in the private and occupational life.</p> <p>Presentation of the gender-related aspects from the point of view of the stereotypes referring to the typical characteristics of women and men</p> <p>Accomplishment of the development process in order to get to the gender & diversity sensitive learning and teaching</p> <p>Promotion at the institutional level of a gender & diversity fair concept</p>	<p>Implementation of the gender & diversity notions in professional training</p> <p>9 hours</p> <p>Socio-cultural Diversity and gender. Theoretical perspectives.</p> <p>Socio-cultural Diversity and gender in vocational training/Didactic aspects.</p> <p>Practical aspects of the implementation of socio-cultural diversity and gender issue.</p>	<p>Problematization</p> <p>Heuristic conversation</p> <p>Discovery</p> <p>Group work</p> <p>Role play</p> <p>Practical exercise</p> <p>Brainstorming</p>	<p>Laptop</p> <p>Retroprojector</p> <p>Videoprojector</p> <p>Transparent foils</p> <p>Board</p> <p>Manual for introducing gender mainstreaming into the daily practice of vocational education and training"</p>	<p>- presents and renders aware the disadvantaged groups regarding the discrimination in private and professional life</p> <p>- presents and fights against gender-related aspects from the point of view of the stereotypes referring to the typical characteristics of men and women</p> <p>- selects and uses teaching methods and instruments that increase the awareness of the learners regarding gender and diversity issues</p> <p>- promotes at the institutional level a fair gender & diversity mainstreaming concept</p>

Annex 2

Course Evaluation Questionnaires

Evaluation for trainers / mentors /counsellors/ training responsables within the companies

The evaluation questionnaire is divided into 3 parts:

Evaluation of the technical part
Evaluation of the content
Feelings

When evaluating you'll cross one of the marks between 1 and 4, where

- 1 – Means entirely unsatisfied
- 2 – Unsatisfied
- 3 – Satisfied
- 4 – Very satisfied

With this questionnaire you'll help us to improve the final project materials which will be available by the end of the project at the project website

<http://www.gender-and-diversity.eu/> for free download. Please, return this questionnaire to _____ by _____.

Thank you for your participation!

1. Evaluation of the technical part

1.1. Please rate the organization of the programme execution (schedule – time, location, duration of the programme).

1 2 3 4

Comment _____

1.2. Rate your personal preparation for the execution of the programme

1 2 3 4

Comment _____

1.3. Rate technical support during the programmes execution (accessories – computers, projector, graphoscope, etc., materials – pens, pencils, notebooks, flipcharts and literature).

1 2 3 4

1.4. Would you like to change something about the technical execution of the programme?

Comment _____

1.5. Rate didactical / methodical aspect of the **Manual for introducing gender mainstreaming into the daily practice of vocational education and training** and **Didactic guidelines**.

1 2 3 4

Comment _____

1.6. Please write down your recommendations for the handbook's (Manual for introducing gender mainstreaming into the daily practice of vocational education and training and Didactic guidelines) changes.

2. Evaluation of the programme's content

2.1. Please rate the content of the programme.

1 2 3 4

Comment _____

2.2. Do you find the handbook's content appropriate for your beneficiaries?

Comment _____

2.3. Is the programme's content satisfying or would you add or remove a certain topic?

Comment _____

2.4. Do you believe that participants gained new knowledge / skills because of the participation in the programme? (Please describe them shortly)

Comment _____

2.5. Which topics do you find most suitable?

Comment _____

2.6. Please evaluate the suitability of the handbook (Manual for introducing gender mainstreaming into the daily practice of vocational education and training and Didactic guidelines).

1 2 3 4

Comment _____

2.7. Please write down your recommendations for the changes of the handbooks (Manual for introducing gender mainstreaming into the daily practice of vocational education and training and Didactic guidelines) content.

3. Feelings - Impressions

3.1. How did you feel in the group as mentor / trainer?

Comment _____

3.2. Please evaluate the atmosphere during the programme's execution.

1 2 3 4

3.3. Please evaluate the cohesion between the mentor and participants.

1 2 3 4

4. Other comments

Please, feel free to give any other comments you think are of value to improve the respective materials.

Questionnaire for participants

The questionnaire is divided into 4 parts:

General data

Evaluation of the technical part

Evaluation of the content

Feelings

When evaluating, you cross one of the marks between 1 and 4, where

1 – Means entirely unsatisfied

2 – Unsatisfied

3 – Satisfied

4 – Very satisfied

With this questionnaire you'll help us to improve the final project materials which will be available by the end of the project at the project website <http://www.gender-and-diversity.eu/> for free download. Please, return this questionnaire _____ to _____ by _____.

Thank you for your participation!

1. General data

Sex: _____

Age: _____

Education: _____

2. Evaluation of the technical part

2.1. Please rate the organization of the programme execution (schedule – time, location, duration of the programme).

1 2 3 4

Comment _____

2.2. Please rate mentor's execution of the programme (evaluate the work of your mentor)

1 2 3 4

Comment _____

2.3. Rate technical support during the programmes execution (accessories – computers, projector, graphoscope, etc., materials – pens, pencils, notebooks, flipcharts and literature)

1 2 3 4

Comment _____

2.4. Would you like to change something about the technical execution of the programme?

Comment _____

3. Evaluation of the content

3.1. Please rate the content of the programme.

1 2 3 4

Comment _____

3.2. Were your expectations about the programme fulfilled?

Comment _____

3.3. Did you obtain new and useful information through the programme?
(Please describe shortly)

Comment _____

3.4. Which topics did you found interesting?

Comment _____

3.5. Which of these things you find most useful?

Comment _____

3.6. Do you think, all the topics were handled satisfyingly?

Comment_____

3.7. Would you like to add or change something?

Comment_____

4. Feelings - impressions

4.1. How did you feel during participation in the programme?

Comment_____

4.2. Would you like this kind of work or training to be executed in the future as well?

Comment_____

PART 4...

4. Resources

4.1 GLOSSARY of terms – Gender and Diversity

(Source: GENDER MAINSTREAMING PRACTICAL GUIDE - CPE, 2004-09-24, www.gender.ro, and the European Commission's website dedicated to the fight against discrimination: <http://www.stop-discrimination.info/6998.0.html>)

Gender mainstreaming

Involves the inclusion of the gender-related aspects in all the policies, programmes, practices and the process of taking the decisions so that at all stages and all levels of the elaboration or implementation, an analysis of the effects on women and men should be made and should act in consequence.

“Gender impact assessment”

Examination of the policy/strategy policies to see whether they will influence women and men differently, aiming at adapting them in view of the neutralization of the discriminatory effects and of the promotion of gender equality. It is one of the instruments used in the “gender proofing” method.

“Labour market desegregation”

Policies regarding the reduction or elimination of the segregation/discrimination (vertical and/or horizontal) on the labour market.

“Gender gap”

Term that designates the differences between women and men from the point of view of three dimensions:

1. Access to the political life;
2. Access to the employed labour force market;
3. The field of the human welfare in an extended way;

In order to talk about a diminution of the “gender difference” a series of changes is necessary, among which the most important are:

- Redefinition of the division of the domestic labour;
- Restructure of the concrete modalities of distributing the retributions and the progress opportunities of women and men on the paid labour market.

“Gender equity”

Gender-fair treatment that can be equal or different, but considered equivalent regarding the rights, obligations and opportunities.

„Equal opportunities”

The concept according to which all human beings are free to develop their personal capacities and to choose without limits imposed by strict gender roles; the fact that the different behaviours, aspirations and necessities of women and men are equally taken into consideration, evaluated and favoured;

means that women and men enjoy the same freedom of achieving their aspirations.

“Gender proofing”

An analysis of a strategy proposal to assure the fact that potential discriminatory effects for one of the genders have been avoided and that gender equality is promoted. The method through which is assured the fact that all the policies and practices within an organisation/institution have positive effects on both men and women.

“Gender roles”

The dominant attitudes and behaviours that society associates with each sex. These include the normative rights and responsibilities for men and women in a certain society. The gender roles presuppose a mixture of physiological behaviours, attitudes, norms and values that the society designates as being male or female.

“Gender stereotypes”

Systems organised by beliefs and opinions related to the characteristics of women and men, as well as on the supposed qualities of masculinity and femininity. Stereotypes tell us not only how women and men are, but also how they should be. They are part of a wider gender belief system that influences the perceptions on the two sexes.

This belief system is transmitted especially through the social expectations, which also includes the attitudes towards the roles adequate to each sex, the perceptions regarding the ones who violate these norms, as well as the self-perception, as person of a certain gender.

“Gender studies”

Studies referring to the issues that influence especially women, to the relations between sexes; an academic approach, usually interdisciplinary regarding the analysis of women’s situation and of relation between sexes, as well as the gender dimensions of other disciplines.

Sexism

Represents the ideology of male supremacy, with the entire multitude of beliefs that feed it. The patriarchy is the form of social organization that strengthens this ideology. Just like the racism, the sexism has paternalist characteristics. It is believed that the superior sex (like the superior race) extends its parental kindness to the inferior human beings (the “weak” sex).

Nowadays, the sexism manifests itself in the form of more “subtle” discriminations: tacit eliminations from the professions and positions with raised earnings, practical and sportive education different for boys and girls, girls’ orientations towards “feminine” professions, disregard of women’s authority in various fields and even in private behaviours (for example disregard of women’ refusal of sexual advances) use of lowered media images (women’s image is not the one of brain users but of body users).

Invisible barriers

Attitudes based on prejudices, norms and traditional values that prevent responsabilization/ full participation of women in society.

Desegregation on the labour market

Policies regarding the reduction or elimination of segregation/discrimination (vertical/horizontal) on the labour market.

"Gender mainstreaming"

Implies inclusion of gender aspects into all the policies, programmes, practices and decision-taking processes so that at all the stages of elaboration and implementation an analysis of the effects on women and men should be made and consequently the appropriate measures shall be taken.

Preferential treatment

Treating a person or a group of persons in a manner that could lead to better benefits, access, rights, opportunities or status than the ones of other persons or group of persons. It can be used in a positive way when it implies a positive action that intends to eliminate previous discriminatory practices or in a negative way when it intends to maintain the differences of the advantages of a person or group of persons.

Sex discrimination:

- **direct** – when a person is treated less favourably due to sex or;
- **indirect** – when a law, rule, policy or practice, apparently neutral has a disproportionate impact on the persons of a certain sex, except the treatment difference that can be justified by objective factors.

Traffic in human being:

Trade in persons, especially in women and children, with the purpose of slavery for cheap labour force or sexual exploitation.

Domestic violence:

Any form of physical, sexual or psychical violence that puts at risk the safety of entire family or of one of its members and/or use of physical or emotional force, inclusively sexual violence within the family. Inclusively, child abuse, incest, sexual abuse or any kind of abuse of one of the family members.

Sexual harassment:

Unwanted behaviour of sexual nature, based on the infringement of woman's/man's dignity at the workplace, from the part of the colleagues and superiors.

"Empowerment"

The process of gaining the control over one's own person, over the ideology and resources that determine the power.

What is discrimination?

Direct discrimination takes place when a persons is treated less favourably in comparison with another one, in a similar situation, due to his racial or ethnical, religious origin, due to the disability, age or sexual orientation. An example of direct discrimination is a workplace announcement that specifies: "the disabled persons shall not apply".

Discrimination

The Treaty of the European Union declares protection from discrimination based on nationality, gender, race, ethnic origin, religion, disability, age or sexual orientation a fundamental right of EU citizens.

Indirect Discrimination

General Terms

Indirect discrimination occurs when an apparently neutral provision, criterion or practice would disadvantage people on the grounds of racial or ethnic origin, religion or belief, disability, age, gender or sexual orientation unless the practice can be objectively justified by a legitimate aim.

An example of indirect discrimination is requiring all people who apply for a certain job to sit a test in a particular language, even though that language is not necessary for the job. Such a test might exclude more people who have a different mother tongue.

Diversity

Diversity is one of the founding principles of the European Union and was one of the driving forces behind the process of European integration. It refers to a set of conscious practices which acknowledge and tolerate difference. Today, the values of the European Union promote a better public understanding of the benefits of diversity and the fight against discrimination in society. The European Commission's key objectives are to prevent people from being discriminated against in any way due to their racial or ethnic origin, religion or belief, disability, age or sexual orientation.

Fundamental rights

General Terms

EU Treaties and case-law provide for fundamental human rights as well as rights connected to EU citizenship, such as freedom of movement throughout the EU. These rights are summed up in the Charter of Fundamental Rights of the European Union, proclaimed in December 2000.

Equality

General Terms

EU citizenship confers the right to protection from discrimination on the grounds of, among other things, sex, race or ethnic origin, religion or belief, disability, age or sexual orientation. This is enshrined in the Charter of Fundamental Rights.

Ethnic Group

Ethnic Origin

An ethnic group is defined as being a group of people that share a genealogical and ancestral inheritance. The ethnic groups that share the same

historic fundamental are tied between them through common cultural practices, language and sometimes religion, faith and traditions.

Homosexual

Sexual Orientation

Homosexuality refers to the sexual orientation of two persons of the same sex.

Fundamental Freedoms

General Terms

For EU citizens to be able to exercise fundamental freedoms, particularly the right to live and work throughout the EU, the judiciaries of the Member States must cooperate and standardize procedures in order to remove any barriers to carrying out personal, economic, administrative and legal activity.

Equal Opportunities

General Terms

Two key elements of the general principle of equal opportunities are the ban on discrimination on grounds of nationality (EC Treaty: Article 12) and equal pay for men and women (EC Treaty: Article 141). It is intended to apply to all fields, particularly economic, social, cultural and family life.

Disabled persons

Disabilities

According to the European Union Treaty, the disabled persons have the right to be treated without discrimination, as well as the right to address the EU legal procedures.

Racism

Ethnic Origin

Racism is in direct breach of fundamental European values. The EU is working, from both a preventive and repressive perspective, to combat all its forms.

Refugee

Ethnic Origin, General Terms

A person who fulfils the requirements of Article 1(A) of the Geneva Convention. Article 1(A) defines a refugee as any person who, owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or owing to such fear, is unwilling to avail himself of the protection of that country; or who not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it.

Stereotype

General Terms

Stereotypes are opinions or considerations about members of particular groups or a category of people that are entirely based on their membership to this group. Most stereotypes express very negative points of view which transport prejudices.

Equal Treatment

General Terms

An important right conferred by EU citizenship. The Treaty of Amsterdam added a new Article 13 to the Treaty, reinforcing the principle of non-discrimination. Under this new article, the Council has the power to take appropriate action to combat discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation.

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4.3 Useful links

<http://www.edrc.ro/>

[http://www.stop-](http://www.stop-discrimination.info/7218.0.html?&no_cache=1&mc_glossary%5Blist%5D=1)

[discrimination.info/7218.0.html?&no_cache=1&mc_glossary%5Blist%5D=1](http://www.stop-discrimination.info/7218.0.html?&no_cache=1&mc_glossary%5Blist%5D=1)

http://ec.europa.eu/employment_social/fundamental_rights/pdf/train/traisem_

[ro.pdf](http://ec.europa.eu/employment_social/fundamental_rights/pdf/train/traisem_)

http://www.dialog2008.ro/eveniment/colegiul_octavian_goga

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