



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 within the
framework of existing
teaching schemes in
Slovenia ↙

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 free of charges until November 2011.

Copyright 2009



This project has been funded with support from the European Commission. 2007 LLP-LdV-TOI-2007-RO-016

This communication 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.

P r e f a c e

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 counsellors 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	5
Introduction	9
1 Diversity and Gender! What's behind it?	21
2 Slovene Legislation	25
3 Special Measures.....	29
4 Guidelines and review of data and observations.....	39
5 Interactive Programmes.....	43
6 Group dynamic development process.....	47
7 Structure of the workshop	53
8 Good Practice in Slovenia.....	59
9 Gender Vocabulary.....	65
10 Literature & Links.....	69

I n t r o d u c t i o n

This document aims at giving an insight into the concept of diversity and the importance of its consideration at the labour market and consequently in vocational training. It is designed as a "Didactic Guideline" to show how to incorporate the "Gender and Diversity in VET Manual" and materials within the framework of existing teaching schemes and take into consideration the specific requirements as well as the specific learning cultures of the country and finally the requirements of vocational training providers.

These "Didactic Guidelines" consist of:

- theoretical aspects of gender and diversity
- gender & diversity in Slovenia
- interactive program
- structure of workshop
- literature and links

One intention of this document is to present manners for applying the "Gender and Diversity in VET Manual" in the field of vocational education and training (VET) in Slovenia. Both the "Didactic Guidelines" and the "Gender and Diversity in VET Manual" are intended to address experts working in the field of VET, such as mentors, teachers, trainers, tutors and counsellors in Slovenia.

Training/learning and counselling are two different activities with each of them having its own characteristics. However with this document and the "Gender and Diversity in VET Manual" we want to meet another objective, namely, to join both approaches, which can not be under any circumstances discussed or applied separately in the field of gender equality. The desired objective can be met only if both approaches are jointly applied.

From a theoretical point of view a new pedagogic paradigm rests on the scientific knowledge that has dramatically changed our perception of reality. Learning is not

anymore understood as a simple transfer of information from the one who knows towards the one who does not know, but as an active, participatory process in which a learner is a creator of his/her own reality. Information about a matter and the world around us is not anymore the only source of our learning. Also and equally important for learning is our integrated nature, which we continuously develop and activate through different methods. A modern person has to begin to recognise and master his/her own physical, emotional, cognitive and spiritual potentials, in order to be able to live in harmony with himself/herself and with other people.

Within training we want in accordance with the pedagogical theories to contribute to further development of competences at the following three levels:

- Cognitive level; advancing knowledge in the field of gender equality and diversity, develop reasonable algorithms which refer to gender equity and diversity in vocational education and training
- Executive-processing level; through which we want to further develop practical abilities for applying the principle of gender equality
- Behavioural level; which strives for positive behaviour towards socio-cultural and gender differences in the field of vocational education and training

The Didactic Guidelines are designed for the following groups:

- Experts from the field of vocational education and training
- Trainers/mentors/teachers in vocational education and training
- Counsellors in the field of vocational education and training
- Key actors in the field of lifelong learning and
- those in charge for designing guidelines and qualifications on the labor market

We want to present the above mentioned groups of experts possible ways for applying the "Gender and Diversity in VET Manual" through seminars/training/workshops carried out either within short - one/two day events - or those with a longer duration. They can easily adapt the "Gender and Diversity in VET Manual" in regards to the content they want to present and to the needs of persons participating in training.

Chapter 1

In the first chapter we discuss the concept of Gender Equality and Diversity, in particular 'what exactly diversity means' and 'where and how the concept of Gender Equality has been developed'. More information about the theory in this field is available in the "Gender and Diversity in VET Manual" (see Bibliography).

Chapter 2

This part highlights the Slovenian legislation and regulation in the field of "Equal Opportunities and Diversity". We will discuss to which extend Slovenia has developed specific fields and which areas are subjects to special attention in regards to the necessary introduction of changes.

Therefore, we will focus on special measures that are divided into five fields:

- Part I- Knowledge Society that includes education, sport, science and research in the field of gender equality and diversity.
- Part II is dedicated to the field of work, specifically to the following topics:
 - a representation of women and men on the labour market,
 - a structure of unemployed people
 - social inclusion and a division of roles and
 - working in the context of family life and partnership.

- Part III discusses a social welfare of women and men and in particular how, from the gender equity point of view, services in health protection, reproductive health and mental health are organised.
- In part IV, we will focus on violence against women, which most frequently happens in families as well as at the work place, and on sexual violence including human trafficking.
- Finally, in Part V we would like to illustrate how women are represented in politics and in managerial positions.

Chapter 3

This part is largely focused on the target group of VET providers. We will discuss a work in interactive programmes, particularly how does it function, how it should be planned, which topics/contents should be included, etc. Organisation of programmes is left to the providers and depends on target group, duration, content, working methods, didactic equipment.

Through many years of working in the field of training delivery for different vulnerable groups we gained rich experience in regard to organisation and design of education and training programmes. Consequently, vulnerable groups and our commitment to help them in the process of their social reintegration both present a key starting point in preparation of our training programmes.

Chapter 4

From the delivery of training and counselling activities point of view, the „Didactic Guidelines“ can be applied in different ways. In this particular chapter we have chosen to discuss a small group work and explain key elements of group working to trainers/trainers/mentors/counsellors.

For instance, what has to be included and what does working in a group mean to an individual; which relations among group members deserve a special attention of trainer/teacher/mentor/counsellor; how to develop interpersonal relations and in-group communication, who are non-formal leaders...

In continuation we will discuss phases usually faced by each and every group and in this context particularly what exactly in each phase should be drawn a due attention to for trainer/teacher/mentor/counsellor and how a positive/negative atmosphere can be created in a group. We will talk about working in small groups, however, we should keep in mind that each and every group member is firstly and above all an individual. This means that group work and individual work go hand in hand and consequently this situation requires due attention and an adequate adjustment of approaches.

Chapter 5

In this part we describe a structure of a workshop that is only at a basic level and therefore more or less known to everybody working in this field. However, this is an excellent tool, instrumental in formal and non-formal education/learning. It gives enough space for providers' autonomy, flexibility and dynamics. Moreover it encourages creativity among both the trainer/teacher/mentor/counsellor and the group participants. The content of the workshop can easily be modified according to the needs of a target group. Each participant can accept and adopt the content according to his/her own interests, abilities, personal characteristics, etc.

Chapter 6

Working in the field of Gender Equality and Diversity is difficult many times. Therefore we would like to present in this part how an integration of the principle of gender equality in Slovenia has been addressed by the Office of the Government of RS for Equal Opportunities.

“Gender and Diversity in VET Manual” - Introduction

The purpose of the “Gender and Diversity in VET Manual” is to present a concept of socio-cultural differences and gender equality and their impact on the labour market and on vocational education and training.

With its content the “Gender and Diversity in VET Manual” addresses trainers, mentors, teachers and counsellors in the field of vocational education and training as well as the main training providers on the labour market. Its main purpose is to serve as an instrument for developing and implementing different types of training programmes in the field of gender equality and diversity.

The following specific groups are targeted by this manual:

- Teachers and trainers in the field of vocational education and training, who will, with their advanced awareness and an applied approach enhance an adequacy and quality of their work in the field of gender equality
- Vocational and carrier counsellors, who will be able to use this manual in their everyday work
- Training providers, who can improve the quality of their measures and activities by applying this manual
- Key actors in the field of lifelong learning in Slovenia, Romania and Turkey, who have access to the key documents, portals and data base available to their users
- Others, who are responsible for designing training tailored to the needs of labour market.

In principal, the Gender & Diversity in VET Manual addresses trainers in the field of vocational education and training, however, its final beneficiaries are those included in vocational education and training, therefore the participants. The main objective of the “Gender and Diversity in VET Manual” is to enable trainers,

teachers, mentors and carrier counsellors to become acquainted and trained for dealing with the issues of gender equality and diversity.

During the preparation and organisation of training programmes, you can use the whole manual or only some of its parts, depending on what you want to introduce and share with the participants. Some examples:

- 2-3 days training programmes focused on a content of gender equality and diversity
- Training programmes for trainers, teachers, mentors and carrier counsellors
- Lectures delivered in a frame of training programmes that are aimed at discussing key competences in the field of gender equality and diversity.

Training and other activities can be organised as follows:

- Individual training
- Group training
- Training in small/large groups

According to the concept and the content the main characteristics of the manual are based on the following:

- Key principles of adult education and training
- Different and diversified approaches in education, training and counselling
- Activities which are based on different education strategies and which can be applied for different groups, e.g. vulnerable groups

- The process of learning and training is focused on an individual; this provides more opportunities for reflection and for building-up own learning pathways
- The manual's original purpose is to contribute to the development of competences in the field of gender equality and diversity, however, it also helps influencing the following:
 - to become acquainted with a detailed examination of the characteristics of specific occupations
 - to develop basic and general competences and among them particularly socio-cultural competences that are essential for critical thinking in the field of gender equality and diversity
- Participants are responsible for their own education and training, and hence for planning, implementation and evaluation of their learning achievements
- Education and training bases on life experience; each individual can contribute according to his/her abilities as well as with his/her understanding of the world
- The activities described in this manual are not only theoretically conceptualised, they have also an immediate impact on the individual's professional life.

1. Part

In this part we want to introduce what a concept of Gender Equality and Diversity implies. Therefore we will talk about the definition of gender equality and diversity, how this has been influenced by globalisation and how this field is regulated in Slovenia.

2. Part

In this part we want to emphasise how important an enforcement of the principle of Gender Equality in the field of vocational education and training is, and how an

individual's way of thinking, his/her ideas, prejudices and stereotypes maintained through the generations can be influenced by certain contents. Furthermore, we concentrate on the following:

- (i) the methodology for an implementation of education and training programmes,
- (ii) what should attract a special attention of mentors, trainers, teachers and counsellors and
- (iii) a learner and his/her interests as a centre of attention as well as
- (iv) an introduction of others, non traditional methods of learning and teaching.

3. Part

The content of this part is focused on different workshops which are divided according to the topics. They relate to the thinking and reflecting of the individual's behaviour in regard to "gender equality and diversity." Within different kind of workshops one can easily recognise those aimed at encouraging certain desired behaviour; in this respect the body language is an important factor. In addition, in this part of the "Gender and Diversity in VET Manual" one can also find some helpful »role plays«. In the simulation based situation one can become aware of his/her own way of thinking and behaving.

4. Part

In the previous part we more or less focused on trainers/mentors/teachers, but this part is dedicated to the role of carrier counsellors. In particular, what should attract attention of counsellors even before the counselling process begins. It is an individual with his/her desires and abilities who is important in this process. A carrier counsellor should therefore always focus on providing support in order to achieve one's desires and interests.

5. Part

This part shows the importance of continuous professional education and training as a vital factor for successful work of all involved actors, from

trainers/mentors/teachers to counsellors. They have to constantly strive for their progress and professional growth, particularly in regard to gender equality and diversity as a rather sensitive field, which can easily be dominated by subjective thinking.

1 Diversity and Gender!

What's behind it?

Definitions

The term “**diversity**” describes the concept of a society that consists of different groups with distinctive characteristics. Characteristics are for example sex, age, social background, religion, ethnicity etc. Unfortunately these different groups do not have equal opportunities in social and occupational life. Some of them are discriminated against due to their affiliation to a certain group.

The concept of diversity has developed out of the principle of “gender mainstreaming” and “intercultural training”. It has its origin in the human rights movement of the USA.

The term “**gender**” describes the social construction of men and women and inherent injustices in general related to them. It is one of the primary dimensions of the term “diversity” described earlier.

The English word “gender” is not to equate with the concept of biological masculinity and femininity but means the social creation of a 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

For further information on historical background, globalization and evaluation issues, see the “Manual for introducing gender mainstreaming into the daily practice of vocational education and training” which primarily wants to inform people responsible for the design and organisation of adult education measures as well as stakeholders in education policy on how to sensitise towards gender and diversity issues as well as on how to implement various activities and measures into vocational education training, enriching existing learning contents.

¹ Cf.: Keller 1992: 245

2 Slovene Legislation

Despite all the numerous international documents and human rights projects, we are still frequently facing incomprehension, intolerance, disrespect and discrimination. However, it is important, that we all have equal opportunities, regardless of our "differences". The principle of non-discrimination is the basis for ensuring gender equality. It means equal recognition and assessment, role, power and active inclusion of both genders in all spheres of public and private life. The establishment of equal opportunities is a duty of the entire society and represents the elimination of obstacles to the introduction of gender equality.

The policy of gender equality in Slovenia has two main principles. On one side it implements horizontal principle of integration of gender equality in all policies. On the other hand it ensures the implementation of concrete measures and activities for improving the situation of women and men in the fields, where they are in an unequal position. Development and progress of eliminating inequalities between women and men was not fast and extensive as expected. It was observed, that development and formulation of policies and legislation is needed. It should actually interfere with practice and change relations between genders and division of their roles in the society. Slovenia started with activities for integration of gender equality on the governmental level eight years ago with a pilot project, in which some ministries cooperated. With the Law on equal opportunities for women and men, Slovenia committed itself to implement the principle of gender equality. In addition, Slovenia joined to the implementation of gender equality policy on the level of the European Union and other international organizations. With the appointment of coordinators for equal opportunities, working in all ministries and in some local authorities, Slovenia has created an initial condition for integration of equal opportunities.

Slovene law on equal opportunities for women and men is a general law, which defines common directives or grounds, which will guide the legislation on specific fields. Changes cannot be achieved in a short time. Therefore, the law defines measures for gradual implementation of these differences. First steps include general arrangements, which should be set by laws and political documents.

In addition to above mentioned measures, Slovenia also implements temporary measures, which aim at creating equal opportunities and stimulation of gender equality in the fields where women and men are in an unequal position. Special measures are divided into:

- positive measures
- stimulating measures
- programme measures

3 Special Measures

Special measures are a method of stimulating gender equality, to which special attention is given in the framework of international organizations and specific countries. They are implemented in different fields, e.g. education and schooling, public and political life, etc.

3.1 FIELD I. - SOCIETY OF KNOWLEDGE

Social patterns have an important role in the determination of individuals' gender role in society. Therefore, it is important that social environment provides a good example for ensuring gender equality.

Education, schooling and sport

The Education and schooling system often reproduces stereotypes of men's and women's social role. This is reflected in educational content and programmes, as well as in professional orientation. Equal opportunities of education and schooling for both genders are one of the principles of systemic and curricular modernization in Slovenia. For efficient realization of modernization, formulation of recommendations, guidelines for educators on inclusion of education for gender equality in all subjects, establishment of standardized procedure for checking textbooks and contents considering gender equality and proposals for changing current textbooks, which do not meet the standards, are needed.

Besides education of gender equality, special stimulations are required. They should direct girls, boys and students into atypical women or men studies or jobs. Balanced role and participation of men and women in science and research is important for the development and functioning of society, which is based on gender equality and

considers the needs of different social groups. It is vital, that the principle of gender equality is included in all relevant research fields and scientific disciplines. It also has to be integrated in all policies and programmes and in scientific and research organizations.

3 . 2 . F I E L D I I . - L A B O U R

The policy of equal opportunities for women and men in the field of work is directed towards the elimination of all obstacles in order to ensure equality of women and men, who should fully participate in the labour market and reconciliation of working, family and personal life.

Labour market and employment

Women in Slovenia represent almost half of all employed people. They are mostly employed full time, as well as men are. The biggest difference in unemployment rate between women and men is among young females and first-job seekers with high education.

Legislation in the labour market field is, from the viewpoint of equal opportunities, a prime example of legislative inclusion of both genders into relevant legislation.

Differences between men and women in the level of employment, unemployment and self-employment, wages for the same work or work of equal value, temporary jobs, and horizontal and vertical segregation, are indicators of gender discrimination. Therefore, these differences should be eliminated with the introduction and implementation of different mechanisms, programmes and projects.

Gender structure of registered unemployed people

Unemployment of women has increased. In the last year, their share among all unemployed persons is constantly growing. Reconstruction of different industrial branches, like textile, leather and footwear industries have affected women the most. They represent the majority of unemployed people in this industrial field. In 1999 the percentage of employed women exceeded one half of all unemployed people. In the following years, straining of working conditions in these branches caused a growing number of unemployed women.

Among typical groups of unemployed people in 2004, women presented less than half of the unemployed in the groups of unemployed people with the 1st or 2nd level of education (49,6%) and unemployed people older than 50 years (40%). Women dominate in the following categories: (i) younger than 26 years (53,8%), (ii) long-term unemployed (54,1%), (iii) long-term redundant workers and receiverships (54,9%), (iv) those between 40 and 50 years old (55,7%), and (v.) the highest percentage was among first-job seekers (56,6%).

Social - economic field

There are not major differences in the educational structure of women and men. Women have in average a bit higher education than men. On the other hand, the percentage of women in high and leading positions is much lower compared to men. Monitoring and evaluation of employment and career paths of potential candidates for high leading and management positions is important for understanding the obstacles, which cause low representation of women.

Social inclusion

The level of people at risk of poverty rate and extension of social inclusion of vulnerable social groups is different between women and men. It is higher among women, especially older, retired ones, one parent families (maternity), farmers,

Roma women, disabled. Formation and execution of social-protection services will be more successful, if measures and programmes are adapted to different needs of women and men.

Family life and partnership

Equivalent partnership and balanced role of women and men in family life are the foundations of the equal opportunities' realization in broader social context. Bigger distribution of work between partners means disburdening women from double burden of professional career and care for family. On the other side, it gives men a chance for active inclusion in family work. Therefore it is important, that the programmes and measures are made in a way, that they ensure equal opportunities of both parents. Special attention should be given to stimulation of active fatherhood, for taking paternity leave and sharing of vacations and leave from work in order to take care of a child.

Adjusting professional and personal life

Adjustment of professional and personal life is one of the most important conditions for implementing equal opportunities of both genders in society, particularly in regard to employment and labour market. Problem of adjusting personal and professional duties is seen especially in how time is managed and allocated, how personal needs are taken into account in professional sphere and how personal needs or family life is adjusted to the professional activities of women and men. In Slovenia, despite the fact, that men take more time for household's work and family care, women dedicate twice as much time to these jobs as men. Legislation arrangements, which establish equal rights for both parents and encourage elimination of indirect discrimination, are important. Mechanisms for adjusting family and professional obligations have to be in place at all relevant levels, involving employers, employees or the provision of public services.

3.3 FIELD III - SOCIAL WELFARE OF WOMEN AND MEN

Care for development and social welfare of population includes care for quality of life and a holistic approach to physical, psychic and social health and people's protection. Health and social protection policies have to be designed in a way that specific differences among people, in regard to gender, social status and regional differences, etc. are taken into account.

Health

Quality and sustainable health protection is based on constant recognition of problems and design of programmes aimed at people's care. In this respect the gender category plays a crucial role.

Health protection

Health and health protection policies are frequently created in a way that does not consider gender's aspect appropriately. Examination of disease is frequently influenced by the assumption that men and women have the same biological structures. Namely, besides biological characteristics of women and men, their health is determined also by their way of life, which is reflected in different rate of incidence and mortality.

Reproductive health

Maternal mortality is still high in Slovenia despite some improvements made in this respect. Furthermore, Slovenia is also ranged among the developed countries with the highest incidence of cervical and breast cancer. Providing information, raising awareness and ensuring advice throughout a whole life cycle will enlarge

possibilities for making a right choice and contribute to protection of reproductive health and early discovery and adequate medical treatments.

Psychic health

In Slovenia, the number of women and men, who seek for help with mental health disorders, is growing. Women are more commonly searching for help at the primary level, while men are more frequently represented in hospitalized mental care. Therefore, in the field of psychic health, it is important to monitor and analyze situations separately, according to the gender.

3 . 4 F I E L D I V - V I O L E N C E A G A I N S T W O M E N

Violence against women presents an obstacle for improvement of women's situation. Violence limits their life and makes it impossible for them to become independent and to take decisions about their life freely. Living without violence is a fundamental human right, which has to be assured in private and public life.

Violence against women in home environment and partnership relations

Violence in domestic environment and partnerships is often completely kept hidden and is therefore hardly recognised and prevented. Professional institutions in this field do not conduct and process information about family violence in a coordinated manner. There are estimations that in Slovenia the rate of unreported violence is much higher than officially reported. Violence against women in Slovenia is no longer a problem of private sphere only; by recognition of the need for systemic regulation of prevention of violence against women in home environment and in partnerships, it got already much broaden within the social context. Firstly,

harmonised interdisciplinary treatment of victims suffering from violence needs to be ensured in both, legislation and practice.

Human trafficking and sexual exploitation

Concerning the issue of trafficking women with the purpose of sexual exploitation, Slovenia is a county of origin, country of transit and country of destination. Solving this issue requires to enhance awareness and to provide more information about the dangers and consequences of human trafficking and sexual exploitation for prostitution and pornography.

Sexual violence

Official statistic data on sexual violence against women are imperfect; according to NGOs that deal with these victims, they are a few times lower as actually stated. Victims of sexual violence are women and children, while the perpetrator is usually a man. Since the victims normally know their offender, it is important that they start to recognize any kind of sexual violence as inadmissible.

3 . 5 F I E L D V - D E C I S I O N M A K I N G P R O C E S S E S

Decision making can be regarded also as implementation of economic and political power and impact on leading management processes at all levels. Balanced representations of both genders in decision making processes in fact demonstrate equal participation of women and men in all areas and levels.

Political decision making

Concerning political domain, legal rights of women and men in Slovenia are identical. However, considering the percentage of women in overall structures of the population, women are not adequately represented in political decision making process. In order to increase women's participation in politics, special mechanisms have to be ensured and incorporated in all aspects of the system, from legislation to special measures inside political parties. Furthermore, broaden social and political environment has to be in favour of women and female politicians.

Public administration and justice

Representation of women and men in governmental bodies and bodies of local administration is compared to the political representation more balanced. The biggest differences between men and women representation can be found on one side in bodies with great political power (government's working body), where women's participations is the lowest and on the other side in bodies dealing with social affairs women prevail. Indisputably, the appointing process within the public administrations and justice can be influenced.

4 Guidelines and review of data and observations

4.1 Guidelines

Discussion about gender inequality has to start in elementary school as well as at any other level of education. These are idealistic environments for encouraging democratic standards, values and proper behaviour and function. Direct and broaden social environment both influence school's life and work, but this is a two-fold process, so schools have also a certain influence. Language plays a fundamental role in shaping social identity of an individual and strongly interlinks with social behaviour and culture. Language usage reflects whether girls and boys, women and men are equally treated.

4.2 Review of data and observations

In this sub-chapter some data and observations are represented that show inequality between genders. This could serve as a form of motivating young people for creative writing, painting, photographing, participating in projects or designing web pages.

- Percentage of women among nursing and education personnel in kindergartens is 98,3%, among professional workers in elementary school 85,8%, in secondary education 65,4% and in higher education and facilities 36,7%.
- Percentage of girls and boys included in specific programmes of secondary education show certain gender segregation. Both genders are equally represented only in the following three secondary education

programmes: agro-food processing, tourism and catering and general education program.

- In study year 2005/2006, 91.229 students were enrolled in higher educational programme. 59,4 % were women.
- Advertising analysis classifies four stereotypical images of women: mother, woman as (sexual) object, new woman (super woman - successful mother, housewife, partner, and business woman), independent or liberated woman (takes care of herself and her image in order to please men).
- Eating disorder happens to be in 90% a women disease, most frequently recorded among young people between 15 and 25 years.
- Most of employed women and men in Slovenia dedicate the majority of their time to gainful employment and studies (in hours - women 4:23 and men 5:25). Additionally women are more burdened with house hold work. They spend 2 hours and 15 minutes more then men for this work (women 4:24, men 2:9).
- Despite the fact that percentage of women on candidate list for elections for National Assembly is slowly raising (1992 - 16%, 2000 – 23.5%, 2004 - 25%), women are rarely elected.
- In 2003, among chairmen and chair women of the biggest corporations and business entities, there were only 4% of women (no one in 2000), though 22% of total members were women. However, 29% of managers were women. One hundred of the most successful companies and corporations in Slovenia were led by 99 directors and 3 directresses.

5 Interactive Programmes

The methods of individual treatment differ significantly. In our programme, we have chosen a method of working in small groups that can be further combined with an individual treatment in regard to one's needs and problematic pretentiousness.

Our work is based on theoretical assumptions and psychotherapeutic experience of humanistic diverted psychology, theory of learning with knowledge of group psychodynamics and method of work in small group, although it is not a therapeutic approach.

The programme consists of different thematic workshops. Group dynamic processes are trigger. This causes that social learning in small group is based on personal experience. We are stimulating active learning which enables deepening of interpersonal learning, self analysis, personal perception and expectations.

These methods enable learning about oneself, one's personal needs, emotions and moods.

Searching and establishing one's position in a group and development of relations with others.

- Improving group communication
- Improving personal communication
- Improving skills for recognizing group dynamics
- Sanctification of personal occurrence
- Increasing of individual assertiveness

Part 3 of the programme is dedicated to the following themes (which are further improved within special workshops in different range - both in content and in time,

since groups differ – in regard to intellectual, educational level and level of motivation):

1. Learning about oneself
2. Communication
3. Stress
4. Partnership
5. Conflict situation
6. Personal care
7. Values
8. Health
9. Job

6 Group dynamic development process

6.1 General information

Many processes are happening in small groups. They all depend on the cooperation between group's members. Self respect can be achieved only in relation and interaction with others - how and how much this happens depends completely on person.

Small groups

The purpose of creating small groups differs as follows:

- educational
- counselling
- therapeutic
- informational

In order to understand the small group process of development and growth as well as being able to work with the group, it is important to take into account our experience, past feelings and memories. Kindergarten, elementary school, hobbies, scout boys, family are just few examples in this respect.

The model of a small group that we want to discuss is based mainly on our multiannual experience gained in working with different groups of youngsters and adults that were differently affected by unemployment and were trying to find solutions in different ways, many times also in alcohol and drug abusing, prostitution or in criminal activities.

The purpose of our small group method is to enable participants to perceive a real life situation as a challenge, a new opportunity to escape from dependence on

routine life into a greater freedom in decision making about their life and their self actualization.

6.2 Small group development phases

There are five distinctive processes for in group dynamic. Leaders should recognize these processes and properly guide them.

6.2.1 PHASE I. - ALIENATION

The group's positive development

First group meetings are usually full of fear, distrust and doubts. Therefore, it is important that the start of a group work includes the establishment of a frame. Within this frame planned group dynamic processes will be implemented. Their fundamental principles base on recognition and high awareness of personal needs and their satisfaction.

Leadership

Trainer is leading a small group. He/she should provide a sense of security. He/she should:

- set programme goals
- set programme aim and interpersonal cooperation
- set basic rules
- present method of work
- describe personal unpleasant feelings

- take each participant seriously
- accent positive attitude to problem solving
- set room for supplementation of the original rule's frame

Negative development

Negative development appears if the leader does not create a sufficiently broad margin for resolving problems.

6 . 2 . 2 P H A S E I I - O R I E N T A T I O N S O R F I N D I N G A P O S I T I O N I N T H E G R O U P

Positive development

In this phase participants recognize their possibilities and discover what they are missing in the group. The network of thoughts, perceptions, behaviour, sympathies and rejections is formed.

Negative development

Setting roles is not problematic by itself. However, the problem arises if roles in a group are too solid - fixed.

Leadership

Orientation phase is very difficult for leader, since he/she has to find and fix his/her position in a group. Leader's role includes fear and lack of sense of safety, since he has to be accepted as formal and informal leader by participants. It is very important in this phase, that the leader clearly expresses wishes, needs and expectations of all group's participants. He/she has to persist in this, despite the conflict situation.

6 . 2 . 3 P H A S E I I I - T R U S T

Positive development

In this phase participants find their positions and learn what to expect from each individual and a group. This phase is also called "US PHASE".

Negative development

Negative development occurs when certain roles become fixed in "us norm" and members of a group are satisfied with safely limited roles which prevents diversity. Affiliation to group and safety are high price for abandoning own individuality.

Leadership

In this phase the leader has a very important role:

- dividing responsibilities for actions within the group
- dividing tasks and roles among all of the participants
- accents usage of "I-messages"

6 . 2 . 4 P H A S E I V - D I S T I N C T I O N

Positive development

It is the most productive phase during which the group's maximum can be obtained as group members feel acceptance and recognition, and equally accept other participants, in spite of their diversity.

Leadership

Leader changes his/her role and becomes almost an equal group member.

6 . 2 . 5 P H A S E V - F A R E W E L L

This phase swings members' moods, because the sense of safety is threatened again.

Positive development

It is important that participants do not take anything negative from the group. Farewell should give them a good feeling and perception about discovering and acquiring a lot of new and useful information.

Negative development

The negative development of group dynamics can occur if the participants have not been well prepared in advance for the upcoming farewell. Therefore, it is important to establish a reasonable evaluation of farewell and emphasise that farewell is only one of the life tasks that must be met in order to achieve continued personal growth.

Leadership

Trainer becomes stronger again. He/she helps individuals with establishment and guidance of the farewell process.

7 Structure of the workshop

Workshops are based on an experiential method. Through this we balance and guide working in small groups. The basic structure of each workshop consists of:

- selected theme
- title of workshop
- introduction
- central part
- conclusion

7.1 Introduction

Introduction includes workshop goals which are connected to the selected theme. Three introductory practices should be selected. Their aim is to relax participants, motivate them and prepare them for further work.

Work in a group

Introduction of the workshop is always presented by a theme planned to be carried out by the trainer. He/she presents the theme to the group, but does not provide an explanation of its goals and aims.

7.2 Central part

In the central part, different techniques can be applied (role play, simulation, unfinished stories, guided imaginations, drawing, etc...). Mentors should prepare detailed guidelines in paper prints for each activity. Problems which are likely to happen should be thought about and written down as well.

Work in a group

A trainer has to communicate instructions to the groups slowly and appropriately, according to the pretentiousness of the group. An aim of the specific activity should not be exposed. During each action the trainer should stimulate and provide a support to the participants in the process of their social inclusion. From this perspective it is better that he/she does not take part in the group's work, since he/she cannot properly control group's dynamic. A role of the leader is to constantly stimulate discussion, guide and include all participants as equally as possible. After the end of discussion he/she summarises its most important elements.

7.3 Conclusion

The goal of the conclusion exercises is linked to the presented theme. Participants have to be relaxed and the theme has to be completed. However, sometimes there is no opportunity for carrying out the last exercise completely. Therefore, it is important that the remaining time is dedicated to the workshop's closure. At this stage the structured questions are needed.

Work in the group

The trainer has to bring the group into the last or the last exercise but clearly and gradually. At the end he/she prepares the group for the next meeting.

7 . 4 F e e d b a c k

Feedback should be an integrative part of every communication. It is an indispensable basis of social learning. The partners in communication cannot know how and how much they influence each other, if they do not discuss it regularly. The communication fog may appear. In order to illuminate the communication fog or at least avoid interruptions in communication, it is necessary to ensure a two-fold feedback.

During a feedback process the participants learn both, how they experience others and how they are perceived by others, they recognize the role of each participant in the group and his/her impact on the other group members.

The Individual has to be prepared for two processes in a group:

- Usual, regular reporting (I-messages)
- Unusual, when individual feels that it is important to express own opinion about other participant/s.

It has to be emphasised that each feedback on the level "I messages" composes of two parts:

- A part for the one who is sending/giving a feedback
- A part for the one who is receiving the feedback

Rules to efficient feedback:

For the one who gives feedback:

- one's experience should only be expressed
- situation should be described as concrete as possible

-
- avoid describing experience gained in other situations
 - it is not allowed to evaluate, judge or interpret
 - open and true discussion

For the one who receives feedback:

- careful listening and questioning
- allowing to hear a justified messages

8 Good Practice in Slovenia

The Organisation's name:

Women's Policy Office, Government of the Republic of Slovenia

Title of the Good Practice:

"Gender Mainstreaming in Slovenia"

Summary

Slovenia joined the programme with a project that includes gender mainstreaming and became one of the first of the Central and Eastern European countries to introduce gender mainstreaming into government policy development. Without this financial aid it would have been virtually impossible to join the project, as the funds of the Women's Policy Office are very restricted. We launched the "Gender Mainstreaming in Slovenia Government Policy Development" project in October 1997.

The goal of the project is to use gender mainstreaming as a standard tool in shaping and developing government policy in order to integrate the principle of gender equality in the entire process of policy development.

Aims of the good practice:

Gender mainstreaming will be achieved by sensitising political actors (e.g. policy makers), strengthening the role of the mechanism for advancing equality (the Women's Policy Office), and by institutional development. This is a long-term goal that cannot be attained within the lifespan of the project, so we have concentrated on the steps which are the key prerequisites for its future realisation.

Theoretical background behind the good practice:

In 1992 the Government of the Republic of Slovenia founded the Women's Policy Office as its expert service responsible for the promotion of equality between women

and men. The Office carries out activities within its sphere of jurisdiction in association with ministries, government services, non-governmental and inter-governmental organisations and other institutions. Over the past seven years, the Office has succeeded in becoming actively involved in the process of preparing and considering regulations, acts and measures passed by the government and ministries. This enables the Office to monitor and supervise policies in all areas and departments from the viewpoint of their impact on women and men, and to make proposals for the promotion of gender equality.

The Office has also become involved in the activities of international organisations such as the Council of Europe and the United Nations, as well as in the process of incorporating European legislation into Slovenian law. Active participation in these organisations engaged in the promotion of gender equality, enables the Office to follow their activities, exchange experiences and participate in the framing policies.

Activities addressed to the gender mainstreaming started in Slovenia in 1997, when the Office for Equal Opportunities and certain Ministries (Ministry of Labour, Family and Social Affairs, Ministry of Education and Sports, and Ministry of the Interior) were involved in the pilot project "Enforcement of participation of women in decision-making process and development of politics in Slovenia", with "Gender Mainstreaming in Slovene Government Policy Development" being an integral part financed by the UNDP (United Nations Development Programme) and Office for Equal Opportunities (Gortnar, 2002).

Detailed Description:

Our first activity, and the prerequisite for the other activities, is capacity building. In this phase we identified the governmental and international organisations and other institutions and individuals that could provide materials in the field of gender mainstreaming. On the basis of the collected material, we studied systematically and thoroughly the gender mainstreaming strategies and the experience other countries have gained in introducing it. The principal document which we used as our guide throughout the entire project was the Council of Europe's publication *Gender Mainstreaming*, which gives the theoretical explanation of the strategy, a

review of the adopted and implemented measures and useful instruction for practice. The publication is translated into the Slovene language.

The gained knowledge about the strategy and practical experience of the countries in which gender mainstreaming strategy has already been applied was the basis for all our further activities, and had a significant influence on our comprehension of other political influences. We came to realise that policymakers (the usual political actors) probably often do not understand what we mean when we bring up the question of gender equality. They lack the knowledge to understand and, more importantly, the very awareness that they need that knowledge at all. Therefore, they had to be educated in order to integrate gender equality issues into their daily work. The Ministry of Labour, Family and Social Affairs and the Ministry of the Interior soon joined the project. The Ministry of Finance declined co-operation on the grounds that its sphere of activity is not essential to the introduction of gender mainstreaming. We considered it important that the co-operating ministries should feel that they belong in the project, and in this way we would avoid problems at the outset of its implementation. We thus invited instead the Ministry of Education and Sport, which showed readiness to join the project forthwith.

An intersectoral working group to which each of the Ministries assigned representative(s) was established. The working group became the central body for the implementation of the project. It is composed of a female representative from the Ministry of Labour, Family and Social Affairs, a female representative from the Ministry of Education and Sport, a female representative from the Women's Policy Office and two female representatives from the Ministry of the Interior – five members in all. We decided on this small working group for easier co-ordination of meetings and work.

The particulars about the co-operation in the project were noted in the contract signed between the Office and the Ministries listed above. The contract defines the scope of work, the goals and anticipated results of the project, the role of the participating parties and the time schedule of the activities. By signing the contract, the participating Ministries pledged their commitment to gender mainstreaming.

The next phase included education and training. Members of the inter-sectoral working group had to be trained for the final phase of the project – the preparation of the gender mainstreaming implementation draft. Through various forms of workshops organised by the Women’s Policy Office, led mainly by female experts from abroad, we embarked upon the continuing education and training of members of the working group.

Results of the good practice:

During the carrying out of the project we realised that gender mainstreaming is a complex and long-term process which calls above all for extensive preparation, education and training, before one can even approach the framing of a strategy for its implementation in an individual country. Without prior preparation it is impossible to embark upon its implementation. The key steps taken within the project enabled us to formulate a master plan for the implementation of that strategy in Slovene policy using the expedients, methods and mechanisms determined by the existing political systems in and the possibilities available to individual countries. With this project Slovenia has not yet put into practice, but only beginning to implement gender mainstreaming.

Sources:

National machinery, action plans and gender mainstreaming in the Council of Europe member states, 2002, 2000 - GENDER MAINSTREAMING IN SLOVENIA, available from:

http://www.gendernet.at/opencms/opencms/gnet/de/leftNav/Country_information/SI.html

Needs analysis: Slovenia, prepared by Živa Humer together with Mojca Sušnik and Franja Arlič, available on: <http://www.gemtrex.eu/needs/slovenia.pdf>

9 Gender Vocabulary

- **Gender:** the social and cultural dimension of the difference between men and women; culture specific definition of femininity and masculinity (socially constructed sex differences attributed to and performed by women and men, boys and girls), differences and responsibilities of people in society, determined by the concept of tasks, functions and roles attributed to women and men / boys and girls in public and private life; socially constructed definition of the relationship between sexes in a society
- **Sex:** the biological dimension of the difference between men and women
- **Gender equality:** women and men are equally represented in all fields of public and private life, have equal position and equal opportunities to enjoy rights and develop personal potentials, which contribute to social welfare and equal benefits from development
- **Equal treatment of women and men:** lack of indirect and direct forms of gender discrimination. Direct gender discrimination exists, if person was, is or could be in the same or similar conditions treated less pleasantly as person of the opposite sex. Indirect gender discrimination exists, if certain provisions, measures or actions appear neutral, but in the same or similar conditions put persons of one sex in to less pleasant situation, unless this provisions, measures or actions are suitable, necessary and legitimate with objective facts, which are not connected to gender.
- **Gender integration:** the process of incorporating the different needs of women and men / girls and boys, which are both practice-orientated (immediate) and strategic (underlying) into policy, organisations and private life
- **Gender mainstreaming / gender policies:** strategy for changing the prevailing social models of gender in order to speed up the realisation of gender equity and equality via a concrete strategy for accelerating the progress

- **Gender perspective:** putting on the 'gender glasses'; being aware that gender advantages and disadvantages are produced and reproduced in all relations of life
- **Gender sensitivity:** being sensitive and responsive to the different female and male life models, skills and activities and their effects on the public and private sphere
- **Gender socialisation:** process of internalisation and reproduction of the differentiated social roles ideology of men and women according to gender
- **Gender stereotypes:** the social perceptions which attribute people with particular advantages, disadvantages and attitudes according to their gender
- **Gender segregation / division of the market:** the gendered division of the labour market which is characterised by stereotypical occupational choices according to gender and the consequent division of the labour market into 'male' and 'female' professions
- **Gender sensitive counselling:** being aware of gender inequality and sensitive to the mechanisms that continue to reproduce gender stereotypes; being able to intervene by implementing counselling strategies which lead to the promotion of gender equality in educational and occupational choices made by students, and contribute to the empowerment, through counselling, of both girls and boys to help them overcome difficulties and stereotypes that are related to their gender; being able to encourage and support, through educational services based on the feminist principles, both boys and girls to challenge gender stereotypes
- **Gender sensitive teaching:** being aware of gender stereotypes, inequalities and discrimination within the educational system, sensitive to introducing the relevant issues into the education process and finding/using gender sensitive ways of teaching in order to deal with gender inequality within the framework of the school programme
- **Vocational counselling:** the active process of providing guidance that helps young people to make their occupational choices and career decisions,

consider the significant role that all other sectors of their personal life play, and bear in mind the impact of social structures and gendered work division

- **Empowerment:** the process through which each person can deal with him/herself in a self-contained way, communicate constructively and effectively with other participants of the same social environment and participate actively in the labour market and the wider social context
- **Feminist approach:** the interpretative method of social and psychological phenomena which is based on the feminist perception about gender relations; the feminist approach indicates that gender differences are mainly socially constructed rather biological and gender relations are constructed socially and historically as relations of power, in which women comprise the oppressed group

10 Literature & Links

Keller, Evelyn Fox: *Feminism and Science*. New York 1992

Deliyianni-Kouimtzi, D. (2003). *Feminist Approaches to Psychology (Course Manual)*. Thessaloniki: Aristotle University of Thessaloniki.

Sjorup, K. & Schmitz, C (eds). (2005). *Manual of the GE.cel Project*. Bonn: The GE.cel Project Team

Zveza prijateljev mladine Slovenia za Nacionalni odbor: *Evropa v Šoli; Enake možnosti za vse - enakost spolov*, Ljubljana, 2006

Vlada Republike Slovenije, Urad za Enake možnosti: *Zakon o enakih možnostih žensk in moških*, Ljubljana, 2002

Vlada Republike Slovenije, Urad za enake možnosti: *Resolucija o nacionalnem programu za enake možnosti žensk in moških 2005 - 2013*,

Simona Zagorc; Kovnica Znanja 2001, B&Z d.o.o., Ljubljana, 2001

Zavod Republike Slovenije za zaposlovanje -

<http://www.ess.gov.si/slo/Predstavitev/LetnaPorocila/LetnaPorocila2004.htm>

Statistični urad Republike Slovenije - http://www.stat.si/tema_demografsko_trg.asp

Uradni List Republik Slovenije - <http://www.uradni-list.si/>

Nacionalni mehanizem, načrti aktivnosti and načelo enakopravnosti spolov v Svetu Evropskih držav članic, 2002, 2000 – NAČELO SPOLNE ENAKOPRAVNOSTI V SLOVENIJI, dostopni na :

http://www.gendernet.at/opencms/opencms/gnet/de/leftNav/Country_information/SI.html

Analiza potreb: Slovenia, prepared by Živa Humer together with Mojca Sušnik and Franja Arlič, dostopni na: <http://www.gemtrex.eu/needs/slovenia.pdf>

Vlada Republike Slovenije, Urad za enake možnosti

<http://www.uem.gov.si/>

Mirovni Inštitut

<http://www.mirovni-institut.si/Main/Index/si/>

Informacijski urad Sveta Europe

http://www.coe.si/sl/informacijski_urad_se/

Zveza svobodnih sindikatov Slovenije

<http://www.zsss.si/index.php>

Ministrstvo za šolstvo in šport

<http://www.mss.gov.si/>

Center RS za poklicno izobraževanje (CPI)

<http://www.cpi.si/>

Zavod RS za šolstvo
www.zrss.si

Andragoški center
<http://www.acs.si/>

Ministrstvo za visoko šolstvo, znanost in tehnologijo
www.mvzt.gov.si

Državni izpitni center
www.ric.si

Center šolskih in obšolskih dejavnosti (CŠOD)
www.csod.si

Pedagoški inštitut (PI)
www2.arnes.si/~uljpeins
Univerza v Ljubljani
www.uni-lj.si

Univerza v Mariboru
www.uni-mb.si

Univerza na Primorskem - Università del Litorale
www.upr.si

Univerza v Novi Gorici
<http://www.p-ng.si/si/>

Znanstveno-izobraževalna fundacija Republike Slovenije - Ad futura
www.ad-futura.si/

Slovenska univerza za tretje življenjsko obdobje:
Univerza za tretje življenjsko obdobje v Ljubljani
www.univerza3.si

Zavod za razvoj mobilnosti MOVIT
www.movit.si

Zveza ljudskih univerz Slovenije (ZLUS)
www.zveza-lu.si

Nacionalno informacijsko središče za poklicne kvalifikacije – Slovenija
<http://ris.cpi.si/index.html>

Center za mobilnost in evropske programe izobraževanja in usposabljanja
<http://www.cmepius.si/index.php?home=1>

Društvo Vita Activa
<http://www.drustvo-vitaactiva.si/9785.html>

Društvo Ženska svetovalnica
<http://www.drustvo-zenska-svetovalnica.si/>

Društvo Evropska mreža za enakost spolov
E-pošta: sonja.lokar(at)siol.net

Društvo za kulturološke raziskave - Delta
<http://www.revija-delta.net/>

Društvo medicinskih sester in zdravstvenih tehnikov Ljubljana
<http://www.drustvo-med-sester-lj.si/>

Materinski dom Celje
E-pošta: materinski.dom(at)siol.net

Zavod Emma
<http://www.zavod-emma.si/>

Gospodarsko interesno združenje Podjetnost - Sekcija podjetnic
marta.turk1(at)guest.arnes.si

Zveza kmetic Slovenije
E-pošta: zvezakmeticslovenije(at)siol.net

Lezbična sekcija ŠKUC - LL
<http://www.ljudmila.org/lesbo>

MODRA - Skupina za raziskovanje in uresničevanje psihosocialnih potreb žensk
E-pošta: darja.zavirsek(at)fsd.si, jelka.zorn(at)fsd.si

Mesto žensk, Društvo za promocijo žensk v kulturi
<http://www.cityofwomen-a.si/>

SOS telefon za ženske in otroke - žrtve nasilja
<http://www.drustvo-sos.si/>

Združenje Manager - ženska sekcija
<http://www.zdruzenje-manager.si/>

Društvo za nenasilno komunikacijo
<http://www.drustvo-dnk.si/>

Društvo za nenasilno komunikacijo MAVRICA
E-pošta: danica(at)zalec.si

Združenje proti spolnemu zlorabljanju
<http://www.spolnonasilje.over.net/>

