



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

Implementation Concept

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:



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P r e f a c e

The European Year of Intercultural Dialogue (EYID) 2008 recognizes that Europe's great cultural diversity represents a unique advantage. It will encourage all those living in Europe to explore the benefits of our rich cultural heritage and opportunities to learn from different cultural traditions.

The European project "Gender & Diversity in Vocational Education and Training (VET)" is one specific example of how various target groups could benefit from the diversity – and in particular gender – issues. It aims at offering attractive alternatives to introducing gender equality and key elements of managing diversity into educational practice in Romania, Slovenia and Turkey. Furthermore its aim is also to prepare the grounds at the political level, by including key organizations 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 and diversity 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 as one of the main products the "Manual for introducing Gender Mainstreaming into the daily practice of vocational education and training" primarily to inform people responsible for the design and organisations of adult education measures as well as stakeholders in education policy on how to on how to heighten 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 for a wide variety of measures and interactions.

This document stresses the vital importance of education and training in poverty reduction and development. As far as the main themes of Gender and Diversity in VET are concerned, it is helpful to approach the ambits of: reduction of the existing gender-based inequalities in relation to the access to education by promoting the participation of women; innovative approaches that go beyond the formal education sector, focusing on women in particular (promotion of self-employment and access to alternative forms of capital) and to address diversity issues by using innovative approaches.

Another product of the Gender & Diversity project is the "Guidelines". This complementary product for adult education organizations and vocational training institutions together with the educational, vocational counselors and tutors aim at offering didactic guidelines on how to incorporate the materials from the "Manual for introducing Gender Mainstreaming into the daily practice of vocational education and training" within the framework of existing teaching schemes taking into consideration 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.

In order to carry out and put into mainstream the learning practices and at the same time to raise the interest of social partners and employer organizations, an implementation concept is necessary. An implementation concept must define the necessary framework conditions for making it possible for the instruction to be operable and fulfillable by all employees, employers and social partners/ educational stakeholders.

The Gender & Diversity Implementation Concept provides a structured action plan for the localization and organization of putting the project results into practice. It sets up organizational models, suggests training delivery structures and provides a basis for assessing the potentials for introducing gender & diversity issues into various learning practices. It also suggests possible partnerships for deployment.

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1 Introduction

This didactic guide aims at giving an insight into the gender & diversity concept and the importance of its consideration for the labor market and consequently for vocational training.

The advantages of overall strategic planning by means of an implementation concept are:

- the continued strategic procedure is defined,
- the implementation of Gender and Diversity in VET is concretized by means of individual working stages,
- the effect of being a binding internal plan.

An implementation concept consists of selecting the building blocks needed by the organisation and subsequently adapting them to the organisation's existing framework conditions. The success of an implementation concept depends on many different factors that can vary greatly from one organisation to another, and can include different organisational cultures, different working processes, the existence or non-existence of support from the political leadership, the commitment of the employees and the present situation with regard to gender and diversity equality.

2 Goals

The aim of this document is:

- to produce, for each target country, an implementation concept demonstrating how these learning materials should be put into the mainstream learning practice
- to raise, among adult education providers, social partners and employers, their interest to make use of the project products and to incorporate them into their training concepts
- to raise, among education policy makers, their motivation to promote such educational concepts
- to achieve deeper sensitiveness among Institutions and decision makers with regard to G&D themes
- to help to the improvement of educational training tools

Another important aim is the reduction of inequalities and the overcoming of stereotypical social roles in education by systematically integrating gender equality and diversity perspective into the programmes of vocational training.

The implementation process is a continuous cycle which has four key stages:¹

- Commitment, which entails scoping the implementation process; planning for reviewing organisational practices; ensuring senior management commitment and securing adequate resources for the implementation process.
- Stakeholder engagement, which involves reviewing the organisation's current vision, values and policies, consulting with stakeholders to identify the key issues, and generating commitment to the review process and actions resulting from it.
- Reporting and auditing; during this stage organisations prepare a full report showing how the organisation has performed against its values, targets and objectives, and including a plan for future action. The report is externally audited to assess the data accuracy, and whether it is a true and fair reflection of performance, the findings being subsequently communicated to the stakeholders.
- Continuous improvement, describing the stage where the organisation works to establish systems for embedding the process, monitors achievements against objectives, and continues to collect information and conducts audits in accordance with the social audit cycle.

¹ <http://www.peopleinaid.org/code/implementation.aspx>

3 Target Groups

The target groups of the project can be subdivided into direct and final beneficiaries.

The direct beneficiaries group comprises:

- VET trainers and adult education operators
- Participants in adult education measures
- Representatives of training organisations, educational or other institutions who might be interested in implementing the innovative approach of the G&D Project

The final beneficiaries group comprises:

- Education providers, key actors for lifelong learning and language learning training policies: they will receive information about the project;
- Social partners: they will be involved in the dissemination process of the project results to their members.
- Co-operating partners & multipliers
- Human Resource Managers
- Course Designers
- women/men and people who deviate from the accepted standards – and for this, disadvantaged – who benefit of tools and activities realized by direct beneficiaries

This programme affects many stakeholders, among these are:

- Institutions
- Training bodies
- Consultants
- Experts
- Researchers
- Evaluators
- Others

The stakeholders should concern themselves with:

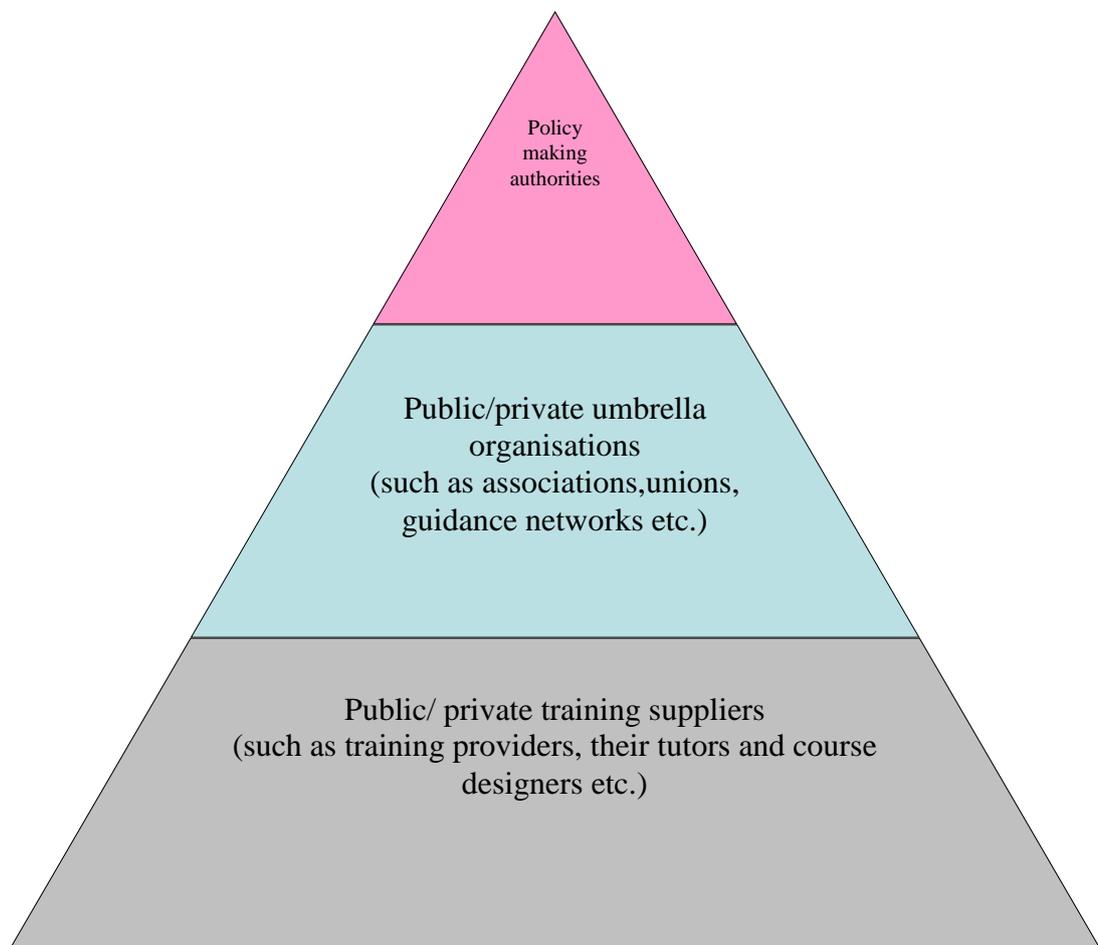
- The analysis of contents
- The realization of materials
- The suggestion of proposals
- The promotion of activities and mainstream G&D issues

The project has to overcome some challenges in order to be successful and actors engaged with the implementation of this concept should remember that:

- delivering an extended and diverse educational offer within the non-formal educational systems is often difficult. By facilitating and fostering the width of the educational offer there is a greater possibility to mainstream G&D issues
- Gender and diversity are two hard-to-define notions: sorting their nuances means allow them to enter more steadily equality politics

If women are relieved of their commonly accepted responsibilities (in the sense of sharing them with men) they will have more chances to be included properly into the education systems and Labour market.

On a more specific level, The Gender and Diversity Implementation Concept addresses members of the following three different groups:



Policy making authorities

The first group at policy making level includes ministries, governmental organisations in educational strategy building and similar stakeholders. They are key actors for lifelong learning and for programme designs in VET organisations. The implementation concept wants to address experts from all EU member states but in particular those of the three target countries, Romania, Slovenia and Turkey. For the implementation of gender & diversity issues they should be involved in a continuous information process. They could take part as strategic members of national steering committees.

Umbrella organisations

The second group includes VET counselling organisations, networks or unions and similar bodies. Their main role is to work as umbrella organisation and foster the mainstreaming of the gender & diversity ideas. They should be involved in the dissemination process. Some could also use various materials for their daily counselling practice. One particular stakeholder is the social partners in other countries who should be included as steering committee members or working members in focus groups. They could take part in various dissemination events.

Training suppliers

Finally, the public/ private training delivery level includes the target group of training providers, teachers and tutors, course designers and similar professions and organisations.

VET organisations should be addressed to use the gender & diversity products such as the project "Manual for introducing Gender Mainstreaming into the daily practice of vocational education and training" and "Guidelines". They can inform and sensitize their staff on the introduction of gender sensitive teaching materials. Trainers can use the materials for detailed preparation of

their lessons. Furthermore, they should be included when implementing the gender & diversity idea into the mainstreaming in the countries. Representatives of VET organisations could be important for the progress in different working teams in the gender & diversity perspective.

Members of all target groups should be included to mainstream the gender and diversity idea in the country following the gender and diversity principles.

3 . 1 R e s t r i c t i o n s

There might be many restrictions to think of, depending on each country specific status quo. One common reason against the implementation of the gender & diversity principles might be the costs.

Gender Mainstreaming & Diversity Management though should be seen as a long-term capital investment that contributes to the improvement of self-esteem, satisfaction and in consequence could help increasing productivity and competitiveness.

3.2 Romania

In Romania the direct target group comprises:

- VET trainers from two colleges in Timisoara (Colegiul Tehnic de Vest, Colegiul Tehnic Ion Mincu), from three providers of adult education, one in Timisoara (FRG Timisoara), one in Arad (FRG Vladimirescu) and one in Resita (SC New Hope SRL)
- Experts from two NGO`s : Foundation PENTRU VOI, APFR
- Job mediators from Local Agency for Labor Occupation

The final beneficiary group comprises:

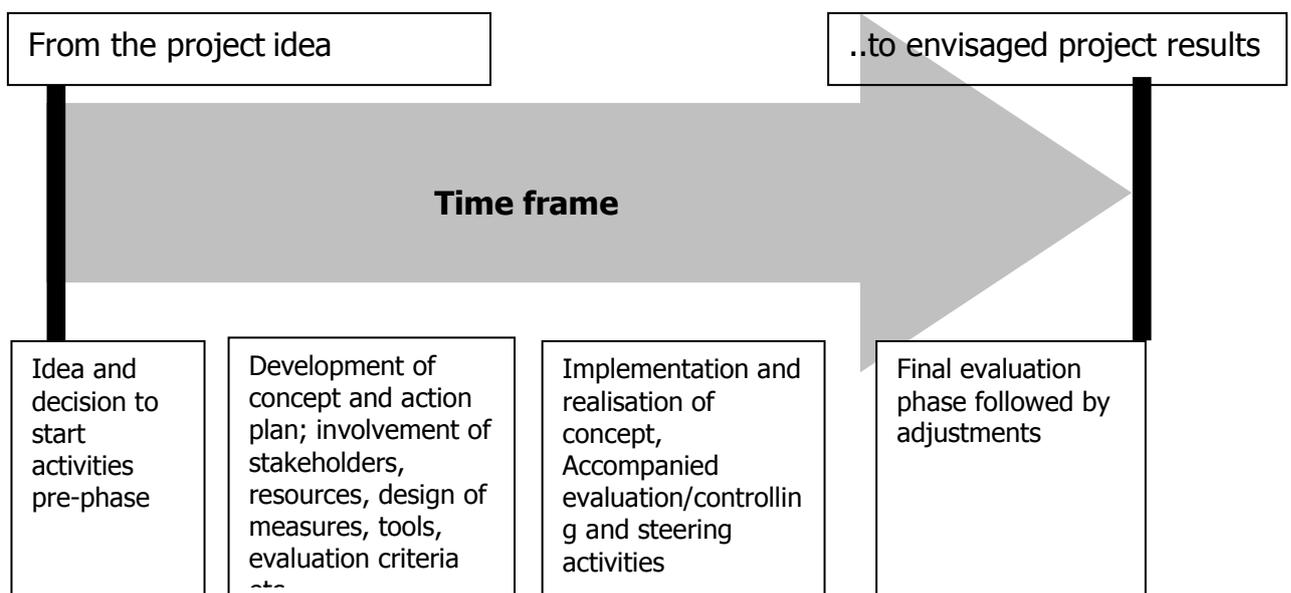
- Beneficiaries of institutions nominated above such as: trainees from VET, disadvantaged people, abused women, long-term unemployed people with problems concerning integration on the labor market and families of all those enumerated here
- Institutions nominated above and all the other connected in networks or other way with them;
- Social partners: Unions and Owner associations involved in the dissemination process of the project results to their members.
- Community, because it raises awareness among a large number of peoples.

The National Advisory group comprises experts and managers of VET institution, adult education providers and NGO`s active in gender & diversity issues.

4 Approach / Method

As mentioned in the introduction, one of the main aims of the implementation concept is to offer advice and ideas on how to put the project products into mainstream and how to raise the interest of stakeholders, social partners and employer organisations.

To give answers to the most important questions arising from this objective, the Gender & Diversity partnership has tried to take into consideration questions of who, what, when, how and why to follow the steps described in this document. In general, the selected approach can be described in the following table:



The structure of this document is meant to reflect the structure of the implementation process; therefore it is suggested to follow this implementation concept in chronological order.

The Gender and Diversity Implementation Concept envisages in its action plan the consideration of the following factors:

- Definitions
- Status Quo in the Target countries
- Time Frames
- Measures
- Tools and Instruments
- Resources
- Evaluation and Controlling
- Measures for Ensuring Acceptance

To show the country specific implementation concepts, the following chapters will include a general view followed by examples and experiences of relevance in Slovenia, Romania and Turkey.

5 Definitions

In order to apply this concept effectively, it is important to define and explain a few terms.

5.1 Gender

As distinct from 'sex' (which is biological), gender usually refers to socially/culturally constructed (invented) characteristics that are then attributed to the different biological sexes. If sex is 'female and male'; then gender is 'femininity and masculinity'.²

The term "Gender" emphasizes the fact that sex and gender are not so much a natural as a social phenomenon. This also means that ideas of "masculinity" and "femininity" are constantly shifting.

5.2 Sex

"Sex" describes the biological classification of male or female (based on genetic or physiological features).³

5.3 Gender Equality

Gender equality means equal treatment of women and men in laws and policies, and equal access to resources and services within families, communities and society at large - an absence of discrimination on the basis of a person's sex in opportunities and the allocation of resources or benefits or in access to services.⁴

² http://royal-holloway.org.uk/ltsn/english/events/past/staffs/Holland_Arrowsmith/Critical%20Concepts%20edit.htm

³ <http://admin.utep.edu/Default.aspx?tabid=43916>

⁴ <http://www.genderandhealth.ca/en/modules/introduction/introduction-glossary.jsp>

5.4 Gender Mainstreaming

In July 1997, the United Nations Economic and Social Council (ECOSOC) defined the concept of Gender Mainstreaming as follows:⁵

"Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in any area and at all levels. It is a strategy for making the concerns and experiences of women as well as of men an integral part of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres, so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal of mainstreaming is to achieve gender equality."

5.5 Diversity

This word most commonly refers to differences between cultural groups, although it is also used to describe differences within cultural groups, i.e. diversity within the Asian-American culture includes Korean-Americans and Japanese-Americans. An emphasis on accepting and respecting cultural differences by recognizing that no one culture is intrinsically superior to another underlies the current usage of the term. The term also refers to the range of differences in such things as race, ethnicity, language, culture, religion, age, gender, socioeconomic status, family status, sexual orientation, political views, disability status, etc.⁶

For further definitions and explanations please refer to the "Manual for introducing gender mainstreaming into the daily practice of vocational education and training".

⁵ <http://www.ilo.org/public/english/bureau/gender/newsite2002/about/defin.htm>

⁶ <http://admin.utep.edu/Default.aspx?tabid=43916>

6 Status quo: Outcome of needs analysis

The purpose of this chapter is to take stock of the current situation in the three target countries in relation to Gender and Diversity issues, and to determine what further steps should be taken to foster countrywide gender and diversity mainstreaming.

The partnership of the Gender & Diversity project is totally aware of the fact that any gender and diversity analysis will need to be up-dated in each single country/ for single initiatives on a regular basis to meet the current requirements of Gender Mainstreaming and Diversity Management in the respective target country. The present implementation concept can therefore offer only essential support showing main key steps and ideas which should be taken into consideration for such programs.

Along the product development the target countries, Slovenia, Romania and Turkey have engaged themselves in desk and field research to determine the current situation of gender and diversity issues in their countries. The following results are part of the needs analysis outcomes.

6 . 1 R o m a n i a

Laws and Acts

All citizens are equal before the law and public authorities, without any privileges or discrimination. The principle of equality between the sexes is explicitly regulated under Article 4 of the Romanian Constitution and in few other national regulations.

The Act No.202 of 2002 on Equal Opportunities aims at incorporating the provisions of the EU Directives on equality into the Romanian legislation. The law regulates those measures that would promote equal opportunities for both women and men, forbids direct and indirect discrimination based on sex in the fields of work, education, health, culture, information, decision making, and establishes the means to resolve notifications and complaints of discrimination

Programmes and Projects

There are various programs and projects in Romania that aim at raising awareness regarding women's present condition and the role they can and must play in social development.

Many universities have courses and programs on gender issues. This includes the National School of Political Science in Bucharest, the course on feminism established at the Faculty of Philosophy, at the University of Bucharest and the module on "Women, Culture and Society" established at the Faculty of Sociology, Department of Social Work in the same university. Similar initiatives have been taken in the Universities of Iasi, Cluj Napoca and Timisoara.

In support of students and academic studies in 2000 was founded "Centrul de Dezvoltare Curriculara si Studii de Gen" : FILIA, <http://www.centrulfilia.ro/>

Critical Issues

At the moment there is a lack of deep awareness on gender and diversity issues noticeable in Romania. It has been determined that an extended and diverse educational offer within the non-formal educational system needs to be delivered.

In order to promote gender studies and develop the programs with a gender mainstreaming approach in 2000 was founded " Centrul de Dezvoltare Curriculara si Studii de Gen" : FILIA, <http://www.centrulfilia.ro/>

Some NGO`s like GEN **CENTER FOR PARTENERSHIP AND EQUALITY** (<http://www.cpe.ro>) for example are very active in this field.

Some statistics figures related to Romania (2007)

- Level of education:
(25-64 years): superior: M-12.7%, F- 11.5%,
medium: B-67,8%, F-58,8%, Low level: B-19,5, F-29,7
- Active population Men 71,5% Women: 57,7%
(% from 15- 64 years old population):
- Status of occupation (%) Men Women
- Employee 65,0 63,3
- Owners 2,0 0,7
- Self employers 26,1 14,4
- No income in the family 6,8 21,6
- Percentage of Men and Women in staff position:
64,8 5,2
- Work sector specific for women: health and social services (76,4%),
education (74,2%), hotels and restaurants (65,0%), commerce (53.6%).
- Unemployed: (6,7%), (5,1%)

Source: INS (2007), *Forta de munca in Romania: Ocupare si somaj, Bucuresti: INS*

7 Process organisation

Process organisation involves the design of work processes. It entails organizing the way work is broken down in terms of content and space as well as the order in which it is carried out in time, and the use of funds and materials. Balanced consideration of all relevant differences results for one thing in staff being addressed as individuals, so that disappointments and the resulting loss of motivation can be avoided. The implementation should be strategically linked to the reorganisation of processes.

For successful implementation, corresponding knowledge and information management is vital. Process organisation aims thus at a work organisation that enables individual needs such as family responsibilities and the organisation's operational requirements to be harmonized. This refers especially to work-life balance and to giving staff the option to pursue vocational interests outside the work.

Implementation will exploit management best practices and the integrated information environment. Capability-based planning, activity-based management and performance measurement tools will be improved and exploited. Knowledge management, including the establishment of a learning environment with strong feedback mechanisms, will be fostered.

Therefore successful process organisation consists of the following steps:

- Breakdown of the work in terms of content and space
- Order in which work is carried out
- Use of funds and materials
- Link of implementation with reorganisation of processes
- Management of knowledge and information

8 P r o c e s s S t e e r i n g

Even if Gender Mainstreaming means that all staff will integrate gender equality and diversity management into their specialist work to give equal chances to people with various characteristics, this does not simply happen overnight. The implementation of Gender Mainstreaming & Diversity Management is a rather long-term change process that must be steered. This means that the implementation concept must include the allocation of clear and effective responsibilities.

The matter of steering of implementation is not finished with when competencies have been allocated. The implementation concept should establish the steering methods that are planned.

One kind of a steering process is called governance. Governance applies to the instruments, regulations and processes that define the institutional environment of an organisation. The knowledge of governance has application not only in determining the appropriate guiding mechanisms for an organisation, but it also offers:

- a way of seeing, or a co-ordination perspective on the workings of the institution
- a reference point to clinically probe and repair faltering organisations
- an analytical framework providing a language of problem reformulation; and
- a tool to generate alternative perspectives to provide insights into new ways to tackle problems of organisational design and social architecture

In order to guarantee the best steering and involvement of all necessary stakeholders, members of the three most important target groups should be

involved from the start. These three groups comprise actors at the policy making level (Governmental offices, ministries, etc.), private and public umbrella organizations (employment agencies, education providers, etc.) and the training organizations and their staff themselves.

It is recommended to organize the following entities for the steering process:

- National Steering committee
- Focus groups
- Working groups

The main task of the steering committee is to give recommendations at national or regional level, convey critical observation throughout different phases of the initiative(s) and to transfer the gender and diversity ideas and concepts into national strategies.

The focus groups could address specific topics, measures or perspectives and could therefore be formed by members of all target groups. Still, it has to be considered not to include too many people in order to avoid cumbersome processes. Their main tasks will consist of feedbacks from observations, contribution of specialists' perspectives and evaluation of implemented measures.

Working groups should include members who actually have the resources to contribute with time and human resources to work out concepts, manage measures, implement tools and instruments and coordinate the whole implementation process.

Links and interfaces between these groups should be foreseen to foster continuous information and communication flow. A Diversity and/or Gender Mainstreaming Manager should steer all groups and the implementation process.

8 . 1 R o m a n i a

Local Agency for Labor Occupation, and the two NGO`s selected are very active concerning the proposal for policy, legislative adaptation and harmonization with EU norms, in the same manner as implementation of legal rights, benefits and sustainability for beneficiary. They are selected to take part in the National Steering Committee. A success story can be a good point to start sensitization at a higher level of decision.

The Focus Group has included the final beneficiaries who will be the learners, beneficiaries of the two NGO`s involved and long term unemployed people with problems for insertion into the labor market. They will receive via new teaching techniques and methods key competencies for correct understanding and use of the gender & diversity issues and the benefits derived therein, in order to have access to the labor market regarding to transition from school to work

The Working Group comprises: trainers, counselors and experts related to institutions selected to be involved in a train of trainers` program. Following the Train of Trainer modules the people involved will achieve competencies to transmit in the appropriate manner the gender & diversity concept and issues, to stimulate trainees to define terms, analyze, interpret and combat stereotypes, make conclusions and apply them to real life

All these groups send a feed back in order to improve the final products and to find the best solution for delivery and dissemination

9 Time Frame

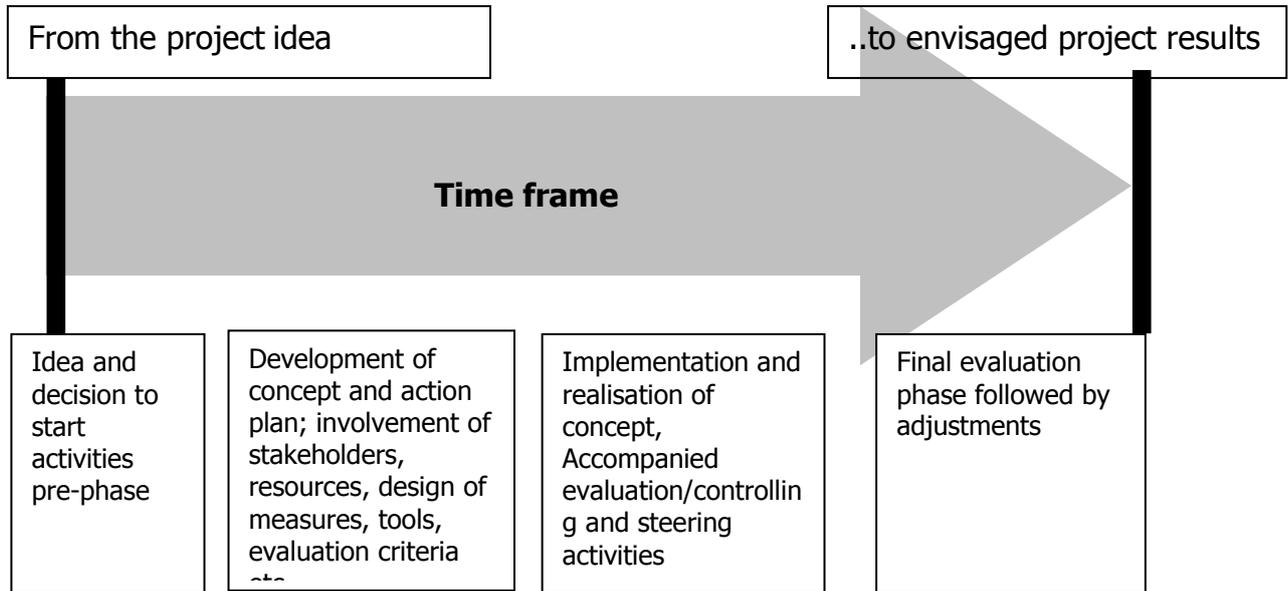
A time-frame should be established for the implementation of the Gender & Diversity project. The time frame should include short-term, mid-term and long-term goals particularly since Gender & Diversity issues might start up a long-term change process. It is important for the time-frame to be based on realistic variables, as otherwise a successful completion will depend on luck and coincidence and not on effort. This means that the set-up of the time-frame will depend on measures such as objectives, tools, indicators and evaluation criteria, resources, milestones, etc. and on how much time is realistically needed for their implementation.

A wide range of measures can be applied over a reasonable implementation timeline. If a particular measure proves to be unsuccessful, it can be exchanged for another measure. A successful implementation plan should have a combination of measures that can be implemented over short, medium, and long time frames. It is important to create a timeline of all the implementation components.

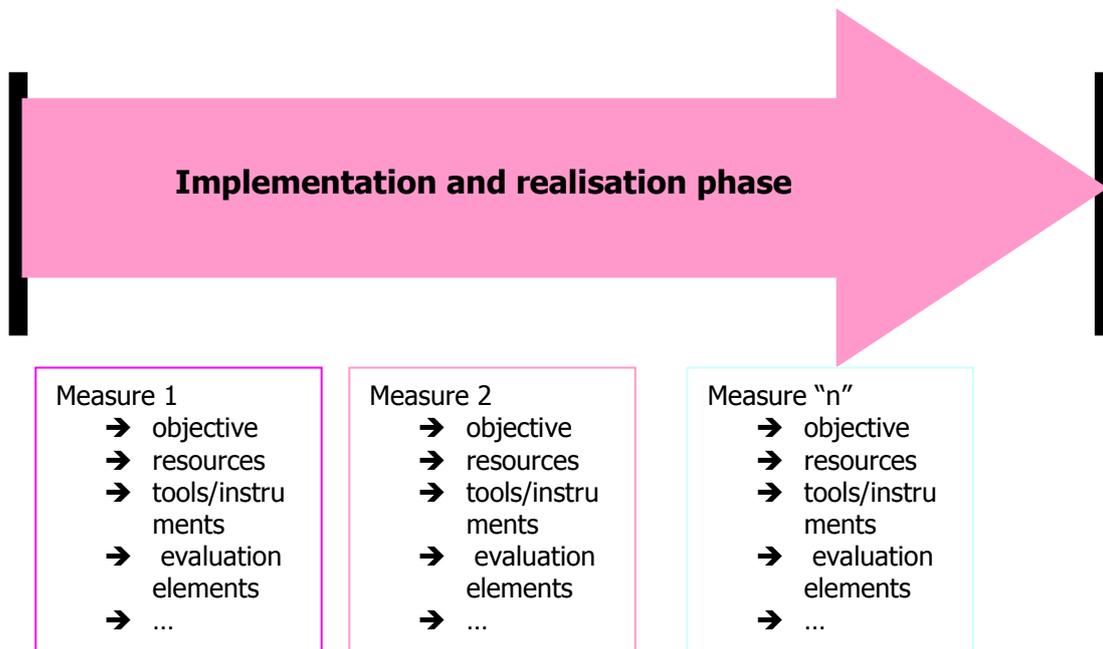
Furthermore, goals should be specific, measurable, time-bound and achievable. Thus the people involved will know exactly what their target(s) is/are they will have to achieve within the set time frame and find appropriate indicators to help measuring these objectives.

Besides setting goals, the time frame should be divided into phases. And each phase should include or finish in one or several milestones. For evaluation purpose in addition to the latter, events indicators will help in qualitative and quantitative process control.

In general, along the time frame various measures with specific objectives, resources, and tools/instruments to fulfill the targets will be allocated. Each single event as well as the process in general will be accomplished by evaluation and controlling measures. Regarding the whole time frame the following illustration will show typical project phases and events allocated to each one of them.



The overall time frame can then be separated and transferred to the respective project and programme phases. The following example shows the implementation and realisation phase:



Although there is not much flexibility in the endpoint for the implementation plan there is flexibility in the implementation component. This flexibility allows use of a wide range of solution measures applied over a reasonable implementation timeline. If it is demonstrated that a particular implementation measure cannot be easily implemented, an extended implementation timeline

may be justified. Care must be taken though not to depend only upon the measures that are not easily implemented if other readily identifiable measures can be more easily and quickly implemented. A successful implementation plan is likely to have a combination of measures that can be implemented over short, medium, and long time frames. A timeline of all implementation components must be created.

Certainly, any change in the selected implementation concept might affect the set time frame. Moreover, continuous evaluation and controlling will also have impact on the time frame. (Further details on evaluation issues will be included later in this document.)

9 . 1 R o m a n i a

In Romania the short-term goals are to provide workshops/coaching for trainers and other responsible persons in VET sector, public administration and NGO`s sensible to gender and diversity issues, and to coach them for implementation of project products into the daily practice training. The proposed workshop/coaching includes 5-10 people from the working group and it will take place in September, October 2008. Trainers involved in this training program will train maximum 50 trainees.

The long-term goal is to integrate a Module for "Introducing gender equality and key elements of managing diversity into educational practice" into a frame of Train of Training program, in order to be authorized at National Level.

The Manual and Guidelines will be delivered to the National Agency for Labor Occupation in order to be distributed to the Local Agencies from all counties in Romania and be used for job orientation counselling

1 0 M e a s u r e s

It is important to implement measures that will help to achieve the programme's goal. Some of these potential measures are being described below.

- The systematic education and vocational training of teaching and counselling staff on gender and diversity equality should be introduced into the national education sectors.
- It is necessary to establish a standardized procedure for the attestation of teaching material from the gender & diversity equality perspective and the proposal for amendments to the existing teaching material that fail to comply with these standards.
- Another measure is the completion of criteria for the attestation of schoolbooks and the continuous monitoring of schoolbooks and other teaching material from the gender & diversity equality perspective.
- Recommendations, guidelines and instructions for teachers on how to include education for gender equality in all subjects need to be adopted.
- Systematic education and vocational training should include the gender & diversity equality perspective.
- Scholarships should be set up, which promote female students in fields traditionally dominated by men, and male student in fields traditionally dominated by women e.g. technology or education.

As the specific situation in each country determines which implementation strategy will be most successful, examples of Gender and Diversity implementation in the target countries will be numerated on the following pages.

1 0 . 1 R o m a n i a

In Romania it has been established that the following measures could be successful in promoting gender and diversity equality:

- Introduction of the Module: “Introducing gender equality and key elements of managing diversity into educational practice” in continual formation for Training of Trainers from VET sector is a necessity for providing correct and fair terms to.
- The raising of women’s participation in decision position and policy maker is a necessity
- At local and national governmental institutions it is necessary to raise awareness concerning gender and diversity equality among employees.
- The best practice will be implemented in the vocational training and NGO’s daily activities.

1 1 T o o l s a n d I n s t r u m e n t s

Tools are working materials which facilitate a thorough gender and diversity equality orientation. They include websites, checklists, guidelines, handbooks, helping hands, leaflets, toolbox, etc.

As one of the main products the Gender & Diversity Project elaborated the "Manual for introducing Gender Mainstreaming into the daily practice of vocational education and training". One part of it, the "Toolbox", offers various activities and measures for vocational education training. The materials included therein can be used for a wide variety of measures and interactions in VET but also in any other Gender & Diversity sensitive learning practice.

Tools must be constantly developed with the participation of the actors and with reference to them in order to adapt them to changed routines and procedural rules as well as to new scientific findings.

Certain conditions must be met in the organisation itself for tools to be applied effectively, some of which are the following:

- Senior management must bring about binding application on a formal level and ensure actual application by employees
- Previous measures of equality policy must be placed in a meaningful context with new measures within the framework and not in competition with them
- Structures must be created to guarantee that tools are regularly evaluated and if necessary optimised.

The selection of tools should go hand in hand with the measures' objectives, target groups, resources and time frame.

1 1 . 1 R o m a n i a

These are some of the tools in place for Gender and Diversity Management in Romania:

- A Guide on equal opportunities published by ANES
- Courses in Gender Studies held at the University of Cluj
- A website on Gender Mainstreaming maintained by the CPE
- Statistical data from ANES
- Studies provided by Centrul de Dezvoltare Curriculara si Studii de Gen :
FILIA <http://www.centrufilia.ro/index.html>
- "Black Book of Equal Opportunities between Women and Men in
Romania" AnA Society for Feminist Analisyes
<http://www.anasaf.ro/ro/index.htm>

1 2 Resources

One important part of Gender and Diversity Management is the procurement of resources. These include money, time and people. Binding commitments to provide them should be obtained, and it should be set out how the resources are to be used. Monitoring and controlling of these resources should take place throughout the whole project. Later chapters will describe these aspects in more details. For further information please refer to: "Manual for introducing gender mainstreaming into the daily practice of vocational education and training".

1 2 . 1 Human Resources

The most important resources of an organisation are its people. In relation to the implementation of Gender and Diversity Management, it is imperative to choose the right people on whom to confer duties and responsibilities regarding this process. In light of the philosophy of the top-down process, it is advantageous to choose people who are equipped with the necessary authority, competencies and responsibility to carry out the job at hand. For more information on these competencies and responsibilities please refer to the following chapters.

As already mentioned in the introduction, the human resources refer not only to staff in educational organisations, but to all stakeholders involved. Therefore public institutions, ministries, social partners, etc. should also take time to carefully consider which persons they want to involve with the implementation of the Gender and Diversity implementation process.

1 2 . 1 . 1 T r a i n i n g s

As already established, it is necessary to provide the people in charge with the skills they need to successfully implement the Gender and Diversity project. Before this can be done, it is necessary to take stock of the situation within the education and training systems, as well as counselling services offered by private and governmental organisations of the partner countries or any other stakeholder involved, and to determine which qualifications are necessary for implementation from a gender and diversity viewpoint.

In order to ensure teachers have the necessary qualifications, training courses should be provided for staff as well as measures for qualifying staff. The same applies to counsellors or staff members in ministries, guiding organisations and any other organisation that would be important for the mainstreaming of the gender and diversity ideas and concepts.

Labor office advisers, counsellors and job mediators for example assist clients with information, advice, guidance and active support preserving the principle of equal treatment for men and women and any other diversity aspects as regards access to employment, vocational training and promotion and working conditions. They therefore should be ready to apply Gender Mainstreaming and Diversity Management in their contact with clients, superiors and peers. Other stakeholders at policy making level who deal with the general strategies, action plans and measures in this respect should also be open to Gender Mainstreaming and diversity issues regarding the policy level.

It is important to discover how to ensure that training centers become learning centers which are multi-purpose and accessible to everyone, using the most appropriate methods tailored to the broad diversity of the target

groups; prevent exclusion from the knowledge-based society by defining priority actions for minorities, the elderly, people with disabilities, under-qualified and women.

For counsellors, labor office advisers, job mediators and other stakeholders it is also important to assist their staff members in finding access to the Gender Mainstreaming and Diversity Management issues in their daily work to consider equality aspects in policies, designs and customer relation.

Gender Mainstreaming and Diversity Management place new demands on staff. As Gender competence is only seldom being communicated in the general training phase, many employees will not be knowledgeable on Gender and Diversity issues. Therefore it is crucial that staff will be supported and assisted in their task of successfully implement Gender and Diversity Mainstreaming. A good way of doing this is by providing training courses for staff.

These courses should be designed to help office advisers, counsellors, case managers, job mediators and any other stakeholder in this matter to develop gender and diversity awareness. One of the Gender & Diversity Project's main products, the "Manual for introducing Gender Mainstreaming into the daily practice of vocational education and training", is dedicated to the didactical background for the planning of gender mainstreaming and diversity trainings. It includes various activities and measures that can be used in Gender Mainstreaming and Diversity Management courses to widen specific competences and benefit from different experiences.

1 2 . 1 . 2 R o m a n i a

In Romania many universities and higher education institutions have courses and programs related to gender and diversity issues at various levels.

NGO`s and other association organize workshops, round tables and seminars on gender and diversity equality issues where they try to sensitize public administration, decision-makers and policy-makers.

The materials and products developed in different projects are delivered to schools and public institutions

1 2 . 2 F i n a n c i a l R e s o u r c e s

Money - makes the world go round...

Financing of gender and diversity mainstreaming activities and diversity management projects can take place within an organisation or with funds outside of one's own organisation.

One important financing option that needs to be taken into account is the possibility of grants. Grants can be defined as the award of public funds that are non-repayable or repayable only under certain circumstances at federal, state or local authority level. Thus the local, regional and national authorities and public bodies have an important role. They should be involved in an early phase of gender and diversity activities and be considered and contacted to apply for public funds.

Despite these funds, international grants might also apply in some cases. Still the national authorities could help with further information in this aspect. Examples for international grants are EU-funded projects or projects with support from the World Bank, who offers financial and technical assistance to countries around the world.

The importance of the planned measures must be made clear to those responsible for providing resources and if necessary they need to be reminded – particularly in case of in-house funding - of their top-down responsibility within the scope of their own organisations.

Regarding the specific situation in the Gender & Diversity target countries, the following pages will offer some examples.

1 2 . 2 . 1 R o m a n i a

European Commission Delegation in Romania mobilizes political will, expertise and financial resources through different programs. One of the topics necessary for accessing these programs is to provide equal opportunities between women and men.

ANES will develop projects from structural funds (Programul Operațional Sectorial Dezvoltarea Resurselor Umane (AMPOSDRU) - Fondul Social European)

NGO`s and other associations access different financial sources. For example:

FILIA develop programs founded by Deputy`s chamber in the frame of program: „Partnership with civil society“, Swiss Agency for Development and Cooperation etc

CPE – Centre for Partnership and equality

- Programs funded by Royal Netherlander Embassy (Matra-KAP Program of the Royal Netherlands Embassy in Bucharest)
- Canadian International Development Agency
- United Nation programs
- Open Society Foundation Romania etc

1 2 . 3 A l l o c a t i o n o f c l e a r a n d e f f e c t i v e r e s p o n s i b i l i t y

Referring to time and people as kinds of “resources” this chapter will give more details on effective allocation of resources and responsibility.

The implementation of the principle of diversity in an organisation and society entails a change process. Recommendations foresee that in the first step the sensitization should start at the top level (top down process) such as the stakeholders, policy makers and shakers. The second step is the bottom up process, thus the sensitization of the public in general should follow.

If the top organisation of a system is not convinced of the effectiveness of diversity management or gender mainstreaming within the system - within the society - the objective of equal opportunities can become cumbersome or difficult to reach.

Since change processes are rather cumbersome and long-term endeavors, it is necessary to establish a clear hierarchy of responsibility and to determine who is responsible for which stages of the process. Many stakeholders should be included here, not least of whom governmental institutions like Ministries of Education or Offices for Equal Opportunities. Wherever possible synergies should be identified and made use of.

When it comes to carrying out the steps of the plan, there will be individuals, groups, or entities that will be responsible for carrying out the elements of the plan, while other individuals, groups or entities may do the actual work. The first group is called the responsible party and the second group is the active party. It is necessary to clearly identify the relationship between these two parties.

In many organisations for similar projects the Diversity Manager and Gender Mainstreaming Manager have been introduced. At the beginning he/she should even come from the outside, as not having been involved in the organisation before helps to realize strengths and weaknesses of the system in general. People, who are working within a system, have difficulties in distancing themselves from it and do not even notice the errors they and their colleagues make. Thus the Diversity Manager and Gender Mainstreaming Manager is not only an expert in the respective perspectives but also has to work as counsellor and adviser during this phase. (For further information see also the "Manual for introducing gender mainstreaming into the daily practice of vocational education and training")

If performance goals or endpoints are not achieved in the time allocated in the implementation plan, then there should be a consequence to the responsible parties. This consequence can take the form either of loss of some incentive or trigger for a disincentive. All incentive and disincentives must be clearly identified and be of sufficient magnitude to provide assurance that implementation will proceed. This of course poses a significant challenge as people will be put into a difficult situation during that time and a lack of role models will have a negative influence on their willingness to change. The allocation of suitable indicators in the evaluation and controlling of such projects will be one key element to take into consideration.

The following pages will present again a few examples of the target countries.

1 2 . 3 . 1 R o m a n i a

In Romania various institutions are responsible for the implementation of the gender and diversity equality. These private and public institutions include:

- The Senate Commission on Equal Opportunities for Women and Men
- The Ministry of Education and Research
- The National Council for Adults Professional Training
- The National Agency on Equal Opportunities between Women and Men (ANES)
- The Centre for Partnership and Equality (CPE)
- The Partnership for Equality Centre (SON)
- The Gender Equality Non- discrimination Network (GEN)
- The American-Romanian Partnership for Gender Equality (ARPGE)
- The Center for Curricular Development and Gender Studies: FILA
- The Program on Equal Opportunities for Women and Men in the European Accession Process (EOWM)

1 2 . 4 C O M P E T E N C I E S

Scientific writings state that there are at least three different kinds of competencies:⁷

- Competencies for process steering
- Competencies for specialist steering
- Competencies for specialist processing

Competencies must as a whole be allocated in such a way that they satisfy the requirements for a comprehensive and systematically steered process at all levels of administrative action. The allocation of a certain task within an official apparatus affects the way the task is carried out. When allocating tasks and competencies, consideration should be given to the various hierarchical and functional levels within an organisation, such as the differences from senior management level down to sub-departmental level. This means allocating tasks and competencies to each level in accordance with its decision-making possibilities.

When competency structures are being established for Gender and Diversity Mainstreaming, it should be kept in mind that equality is a cross-sectional task which is not just important for any one specific topic. As a result, no special structures should be created, but instead existing structures should be used.

Overall, care should be taken to provide the necessary competence development for all staff when allocating competencies for the implementing of Gender and Diversity Mainstreaming. Nobody can carry out a new task well if she or he has not been taught the skills to do it. The necessary competence required for the implementation of Gender and Diversity Mainstreaming should therefore be passed on by means of training. Specialist competence development can also be attained by involving external consultants.

If Gender and Diversity Mainstreaming is to be seen as a task for all staff, then this particular competence must be included in job and function

⁷ <http://www.genderkompetenz.info/eng/gendermainstreaming/implementation/competencies/>

descriptions. On the stakeholder level it is important that Gender and Diversity Mainstreaming is a visible part of an organisation's identity and included in all official publications, e.g. mission statement, annual reports, etc.

Gender and Diversity Competence is the ability of people to recognize gender or diversity perspectives in their work and policy fields and concentrate on them towards the goal of gender and diversity equality. This competence is a prerequisite for successful Gender and Diversity Mainstreaming. At the same time, new competence is produced through the implementation of Gender and Diversity Mainstreaming.

Experience of implementing Gender Mainstreaming in federal and state government administrations so far shows that employees need support in the task of integrating gender and diversity perspectives into their daily work. There is often a lack of any exact conception of how this mainstreaming can be implemented in practice into their specific areas of work. The question of who is to fulfil which task and thus who is responsible for the completion of the task is answered in an administrative organisation by means of the Allocation of Competencies, which exists to assign responsibility clearly and permit tasks to be allocated in as meaningful a way as possible.

The implementation of the diversity principle in an organization requires the following minimum competences of all the persons involved:

Social competence

- Intercultural communication, which can be adapted to the colleagues or to the clients
- Time management with consideration of the cultural environment
- Conflict culture

Professional competence

- Language trainings for the language of the country or the working language
- Empowerment
- Education and further education

It is a good idea to create the position of Diversity Manager, at least during the initial stages of Diversity Management. Such a Diversity Manager has to be endowed with a wide-ranging span of competences. Among them are

- Communicative competence
- Full identification with the diversity issue
- High sensitivity, to be able to identify the needs of the individuals and different groups.
- The ability to convince the organization of the advantageous of diversity for all persons involved. He/she has to be able to give good arguments for the implementation of diversity management otherwise the staff will not take the approach seriously.

Thus the major skills and competences belong to social competences, intercultural communication, conflict management, language skills and any other that might influence the individuals behaviour and thoughts vis à vis people of other sex, age, social background, religion, ethnicity etc. A detailed overview may be found in the Gender & Diversity "Manual for introducing Gender Mainstreaming into the daily practice of vocational education and training".

1 2 . 4 . 1 R O M A N I A

In Romania the National Council for Adult Vocational Training (CNFPA) has defined a few competences needed for the successful implementation of Gender and Diversity Projects. These include:

- Communication
- Work with numbers
- IT technology
- Improvement of learning methods
- Problem solving
- Active social participation
- Team work
- Adaptability
- Decision making
- Learning and self development
- Foreign language
- Initiative and creativity
- Self control
- Thinking
- Entrepreneurial competencies
- Managerial Competencies

13 Evaluation and Controlling

Good work results require stable steering and support. The implementation of Gender and Diversity Management requires stable steering and support. As the implementation is a dynamic process that needs watching, the findings gained should be continuously fed back into the process. It is therefore necessary to plan what kind of evaluation and monitoring control will be employed.

Regular meeting dates and times should therefore also be built into the specific implementation concept. The experience gathered can then be set to enable coordination and reporting. These meetings can be used for monitoring and coordination as well as for the final evaluation of the project. On-going monitoring is critical for successful events and provides early warning if things begin to deviate from the plan. This monitoring will determine whether goals are being achieved in the time allocated for them or whether a new time-frame needs to be established.

One method of monitoring is an adaptive implementation component. The parties responsible for conducting and paying for this monitoring must be identified. Monitoring can refer to quantitative and qualitative Data and take the form of various evaluation methods (surveys, questionnaires, interviews, observations, focus groups, meetings ...)

In addition to the definition of the methodology employed, it is necessary to define which indicators and milestones will be used to evaluate the success of the implementation process. These have to be taken into account during the planning stage of the Gender and Diversity project. The following are examples for milestones and indicators.

Indicators

When sending out leaflets to inform your stakeholders about your project, a success indicator is the number of calls you received in return, how many of your stakeholders plan to attend the event you are informing them about, etc.

Milestones

One of the measures set out in the implementation plan is the systematic education and vocational training of teaching and counselling staff on gender and diversity equality. A milestone could be the time when a certain percentage of staff, have actually received this training.

It is important to formulate exactly what constitutes a success indicator a milestone. In relation to the examples above this means that a measure will only be regarded as being successful if for example 10% of recipients reply to a leaflet, or if 50% of staff have been trained within a certain amount of time. In relation to the leaflet it is important to remember that the number of respondents could be lower if information is sent out by a private organisation in comparison with a governmental office. Therefore it is recommended that private organisations try to collaborate with official institutions whenever possible. In any event, a leaflet campaign can be regarded as successful only if the response rate amounts to at least 10%.

With reference to the above mentioned milestone, the rate at which staff can be trained depends of course on the number of private and public education institutions in one country as well as on the number of teachers and trainers available for holding these courses on gender and diversity equality. Current information from the target countries suggests that there is a considerable lack in such professionals. When a milestone is defined, all these factors need to be taken into account then.

“Social audit” is another kind of monitoring. This is a comprehensive process of dialogue and continuous improvement, which provides a way of measuring an organisation’s performance against its values and objectives and the expectations of its stakeholders, especially as it is verified externally in order to enhance its credibility. This process enables organisations to get a clearer picture of how their stakeholders view them and to build more favourable relationships with them.

1 3 . 1 R O M A N I A

In Romania, the Ministry of Education and Research controls which measures for observing the principle of equal chances and treatment between men and women are included into educational plans, and the National Council for Adults Professional Training, an autonomous administrative authority, provides the application of the measures for observing equal chances and treatment between women and men in developing policies and strategies concerning adult professional training.

1 4 M e a s u r e s f o r e n s u r i n g a c c e p t a n c e

An implementation plan of gender and diversity issues has to include a section on how acceptance can be ensured. As most successful implementation rely on a top-down approach, it is crucial for top and middle management to perceive acceptance as essential.

Top-down implementation here means ensuring acceptance being perceived as an essential task for top and middle management respectively policy making bodies or authorities that might act as “multipliers” according to their role and task in the respective topic.

According to the GenderKompetenzZentrum there are a few building blocks that have proved useful for proactively ensuring acceptance:⁸

1. Binding goals and credible communication

Gender and Diversity Mainstreaming should be perceived as a binding cross-sectional task, giving it legal and organisational status. Those involved need to know who is to do precisely what by when. Managers can help by using their function as examples and by making resources available.

2. Information on Gender and Diversity

Clear information on what Gender and Diversity signifies and how the aim of the strategy can promote acceptance by staff. Information on good tools that support the implementation is especially important.

3. Training and consultancy

⁸ http://www.genderkompetenz.info/eng/gendermainstreaming/implementation/securing_acceptance/

Training courses can be used to communicate the necessary knowledge. Consultancy is a particularly effective way of clearing up existing uncertainty and supporting practical implementation in specialist work by example.

4. Good example

By using specific examples from specialist work areas, it can be demonstrated how successful implementation can improve the quality of work. Best practice can thus persuade and motivate even those people who have hitherto known little about it. These examples are frequently convincing if they relate, for example, to pilot projects in their own organisation. By means of such examples, it becomes particularly clear that it is doable in their organisation as well and, as a best case scenario, productive competitive thinking is stimulated.

Because project implementation concerns everyone in the organisation, it is vital that staff understand what's involved and why they should buy into the process. The support of the entire staff crucial and successful implementation depends on the support of managers on all levels.

Another option for ensuring acceptances is the awarding of a special certificate, which recognizes that an organisation has achieved gender and diversity equality, which is connected to special bonuses for staff that helped with the implementation.

1 4 . 1 C o m m u n i c a t i o n

As Communication is extremely important not only for ensuring acceptance, but for the success of the whole implementation process, the following chapter will deal specifically with this topic and the different communication methods that can be applied.

In putting top-down responsibility into action, the top and middle management levels respectively the policy making bodies and the Diversity and/or Gender Mainstreaming Managers should communicate the cross-sectional task and provide continuous information on the steps in the implementation of Gender and Diversity Management. The relevant means of communication should be used for this, such as events, internal announcements, intranet, internet, etc. It is also important for private and public organisations to keep a flow of constant communication and information exchange operating.

As in most areas of life, communication is crucial when it comes to successfully implementing change in organisations. Communication needs to be held on all levels and with as many stakeholders as possible. In order to achieve this goal, a communication plan can prove to be helpful.

A communication plan is used

- to help think what kind of communication mechanisms will be needed for a successful project.
- to establish expectations of proactive communication between team members co-operation partners and multipliers
- to document what status reporting will be done
- to provide transparency on what meetings will be held to stay aligned and synchronized, how decisions will get documented, who will participate in activities

- to identify the stakeholders who need to be involved in project communication
- to define the information and communication channels such as emails, voice mails, SMS informal conversations, virtual meetings, teleconference, prints etc.
- to allocate specific communication channels along the time frame of the gender & diversity programme

The communication plan not only makes it clear how the project communication will work but it also lets people outside the core team know what to expect. It can also document communication that should occur between related projects.

The most common communication channels of use to address both single stakeholders as well as general public (thus one to one and one to many measures) are the following:

Web Sites

Specific websites but also existing homepages can provide information concerning gender & diversity initiatives. They can offer detailed information to anyone who is interested. Via web links to/from other homepages and relevant websites publicity can even be broadened from local to international level. In general, websites have the advantage to offer downloads of documents and print materials for further detailed information.

PowerPoint presentations

Presentation can provide all general information. They may inform key actors, politicians, training providers, teachers and trainers about the program design,

its specific approach and strategy in the country specific context regarding gender mainstreaming and diversity management. Presentations can be offered as print outs or as electronic versions for free download at websites; they could be included in DVDs or CD-ROMs produced also to raise public awareness or held at various events.

Leaflets and flyers

Leaflets can contain a short description of the overall gender & diversity activities. They can be distributed to key actors and relevant stakeholders and to interested public. They could also be included on a website for free download.

Posters

The aim of posters in general is to raise interest and to inform about the current gender & diversity initiatives. They could be used at various events and offered for free download at websites.

DVD and CD-ROMs

DVDs and CD-ROMs could offer audio, video or text based information on gender & diversity events or the program in general. They could be handed out at conferences, workshops or at free disposal in various organisations such as ministries, social partner organisations and educational providers.

Newsletters

Based on regular up-dates, newsletters can be offered in print or as electronic version for free download at a web site e.g. They can be used to give general program information but also to show current activities and raise awareness among various target groups.

Guidelines

The Gender & Diversity products could be disseminated to inform adult education providers, teachers and trainers as well as course designers on how to sensitize their target groups and how to implement various materials into their learning practices. Similar products could be used as complementary materials.

Conferences

The organisation of specific gender & diversity conferences along the program time frame would be a key element in the range of awareness raising events. Different target groups could be addressed and various focus could be set. The organisation of work shops along the conference could also provide input and feedback of participants.

All these communication events have particular advantages and disadvantages. Some can be used better for specific target groups and/or events some can be used in any occasion. The communication plan will have to consider strengths and weaknesses as well as resources available and the set objectives.

Regarding public relation activities and the organisation of effective dissemination events the G&D Implementation Concept would recommend to consider with the communication plan the following phases in the organisation of dissemination events like conferences, seminars or workshops:

- Planning of the event (event concept, feasibility, PR and media work, monitoring,..) Objective (why run this event?), Target group/beneficiaries (Who to run the event for?)
- Event preparation and delivery
- Post event

Planning of the event

Planning of dissemination events entails the elaboration of an event concept, the resource plan and a monitoring and controlling concept.

The event concept should clarify which objective(s) was/were selected and how these objective(s) will be communicated. The objective(s) will influence the decision of the communication channel(s) and narrow down what the organisers should include. Some common aims and objectives are

- to promote the gender and diversity idea, concept or single measure to newcomers
- to inform general public about the gender and diversity perspectives,
- to raise awareness regarding gender & diversity issues
- to obtain media coverage in general
- to deliver benefits to stakeholders and/or members
- ..

At the same time the organisers should clarify in the event concept who the dissemination event is being organised for. As mentioned above, the selected target groups – that might go hand in hand with the desired objectives – will narrow down the decision of the communication channel(s). In general, gender and diversity issues could be of interest to

- education and training providers and their staff
- key players, members of umbrella organisations and stakeholders for life long learning and education policies and strategies at national or international level,
- a broad public

- General supporters or even sponsors
- Direct beneficiaries of the G&D measures or products
- media

The event concept also has to show the selected communication channel(s) such as flyers, posters, DVDs etc to accompany the dissemination event. Then venue and time frame/dates should be planned as well as entities and people to manage preparation, delivery and post event activities. Thinking of entities and people who will help and support all phases of the dissemination event will also include task and role descriptions and responsibility allocation as well as a communication plan to tell who will have to communicate which kind of information to whom when. If there is time enough to train people who have not acquired the necessary skills and competences yet, it might be of advantage to rely on people you trust and invite them into the event organisation team. Otherwise you should engage in headhunting and search for new staff members.

A very important part of the event concept will include the funding of the dissemination event. To decide whether resources will cover costs and work to achieve the desired objectives, a feasibility plan will help. When the feasibility is determined and the decision to run the dissemination event is made, a monitoring plan should be elaborated. The monitoring plan will include selected evaluation methods and tools (like postal questionnaires, interviews, observations) and indicators to assess whether the dissemination event was successful. Some typical qualitative and quantitative indicators would be the collation of data like the number of participants, the satisfaction of the attendants, the public opinion or the financial resources gained by sponsoring. The evaluation should additionally include a risk management plan, which foresees the most likely problems and solutions that should be applied.

Finally the concept should also include a PR and media work plan. Public relation as such deals with influencing public opinion, through the

presentation of a client's image, message, or product ⁹, while a media work plan is concerned with the aim of obtaining the best media coverage.

To generate the journalists' interest, press releases could be distributed. Even if the media styles may differ from country to country, the "KISS" approach will apply for most of them. First media releases should be kept short and simple. For further information background material could be supplied or an interview could be offered.

Event preparation and delivery

The event preparation and delivery should both run smoothly if based on a good event and monitoring concept. Still, this phase might be more hectic than the others. Therefore time management and process monitoring are key elements to a successful dissemination event. If the organisers have considered risk management issues in their evaluation concept, many problems can be solved later more efficiently.

Post event

The post event phase of the dissemination event is also of major importance. The results should be analyzed and communicated, financial issues might be dealt with even some time after the event took place. Finally, all people and entities who contributed to the organisation of this event should be informed and addressed as well according to your communication and media work plan.

Every event is a learning experience. No matter how well planned, problems, which the event/ risk concept has not foreseen yet, might occur.

To learn for future dissemination events the G&D implementation concept would recommend storing documents, write a short summary on organisational issues and record progress and lessons learned. A well elaborated evaluation and control concept will support you in this final duty.

⁹ <http://www.marketingnews.co.in/glossary/4>

1 4 . 2 R O M A N I A

- The Program on Equal Opportunities for Women and Men in the European Accession Process (EOWM)
- “Women: Gender Equality creates Democracy”, a EU-Socrates project
- Programs developed by GEN like:
 - National Observatory on Equal Opportunities for Women and Men
 - Gender and Education
 - Violence against Women
 - Program for training teachers regarding the management of pupils’ behavior
 - Guaranteeing Equal Opportunities for Women and Men at the Workplace
 - Building the capacity of professionals providing career education and job counselling
 - Ambassadors of Europe, etc
- Programs develop by FILIA like:
 - Equal chances through counselling family life and career
 - EQUAL COMPETITORS. EQUAL PARTNERS. INTEGRATING GENDER EQUALITY IN POLICY MAKING
- Etc.

1 5 L i t e r a t u r e & L i n k s

<http://www.peopleinaid.org/code/implementation.aspx>

http://royal-olloway.org.uk/ltsn/english/events/past/staffs/Holland_Arrowsmith/Critical%20Concepts%20edit.htm

<http://admin.utep.edu/Default.aspx?tabid=43916>

<http://www.ilo.org/public/english/bureau/gender/newsite2002/about/defin.htm>

<http://www.genderandhealth.ca/en/modules/introduction/introduction-glossary.jsp>

<http://admin.utep.edu/Default.aspx?tabid=43916>

http://www.sjrmdl.org/implementation/overview/imp_plan.htm#_Toc509725552

http://www.genderkompetenz.info/eng/gendermainstreaming/implementation/implementation_concept/

<http://www.centrufilia.ro/derulare.html>

<http://www.cpe.ro>

<http://www.anasaf.ro/en/index.html>

http://www.euractiv.ro/uniunea-europeana/articles%7CdisplayArticle/articleID_10555/Conferinta-anuala-a-comunicatorilor-europeni-egalitate-de-sanse-premii-si-noile-media.html

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

