



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
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:



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P r e f a c e

The European Year of Intercultural Dialogue (EYID) 2008 recognises 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 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 and diversity equality into the vocational education, training and counselling service in Romania, Slovenia and in Turkey. This transfer of innovation project is focusing on the specific requirements arising in those three target countries.

The project partnership developed as one of its 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 organisation of adult education measures as well as stakeholders in education policy on how to sensitise vis à vis gender and diversity issues as well as 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 reducing poverty and in development. As far as the main themes of Gender and Diversity in VET are concerned, it is helpful for approaching the ambits of: reduction of the existing gender-based inequalities in relation to access 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 too 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 organisations and vocational training institutions and, in addition, educational, vocational counsellors and tutors aims 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, considering the specific requirements of the respective target countries - in particular the specific learning cultures and the requirements of vocational training providers in Rumania, Slovenia and Turkey.

In order to carry out and put learning practices into mainstream and to raise the interest of social partners and employer organisations 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 fulfil able by all employees, employers and social partners/ educational stakeholders.

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

Table of Contents

1 Introduction	11
2 Goals	13
3 Target Groups	17
4 Approach /Method	27
5 Definitions.....	31
6 Status quo: Outcome of needs analysis.....	35
7 Process organisation	43
8 Process Steering	45
9 Time Frame.....	51
10 Measures.....	57
11 Tools and Instruments	61
12 Resources.....	65
13 Evaluation and Controlling	79
14 Measures for ensuring acceptance	85
15 Literature & Links.....	99

1 Introduction

This manual aims to give an insight into the concept of diversity and gender and the importance of its consideration at the labour market and consequently in 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 adapting them to the organisation's existing framework conditions. The success of an implementation concept depends on many different factors which can vary greatly from one organisation to the next, and can include different organisational cultures, different working processes, the existence or non-existence of support by the political leadership, the commitment of the employees and the present situation with regard to gender and diversity equal

2 Goals

The aim of this document is:

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

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

- Stakeholder engagement, which involves reviewing the organisation's current vision, values and policies, consulting with stakeholders to identify key issues, and generating commitment to the process of review and actions resulting from it.
- Reporting and auditing, during which 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 accuracy of data, and whether it is a true and fair reflection of performance, and the findings are then communicated to stakeholders.
- Continuous improvement, describing the stage where the organisation works to establish systems to embed the process, monitors achievements against objectives, and continues to collect information and audit in accordance with the social audit cycle.

3 Target Groups

The project's target groups 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 from 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 a 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 aimed at their members.
- Co-operating partners & multipliers
- Human Resource Managers
- Course Designers
- Women/men who deviate from the accepted standards – and are thus deprived– but can benefit from tools and activities provided by direct beneficiaries

This programme influences many stakeholders, including:

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

The stakeholders should concern themselves with:

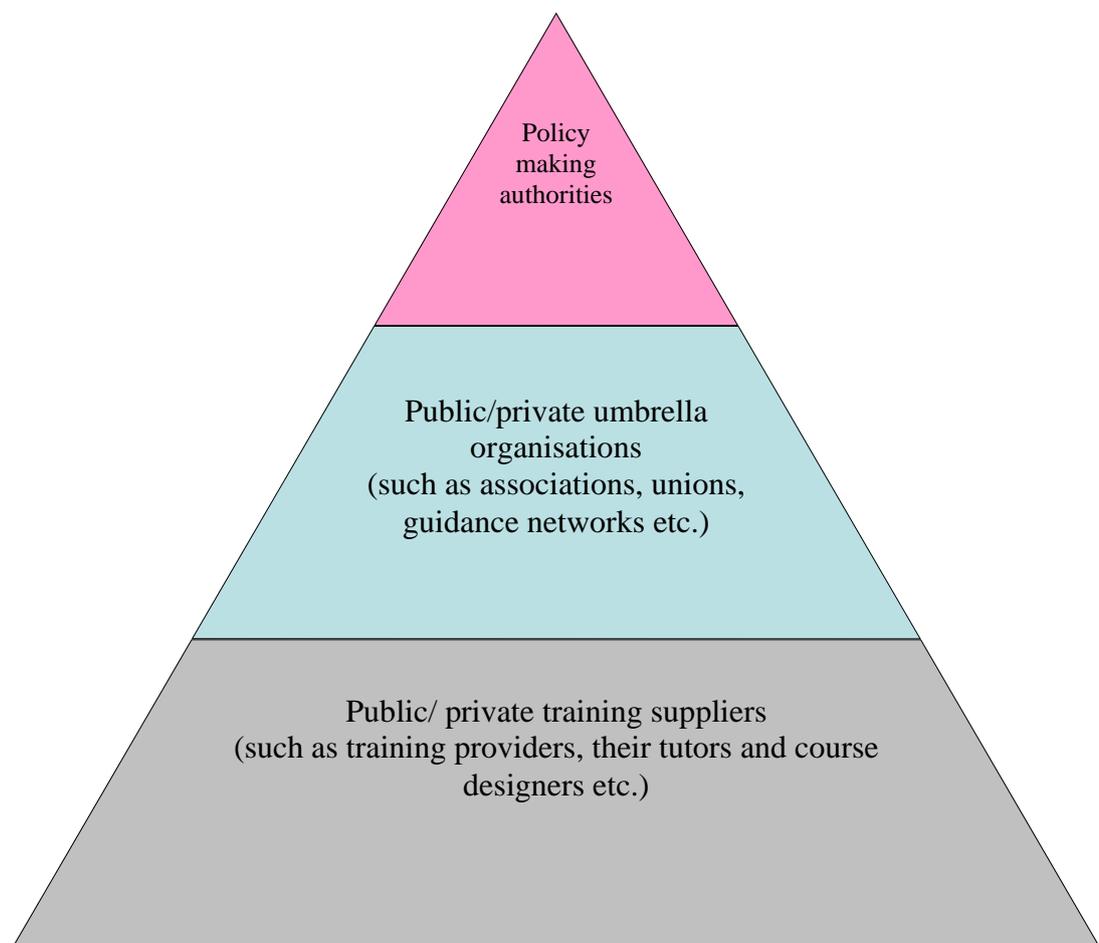
- The analysis of contents
- The preparation of materials
- The suggestion of proposals
- The promotion of activities and mainstream G&D issues

The project has to overcome some challenges in order to be successful and actors engaged 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 is addressing 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, Rumania, 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 partner 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 sensitise their staff about 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 Restrictions

There might be many restrictions to think of depending on the 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 in increasing productivity and competitiveness.

3.2 Slovenia

Gender equality is well arranged by the respective laws and regulations. Despite the constitution, different regulations, action plans, government's solutions and actions that are implemented by the Office for Equal Opportunities, a gender equality is hardly achieved in everyday life. With the project Gender & Diversity, we would like to implement gender equality in the field of vocational education and training (VET). Having this in mind, the implementation concept has been trusted to two main groups:

1. National strategic advisory group – representatives and professionals for gender equality, employed in governmental organizations

2. Target groups, which include trainers, teachers, consultants and other professional employers from the field of gender equality and diversity. NGOs, which are dealing with the issue of gender equality and diversity, and the discrimination in this respect, are also a part of the implementation group.

Implementation phases:

Phase	National Strategic Advisory group	End Users
1. phase – introductory information meeting	<ul style="list-style-type: none"> - project presentation - agreement on changes (What has to be changed?, What can be changed immediately? What long term changes are possible? What can be changed by itself and what needs a consensus?) 	<ul style="list-style-type: none"> - project and learning material presentation - review of materials and selection of appropriate contents for Slovenia
2. phase – meeting during validation phase	Presentation of the test results (What do results tell? Were such reactions expected? How can it be introduced in the future Slovene legislation and action programmes? Etc.)	At a meeting organised within a validation phase the partners will discuss the results, possibility to detect changes, satisfaction with learning materials, feedback from training participants, consultation and education.
3. Phase – proposals for	Presentation of personal	Presentation of personal

improvement	proposals for improvement of materials.	proposals for improvement of materials.
4. Phase – final products	<p>Overview of the final learning materials</p> <ul style="list-style-type: none"> - a plan for inclusion of learning materials in all vocational schools - a plan for assignment of coordinators responsible for gender & diversity at schools 	<p>Overview of the final learning materials</p> <ul style="list-style-type: none"> - creation of plan for smooth inclusion of materials into a daily work of all VET institutions
5. Phase - conclusion	<p>Cooperation at the last project's conference</p> <ul style="list-style-type: none"> - consulting further development of the project in Slovenia - creation of plan for further project's finalization 	<p>Cooperation at the last project's presentation</p> <ul style="list-style-type: none"> - recommendations to partners for further usage of learning materials in education and consultancy - regular usage of learning materials

During the whole project, different dissemination activities aimed at informing the public about the project, will be organized. They will help to improve the preparation of learning materials. Besides, public's proposal for their improvement will be taken into account. The project's partners will try to include whole Slovenia in the dissemination process. Special focus will be given to Slovene countryside, since the gender equality in these areas is sometimes still problematic and hardly perceived. Therefore, special attention to local

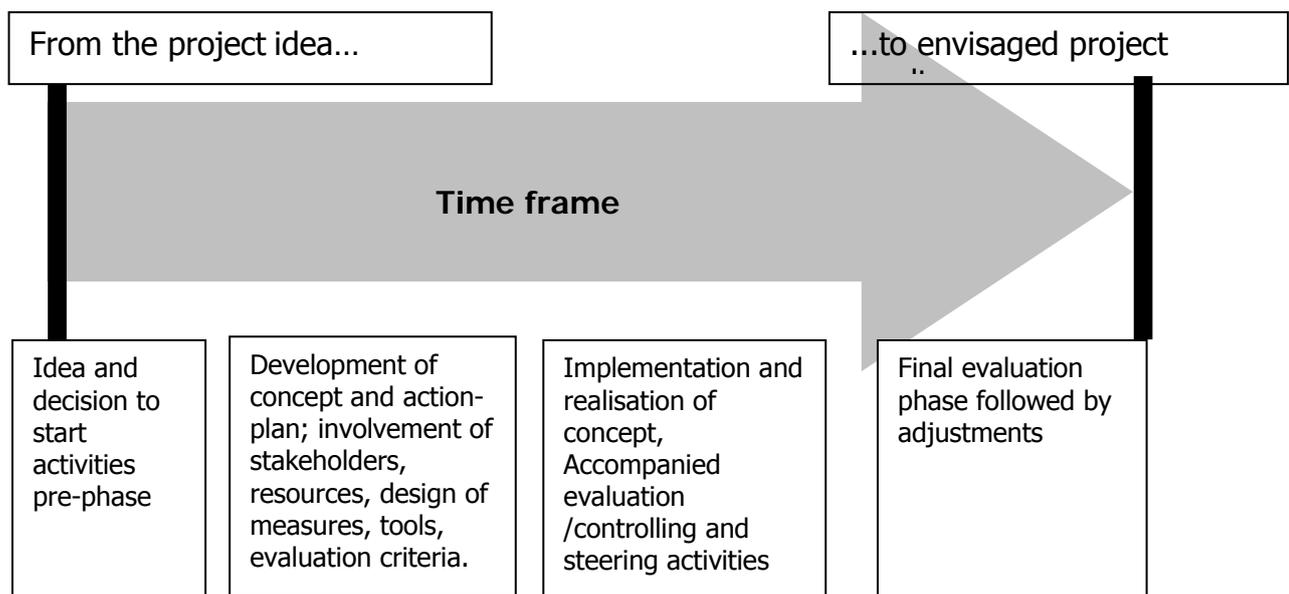
newspapers, local schools and smaller local communities and authorities will be given.

The Slovene project coordinator has to take care of smooth completion of all implementation phases. Besides, he/she is the link between the two implementation groups and coordinates their communication. Special attention is given to mutual acceptance of different proposals, prepared by one of the groups. Only if the two groups will cooperate constructively, the project can be implemented successfully. The best learning material will be given to providers of training, education and consultancy if the groups already cooperated before. It is also important that the members of the National Strategic Advisory Group have an opportunity to be acquainted with suggestions coming either from the field or everyday work. This knowledge can help them in further drafting of legislation, directives, programmes, action plans, etc. The project's coordinator has to take care of this information flow as well.

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 with this objective, the Gender & Diversity partnership tried to consider 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 which are then attributed to the different biological sexes. If sex is 'female and male' then gender is 'femininity and masculinity'.²

The term "Gender" emphasises 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 not 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

6.1 General information

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 only offer essential support showing main key steps and ideas which should be considered in such programs.

Along the product development the target countries, Slovenia, Romania and Turkey engaged 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.

6.2 Slovenia

In Slovenia, the field of adult education comprises a wide range of education and training forms that includes formal education to gain higher levels of qualification, formal specialised training and non-formal learning of adults, who have passed the compulsory education age but do not have the status of pupil or student. While formal education provides an opportunity to adults to gain publicly recognised qualifications, a non-formal education is intended for those who either want to acquire new knowledge and skills or just refresh, expand, modernise or deepen the existing skills.

6.2.1 Laws and Acts

The Adult Education Act (2006) determines the fundamental principles of adult education in Slovenia. The Act deals with issues related to the protection of the participants' rights and to those linked with the quality assurance in education. It regulates the system of public recognition of knowledge gained either by self-education, through on-the-job learning or by any other non-formal way of education.

In Slovenia, gender mainstreaming principle has been adopted as a strategy for implementing gender equality into the policies in mid 1990s. The adoption of the Act on Equal Opportunities for Women and Men in 2002 brought in more responsibilities and obligations to the political institutions in regard to the implementation of the gender mainstreaming principle.

The main umbrella laws in the field of equal opportunities are the 2002 Act on Equal Opportunities for Women and Men and the 2004 Act on Implementing the Principle of Equal Treatment. The Act on Equal Opportunities for Women and Men, adopted by the Slovenian National Assembly in June 21, 2002, became an essential part of Slovenian gender equality politics.

The role of Gender Mainstreaming in the Act for Equal Opportunities for Women and Men (2002) is strongly emphasized with the institute of coordinators for equal opportunities for women and men at the ministries.

6.2.2 Programmes and Projects

There are several programmes available for training, motivating and job placement for disadvantaged target groups in Slovenia. Equal educational opportunities for both sexes have been one of the basic principles of the curricula reform in Slovenia. They are one of the proclaimed educational aims specified by law and included in the guidelines for the introduction of concrete changes in programmes and curricula. Some of which are the following:

- Education for gender equality and promotion of equal opportunities for women and men in education and schooling (2005-2013)
- Learning for Enhanced Life Efficiency Programme

In drafting the programmes and curricula, the commissions have to:

- systematically incorporate the contents and topics that relate to the differences between the sexes in the subject area
- draft recommendations for writing textbooks, manuals, and didactic tools properly in regard to the content, language, illustration, exercise, etc.
- elaborate a standardised procedure for verifying how these recommendations are taken into account;
- prepare, within the individual parts/theme of curricula in regard to VET educational non-traditional models for choosing the occupation and related educational pathway;

- organise, in accordance with didactic recommendations, regular discussion groups, also in gender homogenous groups, promote writing about the topic of gender roles and stereotypes, sexual harassment, violence, etc.;
- systematically inform partners and the public and alert them to the issue of gender-specific education;
- examine potential topics for in-service training of teachers and counsellors;
- in all documents stress the importance of individuality, respect for privacy, and the feeling of intimacy, enable diversities and choice, promote tolerance, solidarity, and multiculturalism (and indirectly discard stereotypes), take into account the individual and group differences and at the same time provide the conditions for expression of these differences, develop critical thinking and resist the ideological, political, religious and similar pressures, and the possibility of introducing different perceptions.

The conditions for the provision of the professional services for training and job placement of disabled people are depending mainly on trends in the field of employment. In order to increase the employability of the disabled persons and hence improve their chances to become employed, they are included in various, theoretical and practical VET programmes. The starting points for selection of and inclusion in the programme are the abilities and skills of each individual. Namely, the work in the chosen programmes depends more on the existing abilities of the disabled person than on his/her limitations.

It is worth to note that in Slovenia, the gender equality policies have not yet become a priority on the political agenda, despite a well developed legislation. The Slovenian legislative framework in the field of equal opportunities, including gender equality is regulated by the Constitution in Article 14, which declares equal human rights and basic freedoms to everyone irrespective of

nationality, gender, race, language, religion, political, or other beliefs. Article 14 is supported by other anti-discrimination laws, such as the Employment Relations Act that clearly prohibits any direct or indirect discrimination at work. The issues of equal opportunities are primarily regulated by the Act on Equal Opportunities for Women and Men (2002) and the Act Implementing the Principle of Equal Treatment (2004). Daily differences in wages among women and men, "glass ceiling" phenomenon, unequal division of domestic work in the private sphere, are only few indicators showing the gender inequality.

6.2.3 Critical Issues

Research results show that between 65% to more than 70% of the adult population in Slovenia do not attain literacy level 3, which is indispensable for equal participation in modern society. According to these outcomes Slovenia was ranked at the tail end of countries under investigation that was made as a part of the 'International Adult Literacy Survey'.

The division of labour by gender, patterned by stereotypes of "proper" male or female identities, is reproduced by traditional education. The content of education is based on traditional misogynist images and gender-specific patterns of behaviour, especially in primary school books: men reading newspaper while women cook. Such orientation is noticeable also in the mass media and particularly in advertisements.

One of the decisive factors for unemployment duration is the level of education. In the last few years the share of the young unemployed without vocational education has exceeded 40%. The lower the education of the job seeker, the longer is the waiting period. Women with lower levels of education are unemployed much longer than men.

The proportion of men among unemployed persons with low education is higher than that of women, while the situation is just the opposite for unemployed persons who attained at least the lower level of vocational

education. Women represent a majority (more than 70%) within the total number of young unemployed with secondary or college education.

The problem of understanding the issue of gender equality in Slovenia lies in the notion of gender as two homogenous categories: women and men. The diversity and intersection of gender with other categories, such as sexual orientation, age, etc. should be recognized as more important in gender equality policies.

Men should be included in gender mainstreaming processes and activities more strongly since gender equality is often understood as a women's issue only.

7 P r o c e s s o r g a n i s a t i o n

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 result 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 linked strategically with the reorganisation of processes.

For successful implementation, corresponding knowledge and information management is vital. Process organisation thus aims 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 your staff the option to pursue vocational interests outside of work.

Implementation will exploit management's 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

8.1 G e n e r a l i n f o r m a t i o n

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 the implementation is not finished 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 also offers:

- a way of seeing, or 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 on the policy making level (Governmental offices, ministries, etc.), private and public umbrella organisations (employment agencies, education providers, etc.) and the training organisations and their staff themselves.

It is recommended to organise 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 to avoid cumbersome processes. Their main tasks will consist of feedbacks of observations, contribution of specialists' perspectives and evaluation of implemented measures.

Working groups should include members who actually have the resources to contribute 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.

8.2 Slovenia

National Steering Committee

Members of this group are representatives of the experts in gender equality, who are employed by the governmental organizations and ministries. Besides, social partners and employers are also cooperating in the group. Their tasks are:

- Control the implementation of gender equality principle at Stage 2
- Implementation of gender equality through national strategic plans, programmes, actions and legislation
- Introduce and enable work of school coordinators for gender equality and diversity

Focus group

Experts in the field of gender equality, who are coming from governmental organizations, employers and organizations and take responsibility for improvement of Slovene education, participate in the focus group. Their tasks are:

- development of programmes and projects in the field of gender equality
- development of implementation strategies for these projects
- control implementation of the programmes and strategies at stage I

-
- on day-to-day basis provide a feedback to the working group on its concrete implementation of the gender equality principle
 - report to the National Steering Committee about the development in the field of gender equality and diversity

Working group

All, who are involved in direct implementation of the gender equality and diversity context into a daily practice, participate in this working group. The members are trainers, teachers, consultants and others. Also others who are in daily contact with the people involved in gender equality cooperate with this working group. Their tasks are:

- Carrying out the implementation concept
- Transferring theory into practice
- Communicating the experience from their working environment to the focus group
- Drafting proposals derived from practice aimed at improving the Implementation Concept of Gender and Diversity

For constructive and constant functioning of the groups as well as for stable quality communication and information flow between them, a coordinator is needed. The coordinator's task is to successfully link all three groups and control their work.

9 Time Frame

9.1 General information

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.

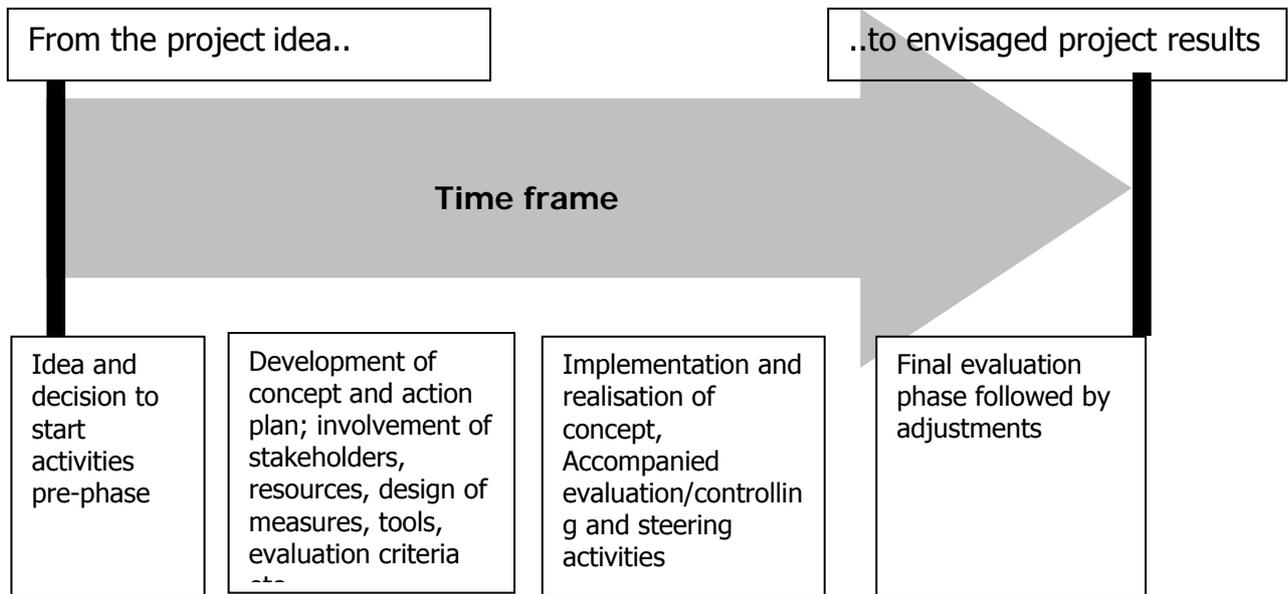
A wide range of measures can be applied over a reasonable implementation timeline. If a particular measure proves to be unsuccessful, it can be exchanged for another measure. A successful implementation plan should have a combination of measures that can be implemented over short, medium, and long time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

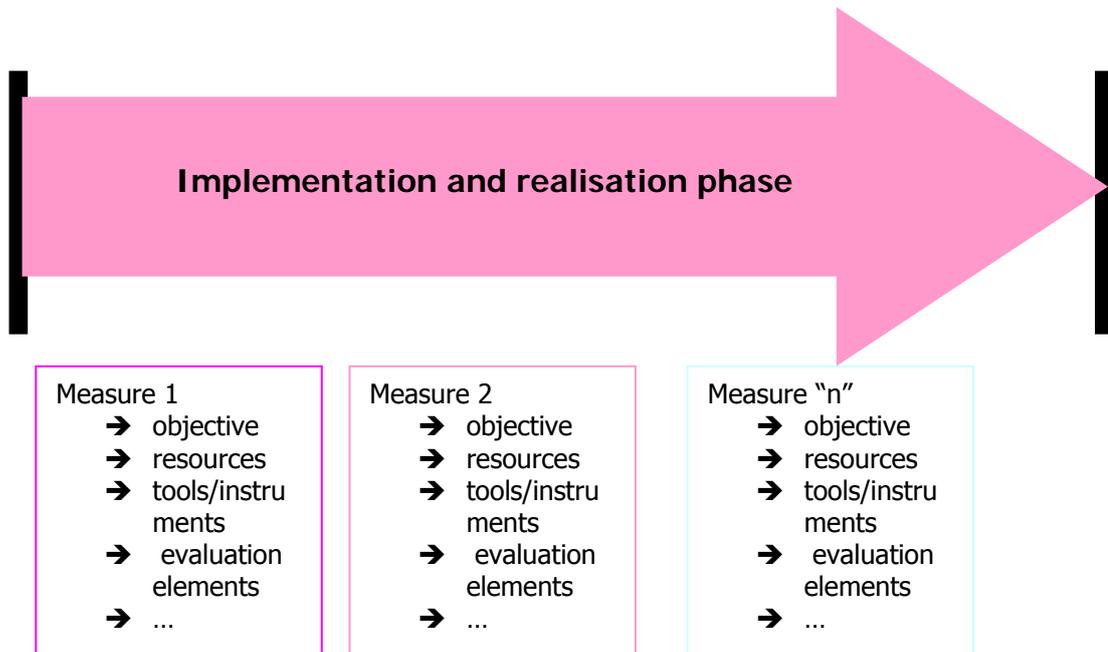
Besides setting goals, the time frame should be divided in phases. And each phase should include or finish in one or several milestones. For evaluation

purpose in addition to 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 fulfil 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 the 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 upon only measures that are not easily implemented if other readily identifiable measures can be more easily and quickly implemented. A successful implementation plan will likely 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.)

9.2 Slovenia

In Slovenia short-term and long-term goals have been identified for a successful implementation of the project. A short-term goal is to enable gender trainers to develop and carry out trainings for other trainers and different target groups.

A corresponding long-term goal is the support of gender trainings and trainers by the government, which includes regulations and the allocation of financial resources.

1 0 M e a s u r e s

1 0 . 1 G e n e r a l i n f o r m a t i o n

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 . 2 S l o v e n i a

In Slovenia the following measures could be successful for promoting gender equality and diversity:

- Female and male grammar forms should be incorporated in acts and other legislative documents as well as in all public vacancies and tenders.
- The coordinators in the field of equal opportunities could communicate via intranet.
- At governmental institutions it is necessary to raise the awareness about gender equality and diversity among employees.
- Both women and men need to be involved in working groups or committees at the ministries.

As the research showed, individual initiatives and engagement, especially from governmental organisations, are needed in order to bring the issues of gender equality and diversity to the forefront.

On their list the political parties should have an equal number of men and women that stand as candidates to the National Assembly.

In each kindergarten, school, university, there should be a coordinator for gender & diversity issue.

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

1 1 . 1 G e n e r a l i n f o r m a t i o n

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.

11.2 Slovenia

The three-year-project "Promoting social inclusion through basic skills learning"(2002-2005) provided trainers in Slovenia with simple innovative working tools that are applicable in different social and cultural contexts.

Publications and other material of the Office for Equal opportunities

- Sexual and other harassment in working environment (research, 2007)
- YOU DO NOT HAVE TO TELL IT TO employer – YOU CAN TELL IT TO US! (poster, 2006)
- (I) do not harass! (poster, 2005)
- My rights – Equal treatment of women and men according to the law on working conditions (brochure, 004)
- Sexual harassment in working environment (brochure, 2004)
- Education and employment of women in the past and today (book, 2000)
- How to deal with sexual harassment in working environment? (notebook, 1999)
- One hundred words for equality
- Analysis perception of the gender viewpoint in governmental offices
- Parents between work and family (research, 2005)
- Perspectives of new fatherhood in Slovenia: impact of parental leave mechanism on active fatherhood (research, 2005)
- Daddy, activate! (film, 2005)
- Files: Violence against women (publication,1999)
- Sexuality, violence and law (publication, 1998)

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 equip 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.

Labour 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 centres become learning centres 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, labour 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 creates new demands for 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 S l o v e n i a

In Slovenia there are no professions that specifically deal with the issue of gender equality and diversity. However, a uniform agreement on importance of further education and training in the form of workshops aimed at the issue of gender equality and diversity for staff in public administration, and policy-makers had been achieved. On the other side there is serious scepticism concerning the employment opportunities for gender- or diversity-related professions on the job-market.

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

1 2 . 2 . 1 G e n e r a l i n f o r m a t i o n

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 S l o v e n i a

In Slovenia, the implementation of the “UŽU programme” is financially supported by the Ministry of Education, Science and Sport, and the National Employment Service.

Within the national procedure there are always opportunities for gaining financial support for the implementation of certain programmes and with the support of different ministries they could become national programmes and hence be financed by the national budget.

Currently, the Governmental Body – the Office for Equal Opportunities launched a call for projects’ proposals in the field of equal opportunities for women and men which they will co-finance in 2009.

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

1 2 . 3 . 1 G e n e r a l i n f o r m a t i o n

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 endeavours, 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 again present a few examples of the target countries.

1 2 . 3 . 2 S L O V E N I A

The main actor for gender equality policy at the governmental level is the Office for Equal Opportunities. Despite its limited authority and marginalized status, the Office for Equal Opportunities is the main policy entity dealing with these issues within the institutionalized policy. Its main aims are: (i) to monitor the implementation of laws and regulations that ensure gender equality and (ii) to cooperate with ministries, the government and the EU.

Other important institutions in this field are:

- Coordinators for equal opportunities for women and men at the ministries
- The Ministry of Education and Sport
- The Ministry of Higher Education, Science and Technology
- Government of the Republic of Slovenia
- Institute for Contemporary Social and Political Studies
- Council of Europe
- National Institute for Vocational Education and Training
- National Education Institute
- Slovenian Institute for Adult Education (SIAE)

1 2 . 4 C o m p e t e n c i e s

1 2 . 4 . 1 G e n e r a l i n f o r m a t i o n

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

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

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 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 recognise 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 . 2 S l o v e n i a

The European Network on Teacher Education Policies is trying to reach the same competence as people who work in the field of equal rights of women and men already have. These competences are:

- **Professional competences** – different professional training, education, workshops, seminars, practical experience. These competences can be developed before or during the employment career.
- **Social competences** – capability to work with people, communicate, constructive leading of debates, enabling higher level of trust in order to achieve better cooperation, ability to learn, accepting risk control and critics, creativity, flexibility.
- **Motivation for work** – accepting different assignments, responsibility, readiness for knowledge exchange, workplace satisfaction, loyalty to the organization, knowing and participating in strategy and goals achieving.
- **Leadership capabilities** – leading and motivating people, development and mediating strategies and visions, implementations of strategy, negotiations skills, self-confidence and trust.

1 3 E v a l u a t i o n a n d C o n t r o l l i n g

1 3 . 1 G e n e r a l i n f o r m a t i o n

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 . 2 S l o v e n i a

Office for Equal opportunities:

Upon the decision made on its establishment, organisation and working fields, the Office for Equal Opportunities took over the tasks of the Office for Women's Policy on February 24, 2004.

The Office for Equal Opportunities is modelled on national measures for gender equality in European countries and derives from international commitments. Equal opportunities for women and men and the related social attention to women who are still in less favour positions remain both the Office’s core activities. They include:

- monitoring the position of women and realisation/fulfilment of their rights, guaranteed by the Constitution, national legislation and international conventions;
- examination of regulations, acts and measures in terms of equal opportunities for women and men, drafting opinions and proposals related to the material adopted by the Government and ministries;

- participation in drafting bylaws, other acts and measures, prepared by ministries, which relate to the creation of equal opportunities for women and men;
- provision of initiatives and proposals to the Government and ministries in regard to measures related to equal opportunities, prevention and elimination of discrimination;
- co-ordination of activities aimed at the implementation of gender mainstreaming, including the provision of expertise assistance in the development of suitable methods;
- co-ordination of the drawing up of a national programme for equal opportunities for women and men and monitoring its implementation;
- drawing up analyses, reports and other material in the field of equal opportunities;

1 4 Measures for ensuring acceptance

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 Gender Kompetenz Zentrum 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 who 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 through 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; 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 on the 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 at 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 like ministries, social partner organisations, 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 sensitise 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 focuses 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 product⁹, 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.

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

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 analysed 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.

1 4 . 2 S l o v e n i a

In Slovenia various projects have been successfully implemented and they can serve as examples for good practice. Some of these projects are enumerated below.

- **Project Learning for Young Adults (PLYA)**

This project is a preventive education programme for young adults aged 15 – 25 years, who failed in school, have no occupation and are unemployed. The programme's basic aim is to help these young people to rejoin their peers, develop working and learning habits, and motivate them for learning. While attending the programme, participants learn how to co-operate and support each other; they overcome learning difficulties and articulate explicit vocational aspirations and goals.

- **Learning for enhanced life efficiency (UŽU)**

This programme is a general education course targeted at adults who have not completed primary or upper secondary school or who completed ten years of schooling or less. The programme's objective is to enable these adults to acquire or renew their basic skills in reading, writing and numeracy needed for contemporary life in the information society. The implementation of the UŽU programme is financially supported by the Ministry of Education, Science and Sport, and the National Employment Service.

- **Promoting social inclusion through Basic skills learning**

This three-year project aims at equipping the tutors with basic skills, the providers' leaders with basic skills, the ethnic minorities' organisations and the decision makers in local authorities with simple, innovative working tools that are applicable in different social and cultural contexts. With the help of these working tools the target groups will be able to identify and adapt good practice in basic skills training, to evaluate running basic skills training activities, to conduct surveys of basic skills needs of the adult population and to influence local policy formation in basic skills development. The project partnership attempts to introduce 'a bottom-up' approach, starting from small local level that is expected to contribute to the development of regional and national level basic skills strategies in countries that have not taken national measures in this field yet.

- **Project Realization of gender equality principle**

In the year 2008, the Office for equal opportunities with a financial assistance of the European Commission (programme PROGRESS) started to implement a project Realization of gender equality principle. Main goals of the project are making women and men, who are in decision making positions, aware about the importance of including gender principle into all policies and with the help of different actions strengthen liabilities of public workers to include viewpoint of gender equality in their work.

- **Project Gender equality in local development**

In the year 2007, the Office for equal opportunities with a financial assistance of the European Commission, with partners from Denmark and Luxemburg implemented a project aimed at inclusion of gender equality principle in local policies. During 10 workshops, organised in March and April, representatives of municipalities, local employment offices, social workers, NGOs, educational institutions and cities' and municipalities' workers met. Together they were exposing and debating problems in the field of gender equality in local environment.

- **YOU DO NOT HAVE TO TELL IT TO employer – YOU CAN TELL IT TO US**

This is a joint action of the Office for Equal Opportunities and Employment Service of Slovenia. Between 2nd November 2006 and end of January 2007 everyone could submit anonymous declaration, if during the interview an employer asked about marital status, pregnancy, family planning or if he/she gave contracts with requirements in this respect to be signed in advance, or asked questions, which are not in direct connection to work. These declarations were accepted by all offices of the Employment Service as well as by the Office for Equal Opportunities.

- **Do not harass!**

Sexual harassment in working environment is a form of gender discrimination. Slovene public survey from 1999 shows, that every 8th woman and every 14th man is a victim of sexual harassment. Through posters, the Office addresses all employees to create a working environment in which employees' dignity is respected.

- **Non-discriminatory announcement of vacancies**

The law on working conditions prohibits gender discrimination. Concretely, 25th article prohibits announcing vacancies only for women or only for men. The Office for Equal Opportunities made an analysis of published vacancies soon after the law was adopted. Analysis included public announcements of vacancies, which were published in 3 Slovene daily newspapers (Delo, Dnevnik, Vecer). During the awareness action, the Office submitted some proposals for publishing vacancies as well.

- **Daddy, activate!**

Daddy, active! is a promotion activity, which is a part of an international project "Man and parent ship – active fatherhood". The project aims at stimulating more active role of men in family life and eliminating stereotypes and cultural barriers, which determinate female and male roles in family life and in broader society.

- **Project P.A.R.I.: Consultation on combining family and professional life: challenge for the Structural funds new programming period, 2007 - 2013**

The event took place on 14th September, 2006, as part of the project "P.A.R.I. – Active inclusion of fathers in family life", which was co-funded by the European

Commission within the Programme of general strategy for gender equality. The Office for Equal Opportunities is the project's partner.

- **Let's talk about violence against older women (2004)**

During the international days of activities against violence against women (25th November – 10th December) a consultation was organised on this topic. On this occasion the results of the research on the violence against elders were presented. Social support centres and associations of retired people cooperated in the research.

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-holloway.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.sjrtdml.org/implementation/overview/imp_plan.htm#_Toc509725552

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

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

http://www.stat.si/tema_demografsko_trg.asp

<http://www.uradni-list.si/>

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

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

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

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

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

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

www.zrss.si

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

www.mvzt.gov.si

<http://www.cmepius.si/index.php?home=1>

