

# GemCITE Workshop Guideline

Structure, Methods and Material for a one days  
workshop to convey the Gender Mainstreaming  
Concept for IT Education



May 2005

## Framework

### Target group

Coordinators of training agencies / institutions, trainers, tutors, project managers, top management of training institutions, councillors from employment service, training / organisations -> applying for ESF, policy makers, trainers

### Duration:

Planned structure is for the duration of 1 day.

But it would be possible to enlarge the workshop by deepening the contents and discussions.

### Expected output

Raising the awareness for Equal Opportunities for women and men in the field of IT education

Giving an overview on background and context of Gender Mainstreaming

Getting able to use the GemCite manual for the daily work

Every participant should have an idea how to continue the sentence: "I can use the handbook to ..."

DURATION	SUBJECT	AIMS	METHODOLOGY	TOOLS	RESULTS
½ hour	<ul style="list-style-type: none"> <li>Participants Introduction</li> </ul>	<ul style="list-style-type: none"> <li>Building a friendly atmosphere</li> </ul>	Self- introduction		Participants get to know each other in detail
½ hour	<ul style="list-style-type: none"> <li>Gender Mainstreaming Awareness</li> </ul>	<ul style="list-style-type: none"> <li>Raising participants' awareness on the gender perspective</li> </ul>	Round table , Active learning	Awareness raising slides and questions (ANNEX I)	Developing a Common understanding of gender equality
1 hour	<ul style="list-style-type: none"> <li>Gemcrite presentation</li> <li>Gender Mainstreaming at EU and national level</li> <li>Present and future situation of Employment Opportunities in IT sector</li> </ul>	<ul style="list-style-type: none"> <li>Disseminating the Gemcrite Project and</li> <li>Acquiring knowledge about Gender and Equal Opportunities Policy</li> <li>Acquiring knowledge of opportunities in IT sector in the gender perspective</li> </ul>	Lecture	Slides, Flipchart Overhead projector PPT Presentation (ANNEX II)  Results of national inquiries ( Data )  Diagrams of the participants questioning (manual)	Gemcrite project valorisation  Gender policy knowledge IT labour market opportunities perspectives
Break					

½ hour	<ul style="list-style-type: none"> <li>Gemcrite Manual short</li> <li>presentation</li> <li>Overview: Sub-Process Steps from education</li> </ul>	<ul style="list-style-type: none"> <li>Making participants</li> <li>aware of the GemCITE manual</li> </ul>	Lecture	Slides, Flipchart  Overhead projector PPT (ANNEX III)	Gemcrite Concept Manual Knowledge
1 hour	<ul style="list-style-type: none"> <li>Group Work on the Gemcrite Concept Manual in small groups</li> </ul>	<ul style="list-style-type: none"> <li>Developing Knowledge on Gemcrite concept applied to training courses</li> </ul>	Active learning Group discussion Educational – didactic methods	Focussed exercises- Instruction: (ANNEX IV)	Gemcrite concept, for participants, applied to training process
Break - Lunch					
1 hour	<ul style="list-style-type: none"> <li>Group Work on the Gemcrite Concept Manual with all participants</li> </ul>	<ul style="list-style-type: none"> <li>Sharing and comparing Gemcrite Concept</li> </ul>	Active learning Group discussion	GemCITE Manual	Comparison of Gemcrite Concept : participants' output and Gemcrite Concept manual
½ hour	<ul style="list-style-type: none"> <li>Discussion of results</li> </ul>	<ul style="list-style-type: none"> <li>Call back and assuring results</li> </ul>	Round Table		Subsumption
½ hour	<ul style="list-style-type: none"> <li>Workshop Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Workshop evaluation</li> </ul>	Individual work	Personal Feedback Questionnaire (ANNEX V)	Evaluation

## ANNEX I

### Awareness-raising

#### Examples from: Salto-Rolle Pflicht und Kür; Veronika Merz, Zürich 2001

How do you explain.....

- that in the beginning of the 1940th ( the beginning of IT era) predominantly women have been employed for programming the computers... but in present programming is male dominated?
- that women working in male dominated areas are less accepted then men in female working areas?
- that women still earn about 20-30 % less money than men for comparable work?
- that men in western countries have about 7 years lower life-time than women?

Tell me spontaneously about 10 names of male heads of states – tell spontaneously 10 names of female heads of states!

#### Examples from Renate Wielpütz FCZB

Have a „look“ at the IT jobs/profiles/professions in your country: Were in the IT sector are women where in the IT sector are men performing?

Please, describe reasons for differences you may find! And – please – develop targets for change.

Imagine a gender impact assessment before starting an IT training programme (participants: men and women):

Please, describe (at least) 5 differences between women and men concerning attitudes (you should take into account for your programme)

Imagine/remember a training situation with male and female students (both around 16 years old): Please, describe (at least) 5 differences you would find in skills, personal competencies, values, attitudes, behaviour and describe the influence of the differences on your didactics.

## ANNEX II

### Gender Mainstreaming – Background and Legal Position

#### Parts of the PPT Presentation of Renate Wielpütz FCZB (attached)

##### Some convincing arguments about gender mainstreaming

Some reasons for thinking about gender/gender mainstreaming....

- Waste of resources in society
- Non-democratical society
- Human rights
- Demographical change
- Globalization
- win-win situation for employers and employees

##### Definition

- EU Commission (COM (96)67)/Guide to Gender Impact Assessment:

„By gender equality we mean that all human beings be free to develop their personal abilities and make choices without the limitations set by strict gender roles...

Unequal treatment and incentive measures (positive action) may be necessary to compensate for past and present discrimination...“

GM defined as „not restricting efforts to promote equality to the implementation of specific measures, but mobilising all general policies and measures specifically for the purpose of achieving equality“.

## Treaty of Amsterdam

Council decision: 1997

Ratification at Member State level: 1999

New member states: adoption until accession

Art. 2: Equal opportunities for women and men as one of the objectives of the treaty (together with high employment levels: improved living standards and quality of life; social and economic cohesion)

Art. 3: Gender Mainstreaming – equal opportunities to be integrated in all policy fields (encouraging both the dismantling of discrimination and the promotion of EO)

Art. 13: Anti-Discrimination – EU can take action to fight discrimination on base of gender, ethnic background, religion, disability and sexual preference - To be proposed by the Commission and – after consultation of EP – agreed by the Council.

Art. 137 & Art. 141:

Equal opportunities at the labour market

Equal pay for comparable work

Council can agree to take action to establish equal opportunities concerning the access to employment, promotion and equal pay

Member States are free to implement positive actions to bridge gender gaps and desegregate the labour market

**ADOPTION OF THREE OVERARCHING OBJECTIVES**

- ⇒ Full employment
- ⇒ Quality and productivity at work
- ⇒ Cohesion and an inclusive labour market

**SIMPLIFICATION:**

Instead of 4 pillars and over 20 Guidelines: a structure of 10 key priorities for structural reform: “10 Commandments”

Improving delivery and governance of the process

<p><b>Eg: Commandment 6</b></p>	<p><b>Promote gender equality in employment and pay</b></p>	<ul style="list-style-type: none"> <li>• <b>Elimination of gender gaps in employment and halving of gender pay gaps in every Member State by 2010</b></li> <li>• <b>Childcare places available for 33% of 0-3 year olds and 90% of those from 3 years to mandatory school age in each Member State by 2010</b></li> </ul>
---	---	---

[http://europa.eu.int/eur-lex/en/dat/2003/l\\_197/l\\_19720030805en00220030.pdf](http://europa.eu.int/eur-lex/en/dat/2003/l_197/l_19720030805en00220030.pdf)

**GENDER EQUALITY: GEM and Positive Actions**

Positive actions:

- special measures to close gender gaps from the past

- reactive
- „special“ target groups among women or men

#### Gender Mainstreaming:

- integrated equality policy
- proactive
- everybody concerned
- all policy areas concerned

### **GENDER MAINSTREAMING AS IMPLEMENTATION PROCESS**

*“Gender Mainstreaming is the (re)organisation, improvement, development and evaluation of all political processes. Its aim is to introduce a gender specific view and equal opportunities in all political concepts, on all levels and in all phase and through all actors that take part in political decisions.” (Council of Europe 1998)*

#### **4 - Steps Method for Implementation of Gender Mainstreaming:**

**Analyses:** The first step concerns perceiving and analysing gender specific questions and inequalities in the appropriate area.

**Aims:** In the second step, the most concrete and testable equality aims possible are derived, formulated and set forth.

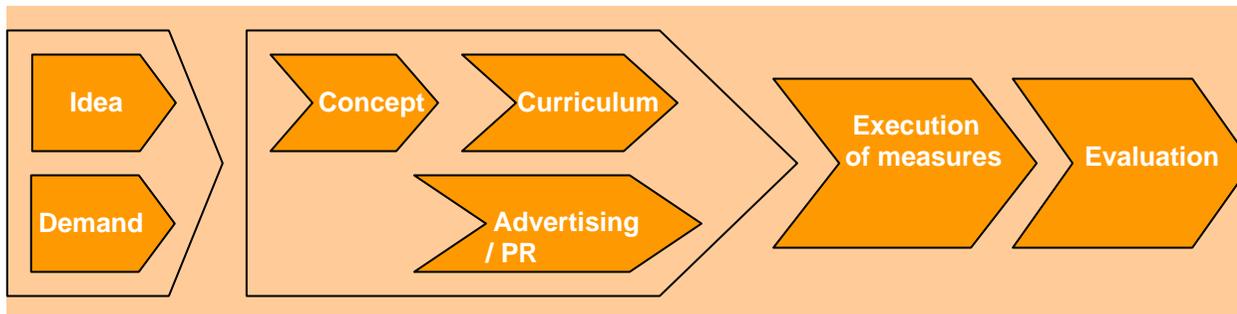
**Implementation:** In the third step the plans for possible gender specific effects are checked and designed in such a way that they contribute to the equality aims.

**Evaluation:** In the fourth step the results and the progress shall be checked with regard to the equality aims.

# ANNEX III

## Overview

### OVERALL EDUCATIONAL PROCESS



## ANNEX IV

### Instructions for Group Work

#### Group 1: Educational Idea – Educational Demand

**Definition:** A new project for an educational institution that is not yet offered in their catalogue, but can already be offered by another organisation.

The product idea or demand shall be subject to an initial feasibility test, in order to make a decision regarding the introduction of concept development.

**Output:** Concept Development Commission

**Demand:** Which activities would you develop to reach the above mentioned output?

Please, define the target and tasks for all the activities developed!

## GROUP 2: Concept

**Definition:** the conceptual part of development of an IT education program initially requires a comprehensive data analysis, the aim of which is to verify and confirm the commission.

The result is a description of the necessary basic conditions and measures of the education on the basis of mediation between target group requirements, labour market and equal opportunities aims.

**Output:** The basis for the creation of curriculum, market strategies and evaluation concept and for decision making on the choice of an adequate equal opportunities strategy.

**Demand:** Which activities would you develop to reach the above mentioned outputs?

Please, define the measures and the methodologies to adopt and use .

## GROUP 3: Curriculum

**Definition:** The curriculum is a detailed and elaborate syllabus that defines learning goals based on a model and in the knowledge of the life and preconditions of the learners. It all sets forth the form of the educational programme with relation to structure, choice of methods, educational content and resources.

**Output:** Curriculum for an educational programme that takes into consideration the individual conditions of the expected participants and the gender specific conditions of the male and female participants

**Demand:** Which activities would you develop to reach the above mentioned output?

Please, define the measures and the methodologies to adopt and use .

## GROUP 4: Advertising & PR

**Definition:** *“Marketing is a process in the economic and social structure, through which individuals and groups satisfy their needs and wishes, in that they create, offer and swap products and other worthwhile things.”* (Philip Kotler)

**Output:** Discrimination free, gender sensitive, actively seeking participant advertising, which actually reaches the gender relations in the target group that are more specifically defined in the target group

**Demand:** Even if , you are not an expert on advertising , how would you handle a marketing process ?

Please define target group, suitable and advertising media to use!

## GROUP 5: Execution of measures

**Definition:** measures to adopt in all activities that are used to achieve the aims formulated in the curriculum.

**Output:** Execution of IT training and further education that

- Guarantees the participation of the strongly underrepresented female target group
- Guarantees quality in terms of equal opportunities for both genders (optimization of learning processes and learning results)
- Guarantees attentiveness of all operational actors of the IT education area for their contribution to the Gender Mainstreaming strategy.

**Demand:** Which measures would you use to train and improve opportunities for women on the IT labour market ?

## GROUP 6: Evaluation

**Definition:** evaluation is the process of checking: Value, quality, validity and relevance of the gender mainstreaming perspective within all sub-process steps of the training measure as a whole.

**Output:** Information on whether the equal opportunities aims formulated in the respective sub-process steps have been reached or information on as yet unidentified factors for gender gaps.

**Demand:** Which indicators/factors would suggest to evaluate that :

- Gender has been respected in all the training process
- Training measures have been adequate to gender

## Evaluation Questionnaire

### PRESENTATION

**GemCITE is an EU Project within the scope of Leonardo da Vinci aiming and developing equal opportunities for men and women in IT education.**

Several adult education institutions, women-specific facilities, IT small and medium-sized enterprises (SME) from 6 different nations are working on this project. It contains guidance to develop equal opportunities for men and women for access and participation concerning IT education as well as entry into labour market.

In the following pages you will find a questionnaire to depose your opinion on the GemCITE workshop you have just attended.

We consider your opinion to be extremely valuable, as it will enable us to know whether the workshop has improved your knowledge on gender gaps in IT education and whether you will make use of the information received on the GemCITE concept in your daily work.

## QUESTIONNAIRE

### **KNOWLEDGE OF GENDER MAINSTREAMING NOTION AND POLITICS**

1) Did you have knowledge of Gender Mainstreaming before attending the workshop?

- yes
- no

If yes:

2) Have you improved your knowledge with the workshop?

- yes
- rather yes
- rather no
- no

If no:

3) Has the workshop managed to give you an overview on Gender Mainstreaming?

- yes
- rather yes
- rather no
- no

4) Has the workshop roused your curiosity in learning more about Gender Mainstreaming?

- yes
- rather yes
- rather no
- no

6) Would you be interested in participating in another similar event to improve your knowledge on Gender Mainstreaming in the IT Sector?

- yes
- rather yes
- rather no
- no

**PRESENTATION OF GEMCITE CONCEPT MANUAL**

7) Has the GemCITE Concept Manual been presented in a clear way, as far as its objectives and use are concerned?

	<b>Objectives</b>	<b>Use</b>
<b>Yes</b>	<input type="radio"/>	<input type="radio"/>
<b>Rather yes</b>	<input type="radio"/>	<input type="radio"/>
<b>Rather no</b>	<input type="radio"/>	<input type="radio"/>
<b>No</b>	<input type="radio"/>	<input type="radio"/>

8) How useful do you find the GemCITE Concept Manual for your day-to-day work?

- Extremely useful
- Quite useful
- Not very useful
- Useless

9) Was the information you got as part of the GemCITE Concept Manual presentation...

	easy to understand	specific	interesting
<b>Yes</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Rather yes</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Rather no</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>No</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**WORKSHOP EVALUATION**

10) How / By whom were you first informed about this workshop?

- Personally / by colleagues
- Letter from Training agency
- By e-mail invitation
- By fax/brochure invitation
- Other \_\_\_\_\_

11) Are you satisfied with the workshop timetable?

- Very Satisfied
- Rather satisfied
- Rather dissatisfied
- Completely dissatisfied

12) Are you satisfied with the premises of the workshop?

- Very Satisfied
- Rather satisfied
- Rather dissatisfied
- Completely dissatisfied

13) Are you satisfied with the technical equipment?

- Very Satisfied
- Rather satisfied
- Rather dissatisfied
- Completely dissatisfied

14) Do you consider the didactic methodologies (front lessons, role play, case studies etc.) to be adequate to the theme under discussion?

- Yes, very adequate
- Yes, quite adequate
- Not really adequate
- Completely inadequate

15) Please assess the competencies of the trainers

	<b>I agree</b>	<b>I rather agree</b>	<b>I do not rather agree</b>	<b>I completely disagree</b>
The trainers have conveyed the contents in an easy, understandable way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The trainers have the necessary technical knowledge to convey the GeM concept; they are experts in their field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The trainers can deal well with the participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16) How did you find the learning climate?

- Satisfying
- Quite satisfying
- Not very satisfying
- Totally dissatisfying

17) Do you think you have been adequately involved in the workshop activities?

- Yes, very involved
- Quite involved
- Not really
- Not at all

18) Do you think you have attained the following results?

	Improved knowledge on Gender Mainstreaming	Improved technical skills in the management of the IT training classes	Improved Gender Awareness
<b>Yes</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>No</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19) Do you think the workshop respected Gender differences in the methodologies applied, in its activities and in the relations between participants and between trainers and participants?

- Yes
- Rather yes
- Rather no
- No

20) Has the workshop met you expectations?

- Totally
- Almost
- Partially
- Not at all

**PLEASE GIVE US SOME INFORMATION ABOUT YOURSELF**

21) Your gender is

Male

Female

22) Please give us some more details about your work and your duties

---

---

---

---

---

**THANKS FOR YOUR COOPERATION!!**

# ANNEX VI

## Template Workshop Report

<b>Work package:</b>	WP 405
<b>Date:</b>	
<b>Partner:</b>	Verein Frauenservice Graz <i>(select your organization)</i>

### 1. General framework of GemCITE Workshop

Date:  
Duration:  
Premises:  
Trainers / Referents:

### 2. Participants

Number:  
Female:  Male:   
Organizations:  
Fields of Activities:

### 3. Invitation

- Email
- Phone
- Flyer / Letter
- Personally
- How many persons / institutions were invited:
- Invitation given as enclosure

### 4. Realisation of GemCITE Workshop

- The Workshop has been performed along the GemCITE Workshop Guideline
- The Workshop has been changed and adapted

⇒ Reasons:

⇒ Changes:

## 5. Evaluation

Summary (abstract) of the evaluated questionnaires:

\_\_\_\_\_

Weak Points:

Strong Points:

## 6. Recommendations and Improvements

-----

**Report created by:**  
(name)