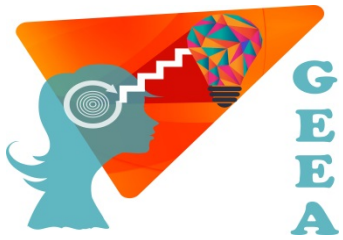




# **Gender Equality and Entrepreneurship for all**

## **2015-1-RO01-KA202-015035**

Porto 21-22 April 2016



# Project Identification

Action : Strategic Partnerships for VET

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Project Title : Gender Equality and Entrepreneurship for All

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Project Acronym : GEEA

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Project Start Date : 01-10-2015

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Project Total Duration : 24 months

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Project End Date : 31-08-2017

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Leader : Colegiul National "Unirea"

Porto 21-22 April 2016



# Project Management

- A1. Establishment of work groups & collection of contact details
- A2. Coordination and management of Programme
- A3. Steering Committee
- **A.3. Dissemination and evaluation**
- A4. Graphic Image of the Project (Logo)
- A5. Project website
- **A6. Informative leaflet**
- **A7. Brochures with the results**

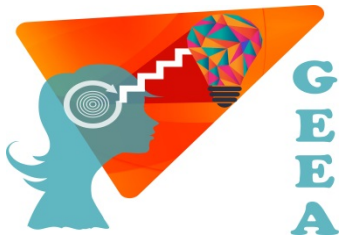


# Project Management 2

- **RESPONSIBILITIES for partners – Reports**

- any information and documents
- certified copies of all the necessary supporting documents *completed and signed by the legal representative* by the deadlines below:
  - By **15/05/2016** – for the activities during the period of **1/09/2015– 31/04/2016**;
  - By **15/02/2017** – for the activities during the period of **1/05/2016 –31/01/2017**;
  - By **30/09/2017** – for the activities during the period of **1/02/2017 –31/08/2017**.

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## Project Management 3

- Intranet: The project management process will be supported by a web-based Moodle system.
- the milestones and tasks will be defined and assigned to responsible partners together with the deadlines.
- Work monitoring is supported by customizable email alerts.
- Central file storage area provides unlimited folders creation, file versioning and email notifications.
- Simple yet efficient discussion forum allows idea sharing and exchange of views. CNU will provide this system.



# Project Management 4

- Contractualization and Reporting.
- Signature of 1 Grant Agreement between Lead Beneficiary (P0) and the NA
- Signature of 6 Partnership Agreements between Lead Beneficiary and partners .
- Delivery to NA of **1 Progress Report** and 1 Final Report, both previously agreed by Steering Committee.



# Transnational Project Meetings

- M1. 1st Transnational Meeting in RO in October 2015. – Colegiul National “Unirea”.
- M2. 2nd Transnational Meeting in PT on 21-22 April 2016 – APPIS
- M3. 3rd Transnational Meeting in IT on 7-8 July 2016 - PIXEL
- M4. 4th Transnational Meeting in Spain on 14-15 October 2016 - Xanel
- M5. 5<sup>th</sup> Transnational Meeting in Greece on 3-4 March 2017
- M6. 6<sup>th</sup> Transnational Meeting in Bulgaria on 6-7 July 2017



# RESPONSIBILITIES FOR HOST PARTNERS

- Determination of package of meetings,
- Determination of location and timing of meetings,
- Setting agenda, Record keeping/Minutes
- Work Plans for the next period
- Feedback questionnaire (conducted)





# O1.State of the Art

- Description
  - to determine the existing situation with regards to Gender Equality in each country
  - to identify the various approaches and practical solutions available locally, regionally and nationally to engage VET Young women/girls to enter the labour market
  - to reveal the need for initiatives that refocus expectations and skills needed
  - to create meaningful opportunities and increase the quality of life for VET women/girls and wider society as a whole.
- ◉ Activities (lead partner: CNU)

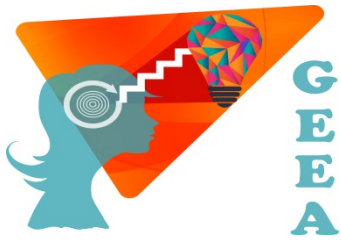
Porto 21-22 April 2016



# O1.State of the Art: Gender Equality and VET Education

- **Contents**

- 1. Gender Equality in your country (laws,agencies,statistics)
- 1.2. Local, Regional and National Economy
- 1.3.Young Women/Girls Unemployment Figures
- 1.4. Gender Equality and VET Education in your country
- 1.5. Promoting Gender Equality at Local, Regional and National level.
- 1.5.1.Promoting Gender Equality at Local Level
- 1.5.2 Promoting Gender Equality at Regional and National Level
- 1.6. Encouraging Gender Equality and Supporting Young women/girls
- 1.7. Events Promoting Gender Equality
- 1.8.Summary
- 1.9.Appendix



# O1.State of the Art: Gender Equality and VET

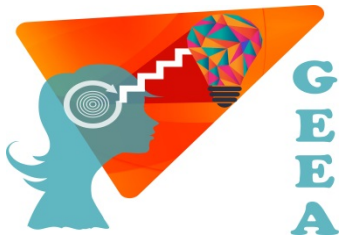
Each partner will :

- a) contribute to the agreed research brief
- b) conduct the research as per the agreed brief
- c) pass their research to the work package leader P0
- d) have it validated against agreed standards within the brief
- e) modify it to accord with the standards if required
- f) submit it as a completed piece of research.
- g) present it at the Second partnership meeting as a discussion document
- Deadline – end of January 2016



# O2 CODE OF PRACTICE ON GENDER EQUALITY

- Description
  - O2 is based on the State of the Art in each country and Questionnaire reports research of the situation on equal opportunities/gender equality in the codes of conduct of own organization/local administration, education/schools /SMEs, companies, local enterprises, migrants, NGOs, hotels, restaurants, hospitals.
  - ◉ Activities (lead partner: APPIS)
    - O2-A1. Devise a Questionnaire on Equal Opportunities and treatment in the labour market (50 respondents (25 decision makers, 25 employees) - 31 Jan 2016 sent to partners
    - Partners translate and conduct it (31 Jan - 15 Feb)
    - O2-A2. Write a Report on the Questionnaires responses according to the questions. 1 March 2016



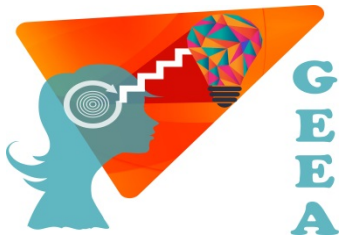
## O2 CODE OF PRACTICE ON GENDER EQUALITY

- O2 A3. Write a centralised Report by P3( APPIS) in English and the Code of Practice – 1 April 2016
- O2 A4. Run a workshop in Portugal for agreeing on the structure of CoP which will be validated by all partners. (PM2) P3 APPIS 21-22 April 2016
- O2A5. Database of Female Entrepreneurs in the region. (They will be invited to become Mentors for the future female entrepreneurs, female teachers including students in the VET upper secondary). up to 15 April.
- E1 CoP will be launched and distributed locally during the Multiplying Event "Be a Mentor. Think Entrepreneurship" in each country. April/May
- The translation and printing (200 brochures in each country) will be the responsibility of each partner.



## O3 INTERNATIONAL COMPARISON STUDY ON THE NEEDS

- Description
- This research will serve as the platform to springboard the activities and develop the needs analysis each partner has contributed to the application.
- a) the WP activity leader will compile findings by all partners and produce an **International Comparison Study** as per the agreed brief.
- b) this will be validated by P6 to ensure quality assurance.
- c) When completed, all partners will disseminate the research using all available means.



## O3 INTERNATIONAL COMPARISON STUDY ON THE NEEDS OF DEVELOPING GENDER EQUALITY SKILLS

- Activities

- O3-A2. A survey will be conducted on 25 practitioners in each country O3-A1. Desk research for the identification of the current available training offer
- O3-A4. Discussion Groups with 4-15 practitioners.(P1)
- O3-A5. Guidelines (P1) will contain all useful information for trainers for an efficient organisation and management of this activity. There will be indications on how to involve VET teachers/non-VET teachers and on how to conduct discussion groups regarding training methodology suggestions.
- This activity is key to the success of the project as it will allow designing a Training Programme that properly meets the training needs expressed by VET and non-VET teachers/tutors.



## O3 INTERNATIONAL COMPARISON STUDY ON THE NEEDS OF DEVELOPING GENDER EQUALITY SKILLS IN RELATION TO ENTREPRENEURSHIP

- P1 will conduct the desk research, will propose templates for gathering specific info, will design Survey and Discussion Group with practitioners guidelines. Project Coordinator, P0 will closely work with P1
- P2 and P3, P4, P5 and P6 will also conduct the inventories in their countries, will conduct 1 Discussion Group ( 4 to 15 people), will identify the Education & Training offer and will contribute to the "Training Programme".
- Desk research for the identification of the current available training offer.
- Surveys conducted with real practitioners in order to assess the training needs (a minimum of 20 practitioners) at each target country, totalling at least 140 respondents.

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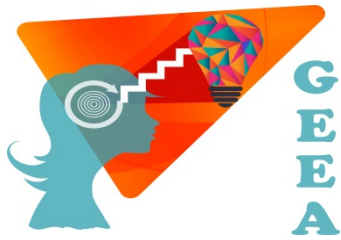




## O4 GENDER EQUALITY RELATED TO ENTREPRENEURSHIP SKILLS THROUGH A PERSONALISATION APPROACH

- **Description**

- The course will be a B-learning TP and will have two modules: a face to face Module (12 classes) and an on-line Module (30 classes)
- Tasks for P3,P4,P5 will be allocated according to their background in the course design activity:
- P1 will be the WP leader and will be helped by P0 all along the process of the Course design; P2 will be responsible for the evaluation, quality assurance and dissemination;
- P6 will advise the partners with the best solutions for B-learning or all on-line running of the course.(Basic concepts;Course procedures;Lead-ins;Seeing clearly;Challenging appropriately;Role-plays;Assessing teaching;Conclusion).which will include guidelines on how to implement and successfully put to use the different tools available and provided in the toolkit.



# What is Personalised Learning?

- Activities: Workshop in M2 P2 Florence 7-8 July
- What is personalised learning?
- Personalised learning requires a range of whole class, group and individual teaching, learning and ICT strategies to transmit knowledge, to instill key learning skills and to accommodate different paces of learning.
- Personalised learning is not just about giving learners more choice. It means engaging learners in a highly interactive process of learning. Learning is not just the successful transfer of knowledge and skills. Learning comes through interaction in which the learner discovers for themselves, reflects on what they have learned and how. Effective learning has to be co-created between learner and teacher, in which both invest effort and imagination.



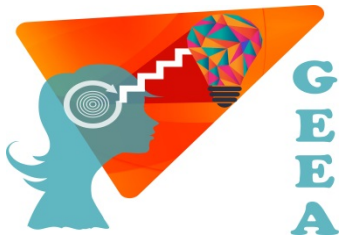
## O5GUIDE BOOK FOR TEACHERS APPLYING THE GEEA B- LEARNING TP

- Description
- After the Training Programme the Guide Book for Teachers will be the second most important Intellectual Output. That is why it has been allocated to the most experienced partner, namely P3 (PIXEL)
- Exercises, tests, feedback questionnaires, descriptors for a grading system will also be included in the GBT. Here you can find tools and methods to support gender equality related to entrepreneurial teaching and learning. They will be designed to be used from primary level to upper secondary schools and in initial teacher training. All partners will contribute.



## O6 STUDENT KIT FOR GEEA

- Description: This toolkit is not intended to be a set of rules. Rather, it is to help students take effective action and make fast progress by learning from the experiences of others.
- The activities in this toolkit are not all compulsory. But they will help students avoid discrimination, ensure gender equality and build on the benefits of entrepreneurship for their future career.
- Steps such as having a gender equality statement and monitoring and recording the gender approach of their colleagues and teaching staff, are important in showing students commitment to gender equality and are a start to making suitable arrangements to promote them.



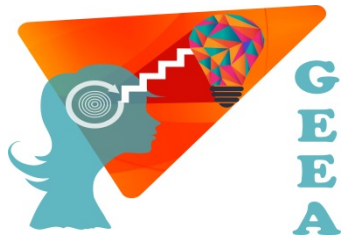
## O6 STUDENT KIT FOR GEEA

- Activities/Methodology
- Throughout this toolkit some practical suggestions for action are provided and some links to other useful sources will help students get started or extend good practice.
- It first outlines useful principles for a gender-responsive approach and entrepreneurship to guide all education programming, and provides responses to some of the most common misconceptions and arguments against gender responsive education.
- It then gives concrete strategies and actions for putting gender equality into practice in the major domains of education. Stories, articles, examples, texts and adaptations will be adapted to the level of their education: primary, secondary, VET education, Upper-secondary, student-teachers and adults.
- Self-evaluation questionnaires will assess their competencies like entrepreneurship and gender equality skills in their daily life.(school, family, community)



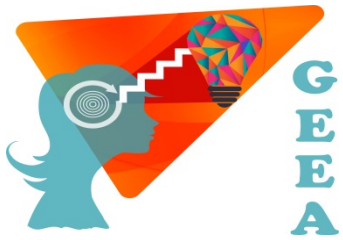
## O6 STUDENT KIT FOR GEEA

- The SK will be adjusted to different levels (practically at the end of the project we will have six variants as we have to adjust most of the material: stories, articles, examples, texts, tasks, feedback, self- evaluation to the level we will work with):
  - A. Primary level teachers and students(P5);
  - B. Secondary level (P2),
  - C.VET Upper-secondary level (P0),
  - D. Adults/Vet Teachers (P1),
  - E. Student- teachers (P6)-university level(pre-service training course
  - F.Vocational education (Technical post secindary level) (P4),



## 07 ADAPTATION OF TRAINING METHODS TO A B-LEARNING SYSTEM:

- Description
- Digitalization and upload of the Training Contents to the Virtual Campus & development of Training Programme in English and translation in target languages.
- Development of GEEA Training Guide (Teachers and Students Version): Programme description, method, contents, timetable, training path, evaluation means, and guidelines for use of the tool.
- Each target partner will learn how to manage the B-learning Training Programme. P6 will be the leader of this WP.



## O7 WORKSHOP ON USABILITY OF THE PLATFORM AND TRAIN THE TRAINER

- Activities
- O7-A1. Definition of Online Training Path for each of the modules:
- O7-A2. Definition of B-Learning Training path: Selection of contents of modules to be taught in classroom: number of sessions, contents and goals of classrooms contents.
- O7-A3. Definition of Teacher's profile as a personalised learning facilitator, role and milestones on the Training Path.





## O7 WORKSHOP ON USABILITY OF THE PLATFORM AND TRAIN THE TRAINER

- The project meeting in Greece will serve to validate the B-learning system developed by P6.
- “Train the trainer” workshop in which P1 (ProF) trainers will train the partners’ Trainers so as to deliver the proper training in their respective countries during the Pilot Cases.
- "Train the B-Trainer" workshop in which P6 will demonstrate the usability of the platform.
- DEMO - User Guide



## O8.DEVELOPMENT OF NEW SPECIFIC CONTENTS - PILOTING1&2

- Description
- Adaptation of the training modules to the national specificities and translation to local languages:
- First of all, the guidelines for the adaptation of the Training Programme will be defined. P4
- The Training Modules will be adapted to the national/regional specificities of the target countries, taking into consideration the framework conditions and the Need Analysis Report
- At last, the modules will be translated into the 6 target countries languages, (English included)
- I. PILOT 1- the target audience of 100-120 teachers will attend the course (10-15 learners by Pilot Case)
- II.PILOT2 -1500 people/students will be reached through the Pilot Cases (10-15 learners taught applying the TP, GBT and SK by Pilot Case).



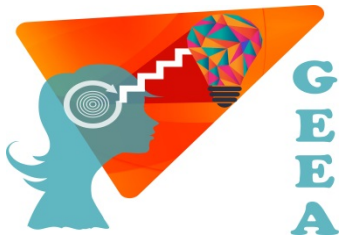
## O8.DEVELOPMENT OF NEW SPECIFIC CONTENTS - PILOTING1&2

- P4 will lead this activity. P6 will make a proposal on Training Programme re-organisation based on quality assurance results;
- P4 will provide guidelines for training modules adaptation, will outline the equal opportunities related to entrepreneurship skills and will integrate the evaluation results in the Training Programme.
- P0,P1,P2,P3,P5 will work in close cooperation with P4 and P6 supporting them in all these tasks.



## O8.DEVELOPMENT OF NEW SPECIFIC CONTENTS - PILOTING1&2

- The TP will be adjusted to different levels practically at the end of the project we will have six variants/courses as we have to adjust most of the material: examples, texts, tasks, feedback, evaluation and methodology to the level we will work with):
  - A.Primary level teachers and students(P5);
  - B.Secondary level (P3),
  - C.VET Upper-secondary level (P0),
  - D.Adults (P1),
  - E.Vocational education(junior and senior secondary) (P2),
  - F.Student- teachers (P6)-university level(pre-service training course)



## Other “NEEDS”

- A24 Internal Intermediate Evaluation (Pixel) + all countries
- A25. Dissemination Plan P2&P6 IED
- A26. Quality Assurance Plan - PIXEL P2
- A27. Evaluation Plan - PIXEL P2 + All
- A28. Overall Exploitation Plan (en) all part. P6(Business Plan)
- A29. Project logo and brochure – P6
- A30. Website IN ALL LANGUAGES – P0 + all partners
- A31. Project Platform for B-learning -P6- IED responsible
- A32. Dissemination and exploitation of results/VALORIZATION P2(IT)&P4 (ES) +all partners



# Multiplier Events: E1.E2.E3.E4.E5.E6. "Be a Mentor, Think Entrepreneurship"

- A one day conference hosted by each partner which will disseminate the findings of the project, with particular focus on the benefits achieved through the intellectual outputs 1 and 2.
- The day will include 5 guest speakers, female successful entrepreneurs. The main focus will be on showcasing the process using to illustrate their engagement and successes by active involvement.
- With this occasion the [Code of Practice](#) will be launched and distributed to the representatives of the most important sectors in the community life. There are going to be subsidised 60 people for CNU&ProF and 40 for all other partners.

# Thank you.

- Thank you All.