

Erasmus+, Strategic Partnership KA2 “Gender Equality and Entrepreneurship for All”

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**INTERNATIONAL COMPARISON STUDY ON THE NEEDS OF DEVELOPING GENDER EQUALITY
SKILLS IN RELATION TO ENTREPRENEURSHIP TRANSVERSAL COMPETENCES**

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OVERVIEW OF THE PROJECT

Gender equality is a fundamental right guaranteed by Article 23 of the Charter of Fundamental Rights of the European Union 'In all its activities, the Union shall aim to eliminate inequalities, and to promote equality, between men and women'. The Commission has reaffirmed its commitment to gender equality including in the Europe 2020 Strategy one of headlines target is to raise the employment rate for women and men aged 20-64 to 75 % by 2020. With the employment rate for women currently at 62.5 % (20-64 years old, in 2009, female employment should increase in both quantitative and qualitative terms. In 2009, 31.4 % of European women and 8.1 % of men worked part-time.

Concerning the salaries, despite the signing of the Treaty of Rome, which affirmed the principle of equal pay for men and women for the same work, actually, women across the EU earn 17.5 % less on average than men and there has been no reduction of the gender pay gap in the last few years. MS have fully transposed the EU legislation on equal pay but the pay gap is unlikely to be solved by legal means alone. The underlying causes remain numerous and complex: the lack of pay transparency and the impact of gender roles influencing the choice of education and vocational training courses.

The European Commission adopted a Women's Charter on 5 March 2010 and committed to strengthening gender equality in all its policies. To translate the Women's Charter's objectives into reality, the EC adopted an action plan for promoting equality between men and women –the Gender Equality Strategy. "The actions in the Strategy will help us address some of the remaining gender gaps. The gender gap in the employment rate was 12 percentage points in 2009. We will work to improve women's participation in the labour market by facilitating the work-life balance, promoting female entrepreneurship," declared Viviane Reding, former Vice-President of the European Commission Justice, in "Strategy for equality between women and men" 2010-2015.

The target groups are:

1. key stakeholders, policy formulators and decision makers;
2. Vet teachers, Primary/secondary teachers, teacher trainers, student teachers, educators, inspectors;
3. NGOs, Women Associations, Trade Unions, companies, SMEs, Social enterprises

The real beneficiaries will be our VET students and in the long turn those who will join this type of education later as they are now in lower secondary or primary school.

This project raises awareness of equal opportunities especially in VET education and will promote entrepreneurship education as a solution to gender gap in the employment rate. To reach the Europe 2020 objective of a 75% employment rate, particular attention needs to be given to the proportion of female entrepreneurs, at 33% (30% in start-ups), which is some way short of optimum and most women still do not consider entrepreneurship as a relevant career option. Young women should also benefit from the growing emphasis on entrepreneurship as one of the basic skills that schools should teach all pupils, girls or boys.

It is this issue, which needs to be addressed. The development of entrepreneurial mindsets is becoming embedded in policy across Europe. It is this new approach that the project will experiment in the partners' organizations, institutions and schools.

The GEEA aims at:

- form a Strategic Partnership of organisations which will raise awareness on equal opportunities preparing our target group for the labour market
- devise tools to examine gender issues and offer guidance
- produce a series of core publications
- establish means and methods for participants to share their experiences, products and expertise
- create a new approach to promoting entrepreneurship education as a solution to gender gap in the employment rate
- enhance value to existing best practice by widespread dissemination
- connect to national and European initiatives

To achieve this GEEA has:

1. undertaken research and publish the “state of the art”
2. produced a Code of Practice for decision makers, policy makers, teachers, headteachers, managers of adult education organisations and leaders of NGOs on equal opportunities and gender equality issues.
3. mentored young female entrepreneurs
4. conducted needs analysis for training teachers, student teachers and teacher trainers
5. examined pedagogical approaches
6. produced TP and guidance resources for teachers and T.educators and a Kit for students policy
7. created a Web site with services offering access to materials,
8. created an online community, training opportunities and GEEA products, research reports, resources etc;
9. disseminated GEEA and widened the community via the extended networks of partners.

INTRODUCTION

This research is a compilation of the available knowledge and the identification of training needs of VET and non-VET teachers/tutors for training their students in gender equality related to entrepreneurship competences, to emphasize the good practices and provide a deep analysis about the training needs in each country. 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.

It has :

1. Conducted an inventory of the current Education and Training offer available in the target countries (Romania, Portugal, Italy, Spain, Bulgaria, and Greece).
2. Identified the Training Needs of VET and non-VET teachers regarding the promotion of Equal opportunities/Gender Equality related to Entrepreneurship competences in VET and non-VET students.

This analysis identifies innovations that might be introduced, such as training for gender equality related to entrepreneurship skills, which will result in the design of a general and comprehensive Training Programme, which will be tailored to the regional specificities and the specific training gaps of the target groups in the piloting countries.

Moreover, this research has been based on the local, regional and national findings in the previous activity and collated together to reflect different approaches. It serves as the platform to springboard the activities and develop the needs analysis each partner has contributed to the application.

a) The Work Package activity leader has compiled findings by all partners and produces an International Comparison Study as per the agreed brief. Each partner has further developed his or her initial needs analysis made in preparation for this application.

b) This has been validated by (P6) iED to ensure quality assurance.

c) When completed, all partners has disseminated the research using all available means.(websites, social media, networking)

- ProF has conducted the desk research, proposed templates for gathering specific information, designed Survey and Guidelines for Discussion Group with practitioners.
- Pixel,Italy; APPIS, Portugal; Xano, Spain; iED Greece; and Leonardo School,Bulgaria have also conducted the inventories in their countries, and 1 Discussion Group (4 to 15 people), identified the Education & Training offer and contributed to the designing of 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. To that end, a single survey has been filled up by 20 practitioners at each target country, totalling 140 respondents.

- After the development of final Training Needs Report, ProF has prepared the Discussion Groups guidelines which was used during discussion group delivery. The guidelines have contained all useful information for trainers for an efficient organisation and management of this activity. There have been indications on how to involve VET teachers/non T VET teachers, on how to conduct discussion groups, and on how to collect/write data information shared by participants regarding training methodology suggestions. There have also been detailed instructions on how to produce the final synthesis report, so it be feasible to collect all the reports and draw the final document .
- 7 Discussion Groups have been conducted with practitioners by partners, following a pre-arranged guideline, which aimed at the validation of the Training Needs and resulting Training Programme

This study has contributed to the main preparation research to inform the production of the other intellectual outputs:

- O4 Development of the Training Programme,
- O5 Developing of the Guide Book for Teachers
- O6 Developing of the Student Kit
- O7 Blended and On-line Training Programme

1.BACKGROUND INFORMATION

The total number of respondents to our questionnaire was 140 practitioners (trainers, specialists, teachers in different subjects).

NUMBER OF RESPONDENTS	
BULGARIA	20
GREECE	20
ITALY	20
PORTUGAL	20
ROMANIA (CNU&PROF)	40
SPAIN	20

TOTAL	140
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2. EXPERIENCE IN GENDER EQUALITY PROMOTED IN THE EDUCATIONAL FIELD

The respondents have had experience in Gender Equality promoted in education in this proportion: Bulgaria: 50%; Greece 81%; Italy 25% ; Portugal 90%; Romania: 43%; Spain:15%; which leads us to the conclusion that this topic is approached in a very different way in Europe.

Bulgaria	Greece	Italy	Portugal	Romania	Spain
50%	81%	25%	65%	43%	15%

3. GENDER EQUALITY CONCEPT

From these figures we can see that people are aware that there is such a problem as ‘Gender Equality’ in their society which is more or less known, depending on the consolidation of democracy and civic spirit. Romania is on the last position showing the need for raising awareness of this concept among the target groups of this project. Transfer of good practice from its partners has been the rational of this project.

Bulgaria	Greece	Italy	Portugal	Romania	Spain
80%	100%	100%	95%	64%	90%

4. THE SCOPE OF TRAINING COURSES

Local scope is the most appreciated by VET teachers or Non-VET teachers with the exception of Spain, which is the leader of International Training Courses attended by 39% of the interviewed respondents. Romania holds the first place followed tightly by Bulgaria regarding the fact that there are teachers who did not attend any training courses. It could be many reasons but the Ministry of Education through its centralized management has to be blamed for this and school administration as well. Nevertheless the “life long learning” seems not to be a “motto” for those teachers who are not interested in their professional and personal development.

The scope of training course(s) as VET teachers/tutors						
	Bulgaria	Greece	Italy	Portugal	Romania	Spain
Local	50%	67%	60%	55%	57%	13%
Regional	10%	20%	25%	45%	0	26%
National	5%	13%	5%	0%	0	13%
International	15%	0%	0%	0%	21%	39%
I have never been in any training	20%	0%	10%	0%	21%	10%

5. FIELDS AND TOPICS INCLUDED IN VET TEACHER TRAINING

If we look at this question, we see that “education” and ‘ITC’ fields rules being in all countries in a leading position. Gender Equality and Entrepreneurship are represented as being included in the training curricula in most of the countries even if not in a very satisfying position (15% in Greece and Portugal) For Entrepreneurship we come to 20% in Portugal and 12% in Spain which shows a steady increase. Bulgaria does not have these two ‘subjects’ included in the in-service training at all. The low percentage or lack of training in these domains can reflect the development of the respective countries which do not take these issues into consideration. As Christine Laggard, the Chief Executive of International Monetary Fund says: ‘when the women’s working force will be entirely used, then countries will get rid of poverty’ (she referred to India)

6. HOW OFTEN VET TEACHERS PARTICIPATE IN SUCH TRAINING COURSESE

None of the respondents from our partners’ countries participate in trainings ‘every three months’ which is understandable as the teaching job is very demanding and time is very precious. “Once a year” has the highest percentage followed by ‘every two years’. ‘Never’ is this time represented by starting with 20% in Bulgaria to 15% in Romania and Spain. It is obvious that teachers need training which gives us good reasons for supplying this void and delivering our Training Programme. Training teachers and then piloting the whole package: Training Programme, Guidebook for Teachers and Student Kit on students will raise their awareness and develop skills necessary to a better professional and personal development of our citizens in Europe.

How often VET teachers participate in such trainings

	Bulgaria	Greece	Italy	Portugal	Romania	Spain
Every three months	0%	0%	0%	0%	0%	0%
Every six months	20%	20%	0%	30%	15%	5%
Once a year	45%	47%	40%	40%	35%	55%
Every two years	15%	33%	50%	30%	35%	25%
Never	20%	0%	10%	0%	15%	15%

7. SKILLS AND TOPICS NEEDED TO BE IMPROVED IN VET TEACHER TRAINING

From the ten skills which will improve teachers' training it seems that the most appreciated one is 'to adjust to the group needs' which is reasonable if we take into account the fact teaching is done in groups of students.

Another important percentage is represented by 'select the most suitable education methods and use them in a creative way' which shows us that creativity is considered more important than "planning" for instance which got from 0 and 8% to a sharp increase of 21% in Portugal. "To be able to use spoken and written teaching language properly in real and/or virtual environment" is another ability which got a high percentage.

Skills and topics needed to be improved in VET teacher training

	Bulgaria	Greece	Italy	Portugal	Romania	Spain
To take into account each learner's needs	4%	19%	20	3%	20%	14%
To be attentive to learner's achievements, difficulties and problems	0%	7%	25%	17%	8%	9%
To acknowledge your own strengths & weaknesses	12%	7%	15%	0%	12%	3%
To adjust to the group needs	12%	12%	15%	14%	24%	9%
Pedagogical methodologies needed	0%	10%	15%	0%	8%	12%
Knowledge of the area you teach	4%	13%		17%	8%	2%
Spoken and written teaching language (real/virtual envir.)	32%	6%	10%	0%	4%	12%
To plan activities	0%	4%	5%	21%	8%	0%
To get harmony within the group	16%	7%	15%	4%	0%	16%
Suitable education methods using them in creative ways	20%	10%	10%	14%	8%	24%

8. TOOLS TO USE TO IMPROVE YOUR TEACHING AND TRAINING

Tools to use to improve your teaching or training

	Bulgaria	Greece	Italy	Portugal	Romania	Spain
Rapport	24%	29%	20	23%	22%	24%
Appreciative inquiry	0%	7%	25%	17%	8%	9%
Asking questions; sensitive language use	12%	17%	15%	10%	12%	13%
Giving and receiving feedback	22%	22%	15%	14%	24%	19%
Being aware of Gender Equality	10%	10%	15%	20%	8%	12%

Rapport is by far the most prominent in percentage, which means that teachers realize the importance of a personalized learning. "Giving and receiving feed back" has got the second place in the respondents' appreciation which means that teachers consider their responsibility to explain to their students their achievements or drawbacks as being an important aspect of their job. "Being aware of Gender Equality" is 20% in Portugal dropping to 10% in Bulgaria and 8% in Romania. This entitles us to be sure that developing materials for teachers to use in class with their students has been a better choice than we have imagined. With the 'Guidebook for Teachers' which will be a user-friendly toolbox and with the 'Student Kit' raising teachers and students awareness of becoming better citizens and making their school a Gender Equality free institution, our project will be a reward for all our partners, for the target groups and for students as final beneficiaries.

9. WHAT ASPECTS OF YOUR TEACHING OR TRAINING CAN BE IMPROVED

„Exchange of good practices with similar foreign schools and colleagues.”

„Individual approach to the students, special attention to the school material, when teaching to classes with a majority of girls or boys.”

„Inclusion of more multimedia products in our work”

„Practice, practice, practice!”

“The ability to introduce social concepts in the classes about different topics: discrimination; xenophobia”;

“Promotion of the critical thinking in the students’ teaching”;

“Be aware to adapt what we teach them to their practical lives”

“Interactive activities with students”

“Better knowledge of the students.”

“Listening to the students.”

“Social skills”

“ITC field”.

“I am able to adjust my lessons to my students’ needs”

“Technical knowledge, teaching experiences, empathy”

“I have a strong vocation. I like my job and I enjoy teaching”

“Easy communication and connection with learners”

“I am very empathic”

“The clarity in transmitting information and the ability to share and put myself in students’ shoes”

“I use informal learning in my lessons, lots of practical activities. I empathise with my students”

“Students’ motivation”

“The use of ICT, collaborative work and integration of CLIL in my classes”

10. INTRODUCING ENTREPRENEURSHIP TRANSVERSAL SKILL AS A SOLUTION TO IMPROVE THE APPROACH TO GENDER EQUALITY IN YOUR SCHOOL/ORGANISATION

This question has risen a lot of comments which are mostly positive, such as:

- It could have its advantages
- It is a very good idea
- Yes, I agree and support the idea
- It will make students aware that inequalities exist.
- It would prepare students for life after school
- The entrepreneurship skills can improve gender equality in any school
- It's needed in our school
- It gives students and Teachers the opportunity to experience other ways of education
- I think that it is very important. Entrepreneurship may solve many issues in gender equality, as it opens opportunities as well as independence for the disadvantaged side.
- "A good idea, but we need to work intensively the entrepreneurship skills with all the students, because we are only very focused in the contents learning (restricted to the government orientation matters)";
- "It will be very important and we should involve our Employment and Formative National Institution in order to support us to improve the entrepreneurship skills in students and even in us teachers";
- "This will be a good strategy in order to increment women opportunities to have their own business and to implement the learned skills in the real world."

A Romanian Teacher remarked : " To make everybody understand how important it is to think like an entrepreneur"

11. DESK RESEARCH

Tools to help methodology approach to Entrepreneurship as a solution to Gender Equality

From the Desk Research and interviews on **92** practitioners the following tools have been considered as appropriate to be included in the GEEA Training Programme:

- ✓ **Rapport** : "Rapport does not result in learning, but it certainly helps to create conditions conducive to learning—things like higher motivation, increased comfort, and enhanced communication. Teaching doesn't always result in learning either, but, like rapport, it is one of those factors that can contribute positively to learning".
- ✓ **Appreciative inquiry** : http://www.metavolution.com/rsrc/articles/whatis_ai.htm

Appreciative Inquiry is about the coevolutionary search for the best in people, their organizations, and the relevant world around them. In its broadest focus, it involves systematic discovery of what gives "life" to a living system when it is most alive, most effective, and most constructively capable in economic, ecological, and human terms. AI involves, in a central way, the art and practice of asking questions that strengthen a system's capacity to apprehend, anticipate, and heighten positive potential." (Cooperrider & Whitney 2005, p.3)

Appreciative Inquiry is often presented in terms of a 4 step process around an affirmative topic choice:

1. DISCOVER: What gives life? What is the best? Appreciating and identifying processes that work well.
2. DREAM: What might be? What is the world calling for? Envisioning results, and how things might work well in the future.
3. DESIGN: What should be--the ideal? Co-constructing - planning and prioritizing processes that would work well.
4. DESTINY (or DELIVER): How to empower, learn and adjust/improvise? Sustaining the change

Feedback 'to give feedback is an art' (from my own experience as a mentor) to analyse the way a person gives feedback will tell you many things about his/her personality.

Observation – try to keep on **facts** and not on opinions. Do not be **judgmental** in retelling observed things.

Active Listening – we have 'two ears and a mouth' so we need to listen more and speak less. Turning teacher into a "facilitator" we will provide learners with more time for talking. (Student talking time STT should be more than Teacher Talking Time TTT). Listening to other's make us reflect and learn new things.

A partner's remark:

"Innovative Approches to be used with the group of teachers/trainers in order to make them interested in knowing more about our project and TP. They are experienced people and we have to bring them what they need which is new approaches".

6-3-5 Brainwriting (also known as the 6-3-5 Method, or Method 635) is a group creativity technique used in marketing, advertising, design, writing and product development originally developed by Professor Bernd Rohrbach in 1968. Based on the concept of Brainstorming, the aim of 6-3-5 Brainwriting is to generate 108 new ideas in half an hour. In a similar way to brainstorming, it is not the quality of ideas that matters but the quantity.

Attribute listing is a creative technique used to find new ideas, solve problems and find innovative products and services. **Attribute listing** involves breaking the problem down into smaller parts and looking at alternative solutions.

The excursion technique is based on many years of observations of what people do naturally, though not necessarily consciously, to generate new ideas. Though there's no guarantee that you'll get new ideas each time you use it, most people find that it does significantly increase the odds, especially with practice. The technique attempts to relax our strong internal censoring device and helps people take mental vacations temporarily from the problem.

Brainstorm Technique: Lotus Blossom is a simple creative exercise which uses *free association* to create ideas. The technique begins with its structure. A core word or idea is placed in the center of the Lotus Blossom, with eight words stemming from the core word surrounding it (A-H in the example, below). Each of these eight words is then moved to corresponding "petals" around the core box. The process can be repeated with each petal, opening further into more petals. It's a perfect symbol of Japanese ingenuity: beautiful and practical.

Random Input is a creative thinking strategy associated with Edward de Bono and his lateral thinking programs. Lateral thinking is thinking that, instead of continuing to move in familiar directions, takes off laterally to new and innovative places. De Bono's

writings are based on the assumption that lateral thinking strategies can be taught and systematically applied to problems. One of these strategies is random input, or random entry. Random input entails using a random word, picture, or even sound, to open new lines of thinking. The idea is **not** to directly solve the problem using the random word, but to use the random word in to help your mind begin thinking in new directions.

Six Thinking Hats and the associated idea parallel thinking provide a means for groups to plan thinking processes in a detailed and cohesive way, and in doing so to think together more effectively. The premise of the method is that the human brain thinks in a number of distinct ways, which can be deliberately challenged, and hence planned for use in a structured way allowing one to develop tactics for thinking about particular issues. De Bono identifies six distinct directions in which the brain can be challenged. In each of these directions the brain will identify and bring into conscious thought certain aspects of issues being considered (e.g. gut instinct, pessimistic judgment, neutral facts