

ETG 4: LIVING DOCUMENT – DESEGREGATION HORIZONTAL DESEGREGATION (3RD DRAFT)

1. WIDENING VOCATIONAL CHOICES

In many Member States, EQUAL DPs emphasise the fact that the socialisation of boys and girls starts at an early age. During compulsory education and even in pre-school, different types of activities, behaviour and attitudes are fostered in boys, as compared to girls. Although much has changed in the past decades, many girls are still not encouraged to consider studying 'male' subjects such as science, engineering or technologies. The actors forming part of the social environment are often not equipped to take account of girls' and young women's specific needs and interests, and that refers to teachers, guidance counsellors and parents, but also to peers. Gender roles, as portrayed by the media and especially by television, play an important role and leave in many cases much to be desired. The process of forming vocational choices is often very implicit and those involved in both conveying and receiving the messages are not necessarily conscious of the impact this can have on future job or career prospects.

1.1. STARTING EARLY IS PARAMOUNT

DPs, concentrating on young women's transition to adult and working life, are well aware of the prevailing patterns. They are joining forces with primary and secondary schools to increase vocational choices for both girls and boys from an early age, including the pre-primary stage. These DPs recognise that it is crucial not only to target the girls and young women themselves, but also the counsellors, teachers and trainers, as well as the parents. In many cases, activities focus on the development of methodologies to be used in primary and secondary schools to diversify academic and vocational options for both girls and boys. They are geared to changing staff attitudes and to making staff more aware of the importance of diversification in the choice of jobs and careers.

1.1.1. Pre-school education

The most formative impressions of gender roles are being created in early childhood. Besides parents and the immediate social environment, childcare facilities play a key role when it comes to avoiding gender stereotypes. Two Finnish DPs start the de-stereotyping process even before primary education.

Focusing on information technology in early age education, the Finnish DP Women IT operates in kindergartens, both public (children aged 2 - 7) and private (children aged 5 - 7), and offers a wide variety of innovative activities:

- *Montessori pedagogy is applied to understanding building and construction as well as learning about computers, software and related technical equipments, with a special focus on girls;*
- *Role play, games and technology are used to encourage and to inspire girls to work with technology: they play with construction toys, do animations and use technical devices such as computers and digital cameras;*
- *The children visit companies in their neighbourhood and make surveys on professions and the ratio of female and male employees working in different fields of activity;*
- *They also explore domestic work and present the results in surveys: which are mothers' and fathers' tasks and why are those being shared in a gender specific way.*

The different approaches have been integrated into a model to address gender stereotypes with children. It is published as a practical guidebook which includes building-blocks such as school and home co-operation; didactic work with children on gender stereotypes and equality and gender sensitive teaching.

WomenIT – FI-12

1.1.2. Primary and secondary school level

In the context of primary and secondary education a number of DPs are analysing the interconnections between female socialisation and learning approaches to mathematics and science. They are developing teaching and learning methodologies to encourage girls and young women to explore technological subjects and to develop their so far hidden potential. ICT training and e-learning are high on the agenda to ensure equal access to the information and knowledge society. A Finnish DP is using a campaign to stimulate creativity and inventiveness of girls and boys whilst at the same time enhancing their team building skills and persistence.

“THIS WORKS!” was the title of the first national technology competition for primary school students (grades 1 to 6) organised in spring 2003. The idea was developed by Technology Industries of Finland, a partner in the Mirror DP, which also co-ordinated the activities. The children participating in the contest had to design and construct a mobile toy of the future from materials provided by the organisers. This practical and realistic approach is an attempt to raise the interest of pupils in problem solving and tackling challenges of their everyday lives and in studying related technology subjects. The philosophy of the competition is to motivate them through this rewarding experience, to support technology teaching in schools and to make teachers and parents more interested in this issue.

In the first competition, 400 primary school children participated in mixed (boys and girls) teams of four. There were separate series for grades 1-3 and 4-6. Each team had one month at their schools to come up with an idea, and then to design and construct the toy out of the kit of materials sent to them. The teams also drafted an advertisement promoting their toy and recorded the various phases of their work in a diary.

Regional contests, with all the teams participating, were held at five different vocational schools all over Finland. The best teams were invited to the finals held at the Helsinki University of Technology at Espoo.

The project believes that combining various aspects and tasks with technology is a very positive way to learn that technology is related to other things in life. This is also what makes the competition particularly interesting for girls.

During the school year 2003-2004, 200 teams, 800 students in total, will have the opportunity to participate in such competitions, which will be held annually in the future.

MIRROR – FI 28

1.1.2.1. Teacher training

Supporting teachers in secondary education by providing them with materials, advice and expertise is one of the strategies used by DPs to reach out to girls and to help them develop technology related skills and competencies in- and outside of school. As potential role models, female teachers, in particular, often play a crucial part in girls' choice of, and success in science and technology.

In Finland, a course on Network Technologies for Women prepares female teachers and other educational staff to use IT and information networks in everyday life and to support teaching. The objective of the course is to learn how to implement various tools in developing e-learning materials. As a first step, a pilot project trains 50 teachers in a

network environment – from learning to access the training content through an Internet portal to preparing assignments for teams using the various opportunities provided in the network – with the support of classroom sessions and 24- hours- tutoring.

After the pilot phase, the training course will become part of the standard provision offered by the education and training portal of Virtual Polytechnic of Finland, another partner in the MIRROR project.

MIRROR – FI 28

In the United Kingdom the JIVE DP is developing new teacher training modules, materials and methods, which are geared specifically to teaching technical ICT to women. The modules are based on the results of preliminary research and intended to enhance existing teacher training programmes.

In order to define the new modules, JIVE has set up focus groups with experienced, new and part-qualified ICT tutors to gather data on their experience of trouble-shooting and problem-solving in technical ICT delivery. Research identified the need for modules that cover the following areas:

- *Technical trouble-shooting and problem-solving skills for ICT tutors. To be developed for the Open College Network.*
- *Learning methods, tools and approaches in ICT teaching including e-learning. How is the experience of gaining technical skills and knowledge “gendered”?*

The first of these modules now exists in draft form and the group is in the process of formulating a recruitment and delivery strategy targeted at the first of the two cohorts that will receive the training over the next two years. The courses will be free of charge and delivered in a women friendly environment. Further research will be undertaken to specify the second module.

JIVE – UKgb 35

GISEL – Gender issues, science education and learning – is a sub-project of the Finnish MIRROR DP. It is based on research on the relationship between gender and science teaching and learning in schools, in particular on approaches and tools required to motivate girls towards science and technology.

Teaching methods found in literature to attract girls were chosen and tested by 30 physics teachers. Successful methods are presented in 1-day or 2-day in-service training seminars and computer conferencing is used for participants to communicate between the meetings; the various teaching models are also available on the homepage of GISEL.

The project functions through self-directed, distance-guided groups. Participants work in groups of two or three teachers in their school, focusing on different sub projects and sharing their experience in virtual or real meetings. Over the three years of the project's lifespan, teachers will increasingly take responsibility in planning, running and evaluating the practical activities as well as in resetting the goals of GISEL. The coordination team of researchers monitors the indicators related to the achievements of these goals and ensures the dissemination of results to all science teachers in Finland, through in-service seminars, newsletters and web pages.

MIRROR – FI 28

1.1.2.2. Recognising girl's ways of learning

Several DPs (D FI, S) have recognised the need to organise girls-specific activities such as clubs, extra-classes, or groups. All those are based on female ways of learning, i.e. acquiring knowledge and skills in a coherent context and for a specifically defined purpose that meets their needs, rather than via the input of technical or isolated information for which they must first detect a suitable use. A German DP is developing a two-pronged approach which is on the hand

building on existing initiatives¹, tackling gender gaps in the information society and on the other creating new training packs for girls.

In Berlin, as part of the Schools Online project, FCZB has been developing a series of eLearning materials for girls and their teachers. The aim of both sets of modules is to help the target groups develop media competence. The Internet course is embedded in a story about two friends, amateur detectives, who have to do a lot of research on the Internet. Thus, the girls learn various approaches, steps, and methods of Internet research. This course and many others (basic ICT skills, Internet skills, basic HTML and website-building know how, etc.) can be found on www.lizzynet.de.

In parallel, teachers are being motivated to use the new technologies in class, as part of their subject-specific and interdisciplinary teaching practice. This approach is supported through the provision of eLearning modules on www.leanet.de, a website for (women) teachers. LeaNet modules are designed to enhance teachers' media competence and enable them to use the subject-specific teaching materials, for example, science materials, provided on LeaNet.

The DP also uses "blended learning" methods to train multipliers who will stage workshops and seminars for teachers. The aim of those events is to support teachers and encourage them to integrate new technologies into their teaching practice which is at the same time enabling them to act as role models for the girls they teach.

GM InfSo – DE-EA-31910

Finnish DPs are also linking activities targeted at girls and young women to those reaching out to teachers. Again, the concept of "women-only" settings is being emphasised to boost girls' self-esteem, to help them develop their eventually hidden potential in science and to provide them with a supportive environment and more time to practice tasks that are traditionally seen as natural for males.

In Oulu and Kajaani, WomenIT has developed a wide range of initiatives for girls which in rare cases are also open to boys:

- *A Science Club for girls, to explore nature and to become familiar with technology and technical devices such as computers, cameras, microscopes or scanners;*
- *A Technology Club for girls, to learn ICT during the first year and to apply it to design and handicrafts, textile and technical crafts in the next year;*
- *A Mathematics Club providing afternoon care for boys and girls which is run by university students: participants are learning mathematics, logical thinking, conceptualisation etc....*

Initiatives targeting teachers have a strong focus on curricular work aimed to influence current and future teaching practices:

- *The development of strategies to integrate ICT in the curriculum of local schools and to channel gender sensitive ideas into national and local curricula;*
- *A methodological approach enabling links and synergies in technology education across school levels in the framework of local curricula. Elementary schools co-operate with lower and upper secondary schools, they are sharing resources, classrooms and knowledge;*
- *Teaching ICT to teacher trainees and early childhood education staff. The goal is to get teachers who are – from the beginning of their career - familiar with using technology with children and to provide pupils with female role models;*
- *Continuing training for teachers in women's studies (a 5-week course providing 5 university credits);*
- *Design and technology course for female teacher students and early childhood education students. The students gain expertise in the subject and practical experience whilst running a D&T club for school girls. There is a special focus on gender sensitive teaching practices.*

¹ A German federal government initiative to enhance digital literacy and promote Internet access in schools

Products include a practical guidebook for equality and gender sensitive teaching (with specific sections on teaching ICT, science and guidance) and models for afternoon care.

The DP is also running women's leadership and entrepreneurship training courses for upper secondary schools girls. Successful women are invited as potential role models. Training lasts for a full school year (2-4 hours per week) and the courses include either virtual or real business creation with each participant playing a real role in the enterprise.

WomenIT – FI 12

Activities of several DP's take account of the fact that significantly more boys than girls have access to or own computers and therefore provide "women-only" courses.

The "Get IT – GirlsComputerClub" is operated by a German DP in Göttingen. It is reaching out to girls, aged 14-15, who have few opportunities to access ICT. Various schemes are aimed to increase their technological and media skills and to contribute to vocational information and guidance. The learning itineraries are also geared to enhance self-confidence and social skills of the participating young women. The club offers two options: a weekly group meeting in a secure environment and holiday courses focusing on technology for those wishing to go further. The training includes basic skills in data processing, Internet, use of digital cameras, imaging on screen, and vocational orientation using a game called "JobLab". Creating the club's own homepage is rounding up this attractive offer.

Participants are assisted and instructed by a female coach. The single-sex group structure gives the girls the free space they require to experience the handling of computers, software, etc, and to ask questions in a stress-free environment. This enables them to share their own wishes, needs and problems with the group and thus to participate pro-actively in the contents and methods of the course. The coach does not present her own knowledge as the major source of information, but rather encourages the girls to develop their latent skills and to increase them in doing so.

Frauen in t.i.m.e. – DE-EA-14811

Research and experience indicates that girls are more likely to consider engineering careers if they have had the opportunity to sample hands on activities which were specifically tailored to their needs. Motivation is further boosted if those activities have been delivered in a way that builds confidence and where they have had the opportunity to meet women role models that present engineering in a way that is relevant to them

JIVE Partners have developed a model of best practice promoting hands on events for girls in engineering, construction and technology that they are now promoting and transferring to the engineering construction industry and learning providers.

To be successful the events would need to incorporate the essential ingredients of best practice for promoting engineering careers to girls:

- *supportive and aware staff to run the event;*
- *induction - what is engineering and engineering construction; involving women role model speakers to explain why the event is just for girls;*
- *at least 6 hours of practical hands on engineering (preferably leading to a tangible product the girls could take home;)*
- *site / industrial visit – preferably with visible women role models working on site or visit led by role models;*
- *introduction to mentoring and opportunity to express interest in developing role model mentoring support and networking;*
- *career opportunities in engineering construction;*
- *presentations by the girls to parents and teachers;*
- *follow up work in schools and through mentoring to nurture interest;*
- *longitudinal tracking of the destination of the girls;*
- *review and evaluation.*

Sheffield Hallam University, for instance, is cooperating with local schools, the Construction Industry Training Board and Business Education South Yorkshire to run a number of those events for school girls. Here the girls work on site, in a house that is used for teaching undergraduate students. They conduct a conditions survey with the view to changing the use of a residential building to a bar/cafe. They design the new building incorporating the information they gained in the previous session. The activities are led by female lecturing staff who are surveyors and architects. The school girls also get to meet women role models near their own age and visit a construction site where women are working. These activities are designed to show how technical knowledge can be linked to art and design to create a space that most young people have ideas about influencing.

Follow up after the event includes, work experience placements with construction/built environment companies and an after school girls club where they learn more about the different professions open to them. There is also a mentoring programme for girls aiming to develop their interest in the sector. Many universities, colleges and training providers would be willing to work in partnership to promote their courses to young women.

JIVE – UKgb 35

1.1.3. Targeting parents

Most activities described above are being complimented by strategies involving parents. DPs usually concentrate on information and awareness raising of opportunities in science and technology related occupations where women are under-represented. There is a strong emphasis on information and communication technologies (ICT) which are being presented as both a promising career path and an indispensable transversal skill for many activities in working and daily life. In many cases outreach strategies go well beyond the usual parents' evening in the participating schools.

In Finland, WomenIT is setting up computer clubs which bring together girls and their mothers and some even the grand-mothers. It is well known that when it comes to ICT females tend to always look for the purpose and usefulness of a technological tool, rather than to be interested in the technology as such. This is why WomenIT's computer clubs are very much geared towards content. Participants are, for instance, gathering information to build family trees. Parents' evenings are also organised as part of the guidance process.

WomenIT – FI-12

For the MIRROR DP, information for parents should also be an incentive for further investigations on the issue. Stimulating this kind of interest requires the message is presented in combination with an activity and through a face-to-face contact with the target group. In addition, the project designed a humorous manual for parents challenging their old-fashioned attitudes towards jobs suitable for girls. It also includes , however, serious information on how to support their children in their career choices. The material is used at parents' evenings to launch discussions, and has follow-up information on web pages providing more facts and examples.

MIRROR – FI 28

In Denmark, the Equal Voices (Eva: what is the correct name of the DP: Equal Voices or Youth, Gender and career? And where does it fit in EQUAL?) project is developing courses aimed at parents to draw their attention to the gender perspective of their children's choice of education.

The project "Youth, Gender and Career" investigates how gender influences careers guidance in primary and secondary school. Whilst counsellors are seen as key actors in the career guidance, parents are important fellow players. As part of the project, gender stereotyping will be on the agenda of parents' evenings in a number of schools: they will also be presented with the results of a study of young people's attitude to career choices – including their parents' role and influence on their choice of career (800 young people –

men and women – born in 1982 have answered the survey and 30 interviews have been made).

Youth, gender and career – DK 656

Few parents envisage their daughters' career paths in traditional male domains of the labour market such as construction or engineering. Some DPs aiming to make young women benefit of emerging skills gaps in those sectors are very aware of parents' crucial role in opening up those non-traditional opportunities. They are keen to bring parents on board, even before the final years in compulsory school and to make them aware of existing job prospects. Information and discussion events are being designed to enable mothers and fathers to accompany the girls during an informed process of choosing the right initial vocational training which suits both their interests and talents, but also their expectations of building a satisfying career and work-life-balance.

The Swedish LIBRA DP, focusing on the construction sector, operates an "open house" concept in vocational schools where parents and girls come once every term to presentations made by women who are active in various occupations of the building trade. These witnesses have been trained by the DP also to talk to 8th and 9th grade students about the working life as a woman construction worker or female engineer in the construction industry. They will explain what made them chose this job, who supported them and what the advantages and disadvantages they have experienced in the construction industry. They also talk to educational and vocational guidance supervisors, teachers, pupils at construction program in vocational school, technical school pupils, employment counsellors, workers in construction industry, engineers etc.

Libra SE-23

1.2. THE KEY STAGE OF GUIDANCE AND TRANSITION

Targeting career paths in science, technology, ICT and other male-dominated growth areas or economic sectors facing skills shortages is at the core of DPs' efforts to broaden girls' vocational choices. Many projects are focusing on the transition from school to vocational training or tertiary education and have developed a huge variety of activities such as information days, school-industry links, taster courses, summer camps and work-experience placements, group discussions, mentoring, but also specific awareness raising and training for guidance counsellors and teachers.

1.2.1. Supporting young women in transition

There is a cluster of DPs that concentrates on the individual accompaniment of young women. They orchestrate a number of activities targeted at the young women themselves, their parents and social environment and also at employers, social partners and mainstream training institutions.

Life e.V. runs a sub-project of the Gender Mainstreaming in the Information Society DP in Berlin. It encourages and supports networking of key actors in the field of careers guidance and training in technical jobs, manual trades and the ICT sector: secondary school teachers, careers advisers from the employment offices, trainers and Human Resources Managers in SMEs and big companies. These three groups are professionally involved in girls' individual process of choosing a career and applying for a place in vocational training. Due to the lack of coordination and communication between these groups the multiple factors that prevent girls and women to choose technical careers have so far not been tackled successfully.

However, the twenty members of this network take into account their respective experience and perspectives to work jointly on practical steps to increase the number of girls in technological areas of training. In a spirit of partnership which has continued to grow and develop since Life e.V. started building the network the members of the network have already

- developed and run a training scheme called “Empowerment to encourage”, aiming at school teachers, careers advisers and trainers in companies;
- organised “guided tours” for girls to technical training departments and work places in big companies like Deutsche Telekom and DaimlerChrysler;
- invited female apprentices training in non-traditional occupations to schools – as encouraging role models,
- tested gender-sensitive marketing strategies, e.g. bringing together girls from prevocational training courses and female trainees of DaimlerChrysler to visit an exhibition on vocational training and education organised by the Berlin Chamber of Trade and Industry;
- agreed on guidelines for gender sensitive training and job placements.

In EQUAL, the network offers two-week placements in companies for schoolgirls that follow those jointly developed guidelines. Network members provide support and initiate networking amongst the female trainees who have to cope with being a minority in a male-dominated work culture. The project is also staging events for trainers and human resources managers to raise their awareness of gender equality issues in technical training and recruitment strategies.

As a result, it is planned to provide a gender equality label for technical company-based training which could likewise be used to certify teaching of technology and science related subjects in secondary schools.

GM InfSo – DE-EA-31910

It is important to note that DPs define the transition process as starting during the final years in compulsory education and not just at the very end. It is of crucial importance that girls and young women have enough time to consider and reconsider their eventual choices as they move through a process of accumulating information and gaining practical insights. Sharing the experiences of young women who have taken the next step and are undergoing non-traditional training or education can sometimes be more encouraging to girls than anything parents or teachers have to say about atypical career choices.

Mentoring for girls in secondary education is provided by university students of technology. Visits are organised in industry and technology companies. Both mentors and mentees are trained and supervised by a teacher and staff from WomenIT. (Marja-Leena: what are approach/methods of this training?) This programme has a one year duration.

WomenIT – FI 12

“Frauen in Time”, a German DP, addresses the fact that 80% of girls concentrate on only 10% of all occupations. Its aim is to increase the interest of girls and young women in multi-media occupations by presenting them in a more attractive way by combining vocational information and guidance with relevant hands-on experience.

The “Girls @ New Media” sub-project is joining forces with the Chamber of Commerce and Industry which is offering information events in schools. They include “Job Talk “ - Women in IT and multimedia jobs”, a scheme involving role models. Young women employed in the ICT sector present their own situation. They report on their school experience, educational frustration, wrong decisions, and personal detours. They explain how they made their own vocational choices, who supported them, how they found an appropriate job training, what happened during their own interviews, which activities and tasks they had to fulfill, and about the final exam. Then, small groups enable the schoolgirls to get further information and advice from these potential role models who are roughly of the same age.

In the 2-day Workshop “Go for computers! – Girls and ICT jobs”, girls acquire computer skills and an insight into ICT jobs. After a starting phase, in which they exchange their present computer experience and clarify computer and internet terms, they go through a computer course, working in teams of two. They learn about different creative software and gain an overview of a computer’s manifold possibilities. They can then choose an

area in which they want to learn more. On the second day, they prepare for the presentation of ICT jobs by the Chamber of commerce and industry. The results are collected and serve as starting points for carefully directed questions.

Frauen in t.i.m.e. – DE-EA-4811

1.2.2. Hands-on experience during transition

School – Industry - links are a common feature in most European schools, certainly in vocational and technical education. But this kind of cooperation is not always the case in general education, and very rarely with an emphasis on gender issues. Hands on events to nurture girls' interest in engineering, construction and technology careers are an essential way of promoting career choice in these sectors. However, the pressure on girls to conform to female stereotypes is so intense that one promotional event is not enough in itself. The interest, once awakened, needs to be nurtured and sustained.

A model called "7-8-9" targets Finnish children aged 13 to 15. A pilot project run in Vantaa in cooperation with Technology Industry in Finland places a specific emphasis on girls: in grade 7, they have hands-on taster courses in vocational schools and teachers receive support material in mathematics with exercises based on real life cases in the industry. In 8th grade, pupils go to the Museum of Technology for practical activities in physics, chemistry and mathematics. In grade 9, - mainly female – tutors, working in the industry are presenting engineering and electronics jobs in the schools. Visits to firms are organised throughout the three years.

Whilst supporting pupils in their vocational choice, the project is keen to foster experiences for girls to enjoy mathematics and technology, thus extending and enhancing their first experience acquired in 1-6th grades through the technology competition "THIS WORKS!".

MIRROR – FI 28

Mentoring is another method to sustain interest and to help young women deepen their understanding of what a career choice for a traditional male occupation would entail. JIVE Partners in the UK are using a mentoring scheme to accompany girls during that process:

School girls who have attended hands on events are introduced to the mentoring concept and those who wish to take this forward are matched with a female role model mentor, usually a student studying engineering. The mentor and mentee are both trained so they are clear what to expect from the relationship (Annette: How? Please give some details).

The mentoring model is not only applied to raising girls' aspirations, but also to support women students in engineering, construction and technology and those working in the industry. The multi-layered scheme is being rolled out across the country through a number of trained mentoring coordinators working with schools, learning providers and companies to introduce mentoring as a tool to attract and retain women in the sectors.

JIVE – UKgb 35

1.2.3. Integrating desegregation strategies in guidance services

Some EQUAL Pillar 4 DPs and TPs focus explicitly on the role of career advisors and counsellors, combining several lines of action:

- Some push for regulations that require all guidance staff to follow modules on equal opportunities as a normal part of their training;
- Others develop modules for continuing training, including the application of gender mainstreaming or gender sensitive counselling and tests;

- Often projects are developing practical tools to help break down stereotypical patterns. It is interesting to note that many of those tools are being designed as interactive electronic games. These tools must be applicable in different settings and capable of being used by different groups over a period of time. The idea is that horizontal segregation resulting from vocational choice will no longer be dealt with as a typically women's or girls' issue.

In addition to investigating the career visions and expectations of young people, and among them a small population of high school pupils, the Danish "Get A Life, Engineer" DP is running seminars for career advisors in universities and high schools. The seminars will be based on the results of two studies carried out within the framework of the DP.

One research project focuses on the influence of gender, learning and power relations on the learning experiences of women engineering students in a problem and project based learning context. At University level, why does the Architecture and Design attract more female students than Electronics? This knowledge may be valuable for teachers and career advisors who try to understand and influence the choices of female students.

(We should check if the following paragraphs should be rather integrated into the reconciliation chapter.)

The other project concentrates on the feasibility of reconciling work life and family life for highly educated engineers. Focusing on interviews and scenario workshops with high school pupils, engineering students and young engineers, the project shows that the young people "want it all": an interesting career, a thriving family life, and a good, close network of family and friends in a nice neighbourhood. But they need tools to grapple with the daily demands, when they are suddenly facing long working hours, day-care institutions which close at 16.30 hours, a spouse who is just as career oriented as themselves, and a tight economy which does not allow them to buy extra help e.g. in the home.

Another line of action helps young people to work on their perceptions of future working and family life: "future scenario" workshops bring together pupils, engineering students and adults working as engineers, both women and men, to create a vision of how life should be and to try do develop their own choices. The philosophy in addressing both women and men is that they both have an interest in creating a good work-life balance. Both may have a highly educated spouse who is making a career, and therefore they both have to put a considerable amount of time and energy into childcare and daily chores in the home. Tools for career planning, especially with a focus on work-life balance, are thus relevant to both women and men. Former research shows that young male students in particular have a rather blurred and unrealistic picture of the possibilities of combining work and family.

The project is also developing a web-based career planning tool which takes gender and work-life balance into consideration. Examples of best practice in family-friendly companies will be contained in the tool (see www.equal.dk) which is structured in two parts:

- *A computer game aimed at young people planning their working life;*
- *A best practice module aimed at individual engineers, both male and female, shop stewards, and HR managers.*

There will be a Danish and an English version.

[Get a Life Engineer – DK 12](#)

The Finnish WomenIT DP runs 8-day courses on Gender Sensitive Career Guidance, Recruitment and Counselling, targeted at counsellors and employment office staff. (Marja-Leena: what are the content and specific methodologies?) In addition to their formative dimension, these courses are perceived as an empowerment tool for participants who are in charge of running WomenIT sub-projects on the ground.

The JIVE partners DP is using a strategy with an inbuilt multiplication effect. It has trained trainers to deliver Continued Professional Development training to careers teachers and guidance professionals across the country.

This training focuses on how to overcome gender stereotyping in careers education and guidance. Using case studies, role plays and interactive exercises it aims to equip guidance professionals with the awareness for overcoming their own stereotyping and arguments for challenging it in others. JIVE has developed a Conducive Careers Model which incorporates the essential ingredients for those working in careers could adopt in order to promote careers in engineering construction or technology to girls and women. It challenges (Annette: please explain how...using an example.) the careers professionals to examine how they can effect changes in their practice so that they can take an active part in challenging occupational segregation rather than what can often be perceived as perpetuating it.

Training is offered for one day with follow up hands on events in order to breakdown some of the stereotypes careers professionals have of the industries themselves.

JIVE – UKgb 35

1.3. IMPROVING INFORMATION AND GUIDANCE FOR ADULT WOMEN

As in the strategies targeting girls and women, many DPs aiming to improve vocational information and guidance for mature women focus explicitly on the role of career advisors and counsellors, combining the same lines of action. In addition, they are often setting up Information or Resource Centres for women.

Networking with other key actors in the territorial area is a central feature of all DPs providing guidance for mature women as one step in longer process. In the Basilicata Region in Italy, for instance, the SVI.P.O DP aims to improve the level of participation of women in all spheres of local life in rural mountain areas.

Starting with the fact that women find it particularly difficult to get and maintain a job, the DP has set up a network of 12 Women's Information Centres (CIDs) which based in the offices of the Regional Equal Opportunity Commission and in the nine participating municipalities. The CIDs function as "one-stop shops" offering not only vocational guidance, but also a platform where women, institutions, enterprises and trade unions, can to meet, talk and confront their perspectives in a perspective to define common strategies for local development under an equal opportunity viewpoint.

CIDs cater for the needs of a highly heterogeneous population, both unemployed and employed: students, aspiring entrepreneurs, women with difficulties entering the job market (over 32, without any schooling, etc.), women business owners, employees in private enterprises or in the public sector, also those with some management responsibility, and women with any kind of problem related to the labour market (re-entering after a family-break, needing a qualification update).

To provide information but also all the elements related to the choice and implementation of a training or career path, CIDs place great emphasis on the diversification and flexibility of feasible solutions, using external support available through a network of local partners.

The CID model is organised along the following lines:

- *Services: guidance; empowerment; vocational training; support for enterprise creation; coaching for self-employment, awareness raising to equal opportunity issues on the labour market;*

- *Provision of resources and material: each CID is equipped with complete computerised desks connected to the Internet, and a space for guided and/or self directed research of women on issues such as business creation, training, local development, legislation on women at work. A counsellor acts as the first contact for the users, referring them to specialists on an individual basis.*
- *Management tools: the DP has set up a data-base with all the information related to the fields covered by the CIDs. A series of forms are used to record and analyse the data accessed by the participants in order to monitor the use of the services and evaluate the results.*

SVI.P.O – IT-G-BAS-026

Making gender issues visible to guidance counsellors and training them to give advice without a discriminatory bias is the purpose of GIAT, the research, analysis and action group set up by the Red Adalba DP in Spain.

Training sessions for employment agencies, guidance services and human resources staff include the following steps:

- *Research in secondary sources, analysing different materials: protocols of existing vocational or employment guidance interviews, data from the employment observatory, local census, etc.*
- *Research in primary sources: unemployed men and women explain their experiences in job search through specialised services; guidance staff is interviewed to find out how they carry out their job.*
- *Equal opportunities experts provide key strategies and tools to facilitate gender desegregation of the labour market.*
- *Role playing is organised with all these elements.*
- *A performance analysis is carried out and conclusions are drawn up.*
- *Guidance staff undertakes to apply one to three elements acquired during the working session, for one month, in the protocols used at work..*
- *Results are analysed in the next session.*
- *Positive experiences are gathered in a new protocol or guide.*

RED ADALBA – ES-187

2. VOCATIONAL TRAINING

Amongst the DPs and TPs focusing on women's training in non-traditional occupations, two approaches can be found. The first aims to train women in mixed groups while ensuring that:

- gender sensitive methodologies are being developed, tested and used;
- trainers are being sensitised to women's needs and trained in equal opportunities;
- flanking measures such as childcare and family friendly schedules have been agreed.

Most horizontal desegregation DPs, however, seem to be convinced that positive action is required to open up jobs in economic sectors and occupations, marked by huge gender gaps. This second approach involves "women only measures", which contain all the elements mentioned above but, in addition, ensure that:

- predominantly female trainers will be employed to act as role models for beneficiaries;
- training is built on previously acquired skills and know-how (both formal and informal);
- learning styles of women are taken into account;
- training includes working on small projects in a step-by-step approach;
- demystification of science and technology takes place;
- work placements in enterprises are included in the programme, making trainees experience the reality of a male work culture and helping them prove that "women can do it";
- networks and support groups are designed and fostered so that they continue after the end of the DPs' lifespan.

2.1. INITIAL VOCATIONAL TRAINING

Only a small number of DPs is concentrating on initial vocational training in male domains such as construction, transport and certain segments of ICT: they are working mainly to improve the training environment in vocational schools.

In Sweden, the Libra partnership has developed a multi-fold approach to de-stereotyping vocational training in the construction sector. The approach is ranging from all girl classes (based on the awareness that boys can hold girls back in their learning progress) to using drama and interactive theatre as a starting point in classes to show the life on construction sites, but also to stimulate discussions on attitudes towards race and gender and desegregation.

As a kick-off the play: "There is no skating in the desert" is performed for vocational school classes. It is about a Muslim family from Iran with a daughter who is not allowed to go skating, due to the decision of her father. After the play there is a discussion amongst the actors, pupils and teachers. The play unmaskes prejudices that Swedes have about Muslims and at the same those that foreigners harbour about Sweden. This is the starting point for a wider discussion in the classes about values, prejudices and how one should counteract.

The Libra DP will also place pink booths (changing rooms) in workplaces to launch a media discussion on the situation of women on building sites. The pink huts will be used by young women in training. The DP has also designed a mobile installation showing the current traditional booth and its usual posters and calendars with naked women on the walls. Next to it, the booth of the future is being presented. It has no such displays and is shaped to accommodate both women and men, and also to be used by foremen (language tells ... what would be a suitable gender neutral word?). This installation is used for exhibitions and events. People are invited to visit the booths, after having seen them, they are interviewed on these issues.

Libra SE-23

Starting a course in engineering, construction or technology can be a major step for a woman of any age. For the average woman, following through and completing it requires support and a conducive learning environment. At present usually only exceptional, very determined young women succeed. The education/training situation and culture needs to change to ensure the access of female students who are 'average'. To succeed, a new approach has to be adopted by lecturers who need to understand the process of educating and training women. In the UK JIVE Partners are delivering an integrated training programme to lecturers and tutors across the country in how to create conducive learning environments for women.

Participants attend one day training courses and then are offered support with delivering on individual points of action. Whole college departments have been trained as well as individuals attending a regional event with a number of learning institutions represented. Learning providers are motivated to get involved by skills shortages, falling numbers of boys applying for engineering and construction vocational training and higher education courses. But there is also an increasing pressure to be seen to be implementing equal opportunities and diversity. Some, however, are motivated by genuine desire to see more women entering the industries.

The training is designed in packages that can be adapted to meet the needs of individual institutions or provide a general staff development training course to raise awareness. The training materials are available in a complete modular training pack (to be delivered by approved trainers only).

The main focus of the training is on inclusive learning: how to attract AND how to retain women on courses, based on good practice from various initiatives and engineering, construction and technology sectors of education and training. Those taking part in the training

- *Hear what women say they want from education and training and how best those needs can be met*

- *Explore the issues which can prevent women from entering education / training*
- *Discuss the role lecturers play in enhancing the learning experience for women*
- *Raise awareness to attitudes which can impede learning and disadvantage women*
- *Share good practice with the trainers and delegates*
- *Discuss the best ways of tackling real problems in day to day teaching covering issues such as harassment and stereotyping*
- *Develop action plans to take forward the work into their own institutions*

JIVE – UKgb 35

2.2. INTEGRATED PATHWAYS TO BENEFIT MATURE WOMEN

The largest number of horizontal desegregation DPs caters for the needs of adult women. Whilst aiming to exploit job opportunities in future growth sectors and male dominated occupations, they tend to develop highly individualised training and support measures. These cover the itinerary from the first information and counselling contact to labour market integration of beneficiaries and beyond. Lessons learned from EMPLOYMENT-NOW have often been taken into account in their design.

Several DPs are carrying out research or surveys on their target groups, their representation in the world of work and the opportunities available, in order to be able to offer tailor-made courses with more realistic employment perspectives at the end.

For Parcours Femmes en Poitou-Charentes (France), increasing women's participation in technical jobs started with studying the factors favourable to a pathway process towards employment in male-dominated areas. A survey carried out among 50 women working in traditionally male-dominated occupations showed the do's and don'ts in counselling and advice and in the pathways to be set up. Results were made available to counsellors, trainers and firms.

Information and awareness raising are the first steps undertaken during the guidance phase of the itinerary. Seminars and other events using video-shows, discussion groups, presentations by professionals; visits to training centres and firms, etc. are being offered. Facilitated breakfast roundtables allowed interested women to raise questions and hear about the experience of women already active in male jobs and about the expectations of employers in various local industries.

As part of their itinerary, participants carry out interviews with employers and employees in companies where women are under-represented. They explore job contents and observe working patterns. In-depth debriefing enables them to compare their observations and confront them with their expectations. Accreditation of prior learning and, above all, prior experience is a key feature of the training programme. Women work on an individual 'portfolio' to identify, describe and analyse their skills in order to highlight their potential in employment. One or more work experience placements are organised for all participants, followed by an evaluation. This may either lead to job-search in that field or to a re-orientation for further training.

Parcours Femmes en Poitou-Charentes – FR-PCH-2001-10895

To prepare the ground for the development of needs tailored training itineraries, the TECNICA DP in Pamplona (Spain) started out with three relevant studies:

- *A general study the situation of women on the labour market in the Province of Navarra, using secondary sources;*
- *A specific study of new technology tools used by and projects underway in the main firms of Navarra (110 companies), an analysis of the profiles of their current employees and of those needed in the future, and an analysis of IT-related new business opportunities;*
- *A specific study of those jobs with a technological component in the companies that, with basic training, can be appropriate for women with an elementary education.*

These data were used to design the specific training modules in new technologies and technology-related fields.

The training packages are accommodating the needs of women with quite different profiles and backgrounds:

- Most are unemployed or trying to improve their employment situation;
- University graduates have either graduated recently or completed their degree several years ago.
- Immigrant women have a low academic level, and their job prospects are often hampered by their lack of computer literacy which is a pre-requisite to most training programmes.

After a selection and recruitment, participants undergo a first phase of orientation and are then offered training courses in the following areas:

- Computer literacy
- Training in renewable energies
- E-content management
- SAP for logistics
- Website programming.

The training phase involves on-going progress monitoring through evaluation: self-evaluation, group evaluation and trainers' assessment. At the end of the training period, participants can choose between coached work experience placements in firms, or beginning to draw up a business plan and start a feasibility study for setting up their own company. Thus participants have the possibility to either find a job (with counselling and support from Técnica) or to opt for a placement in a 'mother' or 'mentor' company before starting their own business.

TECNICA ES-212

2.3. NEW CAREER OPPORTUNITIES: NOT ONLY IN THE ICT SECTOR

2.3.1. Commerce and Health Care

Although the majority of desegregation DPs focuses on ICT training as an access route to employment in the ICT sector and related occupations, some also recognise the relevance of technological skills as transversal competencies with a large job potential in all sectors, including those labelled as typically female.

In Finland, WomenIT offers 6-month technology training to unemployed women with a background in nursing or commerce. The focus is on welfare technology linked to health care technology, a sector increasingly involving technology and with a high growth potential. (Marja-Lena: could you provide a practical example?) Part of the training is organised in cooperation with polytechnics where some of the participants are expected to continue their studies. The programme includes six 6 weeks of work experience.

WomenIT – FI 12

2.3.2. Construction

As in EMPLOYMENT-NOW, several EQUAL DPs take the challenge of opening up career paths for women in staunch male domains such as the construction sector. They are helping women to access those jobs in different ways and at different levels.

In the Netherlands, the Equal-in-Tech DP is geared towards the needs of women who wish to work as craftswoman taking on odd jobs in and around the house or otherwise seek to start up their own odd-jobs company. In the HOK (het Onverwachte Klussenbedrijf) sub-project, training in four different technical branches – painting, construction/carpentry, electrical engineering and domestic engineering – is offered to jobless women aged between 18 and 50, selected through the tailor-made approach of the project's Assessment Centre.

In addition to basic technical skills, the nature of the learning and working conditions also determines to what extent the participants feel safe, healthy and confident towards, and

in the place where they learn and work. Raising the participants' level of consciousness with respect to their own sense of responsibility and level of contribution to technical assignments contributes to their own self-empowerment.

The training 'Odd jobs in and around the house' involves working with wide variety of materials, tools and machines. Health and safety therefore play an important role and the module 'Think safe and act safe' adds an element of prevention. The approach includes a CD ROM, a theory book, individual and group learning, supervised discussion meetings, individual assignments and assessment interviews. Based on a final exam and the completion of all modules, a Safety Certificate is awarded at the end of the course.

Women who then wish to start their own business receive support from one of the partner organisations of the DP.

Equal-in-Tech – NL-2002-EQH-010

Prior to joining the HOK course, candidates have been offered a 4-day tailor-made assessment programme to determine whether

- *The participant has the right personal characteristics to complete the course successfully and to perform her future job professionally and satisfactorily*
- *The participant performs better self-employed. Or as a handywoman in a company*
- *The participant has an adequate motor system which enables her to do different jobs*
- *The participant will stand her own ground in, unfortunately, a still male-chauvinist environment*
- *The participant's picture of the job and training corresponds with reality.*

The 4-day session covers the different sectors offered: painting, woodwork, electrical engineering, installation. Assessment officers use observation forms, comprising a selection of criteria that are applicable for each sector concerned. These criteria are described in terms of satisfactory or non-satisfactory execution and whether or not the instructions have been followed. Furthermore, an assessment is made of the participant's ability to carry out tasks independently and of the participant's personal characteristics (accuracy, tidiness, motivation, etc).

This programme pays special attention to the way the participant responds to the resistance she is likely to encounter on the job. These observations play a key role in the development of empowerment during the course.

The conclusion and advice are based on all visible, audible and tangible observations made during the 17 practical assignments and the feedback meetings with the participant to conclude every assignment. During these meetings, the participant is asked to motivate his or her affinity and experiences with the assignment.

Following the four working days, 30-minute wrap-up meetings are held between each participant, the relevant referral officer and assessment officer, to discuss the conclusion and advice for follow-up training.

The advantage for trainers and coaches is that they get a clearer view of the departure points of the individual participants. The conclusion includes suggestions, which enables them to respond to gaps in the field of social skills, assertiveness and knowledge.

Equal-in-Tech – NL-2002-EQH-010

2.3.3. Developing new vocational profiles

A number of DPs have been closely following recent developments on the labour market, such as emerging skills gaps and staff shortages, but also trends indicating the formation of new vocational profiles before those are officially recognised and integrated into mainstream training systems. Knowledge management is an example of new occupational profile which is based on the growing awareness in businesses and organisations that successful performance depends on their capacity to mobilise and use the knowledge of their staff more effectively. Demand for these

skills and services was identified in large companies and SMEs and also in the consulting sector, in education, training and research institutions and large NGOs, such as organisations for development cooperation.

One sub-project of FCZB is developing and implementing a training programme combined with work experience placements to prepare unemployed female university graduates for careers as Knowledge-Management experts.

Participants have very different backgrounds – ranging from degrees in science and economics to social sciences, fine arts and pedagogy – which makes it possible to work with a broad spectrum of topics. This corresponds with the women's career perspectives, because:

- *knowledge management will take place in interdisciplinary teams,*
- *knowledge management will gain importance in almost every field,*
- *knowledge managers will cover a broad spectrum of issues at all stages of the knowledge management process (from the choice and customisation of suitable software to information processing to communication and learning skills development training, change management, and editorial functions),*
- *knowledge managers will act as an interface between management and IT-advisers.*

The choice of core themes is guided by two factors: the type and level of knowledge participants bring with them to the programme, as determined in a target group analysis, and the profile of a knowledge manager (see above).

A large part of the course, about 35%, covers technical aspects related to knowledge transmission (ICT) and vital know-how, i.e. ICT skills that enable research, retrieval, categorisation and systematisation of knowledge. Another part covers psychological skills such as managing conversations, identifying knowledge, knowledge and learning processes in businesses and organisations, plus business economics and management. These topics are being explored in a way that incorporates and demonstrates the relevant knowledge and trains the skills necessary to carry the knowledge management processes. Personal development and key-competencies, in particular multi-tasking, communication and team building skills, are an integral part of the training course.

The course includes practice projects and work placement phases. Finding the placements proved to be highly successful, since almost all the companies and organisations contacted were interested in the topic of knowledge management. This is a further confirmation that knowledge management course graduates will have excellent chances of using their new qualification to find employment after completion of the programme.

A modular version of the programme is being offered to women employed in companies and organisations. The project has also developed a training package for small publishing houses – a business sector heavily challenged by structural change – to help them adapt to an increasingly competitive market.

GM InfSo – DE-EA-31910

Environmental protection and the development and use of renewable energies hold a large job potential in many Member States. Relevant occupational profiles and training schemes are in many cases still in the making. A Spanish EQUAL DP is acting at the forefront of this development by creating and implementing training for women.

The partners in this sub-project of the Tecnica DP are the Department of Education of the Government of Navarra and the Energy Agency of the Town Council of Pamplona. Target groups are women of any age with a complete academic or vocational secondary education or university degrees. In view of the employment market needs for qualified technicians, the objective of this course is to train specialists in the practical applications of solar energy (thermal and photovoltaic). The course focuses on professional practice based on prior basic knowledge. Upon completion of the course, the trainee will be qualified to design, calculate, budget and direct the installation of small and medium

capacity thermal and photovoltaic solar energy systems. The 2,000 hours course leads to the official diploma of 'Advanced technician in bioclimatic installations in buildings'.

Because this is an extremely industrial, male-dominated sector with practically no female presence and because the group of women had no prior experience in this field, Técnica has set up a personalised follow-up system for coaching the training process and the work experience in companies with their professional and personal expectations in mind.

TECNICA ES-212

2.4. TRAINING OF TRAINERS

Before working directly with the beneficiaries, many DPs start by up-dating the knowledge and skills of the teams that will inform, advise or train the target groups.

In Spain, social mediation is a new professional profile based on an inter-disciplinary approach to social problems as they are experienced by people themselves in firms, municipalities, organisations, etc., away from a sometime bureaucratic or technocratic perspective.

Working with a network of universities, Red Adalba has set up a virtual campus to teach a social mediation master course with a programme designed from a gender perspective. Further information is available at <http://equal.uji.es>.

The lecturers and staff responsible for this master course were brought together to work on common methodologies in two areas:

- *On-line teaching, mentoring and curriculum development;*
- *Giving a gender perspective to their subjects.*

Training included ICT, gender mainstreaming and research methods, all taught by external experts: specific strategies had to be designed to attract and convince university staff to broaden and revise their usual ways of teaching! For instance, to overcome their reluctance to be trained by non university staff and to show their ignorance in public, participants were provided with material which they could study on their own or online.

The implementation phase of the project showed the need to develop common grounds for DP technical staff and the project team on social mediation and gender mainstreaming, ICT, research techniques, methodologies, evaluation criteria, etc. This is done by inviting specialists to make presentations at the joint meetings of the DP Steering Committee and the project coordination team. The subjects are chosen to support the current or next stage of development of the project. In the same spirit, the post-graduate course is used for internal training: being on-line, it can be made available to both the beneficiaries and the managers and staff of Red Adalba. To go further, refresher courses and reflection programmes are organised for the project team to keep them informed and trained on key aspects of the project.

RED ADALBA – ES-187

In the UK JIVE Partners have trained a 'pool' of ten trainers to deliver specialised training material in one day training events to learning providers and careers professionals. The training process is graduated so that after participating in an initial training session, they observe another training event and then they co-deliver with an experienced trainer before becoming fully qualified to train.

The trainers have been recruited nationally from people who have a background in engineering, construction or technology, have high level awareness of equality and diversity issues and who have either trained or taught. All the successful candidates have been women so far. Two for example are self employed builders; a carpentry tutor and another a chemical engineer who never entered the industry.

The training is giving voice to the experiences of the trainers themselves and as they can draw on their own experiences and inside knowledge it adds credibility and depth to the

training they deliver. In short the training process is empowering women to articulate their experiences which, because of their minority position within their vocational areas, are often ones that aren't heard.

JIVE – UKgb 35

The success of the eLearning relies primarily on skilful online trainers. This is a new, promising, professional area for experienced female trainers in adult education.

“Online-Trainer” in Germany is a 9-week training course, of which two thirds are organised exclusively online. Participants are expected to plan 10 hours of lessons per week, at their own rhythm. The training focuses on skills related to autonomous planning and performance of eLearning courses. It concentrates on the acquisition of methodical, didactical and media skills of future “teaching assistants” with the following focal points:

- *Understanding and troubleshooting internet connections and technological connecting elements*
- *Functionality of the eLearning platform*
- *Basics of text-based communication*
- *Time and project management*
- *Modern assistance (with practical exercises)*
- *Establishing and leading of virtual groups*
- *Gender mainstreaming in the new media*
- *Ensuring the quality of the offer / suitable feedback instruments*
- *Creating and modifying exercises (introduction)*
- *Dealing with difficult personalities of participants*

The training is completed by the design of an online course and a practical exam.

Frauen in t.i.m.e. – DE-EA-14811

2.5. NEEDS-TAILORED APPROACHES FOR SPECIFIC GROUPS OF WOMEN

DPs recognise the diversity of the female target groups of EQUAL. Many differentiate their offer to accommodate the specific needs, backgrounds and living circumstances of their beneficiaries. This is usually combined with modular approaches and includes childcare where necessary.

2.5.1. Migrant and ethnic minority women

Several DPs are specifically concerned with the needs of migrant women who are largely excluded from using ICT. Some support women with low formal qualifications in acquiring the European Computer Driving Licence while others provide training for those who have university degrees or relevant professional experience. In a number of cases, programmes combine training in ICT and Internet skills, intercultural guidance and educational/training methods. The idea is that this combination will open up job opportunities for the beneficiaries as “intercultural bridging agents” who might be employed as trainers or counsellors with different immigrant communities and, at the same time, act as role models for young women immigrants. Sometimes the explicit objective is to change the role of NGOs. These organisations have traditionally acted as advocacy groups but by using the DPs’ training packages and methodologies it is hoped that they will be able to offer ICT and Internet skills to their members. In this way, the crucial know-how could reach females who are reluctant to take advantage of what the regular training institutions have to offer.

In the framework of the Gender Mainstreaming in the Information Society DP based in Berlin, the sub-project 'Intercultural Information Society' addresses the needs of highly qualified women immigrants who are unemployed and have a teaching diploma or other relevant professional experience. These women are potential “bridging agents” between their ethnic communities and the German training and employment system. To prepare them for this task, they receive multi-faceted training in a wide range of digital media combined with skills in intercultural communication and guidance, educational and training methods.

The core elements of the training programme are:

- *Learning and teaching in the Information Society: didactics, media and target group oriented approaches (with a special focus on youth, young women and migrants). Topics range from new forms of teaching and learning (self-directed learning, self-evaluation; facilitation of learning processes, coaching, mentoring, eLearning) to creation of learning-/teaching materials and career-oriented assessment procedures*
- *Key Competencies as tools for effective learning and working in the information society. The idea is to enable participants to extend their own key competencies and acquire methods of key competence development which they can implement in their future work practice: Communication, Intercultural competencies, Teambuilding and teamwork, Conflict-resolution strategies, Communication and advisory strategies, Work organisation and time management.*
- *Intercultural Competencies: Living Histories both as method and content of an empowerment approach based, among other things, on Paolo Freire's understanding of education, and linked to the socio-cultural and political situation of the learner. Factual knowledge about the legal situation of female migrants in Germany and the EU. Various approaches to educational and project work with female migrants and intercultural target groups. Methods of intercultural communication*
- *Project development and project management, including public relations, funding sources, quality management and evaluation.*
- *Additional topics: the information society, digital divide, job profiles in the new media, newly regulated IT vocational training programmes (Chamber of Industry and Commerce), eBusiness, knowledge management, gender mainstreaming in education, competence balances, job application training*
- *German language: on-going, individualised lessons and accompanying self-directed learning ensure that participants are able to make any necessary, personal improvements to their language skills.*

The training itinerary is also including practice projects which enable participants to use their new skills in practical contexts, by testing their ICT specific and key competencies in supervised project work. The women are

- *Planning and implementing training modules and projects in a thematic context for diverse target groups (young people and adults, mainly women and female migrants); including public relations and recruitment of participants;*
- *Designing a project in co-operation with a partner project or an educational institution.*

The final phase of the programme is 3-month work experience placements in one of the potential fields of employment.

GM InfSo – DE-EA-31910

Support through pre-training that prepares migrant women to undertake the normal initial training for the career that they have chosen and group work and individual tutoring are also offered to help them cope with the male-dominated work environment.

In Göttingen, Germany, "Start IT" offers a two-phased approach to open up ICT jobs to women migrants who are recipients of welfare benefits but not eligible for unemployment benefits.

In a 6-month, part-time (30 hours per week) preparatory phase, the DP provides participants with training in German and ICT skills. In addition, they are guided to explore job profiles in ICT, and encouraged to brush up their know-how in English, mathematics, learning skills. Work-life balance techniques are another important point on the agenda. ICT achievements are recognised by passing the examination for the "European Computer-Pass Xpert"; German and English are assessed by internal tests. Throughout this phase, the women receive individualised supervision and support in their search for a training or retraining place.

During the main phase, full-time over 12 months, participants get a working contract with the DP promoter, which makes them subject to social insurance contributions for one

year. An 8-month work experience placement in a company provides the opportunity to apply and enhance their knowledge and skills.

Frauen in t.i.m.e. – DE-EA-14811

2.5.2. Female (and male) returners

It is not only long term unemployment which keeps people away for the labour market: parental leaves can have the same negative effects in terms of losing contact with the world of work and making adequate re-integration very difficult if not impossible. Several EQUAL Pillar 4 DPs are therefore focusing on the situation of mothers and fathers encountering problems when trying to re-access gainful employment after parental leave.

In Austria, F&Mpower addresses this issue through its sub-project CONSTANZe. A modular approach is used to help women and men plan their return to the labour market already before they start their parental leave or at least during the course of it:

- *Information evenings to present the program.*
- *Two orientation sessions each for 16 persons: 4-day workshops help participants to look at their personal and professional life (their 'vision'), to identify their strengths and potential and to define the next steps. The project provides for childcare, meals and accommodation.*
- *Individual coaching up to 10 hours to support all participants in the implementation of their 'vision'.*
- *A training course fostering key competencies (soft skills) offered for 14 especially selected participants: eight 3-day modules on self-organisation, project management, and teamwork, facilitating learning processes, negotiating skills, communication, presentation and partnership.*
- *Open seminars organised around the ideas and wishes of participants, such as job-search. One such seminar was organised for interested applicants who could not get a place in the programme.*
- *Public Event: The course ends with the presentation of each participant showing how and what approaches they choose to find a job or/and combine family and work life.*

The way forward includes increased awareness-raising before the beginning of the parental leave, the development of specific information folders for pregnant women made available at medical practitioners and information centres, a more detailed admission process for the applicants, and empowerment activities towards better work-life balance.

AT-5-1306 F&Mpower

2.5.3. Women in penal institutions

Women's prisons in general do not provide prisoners with a sufficient range of differentiated work, training and vocational qualification offers. The spectrum of work and vocational training possibilities open to women in penal institutions is still dominated by traditional, poorly paid "women's occupations", like example cook, textile cleaner, seamstress, gardener, hairdresser or office clerk, some of which offer the women scant employment prospects in a modern economy.

The goal of one of the sub-projects of FCZB in Berlin is to introduce new technologies into women's penal institutions, in order to give inmates and day release prisoners access to new forms of orientation, work-preparation and training, or to enable them to acquire media skills. This is done through a diversified package of measures, including in-service training for staff working with prisoners.

The learning modules and other activities are organised in such a way that the women can enter and leave the programme on a flexible basis, because of the varying lengths of their sentences and their extremely heterogeneous levels of learning experience.

In an orientation phase, each woman is assessed using competence analysis and other techniques, to determine her current abilities and personal learning needs. Assessment

is followed by basic IT-training and then by more advanced ECDL-oriented modules that prepare the women for the ECDL test. In the context of personal learning advisory services, the women are offered vocational orientation, advice and coaching about further learning or vocational possibilities open to them.

An important element of the project is the introduction and tutorial accompaniment of self-organised learning processes—a vital prerequisite for the content offered in e-lis. Precisely because so many of the participating women broke off their school careers early and because of their low levels of self-confidence in connection with their learning ability, we see it as a special sign of success that after only a few months, the women are able to use learning CD-ROMS to prepare themselves for the ECDL-test or that by the end of their courses they are able to present the projects and products to a wide and varied public.

GM InfSo – DE-EA-31910

2.5.4. Women cancer patients

Another specific target group are women cancer patients who tend to fall into the welfare trap. In most countries, when being eligible to disability benefits from the social security system, they are allowed only a certain number of days or months in gainful employment per year. Yet, many women cancer patients want or need to have a full-time or part-time job to make a living, and therefore don't claim the disability status. When they return to work after treatment (operation, radiation treatment and chemotherapy) and convalescence, they have to deal not only with the rift that cancer has caused in their lives, but also with the day-to-day demands of work. They may need further training if there have been changes in job requirements during their absence, or a reduction in their working hours and workload. In any case they are hampered in their career development on the implicit or explicit impact of their future health situation. The German DP Gender Mainstreaming in the Information Society has designed a modular course for women cancer patients, which addresses their specific problems and needs.

The programme offers training in up-to-date ICT skills that can make the return to the workplace easier. Participants are being introduced to the opportunities and challenges of telework and eLearning. Basic Internet skills are also part of the package. Besides being useful for almost any job, those new skills help the women broaden their personal information horizons in connection with traditional and holistic treatment approaches, access to medical research and information about available therapies.

Whilst using eLearning for their personal education, participants receive in-depth information about the technical, social and legal aspects of telework. Supported by the DP, they can use this knowledge to negotiate with employers about individualised, more flexible working patterns.

GM InfSo – DE-EA-31910

2.5.5. Women in rural areas

Women in rural areas are often facing additional difficulties on the labour market. This is due to the fact that fewer jobs are available to them, but also the lack of suitable public transport and day-care facilities for children and, sometimes, the weight of stereotyped traditional roles including caring of elderly dependents, prevents their gainful employment. DPs active in the rural

context tend to focus on global approaches in a territorial perspective linking social issues, environmental aspects and technological innovation as driving forces of local economic development. The issue of equal opportunities is perceived as an indicator of territorial quality.

In Spain, the EI Condado DP, based in Mevel, focuses on the professional, administrative and legal recognition of “invisible women entrepreneurs”, i.e. women working in family businesses without a status of their own. The aim of the project is to integrate those invisible women fully in the local socio-economic life, to help them develop their potential and to contribute to territorial quality.

The family is considered as the reference group when it comes to creating awareness of the need for recognition of women in family enterprises. The DP seeks to make the advantages visible which family businesses gain from the unrecognised work of women who – in reality – are co-entrepreneurs. At the same time the project emphasises the need for a balanced distribution of family responsibilities, the need for women to access training, etc.

Besides, a positive action plan will be established in these enterprises in order to foster social changes to promote gender equality.

The first pilot of the entrepreneurship training involves 40 women entrepreneurs: 20 “visible” and 20 “invisible” ones. The training itinerary is highly individualised, eventually resulting in 40 different pathways to be evaluated and adapted for further implementation targeted at a wider audience.

During the training period, support services are provided to take care of children and elderly dependents, for transport and meals, thus eliminating the usual obstacles to women's access to training.

A telecentre has been set up to host traditional group training sessions and to provide access to computers, the Internet; an existing area intranet; virtual fairs and business networks. Tele-training and tele-tutoring are crucial tools of the training approach. Participants are individually supported by their tele-tutors and by their peers. Virtual group exercises and e-mail, chat rooms and messenger systems ensure that the women can be in contact with the training staff and the other participants at any point in the course.

Further development of the project includes training in environmental protection for women entrepreneurs. This is geared towards drawing up an action plan in the area through to designing a protocol on environmental quality in each company, as a contribution to territorial quality.

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2.5.6. Women prostitutes and victims of human trafficking

Pillar 4 EQUAL DPs are also addressing the needs of women who were subject to human trafficking or those trying to get out of prostitution. In Spain, for instance, Red Adalba works with relevant NGOs towards the social and occupational reintegration of prostitutes.

The approach is building on the women's informal knowledge and daily survival strategies. Project activities start out with a GIAT (Group of Investigation, Analysis and Task) on sex work with the following steps:

- *Identification and empowerment of a Key Player to develop the action: a woman connected to the world of prostitution (an ex-prostitute), whose situation puts her in a position to look for possibilities to help women who are victims of prostitution;*
- *Planning of Field Work in hostess (bars and other places of the sex trade: this task is carried out by the key player with the support and advice of technical staff;*

- *Development of field work: visit to hostess bars, requesting authorization by procurers and managers to talk individually to sex workers and give them information about sexual health;*
- *Identification and motivation of women wanting to change their situation. They need to be in good psychological conditions to make such change and even to take risks: they are invited to the headquarters of the project for a meeting;*
- *Participants in the meeting are asked to participate in a GIAT to analyse the barriers they have to overcome to change their situation;*
- *One of the results of the work carried out in the GIAT is finding a job.*

The first conclusion of this approach was that – to start a new life - the women needed to start a self-employed activity, based on their needs, possibilities, knowledge and skills. Examples include a Brazilian bar (these entrepreneurial women are from Brazil) where other cultural activities could be carried out; a school of Samba and Bossa nova; a workshop manufacturing fancy dress outfits, a cooking workshop, cocktails, etc.

To those potential entrepreneurs the DP is offering space in a business incubator whose services include various components of support such as mentoring to set up the company and to secure success; information and guidance about possible funding, but also the use of existing infrastructure and resources from the planning stage to the take off of the company (use of telephone, offices, etc.).

In addition to helping women with the care of dependants, the DP is supporting them to access public organisations where they can be trained in Spanish and the language of Valencia (Official Language School) and in Spanish culture. In courses provided by trade unions they also learn about common habits, opening and working hours, social rituals, ways of relationships, protocols, etc. This enables them to get acquainted with people not involved in the world of prostitution.

Lessons learnt by the DP include

- *The importance of finding a key person with direct access to women sex workers,. This resource person must be completely knowledgeable about the whole problem as well as about appropriate means, opportunities and ways to get in contact with target group and to maintain a continuous relationship.*
- *Respecting rhythms, spaces and availability of sex workers interested in these proposals.*
- *Active listening and adaptation of project tasks to the needs and possibilities of participants*
- *The need to include cultural integration activities in order to help them socializing with and relating to people not involved in the world of prostitution.*

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A German DP works with women victims of sex trafficking whose legal status is unclear. They are allowed to stay in Germany under a victim protection scheme, but only until the court cases against their abusers have been heard. During the waiting period, they live in women's shelters; applying for asylum is very difficult and until their legal situation is clarified they are not allowed to work. There are usually no means available to help them learn German or raise their language proficiency levels and acquire job skills, so that they can access employment in Germany or in their countries of origin after an eventual return.

The training course offered by FCZB, one of the DP's partners, covers several core topics:

- *Basic skills in ICT and Internet know- how, including self-directed learning;*
- *Guidance and job re-orientation, including search into the job markets and career development possibilities both in Germany and in the women's countries of origin. The search is also a way of applying their recently acquired IT skills.*
- *German lessons, accompanied by online elements, as part of the ICT focus.*

[GM InfSo – DE-EA-31910](#)