

Gender Mainstreaming in the LdV Project Peer Review in initial VET

Tentative proposal for the
implementation of Gender Mainstreaming in
the European Peer Review Manual

Maria Gutknecht-Gmeiner
Barbara Neubauer

Vienna, April 2005

based on the paper by Claudia Schneider
"Grundlagen der geschlechtssensiblen Qualitätssicherung und –entwicklung in der
beruflichen Erstausbildung. Geschlechtergerechte Entwicklung des Peer Review
Manuals"

and discussions with
Jutta Zemanek (HTL Spengergasse) and
Viktoria Kriehebauer (College for Tourism Vienna 21)

I. Introduction

The promotion of Equal Opportunities is a horizontal objective in the Leonardo da Vinci programme and also in national educational policies (e.g. Austria).

Instead of a lip-service to gender mainstreaming we have proposed an action plan how gender mainstreaming can be incorporated in the project application.

The following outline is based on a paper by Claudia Schneider¹ and discussions between partners interested in Gender Mainstreaming: Claudia Schneider, Viktoria Kriehebauer, Jutta Zemanek, Barbara Neubauer, and Maria Gutknecht-Gmeiner. It gives some general information and sketches a first proposal on how to deal with gender mainstreaming in the peer review procedure to be developed

II. Definition of Gender Mainstreaming

The Council of Europe has defined gender mainstreaming as:

“the (re)organisation, improvement, development and evaluation of policy processes, so that a gender equality perspective is incorporated in all policies at all levels and at all stages, by the actors normally involved in policy-making.”

[http://www.coe.int/T/E/Human_Rights/Equality/02_Gender_mainstreaming/001_Factsheet.asp#TopOfPage]

III. Equal Opportunities as a (legal) requirement

Equal Opportunities between women and men has been adopted as a principle in the Treaty of the European Communities and subsequently has to be implemented in the member states. http://europa.eu.int/eur-lex/lex/en/treaties/dat/12002E/pdf/12002E_EN.pdf (Articles 2 and 3)

Equal Opportunities between women and men is a horizontal objective in the Leonardo da Vinci Programme (cf. Council decision of April 26, 1999 on the Leonardo da Vinci Programme II). http://www.europa.eu.int/comm/education/programmes/leonardo/new/leonardo2/decision/decision_en.pdf

The European Commission has also drawn up a guideline on how to implement gender mainstreaming in Leonardo da Vinci projects. http://www.europa.eu.int/comm/employment_social/equ_opp/gender/gender_en.pdf

IV. Equal Opportunities as a benefit and a quality criterion

So far, quality management and gender mainstreaming have not been linked in a systematic way. However, if quality assurance and quality schemes aim at improving the quality of educational provision for the learners, gender-specific aspects have to be taken into account. Enhancing equal opportunities therefore is an important factor in quality management.

1 Schneider, Claudia (2005): Grundlagen der geschlechtssensiblen Qualitätssicherung und -entwicklung in der beruflichen Erstausbildung. Geschlechtergerechte Entwicklung des Peer Review Manuals, Vienna

A (long) list of potential benefits and advantages of gender mainstreaming for the providers of education and training can be found in Claudia Schneider's paper on Gender Mainstreaming.

V. Provisions in the project proposal

"It is a particular concern of the project partnership to ascertain that the integration of gender mainstreaming aspects remains not only a lip service (as can still be witnessed on not so infrequent occasions) but that the project will truly be 'gendered'.

To this end, gender aspects will be considered at every stage of the project and Aberdeen College, a partner with special expertise on aspects of gender mainstreaming quality approaches and instruments in VET, will be responsible for carrying out the specific work-packages and tasks concerning the gender dimension (continuous support will also be provided by the project promoter *öibf*):

This will start in the research phase by identifying and analysing good practice of gender mainstreaming in QA&D and defining core gender criteria for the development of the peer review manual.

During the development phase, the draft version of the manual will undergo a 'gender-check' and, if necessary, one or more 'gender dimensions' will be developed for the manual. Additionally, since practice has shown that awareness for gender mainstreaming as well as practical experience with its implementation is still not very widespread, gender mainstreaming guidelines with specific criteria, tools and practical instructions will be part of the Peer Review Manual.

Within the dissemination strategy, a specific target group will be institutions and persons promoting gender mainstreaming of VET provision. Dissemination activities in this area will be co-ordinated by Aberdeen College together with the project management (*öibf*)." (Project Proposal "Peer Review in initial VET", Chapter 5.2. horizontal objectives)

VI. What are possible implications for the Peer Review Manual?

The following tentative proposals have been made:

1.1 Gender Mainstreaming as a principle

Gender Mainstreaming will be integrated as **a principle** at all levels and at all stages of the peer review procedure in the Manual (e.g. stated along with other principles in the introduction).

1.2 Criteria and quality standards for the peer review procedure

Gender-sensitive language is used in the Manual and in the peer reviews.

Data collected is **disaggregated by sex** in order to represent women and men (female and male students; female and male staff).

One **peer with gender expertise** (as an additional competence) should be included in the peer review team.

If **budgets** are scrutinised, a gender analysis of the school's budget and the budget for education should be carried out.

A gender analysis of the **main elements of the peer review process** should be carried out:

- Self-evaluation of the school: Which information? Gender relevant information?
- Preparation of external evaluation: training, questions of the interviews, selection of peers?
- Visit: selection of interviewees? Are all relevant groups represented?
- Peer Review Report: language
- Feedback

A gender analysis of the **quality areas** should be carried out:

- Teaching and learning: gender sensible didactics, materials, interaction,... no 'hidden curriculum'!
- Qualification and recruitment of teachers
- Leadership and management: Whose work is visible? Working hours?
- Workflows: How, where and when is information passed on to others? Who has access to information? How are decisions made?
- Infrastructure
- External relations

There is also the possibility of including a quality area which deals specifically with gender mainstreaming (e.g. especially for those institutions who already have gender mainstreaming projects established and want to review this aspect in a focused way.