



IV. Inventory on successful experiences to boost participation of women in WBL





Deepening WBL Impact & womeN empowerment
Project ID: 2018-1-ES01-KA202-050222



Introduction

Women in the workplace

This inventory aims at giving a summarized overview of the successful experiences to boost participation of women in WBL in the different partner countries. The first section of the docu-

ment includes different activities, initiatives and actions developed in the participating countries that have been carried out to promote women participation in WBL. In the second part of the document, you will find stories of women who succeed in different areas in the field of WBL.



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1.

***Inventory on
successful
experiences
to boost
participation of
women in WBL***



Austria

Subsidy for training companies by public employment service



NAME / TITLE OF ACTION/ INITIATIVE:

Subsidy for training companies by public employment service



TYPE OF ACTION/INITIATIVE:

Financial subsidy

DESCRIPTION OF THE ACTION/ INITIATIVE	Subsidies for companies hiring girls or women in occupations with a low percentage of women. companies receive a flat monthly subsidy for their training costs - such as apprenticeship compensation, personnel and material expenses. Subsidies can be up to 400 euro per month for a maximum duration of 3 years (subsidy is granted for one year).
IMPACT ON WOMEN'S PARTICIPATION IN WBL	A financial incentive for companies to take on women as apprentices in occupational areas with a low proportion of women (below 40%).
POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE	Between 2008-2014 4.258 female apprentices who completed their apprenticeship benefited from the subsidies.



FEM-Implacement



**NAME / TITLE OF ACTION/
INITIATIVE:**
FEM-Implacement



TYPE OF ACTION/INITIATIVE:
Implacement programme*

DESCRIPTION OF THE ACTION/ INITIATIVE	<ul style="list-style-type: none"> » The aim of FEM-Implacement is to help women with an interest in a technical craft profession to give the opportunity, to obtain an apprenticeship exam in non-traditional apprenticeship occupation. The aim is to broaden women's occupational spectrum and give them access to qualified positions in those sectors in which they are clearly underrepresented. » Interested women can take part in a 6-week course on perspective development and a subsequent 8-week preparatory course to get acquainted with their future profession. » During this time, a total of 5 weeks of work experience through internships are planned. Following on from this, training in the cooperation companies begins with the aim of positive completion of the final apprenticeship examination. » During the participation women receive unemployment benefits. » 75% of training costs were subsidized by the province of Upper Austria. » Companies pay a monthly contribution per apprentice and 25% of the training costs.
IMPACT ON WOMEN'S PARTICIPATION IN WBL	<ul style="list-style-type: none"> » Women can try out different craft-technical activities. » Support in the selection of a suitable technical craft occupation. » Practical experience through internships. » Preparatory courses for an optimal introduction to apprenticeship training.
POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE	In 2009 35 women participated in the orientation module, 18 in preparation courses and 10 started an apprenticeship training.
FOR FURTHER INFORMATION	http://www.lrsocialresearch.at/sozialforschung/archiv-en/507-Evaluation+of+the+%C2%93FEM+Implacement%C2%94+foundation+Upper+Austria

**Implacement Programs are partly public funded and offer companies the opportunity to qualify the specialists they are looking for specifically for their needs.*



FiT



**NAME / TITLE OF ACTION/
INITIATIVE:**
FiT



TYPE OF ACTION/INITIATIVE:
Qualification & counselling
programme by the PES

DESCRIPTION OF THE ACTION/ INITIATIVE	<ul style="list-style-type: none"> » The programme "FiT - Women in Technology and Crafts" promotes the entry of women into occupations with a proportion of women of less than 40%. » Target group are all women registered as job seeker at the PES. No prior training or experience is required. It consists of vocational orientation (clearing, competency mapping and broadening perspectives, decision making for specific occupation/ training), basic theoretical training (MINT - theoretical training, workshop, project work, internships) and formal training in envisaged occupation (beyond others in form of dual training). During their participation women receive ongoing advice and support (e.g. learning assistance, advice on reconciling work and family life) as well as financial support (unemployment benefit, training allowance, childcare allowance).
IMPACT ON WOMEN'S PARTICIPATION IN WBL	<ul style="list-style-type: none"> » Reflection about vocational interests. » Improving Career management skills. » Improving skills in STEM (sciences, technology, engineering, mathematics).
POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE	In 2018 7.937 women participated in the FiT programme.



Vienna Daughters Day (Girls day)



NAME / TITLE OF ACTION/ INITIATIVE:

Vienna Daughters Day
(Girls day)



TYPE OF ACTION/INITIATIVE:

A yearly one-day vocational
orientation event for girls

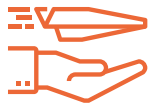
DESCRIPTION OF THE ACTION/ INITIATIVE	The Daughters Day Vienna gives girls the opportunity to spend a day exploring the world of work. They can choose between almost 160 companies. The focus is on technical, craft and scientific professions. All girls between the ages of 11 and 16 who attend school can participate. The trial day is free of charge in all companies.
IMPACT ON WOMEN'S PARTICIPATION IN WBL	The daughters day is intended to encourage girls to set themselves broader goals with regard to their career aspirations and to go their own ways beyond traditional role models.
POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE	From 2002 to 2017, a total of around 40,000 girls took part in the Daughter's Day.





Germany

Part time vocational training for young parents



NAME / TITLE OF ACTION/ INITIATIVE:

Part time vocational training for young parents



TYPE OF ACTION/INITIATIVE:

Legal regulation

DESCRIPTION OF THE ACTION/ INITIATIVE	Section 8 of the Vocational Training Act (BbIG) offers trainees the option of undergoing training part time. Trainees who undergo part-time initial vocational training have to work at least 25 hours a week. The trainee and the training company have to agree on when these hours are to be worked. The trainee and the trainer have to submit a joint application to the relevant official body. Part-time initial vocational training does not invariably lead to a longer overall duration of the individual's training.
IMPACT ON WOMEN'S PARTICIPATION IN WBL	Part-time initial vocational training represents an opportunity – particularly for young mothers, fathers and care-givers – to undergo vocational training and still fulfil one's family responsibilities. Experiences have shown that part-time trainees are usually highly motivated and many companies are interested in offering part time vocational training.
POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE	"According to data from the vocational training statistics provided by the statistical offices of the Federal and Länder governments (vocational training statistics for the 31st of December), 2,085 new contracts for part time vocational training were concluded in 2016, just 0.4 % of all new training contracts in that training year (2015: 2,043 new part time training contracts so also 0.4 %). As in previous years, more female trainees (0.9 %) than male trainees (0.1 %) were training part time."



Cliché Free Initiative



NAME / TITLE OF ACTION/ INITIATIVE:

National service point "Cliché Free Initiative"



TYPE OF ACTION/INITIATIVE:

National initiative funded by the Federal Ministry of Education and Research (BMBF) and the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSFJ).

DESCRIPTION OF THE ACTION/ INITIATIVE	<p>The Cliché Free Initiative (German: Initiative Klischeefrei) is an alliance between representatives from the areas of education and training, policy making, business and research. It is not gender specific in terms of support and advice only to girls. It campaigns for career and study choices to be made free from gender stereotypes. The Service Agency of the Cliché Free Initiative provides guidance and facilitates networking between institutions and active participants. It prepares and edits information, such as measures which have been structured in a gender-sensitive manner, other materials and examples of successful practice, and makes these available free of charge on the klischee-frei.de portal. The webportal offers background information on career and study choices, ie.</p> <ul style="list-style-type: none"> » fact sheets which clearly explain figures on education- and occupation-related topics; » media library that holds selected examples of what a cliché-free choice of occupation and study can look like; » glossary that contains definitions of relevant terms on the topic of cliché-free choice of occupation and study.
IMPACT ON WOMEN'S PARTICIPATION IN WBL	<ul style="list-style-type: none"> » In company-based training, women and men are unequally distributed across the individual training areas. This is true of the public sector, but applies to an even greater extent to training in agriculture, in the craft trades, in the liberal professions and in housekeeping. Significant differences between the subjects chosen by young females and males are also revealed at vocational schools and at institutes of higher education. » The initiative faces the challenge that young people are likely to align their occupational choice decisions to traditional patterns. This means that the career spectrum available to them becomes limited. The initiative supports a career choice of young people which match their strengths and which they enjoy, free from any clichés and gender-based allocation.
POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE	<p>There are no concrete positive achievements that can be traced back to the initiative. However there are statistical figures drawing the following picture: In 2018, A total of 521,900 people signed a new training contract. This is 1.2 percent more than in the previous year. However, the increase is exclusively attributable to men's training contracts (+2.6%). The number of new contracts concluded by women fell again (-1.0%). The downward trend observed over the past ten years for women to take up dual vocational training is continuing. One reason could be that young people (also girls) favour higher education. The number of first-year students has been rising for years. With a share of women of about 49 percent, the relationship between men and women has been almost balanced since 1998. Longer-term observations show that the proportion of female students in subjects with a high proportion of men is slowly increasing. In the MINT subjects, almost 30 percent of all students are now women.</p>
FOR FURTHER INFORMATION	<p>Statistics: https://www.klischee-frei.de/dokumente/pdf/a41_klischeefrei_FB06_Frauen_und_Maenner_an_hochschulen.pdf https://www.klischee-frei.de/dokumente/pdf/a41_klischeefrei_181116_Faktenblatt_10_UA_Betriebliche_Berufsausbildung.pdf</p>



MINT-Toolbox



NAME / TITLE OF ACTION/ INITIATIVE:

MINT-Toolbox (funded by The National Initiative New Quality of Work)



TYPE OF ACTION/INITIATIVE:

Resource/Toolbox

DESCRIPTION OF THE ACTION/ INITIATIVE	<ul style="list-style-type: none"> » The MINTtoolbox aims to provide HR managers in small and medium-sized enterprises (SMEs) with ideas on how to address more young women using simple and tried and tested methods, and how to promote women experts already working in the companies in order to tap their full potential as specialists and managers. » Small and medium-sized companies in particular are already doing a lot of good - but they do not market their corporate values enough. As a result, potential female apprentices and junior executives often do not even know about the benefits of working in such a company.
IMPACT ON WOMEN'S PARTICIPATION IN WBL	<ul style="list-style-type: none"> » The MINT-Toolbox was developed as part of the project "Project MINTrelation Future Workshop Technical Professions" (2013-2016) and is intended above all to support small and medium-sized enterprises in their competitiveness, particularly with regard to the acquisition and retention of female skilled workers. In an innovative way, the project brought three target groups into a dialogue: Managers / personnel managers in companies in the metal, electrical and IT industries, female trainees and skilled workers from the companies and students. After intensive company explorations by the female pupils and students, all groups involved developed future scenarios for attractive and motivating working conditions in joint workshops, which take particular account of the aspect of women's and family friendliness. » The aim was to increase the attractiveness of the employer by working on a corporate culture that promotes families and women, in order to attract more young women and retain female employees.
POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE	<p>One part of the toolbox are recommendations on how to address female junior staff with special activities:</p> <ul style="list-style-type: none"> » <u>Company explorations:</u> <ul style="list-style-type: none"> » Use entertaining mini internships to convey concrete ideas about MINT occupations. » Company rally for school students » Bringing pupils together with female trainees » Creative hands-on projects for students provide insights into industrial and technical professions <ul style="list-style-type: none"> » MINT day seminars for girls » Taster days at the weekend » Girls'Day » <u>Female role models</u> Appointing ambassadors for technical occupations. Mentoring programs for young women. » <u>Cooperation with schools, universities and other institutions.</u> School partnerships. Apprentices present job profiles. Action days in corporate association with other companies. » <u>Internships, jobs, fairs.</u> Paid internships or holiday jobs. Practical exercises at training fairs.
FOR FURTHER INFORMATION	<p>http://www.minttoolbox.de/index.php (German)</p> <p>https://www.inqa.de/EN/Home/home.html</p>



Gender competence



NAME / TITLE OF ACTION/ INITIATIVE:

Learning module on "Gender competence" for in-company trainers



TYPE OF ACTION/INITIATIVE:

Learning resources for teachers/trainers

DESCRIPTION OF THE ACTION/ INITIATIVE	The learning module offer in-company trainers the opportunity to develop "gender competence". This primarily refers to an awareness of certain gender-typical behaviour patterns - behaviour patterns that are usually so familiar to us that we no longer pay attention to them.
IMPACT ON WOMEN'S PARTICIPATION IN WBL	Participants will get to know better gener-typical behaviour patterns and one's own reactions to them in order to give targeted impulses for the professional development of young women and men.
POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE	Not measurable. This training material is part of the web portal foraus.de, provided by the Federal Institute for Vocational Education and Training. The portal is widely acknowledged and offers wide-ranging internet provision, including vital information on the organisation of company-based training.
FOR FURTHER INFORMATION	The learning module on gender competence can be found here https://www.foraus.de/media/08_gender_mainstreaming.pdf (in German)





Greece

ESPA



**NAME / TITLE OF ACTION/
INITIATIVE:**
ESPA



TYPE OF ACTION/INITIATIVE:
Financed from the government

DESCRIPTION OF THE ACTION/ INITIATIVE	<ul style="list-style-type: none"> » The aim of the programme is to develop, support and encourage entrepreneurship by women between the ages of 18 – 55, who wish to establish an enterprise in the sectors of manufacturing, services, tourist activities and e-commerce. » Emphasis is given in the development of new technologies, in the use of innovative methods of production and promotion of products and services, in the growth of business skillfulness in the sector of environment and generally in the promotion of modern enterprising activities aiming at the creation dynamic and competitive enterprises
IMPACT ON WOMEN'S PARTICIPATION IN WBL	Support and standardize the inclusion of women in entrepreneurship.
POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE	According to the programmes that ESPA develops very year, women have the opportunity to gain more knowledge regarding the WBL. Also the result of the programme is to develop new job opportunities for women.
FOR FURTHER INFORMATION	https://www.espa.gr/el/Pages/Default.aspx



Congress of woman entrepreneurship



NAME / TITLE OF ACTION/ INITIATIVE:

Congress of woman entrepreneurship



TYPE OF ACTION/INITIATIVE:

Conference

DESCRIPTION OF THE ACTION/ INITIATIVE	The Congress is organized by the Forum of the Adriatic and Ionian Chambers of Commerce and Arta Chamber of Commerce, in collaboration with Ioannina University (Uniadriion member) and Split Chamber of the Economy (Forum AIC member). It aims to provide a cross-regional perspective on the best practices and prevalent challenges in scaling up women's economic empowerment and entrepreneurial activities, in the field of alternative tourism in the Adriatic and Ionian Macroregion.
IMPACT ON WOMEN'S PARTICIPATION IN WBL	The event brings together a vast community of actors from across the Adriatic and Ionian area: experts, institutional representatives, entrepreneurs, and stakeholders, all of whom are devoted to the development of women's entrepreneurship.
FOR FURTHER INFORMATION	https://www.espa.gr/el/Pages/Default.aspx

International Women's Day



NAME / TITLE OF ACTION/ INITIATIVE:

International Women's Day



TYPE OF ACTION/INITIATIVE:

Conference

DESCRIPTION OF THE ACTION/ INITIATIVE	<ul style="list-style-type: none"> » Organisations, VET centers and enterprises present their actions regarding the empower of women in WBL and in the field of entrepreneurship. » Successful women present their stories and trying to support other women who want to.
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ASL

Real work experience



NAME / TITLE OF ACTION/ INITIATIVE:

ASL
Real work experience



TYPE OF ACTION/INITIATIVE:

Government-financed.
Educational approach or instructional methodology that uses the workplace or real work to provide students with the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities.

DESCRIPTION OF THE ACTION/ INITIATIVE	<ul style="list-style-type: none"> » Mandatory activity for students. » Possibility to spend 5 to 10 weeks improving their skills in a real work experience. » Students have to work at least 40 hours a week and they don't receive a salary. Company and the trainees have to sign a detailed agreement. <p>Examples:</p> <ul style="list-style-type: none"> » A student went to Sweet Mama pastry and she developed a great interest in cake design. » Another student was trained by an ex student and now she works permanently in the pastry owned by her trainer.
IMPACT ON WOMEN'S PARTICIPATION IN WBL	<ul style="list-style-type: none"> » Opportunity to discover work-propensity. » Support the inclusion of female students in traditionally male work area.
POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE	Experiences have shown that companies become interested in female highly motivated also for job opportunity in traditionally male work area.
FOR FURTHER INFORMATION	http://www.alternanza.miur.gov.it/cos-e-alternanza.html http://www.istruzione.it/alternanza/ https://www.sweetmama.it/ https://it-it.facebook.com/pages/category/Cupcake-Shop/Il-riccio-pasticcione-442737879162241/ https://www.tripadvisor.it/Restaurant_Review-g2048658-d12879349-Reviews-IL_Riccio_Pasticcione-Melegnano_Province_of_Milan_Lombardy.html



ASL

Training Course experience



NAME / TITLE OF ACTION/ INITIATIVE:

ASL
Training Course experience



TYPE OF ACTION/INITIATIVE:

Financed by government,
schools or private company

DESCRIPTION OF THE ACTION/ INITIATIVE	<ul style="list-style-type: none"> » Optional or mandatory activities. » Training Course experience where teachers are specialists or local businessmen. <p>Examples:</p> <ul style="list-style-type: none"> » Our ex student, now pastry shop owner (specialized in cake design), comes to school every year to train others students in a cake design course.
IMPACT ON WOMEN'S PARTICIPATION IN WBL	<ul style="list-style-type: none"> » Opportunity to discover work-propensity. » Support the inclusion of female students in traditionally male work area.
POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE	Experiences have shown that companies become interested in female highly motivated also for job opportunity in traditionally male work area.
FOR FURTHER INFORMATION	https://it-it.facebook.com/pages/category/Cupcake-Shop/Il-riccio-pasticcione-442737879162241/ https://www.tripadvisor.it/Restaurant_Review-g2048658-d12879349-Reviews-IL_Riccio_Pasticcione-Melegnano_Province_of_Milan_Lombardy.html



ASL

Training Course experience



NAME / TITLE OF ACTION/ INITIATIVE:

ASL
Training Course experience



TYPE OF ACTION/INITIATIVE:

Financed by government, schools or private company

DESCRIPTION OF THE ACTION/ INITIATIVE	<ul style="list-style-type: none"> » Training in an administrative office in the local Town Hall and in a business consultant private office. » During her school years a student did two internships: the first one in the economic office of the town hall and the second one in a business consultant office. They were both key experiences for her, because after her diploma and bachelor's degree she was able to apply for and find a job in the administrative office of a very important software house first, and now she's working in the accountant department of a company operating in the transport sector.
IMPACT ON WOMEN'S PARTICIPATION IN WBL	<ul style="list-style-type: none"> » Projects involving local township economic department and private business consultant offices. » Specific training for people involved.

STEM: femminile plurale



NAME / TITLE OF ACTION/ INITIATIVE:

STEM: femminile plurale
(STEM: feminine plural)



TYPE OF ACTION/INITIATIVE:

National competition organized by Education Ministry every year

DESCRIPTION OF THE ACTION/ INITIATIVE	The competition aims to fill the gender gap and develop girls' attitudes towards STEM both in university studies and in the choice of their career.
IMPACT ON WOMEN'S PARTICIPATION IN WBL	Young women are encouraged to study STEM and to choose careers connected with STEM.
POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE	More girls are involved in WBL experiences which require STEM competences.
FOR FURTHER INFORMATION	https://www.noisiamopari.it/site/it/mese-delle-stem/



#STEMintheCity



**NAME / TITLE OF ACTION/
INITIATIVE:**
#STEMintheCity



TYPE OF ACTION/INITIATIVE:
Event organized by Milan municipality in cooperation with some important public and private entities and with the support of U.N.

DESCRIPTION OF THE ACTION/ INITIATIVE	The event aims to fill the gender gap and develop STEM culture and remove some stereotypes which may hinder girls' learning and working opportunities.
IMPACT ON WOMEN'S PARTICIPATION IN WBL	Young women are encouraged to study STEM and to choose careers connected with STEM.
POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE	More girls are involved in WBL experiences which require STEM competences.
FOR FURTHER INFORMATION	https://www.steminthecity.eu/-iniziativa/steminthecity2019.kl



Portugal

“Engenheiras por um dia” “Engineers for a day”



NAME / TITLE OF ACTION/ INITIATIVE:

“Engenheiras por um dia”
“Engineers for a day”



TYPE OF ACTION/INITIATIVE:

National initiative related to the development of a project under the responsibility of the Commission for Citizenship and Gender Equality, which took place in the 2016/2017 and 2018/2019 school years in a total of 26 schools

DESCRIPTION OF THE ACTION/ INITIATIVE	<ul style="list-style-type: none"> » The engineering and technology professions have evolved very positively when it comes to wages and earnings, career possibilities and the potential for innovation and progress for the economy. Contrary to this trend, the percentage of women attending engineering and technology courses had evolved negatively. This means that the feminization rate of these courses has remained low and unchanged. » The purpose of the project is to pre-vent and invert the gender gap in terms of professional opportunities, salary and possibilities for decision-making. » It is intended that students (women) choose engineering and technology, deconstructing the idea that these are male domains, and encourage in boys the idea that all professional areas should be shared by both sexes. The project intends to value the idea that all professional environments should be equally friendly to women and men.
IMPACT ON WOMEN'S PARTICIPATION IN WBL	<p>Here are some testimonials / opinions from women:</p> <ul style="list-style-type: none"> » “The project was a way for me to demystify and recognize skills that I didn’t think I had before, wanted to go to a doctor, etc.” » “Since I underestimate myself, as many women do, I didn’t think I was as good as some men are. There is a social condition that leads us to make decisions that do not defend necessarily our interests.” » “From the best initiatives of recent years. We have one more open door. We know how engineering works.” » “The project at our school included more areas other than science. It was more extensive. We addressed issues related to Gender Equality. It helped to open horizons. It was focused on Engineering, but inequality exists in many areas (...).” » “This project is not to value women, but to create conditions for equality.” » “Deconstructing gender roles is more difficult for boys than girls. The boys were interested because it is an area that tells them something. If we did a project for girls’ courses, they would reject it.” » “Boys accepted well, but it is not clear to them that change is necessary.” » “I’m glad I was born in this generation. What the boys felt was what we had felt all these years: excluded from some contexts.”



**POSITIVE
ACHIEVEMENTS
OF WOMEN'S IN
WBL WITHIN
THIS INITIATIVE**

- » Fighting sexist stereotypes and prejudices about what is supposed to be proper to women and men.
- » It demystifies the prevailing idea that there are academic and professional areas more male and others more female.
- » It deconstructs among students' prejudice and stereotypes about the professional and knowledge areas associated with Engineering and Technologies.
- » Promotes a freer choice of these areas of study by women.
- » Provides informal local and regional mentoring networks with female professionals and women studying these domains.
- » Raises awareness among schools and educational agents of the problem of gender separation by occupation, and in particular the scarcity of women in the fields of technology and engineering.
- » Mobilizes educational agents for concrete strategies to mainstream this problem into their activities (professional orders, higher education, vocational schools, local authorities, companies and technology centers).
- » Involves municipalities and encourage them to combat and prevent occupational imbalances between women and men.

**FOR FURTHER
INFORMATION**

<https://www.cig.gov.pt/acoes-no-terreno/projetos/engenheiras-um-dia/#Caracter>



EXPOVEZ



NAME / TITLE OF ACTION/ INITIATIVE:

"EXPOVEZ"

It's a fair that takes place in public space for three days (Friday to Sunday) in Arcos de Valdevez



TYPE OF ACTION/INITIATIVE:

Annual initiative with impact at local and regional level

DESCRIPTION OF THE ACTION/ INITIATIVE	<ul style="list-style-type: none"> » The event aims to promote the region, showing the dynamics of the business fabric, as well as its importance in the economic and socio-cultural context, bringing together in the same space about 150 exhibitors, dedicated to the promotion and appreciation of trade and services, industry , agriculture, handicrafts, gastronomy, training and local products. » Every year the school (Epralima) presents its training offer, demonstrating through simulated practice some course activities. There is no differentiated disclosure (for men or women) but Epralima is investing in attracting women to traditionally male courses. For instance, during the exhibition, there are several girls playing soccer ball sports, as well as there are girls demonstrating how to make an electric installation, demonstrating how to project a 3D drawing.
IMPACT ON WOMEN'S PARTICIPATION IN WBL	<p>There has been a perception that women are no longer afraid to assume their interest in some areas and they approach, ask questions and explore activities.</p>
POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE	<p>There has been an increase in women's enrolment</p>





Spain

RESOLUTION

Regional Resolution by the Valencian Community Government



NAME / TITLE OF ACTION/ INITIATIVE:

"RESOLUTION". April 10, 2019, of the department of Education, Research, Culture and Sports of the regional government of the Comunidad Valenciana, by which grants are summoned with the purpose of promoting the access of female students to the Vocational Training corresponding to certain formative cycles of the families that integrate its object.



TYPE OF ACTION/INITIATIVE:

Grant from a regional government co-financed by ESF

DESCRIPTION OF THE ACTION/ INITIATIVE	250 female students could apply for financial aid if they enrolled, for the first time, in the 2018-2019 academic year in the first year of some vocational training diplomas (Electricity and Electronics, Energy and Water, Mechanical Fabrication, Installation and Maintenance and Transport and Vehicles Maintenance). Each student could receive a maximum of 600 euros and a minimum of 390.40 euros.
IMPACT ON WOMEN'S PARTICIPATION IN WBL	Support and standardize the inclusion of female students in traditionally male VET studies.
POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE	250 female students have been able to study these modules benefiting from this economic aid. This will encourage and support female presence in these studies.
FOR FURTHER INFORMATION	http://www.ceice.gva.es/es/web/formacion-profesional/ayudas-alumnas-de-determinados-ciclos-formativos http://www.dogv.gva.es/datos/2019/04/15/pdf/2019_3843.pdf https://www.elperiodicomediterraneo.com/noticias/castellon/dan-ayudas-600-euro-chicas-cursen-fp-masculinizadas_1216288.html



Pioneras FP



NAME / TITLE OF ACTION/ INITIATIVE:

"Pioneras FP" "Crea tu propio camino. Escoge FP"
["VET Pioneer", "Choose your own path. Choose VET"]



TYPE OF ACTION/INITIATIVE:

Educative campaign (videos and resources for the class) from HETEL (Asociación de centros Abantean de FP de Euskadi). HETEL is an Association of Vocational Training Centres in the Basque Spanish region.

DESCRIPTION OF THE ACTION/ INITIATIVE	<ul style="list-style-type: none"> » Through various dynamics, HETEL identified that one of the main handicaps for girls when it comes to make a decision about their professional future and that makes them not to choose this type of technical degrees, is the lack of female referents in the industry together with the fact that they do not really know the professions existing in the industry of their region, the Basque Country. » This educative campaign aims to make young people, but especially young women, aware of the professional opportunities that certain technological or technical of Vocational Education degrees offer. Moreover, this campaign aims to show the reality of certain jobs in the industry and bring young women closer to the industrial sector. » The campaign consist of a dozen videos, in which 10 girls, one per video, explain their daily work from their current company in position such as: draughtswoman, robot programmer, engineer of mobile units, laboratory analyst, quality technician, laboratory technician, modules and subassemblies assembler, technical researcher, designer and metrologist or production programmer in mechanical manufacturing. » The videos are complemented with a spot in which four women pioneers in different fields show how they chose a new path without fear, as well as resources and posters to work in the classroom, such as work sheets, calendars, etc.
IMPACT ON WOMEN'S PARTICIPATION IN WBL	<p>To increase enrolments in industrial VET cycles and have a more inclusive industry.</p>
POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE	<p>Encourage young women to break schemes and study Industrial VET studies.</p>
FOR FURTHER INFORMATION	<p> http://www.hetel.eus/index.php/eu/aitzindariakfp https://www.eleconomista.es/ecoaula/noticias/9874407/05/19/HETEL-pone-en-marcha-una-campana-con-mujeres-referentes-para-impulsar-las-matriculas-femeninas-en-la-FP-Industrial-vasca-que- apenas-roza-el-6.html https://www.eldiario.es/norte/euskadi/trabajadoras-industria-matriculas-FP-industrial_0_898710644.html https://www.europapress.es/euskadi/noticia-campana-trabajadoras-industria-vasca-intentara-aumentar-matriculas-femeninas-fp-industrial-20190513145037.html https://www.noticiasdegipuzkoa.eus/2019/05/14/la-noticia-positiva-del-dia/lanzan-una-campana-para-que-las-mujeres-entren-en-la-fp-industrial </p>



Girls' day in BSH Factory



NAME / TITLE OF ACTION/ INITIATIVE:

Girls' day in BSH Factory
16th May 2018



TYPE OF ACTION/INITIATIVE:

Private initiative promoted by the German Chamber of Commerce and Industry for Spain and the Chamber of Commerce, Industry and Services of Zaragoza

DESCRIPTION OF THE ACTION/ INITIATIVE	<ul style="list-style-type: none"> » 28 students (16 years old girls), 1 female VET teacher, 7 female company trainers and 3 female representatives of 2 Chambers participated in this initiative welcomed by BSH Electrodomésticos Spain. » Seven female workers of BSH with technical profiles shared their experience with the students encouraging them to work towards their own goals and to follow the path of technical studies if they wished so. » During the day the students worked in teams and interacted with the user interface options that BSH Group was developing. Then, together with the head of the induction laboratories they watched a video in which other female researchers shared their experience. » The students got to know the day-to-day life in a factory. One of the engineers presented the different existing departments in the company and the different technical profiles of the employees. The day ended with a guided visit to the factory so that the students could familiarize with the environment of what could be their future workplace.
IMPACT ON WOMEN'S PARTICIPATION IN WBL	Raise awareness about the existence of female scientific in technical and business environment.
POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE	The students realised the important role of female engineers and scientists in the technical areas of a company and the existent need for mixed work teams to achieve better results. young women to break schemes and study Industrial VET studies.
FOR FURTHER INFORMATION	https://zaragoza.salesianos.edu/colegio/alumnas-de-bachillerato-participan-en-el-girls-day-de-bsh/ https://comunicacionbsh.es/post/los-talleres-de-bsh-motivan-a-las-futuras-cientificas-en-el-%E2%80%98girls%27-day%E2%80%99





Turkey

Practical Girls Art Schools



**NAME / TITLE OF ACTION/
INITIATIVE:**
Practical Girls Art Schools



TYPE OF ACTION/INITIATIVE:
Campaign, institution opening

DESCRIPTION OF THE ACTION/ INITIATIVE	These schools are non-formal education institutions which provide vocational education to young girls and women who have completed formal education institutions or who have left any level or never entered this system, through modular programs organized in different periods and levels.
IMPACT ON WOMEN'S PARTICIPATION IN WBL	In these institutions, 16 professions such as training and complementary basic education, clothing, embroidery, child care, crafts, painting, home management and nutrition, garment, leather garment, tailoring, hand weaving, knitting, graphics, ceramics and hairdressing. There are 224 courses in the field. All participants and instructors are women.
POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE	Thousands of women and girls have benefited from the work-based training. In 487 Practical Girls Art School (dependent and independent), 102,183 people have completed their vocational courses. In the last five-year period, the average number of participants per year is 113,000. There have also been women who started their own business.
FOR FURTHER INFORMATION	<ul style="list-style-type: none"> » Ministry of Education. Girls Technical Education in Vocational Technical Education, XV. National Education Council. » Ministry of Education. Budget Reports

⁶ Additional Information: page 47



Competence Institutes



**NAME / TITLE OF ACTION/
INITIATIVE:**
Competence Institutes



TYPE OF ACTION/INITIATIVE:
Campaign, institution opening

DESCRIPTION OF THE ACTION/ INITIATIVE	These institutions are 2-year adult education institutions which enables the graduates of Girls' Vocational High Schools or Practical Girls' Art Schools to develop their professional knowledge and skills on an art field of their interest and research and develop Turkish clothing and crafts.
IMPACT ON WOMEN'S PARTICIPATION IN WBL	In these institutions, education and training services are provided in 24 fields such as touristic crafts, ceramics, stained glass, jewelery and so on. In the last five-year period, the number of institutes was 23 and the average annual number of participants was 2,500.
POSITIVE ACHIEVEMENTS OF WOMEN'S IN WBL WITHIN THIS INITIATIVE	Revolving Funds have been established within the institutes in order to realize in-production training instead of consumer training. The students participate in production by carrying out vocational training on the job. The dividends are distributed to the students at the end of each month. In addition, graduates of these institutions work as master instructors in the same institutions and produce for themselves.
FOR FURTHER INFORMATION	<ul style="list-style-type: none"> » Ministry of Education. Girls Technical Education in Vocational Technical Education, XV. National Education Council » Ministry of Education. Budget Reports

2.

Success stories of women in the field of WBL





Austria

Biography Mrs. L., car technician

» FIRST CONTACT WITH TECHNICAL/TECHNICAL ACTIVITIES

Mrs. L., 19 years old, came into contact with automechanical activities as a child when she was allowed to look over the shoulder of her two uncles and developed an interest in technology. She was interested in cars, motorcycles and motor sports. Her uncles explained and showed her a lot and she could also help herself. Mrs. L. also calls her uncles her role models.

She also helped her father, who works in agriculture, with the machines. This also supports them in their interest in technology.

» SCHOOL AND INTERESTS

In the Hauptschule Mrs. L.'s favourite subjects were German and English, in the Polytechnische Schule Werken.

In the polytechnic school, the vocational orientation took place and Mrs. L. felt well supported by the teachers as one of the few girls. In the vocational orientation classes, the earning opportunities were discussed and also the differences between typical female and male occupations were pointed out. However, Ms L. stressed that this had not been decisive for her decision. Asked about her experiences with prejudice, Ms. L. says that in the beginning, schoolmates had had to deal with it at school, but over time acceptance and normality had come about. Ms. L. also says that it is important to concentrate on one's own goal - namely to become a motor vehicle technician - and thus to motivate oneself.

» CAREER CHOICE

Already in the third grade of the Hauptschule Ms. L. tends to do a technical training in motor vehicles, whereby her mother in particular is not enthusiastic. Thereupon Mrs. L. - according to her own words - also looks at "typical girl professions".

Her mother, who runs a restaurant, would rather see the daughter in a more traditional activity and especially in her own restaurant. But Ms. L. knows from the fact that she has often helped out there on weekends that this is not an option for her as a profession.

Since she attends a polytechnic school, her interests are promoted, she is informed and has the opportunity to get a taste of different areas and companies. This has helped her a lot in her choice of career.

» TRAINING PROCESS

Finding a training place in the surrounding area was initially not easy for Ms. L. Since her home town is in rural areas, there were only two companies that would have been easily accessible for the young people. There it was fobbed off, however, first with the often brought forward reason that no lady toilet was present in the enterprise.

Thereupon she applied in a more distant company, which also took her in. When the other company on site noticed this, it was suddenly possible for Ms. L. to complete her apprenticeship there: "So to speak: Okay, Porsche takes her, then we will take her, too" Ms. L. describes her impression.

Ms. L. tells us that she was very motivated during her training and that her nice colleagues also contributed to it. They supported them both professionally and personally. The good working atmosphere was a very important criterion for Mrs. L., which helped her to complete her training. Nevertheless, she was initially confronted with sayings and gossip in her own business.

Ms. L. judged the combination of theoretical knowledge from vocational school and practical knowledge from the company to be very good.

» CURRENT EMPLOYMENT AND SATISFACTION

Mrs. L. is employed in the same company and is satisfied with her work. She says she gets a lot of recognition and admiration, especially from customers.





Germany

Franziska Mueller

Franziska Mueller, 29, Container gantry crane driver in the Port of Hamburg.

Franziska is one of four female container gantry drivers among almost 140 men. For her, the harbour belongs to the family! She literally grew into it. Her grandfather loaded ships, her father and her brother did the same. It was clear to her early on that she also wanted to work in the harbour. She either sits upstairs and operates the crane or she stands on deck and instructs the crane operator from there by hand signal and radio. The third position she was trained for is that of the supervisor, who coordinates both. Work is carried out in three shifts:

At the beginning of the shift you first have a look at the shift plan: Where am I assigned? Then it's on position. After four hours there is a half-hour break. After the "half" the position is changed, i.e. if she sat the first four hours up in the crane, she stands the next four on deck.

Only since 2008 have there also been apprenticeships for women in sea freight transport. Before there was not even a ladies' toilet! For a long time the harbour was a kind of restricted zone for women. In the beginning she did an office apprenticeship at HHLA and when it was possible to train as a container gantry crane driver, she did not hesitate for long. There were some critical voices in her environment that would have rather recommended an office job to her. Her grandfather in particular was wondering how she would cope with the rough

tone - but today he is very proud that she made it there.

Asked about how one can make male industries more interesting for women she answered:

Less preselection should be made. What counts are qualifications and interest in a sector. In my opinion, the separation into women's or men's specific jobs is outdated, but there is a lack of information about which 'men's jobs' are now also available to women, especially at the career choice stage. Counselling services or vocational preparation programmes should therefore be particularly geared to perspectives in men's sectors.





Greece

Theano Sileloglou

Theano Sileloglou, 30, has been a member of Hellenic Seaways since 2010. She began her career as a 3rd engineer on "Mykonos Island" ship in 2010 and today she is a 1st engineer. Until recently the ship's engine room was a male-dominated space.

"I do not come from a naval family. It was a Marine's academy advertisement on television that made me take the decision. I have always loved the sea though. I grew up next to her and I always enjoyed traveling," she told Xinhua on Friday. As an engineer she covers a wide range of duties: She is responsible, in cooperation with the other ship's first engineer, for any technical issue arising. She handles the engine room, makes decisions about anything that will arise and is responsible for ensuring the proper operation of all mechanical systems and for their maintenance. In short, she guarantees the safety of the crew and by extension of the ship and the passengers.

When I started working on a boat, things were difficult. The old sailors could not easily accept a woman in their field, since they once considered it a...bad luck. However, in the long run, and with great patience they started to trust me. They accepted me... Besides, all of us are here to make a living,"

With the financial crisis looming, a career in the sea seems a good choice for young people. "However, women who want to pursue this profession, have to be armed with a lot of patience, strength and persistence because, unlike men, we still have to prove ourselves.

Martha Chatziiliadou

How many years have you been a pilot?
Was this the profession of your dreams from an early age?

My first personal flight was 22 years ago, with a light piston aircraft. For the last 15 years I have been working for major airlines. Becoming a pilot has always been my goal!

What are the key characteristics and qualifications to be a professional pilot?

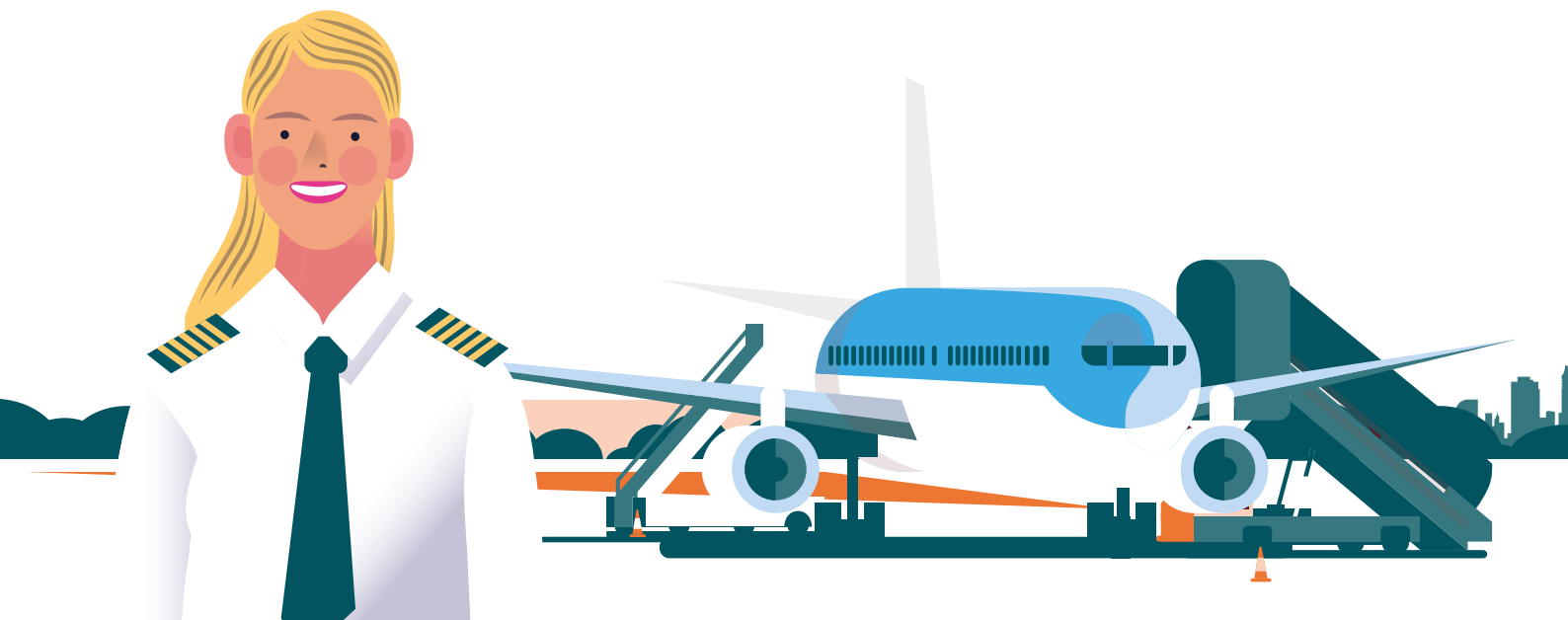
As in any profession, the secret to success lies in hard work. To become a professional pilot, you need a combination of attitude and life skills. You have to be trustworthy, responsible, communicative and work in harmony with the rest of the group. The basic technical qualifications needed are a deep understanding of specific technical knowledge and information and an excellent mindset.

What were the main challenges you faced at the beginning of your career as a female governor from Greece?

The challenges I face as a female governor are no different from those faced by my male colleagues. This role is not given to anyone, it is

something you have to win.

My absolute priority is safety. And the main challenges are the difficult weather, the “demanding” whether due to construction or workloads, jetlag and more. In a professional environment where safety is a top concern, there is no room for gender discrimination. All of us, men and women, are constantly giving our best and we are fully committed and committed to our duty, every day. When I wear my uniform, I don’t focus on being a woman. I see myself as a professional pilot who happens to be a woman - and so I want others to see me.





The story of an ex student born in 1987 who started her career with two ASL real work experiences:

- » **Bertolotti's Pastry** <http://www.panificiobertolotti.it/>
- » **Dolce Lodi pastry** https://www.tripadvisor.it/ShowUserReviews-g227885-d3977193-r541866174-Dolce_Lodi-Lodi_Province_of_Lodi_Lombardy.html

and here she discovered the cake design world. In consequence of that she joined the International University of Cast Alimenti school (<https://www.cast-alimenti.it/en>) in Brescia where she was trained by important businessman as E. Massari (one of the most important pastry chef in Italy), Tonti (international maître chocolatier), Crosara D. (pastry chef specialized in royal icing), Moggi, Zoia...

After the degree she worked in different pastry shops to increase her skills and finally, in 2015, she decided to open a pastry shop specialized in cake design which is called "Il Riccio Pasticcione";

<https://it-it.facebook.com/pages/category/Cupcake-Shop/Il-riccio-pasticcione-442737879162241/>

https://www.tripadvisor.it/Restaurant_Review-g2048658-d12879349-Reviews-IL_Riccio_Pasticcione-Melegnano_Province_of_Milan_Lombardy.html

In these last years, this pastry shop chef became very important for the school. Every year she spends time at school to train students in the cake design world. Moreover Erica hosts students in her pastry and one of them now works steadily there.





Portugal

Glória Natália Araújo

Glória Natália Araújo, 25 years old, mother of a 3-month-old baby. She's in love with life, she's a dreamer. She works as a bailiff at the Valencia General Court. Glória has completed the Professional Legal Services Technician course.

After completing the course and the internship held at the Arcos de Valdevez Judicial Court, Glória began her career at the Judicial Court of Guimarães, in January 2016, and then joined the Generic Jurisdiction Court of Valença, where she still works today.

A woman who fights for her dreams, whose motto is "Never give up, no matter how life pricks us down!". She says that when she sets a goal, she doesn't give up until she reaches it: first was the completion of her Legal Services Technician course and then being able to work in the area.

Versatile, brave, passionate, stubborn, true friend, determined and decisive, seeks to find the truth and the solution to the problem. In this case we can say it was a successful "goal"!

What is the most remarkable moment you had at EPRALIMA?

Having passed EPRALIMA was undoubtedly the foundation and motivation necessary for my professional career. Three years marked by a friendly atmosphere. As remarkable moments lived in EPRALIMA, I remember several: my internship - a unique experience, held in the Judicial Court of Arcos de Valdevez; the presentation of my PAP (Proof of Professional Aptitude) and the study visits made under my course.



Andréa Peixoto

Andréa Peixoto - Graphic designer, with proven experience in the sector, is versatile and has a great ability to overcome. She works as a graphic designer in the Marketing department of Sanitop and as a freelancer at Andréa Peixoto Designer. She was a student in the professional course of 3D Digital Design Technician.

After finishing the course, she completed a professional internship at Grupo Harena in Ponte de Lima. After this experience, she dedicated herself to build her portfolio as a freelancer at national and international level. She is currently part of the team of the Marketing Department of Sanitop company, based in Neiva - Viana do Castelo, and she continues to develop a portfolio as a freelancer. Andréa has worked for companies such as Origin, USA; Oryx Insight, England; Jap Transport and RCL, from France; SUPER O + Económico, by Arcos de Valdevez; Gourmet Village, Ponte da Barca; Military Clan, USA; WeWork, USA; Jossil, from Ponte de Lima and many others.

She considers resilience to be her main feature, as she has always looked for work in her field of training, and despite encountering some difficulties along the way, she has never given up. Instead, she tried to find an

“alternative” path and worked for a year as a locally and international freelancer. She is also a multipurpose woman, who has produced work in the most varied areas.

Woman, persistent, friend and above all an excellent professional.

What is the most remarkable moment you had at EPRALIMA?

EPRALIMA helped me to do something that, until that moment, had not been possible. Helped me to discover the profession I wanted to pursue in the future. This was a crucial moment for me, both in my student and professional life. From that moment I never let go my dream, I never gave up, regardless of the difficulties that the area entails.

Núria Rita Ceita

Núria Rita Ceita - a simple woman who likes the simple things in life. She works as an officer of the São Tome and Principe Coast Guard, where she serves as Cabinet Director of the Coast Guard Commander. She concluded the professional course of Renewable Energy Technician.

After finishing her professional course, she entered the Military Academy, in Amadora and then she went to the Naval School, in Alfeite, where she took the integrated master's degree in Naval Administration. Upon completion of the course, she returned to São Tome and Principe, where she is currently working as a Coast Guard officer, with the role of Cabinet Commander of the Coast Guard Commander, as well as in the finance department of the same institution.

With a strong personality, she admits that she is very stubborn, but in a good way, she fights for the things she believes in. She points out that her main characteristic is empathy. She can always put herself in the shoes of others, because only then, she says, "we can understand their positions." Loves being with family, reading and traveling. She upholds women's rights wherever she can, and continues to believe in a fairer world for all.

What is the most remarkable moment you had at EPRALIMA?

I can't define a single moment because all the moments I spent at EPRALIMA were special. I was very well received by both staff and teachers. The activities organized by the school provided, in addition to the interaction between different cultures, the exchange of experiences, traditions and ways of life. Really, I felt at home during the time I studied there, even being thousands of miles away from my "home".





Sara Canas

Sara Canas, Health and Safety in Work Technician, works at Agremarco Construções Lda. and divides her time between Portugal and Belgium. She is recognized for being an active and influential voice in the fight for the defense of her colleagues.

She graduated as a Hygiene and Safety at Work Technician at EPRALIMA and a month later, with only 18 years old, she was working at one of the largest construction companies in Portugal. After 8 years, she decided to change the construction area to the heavy metal-working industry and started to work in the largest in the world in this area, Martifer. After 6 months, she was invited by Agremarco Constructions Lda., a company based in Portugal, to work in Belgium.

The “young” construction company intended to create a grassroots security department. The challenge was enticing, going to a country of different language, customs and norms. Creating a department, managing works and labor in two countries alone was not going to be easy. Of course, Sara accepted it! Today she is responsible for the security of the company and she is very proud of!

She is a woman who fights every day for her independence, determined and proud of her career path. She’s a strict, persistent and very professional person. As one colleagues of her says “it’s either as Sara says, or it’s not!

What is the most remarkable moment you had at EPRALIMA?

There were several! I remember in the presentation of my PAP (Proof of Professional Aptitude), the teachers who accompanied me were able with just one look and two or three keywords to give me that reliable click for me to present it with confidence.

And so it was, the final pride “this is what I want to be!”



Spain

Irene Vacas

<https://www.alianzafpdual.es/casos-exito-irene-vacas>

Irene Vacas had been working in the commerce sector since she was 16, by then she didn't have any degree.

She saw a job offer in Aldi supermarkets, to apply she needed to be part of a dual training plan. She was interested in the offer and she started to study a module of Technician of commercial activities while she worked in Aldi. Three years later she is still working in the company. Her aim is to move to the training department to help future dual vocational training students.



Cristina Fernández

<https://www.alianzafpdual.es/casos-exito-Cristina-Fernandez>

Cristina explains that she always wanted to study something related to mechanics. She had never been extremely worried about the fact that it is generally a “man world”. She has been the first woman in carry out a VET program in Ferrocarrils de la Generalitat, a railway company owned by the government of the region of Catalunya which operates several railway corridors and ski resorts in Catalonia (Spain). Moreover she has been one of the first women in carry out a trainership program in this company. She defends the equality between men and women in the company so she encourages other girls to follow her path and hopes they have the support she has had.





Turkey

Valide Karalar

Vocational High School students who are in the final grade are trained in a company for 3 days a week during their academic year.

On other days, they come to the school to attend the general subjects. The on-the-job training is evaluated as an ordinary educational course. The attendance is recorded regularly during the on-the-job training. Internship for vocational high school students is an extremely useful learning method.

While students are still in high school, they experience real business life conditions, prepare for a profession and most importantly they develop their skills by applying the knowledge they gain within the workplace environment. The students who are taking up the internship start their business life one step ahead of their friends of the same age. The students of the vocational department continue to study both by going to

the college and by working and providing themselves with financial support.

Students can not obtain diplomas if they do not complete their skills training. When students graduate, they are employed in the same business.

Students are insured by the state for occupational diseases and work accidents during on-the-job training. For the students who participate in on-the-job training, the workplace is paid a fee of 1/3 of the minimum wage. 30% of this fee is paid by the state. Students are more interested in practical work than theory learning and continue to work. When they graduate, the first institution they apply for employment with is the enterprise in which they have completed their internship. Furthermore, after completion, graduates will be able to set up their own businesses if they so choose.





In Gaziantep, Valide Karalar, mother of three children, doing things like childcare and dishwashing, worked in a shoe shop for a while, was successful in the Competence Institute where she went to learn how to make traditional shoes of the city and started as master trainer in the same institute.

Karalar, who taught trainee women with her master who taught her the profession, showed that women can be successful in this craft made by men.

Valide Karalar (39) stated that she worked in many jobs such as childcare, dishwashing, cookery to contribute to the family budget working in many jobs, but then she wanted to get a job that she loved and be interested in.

For this reason, saying that she wanted to learn to make the yemeni, purely handmade shoes from natural leather which accessorize the people's feet for centuries in Gaziantep, Karalar, said

First I started to work with a yemeni master. Master taught me a little work. Then Nurel-Enver Taner Gaziantep Competence Institute opened a manufacturing course I took about 45 days of training. I improved myself and started to work as a master trainer here"; "while going to the course my aim is to earn additional income by sewing yemeni in his spare time at home, but on the fact that he I love this job and succeeded in training, now I give training to women like myself and I am very happy

Karalar, explaining that manufacturing Yemeni is usually done by men, women are also very successful in this business, said that women learn more easily because their hands are more susceptible to sewing. After developing herself the masters wanted her to work at the same institute as a master trainer and she is training the women yemeni makers in Gaziantep.



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