

**RECOMMENDATIONS**

**for the Ministry of National Education**

**concerning basic vocational education for girls**

Provide girls with a wider educational offer on the level of basic vocational education through:

encouraging girls to take up courses in the non-traditional for them professions, especially those related to new technologies, and promoting these professions as open to women and men equally (e.g. mechatronic fitter, industrial automation and precision devices mechanic, numerically controlled machine tool operator);

introducing the new professions to the educational offer of schools. This need results from demographic changes such as the aging of society, which triggers an increasing demand for professions related to care for the elderly. Such professional offer should be equally addressed to girls as well as boys.

Eliminate structural barriers - negative stereotypes that prevent girls from choosing the non-traditional for them vocational courses through:

* training the career advisors in terms of avoiding stereotypes related to the division into "the appropriate professions" for girls and "the appropriate professions" for boys;
* introducing to career counselling in the junior high schools, the principle of encouraging girls gifted in science subjects (physics, mathematics, chemistry, etc.) to continue their further education in technical and IT professions;
* organizing the visits of school-age students to the workplaces, talks with employers in order to get to know the labour market in professions for which there is a demand; making sure that these visits do not deepen the division into "male" and "female" professions; inviting parents who perform the non-traditional for their gender professions to schools in order to build the prestige of professions opened for both women and men;
* introducing the regulation into the conditions of tenders for educational and promotional materials concerning vocational education, that indicates that the educational material and school courses are aimed at both girls and boys (the materials cannot duplicate the stereotypical division into the professions for girls and boys neither in verbal nor in visual layer) ;
* introducing the principle of gender diversity into the vocational schools’ recruitment process (e.g. a guaranteed number of places for girls in classes training in the "male" professions as a signal that girls are welcome in these classes, the "bonuses" for schools for promoting the "equal opportunities ");
* introducing the scholarships for girls that choose the classes and take training in the professions in which the percentage of boys is higher than 70%.

Overcome gender stereotypes in vocational education in order to make it easier for girls to decide to learn the "male" professions, and for employers to hire women in positions "reserved" so far for men, by conducting:

campaigns to change public beliefs about professions suitable for women and men;

campaigns showing the advantages for girls of learning the “male” professions in basic vocational schools (higher employment opportunities, higher wages);

campaigns showing a basic vocational school as the school that provides girls with opportunity to master an attractive profession as well as to continue further education and careers;

campaigns showing positive examples of women's and men's careers in non-traditional for theme professions.

Tailor education of girls in the basic vocational schools to the needs of local / regional labour market through:

establishing cooperation between the basic vocational schools and the local labour offices, which should monitor labour market taking into account gender, so that the schools offer girls the courses in professions that are in demand and the labour market is not yet saturated with them.

establishing cooperation between the basic vocational schools and the local / regional employers in order to provide apprenticeships, in particular for girls learning in non-traditional for them professions, on the open labour market;

introducing a monitoring by schools of student apprenticeships in companies / institutions, in order to ensure the effectiveness of the apprenticeships.

The recommendations developed by a group of experts on the labour market and education, coordinated by Karat Coalition as part of the project "Cross-Cutting Discrimination. Gender and Vocational Education ".

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