

# “What do regional and local authorities do to attract female learners and apprentices to VET? The example from Catalonia”

New Challenges for  
Europe's Cohesion





# Regional Ministry of Education of the Government of Catalonia

New Challenges for Europe's Cohesion

**OUR MISSION AS A REGIONAL GOVERNMENT** In terms of promoting gender equity, we must:

- Make effective the principle of co-education and the gender perspective by incorporating them at all levels and modalities of the education system.
- Promote the development of students outside of stereotypes and gender roles.
- Guarantee an academic and professional orientation free of sexist and androcentric biases.
- Promote inclusive methodologies with materials that highlight the importance of women and promote real equality between men and women in the different areas of society.
- Eliminate stereotypes and prejudices in the contents of the materials by proposing professionalizing activities that make the gender identity and expression of professionals visible as a strategy for empowering students.
- Incorporate the gender perspective and the visualization of women in the different areas of knowledge and development of trades and professions.

#EURegionsWeek



Generalitat de Catalunya  
Departament d'Educació



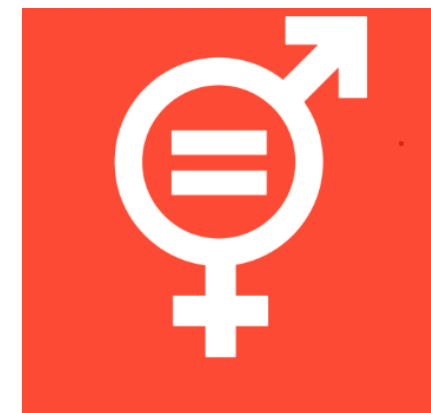


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## In Artistic Vocational Studies

- **In the curricula**
- **Innovation Projects**
- **In artistic shows**
- **Exhibitions**
- **Research Projects**
- **Some Figures:**
  - **Non-regulated dance studies: 94.3% of female students**
  - **Non-regulated music studies: 53% of female students**
  - **Professional dance education: 81.8% of female students**
  - **Professional music education: 56% of female students**
  - **Higher dance education: 87.5% of female students**
  - **Intermediate and dance studies: 60% of the students are females**
  - **Advanced Drama VET Qualification: 70% female students**

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- ***OrientaFP* INNOVATION PROGRAMME AND NETWORK:**
  - a. A network specifically dedicated to the inclusion of gender perspective in professional guidance work, carried out in VET centers.
  - a. 3rd International *OrientaFP* Conference. Goals:
    - i. To raise awareness of gender equity and perspective VET teachers and agents involved in training (companies, administration managers, etc.).
    - ii. To provide resources to VET centers, as well as disseminate educational and training policies and strategies.
    - iii. To enrich the debate and dominant discourses on gender and education in the VET context of VET.

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orienta**fp**





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- Life Stories project
- Resources and Training for Teachers to Work Co-education and Gender Equity
- Connect with a Company Project

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- i. Dual Vocational Course TMB: <https://www.tmb.cat/ca/-/agenda-tmb-en-femeni>
- i. 10 Years of the Dual System in BASF: The presence of women is growing  
*"In a traditionally masculinized sectoral context, the presence of women in plant operator positions remains the pending subject of the sector. In this promotion, women represent 30% of the students, a figure that has been growing since the beginning of the project, when it was only 15%; an upward trend"* BASF Manager.
- i. The principal of the IES Comte de Rius adds that *"the fact that the first students completed the training successfully and the automation of many of the tasks makes the job of the plant operator closer to women. Luckily, it is becoming more and more normal to have girls in the scientific and technical vocational courses"*.



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# Genre Perspective

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- **Catalan Agency for VET Education (WORKING GENERAL PLAN 2021-2023):**
  - a. To generate spaces for debate to raise awareness in terms of gender in professional training.
  - b. To establish mechanisms for analysis, control and systematization of information for early decision-making in relation to the gender perspective in professional training.
  - c. To raise awareness of gender perspective (materials, webinars).
  - d. To train the professionals of the FPCAT System in a gender perspective.
  - e. To identify, describe and disseminate good practices in the field of gender perspective
  - f. To establish mechanisms to increase the participation of women in industrial and technological training.
  - g. To incorporate the gender perspective with quality into Occupational Training actions.
  - h. To promote professional training for subsidized employment for employed workers in matters of equality.
  - i. To increase the representation of women in non-normative training in terms of gender.
  - j. Enrollment bonus for women who attend non-normative gender-specific training training.
  - k. To sensitize teachers in gender perspective.
  - l. Training actions with the gender perspective in mind.
  - m. To organise conferences with a gender perspective

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# Thanks for your attention!

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