




# ANALYSIS NATIONAL REPORT






## RESULTS 1

 Erasmus+



**CITY WOMEN, COUNTRY WOMEN**  
**SUPPORTING IN ACQUIRING KEY COMPETENCES**



**PROJECT No. 2019-1-PL01-KA204-065390**  
KA2 - Cooperation for Innovation and the Exchange of Good Practices  
KA204 - Strategic Partnerships for Adult Education

**GOALS:**  
1 - Supporting the exchange of good practices on the development of key competences in women.  
2 - Increased competences of educators in the field of motivating to raise the competences of women with low competences.  
3 - Improving the ability to act at the transnational level.

**PARTNERS:** Family Center Foundation - Poland  
Fondazione Don Orione Onlus - Italy  
Associació Cultural Catalanopolonesa - Spain  
Akademi Kultur ve Eğitim Derneği - Turkey  
St Joseph Secondary Comprehensive School - Jordan



## ACQUISITION OF KEY COMPETENCIES WOMEN

Education should last throughout a women's life, because only in this way it is possible to constantly keep up with changes in civilization. For this reason, great importance is in the present actually assigned to the idea of lifelong learning. The purpose of the idea of lifelong learning is the integration of all forms of education (formal, non-formal and informal). In the context of this concept, learning is understood as a multidirectional human activity learned throughout life (at every stage), by the situation in which it is located (the life).

French term *compétence* was originally used in the context of vocational training, referring to the ability to perform a particular task. In recent decades, it has found its way into the world of general education where it often refers to a certain 'capacity' or 'potential' for acting efficiently in a given context.

The Government **in Poland** which took office in 2015 has adopted the Responsible Development Plan and Strategy which identify education as a key element of social and regional development. The objectives of the lifelong learning (LLL) policy are based on the Lifelong Learning Perspective in response to the EC Europe 2020 Strategy. The number of studying women, women with higher education, and with scientific degrees has is constantly increasing. Women are more involved with family duties. Currently, more women than men participate in the cultural life. In recent years there has been a growth in the percentage of women taking part in the works of representative organs.

**In Turkey** living conditions in villages are more difficult than living conditions in cities. In Kastamonu, in 2007 total village population was 176.000, in 2017, this number was only 138.000. The main difficulties are:

- Women more ou work more but earn less in the village than in the city,
- Future assurance and job assurance are not strong. Job altenatives are very limited.
- Family elders make decisions, young women have no right to opinion.
- Education problems, for further education, young girls need to travel to the nearby cites or need to leave from their families.

**The Spain** has a world class-education system, that ranks 11 in the QS 2017 Ranking of Higher Education Systems Strength. From the economy point of view, Spain is listed 25th in the United Nations Human Development Index and 30th in GDP per capita by the World Bank, therefore it is classified as a high income economy and among the countries of very high human development. According to The Economist, Spain has the world's 10th highest quality of life. In 2018 Spain became the world's most female-centric government with a share of 65% female ministers in Pedro Sánchez's cabinet. The Spanish Congress became the most equal in the EU with a 47.4% share of women.

### **In Italy**

The history of educational and scholastic practices in Western culture is marked by women's distancing from reading and writing, and more generally by the instruction to devote themselves to the so-called "works for women" (sewing, embroidery, cooking, etc....). The heavy cultural heritage has continued to condition the scholastic and educational pathways of girls and young women up to the last decades of the 19th century and the beginning of the 20th century.

With REACT, a national project to combat educational poverty, which promotes inclusive education of quality for all, numerous projects have been launched aimed at preventing and combating early school leaving, involving seven regions or metropolitan areas: Milan, Aversa, Palermo, Turin, Rome, Cagliari and province. The WE World Onlus is present in neighborhoods characterized by situations of socio-economic hardship.

**In Jordan** there are some social, economic and local determinants and obstacles that hinder women and limit their ability to achieve and develop.

Among these limitations facing women in the local Jordanian community are the following: the educational level, the economic level, the intellectual aspect, and the Jordanian society's culture in which the male character prevails: as many women did not complete their education due to several circumstances, whether it was early marriage, the economic status of the family.

**Women's Skills Acquisition is Key to Solving Poverty and Social Inclusion.**

## NABYWANIE KLUCZOWYCH KOMPETENCJI U KOBIET



Edukacja kobiet powinna trwać przez całe życie, ponieważ tylko w ten sposób pozwala nadążać za zmianami cywilizacyjnymi. Z tego powodu duże znaczenie w chwili obecnej ma zasada uczenia się przez całe życie. Idea uczenia się przez całe życie polega na integracji wszystkich form edukacji (formalnej, pozaformalnej i nieformalnej). W kontekście tej koncepcji uczenie się rozumiane jest jako wielokierunkowa aktywność trwająca przez całe życie (na każdym etapie) oraz przez sytuację, w której osoba się znajduje (życie).

Francuski termin „kompetencje” pierwotnie był używany w kontekście szkolenia zawodowego i odnosił się do umiejętności wykonania określonego zadania. W ostatnich dziesięcioleciach trafił do świata edukacji ogólnej, gdzie często odnosi się do określenia pewnej „zdolności” lub „potencjału” do skutecznego działania w danym kontekście.

Rząd **w Polsce**, który objął urząd w 2015 r., Przyjął Plan i Strategię Odpowiedzialnego Rozwoju, który określa edukację jako kluczowy element rozwoju społecznego i regionalnego. Cele polityki Life Long Learning (LLL) opierają się na perspektywie uczenia się przez całe życie w odpowiedzi na strategię EC Europa 2020. W Polsce liczba kobiet studiujących z wyższym wykształceniem i ze stopniem naukowym stale wzrasta. Kobiety są bardziej zaangażowane w obowiązki rodzinne. Obecnie w życiu kulturalnym uczestniczy więcej kobiet niż mężczyzn. W ostatnich latach nastąpił wzrost odsetka kobiet biorących udział w pracach organów przedstawicielskich.

**W Turcji** warunki życia kobiet na wsi są trudniejsze niż w mieście. W Kastamonu w 2007 r. populacja okolicznych wsi wynosiła 176 000, w roku 2017 liczba zmalała do 138 000. Główne trudności to:

- Kobiety na wsi wykonują cięższe prace natomiast zarabiają mniej niż kobiety pracujące w mieście,
- Zapewnienie przyszłości oraz utrzymanie zatrudnienia jest trudne. Oferty pracy dla kobiet na wsi są bardzo ograniczone.
- Osoby starsze w rodzinie podejmują życiowe decyzje, młode kobiety nie mają prawa do wyrażania własnego zdania i opinii.
- W celu dalszej edukacji młode kobiety muszą wyjeżdżać do pobliskich miast i opuścić swoje rodziny.

**Hiszpania** może wykazać się światowej klasy systemem edukacji, który zajmuje 11 miejsce w rankingu QS 2017 siły systemów szkolnictwa wyższego. Z ekonomicznego punktu widzenia Hiszpania znajduje się na 25. miejscu w indeksie rozwoju społecznego ONZ i 30. PKB na mieszkańca przez Bank Światowy, dlatego jest klasyfikowana jako gospodarka o wysokich dochodach i wśród krajów o bardzo wysokim rozwoju ludzkim. Według The Economist Hiszpania ma 10 miejsce obejmujące najwyższą jakość życia na świecie. W 2018 roku Hiszpania wykazała najbardziej kobiecym rządem na świecie z udziałem 65% kobiet-ministrów w rządzie Pedro Sáncheza. Kongres hiszpański stał się najbardziej wyrównany w UE z udziałem 47,4% kobiet.

**We Włoszech**- Historia praktyk edukacyjnych i scholastycznych w kulturze zachodniej charakteryzuje się dystansem kobiet do czytania i pisanie, a bardziej ogólnie instrukcją poświęcenia się tak zwanym „pracom dla kobiet” (szycie, haftowanie, gotowanie itp.). To (ciężkie) dziedzictwo kulturowe warunkowało drogi szkolne i edukacyjne dziewcząt i młodych kobiet aż do ostatnich dziesięcioleci XIX wieku i początku XX wieku.

Dzięki REACT, krajowemu projektowi walki z ubóstwem edukacyjnym, który promuje integracyjną edukację wysokiej jakości dla wszystkich, uruchomiono wiele projektów mających na celu zapobieganie i zwalczanie przedwczesnego kończenia nauki, z udziałem siedmiu regionów/obszarów metropolitalnych: Mediolan, Aversa, Palermo, Turyn, Rzym, Cagliari i prowincje. WE World Onlus jest obecny w dzielnicach charakteryzujących się trudnymi sytuacjami społeczno-ekonomicznymi.

**W Jordanii** istnieją pewne uwarunkowania społeczne, gospodarcze i lokalne oraz przeszkody, które utrudniają kobietom i ograniczają ich zdolność do osiągnięcia i rozwoju.

Wśród tych ograniczeń, przed którymi stoją kobiety w lokalnej społeczności jordańskiej, są: poziom wykształcenia, poziom ekonomiczny, aspekt intelektualny i kultura społeczeństwa Jordanii, w której dominuje męski charakter: ponieważ wiele kobiet nie ukończyło edukacji z kilku powodów, czy chodziło o wczesne małżeństwo, status ekonomiczny rodziny.

**Nabywanie umiejętności kobiet to klucz do rozwiązania problemu ubóstwa i integracji społecznej.**

## ACQUISIZIONE DI COMPETENZE CHIAVE PER LE DONNE

L'istruzione dovrebbe durare per tutta la vita della donna, perché solo in questo modo è possibile tenere il passo con i cambiamenti della società. Per questa ragione, grande importanza viene assegnata all'idea dell'apprendimento permanente. Lo scopo dell'apprendimento permanente è l'integrazione di tutte le forme di educazione (formale, non formale e informale). In questo contesto, l'apprendimento diventa un'attività umana multidimensionale praticata durante tutta la vita (ad ogni età) dalla situazione in cui è collocata (la vita).

Il termine francese *compétence* era usato originariamente nel contesto della formazione professionale, in riferimento all'abilità di compiere un compito specifico. Negli ultimi anni, ha trovato il suo posto nel mondo dell'istruzione di carattere generale dove spesso si riferisce a una specifica capacità o potenziale che permette di agire con efficacia in un determinato contesto.

**Il governo polacco** eletto nel 2015 ha adottato il Piano e la Strategia di Sviluppo Responsabile nel quale l'educazione è identificata con un elemento chiave dello sviluppo sociale e regionale.

Gli obiettivi della politica dell'apprendimento permanente (Lifelong Learning - LLL) sono basati sul Lifelong Learning Perspective in risposta alla Strategia europea del 2020.

Il numero di donne che studiando, donne con istruzione superiore, e con lauree scientifiche continua ad aumentare. Le donne sono più impegnate con i doveri familiari. Al momento, più donne che uomini partecipano alla vita culturale. Negli ultimi anni c'è stata una crescita nella percentuale di donne che lavorano in organi rappresentativi.

**In Turchia** le condizioni di vita nei paesi sono più difficili che nelle città. Nel 2007 a Kastamonu, la popolazione era di 176.000, nel 2017 il numero della popolazione è sceso a 138.000. Le principali difficoltà sono:- le donne lavorano di più ma guadagnano di meno nel paese che nella città

- La sicurezza di un futuro e di un lavoro non sono forti. Le alternative lavorative sono limitate.

- Gli anziani della famiglia prendono le decisioni, le giovani non hanno diritto di opinione.

-Il problema dell'istruzione, di quella superiore: le ragazze devono viaggiare nelle città limitrofe o devono lasciare la propria famiglia.

**La Spagna** ha un sistema educativo di prim'ordine che si colloca all'11esimo posto nel QS 2017 Ranking of Higher Education Systems Strength. Dal punto di vista economico, la Spagna è al 25° posto nell'Indice di Sviluppo Umano delle Nazioni e al 30esimo posto per Pil pro capite nell'indice World Bank, per questo è classificata come uno stato con un'economia ad alto reddito e tra le nazioni con un alto livello di sviluppo umano. Secondo l'Economist, la Spagna è al 10° posto per qualità della vita. Nel 2018 la Spagna è diventata la prima nazione al mondo per presenza femminile nel governo con il 65% di ministri donne nel governo di Pedro Sanchez. Il Parlamento Spagnolo è diventato il più egualitario in Europa con il 47,4% di donne.

**In Italia**, la storia delle pratiche educative e scolastiche nella cultura occidentale è segnata dall'allontanamento delle donne dalla lettura e dalla scrittura e, più in generale, dall'istruzione per dedicarsi ai cosiddetti "lavori per donne" (cucito, ricamo, cucina, ecc ...). Il pesante patrimonio culturale ha continuato a condizionare i percorsi scolastici ed educativi di ragazze e giovani donne fino agli ultimi decenni del XIX secolo e all'inizio del XX secolo.

Con REACT, un progetto nazionale per combattere la povertà educativa, che promuove l'educazione inclusiva della qualità per tutti, sono stati lanciati numerosi progetti volti a prevenire e combattere l'abbandono scolastico, coinvolgendo sette regioni o aree metropolitane: Milano, Aversa, Palermo, Torino, Roma, Cagliari e provincia. WE World Onlus è presente in quartieri caratterizzati da situazioni di difficoltà socio-economiche.

**In Giordania** ci sono alcuni fattori sociali, economici e locali che ostacolano le donne e ne limitano la capacità di raggiungere gli obiettivi e svilupparli. Tra queste limitazioni che devono affrontare le donne nella comunità giordana locale vi sono le seguenti: il livello educativo, il livello economico, l'aspetto intellettuale e la cultura della società giordana in cui prevale il carattere maschile: poiché molte donne non hanno completato la loro istruzione a causa di diverse circostanze, che si tratti del matrimonio precoce, dello status economico della famiglia.

**L'acquisizione di competenze femminili è la chiave per risolvere la povertà e l'inclusione sociale.**

## ADQUISICIÓN DE COMPETENCIAS CLAVE EN LAS MUJERES



La educación de las mujeres debería durar toda la vida, porque solo de esta manera es posible mantenerse constantemente al día con los cambios en la civilización. Por esta razón, en el presente se asigna una gran importancia a la idea del aprendizaje permanente. El objetivo de la idea del aprendizaje permanente es la integración de todas las formas de educación (formal, no formal e informal). En el contexto de este concepto, el aprendizaje se entiende como una actividad humana multidireccional que se aprende a lo largo de la vida (en cada etapa), por la situación en la que se encuentra (la vida).

El término francés *compétence* se utilizó originalmente en el contexto de la formación profesional, en referencia a la capacidad de realizar una tarea en particular. En las últimas décadas, se ha abierto camino en el mundo de la educación general, donde a menudo se refiere a una cierta "capacidad" o "potencial" para actuar de manera eficiente en un contexto dado.

El Gobierno de **Polonia**, que asumió el cargo en 2015, adoptó el Plan y la Estrategia de Desarrollo Responsable que identifica la educación como un elemento clave del desarrollo social y regional. Los objetivos de la política de aprendizaje permanente (LLL) se basan en la Perspectiva de Aprendizaje Permanente en respuesta a la Estrategia Europa 2020 de la CE. El número de mujeres que estudian, mujeres con educación superior y con títulos científicos ha aumentado constantemente. Las mujeres están más involucradas con los deberes familiares y actualmente, más mujeres que hombres participan en la vida cultural. En los últimos años ha habido un crecimiento en el porcentaje de mujeres que participan en los trabajos de órganos representativos.

En **Turquía**, las condiciones de vida en las aldeas son más difíciles que en las ciudades. En 2007, la población total en Kastamonu de la aldea era de 176,000, en 2017, este número era solo de 138,000. Las principales dificultades son:

- Las mujeres trabajan más, pero ganan menos en el pueblo que en la ciudad,
- La garantía de un futuro y de un empleo no son firmes. Las alternativas laborales son muy limitadas.
- Los ancianos de la familia toman decisiones, las mujeres jóvenes no tienen derecho a opinar.
- Problemas de educación, para una mayor educación, las niñas necesitan viajar a las ciudades cercanas o salir de sus familias.

**España** tiene un sistema de educación de clase mundial, que ocupa el puesto 11 en el ranking QS 2017 de la fortaleza de los sistemas de educación superior. Desde el punto de vista de la economía, España figura en el puesto 25 del Índice de Desarrollo Humano de las Naciones Unidas y en el puesto 30 del PIB per cápita del Banco Mundial, por lo tanto, está clasificada como una economía de altos ingresos y entre los países de muy alto desarrollo humano. Según *The Economist*, España tiene la décima mejor calidad de vida del mundo. En 2018, España se convirtió en el gobierno más centrado en las mujeres del mundo con una participación del 65% de ministras en el gabinete de Pedro Sánchez. El Congreso español se convirtió en el más igualitario de la UE con un 47,4% de mujeres.

**En Italia.** La historia de las prácticas educativas y escolares en la cultura occidental está marcada por el distanciamiento de las mujeres de la lectura y la escritura, y más en general por la instrucción de dedicarse a los llamados "oficios para mujeres" (costura, bordado, cocina, etc.). Este bagaje cultural ha continuado condicionando los caminos escolares y educativos de niñas y mujeres jóvenes hasta las últimas décadas del siglo XIX y principios del siglo XX.

Con REACT, un proyecto nacional para combatir la pobreza educativa, que promueve una educación inclusiva de calidad para todos, se han lanzado numerosos proyectos destinados a prevenir y combatir el abandono escolar prematuro, que involucran a siete regiones o áreas metropolitanas: Milán, Aversa, Palermo, Turín, Roma, Cagliari y provincia. WE World Onlus está presente en barrios caracterizados por situaciones de dificultades socioeconómicas.

**En Jordania** hay algunos determinantes y obstáculos sociales, económicos y locales que dificultan y limitan la capacidad de las mujeres de lograr su desarrollo. Entre estas limitaciones que enfrentan las mujeres en la comunidad jordana local se encuentran las siguientes: el nivel educativo, el nivel económico, el aspecto intelectual y la cultura de la sociedad jordana en la que prevalece el personaje masculino: muchas mujeres no completaron su educación debido a varias circunstancias, ya sea el matrimonio temprano o el estado económico de la familia.

**La Adquisición de Habilidades por parte de las mujeres es la Clave para Solucionar la Pobreza y su Inclusión Social.**





للمنساء الرئـيسية الكفاءات اكـتساب  
الـتغـيـرات مواكـبة الممكـن من فـقط الطـريقـة بـهـذه لأـنـهـ ، المـرأة حـياة طـوال الـتـعلـم يـسـتـمر أن يـجب  
لـفـكـرة الـواقـع فـي الـحـاضـر الـوقـت فـي كـبـيرة أـهمـية إعـطاء يـتم ، الـسـبـب لـهـذا بـاـسـتـمرار الـحـضـارة فـي  
وـغـيـر رـسـمـي) الـتـعلـم أـشـكـال جـمـيـع دـمـج هـو الـحـياة مـدى الـتـعلـم فـكـرة من الـغـرض .الـحـياة مـدى الـتـعلـم  
الـتـجـاهـات مـتـعـدـد بـشـري نـشـاط أـنـهـ عـلى الـتـعلـم يُفـهـم ، الـمـفـهـوم هـذا سـيـاق فـي .(رـسـمـي وـغـيـر رـسـمـي  
(.الـحـياة) فـي هـا يـقـع الـتـحـي لـحـالـة حـسـب ،(مـرحـلـة كـل فـي ) الـحـياة طـوال تـعلـم يـتم  
إلى إـشـارة فـي ، الـمـهـنـي الـتـدـرـيـب سـيـاق فـي الـأـصـل فـي الـفـرـنـسـي الـتـوافـق مـصـطـلـح اسـتـخـدـام تـم  
تـشـيـر حـيـث الـعام الـتـعلـم عـالـم إلى طـريق قـها وـجـدت ، الأـخـيرة الـعـقـود فـي .مـعـيـنة مـهمـة أـداء عـلى الـقـدرة  
مـعـيـن سـيـاق فـي قـبـر كـفـاء لـمـعـل مـعـيـنة "إمـكـانـات" أو مـعـيـنة "قـدرة" إلى غـالـبـا  
المـسـؤـولـة الـتـنـمـية واسـتـراتـيـجـية خـطة 2015عام فـي مـهـامـهـات وـلت الـتـحـي بـولـنـدا فـي الـحـكـومة تـبـنت  
سـيـاسـة أـهـداف تـسـتـند .والـإـقـل مـيـمـية الـاجـتـماعـية لـمـتـنـمـية رـؤـيـسي كـعـنـصـر الـتـعلـم تـحـدـد الـتـحـي  
2020.أورـوبـيـة الـأورـوبـي الـاـسـتـراتـيـجـية اسـتـجـابـة الـحـياة مـدى الـتـعلـم مـنـظـور إلى الـحـياة مـدى الـتـعلـم  
والـدرجـات ، عالـتـعلـم عـلى الـحـاـصـلات والـنـساء ، يـدرـسـن الـلـمـواقي الـنـساء عـدد بـاـسـتـمرار يـتـزايـد  
فـي الـنـساء تـشـارك ، الـحـاضـر الـوقـت فـي .الـعـائـلـية الـواجـبات فـي .أكـمـر بـشـكـل الـنـساء تـشـارك الـعـلمـية  
أـعـمال فـي الـمـشـاركـات سـاء الـنـسـبـة فـي زـيـادـة الأـخـيرة الـسـنـوات شـهـدت .الـرجـال من أكـمـر الـثـقـافـة الـحـياة  
الـتـمـثـيـلـية الـهـيـئات

، الـمـديـنة فـي .الـمدن فـي الـمـعـيشـية الـظـروف من صـعـوبة أكـمـر تـركـيـا فـي الـقـري فـي الـمـعـيشـية الـظـروف  
فـقط 138000 الـعدد هـذا كان ، 2017عام فـي ، 176000 الـقـرية سـكان عـدد إـجـمـالي كان 2007عام فـي .

هـي الـرئـيسـية الـصـعـوبـات  
، الـمـديـنة فـي مـنـه الـقـرية فـي .أـقل يـكـسـبـن وـلـكن أكـمـر أو أكـمـر الـنـساء تـعـمل -  
لـلـمـغـايـة مـحـدودة الـعـمل شـروط .قـويـس .لـيسـا الـوظـيـفـي والـضـمان الـمـسـتـقـبـل يـالـي الـضـمان -  
الـرأي فـي .الـحق لـلـمـشـابـات وـلـيس ، الـقـرارـات الأسـرة شـيـوخ يـتـخذ -  
إلى الـحـاجة أو الـقـرية الـمدن إلى الـسـفـر إلى الـفـتـيات تـحـتـاج ، الـتـعلـم من لـمـزيد ، الـتـعلـم مـشـاكـل -  
عـائـلات هـن من الـمـغـادرـة

الـتـعلـم أـنـظـمة لـقـوة 2017 QS تـصـنـيـف فـي 11 الـمرـتـبة تـحـتـل ، عالـمي تـعلـمي نـظـام إسـبـان يـالـدي  
لـمـتـنـمـية الـمـتـحدة الـأمـم مؤسـس فـي 25 الـمرـتـبة فـي إسـبـان يـالـدي إدراج تـم ، الـاقـتـصاد نـظـر وـجـهـة من .الـعالـي  
مـصـنـفة فـي وـبـال تـالي ، الـدولـي الـبـنـك قـبل من لـمـفـرد إلى الإـجمـال المـحـلي الـنـاتـج فـي 30 والـبـشـرية  
، reserch .وـفـقـا جـداً الـعالـية الـبـشـرية الـتـنـمـية ذات الـبـلـدان بـين .ومن الـدخـل مـرتـة فـعـاقـتـصـاد أنـهـا عـلى  
إسـبـان يـالـدي صـبـحت ، 2018عام فـي .الـحـياة جـودة حـيـث من الـعالـم فـي الـعـاشـرة الـمرـتـبة إسـبـان يـالـدي تـمـتـلك  
سـانـشـيـز بـيـدرو حـكـومة فـي الـوزـيـرات من 65٪ بـحـصـة الـعالـم فـي .الإـنـثـاء عـلى اتركـيـز الأكـمـر الـحـكـومة  
الـنـساء من 47.4٪ بـنـسـبة الأورـوبي .الـاتـحـاد فـي مـساوـاة الأكـمـر الـإسـبـاني الـكـونـغـرس أـصـبـح  
بـتـبـاعـد الـغـربـية الـثـقـافـة فـي .والـدرا سـية الـتـعلـم مـيـمـية الـمـمارـسات تـارـيـخ يـتم يـز -إيـطـالـيا فـي  
الأـعـمال" يـسـمى لـما الـمـكـرسـة الـتـعلـم يـمـات طـريق عـن أعم وـبـشـكـل ، والـكـتـابـة الـقـراءة عـن الـنـساء  
فـي الـثـقـيل الـثـقـافـي .الـتـراث اسـتـمر .(....). (ذلك إلى وـما والـطـيـخ والـتـطـريـز الخـياطة) "الـنـساء يـة  
الـقـرن من الأـخـيرة الـعـقـود حـتـي والـشـابـات لـلـفـتـيات والـتـعلـم مـيـمـية الـدرا سـية الـمـسـارات تـكـيـف  
الـعـشـرين الـقـرن وـبـدـايـة عـشـر الـتـاسـع

لـلـجـودة الـجامـع الـتـعلـم يـشـجـع والـذي ، الـتـعلـم يـمـي الـفـقر لـمـكـافـحـة وـطـخي مـشـروع وـهو ، REACT مـع  
وقـت فـي الـمـدرـسة مـغـادرـة ومـكـافـحـة مـنـع إلى تـهـدف الـتـي الـمـشـاريـع من الـعـديد إـطـلاق تـم ، لـلـجـمـيـع  
روما ، تـوريـنو ، بـالـيـرمـو ، أفـيـر سا ، مـيـلانـو :حـضـرية مـنـاطـق أو مـنـاطـق سـبـع تـشـمل والـتـي ، مـيـكر  
الـاجـتـماعـية الـصـعـوبـات بـأـوضـاع تـتم يـز الـتـي الأـخـياء فـي .مـوجـودة الـمـنـظـمة .والـمـقـاطـعـات وكـالـيـاري  
والـاقـتـصـادـية

الـمرأة تـعـوق الـتـي والـمـحـلـية والـاقـتـصـادـية الـاجـتـماعـية والـعـقـبات المـحـدـدات بـعض الأـردن فـي يـوجد  
وـتـنـمـيـتـها تـحـقـيقـها عـلى قـدرتـها من وـتـحد

، الـتـعلـم يـمـي الـمـسـتـوى يـلى .ما الـمـحـلي الأـردنـي .الـمـجـتـمـع فـي .ة الـمرأة وـاجـه الـتـي الـقـيـود هـذه بـين .من  
الـشـخـصـية فـي هـا تـسـود الـتـي الأـردنـي .الـمـجـتـمـع وـثـقـافـة ، الـفـكـري الـجـانـب ، الـاقـتـصـادي الـمـسـتـوى  
الـمـبـكر الـزـواج كان سـواء ، ظـروف عـدة بـسـبـب تـعلـم يـمـهـن يـكـمـلـن لـم الـنـساء من الـعـديد أنـحـيـث :الـذكـوريـة  
لـلـأسـرة الـاقـتـصـادي والـوـضـع ،

**الـاجـتـماعـي والإـدمـاج الـفـقر حـل مـفـتـاح هـو الـمرأة مـهـارات تـسـابـاك**



Eğitim bir kadının hayatı boyunca sürmelidir çünkü, sadece bu yolla medeniyetin korunarak değişmesi sürdürülebilir. Bu nedenle, hayatboyu öğrenme fikri büyük önem taşır. Hayatboyu öğrenme fikrinin amacı, eğitimin bütün biçimlerinin (resmi, gayri resmi ve serbest) bütünleşmesidir. Bu kavramın içeriğine göre öğrenme, yaşamı boyunca (her aşamada) bulunduğu yerde (yaşam) hayat boyu sürdürülen çok yönlü bir insan etkinliği olarak anlaşılmaktadır.

Fransızca kelime olan compétence (yeterlilik), gerçekte mesleki eğitim bağlamında kullanılır ve özel bir görevin yerine getirilmesine işaret eder.

Son yıllarda dünyada genel eğitimde etkili bir faaliyeti tanımlamak için kapasite veya potansiyel kavramları kullanılmıştır.

**Polonya** hükümeti, 2015 yılında sosyal ve bölgesel eğitimsel gelişimdeki anahtar unsurları tanılamak için sürdürülebilir gelişime planı ve stratejisini ele almıştır. Hayatboyu öğrenme politika amaçları Avrupa Komisyonu 2020 stratejisi ve perspektifi temel alınarak hazırlanmıştır. Çalışan kadın sayısı, yüksek eğitim almış kadın sayısı ve sürekli bilimsel dereceleri içermektedir. Kadınlar daha çok aile içi görevleri üstlenmişlerdir. Şu anda, daha çok kadın erkek partneriyle kültürel hayatın içindedir. Yakın zamanlarda kadınların artan oranda iş hayatında ve karar alma organlarında yer aldıkları görülmektedir.

**Türkiye’de** köylerde yaşayan kadınlar için yaşam şartları şehirlerde yaşayan hemcinslerine göre daha zordur. Kastamonu’da, 2007 yılında toplam köy nüfusu 170.000 iken 2017 yılında bu rakam sadece 130.000’dir. Ana zorluklar:

- Köydeki kadınlar şehirdeki kadınlara göre dışarda daha çok çalışırken daha az kazanmaktadırlar,
- Gelecek ve iş güvenceleri güçlü değildir, iş seçenekleri sınırlıdır.
- Aile büyükleri karar almada etkilidir, gençlerin fikirleri kaale alınmaz.
- Eğitimle ilgili problemleri vardır, genç kızlar ileri seviyede eğitim için ailelerinden ayrılmak ve başka şehirlerde yaşamak zorunda kalmaktadırlar.

**İspanya’da**, yüksel öğretim açısından dünyada 11. sırada yer alan güçlü bir eğitim sistemine sahiptir. Ekonomik açıdan ise İspanya, Birleşmiş Milletler İnsani Gelişmişlik indeksi verilerine göre 25. Sırada, Dünya Bankası verilerine göre gelişmiş 30 ekonomi içinde yer almakta ve orada insani gelişmişlik açısından yüksek gelir seviyeli ülkeler sınıfında yer almaktadır. Ekonomistlere göre İspanya, hayat kalitesi açısından dünyanın 10. ülkesidir. 2018 yılında Pedro Sanchez’in kabinesi, %65’lik oranla dünyanın en çok kadın bakan içeren kabinesi haline geldi. İspanya Meclisi de %47,4 kadın dağılımı ile Avrupa’daki kadın erkek eşitliğine en yakın meclis haline geldi.

**İtalya’da** Batı kültüründeki eğitim ve skolastik uygulamaların tarihi, kadınların okuma ve yazmadan uzaklaşmaları ve daha genel olarak kendilerini “kadınlar işleri” olarak görülen (dikiş, nakış, yemek pişirme, vb.) alanlarda bulmalarına neden olmuştur. Ağır kültürel miras kızlara ve genç kadınlara skolastik ve eğitimsel durumunu 19. Yüzyılın sonları ile 20. Yüzyılın başlarına kadar devam ettirdi.

Herkes için kapsayıcı kalite eğitimi teşvik eden ulusal bir eğitim yoksulluğu ile mücadele projesi olan REACT ile, yedi bölgeyi veya metropol alanlarını içeren erken okul terkinin önlemeyi ve bunlarla mücadele etmeyi amaçlayan sayısız proje başlatıldı: Milano, Aversa, Palermo, Torino, Roma, Cagliari ve ilde. WE World Onlus, sosyo-ekonomik zorluklarla karakterize edilen mahallelerde mevcuttur.

**Ürdün’de** kadınları engelleyen ve başarı ve gelişme yeteneklerini sınırlayan bazı sosyal, ekonomik ve yerel belirleyiciler ve engeller vardır.

Yerel Ürdün toplumunda kadınların karşılaştığı bu sınırlamalar arasında şunlar bulunmaktadır: Eğitim seviyesi, ekonomik seviye, entelektüel yön ve erkek karakterin hüküm sürdüğü Ürdün toplumunun kültürü: birçok kadın çeşitli koşullar nedeniyle eğitimi tamamlamadığı için, erken evlilik yapmakta, ailenin ekonomik gelişimine katkı sağlayamamaktadır.

**Kadınların Beceri Edinimi Yoksulluk ve Sosyal İçermenin Çözümü için Anahtardır.**



## ***ANALYSIS NATIONAL REPORT***

### ***FUNDACJA FAMILY CENTER - POLAND***

#### **Part I.**

##### **1. Introduction**

This National report reflects the situation in which organization identify situation womens in Poland. The context of the project is the situation of women who maintain a balance between "work life and family life" and spend their free time for the family, mainly children (according to research 35.4%). Women as a potential of the European Liberal Forum (ELF) are a group with huge and underused potential. The Council Recommendation of 22 May 2018 on key competences for lifelong learning sets out: supporting the acquisition of competences and encouraging more young people, especially girls and young women (point 2.3).

The Government in Poland which took office in 2015 has adopted the Responsible Development Plan and Strategy which identify education as a key element of social and regional development. The objectives of the lifelong learning (LLL) policy are based on the Lifelong Learning Perspective, adopted in 2013 in response to the European Commission's Europe 2020 Strategy (Eurydice 2018). Equality in access to education is one of the assumptions of UNESCO's main education program Education for All. Education and Training 2020. Agenda for adult learning and Paths to improve skills: new opportunities for adults. The goals include: eliminating inequalities in women's access to primary and secondary education, and providing basic education for all women.



French term *compétence* was originally used in the context of vocational training, referring to the ability to perform a particular task. In recent decades, it has found its way into the world of general education where it often refers to a certain 'capacity' or 'potential' for acting efficiently in a given context.

Where women acquire knowledge, learn skills and transform them into competence for meaningful use, they not only stimulate economic and technological progress but derive much personal satisfaction and well-being from their endeavours.



## 2. Identification/ analysis: educational and social determinants of the situation of women with low qualifications.

Women have a need to acquire and develop own competences, however, often give up education due to family responsibilities (neujobs / eu.resarch 2018).

This factor causes that the development of key competences remains out of the way. Women with low education participate in formal and non-formal education in a small percentage (5.8%). Educationally passive women are among unemployed persons with lower than secondary education, employed in lower positions. They do not have learning habits. The problem of educational passivity and concerns women more than men.

The character of Polish women are shaped by its history, culture, and politics. Young women in Poland are more likely to have a university degree than young men: 43% of women and 29% of men aged 25-34 years old have attained tertiary education. But there are major gender differences in subjects studied: about 75% of university graduates of courses in health and welfare-related studies were women, compared with only 34% women in engineering and 16% in computing. As a result, women make up 81% of workers in health and social services and 71% of teachers. By contrast, only 30% of workers in the transport, storage and communication sectors are women.

At 59%, the proportion of employed women in Poland is around the OECD average (60%). The gender pay gap at median earnings in Poland (10%) is one of the lowest in the OECD (the OECD average is 16%); and the pay gap among top earners in Poland is small. Women in Poland are more likely to have permanent employment than men and to work in professional occupations. The proportion of women managers in Poland (36%) is one of the highest among OECD countries (the average is 32%). In Poland, women spend on average almost two and a half hours per day on unpaid work more than men.

The Programme for the International Assessment of Adult Competencies (PIAAC) is a programme of assessment and analysis of adult skills. On average, adults in Poland score around the OECD countries participating in the Survey of Adult Skills (PIAAC) average in literacy and in numeracy .

- In Poland, the young adult population (25-34 year-olds) scores at 277 in literacy. In numeracy, they score at 270 (272 in average). In both domains, younger adults score higher than their older counterparts (55-65 year-olds).

- About a quarter of the adult population (16-65 year-olds) reports no prior experience with computers or lack very basic computer skills. In contrast, 19.2% of the adult population score at the highest levels in problem solving in technology-rich environments.

## 3. Recognizing and using the transfer of good practices.

Adult education is an increasingly important topic in our society. The participation of adults in education also brings other benefits, both at the level of personal fulfilment and for the society as a whole, by fostering social inclusion and active citizenship. Good Practice means to carry out a function or testing using only recommended or approved methods.

The term "Good Practice" has been used to describe "what works" in a particular situation or environment. Good Education Practices - as the wide range of individual activities, policies, and programmatic approaches to achieve positive changes.

This umbrella term encompasses the following designations:

- Promising education practice,
- Validated education practice,
- Exemplary education practice.

Practices contain detailed information to implement it:

- detailed description,
- critical elements for implementation (strengths and weaknesses),
- essential resources,
- process used to gather impact.

#### 4. Barriers preventing women with low education from acquiring key competences.



Learning, as a continuous process, involves many barriers and adversities.

**Table 1. Barriers from acquiring key competences**

1.	Among the reasons affecting the level of basic skills local, cultural and social conditions are most often mentioned
2.	The domicile (dismissal) from developed urban centers) as well as culture and beliefs local community, primarily - families
3.	The inheritance of poverty, neglect, pathology in the family and loved ones environment
4.	No social patterns derived from a family that did not meet the needs and did not support the development
5.	The negative habits, stagnation, adaptation and acceptance of the situation,
6.	The lack motivation to activate and willingness to change
7.	Finding the proper sources for help and advice The lack of adequate systemic counseling or psychological assistance at earlier stages of life, which could contribute to reducing the level of neglect in development in later periods
8.	The lack of faith in their abilities
9.	The lack of self-awareness and awareness of their own competences, a sense of low value
10.	The lack to need for learning (The learning habit) and further development

Women show the need to acquire and develop key competences and are one of the first to indicate skill Learning. Some educationally passive women declare their willingness to develop further, pointing out at the same time numerous barriers hindering their learning, such as:

- care of dependent persons,
- beliefs that it is too late for development,
- bad health condition,
- no suitable educational offer,
- stereotypical thinking narrowing the need for learning to youth.



5. Local and regional programs for women supporting the acquisition and development of key competences.

A beneficiary of organizations working to support women in rural areas there is a local community, most often living in the surrounding villages.

1. The "Opportunity - new opportunities for adults" project is the answer to Recommendation of the Council of the European Union of 19 December 2016 on paths of improvement skills: new opportunities for adults (Upskilling Pathways: New Opportunities for Adults).

The implementation of the project "Opportunity - new opportunities for adults" is planned for 2018-2021.

Activities targeted at women in the NEET category and people at risk of poverty or social exclusion, with women up to the age of 30 predominating due to the conditions set out in the project.

NEET (ang. not in employment, education or training).

The Institute for the Future (ITF) publishes in the Future Work Skills report 2020 ten skills of the future that will be necessary to stay productive and be on the job market in the coming future.

Those are:

1. the ability to find a deeper sense and significance occurring in the economy and social reality of phenomena (sense-making);
2. the ability to empathize to understand the environment, affect reactions and enter into desired relationships with others (social intelligence);
3. the ability to think and find solutions that go beyond learned schematics (novel & adaptive thinking);
4. ability to work and cooperate in various cultural paradigms (cross-cultural competency);
5. ability to translate huge amounts of data into coherent concepts and building computational thinking;
6. ability to critically approach and develop content from new resources transmission and use of these media for effective communication (new-media literacy);
7. the ability and ability to understand concepts that go beyond range of one discipline (transdisciplinarity);
8. the ability to create and develop creative tasks and processes in such a way to get the desired effect (design mindset);
9. ability to give information validity and increase its utility (cognitive load management);
10. ability to cooperate effectively as a member of a virtual team (virtual collaboration).

*Skill needs in Europe Focus on 2020.*





## **Catalan-Spanish city women - country women**

### ***ANALYSIS NATIONAL REPORT***

### ***ASSOCIACIO CULTURAL CATALANOPOLONESA***

#### **Part I. 1.- Introduction**

*How low-qualified women acquire and develop key competences in Catalonia and Spain?*

- We have to consider that the Catalan and Spanish education system is compulsory and free for all children (girls and boys) aged between 6 and 16 years and is supported by the national government together with the governments of each of the country's 17 autonomous communities. In Spain, elementary school and middle school are considered basic (obligatory) education. However, parents or legal guardians must pay for books, materials, and sometimes uniforms for their children. If we take a broader scope, we can say that Spain has a world class-education system, that ranks 11 in the QS 2017 Ranking of Higher Education Systems Strength. University system in Spain is not free, but is highly subsidized, with a cost for the student between 3.000€ and 8.000€ for the whole 4 year degree, which makes the system reasonably affordable.

- From the economy point of view, Spain is listed 25th in the United Nations Human Development Index and 30th in GDP per capita by the World Bank, therefore it is classified as a high income economy and among the countries of very high human development. According to The Economist, Spain has the world's 10th highest quality of life.

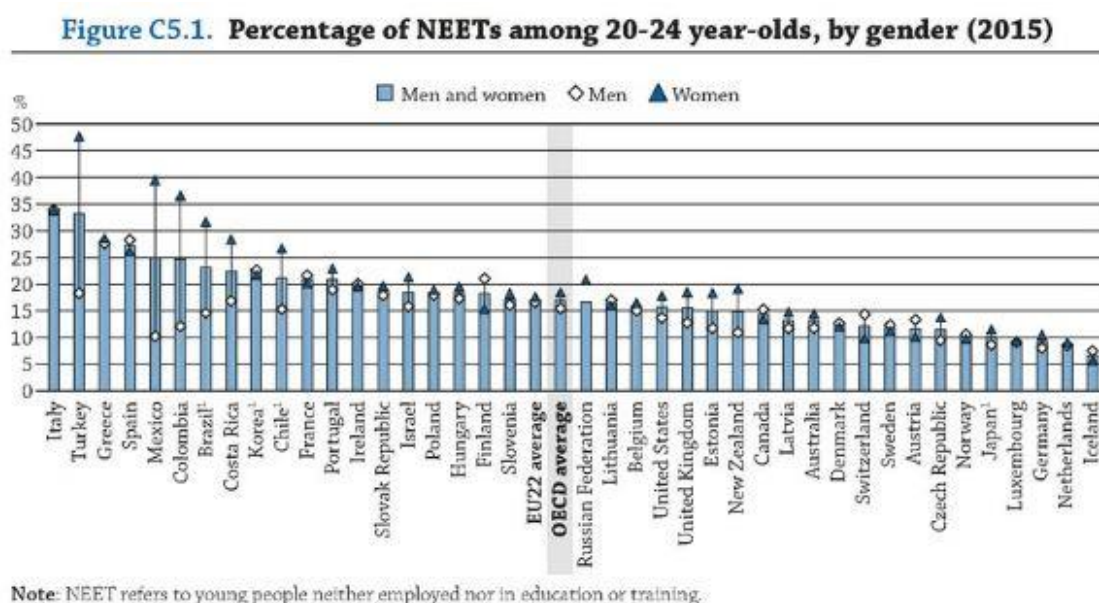
- From the women rights evolution point of view, we can say that throughout the late 20th century, Spain has undergone a transition from the Fascist dictatorship in Franco's Spain (1939-1975), during which women's rights were severely restricted, (at that time spanish social and legal values embraced a code of morality that established stringent standards of sexual conduct for women, but not for men, restricted the opportunities for professional careers for women, but honored their role as wives, and (most importantly) mothers; and prohibited divorce, contraception, and abortion, but permitted prostitution) to a democratic society where gender equality is a fundamental principle. therefore, during the past decades the position of women in Spanish society has greatly improved.

- From the healthcare systems point of view, we can say that Spain is known for having one of the top healthcare systems in the world. The country has a universal healthcare system. Basic medical services are free. Spain has both public and private healthcare systems. The public system provides free basic healthcare to those who contribute to the Spanish social security system and their families. The public system also provides free healthcare for retirees, including those from other EU countries.

- So we could drive the conclusion that in theory Spain is a country with all the conditions and setting to have quite a low gap between low and high qualified women.

## 2.- Identification/ analysis: educational and social determinants of the situation of women with low qualifications.

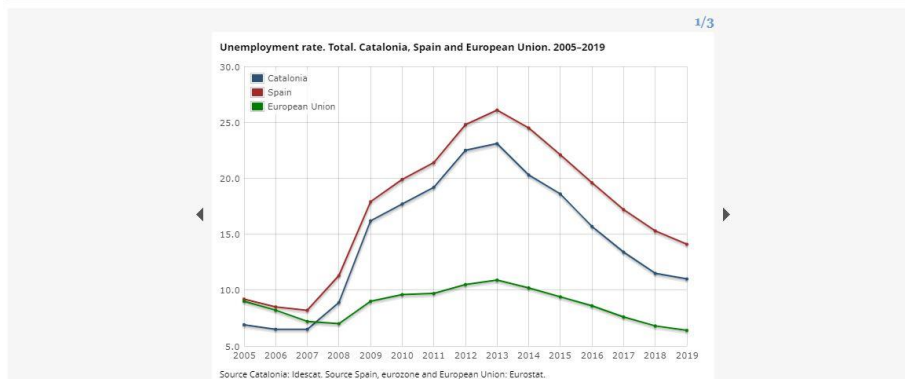
-The transition from school to work is key point to identify what happens with the 15-29 year-olds people. On average across OECD countries, almost half of 20-24 year-olds (45%) are in education, and 38% are not in education but employed. Among 20-24 year-olds, more women than men are in education, but more men than women are employed. A substantial number of young people are neither employed nor in education or training (NEET) across all countries. On average across OECD countries, 17.0% of 20-24 year-olds are NEETS. Across OECD countries, 18.5% of 20-24 year-old women are NEETS, compared to 15.5% of men in the same age group. In most countries, the inactive account for the majority of female NEETS, and the unemployed account for a larger share of male NEETS.



If we pay attention to the unemployment rates, we can also see that Spain situation is among the worst within the EU.

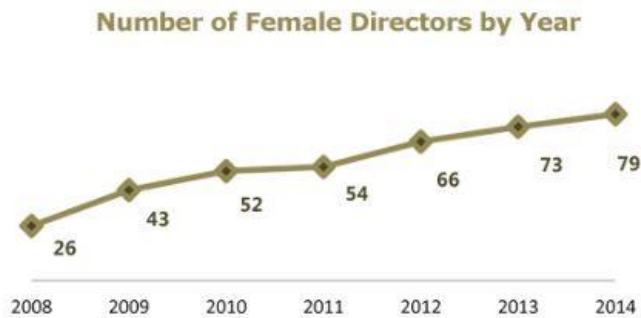
Unemployment rate. By sex 2019			
	Men	Women	Total
Catalonia	10.6	11.5	11.0
Spain	12.5	16.0	14.1
Eurozone	7.3	8.0	7.6
European Union	6.1	6.7	6.4

Units: %.  
Source Catalonia: Idescat. Source Spain, eurozone and European Union: Eurostat.





-Gender disparity is still pronounced in Spain. For instance the percentage of women on the boards of Spain's most important public companies (IBEX35) increased from 15 to almost 17 percent, with a total of 79 female board members. This figure shows significant progress compared with 2008, when there were only 26 female board members, yet women's representation on Spanish boards is still a bit below the European average.



In September, the percentage of female directors on boards of E.U. public companies was about 19 percent. The European Commission's target is to have 40 percent of non-executive board seats occupied by women by the year 2020.

-Is also true, that the situation of rural women in Spain is not good, taking into consideration that in not urban areas women face less job opportunities and are traditionally taken the old working roles. In Spain Rural women's discrimination and the lack of effective implementation of the legislation on gender equality is a phenomenon found around the world. Women have been traditionally the responsible of family care and feeding, thus they have developed productive tasks that allow combining productive and reproductive activities in the farm. Food processing is one of these activities and it allows women to have a paid work or to complement agrarian rents in a context where most of agricultural works are vetoed to them. Nevertheless, women are usually linked to small-scale agricultural projects which prioritize quality and local food production, and the expansion of industrial food systems has worsened the situation of artisan women. In the present research we aimed, through the use of qualitative methodologies, at conducting a diagnosis of the situation of women leading small-scale food transformation projects in Spain while eliciting their main difficulties, needs and claims.

-Domestic violence is one of the most difficult problems that Spain still has to solve, regarding gender inequality. Until September 2019, 42 women have been murdered in domestic violence attacks in Spain and 32 children left motherless. Since the government began recording such murders in 2003, 1,017 women have been killed by their current or former partners.

### 3.- Recognizing and using the transfer of good practices.

Since being clear that gender equality is not fully reached nowadays in Spain all efforts to reach that goal are also aligned to close the gap between low-qualified women and high-qualified women. Following the same thinking, all actions aiming to close the inequality in general sense, will be also pointed to the same direction.

- The introduction of specific integrated legislation on gender-based violence has facilitated the development and consolidation of a network of care and assistance services for women victims of gender-based violence in Spain.

- The integrated nature of Law 1/2004 provides access to women victims of domestic violence to different areas of the social welfare system, such as: access to education, security, minimum income, labor market, accommodation /housing, health care and other basic social services. In order to ensure such access, government institutions at all levels (national, regional and local) have created a complex network of specialized services that must be coordinated with the mainstream social services.

- The complex Spanish administrative structure has led to make a great effort to coordinate all public policies and to avoid duplication of resources. In this regard it is noteworthy, the creation of the Government Delegation against Gender Violence as the national mechanism responsible to promote and coordinate all public policies to combat gender-based violence.

## **Part II**

*Barriers preventing women with low education from acquiring key competences.*

Now, Spain has made it into the top 10 of the World Economic Forum (WEF)'s Global Gender Gap Report 2020, establishing its leadership in fighting gender discrimination in the social, political, and economic spheres.

The World Economic Forum report benchmarks 153 countries on their progress towards gender parity. This year, Spain has become one of the most-improved countries jumping 21 places from the last edition up to the 8th position (79.5%).

### Political representation

The main factor in this upturn is linked to women's political empowerment. In 2018 Spain became the world's most female-centric government with a share of 65% female ministers in Pedro Sánchez's cabinet. The socialist acting prime minister appointed 11 female ministers out of 17 when he came to power in June 2018. In addition, the Spanish Congress became the most equal in the EU with a 47.4% share of women (166 deputies out of 375) after April elections this year.

That meant Spain surpassed countries like Sweden and Finland in terms of female representation. However, the November elections following the political blockade in the country reduced this figure to 43.1%—the fall was mainly due to the rise of the far-right party Vox, whose deputy list only complied with the minimum parity of 30% established by law.

Despite the lack of female heads of state, Spain is doing positive progress in political leadership, especially if we consider the global average of female holding parliamentary seats (25.2%) and ministerial positions (21.2%).

### Struggling to smash the glass ceiling

In contrast, women's share in companies' board of directors is still 22%. Spanish women continue to face the so-called "glass ceiling" to access the management bodies in the private sector. Although the female proportion on the boards of the IBEX 35 (Spanish Exchange Index) has risen from 3% in 2005 to 24% in 2018, the ratio remains far from a fair balance between men and women. The report points that gender parity in Spain also advances in all aspects of economic participation, but women's sharing in the labor market still below that of men (68.8% versus 78.9%) and there are large gaps in wages and income.

### Closing the pay gap

In Spain, the gender overall earnings gap stands at 35.7%, which shows the "strong cultural and business practices barriers to grant women the same opportunities as men," the WEF report says. According to Eurostat, in 2017 women's gross hourly earnings were 15.1% below those of men. What is being done in this regard? Last year the Spanish government approved the historic rise of 22% of the minimum wage up to €900 (\$1,030) per month. The executive highlighted the contribution of the measure to fight wage gap since the main beneficiaries were female workers, migrants, and young people. According to the government's estimates 70% of the recipients of the minimum wage are women.

### Shared parental leave

Another push for gender parity has to do with the Spanish decree to progressively equalize the paternity leave with the maternity one, granting fathers up to 16 weeks of permit by 2021 when a child is born.

Spanish women dedicate on average 4 hours and 49 minutes a day to unpaid work (versus 2 hours and 26 minutes by men), which is mainly household and care of children and other relatives. The decree passed last March aims to reduce female underrepresentation in the labor market by encouraging the share of care tasks.

The government has also extended the obligation to have gender equality plans to companies with more than 50 employees —before March the limit was companies with 250 workers. These plans must include a salary audit and measures of co-responsibility and prevention of sexual harassment. Another point related to female participation in the economy is education. One of the greatest challenges for the coming years will be preventing the economic gender gap related to women's under-representation in emerging roles, the report indicated.

Today women have greater representation in roles that are being automated with poorer working conditions. According to the Spanish Confederation of Employers' Organizations (CEOE), most of Spanish women are in careers related to education, health, and welfare (>75%), while men predominate in technical careers such as engineering (75% - 87%) or those related to ICTs (90%).

Removing the obstacles blocking women from accessing the science, research, and technology sectors will be key to modify the current academic orientation, which is vital to fight new ways of gender gap.

## Part III

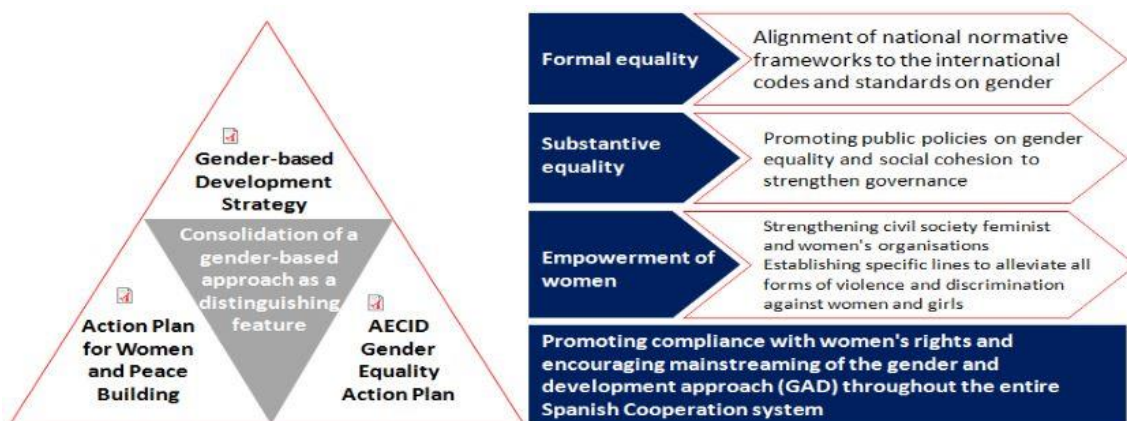
*Local and regional programs for women supporting the acquisition and development of key competences.*

Gender equality is one of the fundamental goals of Spanish cooperation since feminisation of poverty and discrimination against women continue to be a universal and unquestionable issue, regardless of the progress made over the past few decades through the application of the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the Beijing Platform for Action or the United Nations Resolution 1325 on Women, Peace and Security as key references for reducing the gender gap that persists throughout the world.

Inequality is made worse by alarming inequity indexes, when double or multiple discrimination occurs in which gender is combined with other forms of discrimination such as racial or ethnic origin, religion or beliefs, sexual orientation or identity, age, disability or any other personal or social condition or circumstance where the discrimination takes on a multidimensional nature that must be dealt with transversally across all development goals.

In addition, the economic crisis has an especially harmful effect on women, in terms of effective access to resources and fundamental rights.

The international agenda on women, which has been established at various UN councils and in various EU agreements, marks a road map to be followed in which gender equality is presented as an inescapable requirement for development, democracy and peace. A road map that we follow with the aim of guaranteeing the continuity and consolidation of a gender-based approach as a defining feature of Spanish Cooperation.



The work of the Secretary General's Office for International Development Cooperation:

1. To mainstream approaches to Development based on Gender and Human Rights in all areas of the Spanish Cooperation system
2. Lines for formal equality. Lines for substantive equality
3. Specific lines for the empowerment of women who suffer the worst forms of violence and discrimination



***ANALYSIS NATIONAL REPORT: TURKEY  
AKADEMI KULTUR VE EGITIM DERNEGI***

In order to evaluate the differences between city and country women, we need to compare the city and village living conditions in TÜRKİYE.

Before anything else; living conditions in villages are more difficult than living conditions in cities in TÜRKİYE.



The main difficulties are:

1. You work more but earn less in the village than in the city.
2. Working hours are more difficult, more heavy and longer. Works are tiring and done with muscle.
3. In generally, You have to work in your family business. There is no job freedom or alternative
4. Future assurance and job assurance are not strong. Job alternatives are very limited.





5. In generally, the villagers' incomes are lower than the towns/citiespeople.
6. Family elders make decisions. Young people have no right to opinion.
7. Education problems. There are only primary schools in the villages. For further education, children need to travel to the nearby cites or need to leave from their families.
8. Health institutions problems. Adequate equipped hospitals are located in the city centers.
9. Transportation problems. If you live in the village, you are far from many things.
10. Entertainment places are limited in the villages. Life is simple and boring. There are no surprises.



#### Main Business Titles in Village

Agriculture, Domestic Animal Breeding, Forestry, Carpentry, Dairy Productions, Special Handmade Productions. Beekeeping (honey production)



There is a maxim in Turkish: **In village; Women do everything, Men do rest.**

This maxim shows us the difficult living conditions for women in a village. That's why, women do not want to be village bride, Family elders do not want to give their daughters a bride to the village. As a result; Men who cannot find a bride also have to migrate to cities. And villages get to empty.

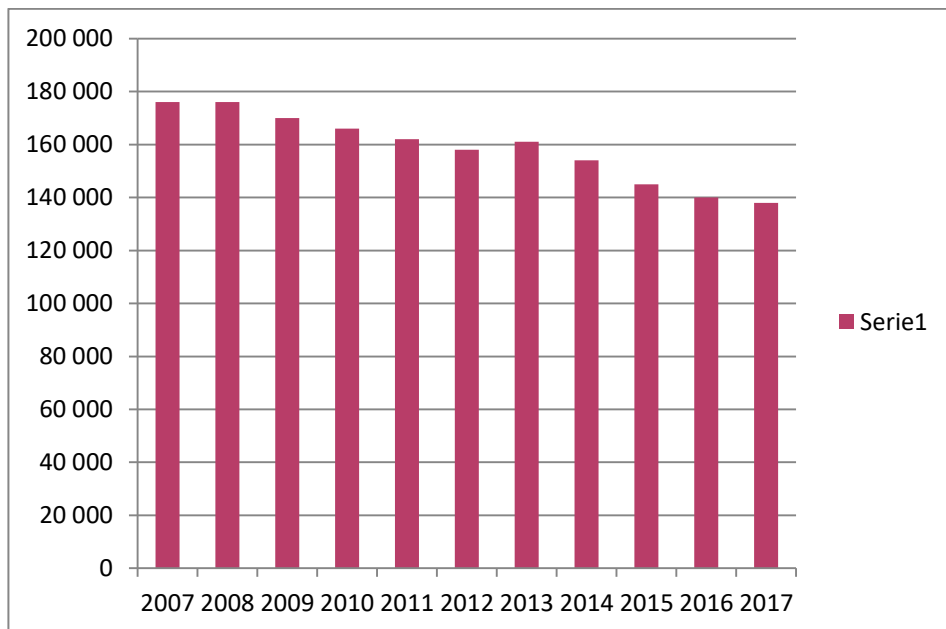


In Kastamonu, in 2007 total village population was 176.000. In 2017, this number was only 138.000. The population has been decreased % 22 only for 10 years.

This shows us that; after 30 – 40 years, villages will get to empty totally. There will rest only our cemeteries.



GRAPHIC OF VILLAGE POPULATION OF KASTAMONU





## ***ANALYSIS NATIONAL REPORT: ITALY***

### ***FONDAZIONE DON ORIONE ONLUS***

**Objective 1** - Supporting the exchange of good practices on the acquisition and development of key competences of women with low education. Identification of the condition, good practice

#### ***Part I***

##### ***Introduction: Girls' difficult access to education and the child exploitation in the past***

The history of educational and scholastic practices in Western culture is marked by women's distancing from reading and writing, and more generally by the instruction to devote themselves to the so-called "works for women" (sewing, embroidery, cooking, etc...). The heavy cultural heritage has continued to condition the scholastic and educational pathways of girls and young women up to the last decades of the 19th century and the beginning of the 20<sup>th</sup> century. A school law promulgated in Italy immediately after the Unity had attempted to combat the scourge of illiteracy by establishing the obligation of instruction. However, this legislation was based on the principle that parents who did not educate their children should be punished by means of fines and measures, without providing, instead, any form of economic incentive: because of this reason, the families preferred not to send their children to school, but to employ them in order to feed the poor family budget. This situation affected the girls more, very useful to the domestic economy because they were dedicated to the care of younger brothers and sisters, to the home trades, to some work in the fields. The presence of traditional prejudices, which saw the educated woman as dangerous and treacherous, also prompted many families to invest in the schooling of their sons rather than their daughters. In the countryside, many girls were in charge of collecting rice or grazing, in often-dramatic conditions. Not less difficult were the conditions of the girls in the city, often employed in the industry, or sent to families as domestic servants. In addition to inhuman working hours and unhygienic conditions, in many cases the girls were abused, both in factories and in workshops.

##### ***Identification/ analysis: educational and social determinants of the situation of women with low qualifications: The condition of women in Italy since the 2000s***

This condition has radically changed compared to the past: today, in our country, women can vote, they are recognized human rights like men and enjoy greater freedoms. However, there is still a long way to a real equality between the sexes. It requires many changes in mindset and actions. The World Economic Forum with the *Global Gender Gap Index* survey documented that in 2015, out of 145 countries, Italy was in 41st place for gender equality. In 2017 it fell to 82<sup>o</sup> place, in 2018 it was at 70<sup>o</sup>. In 2019, its position was 76, with a point of 0.707 out of 1. The female disadvantage in secondary school was overcome in the early 1980s. From that moment on the girls have surpassed the boys both for the participation rate (93%, against 91,5 of the male students in the school year 2010/2011), and mainly for the percentage of achievement of a diploma. Even in the university, women now surpass men: in 2004, out of 100 graduates with the old system, 59 were women. In addition, the final grades are on average higher for women.

From the point of view of universities and the world of work, young Italians are now more educated than men are, at least numerically. The unemployment rate for women in Italy is higher (about 4% Istat, 2005) than for men, with only around 46 women out of 100 employed in 2010, compared with 67% for men. One of the main causes of this rate of inactivity is unavailability for family reasons, which is almost non-existent for the male population. For example, 15% of women claim to have left their jobs because of the birth of a child. This choice is often imposed, in fact in more than half of the cases they have been made redundant or placed in a position to leave work because they are pregnant. Italian women's time is spent predominantly bearing the burden of family work, much more than in the rest of Europe (family work means both domestic activities, such as cooking, cleaning the house, laundry etc., as well as activities to care for children and adults living together). Italian men are the least active on the continent in family work, devoting to these activities just 1h 35min of their day. It is therefore estimated that 76.2% of married couples' family work is still borne by women.

In the Italian public administration, female workers are just over half of the total, thanks to the predominance of women among teachers, especially in primary education. In this sector, however, there is a clear predominance of men in the highest qualifications: for every 100 managers, there are only 11 women. Men's wages in Italy are on average higher than women's; this is because women's employment is reduced to lower-paid jobs and because men's wages are higher in the same jobs. Women also have fewer opportunities to benefit from ancillary pay items, such as incentives or overtime.

In 2006, ISTAT developed specific research on political participation and abstention based on a gender-based approach, with women in Italy in a marginal position in institutional bodies in a very marked way. In fact, in comparison with the main European countries, there is a gender imbalance in the electoral representation for which Italy is in the last place in the ranking. Progress has been made recently, including the decision to involve women more in politics: in the 2018 general elections the proportion of women elected is the highest ever, reaching almost 35% in the two branches of Parliament. Several women have been appointed to the top of public companies and the number of women on the boards of listed companies has increased. All this, however, does not improve the living conditions of women in Italy: according to the latest Istat report on economic well-being in Italy (2014), inequalities in access to employment between women and men have become more pronounced in recent years and the gender gap remains very high. Only 46.6% of women were employed in February 2014, compared with 64% of men. They all face a lack of work and adequate welfare policies (from nurseries, full-time schools, care for the elderly and the disabled) that goes hand in hand with the cultural heritage that sees them as "responsible" for childcare, for the elderly and for the family. There are currently no measures to support the maintenance of a job with a salary capable of covering all the expenses that a person and a family face. Young women are therefore forced to choose between working or having children. The birth rate of our country is, in fact, among the lowest in Europe. About mistreatment, the country still has no anti-violence plan agreed with specialized organizations on this issue, despite according to Istat data for the years 2018, 2019 and 2020 the number of victims of femicide is 222 women.

### ***Recognizing and using the transfer of good practices.: Good educational practices***

The "good educational practices", reproduced on paper or on the Internet, although significant, in order to better highlight the problematic aspects and realize on them that critical reading able to stimulate a real interaction, require oral submission. Otherwise, the risk is that they are



simply acquired as 'recipes' to be applied, moreover decontextualized, with little effect of 'development' professional. The most effective means therefore remains the oral expression—especially if supported, in the presentation of the experiences, by media, slides, cards, images... - since it entrusts reflection and deepening to direct dialogue, an equal dialogue: this is certainly a more demanding phase, but also the most significant, for the sake of professional growth and a better quality of teaching. The comparison of the “good educational practices” can be the real strength of a school that researches and experiments significant learning pathways that facilitate the initiation of a curriculum design. Schools can promote skills by proposing activities that stimulate individual responsibility for learning outcomes, activities that develop the ability to work with others, promoting result-oriented competition, activities that are carried out with laboratory activities.

## **Part II**

### ***Barriers preventing women with low education from acquiring key competences.***

Starting from the premise that the European Union today has the highest youth unemployment rate compared to any other area in the world, excluding North Africa and the Middle East, the incidence of inactive quota among girls in Italy is higher than in Europe and is equal to 49%, practically one in two, with peaks of 65-70% in southern Italy. The distance from other developed European nations is disarming: +22/23 percentage points compared to young Germans, English and Spanish, + 17% compared to the French.

The prevailing culture and the family - according to the research - exercise an important influence on the behaviors and attitudes of the girls from the first years of life. Starting from the games that parents play with their children between 6 and 10 years of age: if dads delight in boys and girls, playing the same games, mothers appear more frequently victims of stereotypes: over 52% of them play with daughters doing household tasks while drawing or playing board games with male children. This divergence of attitude is repeated even when the children are older, between 6 and 17 years old: making the bed, setting, and clearing the table, cleaning the house, commitments remain largely borne by the females. The course of study of the girls also appears bumpier: the girls appear strongly penalized especially where the family of origin has financial difficulties or the expenses for school attendance are high. Only 12% of boys drop out of school for these reasons, compared to 25-27% of girls. And the incidence among girls even rises to 67% during university studies, compared to 58% of boys.

Also the search for a job consistent with one's course of study is much more difficult for girls: compared to 18% of males who have not found employment consistent with their field of study, the percentage rises by over ten points percentages in the case of females. The truth is that the university courses favored by girls are often misaligned to the opportunities offered by the world of work. The school and university courses favored by girls have low employment rates and modest wages (around € 1200 net per month 5 years after graduation) while only 20-30% opt for technical-scientific training (€ 1,500 net monthly at 5 years since graduation). Even in the company, since the first experience of internship and traineeship, females are paid less in half than their male colleagues and suffer from greater job instability (the incidence of precarious contracts among women aged 15-24 is 51% compared to 40% of men). In conclusion, the study states that the path of girls to work must be on the one hand more aware and informed, on the other supported by families who must be the first to act with greater knowledge of adverse socio-cultural influences and stimulate their children towards a well-being and social mobility, regardless of gender. Self-esteem, skills, and competences must in fact be built over time in a coherent way.

### ***Part III***

#### ***Local and regional programs for women supporting the acquisition and development of key competences.***

##### **We World Onlus:**

With REACT, a national project to combat educational poverty, which promotes inclusive education of quality for all, numerous projects have been launched aimed at preventing and combating early school leaving, involving seven regions or metropolitan areas: Milan, Aversa, Palermo (from 2012), Turin, Rome, Cagliari and province (2015). The WE World Onlus is present in neighborhoods characterized by situations of socio-economic hardship and cultural and educational poverty, in areas where there is no opportunity for children, girls, adolescents and adults. The Educational Centers are aimed at boys, girls and adolescents aged between 8 and 16 years. The project foresees in each city a day center operating 5 afternoons a week with shared educational activities. Within the Centers, we develop educational courses that provide for different types of intervention: training of personal skills through laboratory activities and orientation courses, development of the relationship with the family by the schools which aims to raise awareness about the importance of preventing 'abandonment of studies and for the creation of a single educating community in which all actors play a role. In less than four years, the Ngo involved 1,549 girls, boys and adolescents enrolled in the Centers, 3,458 boys and girls interested in the educational courses carried out in collaboration with the schools, 780 women-mothers, 1,430 families, 180 rough operators (traders and others). public and private territorial operators) and 60 schools.

##### **Regione Lazio:**

The Labor, training, youth policies, equal opportunities, education, right to study commission of the Lazio Regional Council unanimously approved two deliberation schemes: n. 62 concerning the annual plan of interventions for the right to scholastic study - school year 2019/20 and n. 66 concerning the approval of the criteria and modalities for the granting of contributions to third sector associations for the year 2019 regarding actions for the conservation and promotion of women's history and culture, actions to support women's freedom and prevention and contrast to gender discrimination, as required by regional law no. 7 of 2018. One hundred thousand euro the resources available for the second scheme, which finances activities to enhance the places of women's memory and projects aimed at identifying women's meeting places in which to promote discussion on women's history and culture in action to support freedom women, prevention and contrast to gender discrimination, as well as the well-being of women.

##### **Regione Emilia Romagna:**

Helping women to enhance the results achieved in education and make them more expendable in working contexts, and accompany them in integrating their knowledge with the new "digital knowledge" required by the labor market. These are the objectives of the training offer approved by the Region and financed with 4 million euros from the European Social Fund, aimed at women in possession of a qualification, a professional diploma, a qualification for upper secondary education or a university degree, which they need training to acquire digital knowledge and skills. Increasing and completing people's skills leads to good employment. The resources of the European Social Fund are dedicated to this, to people, to allow them to have access to tools and paths to specialize and enhance their skills and be an active part of social life. 18 operations have been approved, two for each of the provincial areas of the region, which will allow the creation of 273 routes throughout the territory. The duration will be between 40 and 80 hours, for an audience of 3000 potential recipients.

***ANALYSIS NATIONAL REPORT***  
***ST JOSEPH COMPREHENSIVE SECONDARY SCHOOL***

Women are an important element in society and they are the foundation upon which the family is built and possesses many capabilities and is capable of achievement and development. However, there are some social, economic and local determinants and obstacles that hinder women and limit their ability to achieve and develop.

Among these limitations facing women in the local Jordanian community are the following: the educational level, the economic level, the intellectual aspect, and the Jordanian society's culture in which the male character prevails: as many women did not complete their education due to several circumstances, whether it was early marriage, the economic status of the family.

Based on these determinants, we began to search for some methods and techniques that would develop capabilities and enhance the skills of women such as Raising the awareness of women about their rights, duties, and roles in their society and family, and how to take advantage of these capabilities and competencies in all areas of their lives at all levels, thus providing them with a stable and balanced life.

Among the things that hinder the development of capabilities and competencies and achieving the goals of women are the low educational level such as: insufficient knowledge of rights and lack of awareness, lack of many job opportunities for those with low education, the level of low material income, society's view of women with low education is sometimes negative, all these obstacles It makes a woman's self-esteem low and sees herself as an inefficient and ineffective person in the community.



After delving deeper and searching for what women need in Jordanian society, it was suggested the type of programs required to support the competencies and the development of women, and they were limited to the following two aspects:

- 1) The educational awareness side: by giving lectures and discussion sessions in support of several topics related to the psychosocial aspect of women to raise the confidence of women themselves and enhance their position in society, Within this program five lectures were held for a number of young men and women on several topics related to women and their role in society.
- 2) The professional and practical side: by holding lengthy practical training courses related to the basics and the arts of cooking through specialized people to do so to improve their economic situation and provide a source of financial income, And within this program, several courses were taught to teach the basics of cooking to about twelve to fifteen women , these courses were held Twice during the week and for 6 continuous weeks (12 sessions during the period ) through practical application inside fully equipped kitchens and trainers in this field.



Application of knowledge in all its forms are instrumental in the creation of economic and cultural prosperity. Knowledge is recognised as the driving force behind personal and occupational development. Where people acquire knowledge, learn skills and transform them into competence for meaningful use, they not only stimulate economic and technological progress but derive much personal satisfaction and well-being from their endeavours.

In a world in which the stock of factual knowledge is created, distributed and accessed ever more rapidly, people's need to memorise such knowledge is declining. Instead, they need the appropriate tools for selecting, processing and applying the knowledge required to cope with changing employment, leisure and family patterns. This accounts for the growing tendency in education to develop competencies rather than teach factual knowledge.

Result 1 „ANALYSIS NATIONAL REPORT” was prepared in partnership:

Fundacja Family Center - POLAND

Fondazione Don Orione Onlus – ITALY

Associació Cultural Catalanopolonesa – SPAIN

Akademi Kultur ve Egitim Dernegi – TURKEY

St, Joseph comprehensive Secondary School – JORDAN



*Thank you for your cooperation in the preparation of Result 1.*