

RESULT 2

Good practice guide for shaping key competences of women

BEST PRACTICE GUIDELINES: CITY WOMEN, COUNTRY WOMEN

MATERIAL FOR EDUCATOR

 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.

Coordinator: Family Center Foundation - Poland
Fondazione Don Orione Onlus - Italy
Associació Cultural Catalanopolonesa - Spain
Akademi Kultur ve Egitim Derneği - Turkey
St, Joseph comprehensive Secondary - Jordania

The Good practice guide will consist of 2 parts:

- I. Material for educator
- II. Material for participant

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The material content

- A. Examples of good practice, placing innovations and good practices in the area of acquiring and developing women's key competences – Foundation Family Center – Poland.
- B. Overcoming educational passivity in low-skilled women Foundation Don Orione – Italy.
- C. Social effects of educational passivity Associació Cultural Catalanopolonesa – Spain.
- D. The learning potential of women (Jordan)
- E. Learning habits (Turkey)

Sharing good practice examples

The sharing best practices is one of the great ways of instigating a learning environment in an partners organizations. Definition – A good practice is a real world example (case study) of where a method or technique has been applied that has consistently shown results superior to those achieved by other means. Best practice is closely related to the term “state of the art”, which is sometimes also used to refer to a collection of good practice examples. 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.

This umbrella term encompasses the following designations: - Promising education practice, - Validated education practice, - Exemplary education practice.

There are specific organizational factors that help partner organizations with the process of sharing best practices. Organizations with experience in sharing successes, the presence of a structure that ensures communication within an organization, organizational culture that supports collaboration, and absorptive capacity where organizations have the skills to change practice.

Sharing best practices in an partners organizations will considerably shrink the time spent in looking for knowledge as all educators will have access to the right information whenever they need it.

This Best Practice Guidelines was edited by Magdalena Ręka. The guide was created in cooperation with project teams: Result 2 „Best Practice Guidelines: City women, country women” was prepared in partnership: Polish team: Franciszek Ręka, Piotr Niewiadomski, Barbara Guzek – Foundation Family Center. Italy team: Luiza Elena Iovoaia, Giada Lutz, Padre Jorge Torti - Fondazione Don Orione Onlus. Spanish team: Iwona Malecka, Pere Camprubi, Marcel Sayol- Associació Cultural Catalanopolonesa. Team from Jordan: Don Antonio Ursillo, Souzi Michail Fari Hadad - Joseph Comprehensive Secondary School. Turkish team: Suzan Avanoğlu, Orhan Avanoğlu, Yesim Gundogan, Sukran Timur, Nursima Sahin, Faika Seyhan Sahin, Sevgi Sengoz - Akademi Kultur ve Egitim Dernegi.



INTRODUCTION

The theme of the project "City women country women" includes supporting women in acquiring key competences. The context of the project is the Council Recommendation (22/05/2018) on the key competences of women in lifelong learning. Women's skills acquisition is considered a key element in tackling poverty and social inclusion.

Good Practice Guide - designed to illustrate the good practice of the project. This guide contains good examples of practices related to the woman's competences women. These examples they just represent an inspiration for educators seeking ways of improvement or illustrations to realize what the women's competence.

Overview

Adult education is an increasingly important topic in our society. The participation of women 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.

The purpose of the "City women, country women" project was to present the diverse range of existing activities in developing women's basic skills and key competences, as well as to, highlight achievements and define opportunities and challenges. In this way, partner organisations were able to identify examples of good practice, disseminate information on opportunities at the local and national level.

This innovative approach has resulted in positive outcomes for women, partner organisations and educators.



The rapid spread of the COVID-19 virus throughout Europe had a significant impact on the project. However, despite various obstacles and hurdles, partner organisations are using this as an opportunity to come together in solidarity in project work.

Organisation from Poland prepared information about the principles of presenting examples of good practice. Organisation from Italy prepared the subject about overcoming educational passivity in low-skilled women. Partner from Spain prepared a topic about social effects of educational passivity. Organisation from Jordan prepared matter about the learning potential of women, supporting women through training in life skills. Partner from Turkey prepared a topic about learning habits, building daily learning habits one, on the ways to grow professionally and personally.

Particular activities, venues, programmes were tailor-made to the challenges and characteristics of each partner organisation. Special attention was paid to attracting the low-skilled/educated women with innovative outreach approaches.



Reasons for success

The project was successful in supporting educators to consider and improve their practical support for city women country women. Project has become subject to continuous implementation and improvement. Good practice have encouraged educators to use these models in different geographical areas: Central and Western Europe, Iberian Peninsula, Asia Minor, Middle East. The project gave an impulse for further events: new educational initiatives

Impact of the activity

- 1). The presence of all partner organisations as well as the number of people attending the project in five country: Poland, Italy, Spain, Jordan, Turkey.
- 2). The increased consciousness and use of the concept of Life long Learning among the different participants.
- 3). Performance indicators include the following: a) total number of project participants, b) women developing key competencies through project activities.

City women, country women - Supporting in acquiring key competences



Przewodnik dobrych praktyk "Kobiety miast, kobiety wsi"

Tematem projektu "City women, country women" jest wspieranie kobiet w zdobywaniu kluczowych kompetencji. Kontekst projektu stanowi Zalecenie Rady (22.05.2018) w sprawie kluczowych kompetencji kobiet w uczeniu się przez całe życie. Nabywanie i rozwijanie umiejętności przez kobiety jest uważane za kluczowy element w walce z ubóstwem i włączeniem społecznym. Przewodnik dobrych praktyk – ma na celu zilustrowanie dobrych praktyk w projekcie. Materiał zawiera przykłady dobrych praktyk związane z kompetencjami kobiet. Te przykłady stanowią inspirację dla edukatorów poszukujących sposobów poprawy sytuacji, aby uświadomić sobie, jakie kompetencje mogą nabywać i rozwijać kobiety.

Przedstawienie

Edukacja dorosłych jest coraz ważniejszym tematem w naszym społeczeństwie. Uczestnictwo kobiet w edukacji przynosi również inne korzyści, zarówno na poziomie samorealizacji, jak i dla całego społeczeństwa, poprzez wspieranie włączenia społecznego i aktywnego obywatelstwa. Celem projektu "City women, country women" było zaprezentowanie różnorodnego wachlarza dotychczasowych działań rozwijających podstawowe umiejętności i kluczowe kompetencje kobiet, podkreślenie osiągnięć oraz zdefiniowanie szans i wyzwań.

W ten sposób organizacje partnerskie były w stanie zidentyfikować przykłady dobrych praktyk, upowszechniać informacje o możliwościach na poziomie lokalnym i krajowym.

To innowacyjne podejście przyniosło pozytywne rezultaty dla kobiet uczestniczących w projekcie, organizacji partnerskich i edukatorów osób dorosłych.

Szybkie rozprzestrzenianie się wirusa COVID-19 w całej Europie miało znaczący wpływ na projekt. Jednak pomimo różnych przeszkód organizacje partnerskie wykorzystują tę sytuację jako okazję do solidarnego zaangażowania się w prace projektowe.

Organizacja z Polski przygotowała informacje o zasadach prezentacji przykładów dobrych praktyk. Organizacja z Włoch zaprezentowała temat przewyższania bierności edukacyjnej kobiet o niskich kwalifikacjach. Partner z Hiszpanii przedstawił temat dotyczący społecznych skutków bierności edukacyjnej. Organizacja z Jordanii przygotowała materiał o potencjale edukacyjnym kobiet, wspierając kobiety poprzez trening umiejętności życiowych. Partner z Turcji przygotował temat obejmujący: nawyki uczenia się, budowanie codziennej praktyki uczenia się jako jeden ze sposobów na rozwój zawodowy i osobisty.



Konkretne działania, miejsca, programy zostały dostosowane do wyzwań i cech każdej organizacji partnerskiej. Szczególną uwagę zwrócono na przyciągnięcie do projektu kobiet o niskich kompetencjach kluczowych poprzez innowacyjne podejście do pomocy.

Powody sukcesu

Projekt odniósł sukces we wspieraniu edukatorów w rozważeniu i poprawie ich praktycznego wsparcia dla kobiet z miast i wsi. Projekt stał się przedmiotem ciągłego wdrażania i doskonalenia.

Dobre praktyki zachęcają edukatorów do korzystania z tych modeli w różnych obszarach geograficznych: Europa środkowa i zachodnia, Półwysep iberyjski, Azja Mniejsza, Bliski wschód.

Współpraca podczas realizacji projektu dała impuls do dalszych wydarzeń takich jak: przygotowanie nowych projektów oraz przyszłe inicjatywy edukacyjne.

Wpływ działań

- 1). Obecność wszystkich organizacji partnerskich oraz liczba osób uczestniczących w projekcie w pięciu krajach: Polska, Włochy, Hiszpania, Jordania, Turcja.
- 2). Zwiększona świadomość i wykorzystanie koncepcji uczenia się przez całe życie wśród różnych uczestników.
- 3). Wskaźniki efektywności obejmują:
 - a) całkowitą liczbę uczestników projektu,
 - b) kobiety rozwijające kluczowe kompetencje poprzez działania projektowe.





Guida alle buone pratiche in Italy "Donne di città, donne di campagna"

Obiettivo del progetto "City women, country women" è di sostenere le donne nell'acquisizione di competenze chiave. Il progetto è inserito nel contesto della Raccomandazione del Consiglio (22/05/2018) sulle competenze chiave delle donne nell'apprendimento permanente. L'acquisizione delle competenze delle donne è considerata un elemento chiave nella lotta alla povertà e all'inclusione sociale. Guida alle buone pratiche - ideata per illustrare le buone pratiche del progetto.

Questa guida contiene buoni esempi di pratiche relative alle competenze della donna. Questi esempi rappresentano solo un'ispirazione per gli insegnanti/educatori che cercano di apprendere e conoscere di più sul tema delle competenze delle donne.

Panoramica

L'educazione degli adulti è un argomento sempre più importante nella nostra società. La partecipazione delle donne all'istruzione porta anche altri benefici, sia a livello di realizzazione personale che per la società nel suo insieme, favorendo l'inclusione sociale e la cittadinanza attiva. Lo scopo del progetto "City Women, Country Women" è stato presentare la vasta gamma di attività esistenti per lo sviluppo delle abilità di base e delle competenze chiave delle donne, nonché evidenziare i risultati e definire opportunità e sfide. In questo modo, le organizzazioni partner sono state in grado di identificare esempi di buone pratiche, diffondere informazioni sulle opportunità a livello locale e nazionale. Questo approccio innovativo ha portato a risultati positivi per le donne, le organizzazioni partner e gli educatori.

La rapida diffusione del virus COVID-19 in tutta Europa ha avuto un impatto significativo sul progetto. Tuttavia, nonostante vari ostacoli, le organizzazioni partner stanno sfruttando questa opportunità per riunirsi in solidarietà nel lavoro di progetto. L'organizzazione della Polonia ha preparato informazioni sui principi di presentazione di esempi di buone pratiche. L'organizzazione italiana ha preparato il tema sul superamento della passività educativa nelle donne poco qualificate. Il partner spagnolo ha preparato un argomento sugli effetti sociali della passività educativa.



City women, country women - Supporting in acquiring key competences

L'organizzazione giordana ha preparato il materiale sul potenziale di apprendimento delle donne, sostenendole attraverso la formazione delle competenze. Il partner turco ha preparato un argomento sulle abitudini di apprendimento, sulla costruzione di abitudini di apprendimento quotidiane, sui modi per crescere professionalmente e personalmente. Le attività, luoghi e programmi sono stati realizzati su misura delle sfide e delle caratteristiche di ciascuna organizzazione partner.

Un'attenzione particolare è stata prestata al coinvolgimento delle donne poco qualificate/istruite con approcci innovativi di sensibilizzazione.

Motivi di successo

Il progetto ha avuto successo nel sostenere gli educatori a considerare e migliorare il loro supporto pratico per le donne di città e di campagna. Il progetto è stato sottoposto a continua implementazione e miglioramento.

Le buone pratiche hanno incoraggiato gli educatori a utilizzare questi modelli in diverse aree geografiche: Europa centrale e occidentale, Penisola Iberica, Asia Minore, Medio Oriente. Il progetto ha dato impulso a ulteriori eventi: nuove iniziative educative.

Impatto dell'attività

- 1). La presenza di tutte le organizzazioni partner e il numero di persone che partecipano al progetto in cinque paesi: Polonia, Italia, Spagna, Giordania, Turchia.
- 2). La maggiore consapevolezza e utilizzo del concetto di Life long Learning tra i diversi partecipanti.
- 3). Gli indicatori di performance includono:
 - a) numero totale di partecipanti al progetto,
 - b) donne che sviluppano competenze chiave attraverso attività di formazione.



City women, country women - Supporting in acquiring key competences



Guía de buenas prácticas in Spanish "Mujeres de ciudad, mujeres de campo"

El tema del proyecto "Mujeres de ciudad, mujeres del campo" es ayudar a las mujeres a adquirir competencias clave. El contexto del proyecto es la Recomendación del Consejo (22/05/2018) sobre las competencias clave de las mujeres en el aprendizaje permanente. La adquisición de competencias de las mujeres se considera un elemento clave en la lucha contra la pobreza y la inclusión social.

Guía de buenas prácticas: tiene como objetivo ilustrar las buenas prácticas en el proyecto. La guía contiene ejemplos de buenas prácticas relacionadas con las competencias de las mujeres. Estos ejemplos solo inspiran a los educadores que buscan formas de mejorar o ilustrar para tomar conciencia de las competencias de las mujeres.

Descripción general

La educación de adultos es un tema cada vez más importante en nuestra sociedad. La participación de las mujeres en la educación también aporta otros beneficios, tanto a nivel de autorrealización como para la sociedad en su conjunto, al promover la inclusión social y la ciudadanía activa.

El objetivo del proyecto "Mujeres de ciudad, mujeres del campo" era presentar una gama diversa de actividades hasta la fecha desarrollando habilidades básicas y competencias clave de las mujeres, destacando logros y definiendo oportunidades y desafíos.

De esta manera, las organizaciones participantes pudieron identificar ejemplos de buenas prácticas y difundir información sobre oportunidades a nivel local y nacional. Este enfoque innovador ha tenido resultados positivos para las mujeres, las organizaciones participantes y los educadores.

La rápida propagación del virus COVID-19 en Europa tuvo un impacto significativo en el proyecto. Sin embargo, a pesar de varios obstáculos y dificultades, las organizaciones participantes aprovechan esta oportunidad para seguir trabajando conjuntamente en el proyecto.

La organización de Polonia ha preparado la información sobre los principios de la presentación de ejemplos de buenas prácticas. Una organización de Italia preparó el tema de la superación de la pasividad educativa de las mujeres con baja calificación.

El socio de España presentó el tema de las consecuencias sociales de la pasividad educativa. La organización de Jordania ha preparado el material sobre el potencial educativo de las mujeres, apoyando a las mujeres mediante la formación en las habilidades de la vida.

El socio de Turquía preparó el tema de los hábitos de aprendizaje, construyendo hábitos de aprendizaje cotidianos, una de las vías para el desarrollo profesional y personal.

Las actividades, lugares y programas específicos se adaptaron a los desafíos y las características de cada organización colaboradora. Se prestó especial atención a atraer a las mujeres con competencias básicas a través de un enfoque innovador de la ayuda.

Razones del éxito

El proyecto ha tenido el éxito en ayudar a los educadores a considerar y mejorar su apoyo práctico a las mujeres de pueblos y aldeas.

El proyecto se convirtió en el objeto de una implementación y mejora continuas. Las buenas prácticas animaron a los profesores a utilizar estos modelos en diferentes áreas geográficas: Europa Central y Occidental, la Península Ibérica, Asia Menor, el Oriente Medio. El proyecto dio impulso a nuevos desarrollos: nuevas iniciativas educativas.

Impacto de las actividades

- 1). La presencia de todas las organizaciones participantes y el número de personas que participaron en el proyecto en los cinco países: Polonia, Italia, España, Jordania, Turquía.
- 2). Mayor conciencia y uso del concepto de aprendizaje permanente entre los diferentes participantes.
- 3). Los indicadores de la efectividad abarcan:
 - a) el número total de los participantes en el proyecto,
 - b) las mujeres que desarrollan competencias clave a través de las actividades del proyecto.





الأردن مدينة في الريادية المرأة في الجيدة الممارسات دليل

مقدمة

سابقاً، الريادية الكفاءات اكتساب في المرأة دعم "الرياف نساء والمدينة نساء" مشروع موضوع يشمل
يعتبر. الجيدة مدى التعلم في المرأة الريادية الكفاءات بشأن (22/5/2102) المجلس توصية هو المشروع
- الجيدة الممارسات دليل. الاجتماعي اندماج والفقر معالجة في أساسيات المرأة مهارات اكتساب
المعلقة للممارسات جيدة أمثلة على الدليل هذا ويحتوي للمشروع الجيدة الممارسات لتوضيح مصمم
الرسوم أو لتحسين طرق عن يبحر ثون الذين لم تعلم بين الهام مصدر فقط الأمثلة هذه المرأة كفاءات
المرأة كفاءة ماهية الإدراك التوضيحية

ملخص

أخرى، فوائد التعليم في المرأة مشاركة تأتي. كما تم معنا في متزايد بشكل مهم موضوع هو الكبار تعليم
والاجتماعي اندماج تعزيز خلال من، كل المجتمع على الأشخاص الاجتماعي مستوى على سواء
من متنوعة مجموعة تقديم هو "الرياف نساء المدينة نساء" مشروع من الهدف كان. الأنشطة المواطنة
على الضوء تسلط إلى بالإضافة الريادية الكفاءات وللمرأة الأساسية المهارات تطوير في الحالية الأنشطة
على أمثلة تحديد من الشريحة المنظمات تمكنت الطريقة وبهذه. التحديثات والفرص تحديد والإنجازات
المبتكر النهج هذا أدى. الوطني والمجتمعي المتكاملين: على الفرص عن المعلومات نشر والجيدة الممارسات
الم تعلم بين والشريحة المنظمات وللمنساء إيجابيات نتائج إلى.



ذلك مع و. المشروع على ك بيرت أثير. اوروب ا انحاء جميع في COVID-19 ل ف يروس ال سريع لال انتشار كان عمل في معا لال لقاء ك فرصة هذا تس تخدم الشريكة المنظمات ف إن المخ تلفة المعقبات من الرغم وعلى , اعدت. الجيدة الممارسات على امثلة تقديم مبادئ حول معلومات بولندا من منظمة اعدت. المشروع اعد. المنخفضة المهارات ذوات النساء لدى ال تعلم يمي المجموع على ال تغلب موضوع اي طاليا من منظمة الاردن من منظمة اعدت. ال تعلم يمي لاسلابة الاجتماعية ال آثار حول موضوعا اسبانيا من شريك من شريك اعد. الة الحيات المهارات على ال تدريب خلال المرأة دعم و, للمرأة ال تعلم امكانات حول موضوعا. الشخصى والمهني النمو طرق و, ال يومية ال تعلم عادات بولندا و, ال تعلم عادات حول موضوعا تركيا

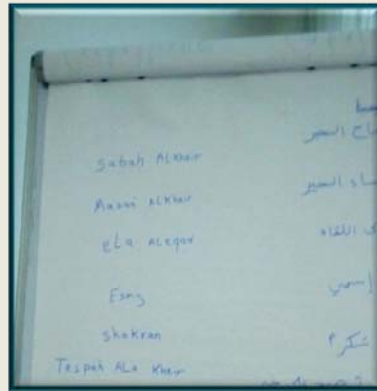
اولى و. شريك منظمة كل خصائص و ل تحديدات وفقا لخاصة ال برامج والاماكن والانشطة تصمم تم م م تكرر وعية نهج باتباع المثلنى. ال تعلم والمهارات ذوات النساء الاجتذاب خاصاه تمام

ال نجاح اسباب

اصبح. تحسبته والريف نساء والمدينة ل نساء العمل دعمهم في. ل لمنظر ال تعلم ين دعم في. المشروع نجح على ل لم تعلم من الجيدة الممارسات شجعت. الامستمر التحسين و ل لتنفيد خاضعا للمشروع والى بيرة الجزيرة شبه و اوروب ا غرب و وسط: مخ تلفة جغرافية مناطق في. ال نماذج هذه اس تخدام. جديدة تعلم يمي مبادرات: الاحداث من لمزيد دفعه المشروع واعطى الاوسط الشرق والى صغرى آسما

ال انشطة تثير

- 1 في. المشروع حضروا الذين ال أشخاص عددا لى ب ال اضافة الشريكة المنظمات جميع وجود- 1 . تركيا و الاردن و انباس و ايطاليا و بولندا: دول خمس
- 2 . المشاركون. مخ تلف بين. الحياة مدى ال تعلم مفهوم اس تخدام والوعى زيادة- 2
- 3 الكفاءات تطوير) ب المشروع في. ل لمشاركين. الجمالى. ال عدد(أ: مايلى. الاء مؤشرات شمل- 3 . ال تدريب بية ال انشطة خلال من ل للمرأة الاساسية





GİRİŞ

"Kentli kadın taşra kadınları" projesinin teması, kadınları temel yeterlilikleri edinmede desteklemeyi içerir. Projenin bağlamı, kadınların yaşam boyu öğrenmedeki temel yeterliliklerine ilişkin Konsey Tavsiyesidir (22/05/2018). Kadınların becerilerinin kazanılması, yoksulluk ve sosyal içermeye ile mücadelede kilit bir unsur olarak görülüyor. İyi Uygulama Kılavuzu - projenin iyi uygulamasını göstermek için tasarlanmıştır. Bu kılavuz, kadının yeterlilikleri ile ilgili iyi uygulama örneklerini içermektedir. Bu örnekler, kadınların yetkinliğinin ne olduğunu anlamak için iyileştirme yolları veya illüstrasyonlar arayan eğitimciler için bir ilham kaynağıdır.

Genel bakış

Yetişkin eğitimi toplumumuzda giderek daha önemli bir konudur. Kadınların eğitime katılımı, sosyal içermeyi ve aktif vatandaşlığı teşvik ederek hem kişisel tatmin düzeyinde hem de bir bütün olarak toplum için başka faydalar da sağlar. "Şehir kadınları, taşra kadınları" projesinin amacı, kadınların temel becerilerini ve temel yeterliliklerini geliştirmeye yönelik çeşitli mevcut faaliyetleri sunmak, ayrıca başarıları vurgulamak ve fırsatları ve zorlukları tanımlamaktır.

Bu şekilde, ortak kuruluşlar iyi uygulama örneklerini belirleyebildiler, yerel ve ulusal düzeyde fırsatlar hakkında bilgi yayabildiler. Bu yenilikçi yaklaşım, kadınlar, ortak kuruluşlar ve eğitimciler için olumlu sonuçlarla sonuçlandı.

COVID-19 virüsünün Avrupa genelinde hızla yayılması projeyi önemli ölçüde etkiledi. Ancak, çeşitli engellere ve engellere rağmen, ortak kuruluşlar bunu proje çalışmalarında dayanışma içinde bir araya gelmek için bir fırsat olarak kullanıyor.

Polonya'dan kuruluş, iyi uygulama örnekleri sunma ilkeleri hakkında bilgi hazırladı. Düşük vasıflı kadınlarda eğitimde pasifliğin aşılması konusunu İtalya'dan bir kuruluş hazırladı. İspanya'dan ortak, eğitimde pasifliğin sosyal etkileri hakkında bir konu hazırladı. Ürdün'den bir kuruluş, kadınların öğrenme potansiyeli hakkında bir makale hazırladı ve kadınları yaşam becerileri eğitimi yoluyla destekledi. Türkiye'den Partner, öğrenme alışkanlıkları, günlük öğrenme alışkanlıkları oluşturma, mesleki ve kişisel olarak büyümenin yolları hakkında bir konu hazırladı.



Belirli etkinlikler, mekanlar ve programlar, her bir ortak kuruluşun zorluklarına ve özelliklerine göre özel olarak hazırlanmıştır. Düşük vasıflı/eğitilmiş kadınların yenilikçi sosyal yardım yaklaşımlarıyla çekilmesine özel önem verildi.

Başarı nedenleri

Proje, eğitimcilerin şehirli kadın taşra kadınlarına yönelik pratik desteklerini düşünmelerini ve geliştirmelerini desteklemede başarılı oldu. Proje sürekli uygulama ve iyileştirmeye konu olmuştur. İyi uygulama, eğitimcileri bu modelleri farklı coğrafi alanlarda kullanmaya teşvik etmiştir: Orta ve Batı Avrupa, İber Yarımadası, Küçük Asya, Orta Doğu. Proje, daha sonraki etkinlikler için bir dürtü verdi: yeni eğitim girişimleri

Etkinliğin etkisi

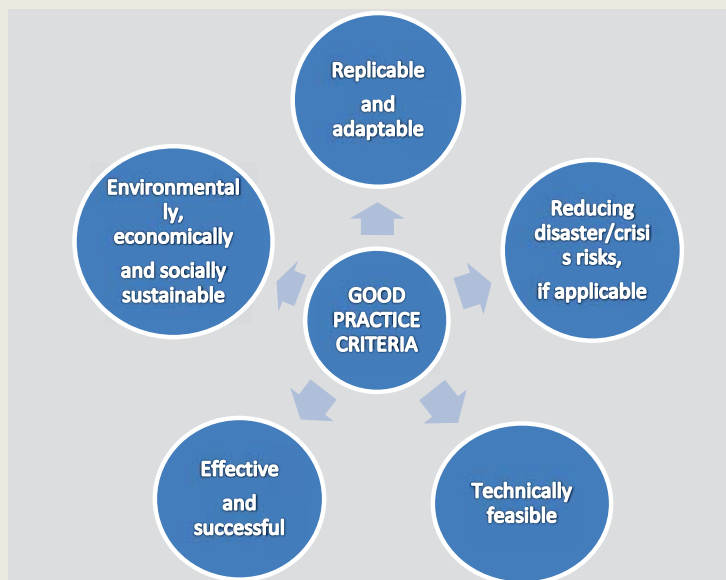
- 1). Tüm ortak kuruluşların varlığı ve projeye katılan kişi sayısı beş ülkede: Polonya, İtalya, İspanya, Ürdün, Türkiye.
- 2). Farklı katılımcılar arasında Yaşam Boyu Öğrenme kavramının artan bilinci ve kullanımı.
- 3). Performans göstergeleri şunları içerir:
 - a) toplam proje katılımcısı sayısı,
 - b) eğitim faaliyetleri yoluyla temel yetkinlikleri geliştiren kadınlar.



A. EXAMPLES OF GOOD PRACTICE, PLACING INNOVATIONS AND GOOD PRACTICES IN THE AREA OF ACQUIRING AND DEVELOPING WOMEN'S KEY COMPETENCES

FUNDACJA FAMILY CENTER - POLAND

A *Best Practice* is a practice that has been proven to work well and produce good results, and is therefore recommended as a model. It is a successful experience, which has been tested and validated, which has been repeated and deserves to be shared so that a greater number of people can adopt it.



GOOD PRACTICE CRITERIA

ENVIRONMENTALLY ECONOMICALLY AND SOCIALLY SUSTAINABLE:

it meets current needs, without compromising the ability to address future needs

INCLUSIVE:

enabling every citizen (gender equality), especially the most disadvantaged, to fully participate

REPLICABLE AND ADAPTABLE:

it should have the potential for replication and be adaptable to similar objectives in varying situations

EFFECTIVE AND SUCCESSFUL:

Achieving results and having a positive impact

TECHNICALLY FEASIBLE:

It is easy to learn and to implement

Competence-oriented teaching and learning requires a significant shift from "traditional" content based approaches towards learning through real world situations, with new forms of assessment. Educational staff has a decisive impact on women learners' achievement and motivation. Educational staff includes teachers, trainers, teacher educators, leaders of education and training institutes, employees in charge of training colleagues, researchers and adult educators. Educational staff also plays a key role in implementing changes in women education.

It will especially this project was focused on:

- a) support for teachers, trainers and educators in changing their practice,
- b) the assessment of key competences and
- c) learning approaches, environments and contexts, including innovative partnerships between education institutions and external stakeholders that can provide more opportunities for "real life" learning.



Good practice



Social learning environments

Learning is not always a transaction between one educator and one learner. Developing key competencies is often organised in groups where learners are dependent on each other and learn with or from each other.

The nature of competences also means that attitudes – often socially-constructed – are being developed alongside knowledge and skills.

In order to support competence development, learning environments need to be safe and respectful, with a concern for the well-being of all educators and women.

A social learning environment is an destination where people can come together to co-create content, share knowledge, and learn from one another.

1. Formal Structured Learning (FSL) – within formal training like classes, courses and workshops
2. Intra-Organisational Learning (IOL) – where learners keep the whole organisation up to date and up to speed on strategic and other internal initiatives and activities
3. Group Directed Learning (GDL) — where groups of individuals working together in teams, on projects support a group approach to learning

Competence needs are not static; they change throughout life and across generations.

It is therefore important to make sure that all women from city and women for country have the opportunity to acquire the required competences in education and training, adult education or different forms of non-formal and informal learning.



B. OVERCOMING EDUCATIONAL PASSIVITY IN LOW-SKILLED WOMEN

FONDAZIONE DON ORIONE ONLUS – ITALY

During the first year of the City women, country women's project, the Don Orione Foundation held in its quarters and online different interviews and meetings with different women from various social and cultural level, analyzing with their help why they live a situation in which they learn and enhance their knowledge.

One of the objectives was to find approaches to support these women overcoming educational passivity.

The work concentrated on the low skilled women group.

The analysis and the data have brought up to knowledge that in Italy low skilled women are immigrants (*Migrant women are much more likely to be employed in precarious work. Job opportunities for migrant women are often in low-paid and unregulated sectors, such as domestic work, care and the service industry (Taran, 2016)*) and women with child, or women living a difficult family situation, without any support system (*women from 25 to 54 years of age are significantly more likely to stay out of the labor force for family reasons.*) For 22% of women with low levels of qualifications family responsibilities are the main reason why they do not participate in education and training even though they would like to. Conflict with work schedule or training organized at an inconvenient time prevented 14% of women and 23% of men from participating.

In Italy, one of the key challenges remains getting and keeping women in the labor market. Gender employment gaps are particularly large among low-skilled men and women, especially after they become parents – less educated mothers are well over 40 p.p. less likely to be in paid work than similarly-educated fathers. (OECD 2017 report).

Low-skilled adults risk getting stuck in a situation in which they rarely benefit from adult learning, and their skills remain inadequate or weaken over time – which makes it even harder for these individuals to participate in learning activities.



Despite the high number of low-skilled people, the participation of adults, and the less educated, in training and education activities is much lower than the European average. It has been proven useful for educators to approach these women having them participate in meetings and workshop where they can share freely their stories and needs, material and educational. The educational passivity in the majority of cases is created by the difficulties that these women have due to their working hours, family responsibilities, scarce knowledge of the educational offers.

Good practice



The way to integrate in an educational and training

What emerged is that the best way to integrate them in an educational and training path is:

1. peer exchange, mentoring, tutoring and coaching, promoting the involvement of role models/ peer support. This method, for migrants' women, has proven successful in tailoring the integration process to the needs of individual women.
2. offering a support system and childcare: The provision of childcare provides to very practical needs and is essential in enabling women with small children to participate.

The goal is to create an efficient training system also for adults especially for those who are low-skilled, in order to prevent them becoming detached from the labour market.

The research has shown that the training courses proven effective for low skilled women has been:

1. Open or distance education/blended learning.
2. Educational plan adapted to the single participant.
3. Pair to pair mentoring.
4. Provide financial support for all costs of training.
5. Community engagement.



Educators needs to tailor specific courses for low skilled women in order to reduce the gender and educational gap and allowing low skilled women to participate in the trainings and education.



Equal access to affordable and good quality training is crucial for increasing educational chances and employability, particularly among people with low levels of qualifications. The measures must assure that the skills acquired over the life course through non-formal and informal learning are recognized and validated, that people have access to appropriate learning settings, and that learning outcomes are documented and validated.

Educators needs to promote and support the sharing of information and good practices on the understanding, recognizing_skills and support the overcoming of educational passivity.

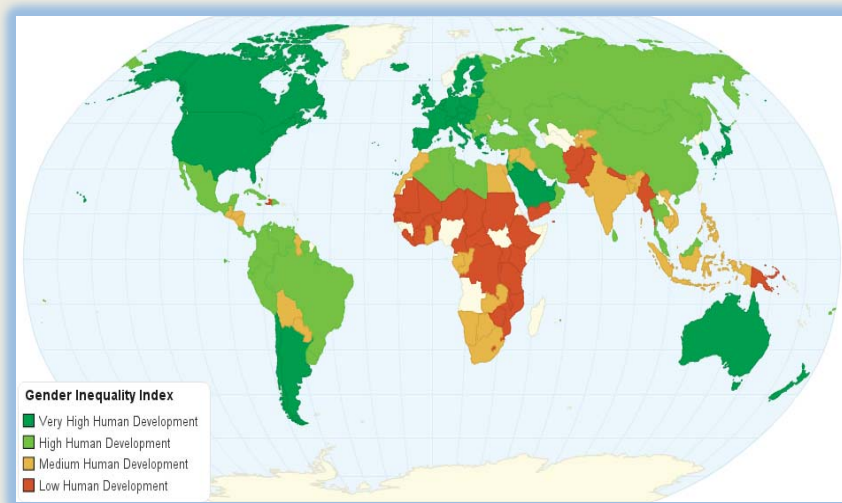


C. SOCIAL EFFECTS OF EDUCATIONAL PASSIVITY

ASSOCIACIÓ CULTURAL CATALANOPOLONESA – SPAIN

We believe that education is one of the most important driving forces for society and that, as stated by the United Nations Development Programme, "**achieving inclusive and quality education for all reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development**".

Competences can be developed by **promoting knowledge, skills and attitudes**.



Probably one of the greatest transformations that Spanish and Catalan educational system has undergone in the last decade has been women's access to formal education. Today, women are more likely to have access to education, at all levels, than women of previous generations could have.

This presence of women in the world of education appears related to the social transformations that our country has undergone, and especially to the change in the social situation of women.

However, there are some groups of women who could not benefit from the educational program: we refer to elderly women with a low level of literacy, who received their education during the dictatorship and immigrant women who came to Spain from Latin American, African and Asian countries into adulthood, and who are engaged in domestic service.

Most of these women are illiterate or with a low level of education.

City women, country women - Supporting in acquiring key competences

Good practice



Group support of elderly women

The group of elderly women, the majority at the time totally dependent on their husbands, now widows who live alone since their children have left home, have many problems in managing their day-to-day life (bank management, paying bills, filling out applications, which is largely due to lack of computer skills).



The lack of education within the group of immigrant women has important social consequences to move only in their environment (shops, services, circle of friends) favoring the creation of ghettos. In both groups this situation leads to low self-esteem, low quality of life, isolation and exclusion.

Good practice



"La Caixa" Foundation

Do these groups of women have any chance to continue studying?

The answer is yes. In Catalonia there are many of associations and civic centers that offer a wide range of face-to-face free courses (currently online) created specifically for these groups.

"La Caixa" Foundation believes in people, in their ability to grow, work and overcome adversity. They believe in education, culture and research as engines of progress and in a society with more opportunities. In collaboration with hundreds of entities and thousands of volunteers, they carry out a joint work to fight against poverty and exclusion, make culture available to all, work to facilitate relationships between people of different cultures and promote coexistence and social cohesion.

City women, country women - Supporting in acquiring key competences



These institutions work to achieve a society with more opportunities, boosting social initiatives, investing in education, disseminating culture.

Social activities improve a quality of life of these groups of women and avoid isolation through activities, courses and workshops. Literacy, learning and expanding language skills, computers and communication courses and workshops favor at the same time the biggest inclusion and promote values of dignity and autonomy, knowledge that contributes to personal growth and development.

This role also play a wide range of cultural activities such as visiting exhibitions, see plays and opera, participate in lectures and talks, visit places of historical interest.

Obra Social La Caixa has 63 own centers and 546 associated centers.



City women, country women - Supporting in acquiring key competences

D. THE LEARNING POTENTIAL OF WOMEN

JOSEPH COMPREHENSIVE SECONDARY SCHOOL - JORDAN

In Jordan, the female situation is between two opposites. Alongside a female world that is well integrated into the world of work in which women play a very important role, especially in cities and major centers and there is a reality in which women are placed in a more marginal role, especially in rural areas and in small towns. In cities, girls' schooling is well developed and, normally, girls have the opportunity to access higher education levels and access the world of work at different levels.

Another problem is for women who are now out of training and who for various reasons have to enter the world of work. They are forced by familiar, social, economic situations and they are not always equipped to do so. It is therefore necessary to intervene on two levels: the first educational and the second motivational and formative, even if in a different way depending on the people you want to reach.



We work in Zarqa, (it is a large city but with a very traditionalist background) and we have modulated our intervention on two groups, a youth with university education, and an adult with average education.

Good practice



While we held some meetings with young people, aimed above all at strengthening in the conscience of the participants the substantial equality and capacity of man and woman despite the difference in roles, (in this country the distinction of roles between men and women is very strong) , with adult women we set up our meetings on the performance of practical activities, since they needed an opening towards the world of work.

Two groups because the needs are different. While young people have goals for the future, adult women have commitments for the present.

City women, country women - Supporting in acquiring key competences

Young people need to acquire or strengthen awareness of their value and ability to build the future of the country regardless of their sex, each bringing their own specificity and riches so that even the approach to training is not only functional to the expectations of families. but to the realization of one's aspirations and the project of a life fulfilled and vitally inserted in the social context. This is the task that educational agencies (including our school which has a women's section of Hotel Management) must carry out.

Adult women, with whom we have come into contact, have different needs. They need to enter the world of work, they have to provide goods for the family. Here the intervention is different: it goes in a practical direction. Studying the possibility of independent work that leads to economic gains, but also to the strengthening of one's self-esteem and awareness of the place occupied in society even as a worker.

A small cooking course was organized for them aimed at learning simple preparations that can be used for catering services quite in demand in this area.

In conclusion, we can say that Jordan's role for women is still very "traditional", but there are many cultural openings due both to educational interventions (schools, government interventions ...) and to social reasons (the need for women to enter the world of work). This implies a good opportunity to intervene at the educational level. At least in the cities the presence of educational agencies at the youth level for the female world is socially accepted.

Today the figure of the adult woman in Jordan has changed: she is increasingly called to occupy jobs for which it is increasingly necessary to promote her skills and abilities and to raise the awareness of being important not only for the role she occupies in the family but even in society. Our little experience (even if limited by the pandemic) has shown that this is possible as well as the realization of micro-projects aimed at achieving these goals.

The role of the women in this nation is increasing and becoming everyday more important. So it is fundamental to set up new educational and formation actions to develop their promotion and involvement in the all the aspects of the social life.



City women, country women - Supporting in acquiring key competences

E. LEARNING HABITS

AKADEMI KULTUR VE EGITIM DERNEGI - TURKEY

Concepts of lifelong learning and adult education in the European Union harmonization process are commonly used today; however, the concepts have been of great importance in the education history of Republic of Turkey in the process of national development and mobilization. The first systematical movement related to education started with the congress of Ministry of Education in Ankara, 15 July 1921. After sharing his observations and experiences related to education, Gazi Mustafa Kemal, stood on the principles of the work to be done and had left educators Adult education-related applications to be addressed by the government started with the establishment of the Republic of Turkey. An educated society was the only prerequisite to perpetuate the establishment, survival and development of a new form of governance. Primary education had to be spread out within the people of the country who were tired of a long and hard war. In this context, on 3 March 1924, by the law of Unification of Education, all the educational institutions were engaged to Ministry of Education. Besides, educational affairs have been carried out by a single management.

Good practice



In our country, the first official organization for adults, under the name of "Department of Public Decency" was issued on March 25, 1926 within the authority of the Ministry of Education with the Organization Act 789. During the initial years of the Republic, implemented educational policies had three main objectives.

These three objectives are as follows:

1. Supplying the unity of national culture,
2. Promoting citizenship education,
3. Educating the qualified people who The Republic of Turkey needs.

1927 Public Classrooms, 1928 The Public Schools, in the same year Evening Art and Trade Schools, 1932 the Public Houses, 1938-39 Rural Courses for Men and Women were the first steps of the adult education taken in Republican period of Turkey. Towards the end of the 1960s, the term non-formal education emerged from the need to meet the changing demands of education and became an alternative for the young people and adults in the 3rd World Countries to support formal educational institutions taking the growing population into account. In addition, it was also used for troubleshooting in social needs such as health care, nutrition and unemployment. Actually, it was the education known and applied out of schools but was formalized by the way. In industrialized countries, it was used to support the children, the youth and the schools which were criticized for lack of flexibility but authority.



City women, country women - Supporting in acquiring key competences

Non-formal education helped them gain the basic skills. It meant individual and social development, being informed about health and safety and receiving the training for getting a job. The first syllabus for the primary schools was prepared in 1926.

It aimed at growing up and educating effective and compatible people with their surroundings. In 1960s, under the authorization of Ministry of National Education, it was named as General Directorate of Public Education. Then it was renovated in 1977 and re-configured as the General Directorate of Non-Formal Education. In 1983, it was again renovated to cover the responsibility of career training and was named the General Directorate of Apprenticeship Training and Non-Formal education. The directorate has the greatest responsibility in the field of adult education in Turkey.

Good practice



Anadolu University

In addition to these, Anadolu University is the first institution which introduced Open and Distance Learning System serving the modern distance education in higher education in Turkey. Law which rearranged the Turkish Higher Education again came into force on task was assigned to Anadolu University which scientifically and technologically developed itself on July 20, 1982 by Decree No. 41. Anadolu University has the great breakthrough in open and distant education, however, nowadays most of the universities offer distance education in Turkey as well. In the field of adult education, both Ministry of Education and Lifelong Learning Centers of higher education continue their education efforts to support the citizens of the country to adapt the age they are in, additionally, in that harmony, to make them feel adaptive, modern and happy. In the following table are the statistics on those who continue non-formal education between the years 2003-2009. The statement "No one shall be deprived of the right to education and training" places in the article No.42 of the Turkish Republic constitution emphasizing the education is the basic right of the citizens. Furthermore, in the 9th is essential to continue throughout life. In addition to education of young people, it is an educational duty to take the necessary measures to ensure that adults should have the continuous education which helps them comply with the size both the importance adult learning and the responsibility of the government. In this context, lifelong learning and adult education get the power from the Constitution and the National Education Basic Law and that is not a unknown concept to our daily life. The Law on the Organization and Duties of the Ministry of Education No. 3797 defines the people to be addressed and the responsibilities non-formal education. Vocational Education Law No. 3308, a law that covers all levels and types of vocational education and is related to adult vocational education. Ensuring the Literacy of providing a license or a diploma. Vocational Qualifications Institution Law No.5544 (2006) leads to bring professional standards and non-formal education to gain qualifications. Legal framework, having the membership of OECD and European Union integration process help our people internalize this concept rapidly. SVET (Strengthening The Vocational Education and Training System in Turkey) Life Long Learning Strategy Document was prepared in September 2006, to follow up the lifelong learning policy in Turkey.

In the document, lifeltheir professions or not, in schools, universities, at home, at work anywhere in society, encompassing all the information and skills to improve the individual himself/herself.

City women, country women - Supporting in acquiring key competences

Strategic Partnerships in the field of adult education

The Erasmus+ seeks to promote equal opportunities and access, inclusion, diversity and fairness across all its actions.

Organisations and the participants with fewer opportunities themselves are at the heart of these objectives and with these in mind, the programme puts mechanisms and resources at their disposal.

Over the lifetime of a project, partnership members have a broad flexibility in how best to organise the proposed activities.



Strategic Partnership are expected to result in development, transfer and implementation of innovative practices at organisational, local, regional, national and European level.

City women, country women - Supporting in acquiring key competences

HORIZONTAL PRIORITY

Supporting individuals in acquiring and improving basic skills and key competences

SECTORAL PRIORITY: Adult education

Expanding and developing the competences of educators and other employees supporting adult learning.



COUNCIL RECOMMENDATION of 22 May 2018 on key competences for lifelong learning

..... support the right to quality and inclusive education, training and lifelong learning and ensure opportunities for all to develop key competences by making full use of the 'Key Competences for Lifelong Learning....

City women, country women - Supporting in acquiring key competences



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Erasmus+

The publication was implemented with the financial support of the European Commission under Erasmus + program. The publication reflects only the position of its authors and the Commission The European Union is not responsible for the substantive content contained therein.