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**GIRLS' ACCESS TO
VOCATIONAL
EDUCATION AND
TRAINING**

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This report on girls' access to vocational education and training is a result of the discussions on this subject in Education International's Sectoral Committee on Vocational Education and Training. The report does not necessarily express the official view of Education International, but should be seen as a contribution to the on-going discussion on educational topics within Education International.

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Sectoral Committee on Vocational Education and Training

June 12th, 1995

GIRLS' ACCESS TO VOCATIONAL EDUCATION AND TRAINING.

1. Background.

At the meeting of the Sectoral Committee on Vocational Education and Training in Brussels on 24 - 25 November 1994 the topic "Girls' access to vocational education and training. How to improve it?" was discussed. It was agreed to complete the picture of girls' access to vocational education and training through the selection of some countries for a special study on this subject.

In order to make the practical arrangements as simple as possible the inquiry was directed to the following countries (with the teachers organisation in brackets); Congo (FETRASSECC), France (FEN and SNETAA), Germany (DL/BLBS), Honduras (PRINCPHMA), Norway (Laererforbundet), Senegal (SYPROS), Spain (FETE-UGT), Sri Lanka (ACUT) and Slovenia (SVIZ).

These countries and organisations coincided with the countries represented on the Committee, so that each Committee member was responsible for seeing that relevant information from each country was gathered and put together into a report and sent to the EI Secretariat.

In order to get information from some regions not represented on the Committee the following countries (with EI Member organisations in brackets) were also included in the study; Brazil (CNTE), Chile (CPC), Japan (JTU), Senegal (SNEEL), United States of America (AFT, NEA), United Kingdom (NATFHE) and Zimbabwe (ZIMTA, ZECCWU, ZITU).

On May 13 1994 a questionnaire was sent out to all the members of the Sectoral Committee on Vocational Education and Training and to the EI member organisations mentioned above. Eleven questionnaires were returned. The organisations who answered the questionnaire were;

ACUT (Sri Lanka)	Laererforbundet (Norway)
DL - BLBS (Germany)	NATFHE (United Kingdom)
FETE-UGT (Spain)	SVIZ (Slovenia)
FEN (France)	SYPROS (Senegal)
FETRASSECC (Congo)	ZIMTA (Zimbabwe)
JTU (Japan)	

In some cases the questionnaires that were returned to EI have not contain answers to all the questions asked. This means that in the presentation of the results of the questionnaire in this document, figures and facts concerning some countries will be missing in relation to some of the items.

2. What do we mean by vocational education and training?

One of the problems in comparing vocational education and training in different countries is that this concept is understood differently between countries. In order to try to get a common understanding of the concept it was defined as follows in the letter that was sent to the organisations invited to participate in the inquiry;

Vocational education and training is defined as those forms of training and education directly or indirectly preparing people for employment. Vocational education and training takes place at any stage from secondary education and onwards. It may provide a wide educational base or a more specific training for one occupation or group of occupations. It takes place in institutions which may include schools, colleges or lycées (secondary schools for vocational education), which are distinct from universities or university-level institutions (higher education). In some systems vocational education can lead on to further study in higher education.

3. Percentage of girls in vocational education and training.

Unfortunately, there do not seem to be any available international statistics showing the enrolment of girls in vocational education and training worldwide. In UNESCO's "World Education Report" there are general figures for the enrolment of girls in secondary education. Table I shows the girls gross enrolment ratio in secondary education in the countries included in the inquiry.

The gross enrolment ratio is the total enrolment in second level education, regardless of age, divided by the population of the age group which officially corresponds to secondary schooling.

TABLE I. Gross enrolment ratio (%) of girls in secondary education 1980 and 1990.

Country	1980	1990
Brazil	36	-
Chile	56	75
Congo	-	-
France	90	98
Germany Fed. Rep.	92	103
Honduras	30	34
Norway	96	102
Japan	94	98
Senegal	7	11
Spain	89	113
Sri Lanka	57	77
Yugoslavia	80	79
United Kingdom	85	85
United States of America	90	90
Zimbabwe	12	46

Source: *World Education Report*, UNESCO 1993

These enrolment ratios refer to second level education. In some countries vocational education and training might be included in these rates and in others not, but it would be very surprising if countries with a very low enrolment of girls in second level education were to have a very high percentage of girls in vocational education and training not included in these figures.

The questionnaire sent out to 19 EI member organisations in 14 countries asked; How many students participate in vocational education and training in total in your country? How big is the share of students in vocational education and training compared with the total number of students in the 12 - 19 age group? How many of the students in vocational education and training are girls? The answers are presented in table II below;

