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Working Paper

Inclusion in greek initial vocational education and training (IVET):
The case of gendered language and socio-pragmatic strategies in
promotional VET material

Cedefop working paper series, No. 26

Provided in Cooperation with:

European Centre for the Development of Vocational Training (Cedefop), Thessaloniki

Suggested Citation: Lees, Christopher James; Pouliou, Anastasia (2025) : Inclusion in greek initial vocational education and training (IVET): The case of gendered language and socio-pragmatic strategies in promotional VET material, Cedefop working paper series, No. 26, ISBN 978-92-896-3880-7, Publications Office of the European Union, Luxembourg, <https://doi.org/10.2801/8813753>

This Version is available at:

<https://hdl.handle.net/10419/337401>

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Working paper series

No 26/JULY 2025

INCLUSION IN GREEK INITIAL VOCATIONAL EDUCATION AND TRAINING (IVET)

The case of gendered language
and socio-pragmatic strategies
in promotional VET material

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Please cite this publication as:

Lees, C.J. & Pouliou, A. (2025). *Inclusion in Greek initial vocational education and training (IVET): the case of gendered language and socio-pragmatic strategies in promotional VET material*. Cedefop working paper. Publications Office of the European Union. <http://data.europa.eu/doi/10.2801/8813753>

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Luxembourg: Publications Office of the European Union, 2025

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[PDF](#)

[ISSN 1831-2403](#)

[ISBN 978-92-896-3880-7](#)

[doi: 10.2801/8813753](https://doi.org/10.2801/8813753)

TI-01-25-087-EN-N

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Acknowledgements

This working paper is placed within Cedefop's project area on the [Future of VET](#). [Christopher James Lees](#) (Trainee in qualifications and credentials, Cedefop) and [Anastasia Pouliou](#) (Expert in qualifications and credentials and Future of VET, Cedefop, Department for VET and Qualifications) took the lead in drafting the working paper.

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Summary

School-based IVET provision at HQF/EQF level 4 in Greece is currently regulated and overseen by the Greek Ministry of Education, Religious Affairs and Sports. The Ministry has a section of its [website](#) dedicated to vocational courses provided by *επαγγελματικά λύκεια*, ‘epaggelmatika likeia’ (vocational upper secondary schools), the main route into post-secondary IVET in Greece. This section contains texts which provide an overview of a variety of available VET subjects, together with promotional videos. The purpose of this working paper is to examine both gendered language and the socio-pragmatic strategies used in these texts and videos, to ascertain the extent to which the language used is inclusive in relation to gender and the profile of prospective students.

Firstly, a content and discourse-based analysis will be carried out to identify examples of gendered language, such as the use of the generic masculine grammatical gender when referring to learners and employees (cf. Alvanoudi, 2013; Lambropoulou & Georgalidou, 2017, Pavlidou, 2006, among others), as well as language choices which may be conventionally associated with a particular gender. Together with the language used, additional factors, such as workplace and learner images, will also be taken into consideration, since certain vocational paths may be visually presented as female or male-dominated, thus perpetuating gender bias in certain career paths. Secondly, the study will explore additional key socio-pragmatic strategies used as part of the Ministry’s attempt to relate to and attract learners to IVET courses offered in Greece.

Through the analysis outlined above, social perceptions and language strategies will be revealed that may enhance or negatively impact the inclusiveness of IVET programmes. This is related to Cedefop’s research on the [Future of VET](#) which aims to deepen its understanding of the interaction between the broad objectives of excellence and inclusion in the 21st century (Cedefop, 2023). The study shows that over the past 25 years, the understanding of inclusion has broadened to encompass a wider range of individuals, promoting accessible educational pathways, and ensuring that all learners receive the support they need to succeed. This understanding of inclusion is also relevant to the current European handbook on defining, writing and applying learning outcomes, according to which, the learner should be the primary focus in the language used (Cedefop, 2022, 78). The use of learning outcomes can support the inclusiveness of VET as its flexible nature allows to break through gender patterns in VET enrolment and respond to diverse needs of learners (NCAA, 2019), through modularisation (Cedefop, 2010; 2015) of programmes (allowing the validation of

non-formal and informal learning and the recognition of prior learning). The approach also allows for differentiated teaching approaches and personalised learning activities which are essential components of inclusive environments (Cedefop, forthcoming). Employment, social inclusion and gender equality is also one of the seven priorities for the [European Commission's work programme](#) for 2025.

Considering the above, the language used in the texts and videos promoting VET that focuses on specific profiles and excludes others, including but not limited to gender, could be seen as falling short of the inclusion requirement set out in European policy. Therefore, by using Greece as a case study, the principal contribution of this paper will be to examine the extent to which inclusion, whether that be in relation to gender, youth, or other socio-economic groups, is reflected in the language used in IVET promotional texts and video material and, where potential biases or non-inclusive features are identified, to put forward recommendations outlining the ways in which any inequality emerging through language use could be remedied.

In conclusion, the four main research questions of the proposed paper can be summarised as follows:

- (a) Which aspects of gendered language are present in the Greek Ministry's texts and videos promoting IVET courses and to what extent do they affirm or challenge gender-based social perceptions?
- (b) What other types of socio-pragmatic strategies are used in promotional texts and videos in an attempt to engage with the target audience?
- (c) How do eligible participants for Greek IVET courses view the language and images used in promotional texts and videos and to what extent do they demonstrate an interest in attending an IVET course at HQF/EQF level 4?
- (d) If the language and images used in promotional texts and videos contribute to social bias and are viewed negatively by end users, which remedies could be proposed?

Chapter 1.

Introduction

As an introductory pathway into vocational-related skills acquisition, IVET (initial vocational education and training) plays a central role in realising the EU's priorities on upskilling and social inclusion (cf. Draghi report, 2024) to bridge the current skills gap. To this end, the organisations responsible for overseeing and promoting VET (vocational education and training) courses in each EU Member State have developed both text-based and audio-visual material in an effort to attract prospective students. In Greece, the most common way for a young person to embark on a VET course is by moving up from the Hellenic qualifications framework, HQF ⁽¹⁾ and European qualifications framework, EQF ⁽²⁾ level 3 to 4 within the educational institution known as *επαγγελματικό λύκειο*, 'epaggelmatiko lukeio' (vocational upper secondary school), colloquially known in Greece as ΕΠΑΛ, 'EPAL'. The educational material taught in EPAL is overseen by the Greek Ministry of Education, Religious Affairs and Sports, which has a section of its website dedicated to vocational courses provided by vocational upper secondary schools ⁽³⁾. Generally, these institutions are socially stigmatised in Greece, since they are often perceived as representing a person's lack of ability to continue along the country's valued academic school route, *γυμνάσιο*, 'gymnasio' (lower secondary school), allowing school leavers to take exams to earn a place at one of the country's universities. In short, academic education has long been associated with success and personal development, whereas VET is often viewed less favourably (cf. Cedefop, 2019).

However, due to a combination of recent changes in the labour market, a shortage of traditional jobs, increasing precarity, and low salaries, VET has begun to be promoted and perceived as a viable option for young people. More specifically, Greece is currently implementing a project, co-financed by national and EU funds, to digitally transform and improve VET and lifelong learning in the country by the end of 2025. Apart from an overall aim to improve the attractiveness of VET in the country, the project aims to convert educational material into digital

(1) Information related to the Hellenic qualifications framework (HQF) and the levels, qualifications types in Greece can be found at:

www.cedefop.europa.eu/en/tools/nqfs-online-tool/countries/greece-2022

(2) The HQF was referenced to the EQF in 2015, and self-certification against the qualifications framework of the European higher education area is in progress.

(3) Full details (in Greek) can be found via the Ministry's website at:

www.minedu.gov.gr/tehniki-ekpaideusi-2/to-thema-tehniki-ekpaideusi

form, provide trainer training in the use of digital infrastructures, and to improve pupils' hands-on learning by using up-to-date laboratory equipment (National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP, 2024). The importance of inclusion in any reformed VET system is also highlighted with reference made to the 'obligation to provide all learning pathways, without discrimination and exclusion, with explicit reference to people with disabilities and chronic diseases, as well as other vulnerable groups' (National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP, 2024, p. 8). Learners suffering from gender disparities may face exclusionary pressures or barriers to access, attendance, participation and learning (Crenshaw, 1989; Varsik & Gorochovskij, 2023).

Gender equality is currently one of the areas which occupy a central place in the EU's policies on inclusion, as an imbalance between men and women regarding the courses and jobs they pursue, together with an underrepresentation of women in key STEM subjects and professions, continue to be observed. Furthermore, aspects leading to inclusion or exclusion (such as gender along with disability, socio-economic background, age) should not be considered in isolation, as all these factors interact in a complex manner with countless intersections. The concept of 'intersectionality' has been coined by Crenshaw (1989) in feminist discourse and has also found its way into many other contexts, including education (see e.g. Varsik and Gorochovskij, 2023).

According to Cedefop (2025a), in relation to gender representation on VET courses, there are 'persistent gender imbalances that limit opportunities and hinder growth for all [...] Stereotypes and systemic barriers exacerbate these disparities, particularly in STEM-related VET fields (science, technology, engineering, and mathematics), where women remain significantly underrepresented' ⁽⁴⁾. As an example to show the extent of the disparity, Cedefop's 2022 data (2025a) reveal that women constitute only 15.5% of students enrolled on STEM IVET programmes in the EU's 27 member states.

In terms of institutional-level factors which may affect the gender imbalance, European Commission et al. (2024), on behalf of the European Commission, identify educational material, including textbooks, the biases and perceptions of STEM teachers, peer influence, and role models as key factors. Moreover, they note that 'very few European countries possess curricula that focus explicitly on

⁽⁴⁾ The stereotypes referred to here have led to various initiatives at both EU (cf. European Parliament, & Council of the European Union, 2020) and national member state levels to change perceptions of 'male' and 'female' jobs. For example, Germany's Klischeefrei (cliché free) initiative (Klischeefrei, 2021) aims to tackle gender-related connotations through a combination of information sharing, network membership, and putting forward specific proposals.

women in science' (European Commission et al. 2024, p. 24), thus reinforcing gender-bias and perception that science is a male pursuit. Several studies (Krušić et al., 2021, Papadakis, 2018, among others) reveal that students' exposure to gender stereotypes in their school years can affect the courses and jobs a student applies for. To remedy the situation, the European gender equality strategy (European Commission, 2025) stresses the importance of tackling gender imbalances and refers to a union, where 'all women and girls, men and boys can thrive' (European Commission, 2025, p. 6). In addition, one of the strategy's key objectives is to provide European women with 'quality and inclusive education' (European Commission, 2025, p. 4), while a commitment is made to support gender equality through the EU budget.

The way language is used in promotional texts and audiovisual material plays a crucial role in ensuring that an inclusive approach to VET is adopted. Language is intrinsically linked to society and identity (see Coulmas, 2013; Holmes, 2016); therefore, the way language is used in texts, such as educational and promotional material, has the potential to both include and marginalise groups and individuals. For example, Papakitsos et al. (2020) have shown that, together with other factors, gender stereotypes and attitudes do indeed influence someone's decision making when it comes to choosing a field of study or profession. In terms of gender in particular, the language in promotional VET texts and audiovisual material can help ensure that both men and women feel that all VET courses are open to them, regardless of potential preexisting stereotypes.

Furthermore, aside from gendered language and the role it plays in relation to inclusion, the socio-pragmatic strategies used in promotional VET texts are also significant. The term *socio-pragmatic strategies* here refers to language choices which demonstrate a form of social connection with the text's or video's target group (see Haugh et al., 2021). Two examples of this are the use of youth language and politeness strategies which connote intimacy, solidarity, and acceptance. More specifically, if we consider that texts used to promote IVET in Greece are targeted primarily at young people currently attending education at HQF/EQF levels 3 or 4, it makes sense to use language that resonates with people belonging to this age-group to make them feel that the contents of the text or video is relevant to them. In other words, language that is overly formal and does not take into consideration the ways in which young people communicate has the potential to alienate prospective IVET students and not achieve the common goals of both Greece and the EU in making VET an attractive and valued option for young people.

The purpose of this paper is to use Greece as a case study to examine the extent to which inclusion, with a particular emphasis on gender and youth, is

reflected in the language used in the Greek Ministry's IVET promotional texts and video material, and how the language is viewed by prospective IVET students currently studying at HQF/EQF level 4. These objectives are carried out, first and foremost, against the background of key EU policies on inclusion, particularly related to gender (cf. European Commission 2025), but also by taking into account the significant academic debate that has taken place in Greece on language and gender (Alvanoudi, 2013; Pavlidou, 2006, among others), as well as the position of the Ministry of the Interior's General Secretariat for Gender Equality on avoiding sexist language in public administrative texts (Gkasouka & Georgalidou, 2018). Finally, where biases or non-inclusive features are identified, proposals are put forward which outline the ways in which any inequality emerging through language use can be remedied. The principal contribution of the paper is that it approaches the burgeoning EU issue of inclusion, with particular reference to gender and youth, from the perspective of language; on the one hand analysing the language used in promotional VET material and, on the other, eliciting the attitudes of potential VET students, in order to gain a better understanding of the role language plays in their decision to pursue VET courses. The following section will discuss the theoretical background of gendered language, socio-pragmatic strategies, and their relationship to inclusion in more detail. The data and methodology used will then be presented and analysed.

Chapter 2.

Gendered language, socio-pragmatic strategies and inclusion

Interest in the relationship between language and gender within the field of linguistics can be traced back to the early 1970s when early sociolinguistic studies saw gender as a sociolinguistic variable which could explain certain examples of language variety (see Labov, 1972 and Trudgill, 1974, among others). However, despite the useful contribution of these studies to sociolinguistics at the time, their limitation can be attributed to viewing gender as a static variable in contrast to the dynamic and context-dependent form of identity it is seen as today. In other words, since the mid-1970s and following the publication of Lakoff's book on language and a woman's place (1975), linguistics began to explore the social factors related to language and gender in greater detail. As Bergvall (1999, p. 274) notes, gender is 'innate,' 'achieved' and 'ascribed;' innate, in the biological sense that we are all born with characteristics and organs that pertain -in most cases- to a specific sex, achieved in the sense of the way people construct their gendered selves through language, and ascribed in relation to the social assumptions and expectations cultivated in society and imposed on people in connection with gender-related roles and behaviour ⁽⁵⁾.

A significant aspect of sociolinguistic discourse on language and gender which is highly relevant to this paper is that of linguistic sexism and the (in)visibility of either men or women in everyday language use. For example, in morphologically gendered languages such as Greek, gender is ascribed to both inanimate and animate entities. While this does not create any problems in the case of inanimate entities, where gender is not related to any biological factors, in the case of animate entities, it results in a specific gender -usually female- being rendered invisible in both hegemonic and everyday discourse (cf. Canakis, 2022). For example, many professions written in Greek, such as *γιατρός*, 'giatros' (doctor), *δικηγόρος*, 'dikigoros' (solicitor), and *πληροφορικός*, 'pliriforikos' (IT

⁽⁵⁾ Adhering to the sociolinguistic norms expected of one's gender is what Butler refers to as "gender performativity" (Butler, 1990). According to them, as opposed to being viewed as biological, gender is constructed and performed through the repetition of specific linguistic features which can be socially recognised as belonging to a specific gender. The same goes for the way people dress and the behaviour they exhibit. As such, not adhering to the expectations connected with a person's perceived gender can have social ramifications, a fact well known by men who come under social pressure to behave and speak in a "manly" way (cf. Canakis 2022; Talbot, 2010).

specialist) are often written solely with the masculine gender (cf. Pavlidou, 2006), despite numerous grass-root attempts to establish equivalent feminine noun endings ⁽⁶⁾. Furthermore, the use of the generic masculine ⁽⁷⁾ to refer generally to individuals or groups consisting of both men and women, as well as the exclusive use of the feminine gender to refer to professions viewed socially as female-specific, further exacerbates the invisibility and perceived social roles of women. Examples 1 and 2 below are representative of this.

Example 1

Ζητείται καθαρίστρια για κατ'οίκον εργασία δύο φορές την εβδομάδα.
[Ziteitai katharistria gia kat' οικον ergasia duo fores thn evdomada].
Cleaner [fem, sing.] required for household chores twice a week.

Example 2

Οι μαθητές οφείλουν να βρίσκονται στον χώρο του σχολείου στις 8:00.
[Oi mathites ofeiloun na vriskontai ston choro tou scholeiou stis 8:00].
Pupils [masc, plural] are required to be on the school premises at 8am.

In Example 1, the feminine noun ending is used in the singular of the word *καθαρίστρια*, 'katharistria' (cleaner), thus implying, through conventional use, that a cleaner is always female and, by extension, that the job of a cleaner is female-specific. On the other hand, in Example 2, the masculine plural noun ending is used for the word *μαθητές*, 'mathites' (pupils), a common practice in Greek and other inflected languages, such as French, when referring to both men and women (Pavlidou 2006). However, the result of this is that female pupils are rendered invisible in texts of this kind. As Canakis (2022, p. 179) points out, 'the linguistic omission of the female gender also has consequences for the way we perceive

⁽⁶⁾ See Canakis (2022, p. 180) for a detailed discussion on specific examples and the social factors influencing their possible acceptance in everyday language.

⁽⁷⁾ The term generic masculine or γενικευτικό αρσενικό γένος 'genikeftiko arseniko genos' in Greek refers to the practice of using the masculine noun ending in contexts where either an individual is referred to in general or a group of people consisting of both men and women, resulting in women being rendered invisible in the related discourse. As Lampropoulou and Georgalidou (2017, p. 49) note, 'Greek is a highly gender-inflected language, so the generic masculine is the dominant choice for male and female referent members of a group of people. We aim to show that this practice results in a grammatical paradox where masculine forms are used even when women are exclusively addressed' (cf. Pavlidou, 2006).

female subjects and is linked with their (in)visibility.’ Therefore, in terms of promotional material in IVET, the use of the generalised masculine gender could be seen as excluding females from VET courses or presenting specific courses as being irrelevant to female students. Similarly, in cases such as Example 1, prospective male students may be deterred from taking up specific courses for fear of being judged as engaging in a ‘female profession’. In short, the unequal distribution of gendered forms and related stereotypes such as the ones outlined here can create a sexist use of language which can potentially pose a threat to the EU’s priority of ensuring inclusion in VET provision.

The repetition of gender-biased phrases or practices entrench gender-based perceptions in our collective conscience or, as van Dijk (2014) phrases it, our ‘social cognition’. The effects of this and the stereotypes generated further exacerbate the exclusion of either women or men from specific environments. For example, Alvanoudi (2008, p. 97) refers to psycholinguistic research which demonstrates that the use of the grammatical gender can influence memory and emotional representation. In other words, repeated exposure to linguistic forms which exclude either women or men can affect the way we normalise bias in both our thinking and the way we use language. It is, perhaps, important to point out here that although women have long been the principal victims of sexist behaviour and sexist language, this is by no means universal and men can also find themselves the target of sexist comments and practices, whether that be supposed mock insults from other men (cf. Talbot, 2010, p. 97) or the -often sexualised-reinforcement of gendered expectations from women (see Daleziou, 2011). Such forms of sexism may be entrenched to such an extent that they become highly resistant to change and require language planning policies in an attempt to address the situation. An example of such language planning in Greece is the policy adopted by institutions of higher education that both male and female genders are used in official university documents ⁽⁸⁾. More specifically, it is now common policy for Greek universities to adopt gender-inclusive language, so as to increase the visibility of women in texts which hitherto have largely used the generic masculine to refer to both men and women. In relation to the topic of this paper, where gender bias is identified, similar policies could be introduced in IVET texts to ensure a gender-inclusive approach.

Another key aspect of relevance to this paper is the use of socio-pragmatic strategies which may create a sense of inclusion and relevance among

⁽⁸⁾ For example, the language policy of the National and Kapodistrian University of Athens makes a direct reference to the fact that the language used when selecting members of staff can make it seem that certain positions are not for women, while stipulating that the university will tackle matters of sexism. [More information.](#)

prospective IVET students. Youth language and positive politeness strategies are two examples of this. Youth language represents specific linguistic features, such as informal phrases, code-switching, and translanguaging (Androutsopoulos, 2001; Tsokalidou, 2017) that are characteristically found in the language practices of young people. It is common for advertisements and texts targeting young demographics to align with their language practices to appear more relatable and persuasive (see Politis & Kourdis, 2016; Stamou, 2013, among others). Similarly, positive politeness strategies are language features that are used to foster a sense of solidarity, in this case between IVET providers and prospective IVET students. In Brown & Levinson's (1987) influential framework on politeness⁽⁹⁾, positive politeness strategies satisfy the needs of a person to be liked and accepted by others. Depending on the culture and instance of communication, this can be understood as aspects of language that reduce social distance and demonstrate closeness. As Bella (2015, p. 158) notes, 'language strategies that perform positive politeness aim, therefore, to express closeness, solidarity and approval towards the interlocutor.' Particularly in the case of young people, this can also include the use of solidarity markers. One such case is the word *φίλε*, 'file' (mate) shown in Example 3.

Example 3

Μην το σκέφτεσαι ρε **φίλε**. Όλα καλά!
[Min to skeftesai re **file**. Ola kala!]
Don't worry about it, mate. Everything's fine!

The word is used extensively in informal conversation in Greek by both men and women and provides speakers with a means to index intimacy and friendship. In the case of Example 3, it is used as an attempt to reduce a person's concern or anxiety about something. More specifically, both the informality of the word and its association with intimacy reaffirm the speaker's approval of the addressee and the notion that they should not worry, thus satisfying their positive face needs. Additional strategies may include the use of the familiar *tu*-form which is used in

⁽⁹⁾ A detailed overview of the framework, as well as the criticism it has received, far exceeds the constraints of this paper. For an in-depth discussion on the framework and its relevance to Greek in particular, see Canakis (2007) and Bella (2015). It should be noted that despite the aforementioned criticism, largely attributed to the problematic concept of politeness universals, particularly beyond the Anglo-Saxon world, as well as the development of new approaches to politeness, Brown & Levinson's (1987) framework continues to be influential and extensively used in contemporary studies on politeness.

Greek by young people in conversations with members of the same age group (see Sifianou & Tzanne, 2018), the use of the inclusive first person plural ('we'), often used in Greek to foster a sense of common ground, collectivity, and to avoid any potential sense of imposition that may arise if the addressee feels they are being told what to do (see Bella, 2015, p. 64). The imperative may also be used as a means of encouraging the addressee to take specific action.

In sum, it is clear from the above that language plays a central role in social relations and inclusion in that it has the potential to both include and marginalise individuals and group members, while also contributing to in-group collectivity and solidarity, factors which have been shown to impact the choices made by young people when considering education and training courses and employment.

Chapter 3.

Data description and methodology

The data used in the analysis derive from two sources. The first consists of the promotional IVET texts and videos on the dedicated website of the Greek Ministry of Education, Religious Affairs and Sports. The material corresponds to nine VET disciplines: Agriculture, food and the environment; health and wellbeing; computer science; mechanical engineering; electrical engineering, electronics, and automation; construction; administration and finance; applied arts; and shipping. The material which will be analysed consists of nine written texts with a total of 2 935 words outlining the courses within each area, together with their respective learning outcomes, and eight short-length or full-length videos containing narration, texts, and images, which provide an overview of the VET discipline and what the prospective student can expect to encounter on the course. It is the contents of these written texts and videos that are of interest for the purposes of this paper and will be subject to the sociolinguistic analysis that follows.

The second source of data is the semi-structured interview and questionnaire conducted with sixteen (16) school students from the first class of an upper secondary school in Greece (cf. De Fina, 2019) ⁽¹⁰⁾. Students at HQF/EQF level 4 were selected, as this particular level corresponds to the stage where school students are in their first year of post-compulsory education and are still able to move to VET courses should they choose to do so. The purpose of this intervention was to elicit the students' attitudes towards the language and content of Greece's IVET material, as well as whether they would consider taking up one of the IVET courses based on how they are linguistically and visually presented in the material. The data from the intervention complement the analysis of the material by providing insight into the prospective end users' perspectives, thus allowing for a more objective discussion in the analysis section.

In terms of methodology, owing to the multi-faceted nature of the study, a mixed-methods approach is adopted, drawing from sociolinguistics and discourse analysis for the investigation of gendered language and socio-pragmatic

⁽¹⁰⁾ The advantage of the semi-structured interview format is that it allows the interviewer to ask specific questions, while allowing the interviewee to elaborate freely, a fact which may take the discussion in a related area that the researcher had not envisaged, thus allowing for the possibility of additional relevant questions that can be of significant use to the analysis. Moreover, while the interviewee may be guided in terms of the questions asked, it is important for the questions to be formulated in a way which does not preclude specific responses and lead to compromised data reliability.

strategies; Brown & Levinson's (1987) framework on face and politeness, and ethnography to elicit students' attitudes on the language and images used in promotional texts and videos. Regarding the analysis of the IVET promotional material, although the data will mainly be subject to a qualitative analysis, a combination of both quantitative and qualitative approaches is adopted. This is desirable, because qualitative data allow for an in-depth analysis of the social aspects of language use in relation to the context under study, whereas quantitative data can provide insight into the frequency with which certain linguistic features or structures appear. More specifically, a qualitative approach was adopted to analyse the gendered language and socio-pragmatic strategies that appear in texts and videos promoting IVET, while the frequency of specific words and collocations was monitored using AntConc software (Anthony, 2024). The data analysed, as well as the practical recommendations proposed at the end of the paper, take into consideration current EU policies on gender and inclusion, as well as national Ministerial positions on the use of gendered language and the avoidance of sexist language. Therefore, the recommendations suggested in this working paper are intended to provide an opportunity for reflection and discussion on the use of language and potential renewal of the promotional material for VET courses at vocational upper secondary schools (EPAL).

Regarding the analysis of student attitudes, students were informed that their participation was optional and anonymous, and that their data and responses would be used solely for the purpose of the research and would not be disclosed to third parties. To this end, a privacy statement in line with EUDPR (Article 15) was compiled and distributed to participants stipulating which data would be processed.

In the second part of the intervention, students were asked to fill in an [EU survey](#) consisting of five parts ⁽¹⁾. In the first part, students were asked to answer some compulsory and optional personal questions related to their age, their date of birth, the class they attend at school, and the area in which they live. In the second part, some general questions were asked, including whether students were aware of professional upper secondary schools and whether they would like to attend one. Students were also asked to reflect on the factors they consider important when choosing an educational programme and, crucially, whether they consider the language used in course descriptions to be important, as well as whether certain professions may be more suitable for men or for women (cf. Papadakis, 2018). Subsequently, in the third and fourth parts of the questionnaire, students were asked to read three IVET promotional texts from the disciplines of

⁽¹⁾ The questions asked in the online questionnaire can be seen in Annex 1 of the working paper [Greek only].

health and wellbeing, electrical engineering, electronics and automation, and administration and finance, as well as three videos from health and wellbeing, computer science, and mechanical engineering ⁽¹²⁾. Students were further asked to comment on whether they would be interested in studying on the course being described, whether they think the language would make the course interesting for people their age, and whether the disciplines outlines target specific genders or specific people. Finally, to stimulate reflection, students were asked to comment on whether the material they had examined left a positive or negative impression, whether the material would encourage them to take up a VET course, and whether they feel the language of the texts and audiovisual material could be improved.

It should be noted that the views of the students are intended to complement the sociolinguistic analysis of the material by shedding light on how a small but representative group of prospective VET students view the Ministry's content and to what extent it resonates with young people. The intention, therefore, is not to provide statistical data, but an indicative insight into how young people interact with the material.

(¹²) The texts and material in question were selected owing to their social association with gender-specific roles, particularly in the case of health and wellbeing and electrical engineering, disciplines stereotypically associated with women and men respectively. Therefore, the rationale behind the selection was to investigate if the students would comment on this and the language used to describe each discipline.

Chapter 4.

Analysis of Greek IVET written and audiovisual material

In this section, the nine promotional IVET texts and eight videos on the Greek Ministry's website are presented and analysed. In relation to the video material in particular, it should be noted that certain VET disciplines, such as health, welfare, and wellbeing have both a full-length and short-length video with the latter being a condensed version of the former. However, other disciplines such as 'administration and the economy' only have short-length videos. Since the purpose of this paper is to examine the full extent of the data available, in the disciplines where both a full and condensed version of the promotional audiovisual material is available, it is the full version that is analysed. Furthermore, to ensure transparency and clarity, the analysis of the written texts and the audiovisual material are presented and discussed in separate subsections. This is then followed by a discussion of the data which emerges from our contact with prospective IVET students and complements the linguistic analysis by shedding light on how a group of potential end-users view the language used and to what extent this could influence their own choices when considering an IVET course.

4.1. Gendered language and strategies of inclusion in written IVET promotional material

The most striking aspect of all the written material promoting IVET in Greek professional upper secondary schools is the exclusive use of the generic masculine when referring to both VET-related professions and VET graduates. Although the use of the generic masculine is commonly used in Greek, both in informal and institutional settings (cf. Georgalidou, 2016; Lampropoulou & Georgalidou, 2017), in recent years there has been considerable discourse on the need to adopt a gender-inclusive approach to language, particularly in public bodies. For instance, in 2018 the Ministry of the Interior's General Secretariat for Gender Equality published a guide on ways to avoid sexist language in public administrative texts (Gkasouka & Georgalidou, 2018). A principal recommendation referred to in a 2016 ministerial circular which appears at the beginning of the guide supports that written public documents should recognise both genders. More specifically:

- (1) It is recommended to refer to women and men by using both grammatical genders when the text refers to mixed groups or when there is no mention of a specific gender [...]
- (2) When referring solely to women, the use of the feminine gender, together with adjectives and pronouns, should be used exclusively.
- (3) In cases where nouns do not distinguish between masculine and feminine genders, it is recommended to use adjectives and pronouns which refer to both genders [...]

Source: Gkasouka & Georgalidou, 2018, p. 8-9

Based on these recommendations, the current written IVET promotional material could be revised to adopt a more inclusive approach to gender. In a strictly morphological sense, the language adheres to long-held conventions of using the masculine gender when generically referring to professions, individuals, or groups (see Pavlidou, 2006). However, by not using gender-inclusive language prospective female IVET students are rendered invisible (cf. Canakis, 2022; Georgalidou, 2016; Gkasouka & Georgalidou, 2018), meaning that there is no linguistic representation of women in the current literature promoting IVET courses in Greece. Table 1 below shows the most commonly occurring nouns which refer to professions, individuals and groups in the written promotional material, while Table 2 shows the most common co-occurring words in the data set, including adjectives, nouns, and pronouns. The data was produced using AntConc and allow the researchers to examine the frequency of gender-based words and expressions more closely, as well as the context in which they occur.

Table 1. **Frequency of noun occurrences related to professions, individuals and groups in written promotional IVET material**

Word	Frequency	Percentage of proper nouns in corpus
Απόφοιτος , 'apofitois' (graduate)	35	28%
Τεχνικός , 'technikos' (technician)	32	26%
Βοηθός , 'voithos' (assistant)	15	12%
Υπάλληλος , 'ypallilos' (employee)	13	11%
Επαγγελματίας , 'epagelmatias' (professional)	10	8%
Απόφοιτοι , 'apofitoi' (graduates)	6	5%
Τεχνίτης , 'technitis' (handyman)	5	4%
Επαγγελματίες , 'epagelmaties' (professionals)	4	3%
Ικανός , 'ikanos' (capable)	3	2%
Τεχνίτες , 'technites' (handymen)	1	1%

Source: Authors.

Table 2. **Frequency of word combinations which appear in written promotional IVET material**

Word combinations	Frequency
Ελεύθερος επαγγελματίας , 'eleftheros epaggelmatias' (freelancer)	8
Είναι ικανός να , 'einai ikanos nai' (he is able to)	3
Επαγγελματίες αυτοί , 'epaggelmaties aftoi' (these professionals)	3
Ελεύθεροι επαγγελματίες , 'eleftheori epaggelmaties' (freelancers)	1

Source: Authors.

As can be seen in both tables, no feminine forms are used when reference is made to animate entities connected with IVET programmes, including graduates and professionals. The use of the generic masculine gender applies to pronouns, adjectives, and nouns, resulting in women being linguistically excluded from IVET material. The most frequently occurring nouns of this type are *απόφοιτος*, 'apofitos' (graduate) and *τεχνικός*, 'technikos' (technician) in the singular. A closer look at the context in which these words appear reveals that both terms refer generically to members of the student body who complete the course; the former refers to anyone who has graduated from a course corresponding to one of the disciplines, whereas the latter refers predominantly to an area of specialisation⁽¹³⁾ or a professional capacity, in which case it is preceded by the preposition *ως*, 'os' (as). In the case of *απόφοιτος*, 'apofitos' in particular, the word is used exclusively in the data as part of an intended learning outcome statement indicating 'what a learner is expected to know and be able to do and understand, having completed a learning sequence, a module, a programme or a qualification' (Cedefop, 2022, p. 18). This is evidenced in instances such as Example 4 (our underlining for emphasis):

⁽¹³⁾ In Greek, the construction verb+ proper noun denoting a professional person in the nominative case is often used, meaning that phrases such as *σπουδάζω τεχνικός υπολογιστών*, 'spoudazo technikos ypologiston' (I am studying [to be a] computer technician) can be used. As Holton et al. (2002, p. 256) note, 'the nominative is used to indicate a subject predicate, i.e. a word or phrase denoting the same person, thing, etc., as the subject.' This means that, aside from the profession itself, it is also possible in Greek to refer to the professional person as an area of specialisation.

Example 4

Ο απόφοιτος της ειδικότητας Αργυροχρυσοχοΐας είναι ικανός να εργάζεται ως ειδικευμένος τεχνίτης σε βιοτεχνίες, βιομηχανίες και εργαστήρια.

[Ο apofitos tis eidikotitas Argyrochrychoias einai ikanos na ergazetai os eidikeumenos technitis se viotechnies, viomixanies kai ergasthria].

The graduate [masc. sing.] in silver and gold smithing is able [masc. sing] to work as a skilled [masc. sing.] technician [masc. sing] in craftsmanship, industry, and workshops.

Although the statement could be criticised for being vague in the sense that it does not specify the precise learning outcomes that will be acquired by the learner, it provides clear information on the anticipated workplaces a graduate in silver and gold smithing will be able to apply their trade and reveals linguistic sexism on all references to the graduate: on two nouns and two adjectives (see the underlined endings). In sum, the profile of the graduate is presented exclusively as male, reinforced by a variety of nouns and adjectives

Furthermore, Table 3 shows the distribution of the two words across the nine IVET disciplines. The word *απόφοιτος*, ‘apofitos’ has a greater distribution than *τεχνικός*, ‘technikos,’ most probably because of the tendency within the IVET texts to use the former as part of a learning outcome statement, although the frequency with which both words appear varies across disciplines.

Table 3. Frequency of common-occurring words per VET discipline

Discipline	Απόφοιτος, 'apofoitos'	Percentage of total corpus	Τεχνικός, 'technikos'	Percentage of total corpus
Agriculture, food and the environment	4	11%	8	25%
Health and wellbeing	9	26%	0	0%
Computer science	0	0%	2	6%
Mechanical engineering	6	17%	10	31%
Electrical engineering, electronics and automation	3	9%	8	25%
Construction	1	3%	4	13%
Administration and finance	4	11%	0	0%
Applied arts	6	17%	0	0%
Shipping	2	6%	0	0%
Total	35	100%	32	100%

Source: Authors

As can be seen from the table, *απόφοιτος*, 'apofoitos' occurs more frequently in the discipline of health and wellbeing, followed by mechanical engineering and applied arts, while it has a markedly low frequency in shipping and construction and does not appear at all in computer science. Indeed, from a gender-related point of view, this distribution is interesting in the sense that computer science is stereotypically considered to be a male-dominated profession, whereas health and wellbeing is associated more with women. The fact that the latter discipline bears the highest frequency of a word using the generic masculine gender to refer to all graduates reaffirms Georgalidou and Lampropoulou's position on the use of the generic masculine even when the speaker/writer is referring exclusively to women (2017, p. 49) or, indeed, when they may have women predominantly in mind, as would appear to be the case in the discipline's audiovisual material on health and wellbeing, which we shall examine in Section 4.2.

A variety of examples of linguistic sexism and stereotypical gendered profiles can be found in the texts across all disciplines. Aside from the use of the term *απόφοιτος*, 'apofoitos' to refer generically to someone who has completed a course, the generic masculine gender is used to a more noticeable extent in certain cases as can be observed in Examples 5 from electrical engineering, electronics and automation, and 6 from administration and finance:

Example 5

Μπορεί να εργαστεί ως ελεύθερος επαγγελματίας εγκαταστάτης με δικό του πελατολόγιο, ως ειδικευμένος τεχνικός [...] ως ιδιοκτήτης ή ειδικευμένος πωλητής σε καταστήματα ηλεκτρολογικών ειδών ή ιδιοκτήτης καταστήματος [...].

[Mporei na ergastei os elefteros epaggelmatias ekgatastatis me diko tou pelatologio, os eidikevmenos technikos [...] os idioktitis I eidikevmenos politis se katastimata ilektrologikon eidon I idioktitis katastimatos].

He can work as a freelance installer [masc. sing.] with his own clients, as a trained technician [masc. sing.] [...] as an electrical store owner [masc. sing.] or as a trained salesman [masc. sing.] or as a store owner [masc. sing.]

Example 6

Ένας εξειδικευμένος Marketing Manager αναλαμβάνει να ικανοποιεί τις ανάγκες κάθε πελάτη και να προωθεί τα προϊόντα και τις υπηρεσίες της επιχείρησης στην αγορά [...]

[Enas exeidikevmenos Marketing Manager analamvanei na ikanopoiiei tis anagkes kathe pelati kai na proothei proionta kai tiw ypiresies tis epicheirisis stin agora [...]]

A trained Marketing Manager [masc. sing.] undertakes to serve the needs of each customer [masc. sing.] and to promote the business's products and services within the market.

Contexts such as those in Examples 5 and 6 with a heavy use of the generic masculine gender have been shown to create a cognitive schema⁽¹⁴⁾ in the mind of the reader, who then perceives the object of reference, in this case the job and those associate with it, as male-specific. As Alvanoudi (2013, p. 39) notes, 'cognitive linguistics/semantics supports that the form [of a word] contains information which corresponds to specific notions. Based on this, it can be said that the information related to gender encoded in grammatical gender is linked with the concept of gender and the construction/interpretation of the person referred to as female or male.' In other words, through repeated exposure to professions written with the masculine gender, alongside existing stereotypes that certain professions are males or female-specific, speakers are influenced to perceive technicians and managers as male professions. For instance, the reference made in the description for electrical engineering, electronics and engineering to the need for 'μυϊκή δύναμη,' 'miiki dinami' (muscular strength) could be said to

(14) In cognitive linguistics, the term cognitive schema refers to an established concept established in the mind of the speaker through repeated exposure. When words or phrases pertaining to this concept are read or heard, the cognitive schema is triggered, and the speaker processes the person or object referred to accordingly (cf. Panaretou, 2011, 43-49).

reinforce the stereotype that such professions are male-specific. Furthermore, the use of the more inclusive term *άτομα*, 'atoma' (people) in the neuter, which does not refer specifically to a person's gender, only appears twice in the data, therefore demonstrating the extent to which the use of the generic masculine gender has become established in Greek texts and, by consequence, in the collective conscience of Greek speakers.

In terms of the socio-pragmatic strategies used, with two exceptions, all the texts use an impersonal tone, creating a feeling of distance between prospective VET students and the professionals they may aspire to become. Examples of this include the use of the third person singular and the absence of personal references. For instance, as we have already seen, the common use of the word *απόφοιτος*, 'apofitos' as opposed to a personal pronoun, not only renders women linguistically invisible through the generic masculine gender, but it also creates distance between the writer and the addressee. This, in turn, means that the tone of the text is not aligned with the intended audience (cf. Bell, 1984). However, in the text referring to health and wellbeing, a selection of positive politeness strategies can be observed. The same can be noted in the applied arts discipline where the term *έφηβοι*, 'efivoi,' (teenagers) is used, therefore not only referring to gender but also to the specific age group the texts are designed for. This, in fact, is the only example where the target age group is revealed explicitly, though it can be inferred using the second person singular in the health and wellbeing text, as can be seen in Example 7.

Example 7

Η διάθεση προσφοράς προς το συνάνθρωπο και η ανάγκη να θέσεις τον εαυτό σου στην υπηρεσία όλων εκείνων που νοσούν αποτελούν βασικές προϋποθέσεις για να επιλέξεις επαγγέλματα Υγείας.

[I diathesi prosforas pros to synanthropo kai i anagki na theseis ton eayto sou stin ypiresia olon ekeinon pou nosoun apoteloun vasikes proipotheseis gia na epilexeis epaggelmata ygeias].

The desire to help people and the need to place yourself at the service of the ill are crucial factors in your choosing a health profession.

In this example, the use of the second person singular, the Greek *tu*-form, connotes a feeling of intimacy and solidarity between the writer and the target audience, as it is associated with informal, relaxed instances of communication, as well as instances where the addressee is younger than the speaker or writer (see Sifianou & Tzanne, 2018). In other words, addressing the reader in the second person singular is a positive politeness strategy, since it reduces social

distance, is age-group appropriate, and it gives the feeling that every young person is being addressed directly in an inclusive way. Furthermore, since the intention of the writer here is to offer advice to prospective IVET students, it comes across as though the writer cares about the future prospects of the target group, therefore demonstrating 'knowledge of and concern for [the addressee's] wants' in the words of Brown & Levinson (1987, p. 322).

Based on the above analysis, it could be said that from a linguistic perspective, the texts used by the Ministry do not fully align with the ministerial guidelines outlined in Gkasouka & Georgalidou (2018). Furthermore, with the exception of two disciplines, the language does not engage with the addressees directly. The following section discusses the language and inclusion strategies in Greece's promotional IVET audiovisual material.

4.2. Gendered language and strategies of inclusion in audiovisual IVET promotional material

The language and images used in the eight promotional VET videos generally demonstrate a more balanced representation of gender and socio-pragmatic strategies, albeit not in a uniform manner across disciplines. For example, while some audiovisual material, such as the video belonging to applied arts, feature more conversational forms of language; for instance, the use of the *tu*-form and the imperative, other texts retain a more impersonal tone in much the same way as our findings related to the written texts analysed in the previous section. Examples 8 and 9, spoken texts, and 10, a written text, from the disciplines of IT, administration and finance, and applied arts respectively, are representative of this tendency.

Example 8

Αν σου αρέσει να λύνεις γρίφους έλα στην ομάδα μας
[An sou aresei na lyneis grifous ela stin omada mas]
If you [second.sing.] like to solve riddles, join [second person sing. imp.] our team

Example 9

Γίνε μαθητής του ΕΠΑΛ (.) Απόκτησε απολυτήριο δευτεροβάθμιας εκπαίδευσης (.)
απόκτησε πτυχίο με αναγνωρισμένα επαγγελματικά δικαιώματα (.) έλα στον τομέα
οικονομίας και διοίκησης
[Gine mathitis tou EPAL (.) Apoktise apolytirio defterovathmias ekpaidevsis (.)
apoktise ptychio me anagnorismena epaggelmatika dikaiomata (.) ela ston tomea
oikonomias kai dioikisis]
*Be [second person imp.] an EPAL student. Get [second person sing. imp.] a
secondary school leavers' certificate. Get [second person sing. imp.] a degree with
Recognised professional rights. Join [second person sing. imp.] the Department of
Administration and Finance.*

Example 10

Σπούδασε στο ΕΠΑΛ [...] θέλεις να ασχοληθείς με κάτι δημιουργικό; [...] θέλεις να
σπουδάσεις δωρεάν; [...] συνέχισε τις σπουδές σου στα Α.Ε.Ι. & Α.Τ.Ε.Ι. και Σχολή
Καλών Τεχνών [...] μπορείς να εγγραφείς στο μεταλυκειακό έτος – μαθητεία και να
αποκτήσεις πιστοποιημένο τίτλο σπουδών επιπέδου 5 και εργασιακή εμπειρία.
[Spoudase sto EPAL [...] theleis na ascholitheis me kati dimiourgiko? [...] theleis na
spoudaseis dorean? [...] synechise tis spoudes sou sta A.E.I. & A.T.E.I. kai Scholi
Kalon Technon [...] mporeis na eggrafeis sto metalykeiako etos – mathiteia kai na
apoktiseis pistopoihmeno titlo spoudon epipedou 5 kai ergasiaki empeiria].
*Study [second person imp.] at an EPAL. Do you [second.sing.] want to get involved
with something creative? Do you [second. Sing.] want to study for free? Carry on
[second person sing. imp.] with your studies at a university, higher technical institute
and School of Fine Arts. You [second sing.] can register at the post-secondary
apprenticeship year and get a certified level 5 qualification, as well as work
experience.*

In all three examples, the audiovisual material makes use of the second person singular and the imperative. Both morphological and pragmatic features are associated with increased social intimacy and solidarity and can therefore be seen as positive politeness strategies (cf. Bella, 2015, pp. 159-160). In other words, the face threatening act of imposition that is typically associated with directive speech acts marked by the imperative (see Sifianou, 1992, p. 99), particularly here in the second person singular, is acceptable. Its acceptability is due to the target group being young people, who conventionally use the *tu*-form in

their interactions with each other (cf. Sifianou & Tzanne, 2018). In other words, both the imperative and *tu*-form create a sense of informality and intimacy between the addressee and the members of the young target group, giving the impression that the text is ‘speaking’ to prospective students directly and in their own language. This is particularly reinforced in instances such as Example 8 where the speaker is herself an IVET student, thus connoting a sense of legitimacy and authenticity regarding the language used.

Moreover, the use of youth language features, even in cases where they do not arise from spontaneous speech, reflect what Bell (1984) referred to in his theory on audience design; in other words, linguistic style-shifting to match the language practices of the target audience ⁽¹⁵⁾. The presence of direct questions also lends the material a conversational style with a greater level of engagement with the audience, as the questions create an additional conversational dimension to the language used. In other words, by using features of language used by young people and adopting a direct conversational style allows the Ministry to directly engage with the audiovisual material’s intended audience (cf. Archakis, 2013, p. 53). The extent to which this indeed resonates with prospective IVET students will be investigated in the following section.

In terms of gendered language and linguistic sexism, both written and spoken texts use the generic masculine gender in the same way as was noted in the previous section, therefore reinforcing the notion that women are invisible in the language used in promotional IVET material in Greece. However, when the images of the videos are examined, a slightly different picture emerges. More specifically, the videos for each discipline depict both men and women, indicating that an effort has been made to visually show that professions are open to both genders. Figures 1 from agriculture, food and the environment and Figure 2 from health and wellbeing are representative of this.

⁽¹⁵⁾ See also Holmes (2016, pp. 299-300), who refers to speakers adopting features of others’ language to convey solidarity and politeness.

Figure 1. Image from the audiovisual material related to agriculture, food and the environment (plant production technician)



Source: Ministry of Education, Religious Affairs and Sports, 2018a, 0:27)

Figure 2. Image from the audiovisual material related to health and wellbeing



Source: Ministry of Education, Religious Affairs and Sports, 2018b, 0:53)

Figure 1 shows women using agricultural vehicles which would traditionally be associated with a male-dominated job, reinforced by the use of the masculine gender in the accompanying written text. Therefore, the fact that most people in the picture are women contributes to the breaking down of this stereotype and demonstrates that agriculturally related professions are not just for men. Similarly,

in Figure 2, a man is depicted as a nurse caring for a patient, a profession conventionally associated with women. There are, however, some instances of gender stereotypes being preserved in the images depicting gender in certain professions. Figures 3 and 4 are two representative examples:

Figure 3. **Image from the audiovisual material related to mechanical engineering**



Source: Ministry of Education, Religious Affairs and Sports, 2018c, 5:18.

Figure 4. **Image from the audiovisual material related to health and wellbeing (midwife and paediatric clinics)**



Source: Ministry of Education, Religious Affairs and Sports, 2018b, 2:03.

Figure 3 shows a male dominated space in the car workshop, an environment typically associated with men, whereas midwifery and childcare, long associated with nurturing women and motherhood, is depicted in Figure 4 as a female pursuit. This, of course, does not mean that men or women are excluded from applying for any course; merely that the images reflect and may serve to reinforce preexisting gender stereotypes and cognitive schemata (cf. Alvanoudi, 2013; Panaretou, 2011) concerning which professions society deems more fitting for both genders. This notion is reinforced in the video corresponding to Figure 3 through the presence of a male narrator, whose voice is characterised by both a low pitch and dynamic stress, both associated with hegemonic masculinity. In sociolinguistics, this is referred to as 'creaky voice,' a phenomenon where typically male -but also female- speakers use a low-pitched voice to purposely align with masculine phonetic features and perform a variety of social functions, such as to index assertiveness and toughness (see Davidson, 2021; Levon, 2016, among others). In other words, although an apparent effort has been made to make VET professions appear welcoming to both genders, there are certain professions which appear to be more resistant to gender-based inclusion and preserve entrenched social stereotypes.

Based on the above, it can generally be said that the audiovisual material's images make up for the lack of gender-based inclusion in the use of language. In other words, it is apparent that an effort has been made to depict both men and women in a variety of roles, thus helping to break down gender-related stereotypes in some cases, although in others, such as mechanical engineering and healthcare, stereotypical gender associations appear to remain. The extent to which this is noticed within the prospective IVET student pool will be discussed in the following section.

4.3. The voice of prospective IVET students

In this section, we will examine the opinions of the sixteen (16) prospective IVET students. In the following sections, an overview of the students' profiles is provided, followed by a discussion on their attitudes towards the language of the material and matters of gender and inclusion. The students' opinions will then be used, together with the sociolinguistic analysis of the IVET promotional material, to put forward practical recommendations for the ways in which the material could be improved.

4.3.1. Student profiles and their attitudes towards VET in the Greek context

Of the sixteen students who participated in our research, an even number of boys and girls was selected, meaning that 8 boys and 8 girls responded to our questionnaire. 15 participants come from towns and cities in Thessaly as well as Larisa and Trikala. One other student is originally from Athens and all the participants attend the first class of upper secondary school. The sample is entirely homogenous as regards sociolinguistic background; all participants are Greek and native speakers of Greek, while most (13) claim to speak English, and 5 claim they have at least some knowledge of German. The same degree of homogeneity can also be observed in relation to the participants' family background; most of the participants' parents and/or guardians are employed in blue collar jobs such as farming, cooking, plumbing, building, and driving, whereas only six parents and/or guardians are engaged in white collar jobs, such as the civil service and office work.

Interestingly, all students knew what vocational upper secondary schools are, but only 4 students (25 %) said they would be interested in attending one. This supports the long-standing finding that Greek nationals are more interested in courses that lead to degrees in formal education as opposed to vocational and non-formal education (see Cedefop, 2019; Kokkos, 2005, among others). Among their reasons for not choosing a VET route, students cite lack of interesting job prospects, the idea that a more academic route will be more helpful, and, as one student put it, 'you don't learn anything' ⁽¹⁶⁾. The responses, therefore, indicate a negative perception of the Greek vocational educational landscape. It is also worth noting that 56.3% of those asked state that the most important factor to consider when contemplating a course of study is the possibility of finding a job after its completion, something which supports Cedefop findings (2019). It therefore stands to reason that promoting VET as a viable and attractive option for Greek youth is crucial if the EU skills shortage is to be tackled.

4.3.2. Attitudes to language, gender, and inclusion

Most students (62.5 %) believe that the way language is used in the description of a course plays a role when students choose what they want to study, while an even greater majority (68.8 %) do not believe that there are some jobs for which men or women are better suited. This suggests an awareness of both the importance of language in attracting students, but also of gender equality in access to the job market. For instance, as one student put it, 'there aren't just male truck drivers, but women [drivers] too.' Those that did feel that certain jobs cannot be done by women appeared to place emphasis on strength and moral conventions.

⁽¹⁶⁾ All student responses were in Greek and have been translated by the authors.

For example, one student commented that ‘it isn’t right for a woman to work on a building site,’ although this was later supplemented with ‘not that she can’t though.’ In other words, while conservative social perceptions persist, the group in question generally does not make distinctions between male and female-specific jobs.

The students’ attitude that jobs are open to both men and women equally also remains consistent in the subsequent questions on the three VET promotional texts and three videos that were shown to the students. More specifically, for all three texts, more than 68% did not believe that the professions outlined in the material were better suited to one gender in particular, while gender was not flagged as a factor to consider in the case of the videos. As one student put it, ‘the disciplines are suitable for both boys and girls. What always matters is how much someone wants it [to study] and what they are willing to sacrifice to achieve their goal.’ However, regarding language and its relation to gender, inclusion, and the extent to which it resonates with this particular sample of its target audience, a more complex picture emerges. Firstly, when asked to comment on the language of both the texts and the videos, a clear majority remarked that they think the language used would attract people of their age group. The comments in Examples 11 on the text from health and wellbeing and 12 on the text from engineering, electronics, and automation below are representative of this.

Example 11

Τα προγράμματα είναι πολύ αναλυτικά.
[Ta programmata einai poly analytika].
The programmes are very analytical.

Example 12

Πλούσιο λεξιλόγιο.
[Plousio lexilogio].
Rich vocabulary.

One interpretation of the generally positive light in which the language is viewed by students could be attributed to the tendency in the Greek education system to place emphasis on grammar and vocabulary as opposed to socio-pragmatic features (cf. Bella, 2012). This means that complex vocabulary and grammatical structures are likely to be viewed favourably by students, as these are the aspects of language which they have been exposed to more frequently and,

by consequence, have become entrenched in their collective conscience as desirable when reading or writing a text.

However, in the final section of the questionnaire, when the students were asked to reflect on what they had read and seen, a discrepancy in the students' responses was observed, since 68.8 % responded that the language used in both the texts and the audiovisual material could be improved. When asked to justify their opinions, the students were not always able to provide a full explanation. However, examples 13 and 14 below provide concrete justifications and demonstrate an awareness of the need to make the language resonate with the target audience.

Example 13

Να γίνει λίγο πιο προσιτή για μαθητές Λυκείου. Πιο ενδιαφέρουσα, πιο χαριτωμένη.
[Na ginei ligo pio prositi gia mathites lukeiou. Pio endiaferousa, pio charitomeni].
It should be a little more accessible to lyceum students. More interesting, happier.

Example 14

Ενώ είναι ήδη ελκυστική θα μπορούσε κάλλιστα να υπάρξει βελτίωση ως προς τον τρόπο παρουσίασης των θεμάτων και την προσέγγιση περισσότερων θετικών χαρακτηριστικών.
[Eno einai idi elkystiki tha mporouse kallista na yparxei veltiosi os pros ton tropo parousiasis ton thematon kai tin proseggish perissoteron thetikon charaktiristikon].
While it is already attractive it could easily be improved in the way the subjects are presented and by presenting more positive features.

In other words, the students in question indicate that they feel the language should become more relevant to young people, something which could be done by including more features of youth language. Moreover, in relation to the use of the generic masculine gender, only one student explicitly commented that 'it [the text] uses the masculine article instead of the neuter.' Therefore, if we take into consideration the students' consensus that VET professions should be equally accessible to both men and women, the fact that only one student noted the use of the generic masculine gender is likely to be indicative of the extent to which it has been established in students' collective conscience. In other words, the use of the generic masculine gender is taken for granted and perceived as referring to both genders (cf. Lampropoulou & Georgalidou, 2017). Finally, in terms of the audiovisual material, 50 % of students believe that the material would not encourage them to take up a VET course, while 81.3 % responded that the images

and narration in the audiovisual material could be improved. Reasons for this include the videos being 'amateurish' and 'old fashioned.'

In sum, based on the students' responses and the sociolinguistic analysis of the texts and the audiovisual material, in the following section we will put forward concrete practical recommendations on how the existing material could be changed to communicate more effectively with young people and to linguistically align with the EU's objectives on gender-related inclusion.

Chapter 5.

Practical recommendations

It is a well-established fact that sociolinguistics does not provide prescriptive accounts of how language should be used by speakers; rather, to interpret and provide explanations for language use and how it becomes meaningful in specific social contexts (cf. Holmes, 2016, p. 17). Against this background, it is not within our remit to impart instructions on how the language of promotional material should be used. However, what sociolinguistics can do is provide an account of how language might be used in formal documents and papers in a way that reflects social realities and satisfies the sensitivities of the people. As in other countries, so too in Greece, there is a precedent for this. For instance, we have already made reference to the guidelines compiled by Gkasouka & Georgalidou (2018) to make the language of official government texts more gender-inclusive, while Kamilaki (2020) has produced a guide for teachers outlining words and phrases that are used in the school environment and can lead to bullying and acts of intimidation. She then puts forwards teaching activities grounded in the learning outcomes approach (cf. Cedefop, 2017; 2022; 2025b) to suggest ways in which teachers can overcome stigmatisation and social exclusion in their classrooms. According to Mahajan and Singh (2017) the use of learning outcomes can increase the transparency of what is requested from learners and reduce stress. The purpose of this section, therefore, is to provide an account of what might be changed based on what we know from Greek society, sociolinguistics, and the students' opinions from the previous section.

Table 4 provides an overview of the main issues identified in the current material, both written texts and audiovisual material, as well as suggestions for how they could be improved on. This is then followed by a discussion.

Table 4. **Identified issues in current Greek promotional VET material and suggested changes**

No	Identified issue	Suggested change
1	The use of the hegemonic masculine gender e.g. ο απόφοιτος, εξειδικευμένος <i>marketing manager</i> . [apofoitos, exeidikeumenos <i>marketing manager</i>]. <i>Graduate [masc.sing.], trained marketing manager [masc.sing.]</i> .	1. Refer to both masculine and feminine genders by using appropriate noun and adjective endings. 2. Use the neuter for nouns, pronouns, and adjectives.

No	Identified issue	Suggested change
2	Impersonal tone -the use of the third person with a few exceptions e.g. Ο απόφοιτος [...] ειδικεύεται στη λειτουργία, διαχείριση και προστασία φυσικού περιβάλλοντος [o apofoitos [...] eidikevetai sti leitourgia, diacheirisi kai prostasia fysikou perivallontos]. <i>The graduate specialises in the function, management and protection of the natural environment.</i>	Use personal pronouns and the second person singular to make the language more friendly and relatable to young people.
3	Discipline-specific and complex vocabulary, e.g. κατανόηση βασικών αρχών βιολογικής καλλιέργειας, κανόνων γεωργικής οικονομίας και επιχειρηματικής συνείδησης. [katanoisi vasikon archon viologikis kalliergeias, kanonon georgikis oikonomias kai epicheirimatikis syneidisis]. <i>Understanding of the basic principles of organic farming, the rules pertaining to agricultural economics, and business mindset.</i>	Simplify vocabulary and specialised terms, making the language accessible to a wider audience
4	Predominant depiction of men or women in socially perceived male and female-specific jobs, e.g. in mechanical engineering and midwifery.	Depict both men and women in all jobs.

Source: Authors.

When suggesting alternative ways of using language in the Ministry's promotional VET material, it is essential to have in mind both the EU's objective for gender and inclusion as outlined in the Draghi report (2024) and the European Commission (2025), but also the guidelines suggested for official Greek documents (Gkasouka & Georgalidou, 2018), in which the explicit objective is to 'eliminate sexist language from administrative documents.' (Gkasouka & Georgalidou, 2018, p. 7). Therefore, in reference to point 1, nouns, pronouns, and adjectives should include both male and female genders (Gkasouka & Georgalidou, 2018, p. 9). In this way, ο απόφοιτος, 'o apofoitos' [masc.sing.], (graduate) becomes ο/η απόφοιτος/η, 'o/i apofoitos/i.' [masculine and feminine singular]; the slash symbol representing the inclusion of both the male and female article and/or ending. In instances where there is no established feminine noun ending, for example in the case of the word επαγγελματίας, 'epaggelmatias' (businessperson), this can be compensated for by including the feminine article or adding the feminine ending to a corresponding adjective, such as ελεύθερος/η επαγγελματίας, 'eleftheros/i epaggelmatias' [masculine and feminine singular] (freelancer). In doing so, both women and men are linguistically represented in texts and videos promoting VET and, in turn, the need to linguistically refer to both genders will become established in the readers' collective conscience.

In relation to point 2, more of the texts and videos could make the language more personal for young readers. For example, we saw in examples 7-10 that some texts and videos make use of a variety of linguistic features to engage more directly with a young audience. These include the use of the Greek *tu*-form and

the imperative, used to connote familiarity and encouragement (cf. Bella, 2015, pp. 159-160). This demonstrates a realisation on the Ministry's part of the importance of language when attempting to address a young audience and could be extended to the remaining texts and videos. Taking this into consideration, impersonal phrases such as *ο απόφοιτος ειδικεύεται στη*, 'ο αποφοιτος eidikevetai sti' (the graduate specialises in) could become *ως απόφοιτος/η θα έχεις ειδικευτεί στη*, 'os apotoitos/I tha exeis eidikeftei sti' (as a graduate you will have specialised in) or *έλα να πάρεις ειδίκευση στη*, 'ela na pareis eidikefsi sti' (come [second person singular] and specialise in). Such strategies make the text more engaging for young people and reflect the linguistic practices of Greek youth (cf. Sifianou & Tzanne, 2018). Moreover, the Ministry could also liaise with a sample of young people to seek advice on the type of language that they would consider to be interesting and engaging for people of their age group. Other countries' promotional VET material could also be consulted to examine the ways in which young people are approached, both linguistically and visually.

Regarding point 3 and the complex vocabulary used in some of the texts, several terms such as *επιχειρηματική συνείδηση*, 'epicheirimatiki syneidisi' (business mindset) and *γεωργική οικονομία*, 'georgiki oikonomia' (agricultural economy) are associated with specific professional discourse communities⁽¹⁷⁾ (see Swales, 1990) and, as such, may not be comprehensible for young people who wish to find out more information on what a particular discipline entails. In other words, while specialists in the disciplines outlined in the Ministry's material would recognise and comprehend such terms, for young students considering embarking on a VET course, the language might be pitched at too high a level for them to truly understand and appreciate. For example, *γεωργική οικονομία*, 'georgiki oikonomia' could be supplemented with an explanation, whereas *επιχειρηματική συνείδηση*, 'epicheirimatiki syneidisi' could be simplified with a phrase, such as *ο τρόπος σκέψης ενός/μιας επιχειρηματία*, 'ο tropos skepsis enos/mias epicheirimatia' (the way a businessperson thinks). In short, the language used in both the written texts and audiovisual material could be reviewed, to make the terms and general use of language more suitably pitched for young students.

(17) The term *discourse community* refers to a group of people who belong to the same profession or social group and can recognise and understand terms, linguistic conventions, and genres which are often only intelligible and accessible to group members. For instance, in relation to genre, Bhatia (2004, p. 115) notes, 'a typical instance of a specific genre looks like the one intended, in the sense that the members of the discourse or professional community with which it is often associated tend to recognize it as a typical or valid instance of the genre in question.'

Finally, regarding the equal distribution and depiction of men and women in the audiovisual material, particularly in relation to disciplines which are still perceived to be male or female-specific, it must be noted once more that a considerable effort has been made to ensure this is the case. However, in the professions of midwifery and mechanical engineering, in particular, more could be done to demonstrate that these professions are open to both genders. One way of doing this could be to film student interviews in all disciplines, similar to what was done in the video on computer science. Moreover, as pointed out by some of the students, the quality and audiovisual effects of the videos in some cases could be upgraded, so as to give the impression that the VET disciplines being promoted are modern and suitable for Greece's youth of today.

Chapter 6.

Conclusions and future directions

The purpose of this working paper was to explore the ways in which gendered language and socio-pragmatic strategies related to youth and inclusion are present in Greece's promotional material for VET courses at vocational upper secondary schools (EPAL). In doing so, it was our intention to highlight the importance of language in ensuring that the material aligns with EU policy on gender equality and inclusion. In order to do this, a sociolinguistic analysis was carried out on the nine written texts on the Ministry of Education's website describing IVET courses, as well as the eight corresponding full-length videos. Moreover, the opinions of sixteen secondary school students were elicited by means of an initial interview and subsequent questionnaire, the purpose of which was to assess the students' perceptions on the use of language and images as regards gender and inclusion.

The most obvious conclusion of our research is that women are not linguistically represented in the written texts, including the texts that appear in the audiovisual material. This is primarily due to the widespread use of the generic masculine gender which has sparked considerable discourse highlighting the issue and proposing ways for change. A combination of using both masculine and feminine genders, as well as the neuter, would be particularly important in material which refers to professions seen as male-specific, such as mechanical engineering. Furthermore, the audiovisual material corresponding to these professions could show a more evenly distributed number of men and women, in order to challenge socially the existing stereotypes that some professions are more suited to a specific gender.

Another key finding is the lack of youth-related linguistic features except for the cases highlighted. More specifically, the use of the third person singular and other directive speech acts renders the language impersonal, and this could potentially lead to students feeling that the material does not speak to them. This is exacerbated by the fact that a significant number of the words and phrases used in the material are specialised terms and advanced language that may not be easily intelligible for young people considering a VET course. For this reason, a review of the language could also include eliciting the opinions of young people who are better placed to advise on the language that they could more easily relate to, as well as consulting the strategies of other EU member states for further reflection.

In relation to the students and their responses, two main findings emerge from the students' participation in the research: On the one hand, students adopt a gender-inclusive stance on matters of accessibility to VET courses and professions; on the other, suggested improvements to the texts and audiovisual material relate to upgrading the quality of the videos and making the language more relevant to young people. Lastly, there is an important link between pedagogies, modernisation of curricula, and the introduction of a learning outcomes approach which allows for the needs of students to be met and, more broadly, for VET responsiveness to labour market needs to be enhanced. The results of the survey conducted as part of the Cedefop study on [The shift to learning outcomes; rhetoric or reality?](#) do point to this connection as most of surveyed VET teachers and trainers "strongly agree' or 'tend to agree' that using learning outcomes makes their teaching more learner-centred (86%), helps them respond to learner diversity and include all learners in the learning process (81.3%)" (Cedefop, 2024, p. 90).

The principal contribution of this paper is its linguistic analysis of the VET promotional material in relation to gender and inclusion, a current EU priority, as well as the engagement with a sample of prospective end users, to whom the material is addressed. This provides insights into the perceptions of the target audience and allows for the linguistic findings to be cross-checked with the attitudes of end-users. However, the limitations of the study must also be recognised. While the small cohort of student participants enabled a more focused and meaningful exchange of insights, a larger sample could provide more representative data on end users' attitudes across Greece, particularly if more schools from more areas and with a more diverse student population were involved.

Finally, as regards the future directions of research in this area, aside from collecting data from a wider sample, it would also be purposeful to conduct comparative studies from other EU member states and to share knowledge for the purpose of assessing which linguistic strategies may work across the EU, while also taking into account local sociolinguistic variables which influence the way language is used in each respective society.

Abbreviations

ΕΟΡΡΕΡ	<i>Εθνικός Οργανισμός Πιστοποίησης Προσόντων και Επαγγελματικού Προσανατολισμού.</i> [National Organisation for the Certification of Qualifications and Vocational Guidance]
ΕΡΑΛ	<i>Επαγγελματικά Λύκεια</i> [vocational upper secondary school]
ΕΡ	European qualifications framework
ΕΥ	European Union
ΗΡ	Hellenic qualifications framework
ΙΒΕΤ	Initial vocational education and training
ΝΡ	National qualifications framework
ΣΤΕΜ	Science, technology, engineering, and mathematics
ΒΕΤ	Vocational education and training

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Annex.

Student survey

PART 1 - PROFILE INFORMATION

- Φύλο:
- Ημερομηνία γέννησης:
- Τόπος γέννησης:
- Υπηκοότητα/ες:
- Γλώσσες:
- Σχολική τάξη:
- Σε ποια περιοχή μένεις:
- Επάγγελμα γονέα/κηδεμόνα 1:
- Επάγγελμα γονέα/κηδεμόνα 2 (εφόσον υπάρχει):

PART 2 - GENERAL QUESTIONS

1. Ποιο είναι το αγαπημένο σου μάθημα στο σχολείο;
2. Ποιο είναι το μάθημα που σου αρέσει λιγότερο.
3. Ποια είναι τα εξωσχολικά σου ενδιαφέροντα (χόμπι);
4. Γνωρίζεις τι είναι τα επαγγελματικά λύκεια (ΕΠΑΛ);
 - Ναι
 - Όχι
5. Αν ναι, θα σε ενδιέφερε να φοιτήσεις σε ΕΠΑΛ.
 - Ναι
 - Όχι
 - Γιατί (όχι);
6. Ποιο παράγοντα θεωρείς σημαντικό όταν επιλέγει κάποιος/α ένα πρόγραμμα σπουδών (ένα σύνολο μαθημάτων που οδηγεί σε απολυτήριο, πιστοποιητικό ή πτυχίο);
 - Η δυνατότητα να βρεις μια δουλειά αργότερα
 - Οι δεξιότητες που θα αποκτήσεις
 - Το κόστος
 - Η περιγραφή του προγράμματος και ο τρόπος που παρουσιάζεται
 - Οι θεωρητικές γνώσεις που σου προσφέρει
 - Τίποτε από τα παραπάνω
7. Πιστεύεις ότι η γλώσσα που χρησιμοποιείται στην περιγραφή των προγραμμάτων σπουδών (γενικού λυκείου ή ΕΠΑΛ) παίζει κάποιο ρόλο όταν επιλέγει ένας/μια μαθητής/τρια τα μαθήματα που θέλει να παρακολουθήσει;
 - Ναι
 - Όχι
8. Πιστεύεις ότι ορισμένα επαγγέλματα είναι πιο κατάλληλα μόνο για άντρες ή μόνο για γυναίκες;
 - Ναι.
 - Όχι
 - Δεν γνωρίζω
 - Αν ναι, μπορείς να αναφέρεις κάποια παραδείγματα και να εξηγήσεις τους λόγους σου;

PART 3 - RESPONSES ON VET TEXTS

Μελέτησε τα παρακάτω κείμενα (που περιέχουν πληροφορίες για τα μαθήματα/ειδικότητες στο ΕΠΑΛ) και απάντησε στις παρακάτω ερωτήσεις.

Πηγή: www.minedu.gov.gr/tehniki-ekpaideusi-2/to-thema-tehniki-ekpaideusi

ΚΕΙΜΕΝΟ ΕΝΑ

Τομέας Υγείας - Πρόνοιας - Ευεξίας

Πρόκειται για απαιτητικά επαγγέλματα, με έντονους ρυθμούς, τα οποία απευθύνονται σε άτομα που χαρακτηρίζονται από οργανωτικότητα, υπευθυνότητα, ψυχικό σθένος, ενσυναίσθηση, κοινωνικές δεξιότητες, αγάπη για το συνάνθρωπο και ικανότητα εργασίας υπό πίεση. Η διάθεση προσφοράς προς το συνάνθρωπο και η ανάγκη να θέσεις τον εαυτό σου στην υπηρεσία όλων εκείνων που νοσούν αποτελούν βασικές προϋποθέσεις για να επιλέξεις επαγγέλματα Υγείας.

Ειδικότητα: Βοηθός Νοσηλεύτη

Ο απόφοιτος της ειδικότητας Βοηθός Νοσηλεύτη με τις γνώσεις και δεξιότητες που αποκτά μπορεί να εργαστεί ως βοηθητικό προσωπικό σε Νοσοκομεία και Κέντρα Υγείας, Νοσηλευτικές μονάδες, Υγειονομικούς, σταθμούς, ΕΚΑΒ, Οίκους ευγηρίας, Κέντρα αποκατάστασης ατόμων με ειδικές ανάγκες και ως ελεύθερος επαγγελματίας που προσφέρει υπηρεσίες σε ασθενείς που νοσηλεύονται στο σπίτι υπό ιατρική παρακολούθηση.

Ειδικότητα: Βοηθός Ιατρικών – Βιολογικών Εργαστηρίων

Ο απόφοιτος της ειδικότητας Βοηθών Ιατρικών και Βιολογικών Εργαστηρίων με τις γνώσεις και τις δεξιότητες που αποκτά μπορεί να εργαστεί, ως βοηθητικό προσωπικό στο δημόσιο ή στον ιδιωτικό τομέα, σε εργαστήρια μικροβιολογικά, βιοχημικά, αιματολογικά, ανοσολογικά, παθολογικό- ανατομικά, κυτταρολογικά, σε κέντρα αιμοδοσίας, σε διαγνωστικά κέντρα με τις παραπάνω ειδικότητες, σε φαρμακευτικές εταιρίες και σε υπηρεσίες υγείας ή περιφερειακά κέντρα.

Ειδικότητα: Βοηθός Βρεφονηπιοκόμων

Ο απόφοιτος της ειδικότητας Βοηθός Βρεφονηπιοκόμων με τις γνώσεις και τις δεξιότητες που αποκτά μπορεί να εργαστεί ως βοηθητικό προσωπικό, σε βρεφικούς και παιδικούς σταθμούς, σε μαιευτικές κλινικές, κατασκηνώσεις, κέντρα οικογενειακού προγραμματισμού, και ως ελεύθερος επαγγελματίας αναλαμβάνοντας τη φροντίδα βρεφών και παιδιών στο σπίτι.

Ειδικότητα: Βοηθός Φυσικοθεραπευτή

Ο απόφοιτος της ειδικότητας Βοηθός Φυσικοθεραπευτή με τις γνώσεις και δεξιότητες που αποκτά μπορεί να εργαστεί ως βοηθητικό προσωπικό σε Φυσιοθεραπευτήρια (Ιδιωτικά, Δημόσια), Νοσοκομεία, Ιδρύματα αποκατάστασης, Ιατρεία θεραπευτικών λουτρό-πηγών, Γυμναστήρια, σε μεγάλες ξενοδοχειακές μονάδες που διαθέτουν χώρους γυμναστικής και φυσικής αποκατάστασης.

Ειδικότητα: Βοηθός Οδοντοτεχνίτη

Ο απόφοιτος της ειδικότητας Βοηθός Οδοντοτεχνίτη με τις γνώσεις και δεξιότητες που αποκτά μπορεί να εργαστεί ως βοηθητικό προσωπικό σε Οδοντοτεχνικά εργαστήρια (Ιδιωτικά, Δημόσια) και Ασφαλιστικά ταμεία.

Ειδικότητα: Βοηθός Ακτινολογικών Εργαστηρίων

Ο απόφοιτος της ειδικότητας Βοηθός Ακτινολογικών Εργαστηρίων με τις γνώσεις και δεξιότητες που αποκτά μπορεί να εργαστεί ως βοηθητικό προσωπικό σε Νοσοκομεία και Κέντρα Υγείας, Ιδιωτικά Ακτινολογικά Ιατρεία σε τμήματα

Κλασσικής ακτινολογίας, Μαστογραφίας, Μέτρησης οπτικής πυκνότητας, Στεφανογραφίας και Αγγειογραφίας, Αξονικής και Μαγνητικής Τομογραφίας, Ακτινοθεραπείας, Εργαστήρια πυρηνικής ιατρικής.

Ειδικότητα: Βοηθός Φαρμακείου

Ο απόφοιτος της ειδικότητας Βοηθός Φαρμακείου με τις γνώσεις και δεξιότητες που αποκτά μπορεί να εργαστεί ως βοηθητικό προσωπικό σε ιδιωτικά φαρμακεία, φαρμακεία νοσοκομείων, φαρμακαποθήκες, βιομηχανίες και βιοτεχνίες φαρμάκων και καλλυντικών.

Ειδικότητα: Αισθητικής Τέχνης

Ο απόφοιτος της ειδικότητας Αισθητικής Τέχνης με τις γνώσεις και δεξιότητες που αποκτά μπορεί να εργαστεί σε Ινστιτούτα Αισθητικής, σε καταστήματα καλλυντικών, σε κέντρα αδυνατίσματος, σε θέατρα, σε τηλεοπτικούς σταθμούς και σε στούντιο φωτογράφισης μοντέλων.

Ειδικότητα: Κομμωτικής Τέχνης

Ο απόφοιτος της ειδικότητας κομμωτικής τέχνης με τις γνώσεις και δεξιότητες που αποκτά μπορεί να εργαστεί σε κομμωτήρια, σε τηλεοπτικούς σταθμούς, σε θέατρα, σε στούντιο φωτογράφισης μοντέλων, σε ιδρύματα σε δημόσιες υπηρεσίες και ως ελεύθερος επαγγελματίας σε όλους τους τομείς της ειδικότητας του.
(Οικονόμου, Φωτίου, Παραστατίδης & Καλτσάς, 2017: 147- 151)

1. Θα σε ενδιέφερε να παρακολουθήσεις κάποιο πρόγραμμα σπουδών που αντιστοιχεί σε μια από τις παραπάνω ειδικότητες;
-Ναι
-Όχι
-Γιατί;
2. Πιστεύεις ότι η παραπάνω χρήση της γλώσσας θα προσέλκυε μαθητές/τριες της ηλικίας σου;
-Ναι
-Όχι
-Γιατί;
3. Πιστεύεις ότι οι παραπάνω ειδικότητες (μαθήματα) απευθύνονται σε ένα συγκεκριμένο φύλο?
-Ναι
-Όχι
-Δε γνωρίζω
-Γιατί;

ΚΕΙΜΕΝΟ ΔΥΟ

Τομέας Ηλεκτρολογίας, Ηλεκτρονικής και Αυτοματισμού

Οι εργαζόμενοι στα Ηλεκτρολογικά και Ηλεκτρονικά επαγγέλματα χρειάζεται να διαθέτουν ευσυνειδησία, υπευθυνότητα, δυναμισμό, συνέπεια, μεθοδικότητα και τάξη κατά την εκτέλεση των εργασιών. Επίσης, απαραίτητη είναι η δεξιότητα στη σχεδίαση μέσω ηλεκτρονικού υπολογιστή, καθώς και γνώση της νομοθεσίας που αναφέρεται στα δημόσια και ιδιωτικά έργα. Οι επαγγελματίες αυτοί χρειάζεται να είναι προσεκτικοί και τακτικοί. Να διαθέτουν σταθερότητα, μεγάλη ακρίβεια και ικανότητα συντονισμού κινήσεων. Απαραίτητα είναι επίσης, το ενδιαφέρον για το

αντικείμενό τους, η επινοητικότητα και ο δυναμισμός. Απαραίτητη είναι ακόμη η ικανότητα εκτέλεσης απλών μαθηματικών υπολογισμών, η επιδεξιότητα στο χειρισμό εργαλείων και μηχανημάτων και η ικανότητα αντίληψης χώρου, μορφών και σχημάτων. Τέλος, οι επαγγελματίες αυτοί απαιτείται να έχουν μυϊκή δύναμη, σωματική ευλυγισία και ευκινησία.

Ειδικότητα: Τεχνικός Ηλεκτρονικών & Υπολογιστικών Συστημάτων, Εγκαταστάσεων, Δικτύων & Τηλεπικοινωνιών

Ο απόφοιτος της ειδικότητας **Τεχνικός Ηλεκτρονικών και Υπολογιστικών Συστημάτων, Εγκαταστάσεων** είναι σε θέση να συναρμολογεί, εγκαθιστά και ελέγχει την λειτουργία Η/Υ και περιφερειακών συσκευών και δικτύων, εγκαθιστά Δομημένες Καλωδιώσεις για Δίκτυα Υπολογιστών, να προχωρεί σε διάγνωση, συντήρηση και επισκευή βλαβών Η/Υ, περιφερειακών και δικτύων, να κάνει τις εγκαταστάσεις και ρυθμίσεις προγραμμάτων που είναι απαραίτητες για την καλύτερη απόδοση απλών Η/Υ, συνδέσεις περιφερειακών ή Δικτύων και να χειρίζεται προγράμματα διαχείρισης του Διαδικτύου. Μπορεί να εργαστεί ως μέλος ομάδας ή αυτόνομα ή ως υπάλληλος σε βιομηχανία ή βιοτεχνία ή εταιρεία συναρμολόγησης Η/Υ, σε τεχνική εταιρεία ή συνεργείο εγκατάστασης συστημάτων Η/Υ και δικτύων, σε τεχνική εταιρεία εγκατάστασης δομημένων καλωδιώσεων για δίκτυα Η/Υ, σε υπολογιστικά κέντρα μικρών ή μεγάλων εταιρειών ή παροχές υπηρεσιών του διαδικτύου, σε καταστήματα πώλησης Η/Υ και δικτυακών προϊόντων, σε τεχνικές υπηρεσίες του Δημοσίου ή του ιδιωτικού τομέα που απασχολούνται με συντήρηση και επισκευή υπολογιστικών συστημάτων και δικτύων. Επίσης ως **Τεχνικός Δικτύων και Τηλεπικοινωνιών** μπορεί να εργαστεί ως μέλος ομάδας ή αυτόνομα ή ως υπάλληλος σε βιομηχανία ή βιοτεχνία κατασκευής, συναρμολόγησης, συντήρησης και επισκευής ηλεκτρονικών συσκευών καταναλωτικού χαρακτήρα ή ραδιοηλεκτρονικών συσκευών οικιακής χρήσης, σε εταιρεία ή εργαστήριο επισκευής ή και εγκατάστασης συσκευών ήχου και εικόνας, καθώς και εγκατάστασης κεντρικών κεραιών καθώς και σε καταστήματα πώλησης ηλεκτρονικών συσκευών ήχου και εικόνας.

Ειδικότητα: Τεχνικός Ηλεκτρολογικών Συστημάτων, Εγκαταστάσεων και Δικτύων.

Ο απόφοιτος της ειδικότητας **Τεχνικός Ηλεκτρολογικών Συστημάτων, Εγκαταστάσεων και Δικτύων** μπορεί να σχεδιάζει και να κατασκευάζει ηλεκτρολογικές εγκαταστάσεις κτιρίων και βιομηχανικών χώρων με κυκλώματα, να μετράει και να ελέγχει την ασφαλή λειτουργία της ηλεκτρικής εγκατάστασης και συσκευών, να συντηρεί, εντοπίζει και επισκευάζει βλάβες ηλεκτρικών εγκαταστάσεων και μηχανών, να βελτιώνει και εκσυγχρονίζει την εγκατάσταση με σύγχρονη τεχνολογία. Μπορεί να εργαστεί ως ελεύθερος επαγγελματίας εγκαταστάτης με δικό του πελατολόγιο, ως ειδικευμένος τεχνικός σε συνεργεία μεγάλων κατασκευών, ως ιδιοκτήτης ή ειδικευμένος πωλητής σε καταστήματα ηλεκτρολογικών ειδών ή ιδιοκτήτης καταστήματος, ως δημόσιος υπάλληλος, σαν συντηρητής, σε ΟΤΑ, ΝΠΔΔ, ΝΠΙΔ με διαγωνισμούς, ως ιδιωτικός υπάλληλος και ηλεκτροτεχνίτης σε εγκαταστάσεις και συντηρήσεις ανελκυστήρων και ηλεκτρογερανών.

Ειδικότητα: Τεχνικός Αυτοματισμού

Ο απόφοιτος της ειδικότητας **Τεχνικός Αυτοματισμού** μπορεί να κατασκευάζει ηλεκτρικούς αυτοματισμούς, να σχεδιάζει προγράμματα αυτοματισμού σε ειδικές γλώσσες και να υλοποιεί κατασκευές με την βοήθεια αισθητήρων και προγραμματιζόμενων ελεγκτών. Μπορούν να εργαστεί ως υπάλληλος, ελεύθερος επαγγελματίας ή και επιχειρηματίας στη βελτίωση της απόδοσης βιομηχανικών και

άλλων παραγωγικών μονάδων, στον έλεγχο οχημάτων και κυκλοφορίας, στα αυτόματα συστήματα διαχείρισης κτιρίων, στους ιατρικούς αυτοματισμούς, στον ποιοτικό έλεγχο, συντήρηση εξοπλισμού και διασφάλιση ποιότητας, στα πληροφορικά συστήματα για λήψη αποφάσεων, στα συστήματα Ασφάλειας και Ελέγχου Πρόσβασης Χώρων, στην εκπαίδευση, έρευνα και μεταφορά τεχνολογίας, στα βιομηχανικά δίκτυα και δίκτυα πραγματικού χρόνου, στην εποπτεία και έλεγχο διαχείρισης φυσικών πόρων, στην παραγωγή και διοχέτευση πρώτων υλών και στην στη διανομή ηλεκτρικής ενέργειας και στις τηλεπικοινωνίες, στις ανθρωπιστικές επιστήμες και της ιατρικής.

(Οικονόμου, Φωτίου, Παραστατίδης & Καλτσάς, 2017: 130- 135)

1. Θα σε ενδιέφερε να παρακολουθήσεις κάποιο πρόγραμμα σπουδών που αντιστοιχεί σε μια από τις παραπάνω ειδικότητες;
 - Ναι
 - Όχι
 - Γιατί;
2. Πιστεύεις ότι η παραπάνω χρήση της γλώσσας θα προσέλκυε μαθητές/τριες της ηλικίας σου;
 - Ναι
 - Όχι
 - Γιατί;
3. Πιστεύεις ότι οι παραπάνω ειδικότητες (μαθήματα) απευθύνονται σε ένα συγκεκριμένο φύλο?
 - Ναι
 - Όχι
 - Δε γνωρίζω
 - Γιατί;

ΚΕΙΜΕΝΟ ΤΡΙΑ

Τομέας Διοίκησης και Οικονομίας

Άτομα με ενδιαφέροντα και κλίση στα οικονομικά θα πρέπει να εξετάσουν την προοπτική σταδιοδρομίας στις ειδικότητες του τομέα Διοίκησης και Οικονομίας της τουριστικής βιομηχανίας, στα τμήματα της διοίκησης και της οικονομικής διαχείρισης τους.

Ειδικότητα: Υπάλληλος Τουριστικών Επιχειρήσεων.

Ο απόφοιτος της ειδικότητας Υπάλληλος Τουριστικών Επιχειρήσεων αποκτά γνώσεις και δεξιότητες ώστε να μπορεί να απασχοληθεί κυρίως σε τουριστικά συγκροτήματα, ξενοδοχειακές μονάδες, κάμπινγκ, κατασκηνώσεις, τουριστικά γραφεία.

Ειδικότητα: Υπάλληλος Εμπορίας και Διαφήμισης

Ο απόφοιτος της ειδικότητας Υπάλληλος Εμπορίας και Διαφήμισης είναι ο επαγγελματίας που εφαρμόζει την επιστήμη και τις τεχνικές του Marketing. Ένας εξειδικευμένος Marketing Manager αναλαμβάνει να ικανοποιεί τις ανάγκες κάθε πελάτη και να προωθεί τα προϊόντα και τις υπηρεσίες της επιχείρησης στην αγορά, μέσα από την έρευνα της αγοράς, την ανάλυση του ανταγωνισμού, την βελτίωση των παροχών, την τιμολόγηση, τη διαφήμιση, τη διανομή κ.α. Απόφοιτοι της ειδικότητας μπορούν να εργαστούν σε εμπορικές και βιομηχανικές επιχειρήσεις, εταιρείες παροχής υπηρεσιών, τράπεζες, δημόσιες επιχειρήσεις και οργανισμούς,

μη κερδοσκοπικούς οργανισμούς, διαφημιστικές εταιρείες, εταιρείες ερευνών αγοράς και δημοσκοπήσεων, κ.ά.

Ειδικότητα: Υπάλληλος Διοίκησης και Οικονομικών Υπηρεσιών

Ο απόφοιτος της ειδικότητας Υπάλληλος Διοίκησης και Οικονομικών Υπηρεσιών είναι ο επαγγελματίας που συντάσσει, διεκπεραιώνει αλληλογραφία, εκθέσεις, αναφορές και κάθε είδους έντυπα, οργανώνει και διεκπεραιώνει συσκέψεις, ταξίδια, συναντήσεις και συνεντεύξεις ανωτέρων στελεχών, συγκεντρώνει οικονομικές πληροφορίες από όλα τα τμήματα και διεκπεραιώνει δραστηριότητες δημοσίων σχέσεων. Οι απόφοιτοι μπορούν να εργαστούν μπορεί να απασχοληθεί κυρίως σε οικονομικές υπηρεσίες υπουργείων, τράπεζες, εταιρείες και λογιστικά γραφεία, χρηματιστηριακά γραφεία, ασφαλιστικά ταμεία, κ.ά.

Ειδικότητα: Υπάλληλος Αποθήκης και Συστημάτων Εφοδιασμού

Ο απόφοιτος της ειδικότητας Υπάλληλος Αποθήκης και Συστημάτων Εφοδιασμού ασχολείται με την αποτελεσματική οργάνωση, το συντονισμό και τη διοίκηση της ροής των προϊόντων και πληροφοριών στην εφοδιαστική αλυσίδα. Οι απόφοιτοι έχουν την ευκαιρία να εργαστούν σε Εταιρείες Προμηθειών, Ναυτιλιακές Επιχειρήσεις, Εμπορικές Εταιρείες, Αλυσίδες Καταστημάτων, Μεταφορικές Εταιρείες, ως Ελεύθεροι επαγγελματίες.

(Οικονόμου, Φωτίου, Παραστατίδης & Καλτσάς, 2017: 138- 141)

1. Θα σε ενδιέφερε να παρακολουθήσεις κάποιο πρόγραμμα σπουδών που αντιστοιχεί σε μια από τις παραπάνω ειδικότητες;
 - Ναι
 - Όχι
 - Γιατί;
2. Πιστεύεις ότι η παραπάνω χρήση της γλώσσας κάνει τα μαθήματα ελκυστικά για μαθητές/τριες της ηλικίας σου;
 - Ναι
 - Όχι
 - Γιατί;
3. Πιστεύεις ότι οι παραπάνω ειδικότητες (μαθήματα) απευθύνονται σε ένα συγκεκριμένο φύλο;
 - Ναι
 - Όχι
 - Δε γνωρίζω
 - Γιατί;

PART 4: QUESTIONS ON VET AUDIOVISUAL MATERIAL

Παρακολούθησε τα παρακάτω βίντεο που αφορούν παρόμοιους τομείς και απάντησε στις ερωτήσεις.

Πηγή: www.minedu.gov.gr/texniki-ekpaideusi-2/to-thema-texniki-ekpaideusi

Τομέας Υγείας και Ευεξίας (δες τα πρώτα δύο λεπτά μόνο)

www.youtube.com/watch?v=WQJxVeneFc

Τομέας Πληροφορικής

www.youtube.com/watch?v=63I_oEQK5-w

Τομέας Μηχανολογίας

www.youtube.com/watch?v=V22H1LEHZqA

1. Θα σε ενδιέφερε να παρακολουθήσεις ένα από αυτά τα προγράμματα σπουδών?
 - Ναι
 - Όχι
 - Γιατί;
2. Πιστεύεις ότι η χρήση της γλώσσας θα επηρέαζε την επιλογή αυτών των μαθημάτων;
 - Ναι
 - Όχι
 - Γιατί;
3. Πιστεύεις ότι το οπτικοακουστικό υλικό (εικόνες, αφηγήσεις) παρουσιάζει με θετικό τρόπο το πρόγραμμα σπουδών;
 - Ναι
 - Όχι
 - Γιατί;
4. Πιστεύεις ότι η ειδίκευση που παρουσιάζεται στο κείμενο είναι κατάλληλη για συγκεκριμένα άτομα μόνο;
 - Ναι
 - Όχι
 - Δεν γνωρίζω
 - Γιατί;

PART 5 - REFLECTIVE QUESTIONS

1. Σε γενικές γραμμές, θα έλεγες ότι η εντύπωσή σου για τα κείμενα ήταν θετική ή αρνητική;
 - Θετική
 - Γιατί;
 - Αρνητική
 - Αδιάφορη
 - Γιατί;
2. Θεωρείς ότι τα κείμενα και το οπτικοακουστικό υλικό σε ενθάρρυναν να σκεφτείς την επαγγελματική κατάρτιση (ΕΠΑΛ) ως μια πιθανή επιλογή για το μέλλον σου;
 - Ναι
 - Όχι
 - Δε γνωρίζω
 - Γιατί;
3. Σκέψου λίγο τη γλώσσα τόσο των κειμένων όσο και των βίντεο. Θεωρείς ότι θα μπορούσε να βελτιωθεί;
 - Ναι
 - Όχι
 - Γιατί;
4. Σκέψου λίγο τις εικόνες και τις αφηγήσεις στα βίντεο. Θεωρείς ότι θα μπορούσαν να βελτιωθούν;
 - Ναι
 - Όχι
 - Γιατί;

INCLUSION IN GREEK INITIAL VOCATIONAL EDUCATIONAL TRAINING (IVET)

The case of gendered language and so- cio-pragmatic strategies in promotional VET material

The purpose of this working paper is to examine the use of gendered language and socio-pragmatic strategies which appear in the Greek Ministry of Education's promotional VET material encouraging young people to take up an IVET course. It is related to Cedefop's research on the Future of VET which aims to deepen its understanding of the interaction between the broad objectives of excellence and inclusion in the 21st century.

By using methods from sociolinguistic ethnography and discourse analysis, the authors examine the ways in which gendered language and language practices related to the target group are used in the material. Moreover, the attitudes of prospective IVET students at HQF/EQF level 4 are elicited through a semi-structured questionnaire carried out with a Greek secondary education school. Finally, specific recommendations are presented against the background of the EU's commitment to inclusive access to education.



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of the European Union