



THE REVIEW PAPER

FENCE
FIGHTING AGAINST
GENDER BIAS AND
CONTRIBUTING TO
GENDER EQUALITY



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Foreword

The FENCE - Fighting gENDER bias and Contributing in gender Equity- is an Erasmus+ K204 project, a strategic partnership for adult education that aims at mitigating gender bias in practice through equality awareness and gender competences.

FENCE's roots wither connected to the gender stereotyping which limits the development of the natural talents and abilities of women and men, as well as their educational and professional experiences and life opportunities in general. It addresses empowerment and capacity building actions for individuals, primarily public staff in local authorities and public bodies, social affairs services, and NGOs and CSOs members, leaders, representatives working in the field of gender equality or human rights promotion.

The project includes 7 partners from 6 countries: CAD-COMMUNITY ACTION DACORUM and INOVA, United Kingdom; DOCUMENTA, Spain; PROGRAMMA INTEGRA, Italy; XPCSA, Greece; CSI, Cyprus; and GRIPEN, Romania.

The main objectives of the project are:

- a. To empower specific key-actors (individuals) to fight gender bias through awareness of gender equality issues, gender competence building and the promotion of gender equality goals.
- b. To create and deliver innovative products and training tools based on differentiation methodologies and adult education approaches.
- c. To empower key-actors by taking advantage of the opportunities offered by IT and digitising the learning content.

The completion of these objectives will produce the following outputs:

- The Review Paper, literature review and analysis.
- The FENCE Curriculum, oriented to the training on gender equality competence and empowerment of individuals.
- The Digital Toolbox & Resources, including an online platform, e-learning courses and a mobile application.
- The Methodological Guide for Educators.
- The Policy Book, a combination of practice and theory, academic knowledge and policy drafting that will gather the results and learnings achieved during the project.

1. Introduction

This document, the Review Paper, presents the literature review, analysis and evaluation of the existing learning environments in promoting the fight against gender bias, the learning and training needs and data analysis from the countries participating in the project. This is the first result of the project that will provide conclusions and recommendations for the design of next outputs.

The methods and tools used for the review are interviews with experts, desk research, focus groups and online surveys.

The results of the research and review are depicted in a description of the situation in partner countries. This includes a general framework, the training methodological models regarding gender equality, an analysis of the learning needs, the profile of trainees in gender equality and the analysis and assessment of the existing learning environments. The research also provides a collection of 12 best practices, a section of conclusions, and literature and resources.

Looking the numbers, this document collects insights from:

- Six (6) national reports about literature review on training models and a collection of good practices in each one of the project countries.
- Six (6) focus groups of potential beneficiaries of the FENCE results, one in each project country. A total of 47 participants: administrative staff, HR department staff, NGO representatives, public bodies, a cultural manager of an NGO, bank employees, graduates, architect, engineer, teacher, actor, accountant, philologist and university students.
- Six (6) focus groups of FENCE's stakeholders in the field of training, one in each project country. A total of 41 participants from the training field: independent trainers and coaches, researchers and professors at the University as trainers and in NGOs, together with other profiles like employee and a student.
- 1 Interview with a training expert.
- An online survey for end users completed by 179 respondents with the following profile:
 - Most of the respondents are female (83%) and the age of participants is in a range of 35-55 years old (56%). The education level of all participants is high (79% bachelor/master).
 - 79% of the respondents were active in the labour market and/or volunteering and had extensive experience in their area of employment (47% more than 10 years, 19% from 5 to 10 years).
 - The job positions are diverse: teachers, trainers and educational staff are the job titles of a significant portion of the interviewees followed by managers, project coordinators, administrative staff, officers and public servants but there are other occupations like sociologist, psychologist, social workers, intercultural mediators, mentors, lawyers, hairdressers, journalists, bookseller, actress, doctors, veterinarian, dentist, computer technicians, etc. Those who are not active are students or occupied in other supporting activities.
 - The kind of organisations in which they work are local authorities, NGOs and third sector organisations - some in the field of social inclusion of migrants, minors and other vulnerable groups like the Roma people - public services, university but also in the private sector.

The next part of the document offers an analysis from data about research tools and methods.

2. Situation in partner countries

2.1 General framework

Equal opportunities are considered a central factor in the successful and sustainable development of countries, affecting all areas of life (social, economic, welfare, education, etc.). However, in some countries, public speech is dominated by conservative views from both political and important public figures, supporting traditional gender roles and stereotypes (Romania, RO).

All countries have harmonised their legislation in accordance with the EU directives: Greece (HE), Italy (IT), Romania (RO), Spain (ES) and United Kingdom (UK) have a specific legal framework on gender equality while Cyprus (CY) have partial laws that cover such aspects as equality in the workplace.

The legislation mostly affects areas such as equal treatment in employment, the pay gap, maternity protection, parental leave, and gender violence. Other areas of concern are harassment at work (RO) or the gender pension gap (Pegasus programme in Greece).

Partner countries have also adopted other international conventions for the promotion of gender equality, such as the United Nations (UN) Convention on the Elimination of Discrimination against Women (CEDAW)¹ and the Beijing Platform for Action².

Countries researched have bodies and committees at governmental level for assuring equal opportunities such as National Machinery for Women's Rights (NMWR)³(CY), General Secretariat for Family Policy and Gender Equality⁴ (HE), the Department of Equal Opportunities at the Presidency of the Council of Ministers⁵ (IT), National Agency for Equal Opportunities⁶ (RO), the Institute for Women and Equal Opportunities⁷ (ES) or the Equality and Human Rights Commission⁸, Government Equalities Office (UK).

There is often strong support from the legislature and other bodies for implementing equality as a mainstream policy but sometimes there is a lack of monetary commitment or long term evaluation/monitoring of the plans that results in ineffective actions, as reported in Cyprus, but this might extend to the programmes of other countries.

Although awareness of gender issues is enshrined in national laws and acts of governments, gaps and disparities continue to exist, as is shown in the reports of main EU bodies and research centres.

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¹ UN Convention on the Elimination of Discrimination against Women: <https://www.un.org/womenwatch/daw/cedaw/cedaw.htm>

² Beijing Platform for Action: <https://www.un.org/womenwatch/daw/beijing/platform/>

³ National Machinery for Women's Rights (NMWR), Cyprus: http://www.mjpo.gov.cy/mjpo/mjpo.nsf/page22_en?page22_en?OpenDocument

⁴ General Secretariat for Family Policy and Gender Equality, Greece: <http://www.isotita.gr/>

⁵ Department of Equal Opportunities at the Presidency of the Council of Ministers, Italy: <http://www.pariopportunita.gov.it/>

⁶ National Agency for Equal Opportunities, Romania: <https://anes.gov.ro/>

⁷ Institute for Women and Equal Opportunities, Spain: <https://www.inmujer.gob.es/>

⁸ Equality and Human Rights Commission, UK: <https://www.equalityhumanrights.com/en>



EDUCATION

Regarding education, gender equality is embedded in the training system of most countries. As an example Cyprus has a Strategic Action Plan on Gender Equality in Education and the gender dimension is recognised as one of the parameters of the reformed school curriculum, and in Italy, there is a “National Plan for Education to Respect” to ensure gender mainstreaming in gender-sensitive pedagogy, as well as education in gender differences. In Greece the educational legislation has embedded the principles of gender equality, however, there are no references for independent training programmes regarding gender equality in the school curriculum.

The main principle of the national laws on education is equal opportunities; however, despite the different initiatives, inequalities exist in the educational system, which has an impact on the future career prospects and working lives of boys and girls.

When looking at gender studies, universities from Cyprus, Greece, Italy, Romania, Spain and UK, provide Masters or other graduate certification but differ in the number of universities and the kind of studies.

Adult education offers a wide range of universities, research institutes, NGOs, civil society organisations, organisations related to gender issues, parties, and trade unions implementing various projects aiming at gender equality based on research, awareness campaigns, trainings, and conferences.

It should be noted that in the UK participation in adult education used to be more popular with women than men. Most people are motivated by career prospects and employability to take part in further learning. Those from disadvantaged backgrounds are more likely to take part. Interestingly BAME individuals are more likely than the white population to take part in adult learning (Egglestone, Stevens, Jones and Aldridge, 2018).

LABOUR MARKET

The statistics show that women account for more than 40% of the labour force in EU countries: “Still, there has been little change in their share of professional jobs in the last few years. Cultural and social attitudes towards what constitutes “male” or “female” jobs result in occupational segregation, although the extent of the problem varies from country to country. Addressing discrimination and promoting equality in the workplace is a complex and difficult task for business in today’s extremely dynamic environment. Combating discrimination in the workplace is, though, considered a crucial factor not only for enhancing sustainable development and increasing competitiveness of the economy, but also for reducing disadvantages, such as those in education, in both developed and developing societies” (HE desk research).

In the labour market, companies adopt programmes for gender equality at work that are either funded by themselves or supported by authorities (certifications, labels, subsidies for day-care units, etc.). Some medium/large companies have embedded gender equality corporate social responsibility (CSR) in their policies but small organisations often have poor HR leadership and policing the different aspects of law falls to individuals.

Not all countries have the support from authorities for training in the workplace: in Cyprus is to a limited extent, in Italy and the UK it is not funded but the authorities provide support with information on trends, policies, and in some sectors, toolkits. In Romania, training does not exist: “there aren't training curricula provided by companies for the employees' personal and professional development, even though a significant space and need for further gender issues and equality training has been acknowledged”.

Equality within companies or the need to address the issue is tackled using different strategies: in Spain, all companies with over 50 workers must have an Equality Plan; in Romania companies have to designate a person responsible for gender; in Italy some large companies have adopted “ethical codes” / “self-regulation measures” (also including training for human resources) to ensure gender equality, and in the UK, organisations with 250 or more employees must report figures on their gender pay gap annually, except for those organisations in Northern Ireland. In Cyprus, the government

through the Ministry of Labour and Social Affairs, implemented an initiative by the Certification Body for the Implementation of Good Practices for Gender Equality in the Workplace. The Certification Body carries out inspections for the implementation of the legislation while at the same time obliging the organization/enterprise being examined to implement employee training programmes in relation to gender equality in the workplace. In Greece, public and private enterprises are encouraged to draft and implement Equality Plans with specific targets, strategies and practices and the General Secretariat for Gender Equality of the Ministry of Interior can award “Equality Labels” to them as a reward for their engagement in favour of equal treatment and equal opportunities for their male and female employees.

It is also known that some professions in general suffer a gender bias; the healthcare sector and the education sector for example, with many women in teaching and support roles, and a disproportionate number of men in senior roles as deputy heads and head teachers.



Companies adopt programmes for gender equality at work, funded by themselves or supported by authorities.

Some medium/large companies have embedded gender equality corporate social responsibility (CSR) in their policies but small organisations often have poor HR leadership and policing the different aspects of law falls to individuals

2.2 Training methodological models regarding gender equality

In all countries researched, there is a clear awareness that while much has been done, there is much still to do regarding gender equality. As mentioned, regulations have been made actions taken at legislative and governmental levels to solve this problem. There is also an agreement that, together with legislation, training at all levels is one of the most appropriate tools to tackle it.

However, reality shows variations between countries regarding governmental efforts within their national frameworks for the promotion of equal opportunities, as well as a diverse scenario that includes formal and non-formal education, in different levels and aimed at different groups.

In general terms, training on gender equality can be divided into three big groups under the following topics and target groups:

- The equal representation of women in all fields of professional or political life, especially on entrepreneurship, female leadership and decision-making positions. The end beneficiaries of this training are women and it could also be targeted at key actors in management areas, political and decision-making representatives, etc.
- The fight, in both public and personal life, against all forms of discrimination, gender gap, prejudices and stereotyping, including gender awareness and specific themes like gender violence, reconciliation of work and private life, analysis of gender roles, gender discrimination on vulnerable groups, etc. These training activities have a broad audience that includes both women and men, of all ages and personal situations.
- Gender studies: training on gender subjects that comprise theoretical concepts on gender construction, gender dynamics through history, international and national legislation, gender gap and social responsibility, design and implementation of gender equality projects and plans, etc. This training on gender issues is targeted at both men and women as part of career development.



If we focus on the training offered at different educational levels we can find the following training provision⁹:

TERTIARY EDUCATION / POST SECONDARY EDUCATION

This includes training programmes after the completion of secondary education: bachelor, master, VET at higher level, etc.

There is a large number of masters and postgraduate courses provided by both public and private universities in some countries like the UK, Cyprus, Spain or Italy. In general, they address topics on the social construction of gender, the general framework on equality and a gender perspective, public equality policies, management of organisations with a gender perspective, labour relations and gender equality, as well as other topics related to the prevention and treatment of gender violence or gender education and health.

This includes research and training centres on “gender studies”. We can find an example in Italy: "GENDERS - Gender & Equality in Research and Science", the first Italian university research centre focused on gender equality, was founded in 1995 within the Faculty of Political Science of La Statale University of Milan. This same

⁹ Examples of training programs by country can be found in the Annex 1.

university is the first to have started a Master's degree in gender issues, followed by the Roma Tre University which started the Master's degree in "Gender Studies and Policies" in 2001 (see annex 1).

In Spain, higher education is mainly focused on the training of practitioners in the implementation of equality actions ("equality agents"), equality co-educators, or specialists in gender impact assessment, amongst others, who can operate in companies, institutions or public bodies. VET courses such the Technical Diploma in Promotion of Gender Equality enables practitioners to detect situations of inequality, making them visible to the whole of society and working on their prevention and eradication. It also aims at promoting the active citizenship of women, as well as the articulation of community processes focused on women's "empowerment". This training is connected to EU frameworks such as the National Catalogue for Qualifications.

PRIMARY / SECONDARY EDUCATION

The catalogue of courses and initiatives is extensive, with mainly awareness programmes in early education for children and young people. There are numerous examples of web pages and resources for teachers and students in Cyprus, Greece and Spain, as well as guidance for choosing a career avoiding gender bias.

Within public administration, special attention is paid to early training such as the example of Greece, where the Center for Equality Research co-signed a project with the National Center for Public Administration, the Ministry of Education and Religions and the General Secretariat for Gender Equality Cooperation Agreement. The design and implementation of the project contributes to the awareness and empowerment of the human resources of pre-school and primary education through the acquisition of knowledge and skills related to the promotion of gender equality, the integration of the gender dimension in pedagogical practices and the implementation of educational interventions on gender and discrimination.

NON-FORMAL EDUCATION, WORKPLACE TRAINING

This is a wide area in which we can highlight

- **Workplace training aimed at detecting potential issues and improving gender equality** in companies and organisations. The topics they usually deal with are diversity management, awareness for effective equality in the workplace, prevention of sexual harassment, and gender perspective in HR. In Cyprus, for example, officials receive training on the Code of Practice for the Prevention and Treatment of Sexual Harassment in the Public Service.

It is worthy to notice that in Spain, companies with more than 50 workers must implement by law a Business Equality Plan, which has led to the development of training on the subject targeted at management staff and workers responsible for the implementation of equality plans in companies.

- **Training courses inside companies/organisations aimed at job performance in the provision of services on equal terms**, for example in customer treatment or public services.
- **Training aimed at improving the representation of women in the workplace**, enhancing empowerment, female leadership, etc. This is done mainly by companies or business associations. There are remarkable examples of networking with training centres, professional associations and businesses for female leadership and entrepreneurship in Spain (see good practices section).
- **Training of trainers**, which includes courses for teachers on gender equality.



It should be noted that adult training in the private and professional sphere is not always supported by institutions or is disconnected from general policies:

- In Greece, it is not considered within the context of continuing professional development (CPD) so for that reason, it depends on each person's willingness to be trained. The subscription fee is usually covered individually.
- Partners from Romania reported that "The existing training programmes cover the basic knowledge regarding gender equality and they are not adapted to trainees' needs. Additionally, there are no training curricula provided by the employer companies, in the context of the employees' personal and professional development. As a result, the employees who seek the continuous professional progression attend the existing training programmes paying the cost themselves".
- In the United Kingdom, "there is no official constitution to educate on the principles of gender equality which creates many challenges. In the national framework in the United Kingdom, gender and quality training and awareness is not raised or embedded, thus no formal training schedules and programmes are provided by the Government in education or in the workplace. The training programmes mainly exist in non-formal education. A limitation with the current support available is that the courses available often require a substantial fee, which may not be a suitable option for small and/or third sector businesses".

Regarding the means and the methods there is also diversity. Structured training programmes coexist with others addressed to specific situations. All take the form of classes, seminars, lectures, group sessions, multimedia toolkits, etc. in order to train, raise awareness, support the creation of intervention strategies or update skills.

The courses are delivered in class, online or blended learning in equal parts.

The feeling on content of the courses, shown in different countries, is that they are “often general”. The recommendation is that “the seminars should be simple enough for anyone to attend, but also focus on the real struggles and provide the attendees with sustainable ways to overcome these struggles” (focus group in Greece).

Training providers are usually universities or educational centres in the field of formal education, while NGOs and private companies offer courses more geared to the specific needs of companies and groups.

2.3 Learning needs, profile of trainees in gender equality

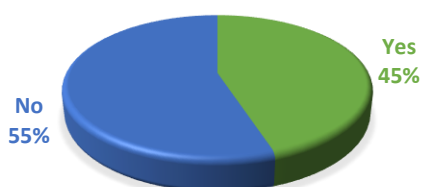
This section gathers together the conclusions of the focus groups carried out in the countries participating in the project. Six (6) focus groups were held, one in each project country. A total of 47 participants took part, all potential beneficiaries of the FENCE project outcomes: administration staff, HR department staff, NGO representatives, public bodies, a cultural manager of an NGO, bank employees, university graduates, an architect, engineer, teacher, actor, account, philologist and university students.

The results of the online survey on this topic, carried out with the views of 179 respondents, are also incorporated. They were asked about their attitudes/perspectives on gender, the organisational policies/procedures inside organisations, the training in terms of gender awareness/equality and their IT skills as learners.

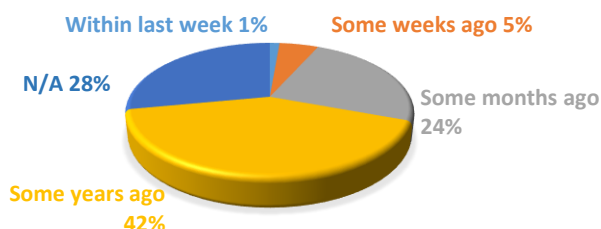
ATTITUDES/PERSPECTIVES ON GENDER

55% of respondents have never been discriminated against for their gender at work but they knew of gender discrimination episodes (63%) in others. Those who have ever felt discriminated against at work indicated that it had happened some years ago (42%) but 5% claimed it had happened within the past few weeks.

HAVE YOU EVER BEEN DISCRIMINATED FOR GENDER AT WORK?



IF YOU EVER FELT DISCRIMINATED AT WORK FOR GENDER, WHEN DID THIS HAPPENED?



Eighty-five per cent stated that gender equality is a shared value in their organisations but **71% had not attended any training activity on gender awareness/equality** in the past two years.

There is mixed feeling about gender discrimination. Interviewees are aware of gender discrimination but some say it does not exist because there are laws in place, and emphasize that this will not happen with the enforcement of the law; others admit it exists but that it never happens openly or explicitly, or that discrimination has never come from their superiors in the workplace. They refer more to those small behaviours, choices or manifestations that women are expected to make in order to fit into the group, enter the network of relationships or have a position in the organisation. Furthermore, these behaviours are promoted among family, the circle of friends, etc.; it is a process operating at multiple layers and a structural and systemic phenomenon.

Other participants in the focus group stated: “gender doesn’t seem to be a determining factor in the everyday life of an organization or business. However, there are differences regarding the development of employees and their rise in employment. Thus, women are observed to be high on the scale, however, the managerial positions that require more time and travel are held by men in many cases”.

The respondents referred to obstacles for career development: maternity is seen as the main obstacle for recruitment and job promotion. But the stereotypes are based on biological traits. At this point it is worth noting one explanation from Italy that exposes the fallacy that the stereotype might hide: there are some jobs (education-teaching) for women because they allow them to balance labour and family and men supposedly are not interested in family. The explanation is a weak welfare system, and it is fundamental to invest in welfare policy in order to support families and working women.

Finally a recommendation from the UK: “the FENCE project must ensure that all genders are represented in the development of the curriculum. It is no longer solely a case of working to improve equality for women but ensuring that any gender equality training takes into account all genders and types of discrimination”.

ORGANISATIONAL POLICIES/PROCEDURES INSIDE ORGANISATIONS

The main issues detected in all participating countries are the gender pay gap, career progression and maternity. Recruitment processes and a general balance of a personal/professional life are important elements in this equation too.

The organisational policies and procedures are usually based on the compliance with legislation which sometimes means fix the problem at short term but not really set long lasting policies inside the organisation to prevent or eradicate these gender discrimination issues.

For example, despite applying the national policies on equal salaries, the highest-paid management positions tend to be held by men. Women also accumulate more temporary contracts and part-time jobs which results in a lower annual income and a lower retirement pension at the end of their working lives.

The majority of participants were not aware of gender policies inside their organisations and more than half (54%) reported that there was no HR department in their organisation.

In larger organisations, the HR department is designated as the body responsible for handling and preventing issues like discrimination.

These are some responses of interviewees about the functions of HR departments on gender equality:

- Implementing seminars and awareness campaigns.
- The training of staff.
- Implementation of Equality Plans in the company.
- Ensuring compliance with Equalities’ Act and legislation.

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- HR Team investigates any complaints.
- Employment policies.
- HR advisors.

There are other figures like the equal gender opportunities officers. In Spain they are responsible for the implementation of equality plan in organisations of more than 50 workers.

Maternity is a topic that often arose in the focus groups and participants also put suggestions on topics which could be useful to include in gender equality training:

- Managing expectations (of employers and women) around childcare.
- Developing policies around childcare to help women feel less guilty about time away from work / children. To include guidelines around different ages, from pregnancy to 18 years since this varies greatly.
- Ensuring that the topic is seen as a male issue as well - not just something women should deal with
- Highlighting the importance of families and raising children to society - It's something which should be valued by employers, not seen as an inconvenience.

TRAINING IN TERMS OF GENDER AWARENESS/EQUALITY

Focus group participants in the majority of countries highlighted the lack of specialisation or total absence of training on gender equality. From their answers it can be deduced that little knowledge on gender equality training exists in each country, regardless of the amount of the provision.

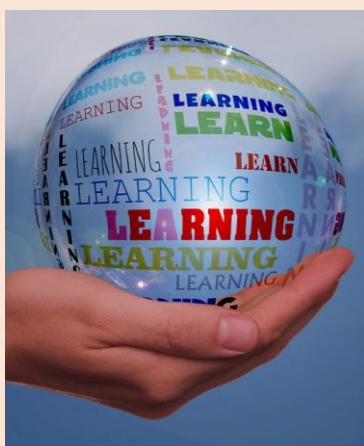
In Cyprus, it is reported that there is no training on gender equality in the workplace except for certification for the Implementation of Good Practices for Gender Equality in the Workplace of the Ministry of Labour and Social Affairs.

In Spain, apart from professional training aimed at work performance (NGOs that work with drug addictions, specific groups such as the Roma people, etc.), the rest are more activities to raise awareness or increase understanding.

In Italy, participants thought that using a volunteer in NGOs to train line managers in gender equality would be a good proposal.

In Romania, the need to train service managers in NGOs was noted to provide correct information, if there is sufficient funding.

THE SURVEY DATA



- **51% of respondents have accessed training material about the elimination of gender discrimination.**
- **57% of the interviewees attended a course/training event less than a year ago and 16% 1-2 years ago. The training was paid for by the employer (34%), by themselves (30%) or was free (27%).**
- **Regarding the motivation for learning:**
 Firstly to “enjoy learning for its own sake” and secondly the need to learn something new to perform their jobs better. Also, to some extent people asked for training to do their job better and receive it. The time and cost of the training are not perceived as a major problem.

IT SKILLS AS LEARNER. USE OF IT IN TRAINING PROGRAMMES

50% of the respondents of the survey preferred **blended learning**, 40% in **class training** and 11% **exclusively online** although 90% noted that **they felt comfortable using online learning systems and accessing information online**.

- **Blended learning:** personal contact, a relationship with peers, make communication more effective. At the same time the innovations provided by technology can be used. There is preference for mixed learning methodologies. It allows the development of social, transversal and organizational skills. Allows more flexibility and management of time available. It combines the best part of both in class and online. “Interactive learning, group discussions, case studies, plenary discussions and group problem solving in a face-to-face setting work best for me”.
- **In class training:** direct relationship with peers, the possibility to work in groups and interact, exchange with teacher and other peers. “The learning is only possible in the interrelation between teacher and students”. Better for solving problems. “It is important to discuss together”. “Lack of time makes difficult to take in class training”.
- **Online training:** flexible schedule, “you can attend training wherever you are”. It does not allow full interaction. “I still think in class will be valuable and offers opportunities for networking and sharing ideas, but online offers ease of access and reduced cost”. “You can focus on areas you need to spend more time on”. “It is hard to be disciplined about completing training when it is only given on line”.

54% did not complete any online training course in the last year, but 90% stated they feel comfortable using online learning systems and accessing information online.

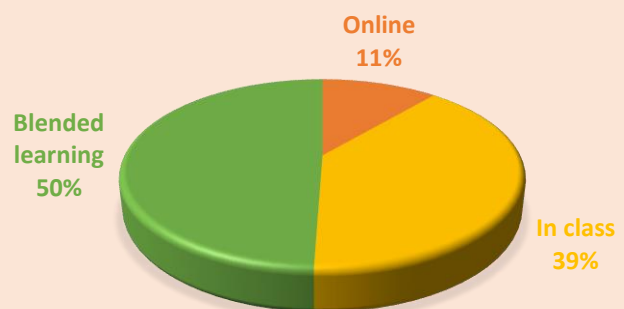
In online learning environments, trainees expect a flexible time framework, a simple and intuitive learning environment, content-rich and interactive educational material (i.e. images, videos and podcasts).

The material must also include live streaming in order to achieve interaction between the trainer and the trainees giving them the opportunity for questions etc.

Regarding the duration online courses of no more than 10 h. (Italy) and sessions online of 40 minutes maximum (UK) are recommended.



WHAT KIND OF LEARNING DO YOU PREFER?



2.4 Analysis and assessment of the existing learning environments

This section gathers together the conclusions of the focus groups carried out in the countries participating in the project with stakeholders in the field of training. Six (6) focus groups were held, one in each project country. A total of 41 participants from the training field took part: independent trainers and coaches, researchers and professors at the University as trainers and in NGOs, as well as other profiles like some employees and a student.

The results of this topic from the online survey carried out with the views of 179 respondents are also incorporated.

The research covered the following themes:

EXISTING TRAINING ON GENDER EQUALITY

Seventy six per cent of survey respondents thought that there are training opportunities available in their organisation although 59% stated that in general, the training opportunities are not relevant for their tasks on gender equality.

Types of training opportunities on gender equality that were reported are:

- Seminars, workshops, lectures organized by associations or companies on gender equality and the fight against gender violence.
- Masters and other courses organized by Universities.
- Specific training: trafficking in persons for sexual exploitation, workshops on specific migration topics, masters in digital communications for the third sector, financial education, human rights, international cooperation, international doctorate, European citizenship.
- Co-education courses. Sporting equals. Unconscious bias training.
- Yearly event on social female entrepreneurship.

There is a considerable amount of training in gender but it is described as “often too general”, not specialised, which prevents broad participation and reduces their effectiveness in bringing about social changes. It is noted that changes through equality have to start from those who are willing to change

within organisations, as by itself the training can not trigger this change.

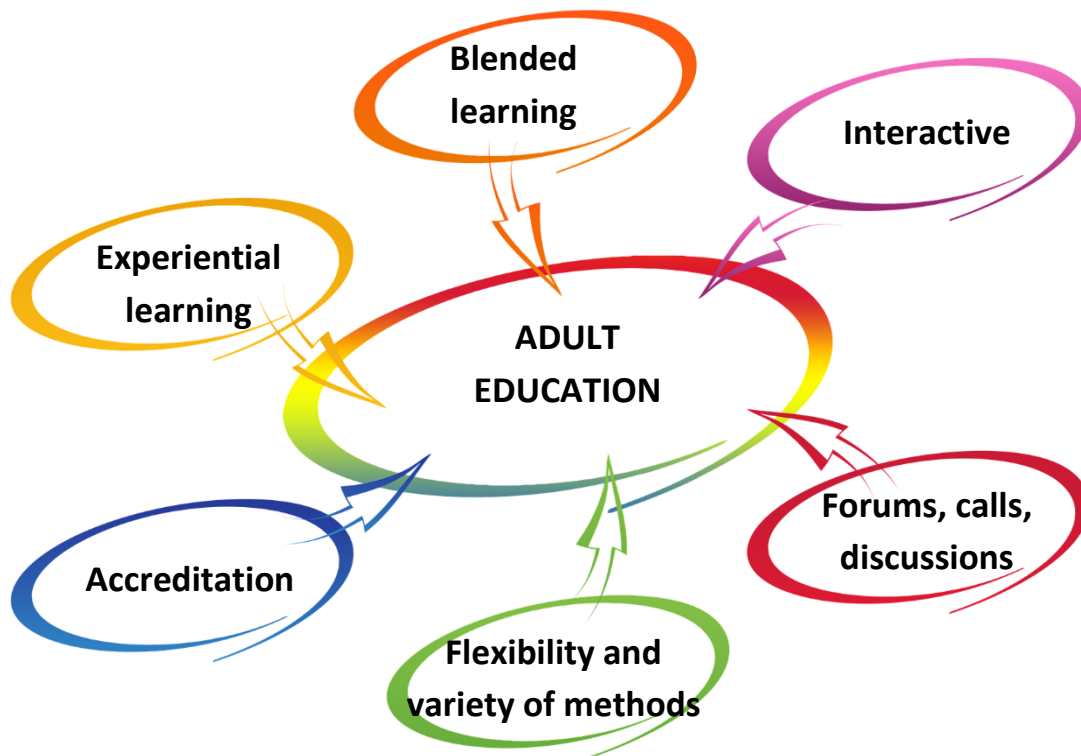
The lack of a cultural diversity perspective in the existing training on gender is also noted.

Some recommendations from focus groups participants:

- Need to focus on what most matters to learners: the name and content of the training shall focus on statements that offer a visible resolution of an issue, for example “One trainer changed the name of his course from unconscious bias training to conscious decision making - he said there is good evidence that unconscious bias training does not work because it doesn't have anything to solve”.
- The need of continuous training of experts on this issue.
- The need for the exchange of good practices through international courses that support the know-how between organisations/bodies in different countries and sectors.

There is a considerable amount of training in gender but it is described as “often too general”, not specialised, which prevents broad participation and reduces their effectiveness in bringing about social changes.

The lack of a cultural diversity perspective in the existing training on gender is also noted.



LEARNING/TEACHING STYLES ON ADULT EDUCATION

The stakeholders’ focus groups supported the learners’ preference for blended learning: “blended training or training delivered online but with strong interactive aspects, including opportunities to take part in discussion groups and/or online calls with facilitators and other participants can work well for delivering this type of training”.

Before starting the course it is recommended to clearly define the target group. Prior assessment of the group of trainees will detect the learning needs so that the training style can be adapted, for example “MOOCs or intensive seminars can be suitable for training course addressed at high-qualified workers”.

It is suggested to include a variety of methods to provide flexibility: in general learning by doing methods and collaborative learning but also case studies, video presentations, live sessions, SINELG (Interactive Scoring System for Reading and Thinking Efficiency) brainstorming, learning pills, Action Learning Sets.

It is also highlighted the accreditation of the learning as an incentive to complete the training.

There is an emphasis on experiential learning “with real cases on how to include the gender perspective in various areas of the organisation and offer this training in a flexible and adaptable way so that interested people can carry it out in an accessible and comfortable way” and “to create space for people to share, interact, talk comfortably some kind of fun while learning”.

USE OF ICTs IN TRAINING PROGRAMMES

In order to improve the learners’ experience in a digital environment, there is a shared vision that the teaching must be a mix of innovation, creativity, collaborative spaces, multimedia and tailored experiences in a user-friendly and reliable space to keep the learner engaged.

FENCE. FIGHTING AGAINST GENDER BIAS AND CONTRIBUTING TO GENDER EQUALITY

But before accessing the online learning experience it is important to minimise digital barriers like the lack of IT support in small organisations or other IT requirements depending on age, disability, language etc. The availability of content in multiple devices as computers, tablets and smartphones will help.

There is an extensive list of software/platforms that are commonly used/named for online seminars/courses like Open courses, Moodle, Duolingo, EClass, MOOC, Webex, Wiki, Coursera, Screen Skills, Future Learn, Microsoft Teams, Fluentify, Genome, Talent management, Shaw Academy, Miriadax, Ihasco, Educare, Discovery, NCC internal online learning facility (Learning Pool), and also Zoom, Google Meet, Skype, Blackboards, Edmodo, Easy Class and ClassDojo, Google Classroom, ASQ, Kahoot, Quizziz, Wordwall, Padlet, Twinkl or Digitaliada, as well as sources of inspiration for movies, themes and individual study.

Suggestions for the features of digital training:

1. Real-time interaction platform, with video and text, with learners.
2. Online collaboration applications or platforms, which facilitate the exchange of documents, tests or homework between trainers and learners and record the courses, which also allows feedback from the trainer.
3. Resources and learning applications allowing the trainers/ teacher to create educational tools or making effective use of existing resources in the form of presentations, lessons, worksheets, pictures and videos that can be used both during live lessons and as homework.

The skills of **trainers** on a digital environment are also important:

- Being able to encourage everyone to speak and participate.
- Being aware of participants who may be uncomfortable talking on screen and finding ways to support them.
- Being aware of the different requirements of participants.
- Needing to be well prepared beforehand.

Learners are familiar with the following digital tools (according to the results of the survey):

- Respondents were very familiar with messages and connectivity apps (WhatsApp, Viber, Skype), which were marked as essential; followed by Microsoft Office software; social media (Facebook, Twitter, LinkedIn, others) took third place while sharing and editing apps/platforms such as Google Drive or Dropbox came fourth.
- Editing images and graphic software (CorelDraw, Photoshop, Illustrator, other) and Web and blog (WordPress) were considered less necessary.
- **88% of interviewees used their personal computer or tablet daily and 13% four-five times a week.**

3 Best practices

This section shows a collection of good practices in project partners. They have been chosen according the following criteria:

Definition of good practice: a good practice is not only a practice that is good, but a practice that has been proven to work well and produce good results, and is therefore recommended as a model for inspiring further implementation of each component at gender bias fighting. It is a successful experience, which has been tested and validated, in the broad sense, which has been repeated and deserves to be shared so that a greater number of people can adopt it for achieving the aim of the project.

Good practice criteria

- Effective and successful: a “good practice” has proven its strategic relevance as the most effective way in achieving the objective; it has been successfully adopted and has had a positive impact on individuals and/or organisations when it comes to overcoming gender bias.
- Environmentally, economically and socially sustainable: a “good practice” meets current needs, in particular the essential needs of the world’s poorest, without compromising the ability to address future needs.
- Gender sensitive: a description of the practice must show how actors, men and women, involved in the process, were able to improve their livelihoods.
- Technically feasible: technical feasibility is the basis of a “good practice”. It is easy to learn and to implement in order to further help our target group.
- Replicable and adaptable: the “good practice” should have the potential for replication and should therefore be adaptable to similar objectives in varying situations.

GOOD PRACTICES PER COUNTRY

1	CYPRUS #Training #CareerDevelopment #FightingStereotypes
Full name	GenderED: Combating gender stereotypes in education and career guidance
Year initiated/ended	2017- 2020
Provider	Mediterranean Institute of Gender Studies (MIGS)
Target group	People 13-35 years old
Goal of the good practice	The main aim of this project is to deconstruct traditional and stereotypical attitudes and behaviours related to gender within the education system in the partner countries and 'build' new meanings to replace them, based on gender equality, in order to ensure that both girls and boys, women and men can benefit equally in relation to their access, integration, participation and advancement in the labour market.
Description	In the context of the project GenderEd, a diagnostic study using quantitative and qualitative research tools to identify those attitudes and behaviours that perpetuate gender stereotypes was conducted. As a second step, a gender sensitive educational programme for teachers to implement in schools with girls and boys (aged 13-16) in coordination with the Cyprus Youth Council was developed. Also, an innovative online game for adolescents (aged 13-16) called “The dream

	<p>fighters”¹⁰ was developed, as a resource to support the deconstruction of traditional and stereotypical attitudes and behaviours related to gender. Additionally, the project provided training to teachers aiming at their capacity building to implement the online game.</p> <p>In the context of the project, awareness raising workshops took place. These involved trained teachers who pilot-tested and evaluated the culturally adapted material and online game with adolescents in schools. Additionally, online awareness raising workshops were organized aiming to reach the general public and raise awareness regarding the issue.</p>
Impact and validation	<p>Despite the fact that the programme has only recently been completed and so we can not make an accurate assessment, the online game is seen as very interesting and innovative in Cyprus and seems to have become known to a large number of people.</p> <p>In addition, the seminars for adults were conducted online during the quarantine period due to the COVID-19 pandemic and many young people from all over Cyprus participated in them. It is noteworthy that due to the increased interest, the seminars were repeated three times.</p>
Success factors	<p>Special conditions were not needed to implement the project successfully.. However it is important to have good communication and cooperation with school authorities and youth organizations e.g. Youth Councils.</p>
Sustainability	<p>This project should be integrated into the school curriculum. For this reason, the Ministry of Education should endorse both the game and the educational material produced in the context of the project. For this reason, a large number of teachers should be trained so they will be able to implement those practices. At the same time, it is necessary to develop the cooperation between youth organizations which will then hold seminars for their members and spread these practices to young people en masse.</p>
Related resources developed	<p>Report: https://medinstgenderstudies.org/gendered-free-to-choose/ Application: https://medinstgenderstudies.org/combating-gender-stereotypes-in-education-with-the-dream-fighters-app/ Leaflet: https://medinstgenderstudies.org/wp-content/uploads/GenderEd-Final-Leaflet-EN-Oct-2018.pdf Seminar Event: https://medinstgenderstudies.org/dream-fighters-looking-beyond-gender-stereotypes-in-your-educational-and-career-choices/</p>
Access details	<p>https://medinstgenderstudies.org/gender-ed-combating-gender-stereotypes-in-education-and-career-guidance/</p>

2	CYPRUS #FightingStereotypes #RaisingAwareness
Full name	Women’s History Walks
Year initiated/ended	2016 until now
Provider	Center for Gender Equality and History
Target group	Adults- General Public

¹⁰ <https://medinstgenderstudies.org/combating-gender-stereotypes-in-education-with-the-dream-fighters-app/>

Goal of the good practice	<p>The main aim of this project is to give the opportunity to the public to look at the urban landscape – monuments, statues, street names– from a gendered perspective, to find elements portraying the history of gender relations and of female presence and contribution, and/or to narrate the history of Cypriot women which is depressingly invisible.</p> <p>This will address one of the major contemporary social challenges in European societies, Cyprus not excluded: gender inequalities and social stereotypes. These inequalities and stereotypes, which place women in a disadvantageous position, are produced and reproduced constantly via various mechanisms and institutions; history- even via monuments, statues and street names- has an essential part in this process because it determines today's beliefs and attitudes.</p>
Description	<p>The team selected the points of interest after extended research and investigation on mainly primary sources. The members of the team were “guides” and presented each point of interest. The participants were given a specially designed map where they could find details regarding the points of interests. Moreover, it is important to note that the walks attempt to draw on multicultural and multi-communal (i.e. Turkish Cypriots, Maronites, Armenians, Catholics, immigrants, etc.) perspectives of history, therefore they question not only the dominant patriarchal narratives of history but also the nationalist narratives.</p>
Impact and validation	<p>This initiative attracted wide participation and a number of organizations and organized groups have asked to participate. This method, even if it is not related to IT, is innovative and was implemented for the first time in Cyprus.</p>
Success factors	<p>In order to implement this initiative successfully, it is necessary to carry out research for the gender presence in specific areas or cities through which history can be presented based on a gender perspective.</p> <p>Additionally, the walks need to take place at a safe place and while weather conditions will not be problematic.</p>
Sustainability	<ul style="list-style-type: none"> - Use the practise as an educational tool for schools. - Share this initiative with stakeholders. - Promote the practice to an institutional level so more people will participate. - Develop an online tour which will be easily accessed from many people.
Related resources developed	<p>Maps:http://kiif.com.cy/wp-content/uploads/2020/02/Map-27-11-2019.pdf</p>
Access details	<p>http://kiif.com.cy/womens-history-walk/</p>

3	GREECE #GenderViolence
Full name	Centre for Research on Women’s Issues (CRWI) “Diotima”
Year initiated/ended	1989
Provider	Diotima is a non profit, non governmental organization
Target group	Women who have suffered from gender violence, refugee survivors of gender-based violence, employed and unemployed, Greek citizens and migrant women, low-income women (Greek citizens or migrants) survivors of gender-based violence, LGBTQI.
Goal of the good practice	The organization aims to systematically highlight discriminations against women on all levels of social, political and economic life and increase awareness in gender violence issues.

Description	CRWI Diotima provides a series of services aimed at supporting and empowering women or women’s groups. It also provides legal aid to low income women and refugee women, psychosocial support for survivors of gender-based violence, career counselling services for employed and unemployed, Greek citizens and immigrant women, gender violence in refugee population (traditional harmful practices, like amputation of external genitalia or honour killings, forced and premature weddings, rape and sexual harassment during their voyage and sojourn in temporary accommodation centres).
Impact and validation	Diotima has been awarded for the digital campaign “don’t skip” by Responsible Business Awards 2019, Ermis Awards and Corporate Affairs Excellence Awards.
Success factors	Diotima is fighting women’s violence together with other feminist organizations, institutions and organizations of civil society. Moreover, it supports women on the basis of self organization through various activities and empowerment programmes. The campaign “don’t skip” contributed to raise the culture of zero tolerance. Last but not least, Diotima implements various actions that prevent and cope with the gender- based violence against the refugee women’s and girls’, a very vulnerable group which faces unusual forms of gender – based violence.
Sustainability	“Diotima” has designed and implemented numerous projects &activities many of which have been funded by: European and national funds or programmes, through European, national and co-financed programmes respectively, international organizations and corporate social responsibility areas of private entities.
Related resources developed	Publications (Final Report Research on Accessibility and Barriers to Gender-Based Violence Services for refugee and migrant girls, boys, women and men in Greece, Executive Summary Research on Accessibility and Barriers to Gender-Based Violence Services for refugee and migrant girls, boys, women and men in Greece , Research conduction in collaboration with KETHI regarding gender-based violence in the refugee population, Handbook on mentoring for migrants to promote political participation, Practical guide on asylum procedures for women in Greece, Training material development and protection enhancement of GBV survivors in collaboration with UNFPA, Index: On good and bad legal administrative practices for combating gender-based violence, Comparative report on protection and response to Gender Based Violence in Germany, Greece, Italy and Spain, Guidance Document for cultural mediators working at services for GBV survivors). Digital campaign “don’t skip” about gender bias Documentary: 30 years of DIOTIMA.
Access details	https://diotima.org.gr/

4	GREECE #GenderEquality promotion
Full name	Research Centre for Gender Equality (KETHI)
Year initiated/ended	1994
Provider	Kethi is a Legal Entity under Private Law and is supervised by the Ministry of Interior.
Target group	Women suffering from gender violence, public awareness in gender equality, employed women, employees and employers of Greek industries, refugee women.
Goal of the good	The aim of the organization is to strengthen and enhance the status of women in the economy,

practice	society and politics. The framework of its activities and its provided services is imbued with the principle of equality's inclusion in all policies and actions (gender mainstreaming), but also with the promotion of positive actions for women, so as to contribute to the elimination of gender discrimination, stereotyping, prejudice and inequality. By implication, the undertaking and implementing of Action Plans and researches so far, attempt to influence national policies-aiming to promote gender equality-as well as, to eliminate women's problems into their family and educational, professional, social and political action.
Description	KETHI is active in the promotion of gender equality in all sectors; social, political, cultural and economic life. Its aim is mainly the elimination of gender discriminations and inequalities. It conducts research, studies and carries out national and European action plans on issues about gender equality.
Impact and validation	The validation of KETHI is conducted by the organization, for the programmes that have been implemented. The impact of undertaking and implementing of Action Plans and researches, is to attempt to influence national policies-aiming to promote gender equality as well as to eliminate women's problems into their family and educational, professional, social and political action.
Success factors	KETHI contributes to the production of research and uses this knowledge to propose and implement specific policies, practices and actions in order to promote gender equality. The provided services are imbued with the principle of equality's inclusion in all policies and actions (gender mainstreaming) and with the promotion of positive actions for women, so as to contribute to the elimination of gender discrimination, stereotyping, prejudice and inequality. The innovation of KETHI is that it promotes the awareness, education and training of individuals, teams, institutions and organisations on issues regarding women's rights, gender equality and gender discrimination.
Sustainability	KETHI participates either as a coordinating centre or as a partner in several national and European co-funded Action Plans whose aim is to strengthen and enhance the status of women in the economy, society and politics.
Related resources developed	The organization has published research and review studies on issues such as: work and entrepreneurship, education, participation of women in decision-making centres, social policy, social exclusion, media and violence against women. It has also published brochures for the identity and activities of KETHI, brochures about Action Programmes implemented by the institution, surveys / studies, conference papers, guides, manuals about employment, entrepreneurship, social inclusion, and political participation. Moreover, it has implemented more than 100 action programmes, either as a coordinator or as a partner centre for networking to enhance women's employment / entrepreneurship and inclusion of women in the labour market, development of women's cooperatives, providing free counselling support services, nationwide awareness / training of teachers and students, empowerment of women for their participation in policy-making structures, trade and economic decisions.
Access details	https://kethi.gr/

5	ITALY #Training #Education #Networking
Full name	SCOSSE – Soluzioni Comunicative Studi Servizi Editoriali
Year initiated/ended	2011 – ongoing
Provider	Association of Social Promotion born through a start-up of the Tor Vergata University of Rome
Target group	Professionals of the educational and training system (educators, teachers, operators), children, adolescents, and families)
Goal of the good practice	To contribute to the construction of an open, participatory and supportive public space against all social exclusion
Description	<p>SCOSSE - Soluzioni Comunicative Studi Servizi Editoriali - is an Association of Social Promotion, which aims to contribute to the construction of an open, participatory and supportive public space against all social exclusion.</p> <p>Its objective is the enhancement of differences (gender, origin and culture...); the prevention of bullying; the fight against male violence against women; the fight against homophobia and all forms of discrimination; the implementation of the principle of equal opportunities; social inclusion; the promotion of the most vulnerable people; the promotion of children's rights. Since 2014 it has been the leader of the informal network "Educate to differences", formed by almost 300 associations from all over Italy and with it organizes every year self-training and awareness-raising events for the teaching staff of the schools in which hundreds of people participate.</p> <p>SCOSSE carries out educational research, awareness, analysis and data survey projects. In particular, it deals with training on education to feelings and the deconstruction of stereotypes, with an articulated and differently modulated offer aimed at children, adolescents, professionals (educators, teachers, operators) and families.</p> <p>To achieve its statutory objectives SCOSSE realizes:</p> <ul style="list-style-type: none"> - communication, information and awareness raising activities; - training and professional updating, seminars and conferences at and with schools, universities, companies and institutions; - education projects on differences in school and extracurricular contexts; - research and studies; - publications, translations, publishing and bibliography.
Impact and validation	<p>Since 2014 it has been the leader of the informal network "Educare alle differenze" ("Educate to differences"), consisting of almost 300 associations from all over Italy and together with it organizes every year self-training and awareness-raising events for the teaching staff of schools in which hundreds of people participate.</p> <p>Since 2011, SCOSSE has carried out around 13 projects financed by public calls for proposals, more than 40 training and cultural projects, more than 30 conferences and events, more than 20 publications, videos and press collaborations.</p>
Success factors	<p>Institutional support.</p> <p>Differentiation of initiatives and sources of funding.</p> <p>The active participation of the numerous member associations.</p> <p>A deep understanding of the social needs to be met.</p> <p>The high level of professionalism and experience.</p> <p>Strong territorial roots.</p> <p>Mass involvement of schools and other stakeholders.</p>

Sustainability	<p>Membership of the Association is open to all those who share its spirit and ideals as well as its statutory norms. The main body of the Association is the Assembly composed of all the members. Each Associate pays an annual fee.</p> <p>Many of the initiatives carried out have had the patronage and sponsorship of public and private bodies, also at international level. Many projects are financed through national and European call for proposals.</p>
Related resources developed	N/A
Access details	<p>Website http://www.scosse.org/chi-siamo-2/ Facebook https://www.facebook.com/SCOSSE-Associazione-di-Promozione-Sociale-300159246670035/</p>

6	ITALY #FightingStereotypes #Training #Education
Full name	To know beyond stereotypes
Year initiated/ended	2015 – ongoing
Provider	“Centro Veneto Progetti Donna” association in collaboration with the Rotary Club of Padua and the Regional School Office
Target group	Students and teachers of secondary schools of first and second degree in the province of Padua
Goal of the good practice	General objectives are to foster the construction of positive peer relations based on the recognition of gender diversity and the enhancement of gender differences, and to promote the spread of a non-violence culture, with particular attention to violence against women.
Description	<p>The project foresees the provision of three modules:</p> <ol style="list-style-type: none"> 1) Gender stereotypes: the aim is to create an awareness of the differences between boys and girls, and the need to recognize everyone and all equal opportunities, highlighting the obstacles to their achievement. 2) Gender stereotypes II: the aim is to reflect on gender stereotypes and their conditioning, and to use awareness of the lack of equal opportunities to explore issues relevant to their age, such as self-acceptance and standards of beauty and the struggle for the acquisition of rights. 3) Violence against women (only for the classes that attended the first modules): the aim is to de-structure the phenomenon to make it understandable to boys and girls, deconstruct its structure and define the different forms in which it manifests itself.
Impact and validation	<p>In four school years (2015/16, 2016/7, 2017/8, 2018/9) the Project involved 2.838 students from 124 secondary school classes in the Province of Padua, structuring together with them a path of awareness on stereotypes about men and women. According to the questionnaires filled in by participants at the end of the three editions, a general satisfaction of both teachers and students emerges.</p> <p>85% of the students rated the meetings as positive, and 85.2% considered them useful. For 81.5% of participants, expectations were met, and for 97% the issues addressed were sufficiently in-depth. Only for 17% of the participants the contents were known, while most of them, about 70%, knew partly the topics and wanted to deepen them, the 13% did not know the topics at all. Therefore, the need to talk about these topics at school emerge by students and teachers. Teachers have shown great satisfaction and, in the 2017-2018 school year, 24</p>

	out of 25 teachers interviewed would like to repeat the training in the following years, considering that the topics were proposed in a way appropriate to the context of the class.
Success factors	Good collaboration amongst experienced actors (such as associations/NGOs/other dealing with gender issue), schools and the public sector. Political willingness of local governments and schools to invest and promote this type of education for both (young and adult) student and professionals.
Sustainability	The factors that have determined the success of this initiative (see previous section) are the same that allow its sustainability and replicability.
Related resources developed	Project brochure http://www.centrodonnapadova.it/images/BrochureConoscere.pdf Project Sheet http://www.centrodonnapadova.it/images/Progetto_Conoscere_A.S._2019-2020.pdf
Access details	Website http://www.centrodonnapadova.it/articoli/9-attivita/272-educazione.html?fbclid=IwAR1MTQfMGubcwfyLnPXiUnECsf5sftWFh6r0_Z581ydTTPFqnNx8NyiYI3Y

7	ROMANIA #Networking #FemaleLeadership #GenderEqualityAtWork
Full name	Professional Women’s Network (PWN ROMANIA)
Year initiated/ended	2011
Provider	Professional Women’s Network Romania is part of PWN Global, a worldwide non-profit association that aims to support and encourage women to develop themselves at a professional level.
Target group	Women who want to develop themselves at a professional level.
Goal of the good practice	Progress, Mentoring, Community and Diversity define PWN’s activity. PWN focuses on three strong pillars – Mentoring, Entrepreneurship, Women on Boards – that is why Professional Women’s Network Romania has invested knowledge and resources in many successful events.
Description	<p>Professional Women’s Network Romania is a strong network that becomes more and more noticeable and influential in society with the help of consistent programmes run by the board and its members. The PWN name is associated with well-known companies and high-profile business personalities. PWN is continuously creating and involving itself in programmes that add value to the association and its members. Furthermore, PWN is continuously increasing its awareness and perception.</p> <p>Professional Women’s Network Romania has invested knowledge and resources in many successful events. Some of these include:</p> <ul style="list-style-type: none"> • Building alliances – engaging women and men in diversity programmes • Business with a soul – a mentorship event • “Women in technology” awards gala • Never give up! – an entrepreneurship event • Improving the standards of corporate governance – Women on Boards event • HR dilemmas during turbulent times • Entrepreneurship event with US Embassy • CEOs and organizational culture: What makes or breaks it? • Women on Boards roundtable

	<p>What PWN offers:</p> <ul style="list-style-type: none"> • Balanced Leadership <ul style="list-style-type: none"> • Forward thinking companies and professionals know that putting balanced leadership at the heart of their business strategies will lead to sustainable growth and profit. • Mentoring <ul style="list-style-type: none"> • As a dynamic non-profit international network of professional women, the Global Professional Women’s Network uses the mentoring programme as a tool to promote the professional progress of women in each phase of their career and helps them follow professional career paths. • Entrepreneurship <ul style="list-style-type: none"> • PWN provides a space for entrepreneur women to learn and share their experiences, get prepared them to excel their entrepreneurial career, and receive invaluable inspiration, mentoring, support, and coaching. • Women in Boards <ul style="list-style-type: none"> • Wide research shows that broad business benefits are associated with gender diversity in corporate boards. This includes an improved financial performance and shareholder value, an increased customer and employee satisfaction, an increased confidence in the investor and a better market knowledge and reputation. • Networking/Events <ul style="list-style-type: none"> • PWN mantra: connect, share, learn, and develop • Networking is one of the single most powerful ways to boost one’s career. • Amazing list of online and offline events that PWN runs around the world • Knowledge <ul style="list-style-type: none"> • Presents clients/associates with the most up to date news, reports and research by delivering relevant news from the world of balanced leadership, mentoring and entrepreneurship to this one-stop hub.
<p>Impact and validation</p>	<p>PWN aspires to become the trend-setter and the voice-to-be-followed in both business and social environments.</p>
<p>Success factors</p>	<p>Without its committed volunteers, PWN Global would simply not exist. PWN Global functions with a skeletal staff and the enormous support of a dedicated team of volunteers. The sense of camaraderie that builds up between Board members ensures that solid lifelong relationships are forged supporting professional and personal development at so many different levels.</p> <p>It's thanks to the dedicated support of over 300 members that PWN is able to offer events, programmes and resources which support women in realizing their true potential and advancing gender balanced leadership.</p>
<p>Sustainability</p>	<p>PWN Romania is a young and dynamic association (68% of the members are below the age of 45), with members from more than 20 active fields.</p> <p>Professional Women’s Network Romania is a strong network that becomes more and more noticeable and influential in society with the help of consistent programmes run by the board and its members.</p> <p>Always looking for enthusiastic volunteers to get involved.</p> <p>The following are most valued regarding partners:</p> <ul style="list-style-type: none"> • Financial Support. • Technical Services (online telecoms support, content management software, pipeline management software, app development). • Resources (meeting rooms, conference space, AV equipment).

	<ul style="list-style-type: none"> General offers exclusive to PWN members (discounts on learning programmes, car hire, flights, accommodation, health and well-being services etc.).
Related resources developed	<ul style="list-style-type: none"> Networking/Events <ul style="list-style-type: none"> Amazing list of online and offline events that PWN runs around the world. Global visibility to a global marketplace. Opportunity for partners to collaborate on creating balanced leadership programmes that create sustainable positive change. Guides partners through the process of setting up an internal network for balanced leadership or can help partners complement their existing network with the cross-fertilization of ideas. Knowledge <ul style="list-style-type: none"> Presents clients/associates with the most up to date news, reports and research by delivering relevant news from the world of balanced leadership, mentoring and entrepreneurship to this one-stop hub.
Access details	https://pwnbucharest.net/

8	ROMANIA #Networking #FemaleLeadership #GenderEqualityAtWork
Full name	Association for Women Entrepreneurship Development (ADAF)
Year initiated/ended	2001
Provider	Association for Women Entrepreneurship Development is a NGO that has the mission to promote and support entrepreneurial activity for women by applying gender equality.
Target group	Women owners or managers of small, medium and large companies in businesses.
Goal of the good practice	The association has the mission to promote and support entrepreneurial activity for women by applying gender equality.
Description	ADAF promotes and develops entrepreneurial and associative culture among the women and supports women entrepreneurial activity by training, information and services; implements gender equality on the labour market; encourages private initiatives taken by women and develops their capacities for action and leadership; involves itself in advocacy and public debates for improving the legislation in force and business climate; develops the behaviour of businesswomen based on social responsibility; enhances the cross-border cooperation with similar public and private organizations from the country and abroad; participates in national and international projects.
Impact and validation	The ADAF’s initiatives to support women entrepreneurship development
Success factors	ADAF is founding member of the Coalition of Business Women Associations in Romania (CAFA), of the Coalition of Balkan Business Women Associations and founding member of the Pact for Employment and Social Inclusion in Bucharest-Ilfov Region. ADAF has started to develop its own network by opening 3 branches at the regional level in Slobozia, Pitesti and Oltenita. ADAF is housing a Women Resource Centre that was set up within the WefNET Project. It has signed partnership agreements with similar organizations from Varna-Bulgaria, France, Italy, and Greece. ADAF is national leader for promoting participants from Romania at the International Forum-Culturallia. Starting 2015 within ADAF, a Centre for Entrepreneurial Development is running and has signed Cooperation Protocols with the Ilya Chamber of Commerce and Industry (Greece) and the Professional Training Centre from Pyrgos-Greece.

Sustainability	The ADAF's members are women owners or managers of small, medium and large companies in businesses covering a large area, such as: ready-made garments industry, import-export, distribution, trade, ITCs, transportation, consultancy, education, research, human resource management, audit etc. The ADAF's initiatives to support women entrepreneurship development.
Related resources developed	The organization has published research and review studies on issues such as: Women Entrepreneurship Development, education, the behaviour of businesswomen based on social responsibility, gender equality on the labour market, etc. ADAF implemented different action programmes, either as a coordinator or as a partner centre for networking to enhance women's employment / entrepreneurship and inclusion of women in the labour market, development of women's cooperatives, providing free counselling support services.
Access details	https://adaf.ro/

9	SPAIN #Training #GenderAwareness
Full name	Escuela Virtual de Igualdad (Equality Virtual School)
Year initiated/ended	2013- ongoing
Provider	Instituto de la Mujer y para la Igualdad de Oportunidades, Gobierno de España (Women and Equal Opportunities Institute, Spain's Government)
Target group	Different target groups: general audience and practitioners in law enforcement service, trade unions, businesses and human resources, social services and the field of law.
Goal of the good practice	<ul style="list-style-type: none"> To raise awareness of the social value of equality as a key for social development, bringing together basic concepts and theories on gender equality in order to promote reflection and a change of attitudes and values in our society. To integrate gender equality in all areas of society, providing training for practitioners from different fields to support the incorporation of a gender approach in their professional practice. To provide specific knowledge on equal opportunities to the workforce of the Law Enforcement Services, in the course of their work.
Description	<p>This is a free online training provided for the Women and Equal Opportunities Institute. There is a catalogue of 8 courses structured on two levels: basic (30 and 40 training hours) and advanced (65 h). Registration is open. For advanced level courses, the participant has to pass a knowledge level test. The catalogue has been expanded along the editions (the current edition, 2018-2020, is the 9th). Current catalogue:</p> <p>Basic level course:</p> <ul style="list-style-type: none"> Equal opportunities awareness. Law Enforcement Services equal opportunities. Equality plans in companies. Equal opportunities in collective bargaining. <p>Advanced level courses:</p> <ul style="list-style-type: none"> Equality: practical application in the field of employment. Equality: practical application in the field of social services. Equality: practical application in the legal field.

	<ul style="list-style-type: none"> Equality: practical application in companies and HR. <p>Only one registration per person and in each edition can be made.</p>
Impact and validation	<p>Once the course has been completed, the Women and Equal Opportunities Institute issues the corresponding certificate.</p> <p>The course is completed after successfully passing the test of each unit.</p> <p>The certification is officially recognized as job training.</p>
Success factors	<ul style="list-style-type: none"> This training is officially validated. It is accessible, open, free and online. The catalogue of courses is very specific and adapted to different fields of professional application. The number of hours is reasonable and can be balanced with working.
Sustainability	<p>Regular updating of the courses and maintaining the online platform has kept this practice active.</p> <p>The design and functionalities of the platform and the training materials are simple and basic so the economic and human resources to keep it working are reasonable.</p> <p>The programme started with 500 available registrations and has now reached 42.000.</p>
Related resources developed	<p>There's a training manual and pdf materials for each course accessible upon registration for the course.</p>
Access details	<p>https://www.escuelavirtualigualdad.es/</p>

10	<p>SPAIN #Networking #GoodPractices #GenderEqualityAtWork</p>
Full name	<p>Red de empresas con distintivo "Igualdad en la Empresa" (Red DIE) "Equality in the Company" network (DIE network)</p>
Year initiated/ended	<p>2013, still ongoing</p>
Provider	<p>Instituto de la Mujer y para la Igualdad de Oportunidades, Gobierno de España (Women and Equal Opportunities Institute, Spain's Government)</p>
Target group	<p>The DIE Network is made up by 148 businesses, of which 35.8% are SMEs. They employ almost 253,000 people, of which almost 44% are women. The network is made up of companies and other types of entities that have obtained and kept the distinctive "Equality in the Company", that recognizes them as excellent businesses in the promotion of equal opportunities for women and men.</p>
Goal of the good practice	<p>The objective is the exchange of good practices in Gender Equality in the workplace, as a result of the activities the Network's own companies are implementing under the coordination of the Women's Institute.</p> <p>The main goal of the network is to build an equal working environment through the development of Equality Plans that turns the equality policy of the business into one of the main organizational strategies, contributing positively in the economic results of the company.</p> <p>The operational activity of the network is mainly virtual, through forum tools for online work groups, and face-to-face, in technical workshops. All of them co-financed by the European Social Fund.</p>

<p>Description</p>	<p>The Network connects through face-to-face meetings between companies in the form of technical conferences and also through a virtual workspace (E-Room), in which different activities are carried out, such as thematic work groups.</p> <ul style="list-style-type: none"> • Technical seminars. These conferences are developed on a topic agreed between the companies that make up the NETWORK and IMIO (gender violence, conciliation measures, equality in the selection processes, etc.). • Virtual workspace (E-Room). It is used to exchange knowledge, good practices, news, information on events related to equal opportunities among the companies in the Network, and to convey 2 different outputs: best practice guides and activity reports. <ul style="list-style-type: none"> – The good practice guides focus on a topic that is of interest to the companies of the Network and give rise to the compilation of the measures adopted by the companies of the Network. As an example: “Guide to good practices: equality between women and men in promoting professional careers” or “Guide to good practices: mechanisms and tools for evaluating equality in companies”. – The activity reports are a compilation of actions carried out by companies to commemorate outstanding dates in equality such as November 25 (International Day for the Elimination of Violence against Women), February 22 (Equality Wage Day) or March 8 (International Women's Day). <p>Additionally, studies are carried out based on the information that the companies provide on a specific subject. The latest studies have been “Good practices of conciliation and co-responsibility in the companies of the Red DIE” and “Management prevention of sexual and sexual harassment”.</p>
<p>Impact and validation</p>	<p>The DIE badge is valid for three years. In March of each year, the entities must submit a monitoring report of the activities related to the equality between women and men in their companies that is assessed by the Equal Opportunities Institute. After the third year they have to request the renewal of the certificate.</p>
<p>Success factors</p>	<p>The institutional support, the ongoing activities and monitoring year after year, adding this is a win-win programme, clearly focused on a subject that matters to all participants: how to improve the business and the impact on revenue through gender equality.</p>
<p>Sustainability</p>	<p>This is a programme supported by the ESF and the Government of Spain. The network is active by the boosting activity of the Equality Institute and because the remarkable businesses that are part of it, so it helps to join other companies.</p>
<p>Related resources developed</p>	<p>Resources available on the website (Spanish language): good practices guides and work papers www.igualdadenlaempresa.es</p>
<p>Access details</p>	<p>http://www.igualdadenlaempresa.es/redEmpresas/distintivo/home.htm</p> <p>Information on the technical workshops and activity reports: http://www.igualdadenlaempresa.es/redEmpresas/distintivo/jornadas_tecnicas.htm</p> <p>Information on studies and good practices: http://www.igualdadenlaempresa.es/recursos/monograficos/home.htm</p>

11	UNITED KINGDOM #GenderEqualityAtWork #CareerDevelopment #FemaleLeadership
Full name	Deloitte Gender Balance Plan
Year initiated/ended	From 2012 and ongoing.
Provider	Deloitte
Target group	Female employees and partners of the organisation.
Goal of the good practice	<p>To provide impact in a top down methodology.</p> <p>To increase the numbers of female leadership within the organisation and increase the number of female directors.</p> <p>To increase the percentage of women being ‘partners’ of the organisation.</p> <p>To analyse needs and provide equal opportunity to women.</p> <p>To incorporate effective gender diversity measures.</p> <p>To improve retention of mothers.</p>
Description	<p>Listening sessions with numerous women in the organisation to analyse needs and current issues in the workplace.</p> <p>The organisation runs mandatory inclusive leadership workshops to all partners.</p> <p>It focuses also on tackling implicit biases through Design Thinking human-centred approach. It uses principles of empathy, exploration, and experimentation to change unconscious stereotypes individuals may possess. The organisation has been tackling implicit biases from the first stage of someone’s career- the hiring process.</p> <p>Enabling women to work reduced hours as a leader and a partner in the organisation to increase female leadership in the organisation. This helps to allow progression for women who have children by providing flexibility.</p>
Impact and validation	<p>There has been a decrease in female attrition to below average in 2018 (16%).</p> <p>It has been validated by the Gender Equality Award in 2019.</p> <p>A rise of 8% in the promotion of females to leadership positions from 2018.</p>
Success factors	<p>A need for top down methodology.</p> <p>A strong analysis of needs of women and good listening skills.</p> <p>The involvement of all parties of the organisation to engage in training.</p>
Sustainability	<p>Compiling analyses and reports on the outcomes of the existing measures.</p> <p>Engagement of the whole organisation.</p> <p>Flexibility over time, with societal changes further adaptations to a Gender Equality Plan is needed.</p>
Related resources developed	<p>Collection of Open Educational Resources for further reading on the organisation’s website.</p> <p>Podcasts have been recorded around gender equality.</p> <p>Regular production of articles around gender equality around a variety of specific topics.</p> <p>Figure identifying the methodology to tackle implicit bias:</p>

	<p>Figure 1. Design thinking applied to implicit gender bias</p> <p>Source: Deloitte analysis. Deloitte Insights deloitte.com/insights</p> <p>To read more information about the methodology, access this link: https://www2.deloitte.com/uk/en/insights/topics/value-of-diversity-and-inclusion/design-thinking-business-gender-bias-workplace.html</p>
<p>Access details</p>	<p>https://www2.deloitte.com/uk/en.html +44 (0)20 7936 3000 https://www2.deloitte.com/uk/en/footerlinks/contact-us.html?icid=bottom_contact-us</p>

<p>12</p>	<p>UNITED KINGDOM #GenderEqualityAtWork #CareerDevelopment #FemaleLidership</p>
<p>Full name</p>	<p>Inspiring Future Women Leaders Programme</p>
<p>Year initiated/ended</p>	<p>2015 and ongoing.</p>
<p>Provider</p>	<p>MI5 Security Service</p>
<p>Target group</p>	<p>Women and disadvantaged females</p>
<p>Goal of the good practice</p>	<p>To inspire more female leaders. To increase the number of females in leadership positions. Generally, create a gender balance in the whole workforce in the Security Service. Decrease the gender pay gap. To engage in active talent management of women.</p>
<p>Description</p>	<p>MI5 has focused on increasing female applicants to senior management positions by analysing the marketing materials which are published. They have committed to amending job descriptions to fit all the genders and under-represented groups. MI5 has also begun using varied advertising channels to recruit more women.</p> <p>Furthermore, mentoring is offered to female staff to coach them to become more confident and apply for a promotion.</p>

	<p>MI5 has carried out events as part of the Inspiring Future Women Leaders Programme to increase soft skills and women reported an increase in their self-efficacy.</p> <p>Furthermore, there have been many informal support networks developed for women to share their stories and connect.</p> <p>MI5 has also been protecting women who have taken leave due to maternity by keeping jobs available upon their return.</p>
Impact and validation	<p>There has been a significant level of impact of MI5's efforts to promote gender equality and promote confidence in future female leaders.</p> <p>"In 2016, 47% of applicants to MI5's Senior Manager promotion gateway were female, up from 38% two years ago" (Gov.uk, 2016).</p> <p>Prior to the programme, only 41% of women agreed with the statement "I feel confident in myself as a leader", which increased to 97% afterwards.</p> <p>MI5 has also won many awards:</p> <p>Top ten organisations of the Stonewall Workplace Equality Index (and were awarded first place in 2016)</p> <p>One of the best practices on how employers support LGBT staff</p> <p>Gold banding for Gender in 2015 and 2016</p> <p>In 2016, MI5 received Business in the Community Diversity and Wellbeing Benchmark (this evaluates various areas such as career progression, recruitment, supplier diversity, and senior management and board representation of ethnic minorities and women).</p> <p>MI5 has been accredited Disability Confident Level 2.</p> <p>In 2017 they received a mention in 'The Times Top 50 Employers for Women'</p>
Success factors	<p>A diversity and equality board or representative within an organisation to focus on increasing female representation.</p> <p>Social understanding of gender equality.</p> <p>Training for the psychological and social influences on female equality and ways this is hindered within society.</p>
Sustainability	<p>Ongoing progress of interventions to achieve gender equality.</p> <p>Setting plans for desired gender equality outcomes. For example, identifying a goal for the next 5 years in the number of women in leadership positions within the organisation.</p> <p>Commitment of the organisation.</p>
Related resources developed	<p>MI5 has published a Gender Pay Gap report in 2019 and in previous years. They have also published articles to promote empowerment and show their support to female leadership and their role as an advocate for gender equality.</p>
Access details	<p>https://www.mi5.gov.uk/</p> <p>https://www.mi5.gov.uk/contact-us</p>

4 Recommendations, conclusions

It seems clear that there is a gap between what the law states and everyday practice. This does not mean that citizens are breaking the law but gender inequality and discrimination are embedded in social practice. A systemic process, involving learning by doing and a reflection process rather than a theoretical approach, is needed.

Systemic works at different interconnected levels so provides effective training

- We cannot isolate areas, i.e. addressing equality at work but forgetting that support should be both inside and outside the working environment, for example the “maternity” issue. Bear this in mind when designing the lessons/modules.
- This is social or group learning rather than individual learning. Even in the case of individual online learning, provide examples, resources and group exercise dynamics for team working.

We assume that this is a challenge for an online course that will be followed by individual learners in different countries.

The research shows some preferences and trends in learning styles:

- Avoid being general and choose topics based on real struggles. This can narrow the scope of contents and be more effective.
- Include diversity in gender issues in the content.
- All of us, even those more aware, sometimes show an unconscious gender bias; exercises/examples analysing our reactions to everyday situations are suggested.
- Blended learning is the preferred option for personal interaction and exchange with peers but most respondents also feel comfortable with online training. This means that in case of exclusively online training the course has to provide an environment in which the learner feels he/she is connected to others (forums, social media, etc.): the learning space must be a mix of innovation, creativity, collaborative spaces, multimedia and tailored experiences in a user-friendly and reliable space to keep the learner engaged.
- Short duration courses of 10 h. and sessions 40 minutes.
- Consider all potential barriers for accessing the course, both personal and technical.

It is important that the design of the FENCE curriculum and platform meet some of the general motivations of learners in undertaking training:

- 1) Social: meeting new people on the course.
- 2) Functional: helping them in their day-to-day lives.
- 3) Work: helping them achieve a work goal (certificates / accreditation normally required).
- 4) Education: a course may be a pre-requisite for studying a university course (e.g. the IELTS for studying at a UK university when English is not your native language).
- 5) Personal growth: learning for the sake of self-improvement.

5 Literature, resources

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RESOURCES:

- Gender Equality Strategy 2020-2025, European Commission: https://ec.europa.eu/commission/presscorner/detail/en/qanda_20_357
- European Institute for Gender Equality: <https://eige.europa.eu/>
 - Further information on gender mainstreaming policies in Europe, per country: <https://eige.europa.eu/gender-mainstreaming/countries>
 - Gender Equality Index in Europe: https://eige.europa.eu/sites/default/files/documents/20190360_mhaf19001enn_002.pdf
 - Gender Equality Training: <https://eige.europa.eu/gender-mainstreaming/toolkits/gender-equality-training>
 - Gender Mainstreaming Toolkit: <https://eige.europa.eu/sites/default/files/mh0416171enn.pdf>
 - Institutional Transformation: <https://eige.europa.eu/gender-mainstreaming/toolkits/gender-institutional-Transformation>
 - Gender Impact Assessment: <https://eige.europa.eu/gender-mainstreaming/toolkits/gender-impact-assessment>
- Gender Gap:
 - <https://www.weforum.org/reports/gender-gap-2020-report-100-years-pay-equality>
 - <https://alleyoop.ilsole24ore.com/2019/12/17/global-gender-gap/>
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CYPRUS:

- National Machinery for Women's Rights (NMWR): http://www.mjpo.gov.cy/mjpo/mjpo.nsf/page22_en/page22_en?OpenDocument

GREECE:

- General Secretariat for Family Policy and Gender Equality, Greece: <http://www.isotita.gr/>
- CSR Hellas https://www.csrhellas.net/network/sdgs/5-isotita_ton_fylon/
- CSR HELLAS: <https://www.capital.gr/epixeiriseis/3437313/csr-hellas-stoxos-biosimis-anaptuxis-sdg-5-i-isotita-ton-fulon>
- Gender public debate <http://nosexism.isotita.gr/>
- Innovation and employability for woman http://www.iewomen.eu/1_1/ieWomen

ITALY:

- Department of Equal Opportunities at the Presidency of the Council of Ministers: <http://www.pariopportunita.gov.it/>
- Gender Studies at University: <https://thevision.com/attualita/studi-di-genere-universita/>

ROMANIA:

- National Agency for Equal Opportunities: <https://anes.gov.ro/>
- FWF GENDER FACT SHEET - ROMANIA 2019: <https://api.fairwear.org/wp-content/uploads/2019/02/9.-Romania-Gender-Fact-Sheet.pdf>
- Denton's Team, 2019: <https://www.dentons.com/en/insights/alerts/2019/may/29/news-on-gender-equality-treatment-in-romania>
- UNDP Romania, Gender Equality and Women's Empowerment in Public Administration file:///E:/FENCE_IO1_RO/%CE%92%CE%99%CE%92%CE%9B%CE%99%CE%9F%CE%93%CE%A1%CE%91%CE%A6%CE%99%CE%91/RomaniaFinal%20-%20HiRes.pdf
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https://www.undp.org/content/undp/en/home/librarypage/democratic-governance/public_administration/gepa2.html

SPAIN

- Institute for Women and Equal Opportunities: <https://www.inmujer.gob.es/>

UNITED KINGDOM

- Equality and Human Rights Commission: <https://www.equalityhumanrights.com/en>
- Gender equality at work: <https://www.cipd.co.uk/news-views/viewpoint/gender-equality-work>
- Gender Pay Gap report 2019 : <http://downloads.bbc.co.uk/aboutthebbc/reports/reports/gender-pay-gap-2019.pdf>
- Five things to promote gender equality at work: <https://www.theguardian.com/women-in-leadership/2016/apr/20/five-things-to-promote-gender-equality-at-work>
- Gender equality resources: <https://www.ethicaltrade.org/issuesgender-equity/gender-equality-resources>
- Gender equality: <https://www.theguardian.com/global-development-professionals-network/2016/mar/14/gender-equality-women-girls-rights-education-empowerment-politics>
- Gender equality resources: <https://www.theguardian.com/global-development/2010/sep/14/gender-equality-resources>

Annex 1. Examples of training models per project countries

CYPRUS

Programme Title	Knowledge	Skills	Competence	EQF level*
Actions for reducing gender pay gap	Highly specialised knowledge in the field of gender pay gap, and critical awareness for its implementation.	Through manuals, guides and assessment tools, the participants developed the ability to recognize whether the equal pay legislation is implemented. They are also able to find out the reasons and suggest solutions to the parties involved.	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches. Take responsibility for contributing to professional knowledge and practice and for reviewing the strategic performance of teams	Level 7
HeforShe	Knowledge of facts, principles, processes and general concepts in the field of gender stereotypes and gender equality at the workplace.	Recognition of Gender discrimination, problem solving and crisis management and disputes between colleagues	Take responsibility for gender equality at the workplace, adapt their own behaviour in this context to solve problems	Level 3
Breaking the Mould: Promoting Gender Equality in Cyprus	Basic factual knowledge on the field of gender stereotypes.	Basic cognitive and practical skills required to act based on gender equality as an important principle.	The participants had their training under supervision and they gained some autonomy	Level 2

*The EQF reference system evaluation is not available for the projects below. However, they are given an indicative evaluation level based on the information we collected.

GREECE

Programme Title	Knowledge	Skills	Competence	EQF level
Astrapi EU Project Active Strategies for Prevention and Handling Sexual Harassment Incidents	To implement intervention measures in preventing and handling sexual harassment in the world of work. To develop educational material/curricula To develop a Risk Assessment instrument measuring the incidence and prevalence of sexual harassment in the workplace	The participants will be able to implement strategies that effectively address issues relating to sexual harassment in workplaces. Also, to develop a Risk Assessment instrument measuring the incidence and prevalence of sexual harassment in the workplace.	Tools and strategies to measure the incidence and prevalence of sexual harassment in the workplace.	N/A
Gender Equality Awareness Raising against Intimate Partner Violence – II(GEAR against IPV -II)	To train teachers in primary and secondary prevention of Intimate Partner Violence in adolescents’ relationships through interventions in the school or in other settings, guided by specially designed educational material and aimed at secondary school students’ awareness raising and empowerment.	Sensitization of teachers on gender stereotyping, IPV/dating/sexual violence in adolescents and child abuse and neglect issues (theoretical training) Building capacity of teachers in order to be able to implement workshops with children and adolescents (students) at schools (mainly experiential training in small groups, but also theoretical training) Building capacity of teachers in order to be able to identify, handle and appropriately refer for further support children who are victims of CAN and/or who are exposed on IPV at home (witnesses of IPV), as well as adolescents who are victims of IPV, dating violence or sexual violence.	Booklet III: “GEAR against IPV” Teachers’ Manual	N/A

ITALY

Programme Title	GENDER STUDIES AND POLICIES
General aim	To cultivate and strengthen the relationships between training and the different demands that come from our societies that are undergoing profound and rapid transformation and which, in order to receive adequate and relevant practical responses, require updating on a theoretical and conceptual level.
General content	<p>11 modules:</p> <ol style="list-style-type: none"> 1) Features: theoretical-political features of feminisms, gender, difference. Six meetings dedicated to female authors to orient participants in the constellation of feminisms. 2) Philosophical-Historical: genealogies of political thought in women's and feminist movements. For an update of research and tools for action and intervention analysis. 3) Policies: starting from some themes identified as urgent to read and act on the present - sexual and reproductive rights, labour and human rights, feminist spaces, migration, environmental crisis, citizenship - the module aims to provide a status quo picture and its possible transformations, and to develop a reflection on feminist practices that investigate political action inside and outside institutions. 4) Interculture: post-colonial and decolonial feminisms. Transnational movements of women, new forms of relationships across borders. 5) Narrations: narratives from the future in revolt. Theoretical-practical tools to question in a different way the relationship between narratives, patriarchal violence and feminist practices. 6) Strength: an innovative approach to the concepts and practices of strength, in its connection to gender. The "Myth of Virile Force" indissolubly connects Force to Violence, conceiving it only as masculine and muscular, as opposed to a weak and submissive feminine. 7) Arts: corporeity / imaginaries / arts / activism. Including a practical-theoretical workshop in collaboration with the Arts Festival "Short Theatre". 8) Communication and media: critical investigation of the social processes of gender representation and presentation of ongoing actions in this area. 9) Sciences: life sciences and self-determination. Analysis of the interconnections between living matter and scientific innovations, keeping track of the changes that have occurred in the history of thought. 10) Law, Rights and Justice: legal feminism. Theories and issues. 11) Power/Strength: participants can listen to and face women who have managed and manage political and organizational power at high levels and in different contexts, and to reason with them about the knot of power and authority.
Provider	Roma Tre University
Target group	<p>The Master is open to all those who have at least a Bachelor's degree. It is particularly recommended for:</p> <ul style="list-style-type: none"> - school teachers at all ages - public administration staff - personnel of all levels in the private sector - aspiring journalists(s) or other figures involved in communication and media - social workers/operators - political representatives and technical staff employed on the related staff

	<ul style="list-style-type: none"> - participants from active citizenship associations and non-governmental organisations - students wishing to apply for EU research grants
Duration	11 modules. Each module last from 6 to 8 sessions. Each session last from 3 to 5 hours.
Delivery method (e.g. on-line; classroom; blended; autonomous)	<p>Most of the modules are provided face to face, others remotely with live online (during the lockdown for the Covid-19 emergency, only via live online). In addition, some modules are provided through residential summer school.</p> <p>Speeches and lectures by key experts.</p> <p>Internship at different organizations.</p> <p>For those who attend the entire Master's course, an internship is planned, recognized by the University of Roma Tre and by the partner, at various institutions.</p>
IT used	Usual tools in the face-to-face, Facebook live (during the lockdown period for the Covid-19 emergency)
Qualifications at the end of the programme	First level Master's degree
Why did you choose it?, Learning innovation, if applicable	<p>The programme is modular and flexible to reconcile studies and other responsibilities.</p> <p>The topics covered are various and range from the most theoretical-philosophical to the most practical and concrete ones. It also provides speeches by key actors, case studies and residential summer school.</p> <p>Knowledge, skills and competences can be used for many different job opportunities.</p>

Programme Title	MASTER IN DIVERSITY MANAGEMENT AND GENDER EQUALITY
General aim	To provide participants with the tools to know, design, evaluate and communicate diversity management and gender mainstreaming policies.
General content	<p>All aspects of Diversity and Inclusion - multicultural differences, generational differences, differences related to sexual orientation, equal gender opportunities, inclusion of disabilities - maintaining a privileged and transversal focus on gender equality aspects.</p> <p>The total duration of the Master's is 96 hours; it is made up of the following modules:</p> <ol style="list-style-type: none"> 1) Gender and stereotypes, Italian and European regulatory framework on anti-discrimination and gender equality policies 2) Gender Equality plans, inclusive language and Unconscious bias 3) Legal aspects of Diversity and Inclusion (D&I) management, HR, and inclusive leadership 4) Welfare management and case studies from companies 5) D&I and sexual orientation 6) D&I, Ageing and disability 7) Multiculturalism and gender-based violence 8) Diversity, Inclusion and Innovation in the era of Digitalization <p>All participants will be involved in the definition of diversity & inclusion projects to be carried out in companies or public or non-profit organizations. The project work will lead to the preparation of a final document.</p>
Provider	Fondazione Giacomo Brodolini
Target group	<p>Max 25 participants, selected through CV and cover letter, amongst:</p> <ul style="list-style-type: none"> • experts in human resources management and change managers

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	<ul style="list-style-type: none"> • policy makers • professional trainers in the public and private sector • equal opportunities and social inclusion practitioners involved in public, private or third sector • scholars and researchers holding a university degree (three-year degree) or a degree (three-year or postgraduate post-reform degree, or four-year pre-reform degree)
Duration	96 hours split in 8 thematic weekends - which can also be attended separately + project work
Delivery method (e.g. on-line; classroom; blended; autonomous)	<ul style="list-style-type: none"> - Classroom (8 weekends), including lectures by leading experts mainly from the world of work/business - Autonomous/project work (design of diversity & inclusion projects to be carried out in companies or public or non-profit organizations) - Workshops
IT used	Usual tools for face-to-face learning
Qualifications at the end of the programme	Attendance certificate
Why did you choose it?, Learning innovation, if applicable	The Master's offers a strong theoretical basis, tools and texts, and a wide space for the work in groups and the discussion among participants from different working and academic backgrounds. The dialogue with experts on the issues, the connection with the business sector. The project works are presented to professionals coming from public and private sector (economic players), an opportunity to meet possible employers and to find funds for innovative ideas. Training that can be spent in the most diverse work contexts.

ROMANIA

Programme Title	Knowledge	Skills	Competence	EQF level
Association for Liberty and Gender Equality - A.L.E.G.	To implement intensive training seminars for high-school teachers and school counsellors in Sibiu/Romania with the goal to raise awareness on issues related to gender stereotypes, gender-based violence and gender equality. To provide support to students experiencing abuse in their relationship and/or in their families	<p>The participants will be able to implement strategies that effectively address issues relating to sexual harassment in workplaces. Also, to develop a Risk Assessment instrument measuring the incidence and prevalence of sexual harassment in the workplace.</p> <p>The teachers adopt the role of students, approaching in this way the crucial subject of the gender equality “through the student’s eyes”. There is a great emphasis on working and questioning the adults in the context of gender stereotypes.</p>	Simulation of the “GEAR against IPV” Workshop	N/A
“Effective Criminal Justice Strategies and Practices to Combat Gender-based Violence in Eastern Europe”	To consolidate the participants’ knowledge of, and skills in noticing, the signs and signals of violence and referring them to specialist support services. To improve the attitude and behaviour of criminal justice practitioners towards victims of gender-based violence and perpetrators, to avoid secondary victimization.	The participants are strengthened in improving multidisciplinary co-operation while interaction regarding gender-based violence cases can contribute to better meeting the needs of victims.	Training course	N/A

SPAIN

Programme Title	Knowledge	Skills	Competence	EQF level
Technical Diploma in Promotion of Gender Equality	<ul style="list-style-type: none"> Models of social intervention and methods of analysis. Principles of planning and design of community projects. Legal framework: regulations on gender equality and other legislation (data protection, employment, social assistance, etc.). How to create and consolidate, support groups and other organizational models. Concepts of gender equality awareness and the application of a gender perspective in the social, employment and leisure fields, etc. Social participation and gender. Group dynamics and gender. Decision making and empowerment. Theory on ill-treatment. Prevention and strategies. Assistance of victims of gender violence and institutions involved. 	<ul style="list-style-type: none"> Social and interpersonal skills. Management skills to support the implementation of projects and programmes. Skills for writing reports, protocols, evaluations and presentations. IT skills for interaction and communication both at the organizational level and in networks. IT skills for the collection, analysis and treatment of information. Teamwork skills: boosting and facilitation of groups. Creation of networks. Coaching for the assistance to women victims of violence and their child. Guidance skills in training / employment itineraries. Skills for job prospecting and detection of employment sources. 	<p>Promote and maintain communication channels with stakeholders, incorporating the gender perspective.</p> <p>Favour the participation of women and the creation of stable networks that, from a gender perspective, promote the change of attitudes in society and the "empowerment" of women.</p> <p>Detect and inform bodies, businesses, women and players in the intervention environment on labour relations and employment in conditions for effective equality of women and men.</p> <p>Able to participate in the implementation and evaluation of projects for the effective equality of women and men.</p> <p>Able to detect, prevent and support women in situations of violence against women.</p>	5
Modular graduate programme of professional development In Equality and Gender. Training of Equality Agents	<p>Theoretical principles and knowledge about:</p> <ul style="list-style-type: none"> Regulation and Transversality of the Principle of Equality in Spain and in the European Union. Regulatory framework Prohibition of Discrimination by Birth, Race, Sex, Age, Religion, Opinion, Health and Other Conditions or Social and Personal Circumstances. 	<ul style="list-style-type: none"> Management skills for the design and implementation of projects and programmes. Technical skills for writing projects, reports, protocols, evaluations and presentations. IT skills for interaction and communication both at the organizational level and in networks. 	<p>Ability to carry out the analysis, diagnosis and preparation of gender impact assessments that allow legislative improvements to be adopted</p> <p>Assessment of the differences on the cultural roles of women and men, the nature of the relations between the sexes and their respective social realities, life expectations and</p>	7

	<ul style="list-style-type: none"> • Equality Health, Education and Immigration. • The Equality Act of 2007 in Spain. • Gender violence. • Equality of Women and Men: Political, Social, Economic and Cultural Participation. • Gender Impact Assessment: Concept and Regulation in Spain. • Regulations and policies on equality and gender in education. • People with natural physical, mental, intellectual or sensory factors of social differentiation. 	<ul style="list-style-type: none"> • IT skills for the collection, analysis and treatment of information. 	<p>economic circumstances within the framework of the labour relations in organisations and public bodies.</p>	
<p>Training course on Equal Opportunities in Business</p>	<ul style="list-style-type: none"> • EQUALITY in relation to Social Policies on Human Rights. • Legal framework of the concept of EQUALITY in the world of work and Social Security. • Awareness of inequality of opportunities. • Concepts and practices on work-life balance. • Equality plans, basic concepts, basic aspects and application. 	<p>Management skills to support the implementation of equality plans in the workplace.</p>	<p>Apply and integrate the EQUALITY Plans into the situation within the organisation.</p>	<p>Non formal</p>

UK

Programme Title	Knowledge	Skills	Competence	EQF level
Gender Equality	This training course provides a more in depth and specialised, factual, and theoretical knowledge within work to build more awareness. It promotes the awareness of the boundaries of that knowledge.	Those who attend this training will be provided with a more comprehensive training of cognitive and practical skills which help to develop creative solutions to abstract problems. As the training is very in depth, more understanding will be developed.	The competencies this training will develop is being able to be able to work independently to the guidelines established and adapt accordingly. It will provide an individual with the ability to supervise others on the matter of gender inequality.	Level 5
Equality Act 2010	The training course provides factual and theoretical knowledge on the context of gender equality to apply within work.	Individuals who attend the training will be provided with cognitive and practical skills to understand and deal with issues around gender inequality in the workplace. They will be able to tackle specific problems.	A competency to have the ability to experience management and supervision in the workplace where change can occur. It will aid the individual to review the performance on the topic of gender equality in the self and in others.	Level 4
My story - Harassment and bullying at work	This training provides more basic factual knowledge within work and the experiences of women.	This training provides basic cognitive and practical skills around understanding, recognising and tackling gender inequality. It will provide individuals with some tools to tackle it and deal with the challenges that come.	To be able to adapt own behaviour to solve problems and understand situations more deeply.	Level 3
Tonic - Training for performing arts organisations	This training is a factual and theoretical training directly applied for arts organisations.	Those who attend the training will be provided with cognitive and practical skills to understand and deal with issues around gender inequality in the workplace. They will be able to tackle specific problems.	A competency to have the ability to experience management and supervision in the workplace where change can occur. It will aid the individual to review the performance on the topic of gender equality in the self and in others.	Level 4