



Co-funded by the
Erasmus+ Programme
of the European Union

FENCE



FIGHTING GENDER BIAS

IO4- The Methodological Guide

A GUIDE TO THE FENCE LEARNING PLATFORM

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1. Executive summary

Welcome to the FENCE training programme on tackling gender bias and stereotypes.

This guide is designed to explain the FENCE training; what it is and why it is important; its aims; how to get the best from the materials and how you and others will benefit. It has been created to assist users, both facilitators and individual learners in making the most of the FENCE opportunities.

The training is designed to meet needs that were identified in research conducted in 2019, at the start of the FENCE project. The knowledge gained from the research has underpinned the entire project and is available in a Review Report, which can be found here: [The FENCE review paper](#)

Here is a brief summary of the contents of this guide:

Why is gender bias important and what are the issues?

Why is training needed?

Information about the FENCE research, on which the training is based.

How to understand your audience and what you need to take into consideration. This contains examples of possible constraints you might face such as language or cultural barriers.

How to approach the training if you are a trainer working with a group face to face or remotely with advice on coaching and mentoring techniques for both contexts.

Suggestions on how individual learners can make the most of what FENCE has to offer.

Practical help in getting started.

Details of the seven modules.

Case studies of different scenarios to inspire you.

Assessment activities and how to use them.

Recommendations for how to continue your interest in tackling gender bias.

2. Introduction

Gender bias is the tendency to prefer one gender over another. It is a form of unconscious bias, or implicit bias, which occurs when one individual unconsciously attributes certain attitudes and stereotypes to another person or group of people. This affects how the individual understands and engages with others.

The roots of FENCE lie in the acknowledgement that gender bias and stereotypes persist in various ways across much of Europe. Gender stereotyping 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.

FENCE is an acronym for Fighting Gender Bias and Contributing to Gender Equality. The main aim of FENCE is to support the European Commission's aims to foster gender equality by creating a training programme on gender bias.

Stereotypes and bias about gender can cause unequal and unfair treatment and cause personal or social perception and reflections concerning for example personality traits, domestic behaviours, occupation and physical appearance. Discrimination and inequality against women demands continuous and coordinated actions and training tools to help make groups, organisations and individuals 'gender empowered' and 'gender sensitive'.

FENCE training addresses empowerment and capacity building actions for individuals primarily as 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 FENCE training is freely available and suitable for anyone interested in gender bias, prejudice, stereotypes and how to combat them.

The training programme has been produced by seven partners from six countries, who have come together to collaborate on this Erasmus+ funded project.

The partners have expertise in different aspects of the subject; they include management consultants, HR specialists, universities, NGOs, charities working with minority groups and training organisations.

The partners are:

- [Dacorum Council for Voluntary Service](#) (UK) is a charity providing volunteer-based services for the local community. They are project leaders for FENCE.
- [CSI](#) (Cyprus) - The Centre for Social Innovation - is a research and development organisation focussed on fostering social innovation to bring about positive change.
- [Documenta](#) (Spain) is a non-profit organisation working in the field of applied social research.
- [Gripen](#) (Romania) is an innovative organisation in the field of digital services with emphasis on research, culture and education.
- [Inova](#) (UK) is a female-owned consultancy working in the field of gender, equal opportunities, entrepreneurship and career development.
- [Programma Integra](#) (Italy) is a social cooperative promoting social inclusion.
- [Xenios Polis](#) (Greece) is a non-profit educational and research organisation working in culture, education, training and social welfare.

This guide is aimed at trainers who would like to carry out the FENCE training online or face-to-face, and at learners who wish to embark on gender equality training independently or with the support of a trainer.



The guide firstly presents the rationale for the project, and how it came into being; then looks at the background research on which the training is based. Detailed consideration is given to different audiences and their needs, with helpful advice for trainers, followed by advice for individual learners. There is a variety of case studies to inspire and encourage you, and a detailed summary of the modules to help you plan your training programme. Advice is given on how to use and get the best out of the assessment activities, followed by recommendations on how to progress training further.

Welcome to this guide. We hope you enjoy reading it.

3. Why is improving gender equality and tackling stereotypes and gender bias important?

Gender stereotyping can limit the talents and abilities of all genders. It can impact educational and professional development due to deeply engrained attitudes, values and norms against certain genders. Stereotypes and bias about gender can cause distorted perceptions due to (for example) occupation, appearance and personality traits, resulting in unequal and unfair treatment. It limits the development of the natural talents and abilities of all genders, as well as their educational and professional experiences and life opportunities.

Gender stereotyping and bias can also affect organisations and companies. It perpetuates broader societal structures which provide a hostile environment to work in, affects reputation and limits the confidence of workers.

Tackling gender bias and stereotypes is extremely important for gender equality issues. Gender equality is one of European Union's most important principles and it aims to ensure that all genders are free to live and pursue life without discrimination. Rights, opportunities and access of all genders need to be ensured and protected. The importance of tackling gender bias has been recognised by the European Union, and this project sits alongside other European initiatives, such as the [Gender Equality Policy, the Strategy for Equality between women and men and the Gender Equality Horizon 2020.](#)

However, although gender equality has been a key European goal, gender equality has still not been achieved in EU member states and more than one third of Europeans believe that gender stereotypes are reflected in professional occupations, in the wider economic dependency of women and in the unequal division of labour and responsibilities. These findings apply to all EU states and in our case, in the participating countries of UK, Spain, Italy, Greece, Cyprus and Romania. The Gender Equality Index (EIGE-European Institute for Gender Equality) ascribes the following scales of 71.5% for the UK, 68.3% for Spain, 62.1% for Italy, 58.9% for Greece, 55.1% for Cyprus and for Romania 52.4%.

_This shows the extent to which efforts to tackle gender inequality need to be redoubled, to ensure that those affected can fulfil their dreams, and achieve equal opportunities in society.

4. The research and basis of the FENCE Curriculum

The FENCE course is based on the findings of the project's research, which can be found here: [The FENCE review paper.](#) It underpins the principles and all outputs of the project.

The research, which was carried out in six countries in Europe, looked at the status of training on gender related issues and the extent to which the subject is taught at university level.

The Review Paper contains details of the legal and social context in each country and a collection of good practices as inspiration. In addition, the results of interviews with potential beneficiaries and stakeholders and a survey are analysed for guidance for the contents of the curriculum.

The research highlighted the need for various topics to be included in the FENCE training as they were often overlooked elsewhere, for example:

- Inclusion of diversity in gender issues
- Unconscious gender bias
- Analysis of everyday situations
- Practical exercises and examples

Once the research had been completed the project team created a tailored training curriculum, which was tested with target groups, as well as digital resources – including a website and training platform – and a policy book for how to improve and implement gender equality policies in future.

5. Why is the training course needed?

Desk research undertaken by the FENCE project team shows the need for gender equality training to help people combat gender bias and stereotyping in their daily lives, and this was reinforced by the team's original research (2019) as found in [the FENCE review paper](#)

The workplace is typically where many examples of gender inequality can be found, for example:

- The professions suffer from a gender bias. In the healthcare and the education sector we tend to see many women in teaching and support roles, and a disproportionate number of men in senior roles as deputy heads and head teachers. Similarly in healthcare, there tends to be a larger number of men in senior roles.
- Gender discrimination takes many forms and touches on many aspects of our lives. Examples include the pay gap between men and women; prejudices and stereotyping of jobs according to gender, the need to reconcile the demands of work and a private life, the roles of men and women in society, gender discrimination amongst vulnerable groups, and violence towards women.

Any one of us might encounter gender bias at any time, but we do not necessarily recognise it, nor know how to tackle it. Equally, we might not know how to foster a positive culture in the workplace to prevent bias in the first place nor combat the root causes of that bias.

This project and the course materials have been designed to do just that.

The aims of the FENCE Curriculum include:

- Make individuals and organisations aware of gender equality issues.
- Build gender competence.
- Empower people to combat gender bias in their own context (e.g., through starting initiatives/campaigns in their workplace).
- Support trainers to develop skills such as collaboration, engagement, information management, evaluation and interpretation, experimentation, problem solving and decision making.

6. Who can use the FENCE course?

FENCE is suitable for anyone who wishes to improve their understanding of gender bias and is interested in how to promote equality of all genders. The materials developed have been designed to help empower individuals, primarily in the public and voluntary sectors, to recognise and fight stereotypes and bias against gender.

The materials are therefore aimed at adults. They are suitable for individuals working through the modules remotely or groups of people facilitated by an educator. In both cases, this guide refers to the people undertaking the course as 'learners'. The materials are also aimed at facilitators wishing to carry out the FENCE training in their own work. In this instance, professionals wishing to carry out this training are referred to as 'facilitators' and 'trainers'.

The course is suitable for use with organisations of any size, both staff and volunteers. The materials are comprehensive, free to use, flexible and adaptable for different audiences. They use a mix of information, videos, games, reflective questions and case studies to raise awareness of the problems associated with gender and give ideas on how to tackle them.

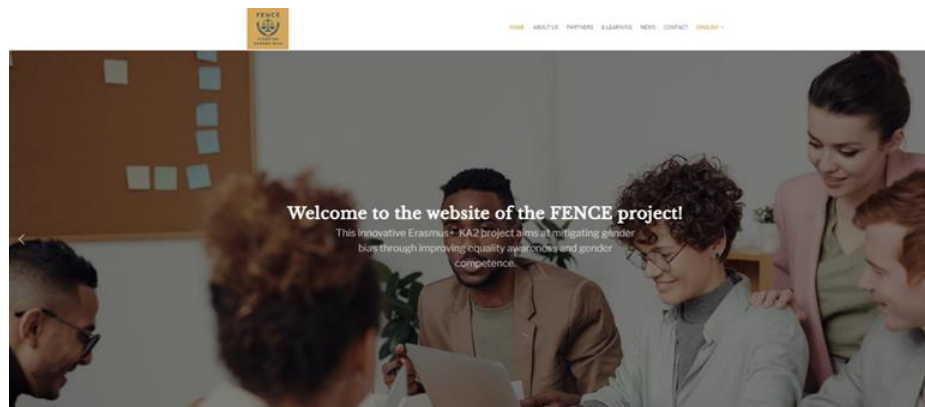
There is also a special focus on:

- Public bodies
- NGOs (Non-Governmental Organisations)
- CSOs (Centres for Social Organisation)
- Immigration organisations
- 3rd sector organisations (charities)
- Local authorities

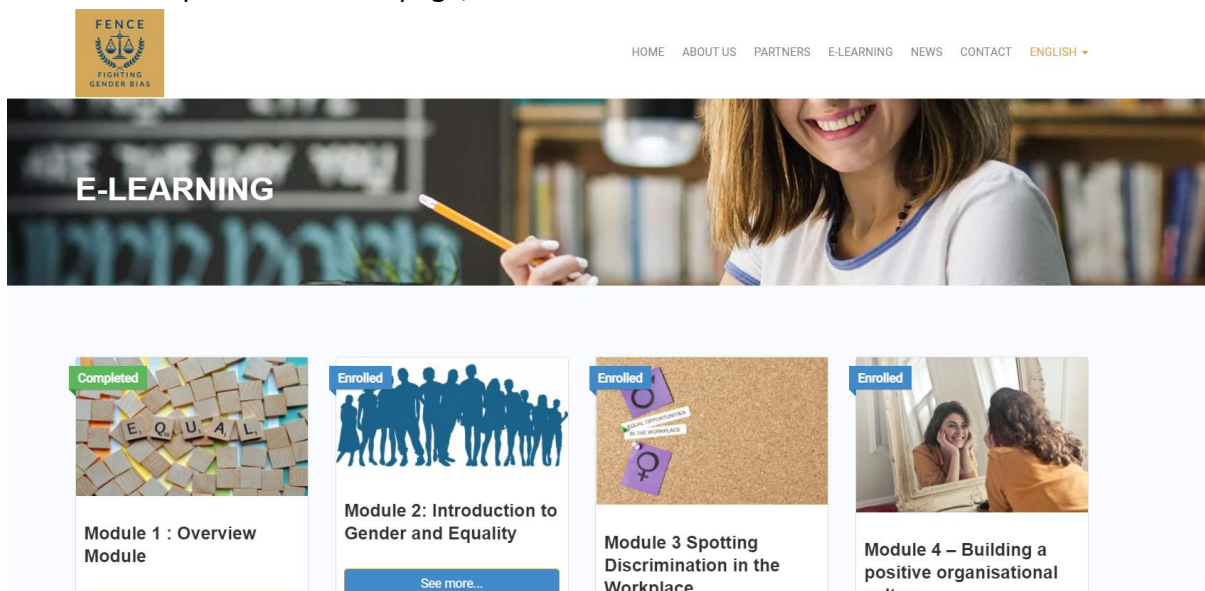
- Social services

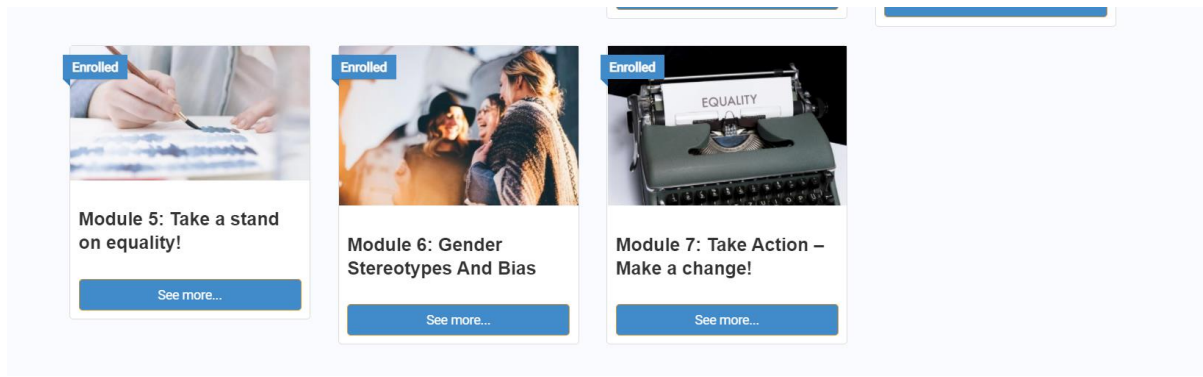
7. How do I start?

The first step is to look at the [FENCE website](#). You will find the FENCE training on the training platform where you can register using your email, a username and a password. The registration link is [here](#). After registration you can log in [here](#). Each user needs their own account and not share their information with other users.



Once you are logged in, you can navigate to the homepage of the platform which shows all the available modules, as you can see below. By clicking on a module, you can enrol and can find a short description of the module. The first module is the FENCE Overview Module where you can learn about all the other modules. Each module, except the first, consists of a number of units and each unit includes topics and a workshop with different kinds of activities. To return to the platform's homepage, click on the title of the module.





8. Using the FENCE curriculum in a group setting

As a facilitator who wishes to train individuals using the FENCE methodology, your role is to guide, support and encourage learners. You may be facilitating this programme in a group setting or on an individual basis. This next part of the guide will present useful information to support you with the facilitation. You can also find information on tips and tricks to keep in mind in face-to-face delivery versus online delivery.

a. Understanding your audience

If you are an educator tasked with training employees or learners on gender-related- issues, the FENCE Curriculum has been designed to be easy to use.

The first step is to understand your audience – who are your learners? You might for example, find yourself talking to non-native speakers with different expectations of the course; or to people who are senior in their organisations and believe they are already able to tackle gender issues without any further training.

There are a few things to take into consideration, to help you shape the course according to your learners needs:

- **Language**

What are the students' abilities in the language you will be using? Before you begin your training programme, find out any specific needs relating to ability to understand, write or speak the language you will be facilitating in. If possible, ask your learners to bring a translator, or provide a translator in the session.

You may be working with individuals who may have limited language skills. In this instance, you can offer to send materials prior to the session for them to review and

translate if necessary. It is also useful to prepare a glossary of key terms if you feel this is necessary. This will aid your learners in understanding key concepts.

You may also have learners with certain learning difficulties including dyslexia, dysgraphia, amongst others. It is important to identify any needs prior to the training and discuss with your learners any tools and materials that you can provide which will support their learning.

Think carefully about the terminology and how you might simplify the language you use for those with low linguistic skills. If an individual mentions that they do not understand a concept or a word, try to explain it in a different manner.

Continue to check in with your learners during the training to ensure their understanding throughout the programme. A good way to also check learning is to ask a question about their experiences or thoughts of the topic, if learners are able to provide their own insight, that is a good sign.

- **Cultural background**

If you are working with different cultural backgrounds or individuals with different personal experiences of how genders are treated and represented in society then you might find that their cultural backgrounds affect their perceptions of gender equality. Discussion can help discover how opinions and experiences vary and help the group promote a better understanding of each other.

It is very important for some key ground rules to be established prior to the beginning of the training. These can include, but are not limited to:

- Be prepared for any questions and value being challenged and pushed
- Be open with one another
- Be open if you are not comfortable with level of challenge
- Take individual ownership and take action in between sessions
- Be open to ideas
- Develop trust to combine and offer creative ideas to one another
- Respect one another's ideas, just because they differ does not mean they are wrong
- Be ourselves, be authentic

It is important to be respectful to one another and challenge existing ideas in a gentle manner.

- **Employment status**

You might be training staff members or volunteers, each of whom might need different consideration. If training volunteers, be mindful of the fact that some may be unemployed and seeking work.

Staff members might have been requested to attend by management and have little or no interest in the subject. On the other hand, volunteers and those seeking work, might have the interest to attend but little time to commit to the curriculum. In this instance, think how you can create training which is more suitable for their needs. Perhaps they can identify specific knowledge they would like to gain, and this can be focused on.

In both cases flexibility is key; the curriculum is designed to be undertaken as fast or as slowly as time permits, and individual modules can be revisited and reviewed as needed.

- **Experience**

Different people often have different perceptions of gender equality and bias, frequently formed by personal experience. You might find that some people feel there is no need for training in gender bias, as they feel they already know or understand enough about the subject. Discussion might be needed to draw out these different perceptions and experiences; many of the units and the case studies provided can be used as discussion points.

The differences in existing perceptions and experiences can also be a great learning opportunity in the group. Through discussion and reflection with others, we can learn from each other's experiences and knowledge.

- **Learning styles**

Whether you are a student working remotely or an educator about to use the curriculum for a face-to-face course, you will find the curriculum can be adapted to different learning styles. The course contains material for interactive learning, for discussion, for reflection, for quiet study, for homework, together with practical examples and videos designed to illustrate the day-to-day application of gender equality.

Best practice examples can, for example, be turned into group role play sessions in which students are encouraged to experience gender bias, as shown in the videos or described in the case studies.

Group discussion can help cement understanding of any topic, particularly if the group is presented with a scenario or a problem that needs to be solved.

Using digital tools such as Mentimeter, Google Forms and Kahoot can also help ensure maximum engagement and feedback that will help you gauge the level of understanding and awareness. This will also encourage collaboration, interaction and create a fun and engaging element to the course delivery.

- **Empowering trainer skills**

As a trainer of the FENCE training course, there are key skills that you need to have when delivering training face-to-face include:

Skill name	Examples	How to develop this skill?
Communication skills	<p>The types of skills include:</p> <ul style="list-style-type: none"> - Ability to speak to larger groups of people - Ability to explain new ideas and concepts 	<p>Communication skills can be built through practice. By practicing as a trainer, you will become more confident in your ability to put ideas across and speak confidently in front of crowds.</p> <p>You can use existing role models to observe and learn from their effective communication skills. Watch online videos of effective communicators and note down how you can adopt these skills.</p> <p>You can build your ability to communicate with others and put ideas across by also observing yourself. Record a video of yourself delivering a part of this training material and watch it back. What can you learn from this?</p>
Basic IT skills	<p>The types of skills include:</p> <ul style="list-style-type: none"> - Ability to communicate with others using email (sending session 	<p>You can develop basic IT skills through learning from others, online courses or simply through YouTube. There are plenty of learning materials online that will prepare you for the</p>

	<p>reminders, instructions on how to get to the venue).</p> <ul style="list-style-type: none"> - Using programmes such as Microsoft Word and PowerPoint to edit materials for the FENCE training course. - 	<p>basic IT skills needed to deliver the FENCE training course.</p>
Organisational skills	<p>The types of skills include:</p> <ul style="list-style-type: none"> - Ability to organise sessions and dates. - Ability to organise materials and notes for each session. - Ability to keep a track of learners attending the sessions. 	<p>To develop organisational skills, there are several strategies you can take. For example:</p> <ul style="list-style-type: none"> - Build your to-do-list. For the organisation and delivery of the training, make a note of all the tasks needed and by when. - Organise your materials in neatly divided physical folders and named and sorted folders on your desktop. - Prioritise your tasks before a session to ensure things are delivered and done in a timely manner.
Adaptability and flexibility	<p>The types of skills include:</p> <ul style="list-style-type: none"> - Being flexible during the sessions is important - learners may have specific needs on the day and this requires flexibility to adapt the plan of the training session. - Ability to adapt to new concepts and ideas. 	<p>In order to develop adaptability and flexibility it is necessary to be prepared for each of the sessions of the training course. By having a good understanding of the course, it will allow you as a trainer to bring in different ideas and suit the needs on the day of the session.</p> <p>To adapt to new ideas and concepts, it is important to keep an open mind as a trainer. Being open minded is also about asking questions to your learners to challenge your own beliefs and perceptions.</p>

Research skills	<p>The types of skills include:</p> <ul style="list-style-type: none"> - The FENCE training course is based on research and up to date information in each partner country up to 2021. As a trainer, you need to have an ability to research new information and keep up to date with relevant information in regard to gender equality. 	<p>You can embark on research through several websites online or published books.</p> <p>The training programme gives examples of websites to get you started.</p>
Ability to challenge others	<p>The types of skills include:</p> <ul style="list-style-type: none"> - Challenging existing perceptions and ideas around gender equality. 	<p>To challenge others, it is important to keep respect for each other's ideas. A good way to challenge others is through the use of questioning and open questions. If a learner has a specific perception on gender equality, you can ask them to reflect on the why, where and how.</p>

When delivering the FENCE training online, some additional skills will be required:

Skill name	Examples	How to develop this skill?
More advanced IT skills	<p>The types of skills include:</p> <ul style="list-style-type: none"> - Ability to use online conferencing software 	<p>The same principles apply to developing more advanced IT skills as they did in the basic IT skills in the table above.</p> <p>When it comes to developing skills on how to use online conferencing</p>

		software, there are useful resources online available on the programme website. For example, if you would like to use Zoom, visit their how-to tutorials to learn more.
Knowledge on how to engage learners online	<p>The types of skills include:</p> <ul style="list-style-type: none"> - Ability to use additional tools that create engagement. 	<p>An example of a tool that can be used to increase engagement online is Mentimeter. This tool allows for feedback from learners. It is a good tool for asking opinions on topics and to provide reflection in an anonymous way. To learn how to use Mentimeter, click here.</p> <p>You can also use additional tools present in online conferencing software such as Zoom. This includes the use of break-out rooms or the whiteboard function. Visit how-to tutorials on Zoom to learn more.</p>



Supporting learners as a trainer

As a trainer, your role is to ensure that each participant is involved. You can also do this through asking and sharing. Ask participants for their own input and experiences to help them reflect on issues around gender equality. This will help to create a more trusting and comfortable atmosphere. Furthermore, through sharing your own experience, you are opening up discussions and enabling learners to understand the concept and idea deeper. Using examples, stories, case studies and narrations can be another powerful tool to enable this understanding.

Practical tips for trainers

- 1/ Before each session, identify any needs or accessibility requirements of each learner.
- 2/ Prepare your PowerPoints, handouts, equipment before the session. If you are sharing YouTube videos in the session, it is good practice to open these prior to skip any adverts. This saves time during the session.
- 3/ Send materials and any handouts to the learners prior. This is especially important for those learners who may wish to translate these or those with learning difficulties. This also helps learners to assess their expectations of the session(s).
- 4/ Agree on ground rules prior to the session (or during the first session). These ground rules are presented earlier in this Guide.
- 5/ At the start of each session face-to-face or online, always start with an ice-breaker exercise. This will enable each learner to feel comfortable before the sessions and helps to build rapport between the participants and yourself.
- 6/ At the end of the session, offer a certificate of completion. This can be obtained by clicking [here](#).
- 7/ Encourage learners to access the online FENCE platform and take the [final quiz](#).
- 8/ Create a social media group on platforms such as Whatsapp or LinkedIn (ensure consent is provided by learners to share their information) to encourage ongoing connection between participants.

b. Face to face delivery:

Consider using icebreaker activities at the outset to help the group get to know each other, and facilitate discussion at various points during the course to explore different themes and ideas. Pre- and post-course questionnaires can assess learners' knowledge and understanding of the subject. As well as helping learners with the activities, you can guide them in reflective activities and provide additional examples from your personal experience.

As a facilitator, there are several steps you can make to ensure the successful delivery of the face-to-face training.

- Ensure that participants know where to go to attend the session and provide clear instructions.
- Welcome participants warmly and build a rapport with them as they join the session.
- Offer breaks. It can be quite tiring for learners to engage with materials and frequent breaks are appreciated. If the session is very long, offer a longer break.
- Check in with your learners throughout the session.
- Ask for permission from the learners to take photographs if you intend to use them for promotional purposes.
- Ensure all learners understand and respect the ground rules. If there are any disagreements over views, handle these carefully and diffuse any situation. Offer to stay with participants after the session if any disagreements need to be handled.

The sessions offer an opportunity for peer learning to take place. Peer learning is when a learner can learn from others. In the sessions, each learner will be able to discuss each other's experiences. This is a really beneficial way to maximise learning. As individuals, we often restrict ourselves to learn only from our own experiences and mistakes, but when we are provided with a group of individuals we can learn from, we can understand how to overcome a challenge or situation in the future without experiencing it previously.

Case Study: Angel

Angel works at an organisation where she has been discriminated against due to her gender. She was unsure how to deal with the situation in her workplace and ended up ignoring the problem until she became totally overwhelmed. She felt very low in confidence and lost her

motivation. After 6 months of battling with the emotional consequences at work, she joined a trade union, and they were able to advise her on her next steps. If Angel were to join a face-to-face training session organised by a facilitator using the FENCE materials and tools, she could share her story in a group setting and the steps she took to tackle the gender discrimination. If there are others in the group who might also benefit from her story, they could become equipped to overcome the situation in their own setting by developing their knowledge and next steps. Further information on how to overcome gender discrimination as an employee or manager can be found on the e-learning platform under Module 7, Unit 2. This content can be used for learners like Angel when trying to tackle gender discrimination in the workplace.

c. Online delivery:

The FENCE course can be delivered fully virtually through video conferencing software such as Zoom. This allows screensharing, chat functions and for learners to see the facilitator's video as well as the video of other learners. Zoom also offers functions such as breakout rooms, which is also available on other software such as Google Meet.

The ability to deliver the FENCE training online allows for the participation of learners across the country and beyond. This is highly beneficial also for learners, especially if learners are from different backgrounds and countries.

The online session also offers an opportunity for ice breaker activities. As the online learning environment can be a little intimidating for learners, ice breakers are an important way to encourage a positive and open space.

Peer learning is very important in online delivery, similarly to face-to-face delivery, participants can learn from one another during the sessions through the discussion around key topics in gender equality and tackling gender bias and stereotypes.

At the end of the training session, it is important to check in with learners to ensure that learners feel all well. During online sessions, it can be hard to read body language. If necessary, it is beneficial to stay behind after the session ends to ensure the well-being of all learners.

To keep sessions active and engaged, there are some things to keep in mind:

- Leave time for discussions for learners to get to know one another.
- Ask learners to say hi and introduce themselves in the chat at the start of the session.
- Make use of the chat function. Ask learners to add their ideas and thoughts to the chat on an ongoing basis to keep them engaged.

- Make use of multimedia, include videos and pictures in the content to increase engagement.
- Breakout rooms and other tools can be helpful in creating rapport between the learners and increase discussion.
- Ask learners to engage with some 'extended learning' between sessions. Provide relevant open educational resources to learners to embark on extra reading.

Case study: Paul

Paul is a trainer for an international NGO, which has staff around the world. He has encountered many different views from staff on the roles of women, particularly in countries where women rarely assume positions of authority.

The issue has now come to a head with the NGOs appointment of a woman to a senior position, and repeated challenges from staff who refuse to accept her authority. Convening face to face training sessions is impossible so Paul used elements of the FENCE curriculum to run an online course for the NGOs middle managers. Given that participants did not know each other beforehand, he used a variety of icebreakers, breakout rooms and the chat function extensively to maximise engagement.

In addition, Paul ran training sessions specifically for senior women managers in the organisation to help them challenge and tackle bias when they come across it. The use of online discussion forums both during and after the training was invaluable to provide mutual support.

9. Using the FENCE curriculum as an individual learner

As an individual learner, you have the flexibility to work at your own pace and in the way that fits your circumstances best. FENCE is very flexible and adaptable in use, but it is a good idea to start by looking at the overview module to identify the parts that are relevant to you and your organisation first; that way you can work through the specific modules that suit your needs.

Before starting, note down your feelings and thoughts about gender bias and read back your notes after completing the course – how have your ideas changed? Keep a 'learning diary' to track ideas, your understanding of key themes, attitudes and the skills you are learning. You'll find the activities at the end of each module helpful in charting your progress.

Finally at the end of the course, consider how might you face experiences related to your or others' genders in the workplace differently as a result of your learning.

Below, you can find information on the FENCE Curriculum and the online e-learning platform and how to guide your own learning.



Case study: Miranda

A voluntary organisation caring for the elderly found that the gender of carers had become an issue, as more men had become volunteers, but they were refusing to undertake some of the necessary duties that they deemed only suitable for women.

Miranda, the HR manager, undertook a selection of FENCE modules online. She found the content stimulating and it helped her to form ideas of how to challenge out of date opinions. The videos were particularly useful, and she subsequently used them in her own internal training with the charity's volunteers. By showing the videos and hosting a discussion about the issue of gender and stereotypes, she felt that volunteers were better informed and understood that gender should not affect how they carried out their roles.

Miranda intends to complete the whole FENCE course and has recommended it to HR managers in other voluntary organisations.

10. The FENCE curriculum

a. Curriculum summary

The curriculum is split into seven stand-alone modules, which are:

- i. An overview
- ii. Introduction to gender and equality
- iii. Spotting discrimination in the workplace

- iv. Building a positive organisational culture
- v. Take a stand on equality
- vi. Gender stereotypes and bias
- vii. Take action – make a change!

The modules can be worked through in any order, at any time to suit you and your students. Each module is divided into bite-sized units, which are easily manageable, and should be worked through in order.

Each module contains a series of slides, videos, case studies and links to external articles. Each unit of the module also contains reflective activities to take part in which can be carried out. These have been prepared for both independent reflection and reflection in groups. The modules vary in length but are designed to be flexible in use, as the time taken to study each one can be adjusted according to personal circumstances; if you don't have enough time, just concentrate on the areas of interest.

At the end of the course, there is a section containing a variety of activities designed to test the learner on the content of the modules. The activities include scenarios and reflection exercises to help consolidate knowledge and understanding of the subject. See chapter 12 for more information.

If you wish to study the entire curriculum, allow around two to three hours study time.



b. The modules in detail and how to use them

○ Module one - An overview

The overview module is designed to provide a taste of the modules, explain what subjects will be covered and introduce the subject.

○ **Module two - Introduction to gender and equality**

This module is designed to introduce the concept of gender equality, its aims and history.

It describes current and important issues in gender equality and the initiatives that are being taken to counter gender inequality in Europe. The module aims to make participants aware of gender equality in different areas and on completion of the module, participants will be better able to challenge gender bias.

There are three units:

1. Gender equality
2. Gender equality – current issues
3. Gender equality – next steps

Module 2: Introduction to gender & equality		
Unit 1	Gender Equality	
	5 topics	2 activities
Topic 1	What is Gender?	
Topic 2	What is Gender Equality?	
Topic 3	History of Gender Equality	
Topic 4	Feminism	
Topic 5	Gender Equality – Why does it matter?	
Workshop 1	Gender Equality - Activities	

Module 2: Introduction to gender & equality

Unit 2	Gender Equality – Current Issues	
	3 topics	5 activities
Topic 1	Where are we today ? Gender Equality Index 2020	
Topic 2	Gender Equality – Employment – Work life balance - Pay Gap	
Topic 3	Gender Equality Strategy 2020 – Areas of gender equality	
Workshop 2	Gender Equality - Activities	

Module 2: Introduction to gender & equality

Unit 3	Gender Equality – Next steps	
	4 topics	5 activities
Topic 1	Gender Equality and the EU Initiatives from the EU and UN	
Topic 2	Gender Equality – EU countries	
Topic 3	Gender Budgeting	
Topic 4	Gender Mainstreaming	
Workshop 3	Gender Equality - Activities	

Unit 1 Gender equality

Topic 1 explains the terms gender and sex and how these terms differ from each other

Topic 2 introduces the term gender equality and how it is one of the European Union's core principles

Topic 3 clarifies how women are not as prominent in history as men and what has been done so far by women to fight for their rights

Topic 4 introduces feminism, when and how it first started and the three waves of feminism

Topic 5 explains why is important to accomplish gender equality, being one of the 17 Sustainable Development Goals established by the United Nations in 2015

Unit 2 Gender equality - current issues

Topic 1 concentrates on the progress made so far in many European countries and what still needs to be done to accomplish gender equality.

Topic 2 is about employment and focuses on the work - life balance, the gender pay gap and how women can be encouraged to participate more in the labour market

Topic 3 is about the Gender Equality Strategy 2020-2025 and what the Commission is planning for the foreseeable future in the areas of care work, gender pay gap, education and work employment, careers, decision making and gender based violence

Unit 3

Topic 1 focuses on gender equality and how it can be achieved, and looks at how society can eliminate gender violence

Topic 2 is about gender budgeting; what it is, what it promotes and how can it help the achievement of gender equality

Topic 3 explains what is gender mainstreaming, how it can be used to address gender inequalities and eliminate them

Each unit is followed by a workshop that contains different types of questions to test the learner's knowledge of gender equality.

Module three - Spotting discrimination in the workplace

Module 3 provides basic information on equality policies and rights in the workplace. It also offers an opportunity for reflection on situations of "low intensity" inequality in our day-to-day life.

There are three units:

- Policies
- Discrimination in the workplace
- Strategies for change

Unit 1: Policies

The principle of equality and non-discrimination of workers is a fundamental right recognised internationally. In this section, you can check the main policy guidelines and learn about different topics (gender pay gap, gender employment gap, reconciliation and childcare, unpaid care and family responsibilities, sexual harassment at work, etc.)

Topic 1: General framework

Topic 2: Main topics in spotting discrimination in the workplace

Unit 2: Discrimination in the workplace

In general terms, gender discrimination at work means that an employee or a job applicant is treated differently because of their sex and/or gender. This unit helps to detect direct and indirect discrimination and describes workers rights and the duties of an organisation.

Topic 1: Definitions and examples

Topic 2: What are my rights?

Topic 3: Challenging gender stereotypes in the workplace

Unit 3: Strategies for change

How can we tackle gender equality in the workplace effectively? “Positive actions” and “gender mainstreaming” strategies are complementary approaches for implementing gender equality. The unit suggests some strategies for change in two important areas:

- Parenthood and improving work life balance
- Preventing sexual harassment

Topic 1: Positive actions and gender mainstreaming

Topic 2: Strategies for parenthood and improving the work life balance

Topic 3: Strategies for preventing sexual harassment

The modules include references and a bibliography, plus various activities and case studies to help the learner to reflect on the challenges he/she could face in the workplace.

For the learner:

Unit 1 provides the conceptual framework. The unit recommends the learner should explore external resources for the latest news on the subject.

Units 2 and 3 offer case studies and open questions designed to trigger reflections on real-life situations. In addition, the learner is encouraged to draft and plan his/her own workplace policy scheme. Discrimination is often difficult to detect, and is tied up with beliefs, social norms or subtle facts, as well as actions, that sometimes mask gender inequality in the workplace.

○ **Module four - Building a positive organisational culture**

Module 4 is designed to introduce the idea of promoting a positive culture within organisations to ensure that they are well-equipped to prevent and tackle gender related problems.

There are two units:

1. Positive organisational culture and psychology
2. How to put it into practice

Module 4: Building a positive organisational culture	
Unit 1	Positive organisational culture and psychology Positive psychology tools help people thrive by fostering self-esteem, improved relationships, and a better outlook on life. These all help create an environment in which gender equality can thrive.
Topic 1	Why is a positive organisational culture important?
Topic 2	The dangers of inequality and a poor organisational culture
Topic 3	How positive psychology can help
Topic 4	Self-esteem
Topic 5	Communication

Module 4: Building a positive organisational culture	
Unit 2	How to put it into practice Not sure how to proceed in promoting gender equality and creating a positive culture? An organisation's culture forms the basis of behaviour at all levels and is more important to changing workplace attitudes than many might believe.
Topic 1	Create The Conditions For Success
Topic 2	Leadership
Topic 3	Coaching and mentoring
Topic 4	Building alliances
Topic 5	Persuasion

Unit 1 Positive organisational culture and psychology

Topic 1 looks at why a positive culture is important. The unit suggests there are seven benefits but a group discussion might agree to include others.

Topic 2 considers the dangers of inequality and a poor culture, and how we act when we feel powerless. The group might be encouraged to discuss how, if at all, this has previously impacted on them.

Topic 3 concerns how positive psychology can help. There is an idea for reading matter that can be given as homework, together with a 23-minute Ted Talk video 'The new era of positive psychology', to watch either in a group situation or as homework for later discussion.

Topic 4 is about self esteem and how to improve it. A short video, 'How to build self-esteem', (7 minutes), gives some practical ideas.

Topic 5 looks into communication, using a video called 'Strategies for inclusive language' (17 minutes) that examines language when used in the context of gender. Group discussion can include examples of gender-related words and language that can create problems as well as topics like body language and why it is important.

Unit 2 Put it into practice

Topic 1 is designed for group reflection as it poses questions to find out if an organisation has gender equality. This is ideal for use with a group from within one organisation who are prepared for self-reflection. The discussion can lead to the four key areas in which a positive culture can be encouraged, one of which is explored in detail in topic 2.

Topic 2 uses a video on leadership, 'Bad leader vs good leader' (under 2 minutes), which gives some examples to reflect on. The group can be encouraged to note the differences and think of others.

Topic 3 investigates the differences between coaching and mentoring and their relative value. The topic uses a 'Bad coach vs good coach', a short video (under 3 minutes) of good and bad examples of coaching conversations, which can be used to start a discussion of practical ideas for 'good' coaching. A series of tips on developing a mentoring programme can also be used to stimulate further ideas.

Topic 4 explores alliances and how to build and nurture them. An educator working with a group within one organisation can use this to stimulate a useful and practical discussion.

Topic 5 looks at the art and science behind persuasion, including the subject of 'nudging'. There are four suggested videos; the first two on how to persuade people of your point of view using the 6 principles of persuasion and psychology 'tricks'. The second two look at examples of 'nudging' a relatively new concept in helping people behave and act in the way you would like them to.

The videos are:

The science of persuasion (12 minutes)

15 Psychology tricks to persuade anyone (11 minutes)

A brief history of nudge (6 minutes)

Nudge: the animation (3 minutes)

A section on ‘reflections’ gives six further examples of questions and different scenarios that groups can consider together.

Lastly, there is a section with seven questions designed to test the knowledge of your group on what they have learnt about positive psychology.

- **Module five - Take a stand on equality**

Module 5 aims to highlight the importance of contemporary good practices and various initiatives on gender equality. It looks at different social groups commonly subjected to gender discrimination, primarily in the workplace.

Please check the information below before you proceed with teaching the module.

This module consists of 4 main units:

Module 5 “Take a stand on equality!”	
Unit 1	Good practices: examples of initiatives and campaigns This unit presents some recently developed initiatives and campaigns for gender equality. Participants will gain a deeper understanding of what actions are taking place, both at a national and European level, in order to increase women’s participation in all areas of life.
Topic 1	Examples of initiatives
Topic 2	Examples of campaigns
Unit 2	Promoting equal opportunities in every country This unit includes 12 good practices of gender equality from six European countries and a brief step-by-step methodological guide for organisations to adopt an equality strategy.
Topic 1	Good practices in each partner-country
Topic 2	Equality strategy - a brief methodological guide
Unit 3	Different social groups claiming equality

	Some social groups experience more gender discrimination than others. The unit focuses on these groups and provides three case studies that feature aspiring women climbing the career ladder and striving for equal opportunities.
Topic 1	Social groups/ communities: categorisation
Topic 2	Case studies
Unit 4	‘Fair’ recruitment of employees in the working environment This unit suggests ways to ensure that recruitment and selection processes are fair. The six proposals are accompanied by additional tips.
Topic 1	Six proposals for a fair Human Resources recruitment strategy

A brief description of each unit and topic is given below:

Unit 1. Good practices: examples of initiatives and campaigns

At the beginning of the Module, a video about gender stereotypes in the workplace (1:54 minutes) enables students to reflect on the issue of gender equality and contributes to an exchange of ideas. Brainstorming is recommended as a teaching strategy, as it helps students generate ideas and expand their knowledge by building on each other's contributions. The educator should ask specific questions and encourage students to give potential answers without criticism or judgement.

Topic 1 describes two gender-related initiatives, the Genderaction and the Gender Equality Commission of Thessaloniki's Aristotle University. Both initiatives aim to ensure equality in educational, research and administration processes through activity at European and national level.

Topic 2 provides examples of two gender-related campaigns. The “I’m coming down” campaign encourages the participation of women candidates in politics and the “Each for equal Campaign”, developed as part of International Women's Day 2020, promotes gender equality in all areas of life, including politics.

Unit 2. Promoting equal opportunities in every country

Topic 1 includes twelve examples of good practice in achieving gender equality that were featured in The FENCE Review Paper with contributions from Greece, UK, Portugal, Spain, Cyprus and Romania. Links can be found here: [The FENCE review paper](#)

Topic 2 provides organisations with a six-step methodological guide for adopting an Equality Strategy, which is built on 2 principles: diversity in recruitment and assessment. The key role of a Human Resources Department is highlighted.

Unit 3. Different social groups claiming equality

Topic 1 includes definitions of the various social groups/ communities that experience discrimination on a regular basis (e.g. single parent families, elderly women, women with an immigrant or refugee background, LGBTQI community).

Topic 2 consists of three case studies about inspiring women from different cultural backgrounds, who have sought and achieved gender equality.

On completion of this unit, educators are recommended to use role playing as an active and collaborative teaching technique. This will enable students to experience what it feels like to see a problem or issue from different perspectives.

For example, one learner undertakes the role of an employer and the other the role of an elderly or immigrant woman who wants to apply for a job. The educator encourages participation and interjects directions, descriptions, comments, only withdrawing when learners are able to continue on their own.

Unit 4. 'Fair' recruitment of employees in the working environment

Topic 1 offers six coherent proposals for a fair Human Resources recruitment strategy with additional tips. It also highlights the importance of creating "SMART" job descriptions and eliminating gender pay gaps.

Educators are recommended to put learners into small groups for collaborative work. Learners can work together, writing "smart" job descriptions for their peers based on their characteristics and abilities. The descriptions are then discussed within the wider group, where the learners will understand the importance and benefits of diversity.

Activities

At the end of the Module, various assessment activities can be used to test a learner's knowledge on gender equality and on good practices that exist around Europe.

○ **Module six - Gender stereotypes and bias**

Module 6 is designed to introduce the concept of a stereotype, looking at what it is and examining gender-related stereotypes, gender-related biases and microaggressions as evidence of unconscious stereotyping.

There are three units:

1. Gender-related stereotypes
2. Gender-related biases
3. Microaggressions

Module 6: Gender Stereotypes And Bias	
Unit 1	Gender-related stereotypes
Topic 1	What is a stereotype: meaning, function & features
Topic 2	Gender stereotypes
Topic 3	Focus on gender stereotypes in media
Topic 4	Resources: suggestions of videos, books, etc.
Work shop 1	Gender stereotypes

Module 6: Gender Stereotypes And Bias	
Unit 2	Gender-related biases
Topic 1	What is a bias: meaning, function & typologies
Topic 2	Unconscious biases
Topic 3	Gender biases
Topic 4	Resources: suggestions of videos, books, etc.
Workshop 2	Bias

Module 6: Gender Stereotypes And Bias	
Unit 2	Microaggressions
Topic 1	Microaggressions as evidence of unconscious stereotyping
Topic 2	Racial microaggressions
Topic 3	Gender microaggressions

Topic 4	Resources: suggestions of videos, books, etc.
Work shop 3	Microaggressions

Unit 1 Gender-related stereotypes

Topic 1 provides an introduction - the meaning, function and characteristics - to the concept of stereotyping. It recommends three videos for participants to watch.

Topic 2 provides an introduction - the meaning, function and characteristics - to the concept of gender stereotypes. It includes suggestions of two sources for further reading and one video.

Topic 3 analyses gender stereotypes in the world of media and communication. It recommends participants should watch a video for further information.

Topic 4 provides other resources (videos, books, websites).

Workshop 1 consists of three open-ended questions which can be answered either within a group or individually.

Unit 2 Gender-related biases

Topic 1 provides an introduction - meaning, function and characteristics - to the concept of bias. It recommends two videos on the subject.

Topic 2 addresses unconscious biases: what they are, how to recognise them, where they come from. It includes recommendations of two sources for further reading, and two videos. It also includes the Implicit Associations Test to examine the level of bias related to gender, sexuality, ethnicity, religion, body type, and more.

Topic 3 introduces gender biases, what they are, how they act and what consequences they have on a psychological as well as a social level.

Topic 4 provides other resources (videos, books, websites).

Workshop 2 consists of 1 open-ended question and 1 multiple choice question to be answered either in a group or individually.

Unit 3 Microaggressions

Topic 1 is designed to introduce the topic of microaggressions: what they are, when the term was first coined and by who, plus the different types of microaggressions (microassault, microinsult, microinvalidation). There are some interesting examples of the most common microaggressions and very useful videos on how to understand the effect of microaggressions.

Topic 2 is designed to introduce racial microaggressions using examples and explores social psychology research into the subject.

Topic 3 is designed to introduce gender microaggressions. The group is encouraged to imagine some different scenarios in order to understand the effect of microaggressions. The negative impact of microaggressions on daily life (health, standard of living) are shown together with ideas on how to overcome them.

Topic 4 provides other resources (videos, books, websites).

Workshop 3 is composed of three different activities to be carried out by the group or by the single student.

The videos are:

- What is STEREOTYPE? (5 minutes)
- The danger of a single story (18 minutes)
- I got 99 problems ... palsy is just one (14 minutes)
- What does my headscarf mean to you? (14 minutes)
- Implicit Bias - How it affects us and how we push through (16 minutes)
- Everyday sexism (16 minutes)
- What kind of Asian are you? (2 minutes)
- How to Outsmart Your Own Unconscious Bias (17 minutes)
- How microaggressions are like mosquito bites • Same Difference (2 minutes)
- Gender Microaggressions (4 minutes)
- From microaggressions to sexual harassment (7 minutes)
- Microaggressions in Everyday Life (4 minutes)
- Microaggressions in the Classroom: Manifestation, Dynamics and Impact (5 minutes)

○ **Module seven - Take action – make a change!**

“Take action – make a change!” aims to provide motivational ideas for employees and their managers on how to tackle discrimination in the workplace, promote diversity and introduces organisations that support gender equality.

There are three units:

1. Reflections on gender equality
2. Embrace gender equality
3. Impact of gender equality

Module 7. Take action – make a change!	
Unit 1	Reflection on Gender Equality This unit underlines the importance of good examples worth following. While these examples may vary (legislations, social media posts, international days, etc.), they are all innovative and contemporary approaches seeking gender equity.
Topic 1	The power of media
Topic 2	Call to Action: International Equal Pay Day 2020
Topic 3	Good Practice 1: Public administration bodies
Topic 4	Good Practice 2: OMV Petrom Romania

Module 7. Take action – make a change!	
Unit 2	Embrace gender equality

	To achieve the desirable goals, you have to combine theory and practice. In this unit you can find precious tips, step-by-step methods, and ideas you can follow mainly in the workplace to take action and make a change.
Topic 1	SMART goal planning - A basic framework
Topic 2	Action planning- A guide for employees
Topic 3	Action planning- A guide for employers

Module 7. Take action – make a change!	
Unit 3	Impact of gender equality Focus on fundamental principles and measures that, if carefully followed, can generate important outcomes.
Topic 1	Measuring impact of gender equality actions
Topic 2	Success factors

Unit 1 Reflections on gender equality

Topic 1 shows how gender equality can be promoted through social media. Social media can be an excellent tool for promoting achievements in the scientific and professional field.

Topic 2 introduces the “International Equal Pay Day 2020”, a United Nations (UN) initiative dedicated to raising awareness of the gender pay gap. You can also find a link to a short video (2:13 minutes) which makes predictions about the gender pay gap.

Topic 3 concerns public organisations in Europe, how they have tried to improve the quality and responsiveness of public services and enforce legislation on gender equality.

Topic 4 gives the example of OMV Petrom, a Romanian integrated oil company that was one of the 5 top companies on the 15 Bucharest Stock Exchange for gender equality in Romania in 2020.

Unit 2 Embrace gender equality

Topic 1 looks at how using SMART goals and objectives - a method used to ensure specific, timely and efficient goals - can be applied in the context of gender equality.

Topic 2 looks into gender parity in the workplace through a step-by-step guide for employees who experience discrimination. Companies are shown how they can use an employee handbook to best effect and how employees can lodge a complaint.

Topic 3 provides another guide for the employer. The employer's actions are crucial for workplace gender equality to be achieved.

Unit 3 Impact of gender equality

Topic 1 offers a motivational guide on how to increase gender equality rates in organisations, and includes pilot studies, surveys, focus groups and interviews. The educator can use role playing scenarios, imagining how an HR department might implement gender equality policies. Start by splitting learners into gender-balanced teams of equal numbers, choose a company as an example and brainstorm how they might transform its HR & Policy Department. The teams will be expected to follow the steps they learnt and establish more contemporary and gender-friendly policies.

Topic 2 defines key elements for sustained success within an organisation.

The relevant **videos** are:

Why gender equality is not just about women (18 minutes)

Reflection Video: This motivational, informative video, will spark learners' interest and can be an excellent tool for the educator to assess knowledge and stimulate a discussion with learners.

EPIC: Achieving equal pay by 2030 (2:13 minutes)

60 Seconds Sustainability – Part 5: The People of OMV (1:06 minutes)

Important note: The module contains three informative, inspiring videos. They are designed to motivate learners and sustain their interest in the subject.

Bibliography: This module serves as a reference source for gender equality issues. Make sure all participants are given the bibliography and encourage them to read the resources in their own time and explore more about gender equality.

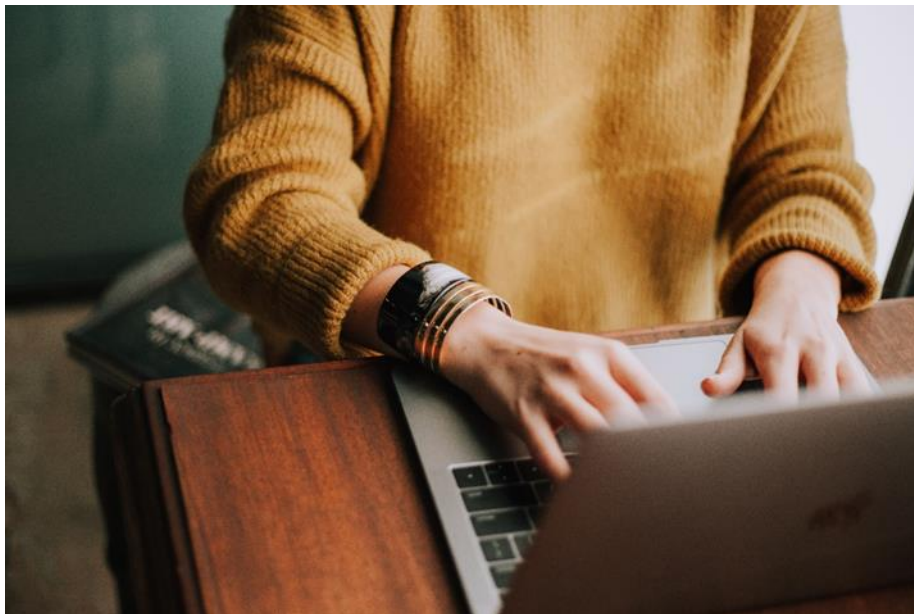
11. Reflection and quiz activities

In each unit, there are reflective activities for learners to engage with independently or in a group. The reflection activities do not include a right or wrong answer. They are designed to spark discussion.

At the end of the course, there is also a final quiz which learners can take part in to analyse their learning throughout the training programme. These include multiple choice questions and matrix sorting.

These have been designed to reinforce learning and ensure that important pieces of knowledge are retained by learners.

The educator is encouraged to check that learners answer the questions and assess whether they are correct. The educator can also “reward” those learners with the best results with extra points, gamifying the whole procedure. This could even be adapted to create a quiz-friendly card-game using questions and potential answers from the learners.



12. Case studies

As part of the testing of the curriculum, we collected case studies of different success stories which are included here.

The FENCE curriculum was used to train a new employee and the founder of a recently established consulting organisation in Greece. The organisation aims to support women's entrepreneurship and the adoption of gender inclusive practices, but as it hadn't been in existence for long, the organisation needed proper training to ensure its effectiveness and to implement its strategies.

Part of the FENCE curriculum was used for an online seminar, over 2 sessions lasting three hours. In the first session the trainer presented the Overview Module introducing the curriculum and demonstrating some indicators from Gender Equality Index 2020 Report. The second session concentrated on Module 5: Take a Stand on Equality and specifically on Unit 4 about fair recruitment strategies.

At the end of the session, the two participants commented positively on the FENCE curriculum. They also shared their opinions regarding discrimination today in the workplace, agreeing that despite undeniable progress, gender inequalities still exist, particularly in the workplace and that ultimately, education is the only way to achieve gender parity.

An association dealing with women refugees want to train their legal advisers to communicate effectively with the women when they come to ask for assistance in preparing their representation to the international protection commission. The board of directors decided to train the legal advisers on unconscious gender bias and microaggression using Module 6 of the FENCE Curriculum. The legal advisers found the learning materials very useful, especially the sections dedicated to the meaning of stereotypes and to microaggressions as evidence of unconscious stereotyping. These sections of the module will help the legal advisers support the refugees, particularly when they need information about their personal stories when preparing for the international protection commission.

An EU project manager who is also a board member at a youth organisation in Cyprus was particularly interested in trying the FENCE course because gender equality is one of the main interests and priorities of the organisation. She also stated that taking part would be a great opportunity for her to advance her knowledge and expertise on the topic and thus be able to implement relevant actions on a national and EU level. Her feedback was positive, and she found the best practices particularly useful.

A FENCE trainer introduced the project to an external co-worker during a three-hour face to face training session. The trainer introduced the objectives and structure of the platform as well as provide an overview of the main topics of the seven modules and focused on motivational ideas for employees and their managers against discrimination in the workplace, found in the last module.

The most useful part of the training was the analysis of the S.M.A.R.T goal planning, a method that can bring significant changes in the working environment for both employees and employers.

During the course, the participant concluded that with this knowledge, she would be able to better handle challenging incidents related to gender in her workplace and consequently felt more confident to face similar situations.

As a result of the training, the participant herself promoted the project to a student association and a women's association.

A young worker at an educational organisation had learnt about gender bias and discrimination in school, but her learning was deeply impacted by the Covid-19 pandemic. To further develop her knowledge on the topic, she undertook FENCE modules 3 and 4 in her own time online, taking roughly two hours to complete. She found the extra reading resources particularly helpful in learning more about the topics that interested her most and she subsequently read around sexual harassment in the workplace. By delving deeper into this subject, she feels strongly that access to a workplace free from physical or psychological harm is a fundamental human right, something that should be realised everywhere. She is therefore committed to completing other FENCE Modules dedicated to Action Planning and intends to discuss and evaluate the anti-harassment policy at the next organisation she works for.

A trustee of a charity with a large proportion of female employees wanted to make sure they were actively creating an equitable workplace with the mechanisms in place to report and overcome any potential instances of gender discrimination. The trustee completed three FENCE Modules online - 1, 3 and 4 - in their own time. They found the case studies and information discussing stereotypes, unconscious bias and microaggressions in the workplace particularly thought-provoking. Having learnt about these potential issues, the trustee looks forward to completing the full FENCE course to learn about how to develop practical strategies to mitigate gender bias at their organisation. They have already suggested putting in place a designated gender bias champion at the organisation - to make the process of discussing gender discrimination easier for all staff - and they intend to take this further by talking this through with fellow trustees and senior managers.

A marketing manager accessed the FENCE platform to help her reflect on her organisation's practices around gender equality and learn about ways to empower herself, as a woman.

She found the biggest benefit was learning about gender equality, history and how important it is to have it in all organisations. She did not originally expect to learn an international history of gender equality and found this interesting to read. She feels that the FENCE curriculum will help her in her professional endeavours, as it will help her to overcome gender inequality in the future, should she experience it.

It will also help her in researching and assessing the practices of a potential employer when applying for future roles. She felt it can also help her reflect on situations at work and propose actions to improve current practices. Overall, she found it to be a great tool for gender equality training and for understanding the theory behind it.

13. FENCE Mobile Application

The “FENCE Mobile Application” was part of the digital tools of the project and it is available on Android mobile platform in English. The application characterised by the high quality of Mobile User Interface Design (UID) is suitable for anyone interested in gender equality and best practices on how to eliminate gender stereotypes and discrimination.

Through the Mobile App, users can explore the content of the FENCE website and learn about the project, the partnership and find all the outputs developed during the project (The Review Paper, FENCE Curriculum, the Digital Toolbox and Resources, the Methodological Guide and the Policy Book). The App encourages the interaction with the e-learning Platform and its training material. It also supports services and tools, such as social networking applications, peer communication, collaboration, and information sharing.

Click [here](#) to download the app.

14. Conclusions/Recommendations

Please note that this curriculum was created by partners using information current in 2019 to 2021.

Educators and learners are recommended to do their own research for up to date news, ideas, campaigns and case studies to supplement the FENCE curriculum.

A good starting point is to do an online news search for gender related issues, as the subject is frequently reported on in the media. Module 7 gives examples of some of the websites of the major European and national governmental institutions and organisations for example, but you could conduct your own research by looking at major international commercial companies such as banks, advertising agencies and airlines. In this way, topical examples can be readily found of current employment policies as well as case studies of inspirational women and new ways of working.

15. Further information

If you require any more information regarding the FENCE project please contact:

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Alternatively keep in touch with the project by liking the [FENCE Facebook page](#).

Thank you for reading.



Erasmus+

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