

GENDER TRAINING MANUAL FOR COMPANY ACTORS





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Gender Training Manual for Company Actors

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Preface

Nowadays the boundaries between work and private life often become blurred, as employees have to deal with professional responsibilities also during their personal time. Especially in the case of women, this situation becomes more difficult, since they are burdened disproportionately with unpaid family care and domestic work. This fact, which often discourages and distracts women from claiming their professional goals, is caused primarily, but not exclusively, due to gender stereotypes for the elimination of which the Research Centre for Gender Equality acts decisively.

This training manual was developed within the framework of the project «SHARE: Promoting work-life balance in companies and a better sharing of care between men and women», which is implemented by the General Secretariat for Family Policy and Gender Equality (Coordinator), the Research Centre for Gender Equality (KETHI) and the organization Women On Top and is co-funded the European Union's Rights, Equality and Citizenship Programme. KETHI, as a Partner of the SHARE Project and in the context of its broader role as a national body responsible for the promotion and implementation of gender equality, developed this innovative and targeted training material and will also participate in the Project's training activities for employers and company actors, in order to transfer its valuable experience and technical expertise.

The main aim of the manual is to become a useful tool for trainers who will undertake the task of strengthening employers' and business executives' knowledge and awareness, in order to enable them to design and implement initiatives to achieve gender equality in the workplace. The culmination of the project's actions is the awarding of the Equality Label to the companies that have effectively undertaken gender equality initiatives, following a demanding evaluation process.

Main aim is, through these actions, but also from all the activities implemented in the framework of SHARE project, to promote gender equality in the workplace. The outcomes of the Project include multiple benefits for both employees and companies.

The President of the Board of KETHI
Theodosia Tantarou-Krigou

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Project Brief

The Project entitled: “SHARE – Promoting work-life balance in companies and a better sharing of care between men and women” is implemented by the General Secretariat for Family Policy and Gender Equality (Coordinator), the Research Centre for Gender Equality (KETHI) and the organization Women On Top. The **main objective** of the SHARE Project is to contribute in tackling traditional gender family roles and promoting reconciliation of work and private life of men and women employees, as well as to develop family friendly working environments. The Project includes activities that will be developed for the first time in Greece in order to motivate companies to undertake initiatives for promoting work -life balance and gender equality in the work environment.

The Project, among other, will establish a Label on Gender Equality that will be awarded to companies that are distinguished for developing gender equality policies and creating family friendly working conditions, based on the evaluation process that will take place during its implementation. Additionally, SHARE Project is expected to contribute in raising awareness and tackling gender stereotypes related to roles in domestic and care work.

For the accomplishment of the above-mentioned purposes the Project is structured in four (4) work packages (WP) as follows:

- WP1 Project Management and Coordination:** includes the management, coordination, monitoring and evaluation actions for efficient implementation and financial management.
- WP2 Good practice exchange, consultation and development of methodology for labelling criteria:** includes actions for the identification of good practices and procedures on gender equality labels for companies, knowledge sharing from European countries, consultation with Greek stakeholders and development of methodology for the Label.
- WP3 Training Seminars for Company Actors/Monitoring and Evaluation of company initiatives on work life balance for women and men:** includes the development of training material for the promotion of gender equality in companies and the training for capacity building and empowerment of company actors in the field of gender equality, as well as actions of monitoring the pilot implementation and evaluating companies’ initiatives.

WP4 Dissemination and awareness-raising: includes awareness-raising activities on the importance of work-life balance with special focus on the role of men and the benefits arising from family friendly working conditions and work-life balance both for employers and employees.

How we can use this manual

This manual was developed in the framework of WP3: “Training Seminars for Company Actors/Monitoring and Evaluation of company initiatives on work life balance for women and men” of the «SHARE» Project. It includes an indicative training programme for company actors in order to promote gender equality initiatives, emphasizing on initiatives that facilitate the reconciliation of work and family / private life.

This manual incorporates an approach based on the principles of gender training, as well as on the main principles of adult education. Although this manual is part of the SHARE Project activities, it was designed in such a way, so that can become a useful tool for the design of other similar training programmes, that however may differ in terms of their specific characteristics (e.g. target groups, duration, etc.) to the SHARE Project training programme. After the completion of this training programme, the trainees are expected to have improved their knowledge on gender issues and to have developed skills that will enable them to take initiatives for gender equality in their workplace.

Our main goal is to enhance knowledge, experiences exchange and most of all to develop meaningful dialogue and critical reflection on gender issues, through participants’ interaction and the use of examples with which trainees are familiar in their everyday life (working and non-working). The development of this manual is based on this goal but it is also important to note that each training framework has peculiarities that can directly affect the approach that the trainers will choose (e.g. group dynamic, number of participants, duration). In order to facilitate the trainers, a list of activities is presented, accompanied by relevant material and comments (sources, guidelines, annexes, etc.). At the same time, taking into account the special prevailing circumstances at the time of drafting of this manual, -such as the restrictive measures due to the COVID-19 pandemic- the manual also includes proposals for alternative ways to do the activities in case of online training.

Each trainer should be able to use this content and at the same time to adjust it according to his/her own skills and his/her own perceptions and knowledge, based on where he/she wants to focus. For example, based on the group dynamic and the goals set, the trainer may choose to emphasize to an activity and discuss more on other gender topics (e.g. sexual harassment, gender pay gap, decision making etc.). In addition, taking into consideration the variety of the available literature and sources of a thematic field, a trainer may choose to use additional material in order to enrich the content of the activities, by keeping only the basis of the proposed framework. Finally, in the case

of online training it is also possible for a trainer to use more audiovisual material (video projection), since an online training requires additional tools that will stimulate the interest of the participants, since the use of experiential techniques is limited. In any case, what is very important is for the content of the training programme to be structured in such a way as to encourage and enhance the active participation of the trainees in order to provide a fruitful basis for substantial reflection on gender issues.

It wouldn't be realistic to believe that the development and implementation of a training programme, will accomplish the integration of the gender dimension in the activities of an institution or an organization, as this goal presupposes an ongoing and long process that mainly requires awareness on the need for gender mainstreaming as well as the use of multiple and multi-level tools. However, through our training proposal we seek to facilitate the path to knowledge in the field of gender equality and to contribute to promoting gender equality in practice.



Introductory Remarks

1.1

Adult Education

One of the most popular definitions of adult education is provided by UNESCO in the International Standard Classification of Education (ISCED). According to this definition, adult education is:

specifically targeted at individuals who are regarded as adults by their society to improve their technical or professional qualifications, further develop their abilities, enrich their knowledge with the purpose to complete a level of formal education, or to acquire, refresh or update their knowledge, skills and competencies in a particular field. This also includes what may be referred to as 'continuing education', 'recurrent education' or 'second chance education' (UNESCO Institute for Statistics, 2012: 78).

This definition includes as well the purposes of adult education. The International Standard Classification of Education (ISCED) *"is the reference classification for organizing education programmes and related qualifications by education levels and fields"* (UNESCO Institute for Statistics, 2011: 6). ISCED was initially developed by UNESCO in the 1970s, and first revised in 1997 (UNESCO Institute for Statistics, 2011: iii).

Another definition of adult education is the one included in the Resolution of the Council of the European Union on a renewed European agenda for adult learning (2011/C 372/01): adult learning is *"covering the entire range of formal, non-formal and informal learning activities, general and vocational, undertaken by adults after leaving initial education and training"*. At the same Resolution is recognized: *"the substantial contribution which adult learning can make to economic development - by strengthening productivity, competitiveness, creativity, innovation and entrepreneurship"*, as well as is noted that employers should be aware of adult learning contribution to *"promoting productivity, competitiveness, creativity, innovation and entrepreneurship, and is an important factor in enhancing the employability and labour market mobility of their employees"*.

1.2

Characteristics of adult trainees and the role of the trainer

According to Kokkos (2003: 89-92) all adult trainees have the following five (5) characteristics:

- **they participate in the training having in mind specific goals** for professional progress, fulfilling social roles and personal development. Thus, when they decide to participate in a training *“they usually do it for specific reasons, related to the phase of life they are going through and to their current needs”*, as they have realised that *“they need certain knowledge and skills that will enable them to cope better with their current or future situation”*
- **they have a wider and different variety of experiences** (in comparison to children), *“they have the need for the content of their training to be linked to their specific experiences”* or they prefer *“this kind of training that is in relation to what they already know or apply in everyday life”*
- **the ways of learning that they prefer have already been crystallized** and that means that each one of them *“prefers to learn in a certain way, depending on his/her personality, abilities, experiences”*
- **they encounter learning obstacles**, which fall into three categories:
 1. *“obstacles due to poor organization of the learning process”*, which may also appear in educational programmes for children, however, the *“reaction”* of adult trainees *“is expected to be more intense”* for the above mentioned reasons, such as *“their strongest need to be treated responsibly”* and *“their expectation for direct results from the training”*
 2. *“obstacles arising from the social obligations and duties of adult trainees”*
 3. *“internal obstacles”* that are related to trainees' personality.
- **they tend to participate actively** as *“adulthood is intertwined with the tendency of individuals to self-determination, emancipation, active participation in shaping situations that concern them”*, something that *“usually applies in the field of education”*. In practice, this means that the adults trainees *“want to be treated as responsible individuals”*, *“prefer to be consulted, to participate in an open dialogue and communication”*, the *“monologue of their trainers”* is not attractive for them, often *“they claim a non-standardized, prefabricated curriculum but a curriculum adapted to their own learning objectives”*. Sometimes because of the fact that *“they know very well their needs, they are able to justifiably challenge the content of a programme that does not correspond to them and to suggest other issues and methods”* and, for this reason, usually they treat the trainer *“more as an experienced expert or colleague than as an undisputed authority”*.

The adults trainees “want to be treated as responsible individuals”, “prefer to be consulted, to participate in an open dialogue”

The main role of trainers lies in the *“facilitation”* of learning (Koulaouzidis, 2011: 24-26; Tsimboukli, 2012: 67). In practice, this facilitation can be translated as the desire of the trainer *“to move away from the techniques and methods that are teacher-centered”* (Koulaouzidis, 2011: 25). When the trainer acts as a facilitator, it means that he/she *“assists in the learning process of an adult by creating the environment in which learning can be achieved, without determining the outcome of the learning process”* (Koulaouzidis, 2011: 25). Having as a starting point the principle that *“no method is better than the trainer who uses it”*, trainers must operate *“on the basis of groups' principles”* which are:

- A group of adult trainees can acquire the knowledge, if the trainer creates the necessary conditions.
- It is not necessary for the trainer to constantly intervene and control the discussion in order to achieve the purpose of learning.

- Learning is achieved when the group does not depend on the trainer and takes the responsibility for its own learning (Tsimpoukli, 2012: 67).

The role of a trainer as a learning facilitator means that he/she has some characteristics and skills that allow him/her to perform this role:

- his / her emotional involvement in the training group
- awareness that his/her presence affects the trainees
- ability to recognize his/her own mistakes
- acceptance of criticism by the trainees
- substantial interest for the trainees and their learning process
- the ability of “unfolding” his/her identity, that means to act according to his/her personal principles and not according to the expectations of others
- trust in the team process as a key parameter for the acquisition of knowledge
- creativity and innovation in making good use of the trainees’ experiences (Tsimpoukli, 2012: 67-68).

Finally, a trainer is also an animator. Animation, according to Kokkos, as cited by Kalaouzidis (2011: 26-27) “*is the development of creative expression and skills through relationships based on collaboration, initiative and mutual confidence*” and, furthermore, “*the mobilization of a team towards a goal, the approach of which signifies the active presence of the team in society*”. Animation, according to Kalaouzidis (2011: 28), “*is neither the organization of a learning activity, nor the teaching, but rather is a **counseling, catalytic action that includes the elements of mobilization***”. In addition, animation is the trainer’s effort to “*enable the members of the trainee group to become aware of their learning needs as a team, so that they can more accurately identify the means to satisfy these needs and act in this direction*” (Koulaouzidis, 2011: 28).

1.3

Conditions for effective adult training

Kokkos (2003b: 97-102), has presented eight (8) conditions for effective adult training and learning:

- **Voluntary participation:** pressure for participation usually has a negative effect
- **Clear training objectives:** the objectives of the training must be clear, realistic, related to the “*subjective needs*” of the participants, but also to the “*objective needs of the professional and social environment*”
- **Perfect organization of every aspect of the training programme:** even if the trainers are of high qualification, deficiencies in terms of infrastructure, training materials, etc. may have a negative impact on the training.
- **Direct link between the content of the training and the experiences and needs of the participants:** the issues, the problems and the examples to be addressed and examined should be “*closely linked to the situations that participants face or will face*”, as well as participants should receive all these elements that they will help them “*to use their experiences, to process them and to learn from them*”
- **The ways of learning that participants prefer should be taken into consideration:** it is necessary to choose an individualized approach concerning the ways in which each trainee can learn better and “*teaching should be organized with these in mind*” - the diagnosis of these ways can be made through systematic observation by the trainers or through the use of diagnostic tools (e.g. questionnaires)

- **Gradual encouragement of the trainees to participate actively in the training process:** based on the mood of each group and the climate that has been formed, the trainer should gradually encourage the trainees to actively participate.
- **Exploring the learning barriers that learners may face (see above), as well as the ways in which we could overcome them:** the trainer is asked to *“diagnose the factors that may prevent learning and are inherent in the team for which he/she is responsible”*.
- **Creation of a learning climate in which substantive communication, the spirit of cooperation and mutual respect will coexist:** this climate is the basis that will make all the above conditions to work.

Finally, complementary to the above learning conditions, are the below conditions that allow the management of attitudes that prevent change and include the following:

- an environment that offers emotional support to the trainees
- opportunities to make them think critically about their attitudes, through observing the others
- opportunities to experience many different learning conditions
- opportunities to experiment with new concepts
- opportunities for feedback from others (Tsimpoukli, 2012: 81-82).

1.4

Gender training

This Manual, as already mentioned, is created to support the training actions of the Project aiming at promoting gender equality initiatives in companies. Thus, apart from adult education principles, it is designed and based on gender equality training principles. UN Women (2014) defines gender training as a *“tool, strategy, and means to effect individual and collective transformation towards gender equality through consciousness raising, empowering learning, knowledge building, and skill development”*.

According to EIGE (2016)¹, gender training provides participants with the relevant knowledge, skills and values that allow them to contribute to the effective implementation of the gender-mainstreaming strategy in their field, organisation, institution or country.

After attending a gender training programme, participants should be able to:

- identify gender inequalities and gender gaps in their field of activity
- define gender equality objectives
- take account of gender when planning and implementing policies
- monitor gender equality progress
- evaluate actions, programmes and policies from a gender perspective.

In order to effectively implement gender training activities, adequate theoretical knowledge and practical skills are required, to lead and contribute to a change in attitudes. In particular, the learning process should support participants to recognize that no policy or practice is gender neutral. However, gender equality training is not a goal in

¹ EIGE has developed useful tools for planning and implementing gender training activities. For more details see at: <https://eige.europa.eu/gender-mainstreaming/toolkits/gender-equality-training>.

itself, or a single tool. It is part of a wider set of tools used to implement gender mainstreaming and that is why it is important to be incorporated into a continuous and long-term process.

According to EIGE's methodology (2016), for the development of a high-quality and effective gender training programme, three (3) phases should be followed: 1. Planning phase (needs assessment, sufficient resources allocation, selection of a good trainer etc.), 2. Implementation phase (engagement related to needs assessment, active participation in the educational design, encouragement of people to participate etc.), and 3 Evaluation and follow-up phase (assessment of the long-term impacts of training, monitoring how new knowledge is incorporated in participants every day work etc.).

The benefits of gender training go beyond encouraging greater gender equality competence and can lead to significant changes in an organization's work. Some possible changes are the following:

- implementation of new policies, practices and activities where gender is mainstreamed
- changes in the outputs and public image of the organisation
- clearly formulated performance indicators that can be used to plan future initiatives
- changes in the institution's culture in favour of a more gender-equal environment
- changes in the internal decision-making processes or changes in the organisation's internal procedures.

The delivery of gender equality training faces a number of practical challenges. In particular, EIGE, based on information collected through research (2012-2013), highlights some factors that have an impact on gender training effectiveness. Some of these factors are the following:

- Gender equality training is still considered a low priority and is rarely planned in a systematic and integrated way. Therefore, it often turns out to be a one-off effort and rarely helps the accomplishment of objectives that are included in Equality Plans
- Training programmes are often not tailored to the needs of each organization and trainees' group. This limits the application of new knowledge gained through the training in everyday work
- Incentives for participants are usually very limited. This keeps attendance rates low and the most relevant actors (e.g. managers) remain untrained.

Based on all the above, in order to implement an effective gender training programme that will lead to the accomplishment of its' goal, it is necessary to ensure a series of conditions that are related to training an organization. These conditions will substantially support the integration of gender dimension into the processes and policies of an organization. However, it is equally important to support the staff of an organization in order to understand and use the appropriate offered tools, so that the employees themselves integrate the gender dimension in the work and tasks they undertake.



The delivery of gender equality training faces a number of practical challenges



Training programme: basic information

2.1

Target groups

- Employers, executive staff of companies (board member, directors, consultants etc.).
- Staff members of companies' human resources departments.

2.2

Purpose of the training programme

The main purposes of this training programme are:

- preventing and combating discrimination on the grounds of gender and/or family status in the companies' working environment
- promoting the reconciliation of professional and family/private life of employees in companies
- enhancing the skills of employers, entrepreneurs and business executives in order to create safe, positive and gender-inclusive working terms and conditions, which will consequently enhance the efficiency and productivity of their staff.

2.3

Structure of the training programme

TRAINING MODULES AND ACTIVITIES	DURATION
Get to know each other, expectations, learning contract	🕒 65 min
Activity 1: Get to know each other	🕒 25 min
Activity 2: Expectations and training needs of the trainees	🕒 20 min
Activity 3: Learning "contract" or agreement	🕒 20 min
Basic terms and definitions	🕒 70 min
Activity 1: Plenary discussion: Father and son	🕒 20 min
Activity 2: Working in groups – thematic discussion: Thinking of and discussion on basic concepts	🕒 30 min
Activity 3: Presentation: Definition of basic terms	🕒 20 min
Reconciliation of professional and family/private life: Data, legal/institutional framework and practices	🕒 135 min
Activity 1: Plenary discussion: The reconciliation of professional and family/private life	🕒 25 min
Activity 2: Presentation: Data on reconciliation of professional and family/private life	🕒 20 min
Activity 3: Working in groups: Case study	🕒 45 min
Activity 4: Presentation: Current national and European/International legal/institutional framework	🕒 20 min

**Training programme:
basic information**
**Structure of the
training programme**

Activity 5: Plenary discussion: Good practices on reconciliation of work, family and private life in companies	🕒 25 min
Gender mainstreaming in companies	🕒 95 min
Activity 1: Brainstorming: Learning about gender mainstreaming	🕒 10 min
Activity 2: Video projection – plenary discussion: Main principles of gender mainstreaming	🕒 15 min
Activity 3: Presentation: First steps for organizational change towards gender equality	🕒 20 min
Activity 4: Simulation activity: We create an Equality Plan	🕒 50 min
Closing Session: Plenary discussion and evaluation	🕒 40 min
Activity 1: Plenary discussion: Thoughts, feelings, impressions	🕒 20 min
Activity 2: Final evaluation	🕒 20 min



The training programme

3.1

Introductory Session: Get to know each other, expectations, learning contract

In this introductory section we will focus on “team development”, through the use of certain techniques whose purposes are:

- reducing of stress and tension that the trainees may have
- allowing trainees to get to know each other and with the trainer(s)
- strengthening the trainees’ commitment to the training programme and the development of its cohesion
- identifying the trainees’ expectations from their participation in the training programme
- setting common educational goals
- defining a regulatory framework through which the learning process and culture as well as the appropriate communication between all will be encouraged.

Training needs assessment takes place **before** the implementation of the training programme, either through an interview (in person or by telephone) of the trainer with each trainee or by distributing questionnaires or by communication via e-mail, etc. Another way of assessing the training needs of the trainees is to ask them to send their CV, so that the trainer “*forms the profile for each member of the team*” (Tsimpoukli, 2012: 86). However, the above methods have several disadvantages. For example, scheduling personal interviews with all trainees can be a time-consuming process. Also, completing and submitting questionnaires raises personal data management issues and will require the informed and signed consent of the trainees. Regarding the study of CVs, this does not clearly indicate the training needs and/or expectations of the candidate trainees in a training programme.

In order to increase the possibility of a quick collection of honest but also clear answers, as well as for reasons of application of the provisions of the GDPR (2016/97), it is recommended to collect these answers through an anonymous electronic survey (questionnaire) using some of the relevant platforms, many of which are available free of charge. In any other case of data collection (e.g. through personal interview), the trainer

must have received the informed and written (signed) consent of the trainees. However, as we will see in **Activity 3** of this section, training needs may be assessed and recorded (and) at the beginning of training.

In **Annex 1** you can find an example of a training needs assessment questionnaire for employers and business executives who will be trained to develop gender equality initiatives, with an emphasis on initiatives that facilitate the reconciliation of employees' work and family/private life. The questionnaire mainly uses closed-ended (multiple choice) questions, making it easier to fill it in, as well as facilitating a comparative analysis of the answers of all trainees. At the same time, an open-ended question is also included allowing the trainees to record their personal learning expectations from their participation in the training workshop.

The collection and analysis of data regarding the training needs of the participants helps the trainer to understand their expectations and therefore to better plan the content of the training modules and activities that he/she will develop, responding substantially to the real requirements and objectives of the training process.

1st

Activity



Activity duration

(for 20-25 trainees):

25 min

Get to know each other

There are some activities that help to break the ice between the participants, to get to know each other as well as the trainer(s) and to facilitate team building. The main purpose of these activities is to create a climate of trust that will help all team members to feel comfortable, in order to share and exchange experiences, views and feelings.



Important notice!

Share and exchange of emotions is not suitable for training programmes in companies, because they require an experienced adult trainer who *“can manage any crises that may arise in the team as a result of these activities”* (Tsimpoukli, 2012: 88-89).

According to Tsimpoukli (2012: 89) the trainer, should take into account the following key factors in using ice breaking techniques:

- the main theme / topic of the training programme
- the implementation framework
- the profile of the trainees and, if possible, their educational profile in particular
- his/her own personal skills, knowledge and training to manage the team
- the available space and time of the training
- the number of participants
- the available support to him/her from the context in which he/she works

Based on the above factors, the trainer can choose between different meeting and ice breaking techniques and adapt the content of the activity based on the object of the programme. For example, when the content of the training is about gender issues, the trainer can use the meeting and ice breaking techniques that are often found in adult education, adding elements that include the gender dimension. One of the techniques² is the **technique of getting to know each other in pairs**:

The trainer can use ice breaking techniques and add elements that include the gender dimension

- The trainer asks the participants to split into pairs. At this point, and while having in mind that many participants can either choose a person sitting next to them or a person they already know - thus creating a subgroup that will have a negative effect on the dynamic of the group, the trainer can ask from the trainees either to choose a person who they think they would like to get to know or to set some criteria for choosing a match (e.g. not to have the same gender identity) or even to intervene more dynamically by creating himself/herself pairs or triplets.
- Then, the trainer asks from all pairs to give a mini-interview to each other and then to introduce their partner to the rest of the group or join other couples to form quads or groups of six and do there the recommendations / presentations.

We recommend this ice breaking technique because it brings together various benefits, such as relieving the stress that other techniques - such as the self-presentation - may cause or obtaining more information for the background of the trainees than other techniques, such as the chain technique or the use of labels technique³.

Guidelines for trainers:

- Divide the trainees into pairs, taking care not to create pairs of people who already know each other.
- Give all pairs of trainees about two (2) minutes - one (1) for each person - to get to know each other. They can take notes, if they wish.
- Ask trainees to share basic information and also to point out a characteristic of them or a choice they have made in their life or a role they have taken on, which they believe or consider that is directly related to their gender.
- After the time has elapsed, give each trainee one minute to introduce his/her partner to the rest of the team.
- The trainer should introduce his/her partner (if he/she has been involved in a couple) or himself/herself (if he/she has not joined a couple) at the end, in order not to influence the trainees who tend to follow his/her example.

² Some alternative meeting-ice breaking techniques are (Tsimpoukli, 2012: 90-92):

- the **self-presentation** technique: the trainer, after introducing himself/herself to the group, shares information about his/her professional and educational background- possibly by including other personal information- and asks the participants to present themselves. It is very possible that the trainees will share the same information as the ones the trainer shared with them before.
- the **chain** technique: the trainees take turns telling their name and the name of those sitting in front of them, e.g. each trainee should tell his/her name and the names of all those who were introduced before him/her. At the end, the first trainee who introduced himself/herself has to mention the names of all the team members.
- the **name and story** technique: all the trainees write their name on a piece of paper, place it in the center of the circle (e.g. on the floor) and mention something that characterizes their name -either positive or negative- e.g. that it is the name of their grandparents whom they loved. The trainer is the one who will begin this activity by writing his/her own name and mentioning something about it.
- the **characteristics** technique: the trainees after writing on a piece of paper their various preferences, e.g. their favorite food, sport, TV show, etc. they look for a member in the group who has similar preferences, discuss for a while about the reasons behind these preferences and then introduce themselves to the whole group and share these reasons
- the technique of **using labels / cards**: especially in large groups (e.g. over 30 people), the trainees receive from the trainer cards on which they write their name and any other information they consider as important.

³ See previous footnote.

Alternative ways to implement the activity:

- If there is a gender balance among the participants, ask the trainees to make mixed pairs (male-female) and then to introduce and present themselves, in the first person, as if they were their partner. This approach immediately raises issues related to the role of gender and at the same time it contributes to a first identification of the gender stereotypes that trap both women and men.
- In case of online training, working in pairs could be difficult. In this case, ask the participants to introduce themselves by including in their presentation, information similar to those already mentioned.



2nd
Activity



Activity
duration

(for 20-25 trainees):

20 min

Expectations and training needs of the trainees

After the ice had broken between the trainees and they got to know each other, the they are divided into groups of the same size - for example, in a total of thirty (30) participants, five (5) groups of six (6) people are formed – with the purpose to record their training needs and their expectations from their participation in the training programme (Tsimpoukli, 2012: 96).

Keep always the same groups or not?

These groups could remain the same throughout the training, with the aim of *“strengthening cohesion and the commitment of the team members”*, but in this way it is important to take into account a key drawback: *“not all trainees will get to know each other, in case they stay in the same sub-group”* (Tsimpoukli, 2012: 96).

The expectations and training needs of each group will be presented by a representative of theirs, who will also share the questions of the group with the trainer. During the presentation, common points can be highlighted among the participants that may relate to *“the expectations, objectives, questions, but also the rules of the operation of the programme”* (Tsimpoukli, 2012: 96). After the presentations, these common points are “filtered” in plenary and, thus, *“the synthesis of the views and needs of the trainees at a collective level is achieved”* and *“the difference between the real training needs and the individual and collective expectations is understood, which most of the time do not only have to do with the training needs, but also with wider issues to which the educational programme cannot respond”* (e.g., an expectation for promotion) (Tsimpoukli, 2012: 96).

A method that facilitates assessing the expectations and training needs of the team, is the **“Nominal Group Technique Procedure”** which is *“a structured brainstorming method that enhances everyone’s participation”* and *“can be used in the first*

phase of investigating expectations and of training needs" (Tsimpoukli, 2012: 96-97). This method, as Tsimpoukli (2012: 96-97) points out, helps the trainer to better manage the team when:

- some trainees are more talkative than others
- some trainees may think better when there is silence
- some trainees prefer not to join the group
- the team can hardly formulate some new ideas
- some or all of the team members are new
- the issue is "controversial" and may result in "conflicts" between members.

Guidelines for trainers who want to use the

Nominal Group Technique Procedure (Tsimpoukli, 2012: 97-98):

- Give all trainees paper and a pencil/pen.
- Inform all trainees about the topic (e.g. what are the expectations from participating in the training programme), explaining what you mean by this term.
- Ask the trainees to think and write down expectations that come up to their mind.
- Start brainstorming: each trainee says what his/her expectations are and the trainer writes them all down on a board.
- Discuss in the plenary the recorded expectations, in order to provide any clarifications regarding the "meaning" of each of them and invite the participants to co-decide (e.g. by voting) on whether and what expectations can be excluded/ removed and prioritize the remaining expectations.



What should trainers pay attention to when applying the technique:

- clarifying questions or discussions are not allowed
- trainees can refer to expectations other than those recorded
- a trainee has the right to give his/her turn and speak later
- give space so that all expectations from all trainees may be expressed, while preventing disagreements between the participants: the goal is their free expression and not their "evaluation" (Tsimpoukli, 2012: 97 -98).

In addition, in case of online training, each trainee will be asked to write down his/her expectations and read them to the group. It is important that the trainer frequently repeats keywords that were heard by the team members, in order to finally create a framework that will include all the expectations that the team accepts.



3rd
Activity



Activity
duration

(for 20-25 trainees):

20 min

Learning “contract” or agreement

The formulation of a learning agreement or contract is a very basic and important stage of a training programme. This agreement/contract aims to create a common framework of principles and rules that will facilitate everyone’s participation in the training process. In such an agreement/contract “*the conditions of the programme are specified*” (Karalis & Papageorgiou, 2012: 98). More specifically, according to Pandis (2012: 34), through the learning agreement/contract the following are achieved:

- The creation of a team feeling and “belonging” sense to the trainees, which helps creating bonds between them.
- Ensuring equal participation, respect and acceptance of diversity in all group activities.
- Setting limits in participants’ behavior, through their commitment to accept and follow the rules.
- Setting limits regarding the operational rules that contribute to the sustainability of the group.

Guidelines for trainers:

- Make sure you have a cardboard or paper and pens/markers.
- Inform the trainees about what a learning agreement/contract is, what its purpose and content are, and how it will help them as a team.
- Ask the trainees to write their name or draw something on the board before writing the rules and to write the rules themselves. Alternatively, you can write down the rules recommended by the trainees.
- You can also contribute to the shaping of the content of the contract with your own views, taking care to ensure everyone’s agreement.
- Encourage all trainees to contribute to the formulation of the content of the agreement/contract and to agree on it, and commit - first yourself - to its implementation and then ask for the commitment of the whole team too.
- Upon completion of the above procedure, the agreement/contract is posted in a prominent place and remains there until the end of the programme.

Some examples of principles and rules included in a learning agreement/contract are:

- respect for the personality of all learners
- teamwork
- do not interrupt a team member when he/she speaks
- return on time after the breaks
- not using mobile phones during training or if you have to leave the training room do it in a discreet way, thus not causing any disturbance to the training process

Learning agreement or contract: important notice

- A learning agreement / contract is not an “*inviolable agreement*” (Pandis, 2012: 34) as it can be modified if “*some of the conditions change*” (Karalis & Papageorgiou, 2012: 99). Then, “*a re-shaping or renegotiation of the learning contract is necessary*” (Karalis & Papageorgiou, 2012: 99). In any case, the learning agreement/contract is a dynamic process and can be improved as long as the trainer and trainees follow it and evaluate its results (Pandis, 2012: 34).

The training programme**Introductory Session:
Get to know each other, expectations, learning contract**

- In case of online training, follow a similar procedure to the one mentioned in the previous activity. In particular, each trainee is invited to submit his / her ideas about the rules and principles of the learning agreement / contract and the trainer often repeats keywords that were heard from team members, in order a commonly accepted framework to be finally emerged.

3.2

**First Training Module:
Basic terms and definitions****Training objectives:**

- Familiarization with gender-related key concepts, in general, as well as in the field of work and employment, in particular.
- Awareness-raising and new knowledge regarding the need to reconcile professional and family/private life.
- Awareness-raising and sensitization regarding the various challenges and obstacles that women face when accessing the labour market as well as during their professional careers.

Key words: basic terms, gender inequalities, stereotypes, discrimination, employment, gender roles

Training Module Duration: 70 min



**1st
Activity**



**Activity
duration**

(for 20-25 trainees):

20 min

Plenary discussion: Father and Son⁴

After having completed the Introductory Section in which a team spirit has started to be created and the framework of the training process has been set, many trainers choose to carry out some activity that will stimulate the group's interest in the main topic of the training. In the context of this programme, a specific activity aiming at highlighting the strong influence of gender stereotypes on the way we think and make decisions is selected.

Guidelines for trainers:

Prepare a presentation (e.g. by using Microsoft Power Point) with the following story:

- *"A father and son were involved in a car accident in which the father was killed and the son was seriously injured. The father was pronounced dead at the scene of the accident and his body was taken to a local morgue. The son was taken by ambulance to a nearby hospital and was immediately wheeled into an emergency operating room. A surgeon was called. Upon arrival and seeing the patient, the attending surgeon exclaimed "Oh my God, it's my son!"*
- Ask the participants to explain what they believe that has happened.
- Listen to the different explanations that they will present and then reveal the answer.
- Discuss about explicit and unconscious gender bias and stereotypes.
- Ask them to present examples from their working life where they believe that unconscious bias influence their way of thinking and decision making (e.g. interviews for recruitment, the way they treat colleagues that are different in comparison to their characteristics and/or experiences etc.).

⁴ The Activity is from: Pendry, Driscoll & Field (2007: 41).

Notes for trainers⁵:

- Around 40% of participants who are faced with this challenge do not think of the most plausible answer—being the surgeon is the boy's mother. Rather, readers invent elaborate stories such as the boy was adopted and the surgeon was his natural father or the father in the car was a priest. As such, the exercise illustrates the powerful pull of automatic, stereotyped associations. For some individuals, the association between surgeon and men is so strong that it interferes with problem-solving and making accurate judgments.
- This exercise leads well into an ensuing discussion on the automaticity of stereotypes and the distinction between explicit and implicit bias. From here, the discussion can move to explore ways of controlling or overcoming automatic bias. Also, because some of the participants will solve the problem with the most plausible reason, the exercise highlights individual differences in stereotyping and opens a discussion into why stereotypes differ across individuals.



2nd
Activity



Activity
duration

(for 20-25 trainees):

30 min

Working in groups – thematic discussion: thinking of and discussion on basic concepts

Guidelines for trainers:

- Divide the trainees into groups -same number of people per group. Avoid -as much as possible- to include in the same group people who already know each other and – also, as much as possible – ensure the diversity of the group (e.g., in terms of gender, age, etc.). Thus, enhancing collaboration and dialogue with people with different profiles, backgrounds, perspectives, experiences, etc
- Give all groups cards with some key concepts to all groups (see for example: **Activity Handout**) - equal number of key concepts per group - and ask their members to think and discuss about them and then come up with a definition for each of them.
- Choose concepts that you think will help depending on the goals you have set. For example, if you want you can choose concepts that, based on the level of the group, you think trainees may be aware of, or you can also choose concepts that are less common, in order to increase the interest and thinking about their content
- Give five (5) minutes of preparation time
- Ask each group to choose one of the definitions and present it to the other groups in 1-2 minutes
- Ask the other groups if they agree with this definition. If not, ask them what they would change and why
- Use concepts from the **Glossary** (see **Annex 2**)
- In case of online training, carry out the activity by assigning one (1) concept to three (3) participants, give a few minutes to each of them to think and during the final presentation of each concept, ask all three to contribute in shaping its definition.

⁵ Πηγή: include-empower.com

Working in groups training technique standards
(Kokkos, 2003a: 221-222).

- Five (5) people is the ideal number of members per group, as in a three-member group *"there is a risk that the exchange process will end up soon"*, in a four-member group *"there is a risk of deadlock: two against two"* while in groups of more than five (5) members *"the possibility of a comfortable intervention for everyone is reduced"*.
- It is advisable that groups are randomly formed and are diverse (e.g., based on gender, color, occupation, educational level) because in this way *"the phenomenon of members who already know each other or have the same characteristics and are attached to each other, is avoided"*, however, in some cases, the selection of members of a group with specific criteria (such as their knowledge of a subject) may be justified.
- When the same groups have already worked 3-4 times, it is suggested to form new groups in order to facilitate the interaction among all participants.

ACTIVITY HANDOUT	
Cards with terms	
Gender inequalities	Stereotype
Reconciliation of professional and family/private life	Glass Ceiling
Gender Pay Gap	Sexual Harassment
Sexism	Gender
Gender aspect	Gender Discriminations
Gender Roles	Sticky floor
Indirect Discrimination	Gender segregation (vertical and horizontal)
Prejudice	Gender Based Violence



(for 20-25 trainees):

20 min

Presentation: Definition of basic terms

Guidelines for trainers:

- Prepare a presentation (e.g. by using Microsoft Power Point) with all the main terms and their definitions (see **Annex 2**).
- Ask the trainees if they have any questions or comments and provide clarifications.
- Print and distribute copies of the concepts and their definitions to the trainees (see **Annex 2**), so that they can add them in their training material folder and study them again in the future.
- In case of an online training, inform the trainees that the **Glossary** will be sent to them after the training is completed.

What to take into consideration when making a presentation

(Kokkos, 2003a: 176-177)

- Use presentations *"only where required, depending on the topic, the characteristics of the trainees, the learning climate"*.
- Use the presentation in such a way that it becomes interesting and effective.
- You can enrich your presentation and combine it *"with other training techniques that promote active participation"*.
- Presentations should:
 - not last more than twenty (20) minutes
 - maintain the interest of the trainees, in order to actively follow the argument and the thinking of the trainers
 - be structured into three (3) parts: introduction (2 to 4 minutes), main part (13 to 16 minutes), epilogue (2 to 3 minutes).



ADDITIONAL MATERIAL AND SOURCES FOR STUDY AND PREPARATION OF MODULE'S ACTIVITIES

- Council of Europe, *Recommendation CM/Rec (2019)1 of the Committee of Ministers to member States on preventing and combating sexism*. Retrieved from: <https://rm.coe.int/16809e17ab>
- Council of Europe (2011), *Convention on preventing and combating violence against women and domestic violence*. Retrieved from: <https://rm.coe.int/168046031c>
- European Institute for Gender Equality, *Gender Equality Glossary and Thesaurus*. Retrieved from: <https://eige.europa.eu/thesaurus/browse>
- European Commission (1998), *100 words for equality. A glossary of terms on equality between women and men*, Luxembourg: Publications Office of the European Union. Retrieved from: <https://op.europa.eu/en/publication-detail/-/publication/7342d801-86cc-4f59-a71a-2ff7c0e04123#>
- Keen, E. & Georgescu, M. (2016), *Bookmarks - A manual for combating hate speech*

online through human rights education, Revised edition (2016), with the inclusion of the Guide to Human Rights for Internet Users, Council of Europe. Retrieved from: <https://rm.coe.int/168065dac7>

- **United Nation Human Rights Office of the High Commissioner** (2014). *Women's Rights are Human Rights*, Geneva: United Nations publication. Retrieved from: <https://www.ohchr.org/documents/events/whrd/womenrightsarehr.pdf>

3.3

Second Training Module: Reconciliation of professional and family/ private life: Data, legal/institutional framework and practices

Training Objectives:

- Awareness-raising and information on the current situation regarding the reconciliation of professional and family/private life.
- Provision of information on:
 - the current legal and institutional framework regarding discrimination on the grounds of gender and/or family status in the field of work and employment
 - the rights of pregnant and parents employees and the respective obligations of employers
 - the duties and responsibilities of the relevant supervisory authorities
- Awareness-raising to avoid (un)intentional violations of the relevant legal / regulatory framework.
- Facilitation for searching and acquiring knowledge regarding labour law provisions from reliable sources
- Presentation of good practices implemented by companies in the field of reconciliation of professional and family/private life.

Key words: reconciliation of professional and family/private life, legislation, parental leave, maternity leave, discriminations in labour market, good practices

Training Module Duration: 135 min



1st
Activity



Activity
duration

(for 20-25 trainees):

25 min

Plenary discussion: Reconciliation of professional and family/private life

Guidelines for trainers:

One of the examined concepts in the previous training module was that of reconciling work and family/private life. Discuss with the group the situation in your country - especially in business sector - asking the trainees to share experiences and/or thoughts on the issue. Some indicative questions are:

- According to your personal knowledge or experience, how easy do you think it is for a woman to reconcile her work and family/private life?
- Are there any differences between men and women in terms of sharing the responsibilities and burdens of family care and domestic work in our country? If yes, why do you think this is happening? If not, why do you think that such differences exist in other countries?
- Are there any differences between the public and the private sector - as well as between different sectors of economic activity - in terms of women's opportunity to reconcile their work and family/private life? If yes, where and why can these differences be found? If not, can you identify the factors that contribute to this lack of differences?
- Are there any other gender inequalities in the labour market? If yes, what are the

reasons for such inequalities? Are they – or at least some of them - related to the increased care obligations undertaken by women?

Discussion technique: important notice and standards

(Kokkos, 2003a: 204-205, 208)

- This technique aims at learning through dialogue between the trainer and the trainees as well as between trainees.
- During a discussion, a topic is thoroughly and in-depth examined, through pre-planned (not spontaneous) questions, either oral or written.
- A discussion can be made with the whole group of trainees, in separate groups or in pairs.

The standards that must be met during the implementation of the discussion technique are the same as those of the training technique of questions and answers:

- Make clear and simple questions.
- Questions are addressed to all the trainees, but without the latter "*being prompted to answer by name*" - because such practice may surprise them and put them in a difficult position- and without asking them to respond in turn, because, in this way, they will get tired.
- If the trainees do not answer, the trainer should not rush to give an answer himself/herself, but give more time to the trainees. The latter may still think the answer or hesitate to give it or be afraid of making a mistake.
- Questions addressed to the trainees should be relevant to their skills and abilities and, at the same time, should not be answered only with a "yes" or a "no".
- Questions addressed to the trainees "*must not be - in any way - annoying,*" or make them "*feel challenged or diminished*".
- Questions can be accompanied, where possible, by figures, pictures, documents, etc. to become more interesting, while it is appropriate for the trainer to write on a board or to keep notes of the trainees' answers.
- If the trainees ask a question that the trainer cannot answer, the latter should not hesitate to admit his/her ignorance and promise that he/she will get back to the question (e.g. at a next meeting with the team), after having studied about the topic.



2nd
Activity



Activity
duration

(for 20-25 trainees):

20 min

Presentation:

Data on reconciliation of professional and family/private life

Guidelines for trainers:

Prepare a presentation (e.g. by using Microsoft Power Point) with data related to the reconciliation of professional and family/private life in your country as well as compared with the EU average and/or other countries. You can search and find valid - and freely available - data from European and other international bodies and institutions with relevant experience, such as:

- European Commission: www.ec.europa.eu
- Eurostat: ec.europa.eu/eurostat
- Eurofound: www.eurofound.europa.eu
- European Institute for Gender Equality (EIGE): www.eige.europa.eu
- Organisation for Economic Co-operation and Development (OECD): www.oecd.org
- International Labour Organization (ILO): www.ilo.org

Moreover, there several relevant studies from national bodies, such as:

- National Equality Bodies
- National Human Rights Bodies
- National Statistics Authorities
- Academic / research institutes on gender, equality and-or employment-related issues.
- Trade Unions and Associations
- Civil society organizations such as women's rights or human rights NGOs



3rd
Activity



Activity
duration

(for 20-25 trainees):

45 min

Working in groups: Case Study

Guidelines for trainers:

- Divide the trainees into groups with the same number of members. If you want, you may keep the groups that were formed in a previous activity.
- Give each group 1-2 cases that you will find in the following **Activity Handout** or others that you will design or find (if real cases).
- Ask each group to study their cases and answer the following questions:
 - Is there a violation of the existing national legal framework? Justify your answer.
 - If there is a violation, where could the incident be reported? If someone wants to know for sure if this is a violation or not, where can they find valid information?
- Give all groups 10-15 minutes to prepare their answers.
- Then ask all groups to present their cases and their answers to the rest of the groups. Each presentation should not exceed five (5) minutes.
- Ask the rest of the groups to argue whether they agree or not with the answers provided and, if not, justify their disagreement.
- In case you want or need to carry out this activity online, assign one (1) case to every three (3) participants, give them a few minutes to think of it and then ask them to present it and share their thoughts and opinions with the rest of the trainees.

The case study training technique: important notice

(Kokkos, 2003a: 233)

- Each case should be as close to reality as possible.
- Design a case so that it arouses the trainees' interest.
- Persons involved in the case as well as facts must be "*clear and accurate*", without "*inaccurate or ambiguous data*" which may lead to a loss of trainees of interest.
- Ask the trainees if the case given to them is understandable.
- Analyze the actions of the trainees so that they "*realize that their personal participation was worthwhile*", let them present the "solution" they pro-

pose and how they came to it, add any corrections or remarks, evaluate any “*divergent opinions*”, make connections between what they have learned and what the trainees are going to learn.

ACTIVITY HANDOUT

Case Studies

Case Study 1

Mary submitted her CV for a job position that interested her. During the interview with her potential employer, the latter stated that he was impressed by Maria’s knowledge and experience as well as her personality. Towards the end of the interview, he asked her if she was married. Mary said yes. Then, her potential employer asked her if she had children and if so, how many and how old they were. Mary replied that she has two children who are both elementary school students. Her potential employer, after thanking her for expressing her interest for the job position, told her that she would be informed of his decision in the coming days. The days passed and Mary did not receive any message. She later learned that someone else had been hired.

Case Study 2

Kate is the mother of a 2-year-old boy and is looking for a job. While searching for a job, she found two relevant ads that interested her. However, she decided not to apply for either of them. The reason was that in one ad it was stated that “the candidate should not have family/parental obligations”, while in the other it was stated that “only applications from male candidates will be taken into consideration”.

Case Study 3

Sofia works in the sales department of a company. Her employer announced that, those employees who wish, may take part in a vocational training programme in order to improve their skills. The costs of this training will be covered 100% by the company. Employees received a list of different training programmes to choose from. Sofia chose a training programme that was related to modern sales methods, because it was very much related to her current position in the company. However, when she expressed her interest, the company did not allow her to participate, claiming that “she did not need it so much”. On the contrary, applications for the same programme submitted by her male colleagues in the sales department, were immediately accepted.

Case Study 4

One day Alexandra informed her employer that she was in the 3rd month of her pregnancy. A few days later, she received a phone call from the human resources department of the company she worked for. The HR Manager informed her that the

company has decided to terminate her contract and thanked her for what she did for the company so far. The next morning Alexandra visited the company's premises to receive her severance pay. She asked to know the reason for her dismissal, but the HR manager avoided to respond.

Case Study 5

John went to the office of the company's human resources manager to ask him if he had the right to receive a parental leave as he was the father of a few-months-old daughter. The manager replied that only female employees are entitled to such leave. But he allowed John to receive a (non-parental) leave for a week.

Case Study 6

Carole and Jonathan met in the company, fell in love and decided to get married. After the marriage and the birth of their child, they continued to work in the same company. One day, they visited the office of the general director and informed her that they both wanted a parental leave to raise their daughter, who was now 4 years old. The director informed them that they could not have a parental leave at the same time, but they should choose who would get it first.

Case Study 7

George and Dora have a 14-year-old son who was diagnosed with cancer and will have to undergo chemotherapy twice a month for the next 5 months. They both sought permission from their employers to accompany their child to the hospital and attend their son's treatment. The employers accepted, but pointed out that this will be an unpaid leave.

Case Study 8

Peter and Betty decided to adopt a 4-year-old orphan boy living in an institution. After some necessary procedures were completed, Peter and Betty became two very happy parents. One day Peter asked to see his boss in the company where he works. During their meeting, he asked for a parental leave. His boss told Peter that he could not get such leave, because the boy is a stepchild.

Case Study 9

Christina became a parent through a surrogate mother. When the surrogate mother gave birth to the child, Christina asked her employer for a maternity leave. Her employer replied that she was not entitled to such leave, as she did not give birth herself.

Case Study 10

Nick wanted to visit the school of his 14-year-old daughter to ask her teachers about her school performance. When he asked his employer for a one-day leave, he informed Nick that he had already received such leave twice in the same year, so he did not have the right to receive it for a third time in a single year. However, the employer suggested that Nick could still ask for a one-day leave but not for this purpose.

4th
ActivityActivity
duration

(for 20-25 trainees):

20 min

Presentation:

Current national and European/international legal/institutional framework

Guidelines for trainers:

Prepare a presentation (e.g. by using Microsoft Power Point) on your national legal - institutional framework regarding:

- discrimination on grounds of gender or marital/family status in the field of work and employment
- the rights of the employees as parents and the corresponding obligations of the employers
- penalties for violations of the above rights
- responsible supervisory and receiving reports/complaints authorities
- valid sources of information on labour law for employees and employers.

Do not forget!

1. Link your presentation and suggestion with the cases examined.
2. During your presentation, make it clear that the concept of gender equality in the field of work and employment in general, and the reconciliation of work and family / private life in particular, are at the core of the principles and values of the European Union and its key priorities, as well as the European and international legal framework. That is to say, these are not regulations concerning the «privileges» or «interests» of a population group under, but a matter of equality and justice.

5th
ActivityActivity
duration

(for 20-25 trainees):

25 min

Plenary Discussion:

Good practices on reconciliation of work, family and private life in companies

Instructions for trainers:

Following the work made during the previous activities, this activity includes a discussion in plenary aiming at challenging trainees to think of initiatives that the companies and businesses where they work could develop in order to achieve the reconciliation of professional and family / private life of their employees.

Guideline for trainers:

- Start the discussion by asking questions, such as:
 - Why do you think it is appropriate for a company to implement family friendly policies that promote reconciliation of work and family / private life?
 - Can you think if there are benefits for the employees? What are these?
 - Can you think if there are benefits for the employers? What are these?
 - Do you think that there are actions that can be developed without significant financial costs? Give examples.
- Ask them to read examples of good practices from companies that have

implemented policies to promote reconciliation of work and family / private life (see **Activity Handout**).

- Discuss all together on the good practices you have read and ask them to explain what impressed them and if any action from the given examples could be applied to the company where they work.

ACTIVITY HANDOUT

Examples of Companies' Good Practices⁶

The company TDC, which is the largest telephone, broadband, and television company in Denmark, has had a generous leave policy for parents since 2002 — but only a few fathers took up the leave. The company campaign 'A hug from daddy' aimed to raise awareness amongst fathers and has led to a large increase in fathers taking leave. Fathers get up to 10 weeks of paid parental leave, in addition to 2 weeks leave after a child is born, brought home from hospital, or adopted. When the campaign was launched one of the aims was to show that taking leave would not interrupt career progression. Information was provided on a website and leaflets, new fathers received a package containing a bib, rucksack, etc., and a letter with information about the parental leave policy. In 2009 the company was awarded the Female Leader Focus equality award. Due to their reconciliation measures the company has received a great deal of media and public interest. Campaign activities were discontinued after a few years, as the idea of fathers taking parental leave has now become ingrained in the company culture.

The company Halcom D.D. has a long-standing commitment to reconciliation policies. Information is disseminated to employees through various channels, opinion surveys are carried out and quarterly meetings are held. The company has a crèche and kindergarten close to the premises. The company also provides care for elementary school children during holidays and a child-related time bonus is given for parents for leave for the first school day. Employees can take up to 30 days (instead of 10 days) unpaid leave each year. In some circumstances employees can work from home. The company has a person who coordinates reconciliation activities as part of a team that implements the 'family friendly enterprise' certificate and related activities. Auditing takes place through the Audit Council and there is a strong company commitment to implementing the provision under the 'family friendly enterprise' certification. Overall the focus is on reconciliation measures for families, rather than women or men.

The company Bosch that is activated in 50 countries, promotes diversity as a driver for innovation, and promotes new approaches to leadership based on results, rather than being present in the workplace. It has developed a range of policies and awareness-raising

⁶ Good practices used in this activity are from: European Institute for Gender Equality (2015), *Supporting reconciliation of work, family and private life Good Practices*, Publications Office of the European Union, and from: <https://business.linkedin.com/talent-solutions/blog/hr/2018/these-companies-made-work-life-balance-more-than-a-buzzword?fbclid=IwAR2DN54SnmIFQ8fk00d83cgFUbosTkM8IK2rPEboM2AFdFyeCAwgvPoW0u>

ing activities on the reconciliation for work and family life, which are embedded in a strong culture of equality and diversity. These include a website, a press release, a supplement to the annual report and guidelines on a flexible and family-friendly working culture. A specific emphasis is given to executives taking family-friendly working hours, so that they can act as disseminators and role models. For a period of 3 months executives can try out working flexibly from home or part-time — which helps to create a cultural change in the organisation and leadership around flexible working. After the trial period, executives are free to go back to their full-time posts, but in practice 80 % of them decide to continue to work flexibly. This initiative was enthusiastically received and used by company's staff which is dominated by men. However, Bosch also promotes equal opportunities for women, and provides mentoring programmes, as well as an annual Girls' Day and Girls' Campus. Its aim is to increase the proportion of women in leadership positions worldwide from 11.2 % (in 2012) to 20 % (in 2020).

Perpetual Guardian, a Kiwi estate planning firm, promotes a four-day work week to enhance employee's productivity. Companies around the world are starting to warm up to the idea of this practice, but many employers still worry about the effects this might have on productivity. However Perpetual Guardian wanted to find out if this fear was justified and decided to experiment with a 32-hour work week. For this reason, two researchers undertook to study the effects of this practice. Employees were still paid for the full 40 hours they usually worked. Many used their day off to spend time with their family or outside. As a result, an improvement in employees' work-life balance by 24% was reported, without negative effects on the company's total productivity. Furthermore, the company found that employees did the same amount of work in less time, because they found creative shortcuts to boost their productivity — like cutting two-hour meetings down to thirty minutes.

One small way to help employees achieve a healthier work-life balance is discouraging the sending of emails after the work day is through. In France, this is mandatory—as of 2017, the “disconnect law” can land companies a fine if they make employees work outside of normal hours. Healthcare consulting firm Vynamic discovered just how effective this can be when they implemented their “zzzMail” policy. True to the company's motto of “Life is Short. Work Healthy,” employees are encouraged not to email their coworkers between 10pm and 6am Monday through Friday, and all day on weekends and holidays. Vynamic says this policy creates a kind of “structured disengagement” at home that makes employees more engaged and productive at work. This policy has paid off. In its annual employer satisfaction surveys, Vynamic consistently scores in the 90% region — almost double the national average of 48%. This kind of policy is easy to implement and totally free. It's important that managers and leaders also respect the policy to ensure its success, since employees may feel more pressure to respond to their emails, whatever time they come through.



ADDITIONAL MATERIAL AND SOURCES FOR STUDY AND PREPARATION OF MODULE'S ACTIVITIES

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- European Institute for Gender Equality (2020), *Gender inequalities in care and consequences on the labour market*. Retrieved from: https://www.consilium.europa.eu/media/47066/st_12953_2020_add_1_en.pdf
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3.4

Third Training Module: Gender mainstreaming in companies

The integration of gender dimension in the organization and operation of companies presupposes the implementation of a broader strategy for gender equality in their policy, which is linked to every activity they develop. Training for this purpose needs time and is usually the subject of a separate programme. This Module includes activities aiming at awareness-raising, in order support participants to undertake initiatives for gender equality in their workplace. These initiatives could range from simple interventions -without any cost- for the promotion of gender equality, to the implementation of an Equality Plan that will horizontally integrate the gender dimension in all policies and actions of a company. The way in which trainees will choose to put these initiatives into practice depends both on company's substantial commitment to promoting gender equality and also on its true potential (e.g. financial situation, company's size, etc.).

Training objectives:

- Introduction to the concept and the principles of gender mainstreaming.
- Presentation of simple and easily applicable steps for company's organizational change towards gender equality.
- Familiarization with methods of integrating the gender dimension into the policy of a company.
- Provision of guidelines for the preparation of Equality Plans in companies.

Key-words: gender mainstreaming, equality plan, organizational culture, gender equality initiatives

Training Module Duration: 95 min



1st
Activity



**Activity
duration**

(for 20-25 trainees):

10 min

Brainstorming: Learning about gender mainstreaming

The main goal in this activity is to *provide information* on the concept of gender mainstreaming and the basic principles that govern this strategy.

Instructions for trainers:

- Ask participants to say a word that comes to mind when they think of the term "gender mainstreaming". Everyone has to say a different word in order to contribute and bring in the group words related to the meaning of gender mainstreaming.
- Write down all the words in order to create the definition and the content of the concept. In case of face-to-face training write the words on a board so that they are visible to everyone. In online training, take notes and repeat often the words that the trainees say.
- Display in a slide (e.g. by using Microsoft Power Point) or share a paper copy with the official definitions that have been developed (see **Activity Handout**) and compare the terms/words that were used by the group and the terms/words that are included in the official definitions.

What to take into consideration when using the brainstorming technique

(Kokkos, 2003a: 212)

Make sure that all the trainees feel comfortable to take part, but make also sure that brainstorming does not become a show of meaningless and non-creative presentation of ideas.

ACTIVITY HANDOUT**Gender Mainstreaming: Official Definitions**

Gender mainstreaming involves not restricting efforts to promote equality to the implementation of specific measures to help women, but mobilising all general policies and measures specifically for the purpose of achieving equality by actively and openly taking into account at the planning stage their possible effects on the respective situation of men and women (gender perspective). This means systematically examining measures and policies and taking into account such possible effects when defining and implementing them." "The systematic consideration of the differences between the conditions, situations and needs of women and men in all Community policies and actions: this is the basic feature of the principle of 'mainstreaming', which the Commission has adopted. This does not mean simply making Community programmes or resources more accessible to women, but rather the simultaneous mobilisation of legal instruments, financial resources and the Community's analytical and organisational capacities in order to introduce in all areas the desire to build balanced relationships between women and men. In this respect it is necessary and important to base the policy of equality between women and men on a sound statistical analysis of the situation of women and men in the various areas of life and the changes taking place in societies. COM (96) 67 final (1996) Communication on Incorporating Equal Opportunities for Women and Men in all Community Policies and Activities. Brussels: European Commission.

Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a way to make women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally, and inequality is not perpetuated. The ultimate goal is to achieve gender equality.

UN Economic and Social Council (ECOSOC), UN Economic and Social Council Resolution 1997/2: Agreed Conclusions, 18 July 1997, 1997/2.

Gender mainstreaming is the (re)organisation, improvement, development and evaluation of policy processes, so that a gender equality perspective is incorporated into all policies at all levels and all stages, by the actors normally involved in policymaking. Council of Europe (1998), Gender mainstreaming: conceptual framework, methodology and presentation of good practices. Strasbourg.



(for 20-25 trainees):

15 min

Video projection and plenary discussion: Main principles of gender mainstreaming

Following the previous discussion, this activity seeks to emphasize on a better understanding of the concept of gender mainstreaming. In particular, as implementing gender mainstreaming includes a range of stages and actions, through this activity, the trainees will be informed for the key features of this strategy and reflect on the ways in which, initially, gender mainstreaming principles can be integrated into a company.

Guidelines for trainers:

- Play the following video from the European Institute for Gender Equality (EIGE), in order to make gender mainstreaming more understandable, and discuss, according to the video, if it is important and why to include gender dimension in all policies. This video is an “awareness”⁷, video, that aims at raising awareness or introducing a topic (Valakas, 2006: 29). The suggested video is in English. Before using this video, participants should be asked if they speak English, so that everyone can understand its content. In case that some trainees do not speak English, you should either share a text with the translation of this video or chose another video in the spoken language.



Link: <https://www.youtube.com/watch?v=WZvNcfIKBDs&list=PLClktnSjN2ppC6Kw-wKOO1SRzOmCMnsVku>

- After watching the video, discuss in plenary by asking the following questions:
 - Do you think that gender mainstreaming benefits only women?
 - When we refer to different needs by gender, what do you think we mean?
 - At which stages of policy development (planning, implementation, evaluation) do you think that gender dimension should be included?
 - Can you think of an example of gender mainstreaming within a company?
- At the end of the discussion, display in a slide (e.g. by using Microsoft Power Point) or share a paper copy of the **Activity Handout “Gender Mainstreaming: a closer look at the concept”** and highlight the key elements that make up the process of gender mainstreaming.

What to take into consideration when using a video for adult education

(Valakas, 2006: 29-30)

- The video should be “to the point”, “compatible” “performative” and “appropriate”, based on training’s goals and participants’ needs.

⁷Educational videos, depending on their purpose, are divided into “demonstration”, “representation”, “skills development” or “awareness” videos (Valakas, 2006: 29).

- The video should have specific teaching objectives defined by the trainer.
- After distinguishing the thematic sections of the video, write down “key points” and select points to focus on.
- Prepare opening and closing remarks that you will present before and after the video, identify the video points that you will analyze and find questions that will offer a chance for discussion.
- Avoid a video that lasts more than ten (10) minutes.
- The video projection can take place either in parts (a priori selection of break points) or without any interruption.
- Prepare relevant activities (e.g. questions) and choose the time you will carry them out (before, during, or after video reproduction).

ACTIVITY HANDOUT

Gender Mainstreaming: a closer look at the concept⁸

Gender mainstreaming is not:

- A Women only issue
- It is not just about improving access or balancing the statistics
- About having well written statements
- About blaming anybody for the inequalities which exist
- About only women taking action
- About only women benefiting from it
- About stopping or replacing gender specific policies and projects targeted at either women or men

Gender mainstreaming:

- Is about reducing poverty, boosting economic growth and strengthening citizenship
- Is a pro-active process designed to tackle inequalities which can and do discriminate against either sex
- Targets major economic and social policies that deliver major resources
- Makes good economic sense ensuring that women as well as men are active, using 100% of the productive labour force
- Represents a further step for equality
- Recognises that gender is one of the most fundamental organising features in society and affects our lives from the moment we are born
- Presupposes a recognition of male and female identities
- Recognises that differences exist in men’s and women’s lives and therefore our needs, experiences and priorities are different
- Involves a willingness to establish a balanced distribution of responsibilities between women and men

⁸Source: European Commission (2004), *EQUAL Guide on Gender Mainstreaming*, European Commission Directorate-General for Employment, Social Affairs and Equal Opportunities.

- Needs determined political action and support with clear indicators and targets
- Will not happen overnight, it is a continuous process

Gender mainstreaming means:

- That differences between women and men may never be used as a ground for discrimination
- A radical rethink of the way labour markets work and their impact on women's and men's employment
- Long-lasting changes in society, transforming parental roles, family structures, and the organisation of work, time and even institutional practices
- Reshaping the mainstream rather than adding activities for women at the margins
- A partnership between women and men to ensure both participate fully in society's development and benefit equally from society's resources
- Responding to the root causes of inequality and putting remedial action in place
- Ensuring that initiatives not only respond to gender differences but seek to reduce gender inequality
- Asking the right question to see where limited resources should be best diverted
- More attention to men and their role in creating a more equal society

Gender mainstreaming covers:

- policy design
- decision-making
- access to resources
- procedures and practices
- methodology
- implementation
- monitoring and evaluation



(for 20-25 trainees):

20 min

Presentation:

The first steps for organizational change towards gender equality

Guidelines for trainers:

- Prepare a presentation (e.g. by using Microsoft Power Point) with information and ideas for the first simple steps that a company should take in order to launch gender mainstreaming and to promote changes in its organization and operation.
- You can use **Activity Handout** to prepare your presentation and you can also print it and share a paper copy with the group.
- At the end of your presentation, discuss in plenary by asking the following questions:
 - Do you think that some of these steps can be implemented in your company?
 - What did you find easy and what difficult?
 - Is there anything you have heard that has already been implemented by the company in which you work?
 - Read the **Questionnaire for gender analysis of company's policy** (see **Activity Handout**) and think about it in relation to the company where you work.

ACTIVITY HANDOUT

What we call “organizational culture”?

The set of informal and invisible rules that govern the purpose, the operation, the administration and the organization of a body. These rules can be invisible, silently communicated on a daily basis, and form a framework of behavior, values and way of thinking that is internalized by the people working in the body. The culture of a company can be affected by a range of factors, such as: size (number of employees), sector, provided services that can be also affected by gender composition of the staff (e.g. a construction company where the vast majority the staff are men), management philosophy, age of the employees, etc.

The procedure of changing the organizational culture requires time and reorganization of processes that concern both the internal environment and the external activity of a company. For this purpose, it is important to plan and implement a well-organized process, which is included and described in detail in an Equality Plan. This Plan highlights the commitment to social responsibility *“in which it is desirable to ensure equal opportunities for women and men as well as to treat all people with equality and respect, with recognition of their personal value, without discrimination. This, in turn, improves the working environment, forms a cohesive staff with minimal conflicts and results in a business advantage”* (Stratigaki, 2012).

Are there any basic steps that a company can take to change its culture and organization towards gender equality?

1. **Commitment to promote gender equality.** This must be expressed explicitly and publicly (e.g. via company's website) and communicated to all employees. However, it should not be merely a statement of intent made solely for communication purposes, but a real commitment for development of gender equality policies.
2. **Gender analysis of company's current situation and environment.** This step is important in order to identify areas that need to be changed / improved. This action requires the examination of all available data segregated by gender. This data can be related to the internal environment of the company (e.g. staff payroll, staff per department / level of management, staff in decision-making, parental leaves, etc.). Another way to gather information is by collecting anonymous questionnaires completed by the employees, in order to record the difficulties they face and need improvement. In the same context, it is crucial to examine by gender data related to company's external environment (provision of services and collaborations), such as: cooperating companies, suppliers, target groups, etc.
3. **Setting specific objectives based on the gender analysis.** The objectives to be set must be clear, accompanied by a timetable and measurable indicators. For example: to reduce the gender gap in positions of decision-making by 40% -60% in the next two (2) years.
4. **Ensuring financial resources (if possible).** If the company wants to develop a comprehensive Gender Equality Plan, costly steps may be needed to be taken. Therefore, a percentage should be included in the company's budget which will be allocated for this purpose.
5. **Appointment of a person / persons responsible for the integration of the gender dimension and the promotion of gender equality.** It is important to appoint staff members who will be responsible for developing gender actions and monitoring their implementation. It is also appropriate to include this

responsibility in their job description and to evaluate their performance on the basis of this competence as well.

6. **Gender training for the development of relevant skills and awareness-raising of staff on gender issues.** For example, the company could organize a training programme on the reconciliation of work and family / private life in order to support in this direction male employees or a training programme on leadership in order to encourage female employees to claim high-level positions. In order to increase interest and participation rates in gender training, the company can also provide incentives for the participants.
7. **Strengthening participatory processes.** This may involve consultation meetings so that women and men can participate in decision-making and influence business policy-making. It is important that these meetings are set on days and hours that are convenient for everyone. In addition, it is crucial to ensure the most gender balanced participation in the bodies, committees and working groups of the company.
8. **Gender sensitive communication.** This step includes all the actions related to the dissemination of gender equality messages. These may include: ensuring the visibility of gender and the use of non-sexist language in all texts of the company (e.g. press releases, leave forms, ads, brochures, etc.), creating a special field on company's website with information on gender issues (e.g. legislation on leaves, support structures for gender issues, etc.), advertising messages that do not reproduce stereotypes and promote diversity, promotion of role models that communicate gender equality and balanced participation of men and women in public events (e.g. in panel conferences, press conferences, etc.).

QUESTIONNAIRE FOR GENDER ANALYSIS OF COMPANY'S POLICY⁹

Institutional framework

- Who established your company, and why?
- What goals were set when it was established?
- What are the main interests of your company?
- What are your target groups?

Ideology, principles and standards

- Is there a target for the balanced participation of men and women in management and decision-making?
- Do you see any differences in the values/principles applicable to men and women at different levels of management?

Organizational culture

- Is there anything like a "male" or "female" culture at your company?
- Are there separate fields/types of work than men/women are involved in?
- Are there cultural differences between the people working at your company?

Staff

- In which of your company's hierarchy levels one finds men and in which women?
- How many women and how many men hold senior positions?
- Which departments employ men and which employ women?

Working hours and competences

- What are the working hours kept by staff at each administrative level?
- Are there different working hours, and who is mainly affected by these?
- Are there difference expectations of men and women in relation to the provision of overtime work?
- Are men and women affected differently by the work schedule?

⁹The questionnaire is based on: Gkermotsi, V., Moschovakou, N. & Papagiannopoulou, M. (2017), *Guide for Gender Mainstreaming the Actions of Civil Society Organizations*, Athens: Bodossaki Foundation, p. 68-69.

Administrative structure	<ul style="list-style-type: none">• What are management's responsibilities?• What are the percentages of men and women at each level of management?• Are women included in senior management? Do they participate in decision-making?
Attitudes to sexual harassment	<ul style="list-style-type: none">• Have there been any cases of sexual harassment among the employees or volunteers at your organization? If so, how did management handle them?• Is sexuality and sexual orientation an important issue in the operating framework of your organization?
Performance evaluation	<ul style="list-style-type: none">• What type of performance is rewarded?• Do you see differences by gender in financial and social rewards?
Specialized work	<ul style="list-style-type: none">• Have you encountered gender issues within the scope of your work? If so, which?• Have you performed a gender analysis of the data at your disposal?• How are gender issues taken into consideration in the planning of your organization's scientific/specialized activity?



(for 20-25 trainees):

50 min

Simulation Activity: We create an Equality Plan

Guidelines for trainers:

- Divide the trainees into groups with the same number of members. If you want you can keep the groups that were formed in previous activity(ies).
- Distribute the scenario to the groups (see **Activity Handout**) and ask them to work in groups and design initiatives to promote gender equality according to the objective assigned to them.
- Distribute to the groups as well the **Check-list for organizational change and development of Equality Plan** (see **Activity Handout**) and ask them to take the check-list into account during their preparation.
- Give fifteen (15) minutes to the groups to prepare their task.
- Ask each group to present its work in the plenary in five (5) minutes.
- Ask the other groups to comment on each presentation.
- At the end of the activity, share a paper copy of the Equality Plan Form (see **Annex 3**).
- In case of online training, inform the participants that they will receive by e-mail the Equality Plan Form and the Check-list for organizational change and development of Equality Plan, after the completion of the training programme.

Specifications of the educational technique of simulation:

(Kokkos, 2003a: 246)

The specifications for applying the technique of simulation are similar to those of the role play technique. Check if you have followed the following:

Preparation stage:

- Define clearly simulation's objectives.
- Choose the appropriate time for this activity and make sure that team confidence has been built and that participants feel comfortable to participate.
- Encourage all trainees to actively participate.
- Prepare the appropriate scenario that is suitable to the challenges that participants may face in reality and attracts their interest to participate.
- Prepare tags with group's role, if is necessary.
- Make sure that you have all the needed material.
- Put activity's time limits.

Implementation stage:

- Make sure that participants acted and felt like their assigned roles.
- Make sure that all the basic aspects of the activity's subject were covered during this phase.
- Make sure that the activity was conducted in an atmosphere of creative intensity and commitment to activity's goals.

Stage of remarks

- You gave enough time to participants to reduce the emotional charge.
- You gave enough time for comments and discussion.
- You linked the conclusions of the activity with the broader framework of the module where was included.

ACTIVITY HANDOUT**Scenario for Simulation Activity**

You have just been appointed to the Board of Directors of a profitable multinational company in the telecommunications sector. Gender mainstreaming is a priority of the new Board of Directors and a small percentage of the company's total budget is available for this purpose. Work in groups based on the following objectives and describe all the actions (planning, implementation and evaluation) that you will undertake in the next two years of your term of office for the task assigned to you. The overall result of the team work will be company's Equality Plan:

- **GROUP A:** Combating sexism in the operation, communication (internal and external) and public relations of the company
- **GROUP B:** Improving and increasing the participation of women in decision making
- **GROUP C:** Reduction of gender pay gap
- **GROUP D:** Improving reconciliation of professional and family/private life of employees
- **GROUP E:** Developing a wider corporate culture without exclusions and discriminations

CHECK LIST FOR ORGANIZATIONAL CHANGE AND DEVELOPMENT OF EQUALITY PLAN¹⁰

PREPARATION STAGE

Creating accountability and strengthening commitment

Is promoting gender equality part of the company's general mandate?

Does the company have an official statement on their goal for gender equality and their strategy for pursuing gender mainstreaming?

Is gender mainstreaming integrated in the regulations of the company and in both the formal and informal standard operating procedures?

Do the executive staff demonstrate their commitment to gender equality and the implementation of gender mainstreaming, in both formal and informal ways?

¹⁰ This questionnaire is based on EIGE's manual for institutional change. It has been simplified and adapted in accordance with Programme's target-groups and objectives. EIGE's manual provides details for every stage that is included in this questionnaire. See more: European Institute for Gender Equality (2016), *Institutional Transformation. Gender mainstreaming toolkit*, Luxembourg: Publications Office of the European Union.

Allocating resources

Are the financial resources allocated for introducing gender mainstreaming and implementing organisational change realistically calculated and sufficient in order to ensure long term success?

Has the amount of working time that staff members are to spend on the process of change been realistically calculated?

Is it transparent and is it acknowledged as being a valuable part of the regular job?

Is the assignment of new tasks to the gender equality staff accompanied by a corresponding increase in working time available for this purpose?

Conducting an organisational analysis

Which approach of organisational analysis and which methods are to be applied?

Who is to conduct or facilitate the organisational analysis? Do the persons assigned to this task have the expertise and methodological skills needed?

Are the results comprehensive and instructive in order to identify the most promising way to implement gender mainstreaming with regard to the particular company? Which information is still missing?

Developing a gender mainstreaming strategy and a working plan

Who is involved in developing the gender mainstreaming strategy? Do the persons involved have the expertise needed in order to develop a sustainable strategy?

Is the gender mainstreaming strategy comprehensive and complete in terms of the steps for introducing gender mainstreaming?

Is the working plan for implementing the gender mainstreaming strategy complete in terms of planned activities, defined milestones, responsibilities, allocated resources and deadlines?

Who is responsible for implementing the working plan and monitoring the introduction of the gender mainstreaming strategy?

IMPLEMENTATION STAGE**Establishing a gender mainstreaming support structure**

Are the gender mainstreaming support structure's role, tasks and its integration in the company's standard procedures clearly defined?

Are the resources and competencies (qualifications, time and financial resources, authority) of the support structure adjusted to suit the defined tasks?

Is the support structure's role clearly communicated to the staff together with the respective responsibilities of all staff members in order to avoid that responsibility for implementing gender mainstreaming is left with the support structure?

Does the support structure have both a direct link to the senior management as well as a good connection to the operative staff?

Setting gender equality objectives

Does the company have stated gender equality goals both for the company as a whole and for its different spheres of activity?

Are these goals both ambitious and realistic as well as defined in a precise way so that they can be the driving force behind action and provide staff members with clear guidance?

Are the company's gender equality goals firmly anchored within its general target architecture?

Are these goals clearly communicated with the members of staff?

How is the attainment of these goals to be monitored and evaluated? Have indicators been defined for this purpose?

Communicating gender mainstreaming

Are all staff members aware of the intended process of organisational change? Have they been informed about the planned activities, the reasons behind these and the aims of this process?

Is transparency ensured during the entire process of introducing gender mainstreaming?

Are both formal and informal channels used within the company to communicate the objectives and requirements of implementing gender mainstreaming?

Is gender equality a visible part of the company's external identity and self-portrayal?

Is the company's public relations work gender-sensitive in terms of language and illustrations?

Are staff members who are responsible for public relations work trained in gender-sensitive language and avoiding gender stereotypes?

Introducing gender mainstreaming methods and tools

Does the company have gender mainstreaming methods and tools for all stages of routine procedures?

Are the gender mainstreaming tools being systematically and continuously applied?

Do the staff members who are to apply the tools have the knowledge and skills needed for the well-substantiated implementation of gender mainstreaming?

Developing gender equality competence

Are all staff members performing their respective tasks and following the rules of procedures in order to effectively implement gender mainstreaming?

Are the human resources management tools that are typically used within the company also being used to strengthen commitment and create accountability for gender mainstreaming?

Do all staff members have the gender expertise and the methodological skills they need to fulfil their responsibility for implementing gender mainstreaming?

Establishing a gender information management system

Is comprehensive yet tailor-made information on gender issues relevant to the company's policy areas and fields of activity available and easily accessible for all staff members?

Are relevant materials on gender issues provided in a clearly structured manner? Are these materials actively distributed amongst staff members?

Are all statistics that are produced or used by the company disaggregated by sex and – where suitable – by further categories (e.g. age, ethnicity, disability etc.)?

Is the gender information management system supplemented and updated on a regular basis?

Launching gender equality plan

Do all units of the company know about the equality plan?

Does the equality plan include a well-substantiated and comprehensive gender analysis of the respective field of activity, defined gender equality objectives, a clearly stated approach to addressing gender issues as well as indicators for monitoring?

Who is responsible for realising and monitoring the equality plan?

Is there a fixed date set for evaluating implementation and target achievement?

Promoting equal opportunities within the company's personnel

Are measures being implemented to improve the gender-balance in staffing patterns and to increase the representation of women in decision-making positions?

Have recruitment procedures and performance appraisal criteria been revised? Have tools for job evaluation been introduced that are free from gender bias?

Is the company engaged in reconciling the balance of work and family life for its staff members?

Does the organisational culture provide a respectful and empowering atmosphere in the workplace?

Does the company have clear procedures for preventing and dealing with sexual harassment in the workplace?

EVALUATION STAGE

Monitoring and steering organisational change

How is the process of organisational change towards gender mainstreaming steered and the progress made monitored?

Is the equality plan updated, reviewed at a regular basis and adapted if necessary?

What are the results? Are the initial objectives and indicators satisfied?



ADDITIONAL MATERIAL AND SOURCES FOR STUDY AND PREPARATION OF MODULE'S ACTIVITIES

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3.5

**1st**
Activity**Activity**
duration

(for 20-25 trainees):

20 min**2nd**
Activity**Activity**
duration

(for 20-25 trainees):

20 min

Closing Session: Plenary discussion and evaluation

Plenary discussion: Thoughts, emotions and impressions

Guidelines for trainers:

Start a discussion with the trainees about their feelings, impressions and thoughts after participating in the training programme. Some indicative questions are:

- Did the training meet your initial expectations? If so, what expectations were met? If not, which ones were not satisfied?
- Were any of your concerns or reservations you had about your participation in the training programme confirmed? If so, which ones? If not, what factors contributed to their non-confirmation?
- What will you take with you when you leave and what will you leave behind? Did you learn anything new? Have you thought - did you see something with a new perspective? If so, what? Was there anything that surprised you?

Final evaluation

Evaluation is “a systematic process, based on which we attribute a certain value (quantitative or qualitative) to an object, tool, result, person, etc., by applying specific criteria and methodology” (Mavrogiorgos, 2006: 277). The outcome of the evaluation will activate an additional process (known as feedback process) aiming at the review and redefinition of all the factors involved in the educational process, so that we can undertake initiatives to continuously improve the offered educational project (Mavrogiorgos, 2006: 277).

In education, according to Mavrogiorgos (2006: 277), evaluation is effective, if:

- it is a process of collecting valid, reliable and useful information and data
- extends to the explanation and interpretation of the obtained results
- it is completed and combined with feedback processes, in order to enrich and redefine the educational project.

The evaluation that is carried out after the end of an training programme or a training module, is called “final” or “overall” evaluation and its purpose “is to offer an overall assessment regarding the degree and the extent to which the training objectives were met”, as well as “to evaluate the methodological choices, the means and the techniques that were used” (Mavrogiorgos, 2006: 279). This evaluation is offered “for the feedback of the educational project” and its future implementation (Mavrogiorgos, 2006: 279). The main indicators are:

1. The opinions and the assessment of the trainees regarding “the suitability of the methodological choices, the techniques, the means, the framework of communication and cooperation, the organization”
2. The degree and extent to which the trainees “have the ability to apply and transfer in practice, in similar or new situations, what they have learned” (Mavrogiorgos, 2006: 279).

One of the most common techniques used for the evaluation of educational work is the **questionnaire**, which may include closed-ended and / or open-ended questions. The questions included in it may cover one and / or more of the main areas: teaching design, educational techniques used, relationships with the trainees, the results of the training etc., depending on the goals that we want to accomplish, the duration of the project, the available time for evaluation, the phase of the programme (at the beginning, in between, at the end) etc. (Mavrogiorgos, 2006: 283, 291).

In **Annex 4** you will find an indicative and anonymous evaluation questionnaire for this training programme (with open-ended and closed-ended questions).

Guidelines for trainers:

- Give the questionnaire to all trainees and ask them to complete it honestly.
- Ask them to read the questions and to let you know if they have any questions. Provide the necessary clarifications.
- Explain its usefulness as a tool for improvement and assure them about the anonymity of the process.
- In case of online training, an anonymous e-questionnaire can be completed using one of the available relevant platforms, many of which are available for free.

Annexes

Annex 1: Diagnostic tool for training needs

No	Question	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	I am familiar with basic concepts related to gender (e.g. gender stereotypes, discrimination, sexism, etc.).					
2	I can identify sexist behaviors and incidents of discrimination based on gender in the field of work and employment.					
3	I am aware of the challenges and difficulties that women face in the field of employment (e.g. glass ceiling).					
4	I am aware of the legal framework on discrimination based on gender or family status in the field of employment.					
5	I am aware of the legal framework regarding the rights of pregnant women and mothers in the field of employment.					
6	I know what the term «reconciliation of work and family / private life» means.					
7	I am aware of good practices on reconciliation of work and family / private life.					

Annex 1:
Diagnostic tool for training needs

		Disagree	Undecided	Agree
8	During my studies, I have attended course(s) on gender, equality and/or human rights.			
9	I have attended conferences, training seminars, workshops etc. on gender issues.			
10	I have attended conferences, training seminars, workshops etc. focusing on gender issues in the field of employment.			
11	The company where I work implements policies for gender equality and for the reconciliation of work and family / private life			
12	Fill in what you would like to learn during the training programme.			

Annex 2: Glossary¹¹

Assisting Spouses: The spouses of people who are engaged in work usually of a self-employed or independent nature, where the spouse is an important contributor to the work but does not necessarily receive direct remuneration for this work and is often not entitled to social protection benefits.

Child Care: A broadly based concept covering the provision of public, private, individual or collective services to meet the needs of children and parents

Dependant Care: Provision of care for those who are young, ill, elderly or disabled and dependent on another person.

Direct discrimination: Discrimination where one person is treated less favourably on grounds such as sex and gender, age, nationality, race, ethnicity, religion or belief, health, disability, sexual orientation or gender identity, than another person is, has been or would be treated in a comparable situation.

Division of labour (by gender): The division of paid and unpaid work between women and men in private public life.

Empowerment: The process of gaining access to resources and developing one's capacities with a view to participating actively in shaping one's own life and that of one's community in economic, social and political terms.

Equal opportunities for women and men: The absence of barriers to economic, political and social participation on the grounds of sex.

Equal pay for work of equal value: Equal pay for work to which equal value is attributed without discrimination on grounds of sex or marital status with regard to all aspects of pay and conditions of remuneration.

Family leave: A right to leave for family reasons which may or may not be shared between the parents.

Gender: A concept that refers to the social differences, as opposed to the biological ones, between women and men that have been learned, are changeable over time and have wide variations both within and between cultures.

¹¹ The Glossary includes terms and definitions by the following sources: Council of Europe, *Recommendation CM/Rec (2019)1 of the Committee of Ministers to member States on preventing and combating sexism*. Retrieved from: <https://rm.coe.int/16809e17ab>, Council of Europe (2018), *Gender Equality Strategy 2018-2023*. Retrieved from: <https://rm.coe.int/strategy-en-2018-2023/16807b58eb>, Council of Europe (2011) *Convention on preventing and combating violence against women and domestic violence*. Retrieved from: <https://rm.coe.int/168046031c>. Gkermotsi, V., Moschovakou, N. & Papagiannopoulou, M. (2017), *Guide for Gender Mainstreaming the Actions of Civil Society Organizations*, Athens: Bodossaki Foundation. Retrieved from: <https://s3.amazonaws.com/webprofile-ngos/Files/57/Gender%20Manual%20ENG.pdf>, Keen, E. & Georgescu, M. (2016), *Bookmarks - A manual for combating hate speech online through human rights education*, Revised edition (2016), with the inclusion of the Guide to Human Rights for Internet Users, Council of Europe, European Commission (1998), *100 words for equality. A glossary of terms on equality between women and men*, Luxembourg: Publications Office of the European Union. Retrieved from: <https://op.europa.eu/en/publication-detail/-/publication/7342d801-86cc-4f59-a71a-2ff7c0e04123#>

Gender-based violence against women: Violence that is directed against a woman because she is a woman or that affects women disproportionately

Gender differences: The social and cultural differences between women and men, and the different values attributed to men's and women's spheres of activity. Gender differences vary between societies and change over time.

Gender discrimination: Any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on the basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.

Gender employment segregation: The concentration of women and men in different types and levels of activity and employment, with women being confined to a narrower range of occupations (horizontal segregation) than men, and to the lower grades of work (vertical segregation).

Gender equality: The concept that all human beings are free to develop their personal abilities and make choices without the limitations set by strict gender roles; that the different behaviour, aspirations and needs of women and men are considered, valued and favoured equally.

Gender gap: The gap in any area between women and men in terms of their levels of participation, access to resources, rights, remuneration or benefits.

Gender inequality: The inequalities or dissimilarities, in any field, between women and men, as regards their level of participation, their access to resources, their rights, remuneration or benefits.

Gender mainstreaming: The systematic integration of the respective situations, priorities and needs of women and men in all policies and with a view to promoting equality between women and men and mobilising all general policies and measures specifically for the purpose of achieving equality by actively and openly taking into account, at the planning stage, their effects on the respective situations of women and men in implementation, monitoring and evaluation.

Gender neutral: Having no differential positive or negative impact for gender relations or equality between women and men.

Gender pay gap: The gap between the average earnings of men and women.

Gender perspective: The consideration and attention given to the differences by gender in any given policy area/activity.

Gender proofing: A check carried out on any policy proposal, programme, organizational structure and procedure (including decision-making) and the relevant budgets, to ensure that any potential gender discriminatory effects have been avoided and that gender equality is promoted.

Gender roles: A set of prescriptions for action and behavior allocated to women and men respectively and inculcated and maintained.

Gender sensitive: Addressing and taking into account the gender dimension.

Gender stereotypes: Preconceived social and cultural patterns or ideas whereby women and men are assigned characteristics and roles determined and limited by their sex. Gender stereotyping presents a serious obstacle to the achievement of real gender

equality and feeds into gender discrimination. Such stereotyping can limit the development of the natural talents and abilities of girls and boys, women and men, their educational and professional preferences and experiences, as well as life opportunities in general.

Gender training: A tool, strategy, and means to effect individual and collective transformation towards gender equality through consciousness raising, empowering learning, knowledge building, and skill development. Gender training provides participants with the relevant knowledge, skills and values that allow them to contribute to the effective implementation of the gender-mainstreaming strategy in their field, organisation, institution or country.

Parental Leave: The individual right, in principle on a nontransferable basis, to leave for all male and female workers following the birth or adoption of a child, to enable them to take care of that child.

Paternal leave: Usually a fixed amount of leave for the father of a child which may be taken at the time of birth, or fixed amounts of time in any year or period of years which may be taken for reasons concerning the care responsibilities of a father for his child.

Prejudice: A prejudice is a particular class of stereotype, one which contains an evaluation or judgement. Many stereotypes which appear to be neutral in fact contain an element of judgement. Even when stereotypes or prejudice seem positive, they nearly always have a negative aspect. The statement "Australians are the most generous people in the world" is positive about Australians, but it contains the judgement that people in other countries are less generous.

Reconciliation of work and family/private life: The introduction of family and parental leave schemes, care arrangements for children and the elderly, and the development of a working environment structure and organisation which facilitates the combination of work and family/household responsibilities for women and men.

Sex disaggregated statistics: The collection and separation of data and statistical information by sex to enable comparative analysis (sometimes referred to as gender disaggregated statistics).

Sticky floor: Expression used as a metaphor to point to a discriminatory employment pattern that keeps workers, mainly women, in the lower ranks of the job scale, with low mobility and invisible barriers to career advancement.

Multiple discrimination: Any combination of forms of discrimination against persons on the grounds of sex, racial or ethnic origin, religion or belief, disability, age, sexual orientation, gender identity or other characteristics, and to discrimination suffered by those who have, or who are perceived to have, those characteristics.

Unpaid/unremunerated work: Work which carries no direct remuneration or other form of payment.

Quota: A defined proportion or share of places, seats or resources to be filled by or allocated to a specific group, generally under certain rules or criteria, and aimed at correcting a previous imbalance, usually in decision-making positions or in access to training opportunities or jobs.

Sexism: Any act, gesture, visual representation, spoken or written words, practice or behaviour based upon the idea that a person or a group of persons is inferior because of their sex, which occurs in the public or private sphere, whether online or offline, with the purpose or effect of: i. violating the inherent dignity or rights of a person or a group

of persons; or ii. resulting in physical, sexual, psychological or socio-economic harm or suffering to a person or a group of persons; or iii. creating an intimidating, hostile, degrading, humiliating or offensive environment; or iv. constituting a barrier to the autonomy and full realisation of human rights by a person or a group of persons; or v. maintaining and reinforcing gender stereotypes.

Sexual harassment: Any form of unwanted verbal, non-verbal or physical conduct of a sexual nature with the purpose or effect of violating the dignity of a person, in particular when creating an intimidating, hostile, degrading, humiliating or offensive environment, is subject to criminal or other legal sanction.

Stereotype: The word stereotype refers to the perceptions we have as a result of prejudice against individuals, groups and ideas. A stereotype is a sum of beliefs about the personal characteristics of a group of people, which, however, do not always correspond to the truth. In regards to gender, gender stereotypes include our perceptions and attitudes towards the identity of men and women. The concepts of stereotype and prejudice play an important role in our lives, since they significantly affect the way in which we perceive the world and our fellow humans, the way in which we formulate our judgement and behaviour, and even the way in which we treat individuals belongs to specific groups. Also, given that they affect the decision we make about such individuals, these two concepts have the potential to act as the starting point for discriminatory treatment.

Annex 3: Equality Plan Form

BASIC INFORMATION/COMPANY PROFILE

Company's Name	
Legal Status	
Location	
Description of services	
Name(s) of the person having the responsibility of the Equality Plan	<i>... gender-balanced working group</i>
Number of employees by sex	<i>.....WomenMen</i>

1. GENDER ANALYSIS

Time schedule	
Available sex-disaggregated data	
Other diagnostic tools	

Outcomes/Sectors of intervention based on the gender analysis

**Annex 3:
Equality Plan Form**
2. DEVELOPMENT OF EQUALITY PLAN

General Objectives ¹²	Time schedule	Indicators	Action(s)
...
...
...

ACTION'S DESCRIPTION¹³
TITLE

Date:

Specific Objectives:

- 1.
- 2.
- 3.

Target-groups:

Description of steps:

Indicators and Mechanisms for evaluation and monitoring:

Gender Expert with the competence to monitor the action:

Person(s) that participate in the implementation of the action:

Required means for the implementation:

Estimated budget for the implementation of the action:

Budget in euro and as a percentage of company's overall budget.
¹² For the same objective it is possible to develop many actions.

¹³ Copy this Table and complete it for every action separately.

INFORMATION/COMMUNICATING THE EQUALITY PLAN			
Means	Groups	Time frame	Additional comments
<i>e.g. Press release</i>	<i>media</i>		
<i>Letter/ announcement</i>	<i>employees</i>		
<i>Leaflets</i>	<i>employees, media</i>		
<i>Equality plan report</i>			
General Information		YES	NO
Use gender-sensitive language and			
Avoiding gender stereotypes			
More information:			

PRESENTATION OF EQUALITY PLAN ACTIONS BY INTERVENTION AREA¹⁴	
Sector	Action
Equal Treatment	
1. Equal pay for work of equal value	
2. Ensuring a fair recruitment process	
3. Training opportunities for employees	
4. Awareness raising on equal treatment	
Equality in decision-making	
5. Ensuring a fair career advancement process for all	
6. Establishment of quotas for the promotion gender equality in decision making	
7. Equal representation of men and women in all levels of administration, working groups and committees.	
Reconciliation of professional and family/private life	
8. Support of family care (leaves and provisions in addition to the legal provisions)	
9. Encouragement of paternal care (leaves and provisions in addition to the legal provisions)	
10. Monitoring the use of leaves by gender	

¹⁴ Use a similar Table and write actions that your company has already implemented during the last 24 months.

**Annex 3:
Equality Plan Form**

11. Flexibility in working hours	
12. Adaptation of working conditions to parental needs	
Company's culture and business policy	
13. Gender training for the employees depending on their field of work	
14. Gender training for executives that are involved in recruitment process	
15. Creating an inclusive company culture (infrastructure and material accessible to all)	
16. Awareness-raising campaigns and actions to promote equality through company's advertising	

3. EVALUATION AND MONITORING OF THE EQUALITY PLAN

Evaluation tools and evaluation frequency	<i>Describe</i>		
Number of beneficiaries by gender and position	Men	Women	Total
Indicators and objectives achievement per action	<i>Describe</i>		
Cost of actions and degree of deviation from the initial budget	Initial estimated budget	Final cost	Percentage % of the overall budget

Challenges and obstacles

Describe in detail because this information is important for future planning.

Impact Assessment

Estimated Results	Yes	No	Partially
Culture that promotes gender equality			
Improvement of working conditions			
Improvement of company's profile			
Promotion of equal opportunities			

**Annex 3:
Equality Plan Form**

Support reconciliation of employees' professional and family/private life			
Better management and full value of human resources			
Reduction of gender inequalities in payments and career advancement opportunities			
Reduction of horizontal and vertical gender segregation			
Employees aware of gender issues			

Annex 4: Evaluation Questionnaire

A/A	Training	Degree of satisfaction 1 = Strongly Disagree 2= Disagree 3= Undecided 4 = Agree 5= Strongly Agree					Additional comments
1	The objectives of the training programme were clearly defined.	1	2	3	4	5	
2	The training was interactive and encouraged participation.	1	2	3	4	5	
3	During the training, a variety of learning methods were used.	1	2	3	4	5	
4	The structure and content of the training programme were pleasant and easy to follow.	1	2	3	4	5	
5	The training material distributed was useful and relevant to the subject of the training.	1	2	3	4	5	
6	The trainers were strong communicators	1	2	3	4	5	

**Annex 4:
Evaluation Questionnaire**

7	The trainers had the skills and knowledge about the topics examined.	1	2	3	4	5	
8	The goals of the training were met.	1	2	3	4	5	
9	The time devoted to the training was sufficient.	1	2	3	4	5	
10	The training venue was suitable.	1	2	3	4	5	
11	Necessary attention was paid to practical issues.	1	2	3	4	5	
Open-ended questions		Complete your answer					
12	How useful do you think that what you have learned will be to you?						
13	What did you find most useful?						
14	What do you think (or hope) that you will change in your work / company after attending this training?						
15	What do you think needs to be done to improve the training programme?						

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TRAINERS [Πρόγραμμα Εκπαίδευσης Εκπαιδευτών. ΕΚΠΑΙΔΕΥΤΙΚΟ ΥΛΙΚΟ ΓΙΑ ΤΟΥΣ ΕΚΠΑΙΔΕΥΤΕΣ ΘΕΩΡΗΤΙΚΗΣ ΚΑΤΑΡΤΙΣΗΣ], Volume I, Athens: National Accreditation Centre for Continuing Vocational Training (EKEPIS), pp 169-284.

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