



**Pro<sup>e</sup>quality**

EQUAL Transnational Cooperation

**Acting Pro(e)quality  
Quality Standards for Gender Equality  
and Diversity Training in the EU  
2007**

**Austria.Germany.Poland.Portugal.Slovakia**



# Pro quality

EQUAL Transnational Cooperation



# Acting Pro(e)quality

## Quality Standards for Gender Equality and Diversity Training in the EU

Austria



Germany



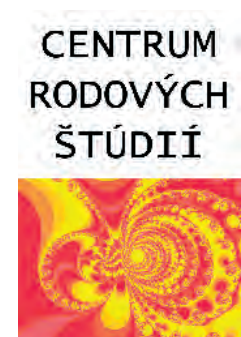
Poland



Portugal



Slovakia



# Editorial

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# Foreword

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The publication **Acting Pro(e)quality: Quality Standards for Gender equality/diversity training in the EU** is one of several transnational products developed in a broader partnership established as part of the EQUAL Community Initiative in 2005, under the name **Pro(e)quality**. This transnational partnership included projects focused on two EQUAL thematic fields: “Equal opportunities – Reconciling family and professional life” and “Equal opportunities – Reducing gender gaps and desegregation.” The authors of this publication come from five countries and were working on five different projects:

- Austria – Qualitätsentwicklung Gender Mainstreaming,
- Germany – Berlin DiverCity,
- Poland – Gender Index,
- Portugal – Diálogo Social e Igualdade nas Empresas,
- Slovakia – Centrum rodových štúdií pri Filozofickej fakulte Univerzity Komenského.

Our common objective was to contribute to systemic and structural change towards gender equality in the labour market. Within the framework of the transnational cooperation partnership, four working groups were established, in order to develop four products:

- Gender diversity knowledge system
- Gender diversity criteria for public funding
- Principles for the successful implementation of equality measures (*Gender Mainstreaming and Diversity Management*) into enterprises/organizations
- Quality standards and indicators for gender equality training.

Through work in groups composed of members from various countries, Pro(e)quality provided a platform for exchanging strategies, experiences and tools relevant to gender issues, gender mainstreaming and diversity management in the workplace.

The following booklet is the result of the work

of experts from all five partner countries, all representing different entities and having different professional backgrounds. The coordination of the work was done by the partners from Poland. Austrian colleagues were responsible for writing the introduction, while those from Germany were in charge of the chapter on conditions necessary for training success and the chapter on diversity. Partners from Portugal prepared the chapter on methodology, Polish partners produced the chapter on content, and Slovakian partners took care of the chapter on the facilitator’s profile. Although our duties were clearly shared, we all discussed the material in its entirety and provided each other with constructive criticism, comments and suggestions. We therefore consider this publication to be the outcome of our shared work and effort. We all worked together from December 2005 to April 2007. Most of the major contributions were made during three meetings held in Berlin (*December 2005*), Warsaw (*September 2006*) and Lisbon (*January 2007*). In between the meetings, we collaborated via e-mail and telephone.

Our publication is the outcome of extensive discussions, multilateral consultations, brainstorming and peer-reviews, done with full team participation. Indeed, we have not only developed a tool for gender equality training but have also had the unique opportunity to get to know and understand more fully the differences existing between us, to share our knowledge, experiences, and practices. Through shared work we have learned about different approaches and diverse concepts related to the problem of gender discrimination. We strongly believe it was mutually inspiring that we came from different backgrounds and had varying perspectives and that this constituted an added value for our product. We hope this booklet will reach all types of readers driven by the will to strive for gender equality in the European labour market – our common goal.

The Authors

April 2007





# Introduction

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Michelle Sajch  
Renate Fuxjäger

There is still a strong need to integrate the gender dimension into policies and everyday social practices in order to fight disparities and discrimination in the labour market and other spheres of society. Demographic changes, such as the ageing of the population as a whole and the diminishing size of the working population are still major challenges for Europe.

One of the aims of the transnational **Pro(e)quality** partnership was to exchange and develop tools and promote strategies for gender equality. Informed handling of gender issues not only benefits individuals, but also organizations and the society as a whole. In this booklet we present the results of our discussions and work on quality standards for gender equality/diversity training in the European Union. Although our work focuses mainly on gender issues, the diversity dimension is included in a short excursus, due to the recent emergence of diversity policies and various approaches to diversity in the European Union.

## *What purpose do the quality standards serve?*

The aim of the quality standards presented in this booklet is to give facilitators and contractors an idea of what is essential for leading successful gender equality/diversity training workshops in the European Union. The transnational **Pro(e)quality** partnership was based on the idea of sharing diverse experiences from different countries and learning from these experiences. We make no claim that in defining these common quality standards we have produced the best practice guide, but the intention is rather to initiate further reflection and discussion. The training experiences presented here – the lessons learned – may be used purely as reference material or to solve real-life problems.

## *Who is the target group?*

The quality standards were developed mainly to help gender issues training facilitators and experts in the act of planning, performing and reflecting upon gender equality training. Contractors working in organizations and companies may also find these quality standards and indicators useful when looking to find high quality training programmes and facilitators among the various possibilities available on the market. This booklet can also be used by policy and decision makers on the national and European level.

## *How is this booklet organised? How does one use these quality standards?*

The core of this booklet is a list of quality standards with indicators and illustrative examples, where the reader can find suggestions for the assessment, measurement and reflection upon the quality of gender equality training, and it is divided into the following chapters:

- **Conditions:** What factors should be considered in the gender mainstreaming process? What can organizations and companies do to make the gender equality training successful?
- **Content:** What topics should be taught or discussed during gender equality training? What should the participants know about gender equality?
- **Methodology:** What should the methods be able to achieve and which elements and methods are the most helpful for gender equality training?
- **Facilitator Profile:** Which abilities and knowledge should a gender equality training facilitator possess? How can these competencies be verified?

In addition, the working group decided to include diversity as the topic of a separate chapter, since the dimension of diversity is complementary to the gender approach. The German Development Partnership has a lot of experience in this field. This is not the case with the Portuguese Development Partnership, which has experience with training mainly focusing on gender equality, or in Poland, where so-called antidiscrimination workshops are held, but no diversity training as such. For this reason, the authors have decided to include the unique diversity training experiences of the German partners, as they may prove useful or interesting for the readers.

Initially, we wanted to differentiate between two grades of quality (*"minimum" and "excellent"*), but this distinction could not be maintained due to variation among the countries and difficulties in identifying and agreeing on the indicators for the two different grades. Ultimately, we have decided on using one grade to describe quality, specifying the mentioned indicator, but the indicators are listed from low to high, which means they were put in an order, starting from low to high, according to how crucial their role is in making the gender equality training a success.

Examples from specific gender equality training sessions conducted in Poland, Portugal, Germany, Slovakia and Austria illustrate the variety of experiences and lessons learned and may help the reader to understand the relevance of the indicators (*as well as the difficulty involved in defining them*). The authors decided to use both the facilitator's and the participant's perspective when defining the indicators. This means that some of the indicators

refer to the facilitators (*in the ex-ante view, e.g. "Facilitator is able to..."*), while others refer to the participants (*in the ex-post view expressing what the participants have gained during the training, e.g. "Participants are able to..."*).

At the end of the booklet, the reader can find a glossary defining the most important terms which we have used in our work. The definitions, standards and concepts used are the result of many discussions.

### ***Gender equality training – the important elements of processes leading towards gender equality***

The quality standards described in this booklet are focused on gender equality training in its various aspects, and therefore it is necessary to define the ideas behind the training and its scope within the broader context of processes of gender mainstreaming. Further, it is important to compare and contrast it with similar concepts like diversity training.

### ***Gender equality training – a learning situation for increasing awareness and getting over gender-based stereotypes***

A gender equality training programme/workshop aims<sup>1</sup>

<sup>1</sup> Whereas in Austria, Germany and Slovakia the term "gender training" is common, in Portugal the term "gender equality training" is used. In Poland, one distinguishes between "gender training" and "gender mainstreaming training." Gender training is a workshop aimed at raising awareness regarding gender issues. The participants learn about the notion of gender, and reflect on the models and functions of "femininity" and "masculinity" present in the given culture. The training aims to make the participants aware of types of discrimination due to gender and provides them with knowledge regarding stereotypes and the mechanism of discrimination. Gender (equality) training encourages the participants to reflect on the idea that the roles of men and women are culturally determined. It supports the participants in their effort to change themselves and strive towards gender equality. Gender mainstreaming training (GMT) was developed in Poland mainly as part of the "Gender Mainstreaming Training Project under the EQUAL Community Initiative in Poland." For this reason, GMT in Poland is focused mainly on gender issues related to the labor market and is based on the inclusion of the principles of gender mainstreaming in the project cycle. GMT consists of two elements: awareness-building (gender equality training in relation to the labor market) and capacity-building. In the framework of GMT, the participants also learn about the legal context of gender equality (at the national and European levels) and about the approach used by the EU – how the issue of gender mainstreaming is applied to all EU policies. The main result of the GMT is the participants' ability to create an action plan for gender equality within a specific project.

to lessen inequalities present in relations between men and women on an individual, institutional and social level by:

- providing knowledge and skills useful for working against discrimination, prejudices and gender-based stereotypes (*e.g. identifying hidden, stereotyped and prejudiced content which portrays certain groups and how that may add to their experience of gender discrimination in society*);
- enabling the participant to experience feelings typical for people faced with discrimination;
- modelling antidiscrimination attitudes;
- providing knowledge relating to national, international and EU documents and legal instruments concerned with gender equality.

The aim of gender equality training is not solely to give the participants knowledge and practical skills, but above all, to develop their awareness of gender and discrimination issues, by modelling attitudes which promote respect and understanding among people regardless of their sex. It supports the participants' personal development through self-reflection, self-awareness, self-appraisal, as well as exploration of the personal and social identity, and should enable them to effect change in their work environment.

### *Gender equality training as an important element embedded in gender mainstreaming processes*

Gender mainstreaming is defined as an important strategy focusing on gender inequalities in politics, the economic sphere and the society: Gender

mainstreaming is a strategy, which brings the gender ratios of women to men into the focus.<sup>2</sup> It is the process of assessing the implications for women and men of any planned action, including legislation, policies and programmes, in any area and at all levels. The ultimate goal of gender mainstreaming is to achieve gender equality.<sup>3</sup> It requires specific expertise on gender issues and implies organisational transformation, which can include transformation of the institutional, organisational, political and social culture. The aim of gender equality should be further defined in each organisation and process. Gender mainstreaming is based on the basic principles of gender theories, systems theory and organisational development, and deals with the assumption of social changes.<sup>4</sup>

While gender mainstreaming is a strategy for a whole process of change towards gender equality, gender equality training can be seen as a limited action either within such a process or as – for example – the starting point for the discussion of further steps. Gender equality training or workshops are therefore not necessarily part of a gender mainstreaming process that involves the whole organization; nevertheless they can and should instigate certain change processes within an organization or company.

### *Common features of gender equality training and diversity training*

In this booklet we focus on the aspects and quality standards of gender equality training. Nevertheless, it is important to discuss the main common features and differences between gender equality and diversity training because:

<sup>2</sup> See the EQUAL Development Partnership: "Quality Development Gender Mainstreaming," Module 3 input at 1st platform (Nov 2005).

<sup>3</sup> See the definition per the United Nations Economic and Social Council (ECOSOC), <http://www.ilo.org/public/english/bureau/gender/newsite2002/about/defin.htm> (Accessed: 2007-02-14)

<sup>4</sup> See the EQUAL Development Partnership: "Quality Development Gender Mainstreaming," Module 3 input at 1st platform (Nov 2005).

- both types of training aim to fight inequality in the labour market and in other fields, but neither type of training has a precise definition, which means that currently one can have trouble telling the difference between the two as they are offered on the market;
- the boundaries between these two types of training are not fixed, but blurred: What is gender equality training/diversity training exactly? What does it include? The demands and expectations of the target group are also often not clear;
- on an international level and especially among companies, increasing interest in diversity issues can be observed, which may be cause for concern that gender mainstreaming may be displaced by the more general diversity management, which may in turn lead to competition between experts in these two fields.

The standards for gender equality training developed by our working group and described in this booklet will be transferred and adapted to diversity training in a short separate chapter. So far, we can say that the two are related in the following ways:

The **conditions** for successful gender equality training may be transferred to diversity trainings; in both cases it is important:

- to incorporate the trainings into the greater process of change,
- to work with clear objectives,
- to adjust the physical and personal surroundings accordingly, in order to achieve the best possible results.

Although the **methods** of gender equality training are content-specific and based on gender theory, they can be easily adapted to fit diversity training. The chosen methods should:

- always be target group-oriented

- take into account the various roles and expectations of the participants.

The **content** of gender equality and diversity training differs due to differences in the underlying historical and theoretical approaches and the strategies used. Here, the biggest differences are hidden. This is also because the approaches contained within the strategies vary among the experts and facilitators. Yet, both types of training share some similarities:

- the basic theories and their (*varying*) impact on organizations and processes should be **identified**,
- relevant differences among groups and individuals in the organizations and in society at a given time should be defined so that
- social role models can be challenged and new opportunities and solutions given concerning the objectives of the process as a whole.

In their **profiles**, gender equality and diversity facilitators mostly often differ from each other with regard to their core competencies – the knowledge of particular theories, effects and possibilities associated with gender equality and diversity. But many of the competencies that gender equality and diversity facilitators should possess are the same:<sup>5</sup>

- **Competence regarding the methods:** the ability to choose suitable methods and to design the training workshops creatively while avoiding gender or other group stereotypes.
- **Personal competence:** the ability to lead and support the learning and reflective process of the participants, being able to learn from and reflect upon own training activities, taking into account that gender equality/diversity training is often part of the learning process of an organization.
- **Social competence:** the ability to work together

<sup>5</sup> This classification of competencies is based on Erpenbeck and Heyse 1999.

with the participants, in a group- and relation-oriented manner, to connect with them, fulfil their needs and develop shared ideas of gender equality and diversity.

- **Competence in action:** the ability to combine all the other competencies in a holistic way, to see and teach gender equality and diversity as multi-dimensional concepts, and to ensure the long-term effectiveness of the training.

The quality standards for gender equality/diversity training presented in this booklet are the result of numerous discussions and feedback that we have given each other. Discussing and defining these quality standards in our working group took tremendous effort and we hope that our contribution will further the discussion on this topic in the European Union.

# Quality Standards Concerning the Content of Gender Equality Training

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1. Training provides participants with facts, figures and indicators concerning the social and economic situation of women and men.
2. Gender equality training supports the participants in self-reflection and in developing self-awareness, and helps them define their personal and social identity, particularly with regard to gender.
3. The participants gain an understanding of the origin and functioning of gender stereotypes, and of prejudice and its results – gender inequality and discrimination.
4. Gender equality training creates anti-discriminatory attitudes and behaviours.
5. The legal context of gender equality is presented in a comprehensive manner.
6. Knowledge, skills and attitudes are acquired and help incorporate gender-linked considerations and perspectives into all of the organization's activities.
7. Training illustrates the wide and diverse context of gender equality.



# Quality Standards Concerning the Content of Gender Equality Training

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Paulina Kaczmarek  
Marta Rawluszko

## *Introduction*

The following chapter presents the core standards concerning the content of gender equality training. The standards are accompanied by indicators and lessons learned. The chapter covers all the topics that could be addressed in gender equality training. However, it is worth stressing that while the list is not exhaustive, it is not possible to use all of the topics mentioned during a short gender equality training workshop. In addition, every training workshop should be designed following a diagnosis of the participants' needs (please refer to the chapter on methodology).

## *Standard 1*

***Training provides participants with facts, figures and indicators concerning the social and economic situation of women and men***

### Indicators:

- Facilitator presents facts and figures concerning the situation of women and men on the labour market, in decision-making, politics and family life;
- During the training, there is time for participants to analyze the situation of women and men on the labour market and in society and to get the relevant facts and figures;

- Participants are able to examine the major inequalities between men and women on the labour market, in decision-making and family life, with the support of quantitative and qualitative data;
- Facts and figures concerning the situation of women and men on the labour market and in society are provided in the training materials.

### Lessons learned:

Training materials prepared for the participants of the Gender Mainstreaming Training Project as part of the EQUAL Community Initiative in Poland included a mini-guidebook to the labour market. The materials provided participants with basic facts about employment and unemployment, gave a diagnosis of the current situation on the labour market and regarding policies on maternity and post-maternity leaves in EU countries, as well as a review of the major labour market research tools. Moreover, the participants had the opportunity to analyze the situation of men and women based on case studies. Source: The Gender Mainstreaming Training Project under the EQUAL Community Initiative, UNDP, Poland ([www.gm.undp.org.pl](http://www.gm.undp.org.pl))

## *Standard 2*

***Gender equality training supports the participants in self-reflection and in developing self-awareness, and helps them define their personal and social identity, particularly with regard to gender***

## Indicators:

- Training process is based on self-reflection of individuals and/or the group with regard to discriminatory gender situations;
- The participants start by reflecting on the relationship between particular perceptions of women's and men's roles and the phenomenon of discrimination in a given part of society / situation / their own environment;
- The participants are able to identify common opinions regarding the social roles of women and men in a given part of society / situation / their own environment;
- The participants realize how prejudice and stereotypes affect the perception of human diversity;
- The participants begin to reflect upon their own views, stereotyping behaviours, prejudices and discriminating attitude;
- The participants reveal a personal resistance toward the subject and they criticize the solutions suggested for achieving equality.

## Lessons learned:

Gender equality is a controversial topic which provokes many questions, doubts, and misunderstandings. Also, there is prejudice, and many stereotypes exist concerning the people working for gender equality or involved in feminist initiatives. It is therefore very important that during gender equality training space is created for the participants to reveal their opinions, associations, and negative thoughts towards the subject. By allowing participants to express their objections towards gender equality issues, the gender equality facilitator enables the group to work on open communication and self-reflection. Additionally, when there is space provided for participants to openly express their opposition or disagreement, they can see their own opinions in a different context, apart from themselves. Thus, they have the

opportunity to change their opinions while getting input from other people. Finally, if the facilitator intentionally gives the participants a chance to show their disagreement and resistance, she/he is also able to control the process and use it in reaching the goals of the training.

In the Equal Opportunities for Women and Men, a subproject of the DELFIM Project, reflection on situations of gender discrimination was itself one of the modules for the "Training of Facilitators in Gender Equality" Guidelines. This module had been previously focused on two themes, namely "Why This Reality?" and "What Mechanisms Perpetuate Gender Inequality?" Both themes were previously structured with their titles as the suggested topics for reflection – historical background, legislation, practices in the labour market, family life, participation in decision-making, formal education, use of abusive language and violence against women. The objective was to reflect on the specific situation of women and men in Portugal. This pragmatic approach, when used, should make the participants reflect on real-life situations of gender discrimination in their own country, based on facts and country-specific experiences.

Source: Igualdade de Oportunidades entre Mulheres e Homens, Equal Opportunities for Women and Men, a subproject of the DELFIM Project, 1999 – 2001, Portugal.

## *Standard 3*

*The participants gain an understanding of the origin and functioning of gender stereotypes, and of prejudice and its results – gender inequality and discrimination*

## Indicators:

- Participants are able to distinguish between the concepts of sex roles and gender roles;



- Participants know and understand terms such as sex, gender, gender roles, gender stereotypes, prejudice, gender contract, victimization and gender discrimination;
- The participants know the mechanism by which discrimination, stereotypes and prejudice develop;
- They understand well the definitions of direct and indirect discrimination, the reasons for and manifestations of discrimination;
- They understand that the phenomenon of discrimination is an attitude (*based on thoughts, knowledge, feelings, and emotions towards a given group and action deriving from this*) as well as a legal concept;
- Participants see the influence of gender stereotypes and gender roles on women's and men's behaviour in private and public life and in the labour market;
- Participants are able to identify gender role expectations and how they can limit one's life options in the social, political, educational and economic spheres;
- Participants can analyse the costs connected to the presence of discrimination and the advantages of a diverse, discrimination-free society.

- discrimination;
- Participants can think of and exercise potential reactions to discriminatory situations and behaviours;
- Participants build up their readiness to react in instances of gender-based discrimination;
- Participants know the consequences of not acting on behalf of gender equality (*deepening gender-based discrimination in the labour market – lower indicators for women's professional activity, higher unemployment rate among women, a deepening gap between men's and women's earnings*).

### Lessons learned:

During the gender equality training, the facilitator proposes that participants take part in exercises through which they can experience what it means and how it feels to be discriminated against, and to discriminate, and in so doing, gain a better understanding of the phenomenon of discrimination. It is essential that the gender equality facilitator link the training not only to the participants' factual and theoretical knowledge, but also to their personal experiences. Lastly, by showing personal involvement in promoting gender equality, the gender equality facilitator models anti-discriminatory attitudes and behaviours for the participants.

Source: The Feminoteka Foundation, Poland, ([www.feminoteka.pl](http://www.feminoteka.pl)).

## Standard 4

### *Gender equality training creates anti-discriminatory attitudes and behaviours*

#### Indicators:

- Facilitator gives participants the opportunity to experience the typical feelings of people experiencing discrimination;
- Participants can identify everyday examples of

## Standard 5

### *The legal context of gender equality is presented in a comprehensive manner*

#### Indicators:

- Participants have knowledge of national, international and EU law in the framework of

gender equality policies, and recognize the influence of gender stereotypes on the unequal presence of men and women in the labour market;

- Participants are able to explain the relationship between human rights and gender equality;
- Participants understand the concepts of human dignity, equality, equal opportunity, and non-discrimination;
- They have a knowledge of legislative bodies to which one can appeal in case of discrimination (*courts, complaints to the European Court of Human Rights, national solutions, National Labour Inspection, Courts of Labour etc*)'
- Participants are able to describe the key achievements and implications of both EU and local legal reforms promoting gender equality;
- Participants are able to identify EU and local organizations supporting women in their efforts to gain equal treatment, especially in the labour market.

## Standard 6

**Knowledge, skills and attitudes are acquired and help to incorporate gender-linked considerations and perspectives into all of the organization's activities**

### Indicators:

- Participants are able to define the major challenges with regard to the situation of men and women in the organization;
- Participants understand the need for the organization to create objectives regarding gender equality and are able to present the rationale behind the need, as well as support it;

- Participants are able to integrate gender equality objectives into the more general objectives of the organization and its mission;
- Participants are able to define the short- and long-term gender equality objectives appropriate for the organization and to translate them into a concrete, feasible and quantifiable work plan with mile stones, working packages, and clearly defined responsibilities;
- Participants are able to incorporate gender-related considerations and perspectives into all the stages of the project cycle: the planning, budgeting, implementation and evaluation;
- Participants are able to identify needs and implement activities to achieve gender equality goals in areas such as employee recruitment, advancement, salary levels, salary increases, benefits, work/life balance, and the incorporation of diverse perspectives into the work environment of the organization;
- Participants are able to establish and expand contacts, networks and coalitions with other firms, organizations or professional groups, in order to work more effectively on bringing about gender equality in the workplace, and to share experiences and good practices;
- Participants are able to identify the appropriate resources (*training programs, consultancy services*) in order to help their firms achieve the equal treatment of women and men in the workplace. They are able to evaluate training and consultancy offers from outside sources and to choose the program that is most effective in meeting the firm's gender awareness goals.

### Lessons learned:

In the framework of the Gender Mainstreaming Training Project under the EQUAL Community Initiative in Poland, the participants learn through practical case studies about the methods for introducing Gender Mainstreaming into the project cycle. Afterwards, they analyze all the activities contained within their

projects with the support of the facilitator and produce an Action Plan which includes recommendations, tasks and division of responsibilities. Source: The Gender Mainstreaming Training Project under the EQUAL Community Initiative, UNDP, Poland ([www.gm.undp.org.pl](http://www.gm.undp.org.pl))

## **Standard 7**

### ***Training illustrates the wide and diverse context of gender equality***

#### **Indicators:**

- During the training, facilitators present examples of compounded discrimination (*for example, of migrant women, migrant men, young men, young women, women and men in rural areas, women and men in non-traditional occupations*);
- Participants are able to explain the link between positive developments aimed at women and men, and gender mainstreaming;
- During the training, facilitators present the successes and failures of gender equality actions in the context of their background;
- A comprehensive bibliography with website addresses containing various materials about gender, gender equality, discrimination etc. is provided in the training literature.

# Quality Standards Concerning the Methodology of Gender Equality Training

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1. Diagnosis of needs is conducted and taken into account for the training.
2. Gender equality training is tailored to fit target group needs with regard to the content, methods and time schedule.
  - 2.1 Training content is tailored to fit target group needs.
  - 2.2 Methods used in the training are tailored to fit target group needs.
  - 2.3 The schedule of the training is tailored to the target group members' time availability.
3. The training materials support the participants in their learning process in the most effective and comprehensive manner.
  - 3.1 Training materials are prepared according to target group needs.
  - 3.2 The training materials are based on the most current and up-to-date knowledge of gender issues.
  - 3.3 Gender equality training materials take into account the socioeconomic, cultural and political context.
4. Facilitators use active methods to enable the personal engagement of participants.
5. Participants' life experience, their knowledge and professional experience related to gender issues is taken into account.
6. Gender-sensitive language is used during the training.

# Quality Standards Concerning the Methodology of Gender Equality Training

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Jorge Cabrita  
Maria das Dores Guerreiro  
Luísa Moreno  
Filomena Oliveira  
Joana Correia dos Santos

## Introduction

The present chapter refers to the quality standards that have been set regarding the methodology to be applied in gender equality training. According to the main principles of workshop pedagogy and the specific features of gender equality training, the following main criteria were identified as the most relevant: target group needs, participative methods, gender sensitive language and reflection upon discriminatory gender situations.

For each standard, several indicators are listed in order to assess quality and performance. Whenever possible, some examples are also provided in order to illustrate the use of these standards in specific and actual gender equality training situations.

Although the standards listed here are specifically related to gender equality training, some are more general and represent quality standards which any facilitator should be aware of. They may be applied to workshops in other areas.

## Standard 1

*Diagnosis of needs is conducted and taken into account for the training*

### Indicators:

- Training needs are diagnosed through discussion of target group characteristics by the facilitator and contractor;
- Training needs are diagnosed through one or more of the following techniques:
  - ◊ Interviews
  - ◊ Questionnaires
  - ◊ Focus groups
  - ◊ Analyses of official documents  
*(the company's/organisation's reports, statistical documents and/or reports, assessment reports, etc.)*
- The training program is built based on the identified needs and initiated.

### Examples and lessons learned:

The analysis and discussion are part of the development of know-how needed for the training to function for the particular organisation. The issue should be brought to focus for the organisation and the people involved in the training. When there is opportunity to formulate distinct points of view, wishes and proposals voiced during the know-how development stage offer the possibility to debate the meaning of gender mainstreaming within the organisation's own working context. This approach is highly encouraged.

Source: abz\*austria, Austria, ([www.abzaustria.at](http://www.abzaustria.at))

## Standard 2

*Gender equality training is tailored to fit target group needs with regard*

## *to the content, methods and time schedule*

### **2.1 Training content is tailored to fit target group needs**

#### Indicators:

- Participants' expectations regarding the content of gender equality training are assessed, discussed and taken into account during the training process;
- The facilitator creates an opportunity for the participants to specify their own training needs and their own goals that they wish to achieve; this allows the participants to define their own course of work.

### **2.2. Methods used in the training are tailored to fit target group needs.**

#### Indicators:

- Facilitator takes into account the existence of different learning styles (*visual, auditory, tactile/kinaesthetic, etc.*) when choosing the training methods;
- The organization's dominant learning style is taken into account when choosing the training methods.

### **2.3. The schedule of the training is tailored to the target group members' time availability**

#### Indicators:

- Training schedule is designed so that all participants have the possibility to attend all sessions, taking into account their working

hours, personal and family life, and leisure time.

#### Examples and lessons learned:

In order to prevent scheduling conflicts and discrimination in the access to the training sessions, the following aspects should be taken into account:

- During the training, child care is provided to help mothers and fathers meet all their responsibilities;
- The location chosen for the training should be easily accessible by public transportation;
- It is important to determine whether the training should be scheduled during work hours, after work or during the weekend;
- When selecting the location for the training, the needs of people with disabilities should be taken into account.

In the project *Mainstreaming Equality of Women and Men in Social Dialogue*, where the target group was composed of professionals (*managers and worker organization representatives*) with intense schedules and little time available for long training sessions, the option was chosen to carry out the gender equality training on Fridays and Saturdays, with comfortable overnight accommodations available. This option facilitated open discussion among the participants and created an environment conducive to cooperation among the social partners (*the management and workers' organizations*), who traditionally represent opposing points of view. Source: *Projecto Integrar a Igualdade entre Mulheres e Homens no Diálogo Social – Mainstreaming Equality of Women and Men in the Social Dialogue Project*, The LEONARDO DA VINCI Project, 2001, Portugal.

## Standard 3

*The training materials support the participants in their learning process in the most effective and comprehensive manner*

### *3.1 Training materials are prepared according to target group needs*

#### Indicators:

- Training materials can be easily understood by target group members and are relevant to their work/life experience;
- Participants can bring and use materials from their daily work/activities.

#### Examples and lessons learned:

In the “Mainstreaming Equality of Women and Men in Social Dialogue,” where the trainees were managers and worker representatives, the facilitators used materials related to social dialogue and collective bargaining (*ex. collective agreements between several sectors of a company*).

Source: Projecto Integrar a Igualdade entre Mulheres e Homens no Diálogo Social – Mainstreaming Equality of Women and Men in the Social Dialogue Project, The LEONARDO DA VINCI Project, 2001, Portugal.

### *3.2 The training materials are based on the most current and up-to-date knowledge of gender issues*

#### Indicators:

- Facilitators prepare training materials based on the current literature: handbooks, reports, policy documents and research results;
- Facilitators prepare training materials using various, complementary resources;

- Facilitators prepare training materials using reliable data, such as statistics taken from Eurostat, national statistics bureaus, companies, etc.

### *3.3 Gender equality training materials take into account the socioeconomic, cultural and political context*

#### Indicators:

- Training materials refer to the given nation’s legislation on gender equality;
- The examples used in the training materials concern the country/sector/social group of the participants.

## Standard 4

*Facilitators use active methods to enable the personal engagement of participants*

#### Indicators:

- Facilitator creates space to encourage interaction;
- Facilitator suggests integrating activities (*ice-breakers*) which allow the participants to get acquainted and become part of the group;
- Facilitator explains the structure of the training programme and the sought results;
- Facilitator uses gradation of difficulty – starting from easy tasks, gradually proceeding to more demanding exercises;
- To engage all the participants intellectually, emotionally and physically, the facilitator uses the various active learning methods and



techniques that are suitable for adults:

- ◇ problem solving and experimentation
- ◇ case studies
- ◇ lecture presentations
- ◇ games
- ◇ role-playing
- ◇ discussion groups
- ◇ debates
- ◇ physical tasks
- ◇ ice-breakers
- ◇ integrating activities

The facilitator can combine these methods to use in demonstration, simulation, brain storming, research and media presentations (*such as TV and video*).

- The use of techniques to improve the trainees' ability to argue on gender issues is ensured;
- Discriminatory gender situations are used as the starting point for discussions, and they are systematically illustrated with:

- ◇ Daily-life examples
- ◇ Official statistics
- ◇ Newspaper clippings etc.

- The facilitator creates an opportunity for the participants to share their experiences regarding gender roles, prejudice and stereotypes;
- The facilitator creates room for critical thinking about gender roles, prejudice and stereotypes;
- The facilitator finishes every exercise by asking the participants how they could apply what they have learned in the exercise to their private life – personal/occupational etc.;
- Use of constructive feedback<sup>6</sup> is ensured.

Examples and lessons learned:

As part of the methodological approach used in the project “Equal Opportunities for Women and Men,” which was aimed at creating a training kit, including training guidelines and supporting materials (*videos about gender stereotypes encountered in daily life and in the labour market*), we developed and tested several practical exercises (*role-playing, case studies, problem solving and experimentation*) aimed at helping the trainees recall some positive and motivating experiences that could help them in the incorporation of information and concepts relating to gender.

In this project, we also developed a tutorial system. The training sessions were followed by meetings with a psychologist, which allowed us to better monitor the participants' progress and adjust the content of the training sessions. In this way, we were better able to address the group dynamic which developed and the questions which were raised in the training.

Source: Igualdade de Oportunidades entre Mulheres e Homens, Equal Opportunities for Women and Men, a subproject of the DELFIM Project, 1999 – 2001, Portugal.

The main topics of the training programme in the project “Mainstreaming Equality of Women and Men in Social Dialogue,” developed especially for managers and worker representatives in mind, were presented in various ways and settings. Meetings ‘by the fire,’ debates between the social partners, and direct involvement of companies were some of the methods used to bring into focus the reality and best practices regarding gender issues.

Source: Projecto Integrar a Igualdade entre Mulheres e Homens no Diálogo Social – Mainstreaming Equality of Women and Men in the Social Dialogue Project, The LEONARDO DA VINCI Project, 2001, Portugal.

<sup>6</sup> The use of this communication method gives trainees information about their performance, with the aim of developing and/or enhancing their future performance. The information provided is based on facts and must be regarding something that the trainees are able to change. Constructive feedback, when skilfully given, leads to a relationship that is built on trust, honesty, and genuine concern, and is conducive to personal learning and growth.



## Standard 5

*Participants' life experience, their knowledge and professional experience related to gender issues is taken into account*

### Indicators:

- Facilitator ties the participants' already-existing knowledge of gender issues into the activities as often as possible;
- Facilitator does not question the participants' knowledge or experiences, but instead illustrates additional situations or conditions in which the participants have rights and duties related to gender equality;
- Facilitator ties the participants' life experiences into the training and uses real-life tasks and problems faced by the participants as material for the exercises.

### Examples and lessons learned:

Considering the particularly challenging nature of the target group in the project "Mainstreaming Equality of Women and Men in Social Dialogue," composed of managers and worker representatives, it was decided that the training should be followed up by meetings with a psychologist, who would also have the role of a tutor. This created an open environment, in which participants were able to exercise their rights and assume their duties related to gender equality.

Source: Projecto Integrar a Igualdade entre Mulheres e Homens no Diálogo Social – Mainstreaming Equality of Women and Men in the Social Dialogue Project, The LEONARDO DA VINCI Project, 2001, Portugal.

## Standard 6

*Gender-sensitive language is used during the training*

### Indicators:

- Facilitators use gender-sensitive/non-discriminatory language/words during the training (*gender-neutral endings, grammatical forms, etc.*);
- Facilitator provides participants with examples of how gender stereotypes are reflected in the language, and asks that they not use such expressions during the training.

# Conditions Necessary for Successful Gender Equality Training

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1. The organization is open to change.
2. Gender-related quantitative and qualitative data (facts and figures) about the organization have been collected in order to assess the status quo.
3. The gender equality training has been approved by the top management of the organization.
4. General goals, learning objectives and expected results have been clarified with the contractor.
5. Facilitators are made aware of any potential problems or challenges involved in introducing gender issues into the organization.
6. Participants have influence over the content of the gender equality training.
7. The composition of the group is known ahead of time and has been taken into consideration during the planning.
8. The strategy for marketing the gender equality training is adapted to the needs of the organization.
9. Results of the gender equality training are assessed and further recommendations are given.
10. The gender equality training is embedded in a broader approach aimed at promoting equality.

# Conditions Necessary for Successful Gender Equality Training

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Martina Kretschmann  
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## Introduction

This chapter deals with the conditions that should be present in order to make the gender or diversity training a success. We will discuss the role of the organization which wants to conduct the trainings, the planning process, the marketing strategy, and the follow-up activities that ensure long-lasting success. The following standards were developed primarily for gender equality training, but similar conditions should be strived for in the case of diversity trainings.

## The Organization

### Standard 1

#### *The organization is open to change*

##### Indicators:

- Working processes or programs within the organization are being monitored and evaluated regularly;
- The results of the evaluations are communicated and recommendations put into practice;
- Certified quality management systems are in place and functioning;
- The gender equality facilitator and the contractor have identified the gender-related problems they want to address;

- The organization is able to provide the resources for gender equality training;
- The organization makes it possible for employees to attend gender equality training and devote their working hours to this activity;
- The managers (*leaders*) of the company (*organization*) actively encourage their employees (*members*) to take part in the training, and the reasons for the training, as well as its objectives and expected impact are clearly understood by everybody;
- One or several decision-makers/managers openly support the programme and act as the agents of change;
- A policy of gender equality is part of the company's or organization's current or developing ethos and corporate identity.

##### Examples and lessons learned:

In the partnership between LIFE e.V. and a Berlin-based transport company, the company invested its employees' working time in a project involving a working group consisting of 4 to 5 employees. The group met regularly, once a month. In the partnership between LIFE e.V. and the University of Applied Sciences in Berlin, the steering group for the project included the vice president of the university, the chief representative on women's issues, one female professor of information technology, and another female academic. The group agreed on implementing gender equality and diversity strategies in teaching and in the adjustment of grading criteria used by the technical university. Source: Germany, LIFE e.V., ([www.life-online.de](http://www.life-online.de))

How important the active support of specific individuals can be is shown by the example of the Polish development partnership: In one of the companies from the ICT sector – also a winner of the Gender Index competition – it was clearly visible that organizational change towards gender equality is possible due to the personal engagement of the human resources director. Thanks to her commitment to the idea of gender equality in the workplace, strategies aimed at gender equality could be implemented with the support of top management and the involvement of all employees. The company took part in the competition and received highest recognition for providing equal access to the training workshops. Lastly, specific HR tools were chosen to be presented in the Good Practice Guidebook entitled “Managing equal opportunities in the workplace.”

Source: The Gender Index Project, UNDP, Poland ([www.genderindex.pl](http://www.genderindex.pl))

## The planning process

### Standard 2

***Gender-related quantitative and qualitative data (facts and figures) have been collected about the organization in order to assess the status quo***

Indicators:

- In the process of planning the training, the existing gender policies and practices of the organization are taken into account;
- The blueprint for the training contains statistics and/or examples taken from inside the organization.

### Examples and lessons learned:

As part of the German Berlin DiverCity Development Partnership (DP), a self-assessment tool is being developed. Its starting point is the new German antidiscrimination legislation, which came into effect in August 2006. This legislation which transforms EU directives into German law, leads German organisations and companies to ask the same questions: How do we comply with the legal requirements? Which processes, structures, contracts and behaviour do we have to change in our organisation? The DP decided to not only provide information and clarification with regard to the German antidiscrimination law (*Allgemeines Gleichbehandlungsgesetz = AGG*), and support organisations so that they can avoid conflicts with the legal system, but also to illustrate the positive effects of diversity, of managing diversity and/or of implementing gender mainstreaming policies. The “audit” should become a kind of toolkit or list for managers – available online, to be downloaded and printed.

Among other materials, the toolkit will include the text of the German antidiscrimination legislation (AGG), background information about antidiscrimination legislation in other countries, various checklists, for example regarding the adaptation of contracts and processes in human resource management to comply with the new legislation in Germany, as well as case studies, business solutions, a list of good practices, tips and links.

Source: FrauenComputerZentrum Berlin ([www.fczb.de](http://www.fczb.de)), Germany

Several projects going on in Portugal involve partnerships with companies, focused on identifying existing gender policies and practices (*or their absence*), in order to promote gender equality. As part of this cooperation, there is a prize, ‘Equality is Quality’, awarded by the Commission for Equality in Labour and Employment to companies applying good practices in the domain of gender equality. In the evaluation process, the companies get feedback information on how to improve their policies, practices and performance regarding gender equality. This

process illustrates how facts and figures (*frequently included in corporate reports*) can be collected in order to assess the company's/organisation's status quo concerning gender equality. The Development Partnership is currently developing a self-assessment guide to help companies identify their strengths and weaknesses in the domain of gender equality.

Source: CITE – Commission for Equality in Labour and Employment ([www.cite.gov.pt](http://www.cite.gov.pt)), Portugal

Within the framework of the Polish Gender Index project, a measure of gender equality was created. The measure, called the “Gender Index,” includes seven aspects of gender equality in the workplace: recruitment, career development, equal pay, access to training, protection from harassment, the work-life balance, and retention rate. The above areas were analysed with three separate questionnaires designed for three different groups: HR managers (*quantitative data*), CEOs (*an interview covering qualitative and quantitative data*) and employees (*qualitative and quantitative data*). The research was conducted in 52 companies (30 SMEs and 22 MNCs) and each company was provided with a report listing achievements and shortcomings concerning gender equality, as well as recommendations. The companies used the individual reports as an important resource in defining their internal policies on gender equality.

Source: The Gender Index Project, UNDP, Poland ([www.genderindex.pl](http://www.genderindex.pl))

### Standard 3

***The gender equality training has been approved by the top management of the organization***

#### Indicators:

- The idea or concept of the gender equality training has been presented to the top management and they largely accept it<sup>7</sup>;
- Members of top management are actively taking part in a related kick-off event or the training itself;
- The organization has made an announcement about the training via its internal communication system.

#### Examples and lessons learned:

In the case of the partnership between LIFE e.V. and the Berlin-based transport company, a member of the board of directors and the head human resources manager took part in the kick-off part of the training. Although so-called “top-down implementation” is essential, it might not be enough, as LIFE e.V. learned later. Bottom-up processes also have to be in place in order to gain the participants’ acceptance. Therefore, participants should actively be involved in the preparation of the training (*see: standard 6, below*).

Source: LIFE e.V., Germany, ([www.life-online.de](http://www.life-online.de))

### Standard 4

***General goals, learning objectives and expected results have been clarified with the contractor***

#### Indicators:

- Facilitators have had a discussion with the contractor about goals, learning objectives and the expected results of the gender equality training; the projected end-results are recorded on paper and agreed upon.

<sup>7</sup>Especially in Germany and Austria, the company's or organization's workers' council has to be involved as well, for legal reasons: recruiting and human resource development policies have to be approved by the workers' council; they have to be “mitbestimmungspflichtig” or “co-determined.”

## Examples and lessons learned:

When the facilitator and the contractor together define the expected results of the training, this helps the facilitator to develop an adequate agenda for the participants. However, the facilitator doesn't have to rely solely on the opinion and the expectations of the contractor. He/she should develop the agenda on the basis of all accessible information. Furthermore, he/she should decide how much emphasis should be placed on: 1) raising awareness, 2) providing knowledge and 3) developing skills.

Source: The Feminoteka Foundation, Poland, ([www.feminoteka.pl](http://www.feminoteka.pl))

## Standard 5

***Facilitators are made aware of any potential problems or challenges involved in introducing gender issues into the organization***

### Indicators:

- The contractor or other sources/persons from within the organization have mentioned internal issues that might have an impact on the success of the training.

## Examples and lessons learned:

If the contractor doesn't inform the facilitator about potential problems or conflicts – in case the contractor doesn't have such knowledge – the facilitator should ask questions that would help him/her uncover any such hidden challenges. (*For tools, see chapter about methodology.*)

Source: The Feminoteka Foundation, Poland ([www.feminoteka.pl](http://www.feminoteka.pl))

In any case, it is important to make clear to the contractor that planned structural changes in organization of the work of the target group have to

be revealed to the facilitator in advance. This enables him/her to consider it in his/her planning. Otherwise, if he/she is not well-informed about what is going on in the organization, he/she might be surprised by the participants' reluctance to participate in a planned activity or activities.

Source: LIFE e.V., Germany, ([www.life-online.de](http://www.life-online.de))

## Standard 6

***Participants have influence over the content of the gender equality training***

### Indicators:

- The topics to be included in the gender equality training are communicated to potential participants in advance;
- The target group has an opportunity to give feedback regarding the chosen topics and participants can express their comments, doubts and questions concerning the training.

## Examples and lessons learned:

If participation in the training is to be compulsory, it is suggested to involve the participants in the planning by interviewing them about their views on gender issues as related to their working field and what in their opinion needs to be changed, as well as regarding their expectations concerning the planned workshop (*by means of a short questionnaire, e-mail discussion, etc.*).

Source: The Feminoteka Foundation, Poland, ([www.feminoteka.pl](http://www.feminoteka.pl))



## Standard 7

*The composition of the group is known ahead of time and has been taken into consideration during the planning*

### Indicators:

- The facilitator knows in advance how the group will be structured with respect to its gender composition, the relative ranking of the group members within the organization's hierarchical structure, their attitudes concerning gender issues and leadership.

### Examples and lessons learned:

Certain gender equality training exercises may not work if either gender is the majority in the group. The group members representing the gender which is in the minority may be missing some essential expertise or certain experiences, and/or may have trouble with their articulation. Also, the one man in a group of women (*or vice versa*) has a difficult time being the 'token'; everything he or she says might be taken to represent the views of his/her gender group! In those cases, having a "mixed" team of facilitators can play a very important role and make it easier for participants to see things from new perspectives and be able to alter their own views. Source: LIFE e.V., Germany, ([www.life-online.de](http://www.life-online.de))

If the participants' supervisor/chief executive officer of the company is taking part in the training, it is good to know about his/her attitude towards gender issues. If the facilitator doesn't have the opportunity to learn about his/her attitude before the training starts, he/she should do it as soon as possible while the training is in progress. If the CEO has a positive attitude towards gender equality, the facilitator can use this to support his or her own efforts as the ambassador of equality. If the CEO has a negative attitude towards gender equality, the facilitator has

to make sure that the CEO doesn't impede the work of the group (for example – when participants are asked questions, the CEO should answer once the majority of the group has had a chance to speak). Source: The Feminoteka Foundation, Poland ([www.feminoteka.pl](http://www.feminoteka.pl))

## Marketing strategies

### Standard 8

*The strategy for marketing the gender equality training is adapted to the needs of the organization*

### Indicators:

- Included in the terms is the language spoken within the organization; its internal announcement concerning the training is easy to understand for the participants;
- Gender equality training is shown as a solution to business problems and its application to the world of business is highlighted.

### Examples and lessons learned:

In a workshop for vocational trainers working for the Berlin-based transport company, LIFE e.V. decided not to use the term "gender" following consultations with the management of the company, because this word was not known to the participants and first had to be explained during the workshop. Source: Germany, LIFE e.V., ([www.life-online.de](http://www.life-online.de))

If the company already has a diversity/CSR policy, it is easier to enter in with gender equality training. Discriminatory treatment of men and women is forbidden by law and a company which labels itself as responsible or valuing diversity is all the more likely to be interested in having gender equality training than a company which does not.

Within the framework of the Polish Gender Index Project, trainings on gender equality for companies were envisaged. In order to recruit companies, the advertisement that was used dealt primarily with issues relevant to management, human resources, business solutions and strategic development, while the term “gender” was not used at all. However, gender equality was the key concept behind the training.

Source: The Gender Index Project, UNDP, Poland ([www.genderindex.pl](http://www.genderindex.pl))

## Follow Up / Sustainability

### Standard 9

*Results of the gender equality training are assessed and further recommendations are given*

#### Indicators:

- Facilitator assesses the results of the gender equality training (*e.g. with a short questionnaire*) and prepares an evaluation report for the contractor based on the participants' responses. (*Note: In the report, it is best to include the results of the evaluation broken down according to the gender of the respondents.*);
- Evaluation report includes conclusions and further recommendations;
- Contractor has the opportunity to meet with the facilitator and discuss the evaluation report.

#### Examples and lessons learned:

For example, a gender equality training workshop can include observation and learning tasks, or projects inside the company, that the participants agree to complete after the workshop, at their workplace. Experiences and results can then be

shared, discussed and evaluated by the participants during a follow-up workshop.

Source: LIFE e.V., Germany, ([www.life-online.de](http://www.life-online.de))

### Standard 10

*The gender equality training is embedded in a broader approach aimed at promoting equality*

#### Indicators:

- There are other activities being carried out by the organization aimed at promoting equality apart from the gender equality training.

#### Examples and lessons learned:

By partnering up with the Berlin-based transport company, LIFE e.V. aimed at changing an existing website addressed to teenage students, by making it more attractive to girls. In addition, a leaflet/flyer about technical vocational training addressed exclusively to girls was designed. Moreover, in order to raise gender equality awareness, a workshop for interviewers in charge of recruiting vocational trainees is also planned.

The University of Applied Sciences in Berlin is a renowned institution rich in tradition, offering a wide selection of courses in engineering, economics and the natural sciences. The proportion of female students to male students is less than 3 to 7, but at the same time, as part of the institutionalisation of the promotion of women, regular open house weeks are organised at the university for graduating female high school students, with selected courses of study presented in interesting ways closely resembling the actual methods of teaching. There is also a special programme for the recruitment of women into the ranks of the teaching staff at the university.

Source: LIFE e.V., Germany, ([www.life-online.de](http://www.life-online.de))



# The Gender Equality Facilitator's Profile

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## 1. Knowledge and Experience

- 1.1. Gender equality facilitator possesses a higher education as well as competence in workshop design and implementation.
- 1.2. Facilitator has comprehensive knowledge of gender issues.

## 2. Abilities and Skills

- 2.1. Facilitator possesses high interpersonal competence conducive to the participants' learning about gender equality.
- 2.2. Facilitator possesses high competence in sustaining the process of change involved in achieving gender equality.
- 2.3. Facilitator uses non-discriminatory and gender-sensitive language.

## 3. Attitudes and Values

- 3.1. Facilitator possesses personal traits and presents attitudes which encourage learning.
- 3.2. Facilitator is highly focused on constant self-development.

# The Gender Equality Facilitator's Profile

Daniela Drobná  
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Zuzana Kiczková  
Jana Viteková

## Introduction

The following chapter presents the profile of a gender equality facilitator which could be used by those looking for gender training experts for training or consultation, as well as by the gender equality facilitators themselves, looking to further their professional development. In this way, the quality standards presented below may be used either as an assessment tool or a self-evaluation tool. As far as the gender equality facilitator's abilities and skills are concerned, it is worth noting that we find that many of the same qualities are possessed by any good facilitator leading any workshop focusing on social skills. Being aware of this fact, we have included these more general criteria in this chapter as well, in order to stress that they are important for a gender equality facilitator to have. Lastly, while speaking about the gender equality facilitator's attitudes and values, we recognize the limits of being able to measure them by specific indicators. However, since we consider them as being equally important as theoretical knowledge of gender issues and skills in leading a workshop, we present them as part of the full picture.

## Standard 1

### Knowledge and Experience

***1.1 Gender equality facilitator possesses a higher education as well as competence in workshop design and implementation***

#### Indicators:

- Facilitator has finished a full course for facilitators and can prove it with an appropriate certificate;
- Facilitator can provide valid proof of experience (*letters of reference or positive reviews*) in leading training sessions;
- Facilitator provides the contractor with an offer of training designed especially for the specified group;
- Facilitator knows the realities and nature of work in the sector/occupation of the gender equality training's participants;
- Facilitator possesses a university degree;
- Facilitator has knowledge and experience in management and/or consulting.

#### Lessons learned:

Any higher degree is acceptable, but facilitators with a university degree in a social science (*psychology, sociology, social work*) are preferred. It is also important to stress that although higher education is generally a very important criterion, some exceptions to this rule are acceptable, especially in the case of a facilitator with outstanding experience in leading workshops and knowledge of gender issues supported by reliable proof. Source: UNDP, Poland

***1.2 Facilitator has comprehensive knowledge of gender issues.***

#### Indicators:

- Facilitator knows the facts, figures and indicators concerning the situation of women and men in

society and on the labour market;

- Facilitator has a deep and precise understanding of the origins and functioning of gender stereotypes, and of prejudice and its results (*gender inequality and discrimination*);
- Facilitator knows the gender stereotypes existing in the language and is aware of differences in communication between men and women;
- Facilitator knows the legal context of gender equality and legal provisions concerning gender equality;
- Facilitator has knowledge concerning the incorporation of gender-sensitive considerations and perspectives into all of a given organization's activities;
- Facilitator knows the wide and varied context of gender equality.

### Lessons learned:

A facilitator's knowledge of gender issues can be proven by a diploma in gender studies (*postgraduate university curriculum*) or by confirmed participation in certain gender studies courses offered by universities and other reliable institutions (*for example: women's rights organizations*).

A facilitator's competence in incorporating gender issues into projects should also concern practical knowledge of gender mainstreaming tools, such as gender impact assessment, gender analysis or the 4R method.

Source: UNDP, Poland

## Standard 2

### Abilities and Skills

#### 2.1 Facilitator possesses high

### *interpersonal competence conducive to the participants' learning about gender equality*

#### Indicators:

- Facilitator is able to arrange the learning space as to encourage interaction among participants and create a safe and respectful learning environment as well as an atmosphere of mutual trust;
- Facilitator is able to support the participants in self-reflection and in developing self-awareness, and helps them define their personal and social identity, particularly with regard to gender;
- Facilitator is able to speak about and discuss difficult and controversial topics;
- Facilitator clearly indicates whenever he/she is presenting his/her own point of view, and presents other points of view in a fair and knowledgeable manner;
- Facilitator uses the knowledge of group process (*for example: he/she has identified the roles within the group and the group development phases*);
- Facilitator is able to diagnose and take into account the training needs of participants;
- Facilitator is able to use methods catering to the participants' various styles and ways of learning (*visual, auditory, tactile/kinaesthetic*) accordingly;
- Facilitator uses various active learning methods suitable for adults, in order to motivate and engage all participants;
- Facilitator has excellent communication and presentation skills (*for example: she/he is able to pose questions, actively listen and think in a critical manner, solve problems and conflicts in a constructive manner, and receive and provide relevant feedback*);
- Facilitator is able to obtain knowledge about the

structure, operations, decision-making processes, formal and informal leaders, corporate identity and culture of the organization which requested the training.

### Lessons learned:

Within the framework of the Gender Mainstreaming Training Project for all the Polish EQUAL Development Partnerships, the GM training model intended for this project was used. About one hundred 2-day-long workshops were offered to the EQUAL project teams. After the first set of workshops, it became obvious that it is absolutely crucial to agree on a “contract” with the workshop participants. This contract should list the workshop’s goals and agenda, ways of dealing with the participants’ expectations and fears, and most important, the rules of cooperation. Such rules, based on the Polish experience, are key and highly contribute to the participants’ feeling of safety. Participants had the opportunity to develop the rules needed for open communication and learning (*respecting the opinions of others, speaking for oneself, avoiding generalizations*). Moreover, this helped the facilitators in preventing difficult situations during training which in the majority of cases originate from the participants’ lack of security. A facilitator should be aware of the importance of making up a contract early on. Based on the Polish experience, one can assume that this process should take about 45 minutes of the participants’ time.

Source: The Gender Mainstreaming Training Project under the EQUAL Community Initiative, UNDP, Poland, ([www.gm.undp.org.pl](http://www.gm.undp.org.pl))

## ***2.2 Facilitator possesses high competence in sustaining the process of change involved in achieving gender equality***

### Indicators:

- Facilitator is competent and experienced in planning projects related to gender equality;
- Facilitator is able to design a training programme in response to the diagnosed training needs;
- Facilitator is able to incorporate relevant practical examples taken from the context of the project;
- Facilitator is able to address specific gender-equality-related practices which participants encounter every day while working on the project/in their field;
- Facilitator is able to sustain the process by which gender equality policies/activities/strategies are being implemented within the specific project/field of work;
- Facilitator has the competence necessary to assess the workshops, produce the reports and write the recommendations for the follow-up activities in gender equality training.

## ***2.3 Facilitator uses non-discriminatory and gender-sensitive language.***

### Indicators:

- Facilitator uses the appropriate grammar and vocabulary forms whenever speaking specifically about a woman or a man, and neutral wording whenever speaking about either gender or both genders;
- Facilitator is able to identify the gender stereotypes showing in his or her own, as well as the participants’ speech, and is able to react appropriately;
- Facilitator is aware of the different communication styles of men and women, keeping the issue in mind while facilitating the meetings.

## Lessons learned:

Gender equality facilitators working on the gender mainstreaming training project, within the framework of all the Polish EQUAL Development Partnerships, are with no exception expected to use gender-sensitive language and thus to model this language for the participants. However, if the participant does not use gender-sensitive language, the facilitator is not required to react and ask him or her to change this way of speaking (*especially while the participants are presenting themselves in the beginning*).

Source: The Gender Mainstreaming Training Project under the EQUAL Community Initiative, UNDP, Poland, ([www.gm.undp.org.pl](http://www.gm.undp.org.pl))

## Standard 3

### Attitudes and Values

#### 3.1 Facilitator possesses personal traits and presents attitudes which encourage learning.

##### Indicators:

- Facilitator recognizes the significance of human dignity, equality and solidarity;
- Facilitator respects fundamental values, such as every person's right to dignity, self-determination, autonomy and development, as well as the equality of all people regardless of race, colour, gender, sexual preference, abilities, language, religious beliefs, political or other convictions, nationality, social background, economic status, place of birth or any other personal attribute;
- Facilitator is open towards other people and different points of view;
- Facilitator gives encouragement and exhibits empathy, patience, emotional stability, responsibility, assertiveness, and a sense of

humour;

- Facilitator is aware of the fact that his or her personal attitudes, values and ethical norms may have influence on the issues she/he selects and the way she/he presents them;
- During the training, the facilitator takes action against any instances of gender discrimination or gender-based violence.

##### Lessons learned:

The facilitator's attitude is very important if the endorsement of gender equality is to be effective. The gender equality facilitator strengthens the participants' motivation with his/her own engaging attitude, enthusiasm and energy. A gender equality facilitator convinced as to the validity and the goals of the gender equality training can change the behaviour and attitudes of the participants. Gender equality facilitators are often treated as role models, and their courage in acting against discrimination and violence is highly esteemed.

In the process of recruiting gender equality facilitators for the gender mainstreaming training project as part of the Polish EQUAL Development Partnerships, two key criteria were taken into account; first, the facilitator's experience and knowledge, and second, his or her involvement in human rights' movements and/or social activism focused on gender equality. The latter was used as an indicator of certain essential attitudes and values which a facilitator should possess. However, exceptions were made in the case of facilitators presenting particularly good workshop facilitation skills, but having no background in gender equality activism. Soon however, this approach had turned out to be a mistake. The lack of personal commitment to equality issues on the part of some gender equality facilitators resulted in the low quality of the workshops, which eventually led to a decision to reduce the number of facilitators hired initially.

Source: The Gender Mainstreaming Training Project under the EQUAL Community Initiative, UNDP, Poland, ([www.gm.undp.org.pl](http://www.gm.undp.org.pl))

## 3.2 Facilitator is highly focused on continuous self-development

### Indicators:

- Facilitator constantly develops her/his training skills;
- Facilitator takes part in various courses or facilitator trainings programmes;
- Facilitator shares her/his professional experiences with other gender equality facilitators;
- Facilitator wants to subject his/her work to evaluations and monitoring;
- Facilitator constantly updates and broadens her/his knowledge on gender issues, the situation of women and men in society (*facts and figures*), the legal aspects of gender issues and the various contexts of gender equality;
- Facilitator constantly broadens her/his knowledge relevant to incorporating gender considerations and perspectives into specific projects/lines of work.

# Quality Standards Concerning the Content of Diversity Training

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1. **Identity:** Diversity/anti-bias training develops the participants' awareness and understanding of the multiple dimensions of one's personal and social identities, in relation to the identities of others and to one's own beliefs.
2. **The language of bias:** Diversity/anti-bias training addresses prejudicial language, the basic terms and concepts relating to prejudice and discrimination, and their application to interactions with others.
3. **Differences and discrimination:** Diversity/anti-bias training recognizes that certain groups in society have often historically been and currently still are subject to stereotyping, prejudice and trait ascription, in a way which leads to inequality and discrimination.
4. **Culture; intercultural, multicultural, transcultural:** Diversity/anti-bias training addresses the factors of culture and language use in communication.
5. **Diversity/anti-bias training addresses the interaction between individual, interpersonal, ideological and institutional factors, and how they impact our behaviours and inter-group relations.**
6. **Legislation, protection of human rights:** Diversity training addresses the link between the valuing of diversity and the legal basis for equality measures and policies protecting the rights of specific social groups which are subject to discrimination.
7. **Assessment:** Diversity/anti-bias training lets participants examine personal attitudes and behaviours, as well as review organizational policies and practices for bias and inequity.
8. **Action Planning:** Diversity/anti-bias training challenges prejudices on the personal level and aids in planning a course of action on the organizational level.



# Quality Standards concerning the content of Diversity training

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Czarina Wilpert

## Introduction

The PRO(E)QUALITY TCA has also agreed to address the issue of training quality standards in the area of diversity and diversity management. It is not possible, however, to cover all the relevant approaches in this booklet. Here, we will focus on the diversity/anti-bias training approach. Having to deal with issues related to diversity and the implementation of diversity-related policies, are all relatively new tasks for most of the European countries in question. For this reason, the creation of quality standards for the corresponding training workshops and adult education in this field, is also a new endeavour. The quality standards used for diversity training and gender equality training share a number of similarities. What is most important, these are similarities with respect to conditions which should be met in order for the training to be of good quality as well as with respect to the methodology applied – principles of adult learning, communication and group dynamics. Both the gender equality and diversity training approaches need to adhere to these guidelines to meet quality standards. Differences between the two approaches are most apparent with respect to content and in the profile of the facilitator.

Both approaches address the issue of equality, so the distinct needs of the organization and/or the societal context should be used to determine which approach should be chosen. During gender equality training, there may be a need to consider diversity from a gender-focused perspective, while

during diversity training, there may be a need to focus on gender as an element of diversity. This is why it is essential to carefully assess the needs of the participants in some way, before planning a training in this general area.

The **managing of diversity** and **diversity management** are phrases which are often used interchangeably and are open to a variety of interpretations. By definition, both concepts include:

- acknowledgement of the fact that people differ in many ways,
- identification of implications for the workplace, or the greater society, based on the non-recognition (*overlooking*) of differences,
- the implementation or suggestion of strategies which will ensure that issues of diversity are addressed in the interest of the workplace or the society as a whole.

This chapter presents the essential standards with respect to the content of diversity/anti-bias training<sup>8</sup>. It covers all topics which could be addressed during a workshop. However, it is not always possible to address in depth all of the dimensions that concern diversity awareness and its implications for the implementation of diversity management. Ideally, every workshop should be designed following the completion of either a pre-workshop participant needs assessment questionnaire, or a more in-depth needs assessment study in the institutional context. (*Cf. the chapter on methodology*). Diversity facilitators are expected to have qualifications in the content areas addressed here. This does not mean that they should, for instance, be legal

<sup>8</sup> The standards are an adapted and expanded version of the approach developed by the Anti-Defamation League® A WORLD OF DIFFERENCE® Institute; Master Training Manual, A World of Difference Institute® Training and Curriculum Department, 2005 Anti-Defamation League®.



experts, but they should have a good knowledge of one's legal rights, as well as know how diversity education/implementation is related to legal rights and the protection from discrimination that they provide. Diversity facilitators work in teams of two, in a co-training arrangement. As much as it is possible, the teams should be a reflection of the various dimensions and differences within a society. According to needs, one facilitator may have more expertise in organizational development, while the other in the legal framework for equality, given the specific setting.

## **Standard 1**

***Identity: Diversity/anti-bias training develops the participants' awareness and understanding of the multiple dimensions of one's personal and social identities, in relation to the identities of others and to one's own beliefs***

### **Indicators:**

Participants will

- Develop their awareness of the multi-dimensional personal and social identities;
- Identify experiences through which they have consciously or unconsciously shaped their identity, assumptions about other people and their world view;
- Reflect upon their own stereotypes, prejudices and discriminatory behaviour;
- Increase their understanding of the links between one's social identity and biases;
- Increase their understanding of the connections between identity, power and privilege.

## **Standard 2**

***The language of bias: Diversity/anti-bias training addresses prejudicial language, the basic terms and concepts relating to prejudice and discrimination, and their application to interactions with others***

### **Indicators:**

Participants will

- Understand the definitions of general and specific terms related to prejudice and discrimination;
- Increase their understanding and ability to articulate the distinctions and connections between personal and institutional manifestations of prejudice;
- Increase their understanding of and apply the terminology currently used to respectfully refer to various types of people;
- Increase their awareness of the power of language in perpetuating prejudice;
- Increase their understanding of the connections between language, identity and power.

## **Standard 3**

***Differences and discrimination: Diversity/anti-bias training recognizes that certain groups in society have often historically been and currently still are subject to stereotyping, prejudice and trait ascription, in a way which leads to inequality and discrimination***

## Indicators:

Participants will

- Be able to identify core groups in society, whose members are often prejudged and stereotyped based on their group membership (*their perceived social identities*) as being less equal than the members of the social group perceived to be dominant and superior;
- Begin to understand the function of bias in the formation of social identity hierarchies, in discrimination and exclusion;
- Be able to point to major inequalities concerning diverse social identities and analyze institutional barriers limiting full participation in society (*education, work, occupational opportunities, income and social benefits*) based on the analysis of case studies and/or references to statistical data;
- Be able to identify cases of compounded discrimination.

## Standard 4

***Culture; intercultural, multicultural, transcultural: Diversity/anti-bias training addresses the factors of culture and language use in communication***

## Indicators:

Participants will

- Understand the definition of the terms culture, intercultural and transcultural;
- Increase their understanding of the link between culture and values;
- Recognize how cultural assumptions influence thoughts and actions;

- Recognize some of their own cultural knowledge gaps and the effects of these knowledge gaps on their interactions with others;
- Be able to use the effective communication skills of listening, asking questions and creating an environment for respectful dialogue, to interact with people from other cultures.

## Standard 5

***Diversity/anti-bias training addresses interaction between individual, interpersonal, ideological and institutional factors, and how they impact our behaviours and inter-group relations***

## Indicators:

Participants will

- Increase their understanding of the multiple perspectives that exist in any situation and the potential for one's perspective to influence one's and others' perceptions and behaviour;
- Increase their understanding of the existence of different levels of power and privilege associated with group membership;
- Increase their understanding of the influence of biases, power and privilege on the development of individual attitudes and behaviours;
- Increase their understanding of the impact of biased behaviours on interpersonal and inter-group relations;
- Increase their understanding of the potential for hate to escalate when not addressed;
- Be able to identify the different causes of and responses to inter-group conflict;
- Increase their awareness of the dynamics of hate incidents by understanding the different

roles people play and the behaviours associated with each role.

## Standard 6

*Legislation, protection of human rights: Diversity training addresses the link between the valuing of diversity and the legal basis for equality measures and policies protecting the rights of specific social groups which are subject to discrimination*

### Indicators:

Participants will

- Discover the relationship between managing diversity and the legal rights of specific minority groups as outlined in EU and national legislation;
- Gain access to knowledge of legal regulations regarding the rights and protection of groups whose members are discriminated against based on their ethnic origin, religious or world view, gender, or sexual orientation, or because of traits ascribed to them due to age, disability, or skin colour);
- Critically examine the concepts behind equality/ anti-discrimination legislation: equality, equal treatment, equal opportunity, and human rights;
- Reflect upon the concepts of gender mainstreaming, managing diversity, diversity mainstreaming, and affirmative action.

## Standard 7

*Assessment: Diversity/anti-bias training lets participants examine personal attitudes and behaviours, as well as review organizational policies and practices for bias and inequity*

### Indicators:

Participants will

- Be better able to develop personal goals and create positive change by applying the learned principles to overcome prejudice, with the objective of managing diversity;
- Increase their awareness of barriers standing in the way of diversity in their environment;
- Improve their personal ability to assess the dynamics of specific hate incidents, and to respond appropriately;
- Assess their environment with respect to the challenges facing diversity and the needs in policy implementation;
- Increase their awareness of the influence of personal attitudes and behaviours on the organizational climate;
- Be better equipped to examine organizational policies, practices and procedures with respect to diversity management;
- Be better able to develop organizational goals in order to create positive change by applying principles of diversity management.

## Standard 8

### *Action Planning: Diversity/anti-bias training challenges prejudices on the personal level and aids in planning a course of action on the organizational level*

membership in collectives of people considered to be not worthy or deserving enough to be recognized as full members of society.

#### Indicators:

Participants will

- Develop and use a variety of responses for eliminating barriers facing diversity in different contexts;
- Be better able to develop and implement short- and long-term action plans for examining and challenging biases within themselves;
- Be better able to identify and implement strategies that examine and challenge biases in their environment and professional practice;
- Be better able to develop and involve others in a collaborative process that promotes a fair, equitable and respectful organizational climate.

### *The Profile of the Diversity Workshop Facilitator*

The diversity and anti-bias workshop facilitator<sup>9</sup> has a comprehensive knowledge of inter-group relations, and the societal and institutional processes of trait/status ascription, exclusion and dominance. This specific approach to diversity work within the anti-bias framework addresses groups (*social identities*) that have traditionally suffered exclusion due to prejudice. In accordance with certain ideologies, the members of these groups have traits ascribed to them, and get evaluated, based on their assumed

<sup>9</sup> A facilitator creates conditions that enable the participants to enter into a learning mode and activate their expertise so they can use it to bring about change in their social environment. Diversity training is based on the concept of co-facilitation.

# Glossary

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## Gender

Whereas “sex” refers to the biological differentiation between a “male” and a “female”, the term “gender” encompasses the different sets of societal roles attributed to men and women. Gender is socially and culturally constructed. It can vary from culture to culture and over time, and can be altered.

## Gender equality

Gender equality is inherent in the fact that men and women are the two halves making up all of human kind. It presupposes the recognition of the equal social value of women and men, and the respectively equal social status. It implies the balanced participation of men and women in all spheres of life, including the economic, political, and social spheres and family life, without any barriers set due to expected sex/social/gender roles. It underlines the freedom which all human beings have to develop their capacities and to make choices without limitations due to gender/social roles, valuating and treating the behaviours, aspirations and needs of women and men equally. The equality between men and women is reflected in the absence of asymmetries between them for all the indicators regarding social organisation, the exercise of rights and responsibilities, and individual autonomy and well-being.

- Source: CITE, Manual de Formação de Formadores/as em Igualdade entre Mulheres e Homens (*Training Manual for Facilitators: On the Equality of Women and Men*), Lisbon, 2003.

## Gender equality training

Gender equality training is a learning situation designed so participants can become aware and get over gender-based stereotypes. Gender equality training aims at altering inequalities resulting from relations between men and women on an individual, institutional and social level by: 1) providing skills and knowledge on gender-based stereotypes, prejudices and discrimination (*e.g. identifying hidden, stereotype- and prejudice-based content transmitted in society about groups discriminated on the basis of gender*), 2) enabling participants to personally experience feelings typical for people experiencing discrimination, 3) modelling antidiscriminatory attitudes, 4) providing knowledge on national, international and EU documents and legal instruments relating to gender equality.

## Gender Mainstreaming

Gender mainstreaming is defined as an important strategy meant to focus on gender inequality in politics, the economy and society. Gender mainstreaming is a strategy, which brings the gender ratios of women to men in those spheres into the focus.<sup>10</sup> It is the process of assessing the implications of any planned action, including legislation, policies and programmes, in any area and at all levels, for both women and men. The ultimate goal of gender mainstreaming is to achieve gender equality.<sup>11</sup>

<sup>10</sup> See the definition per the Council of Europe, [http://www.coe.int/t/e/human\\_rights/equality/02.\\_gender\\_mainstreaming/EG-S-MS\(1998\)2rev+1.asp#TopOfPage](http://www.coe.int/t/e/human_rights/equality/02._gender_mainstreaming/EG-S-MS(1998)2rev+1.asp#TopOfPage) (Accessed: 2007-02-14)

<sup>11</sup> See the definition per the United Nations Economic and Social Council (ECOSOC), <http://www.ilo.org/public/english/bureau/gender/newsite2002/about/defin.htm> (Accessed: 2007-02-14).

## Diversity

The general concept of diversity is based on valuing and respecting differences among people. Core diversity categories based on apparent differences are gender, age, ethnic and cultural origin, skin colour (*race*), religion/world views, sexual orientation and physical abilities. The concept of diversity was developed in response to the exclusion and discrimination of individuals based on judgements (*including prejudices and stereotypes*) made by others regarding the meaning of their social identities.

According to the concept of diversity, differences are viewed as a potential resource. Individuals with unusual biographies and life experiences bring in new perspectives. In the area of diversity management, this idea is extended and applied to the leadership models and organisational cultures of companies and other institutions, such as public offices, educational establishments and other kinds of organisations.

Gender overlaps with all the other social categories. For example, a black Muslim woman in a Christian society may be judged and treated differently than a white Muslim man, or than her white Christian counterpart.

## Diversity Management

This concept consists of:

- acknowledging the fact that people differ in many ways,
- identifying implications for the workplace, or the greater society, based on the non-recognition (*overlooking*) of differences
- proposing or implementing strategies which will ensure that issues of diversity are addressed in the interest of the workplace or the society as a whole.

Managing diversity means recognizing existing

differences within the organization or the social environment and developing diversity policies which respect and value these differences. Differences may be, for example, based on being identified as a member of a social category (*e.g. female, male, black*) or a specific social group. In both cases, it is assumed that people so identified have, as a group, certain identical characteristics. Being classified as a member of one of these groups signifies inferiority in some form. This is accompanied by ascribing behaviours to the person which, according to the dominant societal norms, disqualify the person from participating in, and having equal access to, a variety of societal tasks/roles.

When members of social groups are identified in this way, it is often on the basis of their physical characteristics, such as sex, age, apparent abilities, skin colour, or assumptions as to their ethnic origins and identity, religious affiliation, sexual orientation, or disability. Diversity may also encompass the various positions held by employees within an organization (*based on function, experience, seniority etc.*). Differences are the result of interaction and/or social construction processes within a system. The management of diversity has developed within the context of the civil rights movement which arose out of the demand for recognition and equality. This is also the context in which we could speak of mainstreaming diversity. Diversity management, as it is used here, has as its objectives to shed light on the processes of social construction and to work on developing policies that overcome existing barriers in order to end exclusion based on differences.



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