

INTRODUCTION

This training resource pack is designed to promote gender equality awareness for individuals, organisations, and communities and aims to advance the empowerment of women.

It has been developed by the following organisations from Northern Ireland, Italy, Spain, Lithuania, and Malta who together form the 'Empower' Partnership (www.empowereurope.com).

- Possibilities (Northern Ireland) – www.gingerbreadni.org
- Vilnius Archdiocese Caritas Mother and Child Home (Lithuania) – <http://vilnius.caritas.lt>
- ATI Donne (Italy) – www.equaldonnalecce.it
- National Commission for the Promotion of Equality (Malta) - <http://equality.gov.mt>
- Agrupación de Desarrollo San Andrés del Rabanado (Spain) – www.proyectodual.org

This project is part financed by the European Social Fund under the EQUAL Community Initiative Programme.

WHAT IS EMPOWERMENT?

To talk about empowerment is to talk about a process of change which goes from the individual right through to the social and has the equal participation of women and men in all parts of life as its aim.

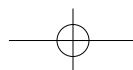
In the process of empowerment, understanding power having POWER to do things, there are three phases:

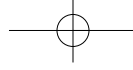
1. Individual empowerment
2. Collective empowerment
3. Social empowerment

Individual Empowerment tries to build personal identity, personal image and self-esteem. In the process of individual empowerment each woman stops existing as a being "for others" and converts herself into the driving force of her own life. It involves personal transformation to become an individual being, unique and independent, with her own personality and ideas, with the capacity to decide and act of her own accord, with freedom and determination.

For its part, the objective of collective empowerment is to construct sisterhood, which is to say, a gender unity within women mutually recognized which unites forces to overcome and eliminate situations of inequality.

Referring to social empowerment, it has a democratic objective in that it tries to cause the changes necessary to achieving equality of opportunity between women and men, in such diverse areas such as social life, the economy, politics and culture. Without doubt, what is sought through the process of empowerment is to increase the participation in decision making processes and access to power through agreements which are individual (personal), collective (between women) and social (between women and men).





TARGET GROUPS

This training resource pack is aimed at agencies and organisations working with:

- Women seeking to enter, retain, advance within or return to employment
- Women in disadvantaged communities
- Lone parents
- Young mothers
- Women's groups
- Female workers

The social empowerment section is designed for:

- Business organisations
- Unions
- Political parties
- Public administrations
- Social organisations
- Women's groups
- Community organisations
- Businesses

WHO SHOULD USE THIS TRAINING RESOURCE PACK?

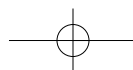
Professionals (e.g. training) who have an in depth knowledge of issues surrounding gender equality and an understanding of the issues of gender inequality at all levels in society.

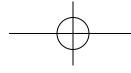
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This flexible training resource pack provides the tools to develop each phase of the empowerment process as a whole or in phases according to the needs of the target group/users.

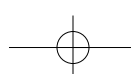
For example, Phase 3 could be used to test the status within an organisation and then use Phases 1 and 2 as a tool to rectify the limitations identified.

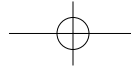
The authors strongly encourage organisations to consider this resource pack as a helping tool both for themselves and their employees. Innovative usage is considered as further enhancement of this resource.





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Part 1: GROUP PROFILE

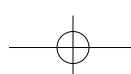
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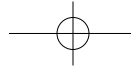
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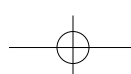
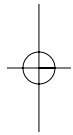
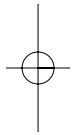
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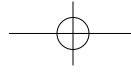
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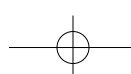
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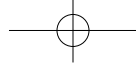
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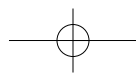
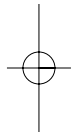
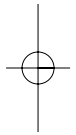
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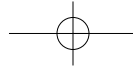
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PHASE 1
INDIVIDUAL EMPOWERMENT





INDIVIDUAL EMPOWERMENT - OVERVIEW

Part 1: PERSONAL PROFILE

Anyone interested in taking part in this training will be invited to attend a one to one session with the course tutor to establish their suitability to the programme. They will have an opportunity to discuss any concerns they may have for example, in relation to childcare or transport. This is then followed by a short group session during which time the tutor will support each applicant to identify their existing skills and explore each of the following:

- A.1. Semi-structured interview
- A.2. Self-Knowledge/ Self Image
- A.3. Motivation / Solving Conflicts
- A.4. Social and communication skills

At the end of the session a place will be offered to those applicants for whom the course is considered appropriate. Where the course is considered to be unsuitable the tutor will, wherever possible, identify a suitable alternative.

Total time required: 1 hour

Part 2: INDIVIDUAL EMPOWERMENT TRAINING ACTIVITIES

This is a short, tutor led training programme which can be delivered to groups of up to 10 women. It comprises the following activities:

- A.5. I am a Powerful woman because...
- A.6. How do people see me?
- A.7. My favourite role
- A.8. Beliefs
- A.9. Satisfaction wheel
- A.10. Helping each other
- A.11. Magic Box
- A.12. Your perfect life

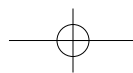
Total Time Required: 9 hours 30 mins

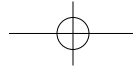
Part 3: EVALUATION

At the end of the training participants will be issued with an evaluation questionnaire. The feedback and comments received will be used to help improve and further develop the programme.

- A.13. End of course evaluation

Total Time Required: 15 mins





Part 1: PERSONAL PROFILE

A.1. INDIVIDUAL ACTIVITY : Obtain Personal Details

Objective: To establish if the course is right for them

Methodology: Individual case study

User Guide:

- This is a one to one session with the tutor where the candidate provides their personal details, and information relating to their educational background, skills and qualifications, employment history, career aspirations etc. (Example provided **Activity Sheet A.1**).
- The session should last approximately 20 minutes

Estimated time required: 20 minutes

A.2. INDIVIDUAL ACTIVITY : Self-knowledge / Self image

Objective: To establish if the candidate has a positive or negative self image

Methodology: Participative

Candidates are required to highlight 10 of the characteristics which they can identify with. They are then asked to consider if these are positive or negative characteristics.

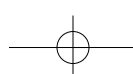
User Guide:

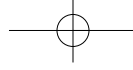
- Give each participant an activity sheet (**Activity sheet A.2**.)
- Ask them to underline 10 characteristics that they feel that they identify with
- Now ask them to add a (+) if they consider them to be positive and (-) if they consider them to be negative
- Finally ask them to add up the number of positives and negatives and put the total for each in the total box

Activity Evaluation:

A higher positive score suggests a positive self image. A higher negative score suggests a negative self image. Tutor to explore the results with the candidate.

Estimated time required: 20 minutes





A.3. INDIVIDUAL ACTIVITY : Self-affirmation / Motivation /Solving conflicts

Objective: To assess ability to make confident, independent decisions

Methodology: Participative. Candidates asked to consider 'Where do I want to be in 5 years?'

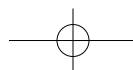
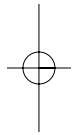
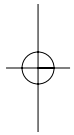
User Guide:

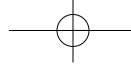
- Give each participant the activity sheet (**Activity sheet A.3**).
- Ask the participant to set a number of goals that they would like to achieve within the next 5 years in terms of family, personal & work environment
- Then ask them to identify smaller steps along the way – milestones that will help them achieve their goal within the time scales attached
- Finally, ask them to identify who can help them access the resources that they will need to achieve their goals

Activity Evaluation:

Qualitative. Studies suggest that the ability to make decisions based on ones own needs rather the needs of others can be an indicator of independence and self-confidence. The tutor should consider the extent to which the candidate has done this.

Estimated time required: 15 minutes



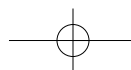
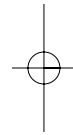
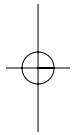


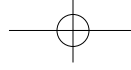
A.4. TUTOR ACTIVITY– Social & Communication Skills

User Guide:

- This checklist will enable the tutor to assess communication and social skills.
- The tutor must observe candidate behaviour throughout the entire session using the checklist provided.
- The results of the observation will be used by the tutor to determine the candidates suitability for the programme.

Non Verbal Contact		Yes	No
Visual Contact	Making eye contact when opening conversation		
	Maintaining eye contact whilst listening to others		
	Making eye contact when responding to questions		
	Looking away when speaking to others		
	Staring at people during the conversation		
	Failing to make eye contact when listening to others		
Facial Expression	Relaxed, smiling, nodding		
	Head held up looking at others		
	Frowning		
	Head bent down, face can't be seen		
Body Language	Open body language		
	Stance confident (both feet level on the floor)		
	Hand gestures kept under control (like twiddling hair, biting nails)		
	Crossed arms and legs		
	Hands clenched		
	Hand over mouth when speaking		

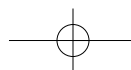
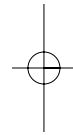
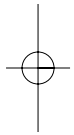


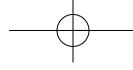


Non Verbal Contact		Yes	No
Clarity of Expression	Easy to understand		
	Use of language is clear and simple		
	Ability to answer and to explain questions clearly		
	Words used are unclear and language is complicated		
	Language is not appropriate e.g. swearing		
	Unable to answer questions clearly		
Assertiveness	Stance is confident but not aggressive		
	Staring at people		
	Voice is loud or shouting		
	Pointing finger or pen		
	Stance is closed (crossed arms and legs)		
	Looking at floor or away from speaker		
	Poor eye contact		
	Difficult to hear what person is saying		

At the end of the Personal Profiling stage the tutor should thank candidates for their participation and offer suitable candidates a place on the course. Unsuccessful candidates should be referred to more suitable support.

Estimated time required: 5 minutes





Part 2: INDIVIDUAL EMPOWERMENT TRAINING ACTIVITIES

A.5. GROUP ACTIVITY : I am a Powerful woman

Objective: To help connect in a fun imaginative way

Methodology: Active and participative

User Guide:

- Give each participant a large blank sticky label, on which they write:

I AM A POWERFUL WOMAN BECAUSE.....

(e.g. I have a great sense of humour or I enjoy my own company)

- Then ask each person to introduce themselves to the rest of the group saying in full (something like)

"Hello, my name is..... and I am a powerful woman because.... (whatever her label says)"

Estimated time required: 10 minutes

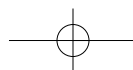
A.6. Group Activity – How do people see me?

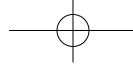
Objective: To explore the difference between self- image and the way that others see us

User Guide:

- Ask the participants to form two circles, one inside the other, so that they are face to face.
- The inner circle then begins to move to the right and the outer circle to the left, stopping as they reach each person.
- As they do so, they must mention a physical aspect of their companion that they like and the person opposite writes it down on a sheet of paper with their own name on it.
- At the end each participant reads their notes to the group and highlights those they can best identify with.

Estimated time required: 20 mins





A.7. INDIVIDUAL & GROUP ACTIVITY: My favourite role

Objective:

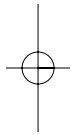
- To allow each participant to identify their gender role
- To identify the degree of satisfaction or dissatisfaction with the defined role

Methodology: Active and participative

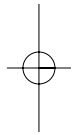
User Guide

- Give each participant an activity sheet (**Activity sheet A.7**)
- Ask them to read all the sections marking each one as to how it best describes their behaviour according to the following:
 - 0: rarely or never
 - 1: sometimes
 - 2: often
- Once they have completed this ask them to total it up
- Whichever column has the highest total best indicates their role
- A discussion should then follow that covers how each participant feels about their identified role

Estimated time required: 1 hour 40 minutes



A.8. INDIVIDUAL & GROUP ACTIVITY : Beliefs



Objective:

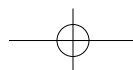
- To analyse the power of beliefs
- To identify how our limiting beliefs determines our behaviours
- To change our limiting beliefs

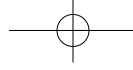
Methodology: Active and participative

User Guide

- Form the participants into a group and ask them to complete the questions as set out in the activity sheet (Activity Sheet A.8)
- Then ask each person to take a turn at explaining their answers

Estimated time required: 1 hour 40 minutes





A.9. INDIVIDUAL & GROUP ACTIVITY : Satisfaction wheel

Objective:

- To analyse the level of personal satisfaction in various areas of life
- To identify areas in which to start making necessary changes

Methodology: Active and participative

User Guide:

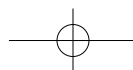
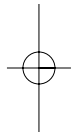
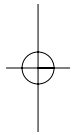
Stage 1

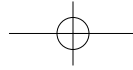
- Give each of the participants a copy of the wheel (**Activity Sheet A.9**)
- Taking the centre of the wheel as 1 and the outer edge as 10 ask them to rate their personal satisfaction in each area (1 is a LOW SCORE – AS IN NOT HAPPY, AND 10 IS A HIGH SCORE – AS IN VERY HAPPY)
- Then ask them to draw a line within each section to represent their score
- Explain that this now represents their wheel of life and ask them to consider how bumpy their ride would be if this were a bicycle.

Stage 2

- After they have completed their wheel of life ask them to answer the questions as laid out in the activity sheet.
- Follow with group discussion on the answers

Estimated time required: 1 hour 40 minutes





A.10. INDIVIDUAL & GROUP ACTIVITY: Helping each other

Objective:

To train participants to problem solve

Methodology: Active and participative

User guide:

- Ask each participant to write a brief explanation of a problem (this may be past or present). They have to describe the wider effect this problem had and how it made them feel about themselves.
- Then collect all the pieces of paper and place in a pile
- Each person then takes one, which must not be their own. Then, in turns explain the problem to the group outlining:
 - What happened and how it happened
 - How it affected them and how it made them feel
 - Possible solutions to the problem
 - How they feel at the end
- Each participant listens to the responses and learns from the thoughts, experience and ideas of others about how their problem may be solved

Estimated time required: 1 hour 40 minutes

A.11. GROUP ACTIVITY: Magic box

Objective:

- To identify the degree of importance that each person gives to themselves in comparison with those in their immediate environment
- To encourage personal recognition

Methodology: Active and participative

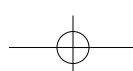
User Guide:

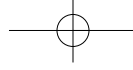
- Ask the group the following question:

“Who has been or is the most important person in your life?”

- Tell the participants to write the answer on a card and fold it so that the answer cannot be seen
- Then go out of the room with each participant, with the excuse of going to find the answer in a magic box in the other room which holds the same answer as that written on the card
- Do the same with each participant and nobody can reveal to the others what has happened outside the room until the activity ends. (The tutor guides the participants to look at themselves in a mirror)

Estimated time required: 50 minutes





A.12. INDIVIDUAL & GROUP ACTIVITY : Your perfect life

Objective:

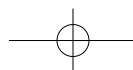
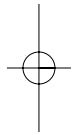
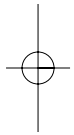
- To encourage each woman to look at past and current limitations, really think big about her life and come up with ideas to design her perfect life

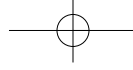
Methodology: Active and participative

User Guide

- Ask the group to answer the following question on an individual basis
“Suppose that a miracle happens, and the world is unfolding exactly as you’d like it to. In fact, you have been able to create Your Perfect Life. What does your perfect life look like? What is happening different, or more, or less when the miracle has occurred? How much money do you have? Who is in your life? Who is not in your life? Where are you living? What surrounds you each day? What are you doing with your time? What role are you playing in life and in your community? What are you enjoying? What are you learning? What are you giving or not giving?”
- Once they have done this break them into smaller groups to share ideas, possible obstacles, plans to achieve these goals and to encourage each other (ask them to put their answers on a flipchart sheet)
- After they have completed this, ask them to come back and present on a flipchart and discuss

Estimated time required: 1 hour 30 minutes





Part 3: EVALUATION

A.13 Individual Activity: End of course questionnaire

This evaluation form is completely confidential, and will only be used to assist in the improvement of the programme

On a scale of 1-5, how helpful has this programme been for you?

Please circle your choice: (1= no help; 5= absolutely fantastic)

1 2 3 4 5

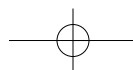
1. Did the programme meet your expectations? No Yes Exceeded

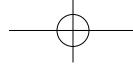
Any comments to add here:

2. How will this programme help you in the future?

3. What are your three main things you have learned from this programme?

4. How will you apply what you have learned in your own life?





**5. What else did you get from this programme?
For example:**

Awareness of new ideas	<input type="checkbox"/>	Helpful information	<input type="checkbox"/>
Chance to talk to other women	<input type="checkbox"/>	Sense of hope	<input type="checkbox"/>
Plan of action for future	<input type="checkbox"/>	Change in relationships	<input type="checkbox"/>
Beginning of new relationships	<input type="checkbox"/>	Deeper sense of happiness	<input type="checkbox"/>
A new approach to old problems	<input type="checkbox"/>	Confidence building	<input type="checkbox"/>
Anything else you'd like to add:			

6. How would you describe this programme to your best friend?

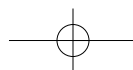
7. On a scale of 1-5, please rate the following
On a scale of 1-5, how helpful has this programme been for you?
(1= no help; 5= absolutely fantastic)

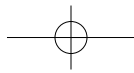
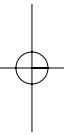
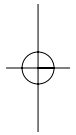
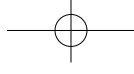
1	2	3	4	5	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Coach/trainer
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Methodology
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contents
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Classroom
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Training materials

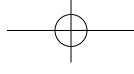
8. Do you have any other comments you would like to make?

May I quote your comments? (Using just your initials, not full name) Yes No

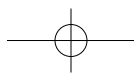
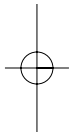
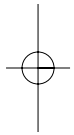
THANK YOU SO MUCH!

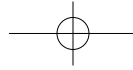






PHASE 2
COLLECTIVE EMPOWERMENT





COLLECTIVE EMPOWERMENT - OVERVIEW

Part 1: GROUP PROFILE

The group profile stage has been designed to be delivered to groups of 10 women (maximum). It uses a range of activities that look at gender stereotypes and discrimination and at ways to promote collective empowerment.

Introduction activities:

- B.1. Presentation
- B.2. Human treasure

Group activities: gender stereotypes

- B.3. Iceberg

Group activities: prejudice about women

- B.4. Gender prejudice
- B.5. Solving conflicts

Total Time required: 4 hrs 50 mins

Part 2: SORORITY

The sorority stage has been designed to aid participants to look at common gender related problems and to provide possible solutions to these. It also aims to help them understand the work that is carried out by pressure groups and to meet with women who have overcome gender related issues.

Presentation activities:

- B.6. My character
- B.7. What can be done?

Case study:

- B.8. The contribution of women
- B.9. Meeting women
- B.10. Conclusions

Workshop:

- B.11. Simulation

Total Time required: 13.5 hours

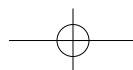
Part 3: EVALUATION

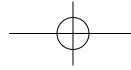
The evaluation process should take place at the end of the training course and is designed to help identify how successful it has been and to assist in the improvement of future sessions.

Evaluation activity:

- B.12. Suitcase and dustbin

Total Time required: 40mins





Part 1: GROUP PROFILE

B.1. GROUP ACTIVITY - Presentation

Objective: - Informative icebreaker

Methodology: Presentation in pairs and then to the group

User Guide:

- Divide the group into pairs. In their pairs each person should introduce themselves (name & brief life & work history)
- After they have completed this, each person should then take it in turns to introduce their partner (name, life and work history) and end by naming a quality that they consider to define their partner

Evaluation: Group observation – levels of participation & positivity

Estimated time required: 20 minutes

B.2. GROUP ACTIVITY : "Human treasure"

Objective:

- To create a climate of group confidence and openness
- To begin looking at the idea of stereotypes
- To promote the use of verbal & non verbal communication

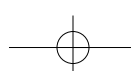
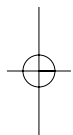
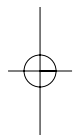
Methodology: Group, active and participative

User Guide:

- Give each participant an activity sheet (**Activity sheet B.2**) and ask them to find a person or persons in the room who matches each of the characteristics, where possible (they can move around the room to do this)
- After finishing this, the group reports on the characteristics they didn't find or those which were the most difficult to find. Participants should also be asked to consider how or if these difficulties relate to issues of gender or equal opportunities

Estimated time required: First part 20 minutes- Second part 40 minutes.

Total 60 minutes



B.3. GROUP ACTIVITY : Iceberg

Objective:

- To identify existing gender stereotypes and their cultural origins
- Through the iceberg analogy, to understand how stereotypes are just a very small portion of what is seen, and it is what is underneath the “waterline” that plays a bigger part in supporting the stereotype
- To examine the consequences of stereotypes

Methodology: Group, active and participative

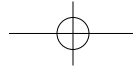
User Guide:

- Using a flip chart, ask the participants to discuss the main characteristics attributed to women and to men, simply because of their gender (the following table can be used as a guide)
- Then ask them to state which characteristics are physiological, anatomical and which are learnt. (direct discussion by supplying arguments for the cultural origins in assigning different characteristics)
- Next, ask the following questions:
 - Do stereotypes benefit anyone? Why?
 - Do stereotypes harm anyone? Why?
- Then ask the participants to write on post-its (use various colours) the different types of stereotypes about men and women
- Place a drawing of an iceberg in the middle of the room
- Ask them to place the various post-its on the part of the iceberg which is above the water and to share which of these stereotypes touches them personally
- Using the most popular stereotype ask the group to discuss what has happened in society to make that stereotype so prevalent (i.e. to discover what factors underneath the waterline have influenced society to create this stereotype). Use a number of examples to demonstrate this
- NB – you should aim to collate the responses to show that male stereotypes are of greater social value than female one, which leads to a hierarchy of the sexes

The following table can be used as a guide.

Characteristics attributed to women	Characteristics attributed to men
Dependence	Independence
Tenderness	Aggressiveness
Passiveness	Initiative
Submission	Tendency to dominate
Intuition	Rationality
Weakness	Bravery
Emotional instability	Emotional stability
Sensitivity	Coarseness
Commitment	Selfishness
Beauty	Physical strength
Frivolity /Volubility	Decision/firmness
Low sex drive	Strong sex drive

Estimated time required: 60 minutes



B.4. GROUP ACTIVITY – Gender Prejudice

Objective:

- To identify existing gender prejudices
- To become aware of the influence of prejudice against men and women in their personal and professional development
- To examine the importance of combating prejudice to achieve the empowerment of women

Methodology: Group, active and participative

User Guide:

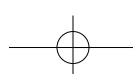
- Give the participants a series of cards containing part - statements about women
- Each participant's card will contain half a statement and they must find the other half amongst the cards that the other participants hold
- Once the card is complete, the participants must decide in pairs whether they agree or disagree with what it says. If they disagree, they must convince the rest of the group why they think the statement is not true
- The participants are then asked to analyse what the consequences of these beliefs are
- You should help by providing examples that could help the group decide on whether they agree or disagree with the gender stereotypes on the cards

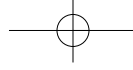
The following list of statements could be used in the activity:

- Women are absent from work more than men
- Women are more responsible and organised than men
- Women have less physical strength
- Certain jobs should not be carried out by women because they are too hard: Brick-laying, carpentry, transport, etc
- Part-time work is better for women than men because they can combine family life with work
- Women have fewer hours available and are less involved in the company because their family life is more important to them than their professional life
- Women are less capable of leadership and decision-making than men
- Women do not have the technical training required for occupying positions of responsibility and are not interested in additional training for promotion
- Women are worse bosses and colleagues than men because they are more susceptible to stress & react emotionally to conflict

(Appendix 2 will enable you to identify arguments against gender prejudice)

Estimated time: 60 minutes





B.5. GROUP ACTIVITY: Solving conflicts

Objective:

- To identify real-life situations of gender discrimination within social, personal or work contexts
- To explore the feelings and reactions produced by these situations
- To look at ways of resolving these situations

Methodology: Group, active and participative

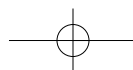
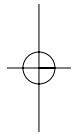
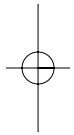
User Guide:

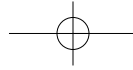
- Ask the group the following question: Have you ever felt discriminated against because you are a woman? (ask them to share their examples)
- Divide the class into groups of 3 to write a short role-play based on the situation that they have identified most with, that they will then have to act out
- After each group has acted out their chosen scenario, those watching should be invited to discuss their reactions to it
- Once all the performances are over, ask each participant to explain how they felt taking on the role of the character they played
- Finally, there should be a joint discussion on finding possible solutions to each of the situations

Some examples of scenarios that could be used are:

- Feeling afraid when faced with a possible sexual attack. (For example, on returning home alone at night)
- Finding it difficult to apply for jobs traditionally done by men (builder, lorry driver, works supervisor, etc.)
- A company does not employ women with young children or of an age to have children
- Having more responsibility than men in domestic tasks and caring for dependents

Time estimated for completion: 90 minutes





Part 2: SORORITY

B.6. INDIVIDUAL & GROUP ACTIVITY : My character

Objectives:

- To show a common view of gender related problems
- To become more aware of the different experiences of women in Europe

Methodology: Active and participative. It combines individual and group work

User Guide: Each participant is given one of the following female character cards (refer to [page 28](#))

Each participant has to make up the “story of their life”, taking on the role of the character they have been assigned, on the basis of the following:

- What was your childhood like? What was the house you lived in like? What kind of games did you play? What did your parents do? What were they like?
- Describe a day in your life: What do you do in the morning, the afternoon, and the evening?
- Describe your life style: Where do you live? How much do you earn? What do you do in your free time? What do you do in your holidays?
- What do you like? What excites you? What are you afraid of?

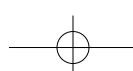
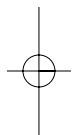
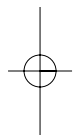
Each participant then tells the “story of their life” to the rest of the group and comments on how they felt in the role they were assigned.

Once the group’s stories have been told, the participants should individually prepare a poster with a sentence or the characteristics that best define their character. The participants then stand in a circle in the middle of the room with their poster so the others can see it. Each participant is then requested to join the woman or women they feel that they identified most with.

The aim is to create one single group based on common gender based needs and problems.

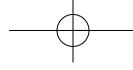
Finally, give the participants a chance to talk about real-life examples of people they know or to share their own life stories with the rest of the group (only if they wish).

Estimated time required: 3 hours



Character sheet

You are an unemployed single woman living with your family Age: 25	You are the mother of 8-year-old twins. Your husband is a policeman and you look after the house and children Age: 36	You are a separated woman who has been ill-treated by your ex-partner Age: 50	You are the daughter of the local mayor Age: 35
You are a married Muslim with two sons and one daughter Age: 26	You are the mother of a child with a motor disability Age: 39	You are a philosophy student Age: 20	You are single and a plumber, living alone Age: 30
You are a Nigerian woman without papers Age: 19	You are a floor supervisor in a department store Age: 45	You are a home help and have always worked without a contract Age: 65	You are the president of the parents' association of a secondary school Age: 47
You are an HIV-positive prostitute with a 2-year-old child Age: 21	You are a soldier in a unit on operational duties Age: 35	You are a political refugee threatened by the mafia Age: 43	You are the only sister of a cocaine addict Age: 37
You are a traveller who only attended primary school Age: 17	You are a divorced woman with two daughters and live with your parents Age: 42	You are unemployed and have a hearing defect Age: 31	You are a lesbian and have a married daughter Age: 55
You are the only person responsible for your 6-year-old daughter and work in a supermarket Age: 24	You are the daughter of Chinese immigrants who have a restaurant that is doing very well Age: 22	You are the Minister of Education Age: 46	You are the owner of a transport company Age: 51
You are a widow with a 16-year-old daughter Age: 45	You are a fashion designer with your own label (which you produce and market) Age: 37	You are self-employed as is your partner. You are both interested in continuing your education and have a 4-year-old child Age: 38	You are unemployed, your partner is in prison and you have a 10-year-old child Age: 35



B.7. GROUP ACTIVITY: What can be done?

Objectives:

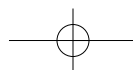
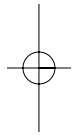
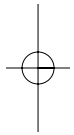
- To devise possible solutions to situations of gender inequality that are experienced by women
- To identify the organisations and power structures with the capacity to implement specific measures to address these situations

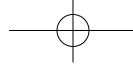
Methodology: Active and participative, using group work

User Guide

- Introduce the activity by supplying information about the situation of women in the cultural, economic and political social areas. Then present a practical case study of a particular inequality that affects women in the immediate environment. Any of the situations from Activity B.6. could be used as a reference
- Ask the participants to form pairs and to work together to come up with 2 measures that could help ease the previously defined situation. Then ask each of the pairs to report back to the whole group and draw up a final list of measures
- Once all the measures have been presented ask the participants to identify the channels that could be used to put these measures into practice (this means working with them to identify the main organisations and or persons with the power/ability to plan the suggested measures and be able to put them into practice)
- At this point you should provide the group with examples of how some organisations are tackling similar situations
- Finally, ask participants to reflect on the use of the suggested measures and on the real consequences they may have

Estimated time required: 60 minutes





B.8. GROUP ACTIVITY - The contribution of women

Objectives:

- To make people aware of the importance of the work done by pressure groups (women's associations, platforms, feminist networks, etc) and to ensure that measures for equality of opportunity are introduced among men and women in public politics

Methodology: Active and participative, using group work

User Guide:

Introduce the activity by supplying information about the main feminist issues that have been prominent over the last few years and that have been directed towards those in public bodies (add in specific organisations that are examples of good working practice on a local, national & European basis that you have researched locally perhaps through the local Equality Commission).

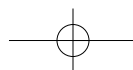
Ask participants to select 3 women they admire and then invite them to attend the group sessions so that they can learn directly from their experiences. They can choose personalities from the public (political, trade union, university, etc) or private (business) spheres.

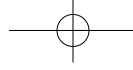
Once the group have decided who they would like to invite, the final part of the session should be dedicated to preparing a list of questions to ask.

The following are a list of questions that could be used as an initial guide:

- How did you start?
- Why did you decide to do this?
- What qualifications did you need? Who told you about the required training?
- What expertise did you have when you started work and what did you lack?
- What support did you get?
- What were the main problems you had or have to face and how have you dealt (or are you dealing) with them?
- How did you solve problems when you had no outside help?
- What needs do you have now?

Estimated time required: 60 minutes





B.9. GROUP ACTIVITY: Meeting women

Objectives:

- To supply real life case studies of women with the ability to lead & make decisions

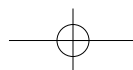
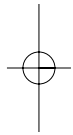
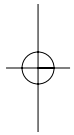
Methodology: Active and participative

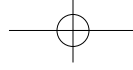
User Guide:

The three women chosen by participants in the previous activity are invited to one of three work sessions to share the story of their life.

The participants are to interview the women using the questions that were prepared previously and are to gather and record all the relevant information.

Estimated time required: 3 sessions, each lasting 90 minutes





B.10. GROUP ACTIVITY: Conclusions

Objectives:

- To make all the information gathered during the work sessions with the representative women available to everyone
- To identify the gender-based common strengths and weaknesses

Methodology: Active and participative, working in small groups

User Guide:

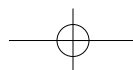
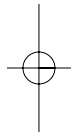
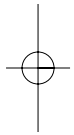
In order to make the information gathered throughout the interviews available to a wider audience, you should direct the participants to prepare a final report on the “Life Story” of each of the women invited. (break the whole group down into smaller groups)

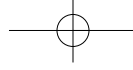
The report should include the following aspects, at least:

- Professional career
- Educational and training profile
- Main problems encountered
- External support
- Present needs

To finish you should collate all the information given, stressing the identification of common gender-based strengths and weaknesses in the three stories.

Estimated time required: 60 minutes





B.11. GROUP ACTIVITY: Simulation

Objectives:

- To explain how to establish a women's group or network

Methodology: Active and participative, working in small groups

User Guide:

Divide the group into smaller groups of 3-4 people to plan the setting up of a women's network, taking the following steps:

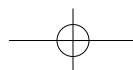
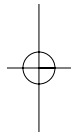
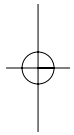
- Agree a name for the association
- Identify its aims & objectives
- Define the main activities to be carried out
- Research the procedures required for creating an association

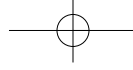
3 work sessions should be devoted to the creation of these virtual associations with your support

For the second session women belonging to the governing bodies of working associations should be invited so that the participants can ask about any issues that have arisen and learn about their work in depth.

Finally, the last session should consist of presentations of the each of the created associations back to the whole group.

Estimated time required: 3 sessions, each lasting 60 minutes





Part 3: EVALUATION

B.12. INDIVIDUAL & GROUP ACTIVITY: Suitcase and dustbin

Objectives:

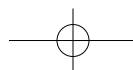
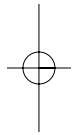
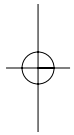
- To highlight the important themes that have emerged from the group profile stage
- To reinforce learning
- To get feed back from participants about the themes that have emerged

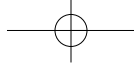
Methodology: Active and participative

User Guide:

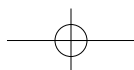
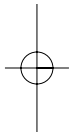
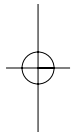
- Put a suitcase/bag and dustbin in the middle of room
- Give the participants two different colours of post-its
- Ask the participants to write on one colour of the post-its: "What were the most important things for them in the group profile meetings? / What are they taking with them from this part of program." (time 3 min)
- Then ask the participants to write on the other color post-it: "What was hard for them in the group profile meetings? / what expectations were not fulfilled" (time 3 min)
- Then ask the participants to one by one put the post-its with what they are taking with them on suitcase / bag and the other ones on dustbin. While doing so, ask them to share their ideas with the whole group

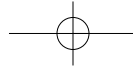
Estimated time required: 40 minutes





PHASE 3
SOCIAL EMPOWERMENT





SOCIAL EMPOWERMENT - OVERVIEW

This section of the toolkit provides support to employers to enable them to increase the number of women working in their organisation. It offers an evaluation framework which can be used by organisations to assess to what extent their company selection and training processes are 'women friendly' and how they can contribute to 'work life balance' for employees.

Part 1: PROFILE OF WORKING GROUP

Trainers are required to lead a session which aims to establish a profile of each participating organisation. This session also involves a presentation the theme of which is: 'Women and Power'.

C.1 Presentation

Total time required: 4 hours

Part 2: PROMOTING SOCIAL EMPOWERMENT

This section involves a series of workshops designed to promote social empowerment by focusing on the following themes:

- C.2. Access and participation
- C.3. Training, promotion and decision-making
- C.4. Work, the family and personal life?
- C.5. Proposals and commitments

Total time required: 8 hours

Part 3: EVALUATION

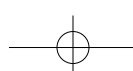
The evaluation (Activity C.6) is in two parts:

1. The first is completed at the end of the training course, and aims to identify how successful it was. Feedback received will be used to further develop and improve the programme.
2. The second part is an ongoing evaluation to track positive changes made by organisations as a result of the workshops and the impact these changes have had on their organisation.

Programme delivery

It is envisaged that this programme will take approximately six months to complete. It is recommended that workshops take place on a monthly basis to allow for the embedding of learning. Trainers delivering this programme must ensure enough time is allocated to ongoing tracking and evaluation within each participant organisation.

The development of the third phase will be biannually



Part 1: Profile of a working group

C.1. GROUP ACTIVITY: Presentation

Objectives:

- To identify the participating individuals and organisations
- To establish the base for creating a network that will involve those who are key to the social empowerment of women
- To evaluate the position of each organisation in areas relating to female participation and the access of women to positions of power and decision-making

Methodology: Active and participative. Combines individual and group work. Each participating organisation to complete the diagnostic questionnaires relating to women and power (see [Appendix 3](#)).

User Guide:

Aimed at representatives from trade unions, political parties, public administration, women's organisations, and businesses.

The session should begin with a brief presentation by each of the participating organisations/persons, to outline each of the following:

Name and post in the organisation:	
Organisation represented:	
Experience in equality issues:	
Expectations of the working process:	

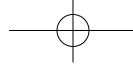
You will then need to give a brief introduction to the current situation regarding women's access to positions of power and decision-making in the political, economic and social arenas. You should then propose various subjects for debate to determine the position of each organisation in the following areas:

- Gender stereotypes in relation to leadership and decision-making
- Division of power within each organisation
- Equality regulations & policies

In order to develop this activity, participants are asked to present (using power point) the regulations regarding equality.

At the end you should draw together all the conclusions, then develop & present objectives which will:

- Increase female representation
- Support the creation of structures within the organisations that protect the principle of equality of opportunity between men and women
- Increase the presence of women in positions of power and decision-making processes



Once the objectives have been stated, information should then be given to the different organisations outlining how these objectives will be achieved together with a schedule for future sessions. The representatives from each participating organisation are then asked to consider:

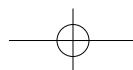
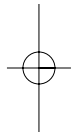
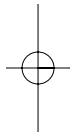
1. The impact of the programme on the empowerment of women within their organisation
2. Collecting the information for evaluation by completing the questionnaires included in Appendix 3 for:
 - Executives and middle management (**Appendix 3 Questionnaire 1**)
 - Other employees (**Appendix 3 Questionnaire 2**)

Estimated time required for the questionnaire: 10 days. After collection, the questionnaires are to be passed back to you so that they can be analysed and each participating organisation can be evaluated in relation to women and power. The information emerging from the evaluation will form the starting point for the development of the workshops at stage 2.

Sampling:

- Company/organisation having more than 100 individuals – 50% of individuals need to fill questionnaire;
- Company having between 50 -100 individuals – 60% of individuals need to fill questionnaire
- Company having less than 50 individuals – 100% of individuals need to fill questionnaire

Estimated time required: 4 hours



Part 2: Promoting Social Empowerment

C.2. GROUP ACTIVITY: Workshop on access and participation

Objective:

- To evaluate the staff recruitment and selection processes in place within the participating organisations
- To identify examples of inequality within these processes
- To suggest measures that favour balanced access to all posts by men and women

Methodology: Active and participative. It combines group work with role-play.

User Guide

Start the session with an explanation of the method used by each participating organisation to employ personnel, based on the following:

- What mechanisms provide access to the organisation?
- Are offers of employment publicised equally among men and women?
- Do men and women go through the same selection processes to enter the organisation?

Then introduce the role play called "Reverse world" (**Appendix 4**) - ask two people to act out the following roles:

Role 1: selection process - interviewer (woman)

Role 2: candidate being interviewed (man)

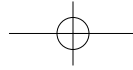
Then ask the participants to discuss the role play looking at the following areas:

- What criteria is used by the interviewer to decide whether or not to employ the candidate?
- Why is the candidate not selected?
- What aspects of inequality are shown in the role-play?
- What measures could be taken by your organisations to counteract this?

The following are a range of examples that could be used to help facilitate the discussion around the last question listed above:

- Use an objective selection and evaluation criteria
- Ensure that selection is based solely on the individual's experience and qualifications for the post
- Do not classify work according to gender i.e. as "men's jobs" or "women's jobs"
- Advertise job offers so that they are also seen by women
- Look at a system of access quotas so that the less represented sex has priority in cases of equal conditions and merit
- Guarantee the presence of a multidisciplinary team in the selection process
- Ensuring that the person in charge of contracting staff is objective in the setting of the selection criteria
- Put in place measures that correct the concentration of female employees in temporary positions
- Have information about subsidised employment models available
 - To end the session, give two examples of organisations or companies that have developed positive action measures to eliminate situations of inequality as regards to balanced access and participation among men and women.

Estimated time required: 2 hours



C.3. GROUP ACTIVITY: Work session on training, promotion and decision-making

Objective:

- To promote the participation of women in on-the-job training processes
- To stimulate parity in executives and middle management for new positions

Methodology: Active and participative, working in small groups

User guide:

Divide the participants into small groups (minimum 3 persons per group) and ensure that one member of the group is appointed as the “chair”.

Each group should then discuss the following for no longer than 20 minutes:

- Prejudice about the executive capacities of women
- Link between training and opportunities for promotion
- The so-called “glass ceiling”
- Positive aspects of working with gender-balanced executive teams

After 20 minutes ask all of those in each of the groups, except for the chair, to change group. The chair should then welcome the new group and report on the contributions made in the previous round. The new group should then raise new ideas for debate.

The same group-change should be repeated once more. At this, the final round, the groups are asked to highlight the 5 most important actions or conclusions they have reached. The chairs of each group should feedback the results of their table and the identified conclusions in a plenary session.

To end the session the whole group should answer the following question:

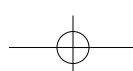
- How can we guarantee the objectivity required to ensure women get access to positions of power in our organisations?

The following are of examples of some of the measures that could be used. They should help to facilitate the discussion of the question shown above:

- System of promotion quotas so that the less represented sex has priority in cases of equal conditions and merit
- Use non discriminatory language when advertising
- Equal representation of genders in selection board and workshops
- Equal pay for equal value
- Gender awareness training
- System of training quotas so that the less represented sex has priority
- To inform everyone, including persons on maternity leave
- To ensure that meetings take place so that all staff inc part time staff can attend

You should end the session by giving two examples of organisations or companies that have developed positive action measures to eliminate situations of inequality with regards to equal participation in decision-making by both men and women.

Estimated time required: 2 hours



C.4. GROUP ACTIVITY: Work session on reconciling work, family and personal life

Objective:

- To reflect on 'work life balance' from different perspectives
- To highlight diversity and ways of working and promote family friendly measures
- To assess the advantages that better time and resource management can make to an organisation
- To raise awareness of the range of services available in relation to childcare or a dependent person and how this can be of advantage to an organisation

Methodology: Active and participative, working jointly with all the group

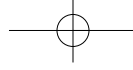
User Guide:

Using the "Six thinking hats" method by Edward de Bono (table included), organisations are to be analysed in relation to their existing 'family friendly' policies.

Ask the participants to choose by general consensus the organisation that they feel has the most experience in this area.

The chosen organisation is assigned the white hat and is required to explain clearly and objectively the measures developed by their organisation to promote work life balance for staff. Each remaining organisation chooses a hat and analyses the situation from the perspective of the corresponding colour, as follows:

Colours	Thoughts we wish to express using the hat	Characteristics
White	Pure facts, numbers and information	Neutral and objective. Does not interpret or give opinions
Red	Emotions, feelings, presentiments, intuition, sensations, preferences.	A useful way of entering and leaving the emotional mode and exploring the feelings of others
Black	Negative judgements. Points out what is wrong and why something cannot work	Objective attempt to put all the negative elements on the table. Compares an idea with past experience and also projects towards the future. Can ask negative questions.
Yellow	Positive, constructive. Sense of opportunity	Objective attempt to put all the positive elements of an idea on the table with reasons. Goes from the practical, logical aspect to dreams, visions and hopes. Is constructive and generative and makes things happen.
Green	Creative, movement, provocation	The search for alternatives is a basic aspect; needs to go beyond the known, obvious and satisfactory. The language of movement replaces judgement: advances from an idea by exploring new alternatives with provocation being the most important aspect.
Blue	Organizes thoughts, proposes or calls for the use of other hats	Defines the areas to which thought must be directed and determines the tasks to be developed. Is responsible for synthesis, global vision and conclusions



This dynamic is used to address the following areas:

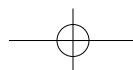
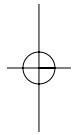
- Different formulas for adapting the working day and timetable:
 - Reduced hours
 - Tele-working
 - Job-sharing
 - Flexi-time
- The advantages of satisfied staff
- Relation between flexibility and productivity in the organisation by means of the presentation of a business case
- Sick leave and leave of absence
- Paternity leave
- Different conciliation services: childcare services or childcare subsidy
- Measures included in laws and collective agreements

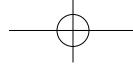
After the work session each representative is asked to reflect and comment on the following:

- What is currently being done in my organisation with regard to conciliation?
- What consequence does this have for men and women?
- What measures can be introduced in this area?

You should then give two examples of organisations or companies as references regarding conciliation measures

Estimated time required: 3 hours





C.5. GROUP ACTIVITY: Work session on proposals and undertakings

Objective:

- To acquire a series of serious, objective, assessable undertakings in the short and long term in accordance with the data supplied from the evaluation of each organisation
- To identify the steps to be taken by each organisation to promote female empowerment

Methodology: Active and participative, individual work by each organisation

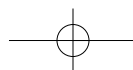
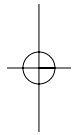
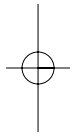
User Guide:

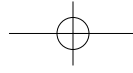
Provide each organisation with a copy of the included activity sheet (**Activity Sheet C.5**).

The purpose of this sheet is to enable each organisation to gather information about their initial situation in relation to female empowerment and what measures are necessary to improve it.

Each organisation is to take into account the results of the initial evaluation that was carried out and the areas discussed in the work sessions when filling in the sheet. Their undertakings should also be accompanied by specific time limits for their introduction.

Estimated time required: 90 minutes





Part 3: EVALUATION

C.6. Organisational Activity : Continual and final evaluation

Objective:

- To quantitatively and qualitatively evaluate the undertakings made by each organisation after taking part in the work sessions
- To determine to what extent these have been adhered to

Methodology: Each participating organisation is in charge of the continual and final follow up of the planned actions

User Guide:

There are two final evaluations:

Short term: Once the work sessions have finished, each organisation is to evaluate:

- Their own situation before the work sessions
- The changes occurring throughout the process
- The undertakings acquired as a result of the work sessions

The questionnaires completed in **Activity C.1.** and again at **Activity C.6.** will be taken into consideration for this. In order to evaluate the whole process, you will need to ask for participant feedback (**Appendix 5, evaluation sheet**)

Long term: There are two different stages to the continual and final evaluation:

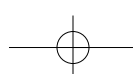
1st stage of evaluation: each organisation is to start up work groups and half-yearly follow ups to assess progress against the following:

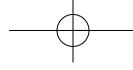
- What impact has the introduction of these measures had?
- How has this benefited the organisation?
- Has there been an increase in the degree of satisfaction of those involved?
- Has the image projected by your organisation changed after introducing these measures?

2nd stage of evaluation: each organisation is to hand over the initial analytic and diagnostic questionnaires after two years:

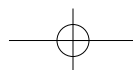
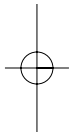
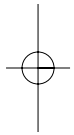
- The organisation will evaluate the new situation on the basis of the data obtained
- The new evaluation obtained will be analysed and compared with the initial one
- Each participant will elaborate a final memory about the results of the whole process. This memory will serve like a good practice within the policy of the organisation.

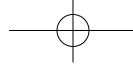
The aim of this process is to increase, by at least 10% the participation of females within each organisation. Measures taken to improve the situation can be publicised in the local media as examples of good practice. Government or any other body such as equality body can then publicise and provide rewards to the organisations that manage to reach the targets. This event can be an incentive for the participating organisations and also for other organisations.





APPENDIX 1
ACTIVITY SHEETS





Activity Sheet A.1. Personal Profiling Form

Personal Details (confidential) Please complete all

Reference No.:

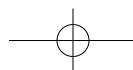
- 1. Name: _____
- 2. Address: _____

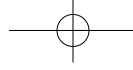
- 3. Postcode: _____
- 4. Home Tel.: _____ Mobile: _____
- 5. E-mail: _____
- 6. Date of Birth: _____
- 7. National Insurance Number: _____

Qualification Information

Education Details

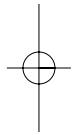
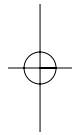
Subjects passed	Level attained	Grade	Year





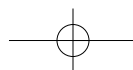
Further Education Details

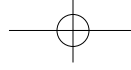
Degree / Diploma / Certificate	Year	Exams to be taken (if applicable)



Vocational Training

Course Details	Agency / Institution	Dates / Results





Professional Qualifications

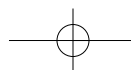
Course Details	Dates	Result	Professional / State Reg. No. and expiry date	Exams yet to be taken

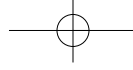
Experience

Please list all employment history (including your current position if applicable)

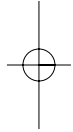
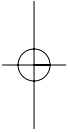
Employer	Grade / Position	Duties	Dates	
			From	To

(Continue on separate page if necessary)

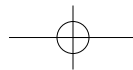


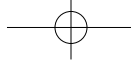


What are your interests?



What are your personal goals?





What concerns do you have in relation to balancing personal, home and work life?

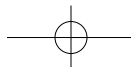
Empty response box for concerns related to balancing personal, home and work life.

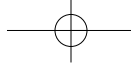
What concerns do you have in relation to accessing and retaining employment?

Empty response box for concerns related to accessing and retaining employment.

What assistance do you feel that you need in relation to accessing and retaining employment?

Empty response box for assistance needed in relation to accessing and retaining employment.





Is there any additional information that you feel is relevant?

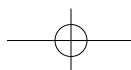
For office use only: (availability etc)

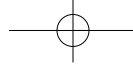
Trainee Signature:

Date:

Coordinator Signature:

Date:





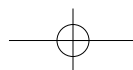
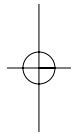
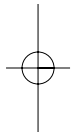
Activity Sheet A.2.

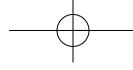
Self knowledge/self image

A) Which of the following personality traits define you best?
(Underline the 10 you identify with most using a fluorescent marker)

B) After marking the aspects that define you, add a (+) sign if you consider them favourable or positive and a (-) sign if you consider them negative or unfavourable.

KIND	IMPATIENT	COMPLICATED
ACCOMMODATING	IMAGINATIVE	OPEN
CHEERFUL	SENSIBLE	SOCIABLE
INDEPENDENT	DISORGANISED	INTERESTING
SELF-CONTROLLED	OBSERVANT	DEPENDENT
SPONTANEOUS	RECKLESS	AMBITIOUS
BALANCED	PRACTICAL	INCONSIDERATE
DEMANDING	CREATIVE	TIDY
CAREFUL	SENSITIVE	INDECISIVE
ENERGETIC	CALM	IMPULSIVE
FLEXIBLE	TOLERANT	NEGOTIATOR
CONSIDERATE	SELF-CONFIDENT	REBELLIOUS
IRRITABLE	DIRECT	SECURE
DYNAMIC	PUNCTUAL	SHY
EASILY INFLUENCED	MOTIVATED	RELIABLE
CARING	RESPONSIBLE	ORGANISED
INSECURE	UNRELIABLE	INTELLIGENT
FUN	ANXIOUS	FRIENDLY
RELAXED	TALKATIVE	QUIET





Activity Sheet A.3.

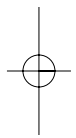
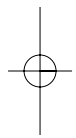
Self affirmation/motivation/solving conflicts

Step 1 Set your goals

Step 2 Identify smaller steps on the way – milestones- with time scales attached

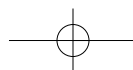
Step 3 Who can help you to access the resources you need so that you can achieve your goals?

Goal No _____ (include a timescale)	Milestones (smaller steps towards goal)	Who/what can help?



Is your goal SMART?

Specific **M**easurable **A**chievable **R**esourced **T**imetabled



Activity Sheet A.7.

My favourite role

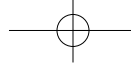
Read through the following 30 responses and mark them as follows:

- 0: rarely or never
- 1: sometimes
- 2: often

Once you have finished total them up for columns A, B and C

1. If I cannot help someone, I feel useless and empty	2. I have no self-confidence and need the approval and encouragement of others	3. I am capable of putting people I consider pretentious in their place	
4. I never manage to make time for myself	5. I don't know how to defend myself	6. I am impatient with people I consider incompetent, stupid, etc.	
7. Although I am overwhelmed, I find it difficult to say "no" when someone asks a favour	8. Although I make a big effort, I am clumsy and unsuccessful	9. I tell people at once what they should do or should have done	
10. It is a question of honour for me to do more than my fair share	11. If things go badly, I tend to think that it is my fault	12. I help others by showing them their mistakes	
13. I don't wait to be asked: I offer to help before that	14. I am afraid of not being up to it when I try to do something	15. I notice at once when others are doing something wrong	
16. I always end up doing more than I want to do	17. I believe that others are more capable than me	18. I am impatient of other people's mistakes	
19. I feel responsible for the way others feel when they are around me	20. I find it difficult to say "no" to people	21. Other people consider me brusque, sarcastic or too direct	
22. I trust people until they disappoint me	23. I apologise and thank more than other people take advantage of me	24. I don't like making mistakes, although they are small	
25. I believe that others do not realise how much I do for them	26. I get the impression that other people take advantage of me	27. I know what others are going to say before they say it	
28. I believe that people do not appreciate my worth	29. If somebody around me is in a bad mood, I automatically start to wonder what I have done wrong	30. When things go wrong, I get irritated and look for someone to blame at once	
Total A	Total B	Total C	

(Transactional Checklist, Pascal Baute 1983)



Activity Sheet A.8.

Beliefs

Please answer the following questions:

Current limiting beliefs about yourself

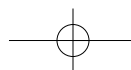
1. What limiting beliefs do you currently hold about yourself and your life? (e.g.) I don't deserve... I won't be good enough..., I feel guilty when I'm not "working at" something all the time... Hint: think of a challenge situation in your life right now, and use that as a basis for exploration.

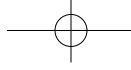
2. How are these beliefs currently affecting you? (e.g.) easily angered; lack of sleep; exhaustion; financial mess; poor relationships?

3. Imagine, just imagine, the situation where you CAN change your beliefs about yourself. In this expanded, positive frame of mind, what are your own personal beliefs about yourself? List them here.

4. What limiting behaviours do you have that currently prevent those POSITIVE beliefs being part of your reality? (e.g.) Do you start something full of enthusiasm, then not complete it? Do you trust yourself? difficulty in saying "NO"; Do you listen to lots of others opinions, other than your own inner advice? Do you continually try to please others above looking after your own needs?

5. What is the cost to you of these limiting behaviours? (e.g.) frustration at not seeing a project through to the end; low energy; depression?





Changing your beliefs by changing your behaviours or changing your behaviours by changing your beliefs...!

1. Which comes first? Choose one of the limiting behaviours and write it down here.

2. How will you benefit by changing this behaviour?

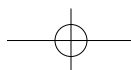
3. What small steps can YOU begin to take to change that behaviour?

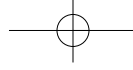
4. Do you need to ask for help in changing this behaviour? (If yes, who?)

5. Are you willing to change this behaviour, knowing the benefit you will receive by doing so?

6. Will you now commit to change this behaviour?

7. When will you take the first step?

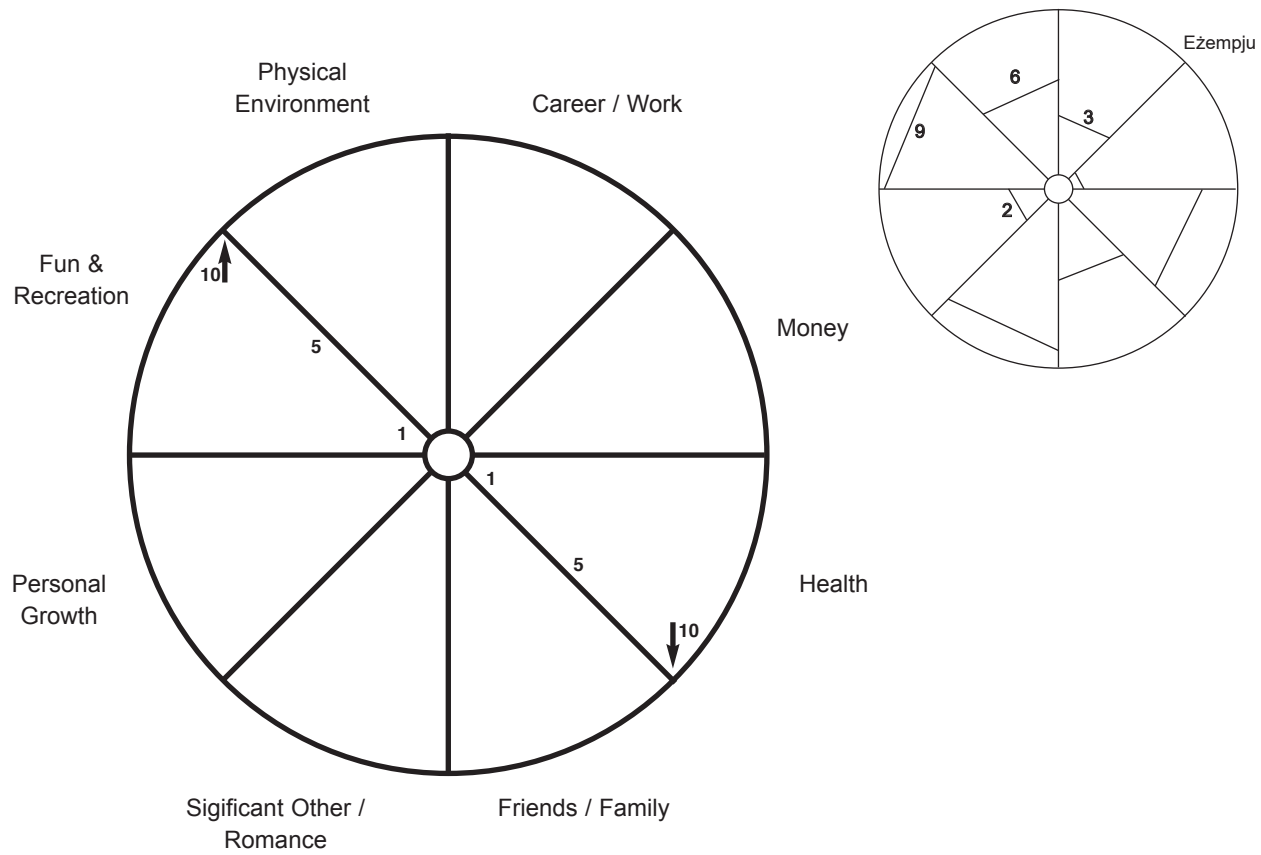




Activity Sheet A.9.

Satisfaction Wheel

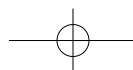
The eight sections in the “wheel” below represent balance in the various areas in your life. Regarding the CENTRE of the wheel as 1 and the OUTER EDGE as 10, rate your level of personal satisfaction in each area. Draw a line within each section to represent your score. When you’re complete, the new inner perimeter of the circle represents your wheel of life. So, how bumpy would your ride be if this were a bicycle?

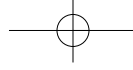


Now, consider these questions, and write your answers in the space provided

1. If you were to choose just one of these life areas in which to start making changes, which would you choose?

2. In this area, what have you always wanted to do, but have been holding yourself back from attempting?

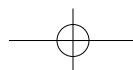
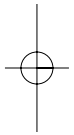


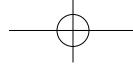


3. What would you do differently if you no longer held yourself back?

4. How would life be different when you begin to make this change?

5. Honestly, what's stopping you from making this change?



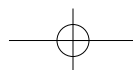
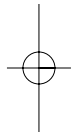
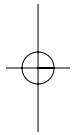


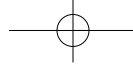
Activity Sheet B.2.

Human Treasure

Find a person with this characteristic and write down their name (try not to repeat names).

1. Someone who takes the same shoe size
2. Someone who can name a country governed by a woman
3. Someone born in the same month as you
4. Someone who knows the names of two important women
5. Someone wearing something red
6. Someone who has lived in another country
7. Someone who has worked as a plumber
8. Someone who forms a single parent family
9. Someone who has read a book written by a woman
10. Someone who writes poetry
11. Someone who has had a job in government
12. Someone who can name a street, square or monument
dedicated to a woman/women
13. Someone who knows how to conciliate their family/personal life and work
14. Someone who can tell you a joke
15. Someone you liked as soon as you saw them
16. Someone who belongs to a social movement or association
17. Someone who plays a musical instrument
18. Someone who has done an equal opportunity course or workshop





Activity Sheet C.5.

Organisational Situation

Initial situation of the organisation

Regarding access and participation:

Regarding professional promotion and take decision

Regarding training:

Regarding conciliation of family and personal life and work:

Undertakings after the work sessions

Regarding access and participation:

Time limits for their introduction

Regarding professional promotion and take decision

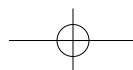
Time limits for their introduction

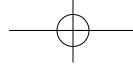
Regarding training:

Time limits for their introduction

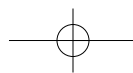
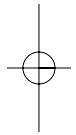
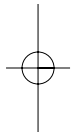
Regarding conciliation of family and personal life and work:

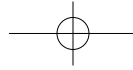
Time limits for their introduction





APPENDIX 2
ARGUMENTS AGAINST GENDER BIAS





- **Women are absent from work more than men**

Absenteeism is not related to either availability or the balance between work and professional life, but it is unfavourable working conditions which produce greater absenteeism. Such is the case with jobs requiring less qualifications, with little recognition and lower salaries

(It is important to include in this section statistics showing the main causes of absenteeism in the workplace broken down by sex.)

- **Women are more responsible and organised than men**

Personal qualities like organisation and responsibility are not dependent on the sex of the person. They are qualities which are learned and can be found equally in women and men.

- **Women have less physical strength**

- **Certain jobs should not be carried out by women because they are too hard: Brick-laying, carpentry, transport, etc.**

Women have undertaken jobs of physical duress throughout history. During periods of war women have replaced men in the workplace, even in areas supposedly with the need for great physical strength, for example working in foundries and construction.

Nowadays there are very few jobs which require great physical strength as modern technology and the development of new working methods have significantly eased these difficult jobs. The use of tools to reduce the number of such jobs has improved working conditions for all workers, especially in terms of occupational health.

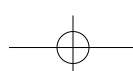
All women do not have the same physical strength just because they are women, just as not all men are strong just because they are men. It is useful to consider the tasks which require physical strength in a particular job and the capacity of the person who applies for the job to carry them out, irrespective of being women or men.

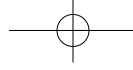
- **Part-time work is better for women than men because they can combine family life with work.**

Work/life balance is the responsibility of both women and men, not just women.

New policies of human resources centre their concerns on the development of equilibrium between professional and private life to produce a greater personal output, which in turn produces an increase in productivity.

(It is important to include in this section examples of good working practices of companies which develop policies of work/life balance, such as national norms with respect to balance of personal, family and work life)





- Women have fewer hours available and are less involved in the company because their family life is more important to them than their professional life
- Women do not have the technical training required for occupying positions of responsibility and are not interested in additional training for promotion

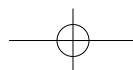
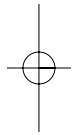
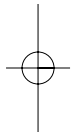
Women do not simply want to get a job, but they are also concerned about their professional development.

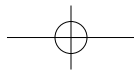
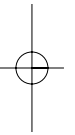
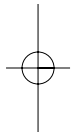
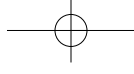
Women put great importance on their training, both academic and professional.

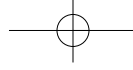
(It is important to include in this section statistics of women and men taking part in education and lifelong learning)

- Women are less capable of leadership and decision-making than men
- Women are worse bosses and colleagues than men because they are more susceptible to stress & react emotionally to conflict

The capabilities of leadership and professional competence are not related to sex. We can find the necessary abilities to run a team and take effective decisions in both women and men. Good human resource policies in a company should choose the appropriate person, irrespective of their sex.

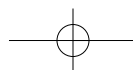
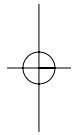
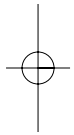


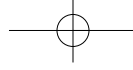




APPENDIX 3

Questionnaire 1 - for Executives and Middle Management **Questionnaire 2 - for Participants and/or Employees**





Questionnaire 1. for Executives and Middle Management

Woman Man

A. Description of the organisation:

Name of the organisation: _____

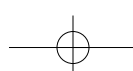
Total number of employees: No of women: No of men: _____

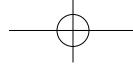
Post in the organisation: _____

ORGANIGRAM:

Top management		Middle management		Professionals		Administrative staff		Skilled staff		Unskilled staff	
M	W	M	W	M	W	M	W	M	W	M	W

Departments	Top management		Middle management		Professionals		Administrative staff		Skilled staff		Unskilled staff	
Dept.1:												
Dept.2:												
Dept.3:												
Dept.4:												
Dept.5:												
Dept.6:												
Dept.7:												
Dept.8:												





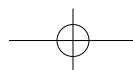
STAFF DISTRIBUTION ACCORDING TO PROFESSIONAL CATEGORY			
Professional category	No of women	No of men	TOTAL
TOTAL			

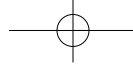
DISTRIBUTION OF STAFF ACCORDING TO SALARY RANGE (1)			
Salary bands	No of women	No of men	TOTAL
Under 600 €			
600 – 900 €			
901 – 1200 €			
1201 – 1800 €			
1801 – 2400 €			
Over 2400 €			
TOTAL			

(1) Gross monthly salary plus incentives

TYPE OF CONTRACT			
Type of contract	No of women	No of men	TOTAL
Permanent			
Temporary			
Commission or service			
Work training			
No contract			
Others:			
TOTAL			

	No of women	No of men
Full time		
Part time		
Reduce hours		





B. Distribution of tasks and responsibilities

Department: _____

No. of men: _____ No. of women _____

Is your department autonomous when making decisions? Yes No

If "No", which department does it depend on?

Does it depend economically on other departments? Yes No

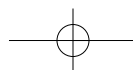
If "Yes", which department does it depend on?

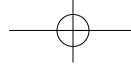
Can you take autonomous decisions? Yes No

If "No", why not?

How many men and women participate respectively in:

	No of women	No of men
Management groups		
Working groups		
Evaluation groups		





Has your organisation developed any specific measures towards attaining equality of opportunity between men and women?

Yes No

If "yes", please specify

- Priority is given to the less represented sex on access
- Specific training for each category
- Participation quotas
- Timetable flexibility
- Other measures:

Is there a department or qualified member of staff within the organisation that deals with matters related to Equality of Opportunity between men and women?

Yes No

What is your opinion of the situation of women compared with the situation of men within your organisation in the following areas?

	Better	Equal	Worse
Access to all posts and categories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trade union representation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sharing responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decision-taking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

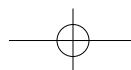
Do you feel that measures need to be taken to promote equality of opportunity between men and women in your organisation?

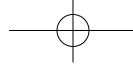
Yes No

Why? And if "yes", what measures do you consider necessary?

If you wish, you can add comments or suggestions

Thank you very much for your participation!





Questionnaire 2. for Participants and/or Employees

Female Male

A. Description of the organisation:

Professional category: _____

Post in the organisation: _____

Department: _____

Do you have a post in the union?

No Yes (specify):

Are there any types of specific measures in your organisation to balance the situation between men and women?

Yes No

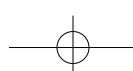
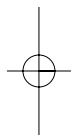
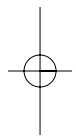
If "yes", please state which ones they are

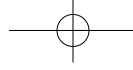
- Priority is given to the less represented sex on access
- Specific training for each category
- Participation quotas
- Timetable flexibility
- Other measures: _____

Have you taken advantage of any measures?

Yes No

If "yes", please specify





B. Distribution of tasks and responsibilities

Are there more men or women in your organisation?

- Men
- Women
- In equal numbers

If there is not equality, what are the main reasons?

Have you observed any posts or departments in the company which are...?

- Particularly male

Which ones?

Why?

- Particularly female

Which ones?

Why?

- There is parity in posts and departments

Have you observed any issue in the company in which only decide...?

- Men

Which ones?

Why?

- Women

Which ones?

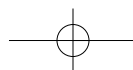
Why?

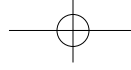
- There is parity in decision making

Is promotion to posts of responsibility viable within the organisation?

Yes No

Why?





Who has more posts of responsibility in your organisation?

- Men
- Women
- In equal numbers

If there is not equality, what are the main reasons?

In your opinion are men and women equally represented in decision-making in your organisation?

Yes No

Why?

Do you consider that the opinions of both men and women are taken equally into consideration in the organisation?

Yes No

If "No", what are the reasons for this, in your opinion?

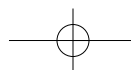
Have you ever been asked to give your professional opinion in any decision-making process directly related to your work?

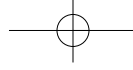
Yes No

Do you consider that the professional opinions of both men and women are considered equally?

Yes No

Why?





Do you consider that any of the measures taken by the organisation affect men and women differently? For example:

- Access to the organisation
- How promotions and posts of responsibility are covered
- The organisation's working hours
- Times of meetings
- Work related activities
- Other measures:

Is there a department or qualified member of staff within the organisation that deals with matters related to Equality of Opportunity between men and women?

Yes No

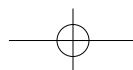
Do you know of any cases of gender discrimination within your organisation?

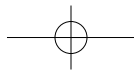
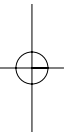
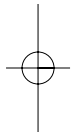
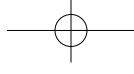
Yes No

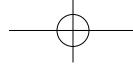
If "Yes", how did the organisation act in that case?

If you wish, you can add comments or suggestions

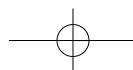
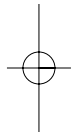
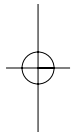
Thank you very much for your participation!







APPENDIX 4
ROLE PLAY: REVERSE WORLD



Reverse World

C: Candidate. (man)

I: Interviewer. (woman)

C: I've come about the job advertisement.

I: Right, (says the head of personnel), please sit down. What's your name?

C: Alejandro López.

I: Are you married or single?

C: Married.

I: I have to tell you that the management does not wish to employ married men at this time. In Mrs Perez's department, which we are currently seeking employees for, there are various people on paternity leave. Young people, of course, naturally have the right to form a family. As you know, our company makes baby clothes and encourages them to have children, but the absenteeism of future fathers and those with young children is a big problem for the business.

C: I understand that but we have two children and I do not want to have any more. Besides (Mr Lopez blushes and murmurs), I'm taking the pill.

I: All right, then we'll carry on. What qualifications do you have?

C: I have my school leaving certificate and first level vocational training in administration. I would have liked to do my baccalaureate but there were four of us and my parents gave priority to my sisters. I have one sister who's a colonel, one's a doctor and one's a mechanic.

I: What does your wife do?

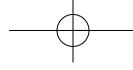
C: She's the works supervisor for a metal construction company. But she's studying engineering, as in the future she will be taking over from her mother who started the business.

I: Coming back to you, what salary would you expect to earn?

C: Well...

I: Obviously, with a post like your wife's and her expectations, you will be requiring a complementary salary. A small amount for your personal expenses, like any man, for your little whims, your suits... We are offering 400 euros to start with, one extra month's salary and a bonus for not requesting leave. Please note this point, Mr Lopez, it is absolutely necessary in all jobs. Our director has had to create this bonus to encourage staff not to take time off for silly things. We have managed to reduce male absenteeism by half, but there are still men who take leave because their child is coughing, or is ill or there's a strike at the school. How old are your children?

C: The girl's six and the boy's four. Both of them go to school. I collect them in the afternoon when I leave work, before doing the shopping. I do the cleaning and prepare the next day's lunch in the evenings.



I: And if they are ill, what do you plan to do?

C: Their grandfather can look after them, as he lives nearby.

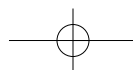
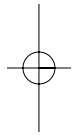
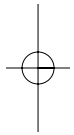
I: Well, thank you, Mr Lopez. We will inform you of our decision in the next few days.

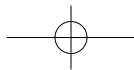
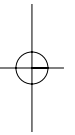
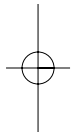
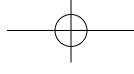
Mr López left the office in a hopeful state of mind.

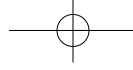
The head of personnel looked at him as he left. He had short legs, a bent back and hardly any hair. "Mrs Pérez hates bald men", she remembered. And the executive had also said, "I prefer someone tall, blonde, good-looking and single". And Mrs Pérez is going to be the managing director next year.

Two weeks later Mr López received a letter which began:

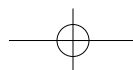
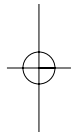
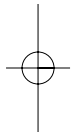
"We regret to inform you that, although your profile corresponds to the requirements for the post,..."

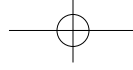






APPENDIX 5
EVALUATION SHEET





Evaluation sheet

As part of our commitment to quality assurance, we would be grateful if you would take a few minutes to complete this questionnaire. Your feedback and comments are important to us and will be used to develop and further improve this programme. Information provided will be treated with the strictest confidence.

Please rate the following statements on a 5-point scale, 1 being strongly disagree and 5 being strongly agree. Circle your response.

1. The topics and methodology of the sessions were appropriate

1 2 3 4 5

2. The whole process had adequate time

1 2 3 4 5

3. Do you consider the issues relevant in each workshop for your organisation?

Yes No

Why?

4. My favourite session was

5. Which workshop do you think needed improvement? Please indicate and comment.

6. The length of each workshops was adequate

1 2 3 4 5

7. The period between two activities was adequate

1 2 3 4 5

8. My overall rating of the coordination is:

Excellent Very good Good Fair Poor

9. My overall rating of the whole process methodology is:

Excellent Very good Good Fair Poor

