



TRAINING GUIDE FOR ORGANISING GENDER EQUALITY AWARENESS RAISING WORKSHOPS FOR SMES



Co-funded by
the European Union

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The PENELOPE project

To improve gender equality in the workplace, goodwill and intentions are essential, but not enough. It is absolutely crucial to have the relevant knowledge and effective tools. The PENELOPE project was thus created to provide companies, clusters and stakeholder organizations with useful knowledge to achieve sustainable gender equality.

PENELOPE aims, first, to develop innovative tools for gender mainstreaming strategies in SMEs, then rely on clusters in different sectors to ensure the transfer and implementation of these tools within SMEs.

Why clusters and gender equality?

Clusters can be forces of change shaping the EU's industrial base of SMEs. As one of the main drivers of the competitiveness of the EU, due to their impact on SMEs, it is essential to equip cluster organizations' staff with the understanding of core gender mainstreaming principles. This knowledge can then be used by these clusters to customize their development interventions for SMEs, or by the SMEs themselves to remedy the current inequalities between women and men in European industry.

The results developed by the PENELOPE project are:

- A pioneering and innovative [handbook](#) featuring best practices and interviews on gender equality and practical tools to facilitate implementation within companies.
- A [video toolkit](#) on gender mainstreaming.
- An innovative [e-learning platform](#) that offers customized trainings for both clusters and SMEs.



1/ Introduction

1.1 Concepts and definitions about gender equality

The illusion of equality

Sometimes it is said that equality has been achieved, that women and men are now equal. Yet the figures categorically contradict this assertion. Progress is being made, but it is often slow, and not always very significant. In some cases, we are even seeing regressions that we need to pay attention to.

This is why it is necessary to look at different aspects of working life, and look for data on each point:

- The distribution of women and men by major job sectors (in Europe, women and men are over/under-represented in various sectors and occupations. For example, at EU level in 2021, around 15% of all male workers were employed in STEM occupations, compared to about 5% of all female workers, leading to a gender STEM gap^[1]).
- Career guidance for girls and boys.
- Equal pay.
- Professional training for career advancement.
- Percentage of part-time work.
- Percentage of women and men reporting sexism at work.

The importance of legislation in each country

It is essential to be aware of the legislation in force in each country regarding professional equality between women and men. Indeed, the law is an indisputable ally. So, it is important for companies to be familiar with this specific legislation to make it effective. In some countries, legislation has evolved in favor of professional equality between women and men, but is little known or not applied.

Some countries have introduced severe penalties, and helping companies to comply with the law means protecting them. Ensuring that the law is properly understood also makes it possible to succeed in fostering and integrating gender mainstreaming in European SMEs.

Equality diagnosis

Every company has the potential to improve gender equality in the workplace. To find out what can be improved, it is essential to carry out a diagnosis with figures of the current situation. This also makes it possible to measure changes in order to assess the relevance of the actions taken.

Working collectively on these issues

The tools presented in the handbook developed by the PENELOPE Project would lose their operational force if only a single person from the company took them up

^[1]<https://op.europa.eu/webpub/empl/esde-2023/chapters/chapter-2-5.htm>

and implemented them. To succeed in this challenge, "everyone has to get involved". This means that all stakeholders are involved. It is therefore essential to identify all the stakeholders and determine their specific roles and contributions.

Combating sexism in the workplace

To effectively combat sexism in the workplace, in all its forms, it is essential to be trained to identify and correctly name the different forms of sexism. This is a key prerequisite for effective action and prevention that is in line with the seriousness of the issue.

Benefits for companies

When professional equality between women and men is effective, it is an obvious advantage for the employees, but what about the benefits for companies?

We can highlight some indisputable and measurable advantages:

- Corporate attractiveness: Companies that implement gender equality increase their attractiveness to both men and women.
- Performance: Equality between women and men and the fact of not eliminating women or enabling their professional development are performance factors for companies. For example, it is easier to attract the skills one is looking for, since the spectrum is broader. Several studies have clearly shown that performance does not suffer from effective equality.
- Well-being at work: Statistics have shown that when employees are asked to rate themselves on a scale measuring their well-being at work, their score is higher in companies that take this issue into account.
- Enhancing Competitiveness: optimizing resources such as talent, technology, and capital, businesses can achieve cost-effective operations and improved efficiency. Research shows that companies with more women in leadership benefit from greater innovation, healthier cultures, and stronger performance.

1.2 Glossary

When we talk about professional equality between women and men, it is imperative to use the right terms. This allows us to understand each other, to think in terms of the right analysis and use of concepts, and also to avoid misunderstandings. Indeed, by using one word for another, we can even say the opposite of what we mean.

EQUALITY: Equality is the opposite of inequality. In 1945, the United Nations included "equal rights for men and women" in its charter to promote this ideal. Equality of rights. More recently, we have seen the emergence of equality in the professional sphere and parity in politics.

Equality means equal treatment of individuals in the same situation. For example, the remuneration of individuals occupying the same position and exercising the

same responsibilities is egalitarian when it is the same for each individual. Equality between women and men in working life directly covers several fields: equal pay, equal access to jobs etc. and indirectly several areas must also be the subject of particular attention such as the widening of professional choices, the reconciliation of professional and personal lives, access to training, etc.

EQUITY: This concept is often used instead of equality. Yet it is not exactly the same thing. In social terms, an equitable distribution does not correspond to equality in the strict sense. It is a measure that depends on a society's values, a subjective "balance". It makes a form of inequality acceptable.

For example, an adult will find it fair to give quantitatively more food to a 5-year-old than to a 3-year-old, citing age-related energy needs. However, this consideration of "fair distribution" is highly subjective and not always well-founded or relevant. It is possible that the 3-year-old has spent a lot of energy, whereas the 5-year-old ate a lot at the previous meal and had little energy expenditure. So there are no universally valid general rules when it comes to equity, which is subjective, socially and historically situated.

PARITY: Parity is the numerically identical representation of individuals of different genders, ages and social classes. It is a term used particularly in the political sphere, to refer to the equivalent number of women and men on an electoral list. By extension, the term can also be used for other types of elections (Board of Directors, etc.).

MIXITY: To talk about gender mixity only means that there are men and women. It's a simple observation. To be precise, we say that a profession is mixed when at least 40% of one sex is represented and 60% of the other. If in a profession we have 80% women and 20% men, we won't be able to say that the profession is mixed.

But it is very important to understand that neither gender mix nor parity can guarantee equality between women and men in any organization. In fact, other parameters need to be taken into account. For example, in some organizations, the number of women is greater than the number of men, so there is a mix, but this does not necessarily guarantee equality. In some cases, even when there are more women than men, they may have less responsibility than men, and this often results in lower pay.

GENDER DIVERSITY: Gender diversity refers to a gender that's not just male/female. In fact, everyone has a gender identity, and this does not necessarily correspond to the sex assigned at birth. Whatever our sex at birth, we can feel female, male, non-binary, or at some other point on the gender continuum. There is a wide diversity of gender identities beyond the binarity of women and men, and a wide diversity of sexual orientation beyond heterosexuality.

GENDER: Gender is a conceptual tool that enables us to identify what a given society, at a given point in its history, considers to be feminine or masculine. It is neither a theory nor a belief. It's simply an observational tool that enables us to analyze relations between men and women, and understand how they have evolved.

In most societies, the masculine is not only seen as the opposite of the feminine, but also as superior to it. This hierarchical categorization is the fruit of a social construction, not a natural one. Finally, to say that gender is socially and historically situated means that gender is variable according to situations and geographical, temporal and social contexts. Gender is therefore evolutionary. For example, wearing lace, heels or make-up was typical of bourgeois men in the 18th century, whereas it is expected and considered typical of women in the 21st. It's easy to see that, depending on the era, the same attribute can be a gender attribute in the same society.

DISCRIMINATION: Discrimination is a behavior by which a person or group denies others the equal treatment to which they aspire or are entitled to. Discriminatory attitudes and actions do not only concern issues of equality between women and men, but can apply much more widely.

STEREOTYPE: A “caricature” of a person or group based on an oversimplification of real or supposed character traits. It is an exaggeration or even a pure invention.

GENDER STEREOTYPES: More precisely, gender stereotypes are socially constructed beliefs about men and women. These constructions are made through sayings, songs, proverbs, the media, culture, habits, education, etc.

FROM STEREOTYPE TO PREJUDICE, AND FROM PREJUDICE TO DISCRIMINATION: Prejudice are based on stereotypes and create discrimination, and more specifically gender discrimination, sometimes that constitutes “sexism”. They are an obstacle to equality between men and women. They are also an obstacle to parity in politics. Prejudices (judge before) are beliefs that have no basis in fact. Stereotypes are like “ready-to-think” conveyed by society through many things: habits, stories, comics, songs, jokes, art in general ... which leads us to judge before we really know, out of habit and to conform to the society we live in, as if it were self-evident or “natural” when it's not.

INTERSECTIONALITY: Intersectionality is a concept that takes into account forms of oppression or discrimination at the intersection of several types of discrimination, such as race, gender, class and many others. Taking intersectionality into account makes possible an analysis of gender relations.

This notion emerged in the 1990s from the “black feminism” movements. It is about taking into account what lies at the intersection. It is not just the total sum of discrimination experienced by women. A new form of discrimination lies at the intersection of several forms of discrimination.

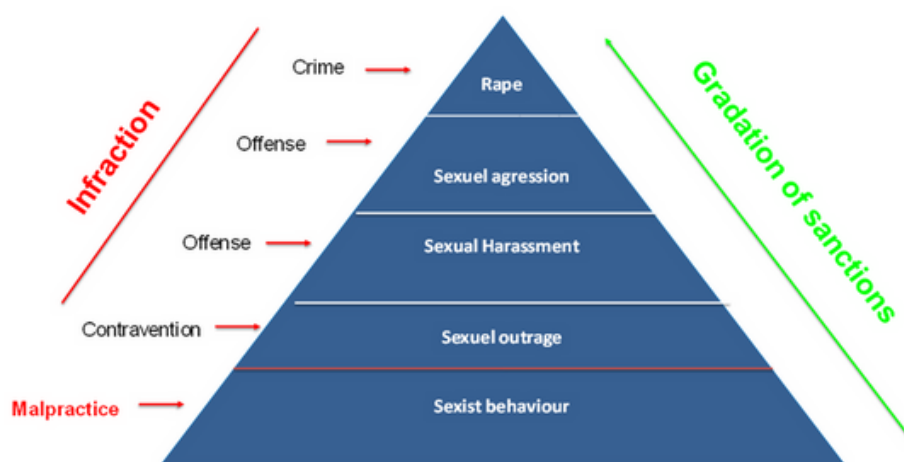
To be more precise and by way of example, women can be discriminated against because they are women (sexism). At the same time, they may be discriminated against because they are black (racism). An intersectional approach looks at the new discrimination at the intersection of the two, taking into account the fact that a woman is a “black woman”. This discrimination needs to be specifically addressed in the context of a gender equality project.

Intersectionality is today an essential concept for considering gender inequality in all its complexity, so as to be able to remedy it correctly and effectively.

1.3 The pyramid of sexism at work

Equality cannot be taken for granted. Equality between women and men is no exception - quite the contrary. Why is this so? There are several reasons for this, which we can easily observe if we pay close attention. First and foremost, stereotypes are unconscious and have been ingrained since childhood. This makes it difficult to spot them, to become aware of them and to analyze inequalities objectively. Secondly, and more broadly, inequalities between women and men constitute a system, and it is the system as a whole that we need to know how to decode in order to act, right where we are, in a relevant and effective way.

To improve equality between women and men in the world of work, willingness and good intentions are essential, but not enough. You need up-to-date, appropriate knowledge and effective tools. We also need to be able to identify at which level of the pyramid below we are intervening.



In the pyramid above all these levels form a continuum. In a way, each level “justifies” the one above it. In this sense, there is no small inequality that we should ignore. For example: a sexist joke in the workplace may seem harmless, but it's not, because it feeds the system and represents a justification for the next level of the pyramid and so on.

For corporate training initiatives, this pyramid enables us to draw two main conclusions.

- We must not neglect any level of the pyramid, least of all its foundation, which, if weakened, or even better, if it collapses, will weaken or even contribute to the collapse of the higher levels. In this way, sexist and sexual violence will fall sharply, both in the workplace and in society as a whole.
- We need to “take on” all levels of the pyramid simultaneously, so that it can really collapse and hope to put an end to this scourge, from which no country or social stratum is spared.

2/ The objectives of gender equality awareness raising workshops for SMEs

2.1 The purpose

The main goal of the current document is to offer the EU Clusters a methodology for organising their own gender equality awareness raising workshops for SMEs. In this way, they will be able to demonstrate to SMEs the fact that not only large enterprises can take measures and promote equal opportunities, and that even small and medium-sized businesses have the resources and manpower to adopt gender policies with the right tools and cluster support.

2.2 Expected results

These workshops are designed with two main objectives :

- To present, through clear presentation and practical activities, the most important aspects that companies should know about gender problematic and the need to implement specific company strategies. This way, SMEs will be able to understand the benefits of taking an interest in this subject, and inspire them to learn more and take appropriate and effective measures
- To present the PENELOPE training platform on which they will find a wealth of training content and a variety of activities to help them understand in greater detail and implement actions tailored to the way their company operates.

All training materials and content are provided in this methodology guide to enable the simplest possible reproduction of these workshops by the clusters themselves for their member SMEs. This guide includes techniques, tips and resources to help clusters deliver knowledge to their members.

In addition, the designed workshops have also been the subject of pilot tests with representatives from the different target groups, to make them as clear and operational as possible.

3/ How to be a good facilitator on gender equality?

3.1 What is a workshop?

A workshop is a collective meeting emphasizing hands-on interaction to deal with a specific topic and create a specialized result. Workshops typically involve a facilitator who designs the sequence of presentations and facilitates the workshop and ensures the workshop will lead to the desired result. The emphasis in a workshop is on participation and active learning, not simply listening and looking, but talking and taking part.

3.2 What is facilitation?

Facilitation is a process that enables learning and sharing together as a group. The difference between facilitation and teaching or training is that the role of a facilitator is not to transfer knowledge to a group as an 'expert'. Instead, facilitators aim to support a group to share knowledge and ideas and work effectively together, although this does not prevent him from providing elements of understanding of the subject.

Here are the main principles we encourage facilitators to follow when organizing and running their workshops:

- Framework: at the start of the programme, the facilitator and the participants should agree on a common framework. The rules of the session should be clear and summarised at the start of each session. For example, asking participants to silence their phone, to listen carefully, to ask questions etc.
- Encouraging creativity: it is useful if the facilitator challenges individuals to work outside of their comfort zone and to explore new opportunities.
- Encouraging learning: the facilitator should encourage participants to learn, in particular from each other. The facilitator should also encourage a positive regard for mistakes as they are a part of life and each persons' learning experience.

3.3 The benefits of focusing on gender equality

The most important thing in your role as facilitator is to make the people you target want to learn. Your conviction that equality is not a given is a major asset in this role.

Another element that will guide you is your familiarity with all the positive benefits that equality brings to companies of all sizes. The list is long, but here are just a few examples:

- Complying with the law.
- Improving well-being and health at work.

- Bringing a variety of perspectives, experiences, and problem-solving approaches thanks to diverse leadership teams.
- Fostering innovation, creativity, and adaptability (essential qualities in today's rapidly changing business landscape).
- Tapping into a broader range of skills and competencies.
- Increasing engagement and satisfaction of employees which leads to higher retention rates and a more motivated workforce.
- Impacting positively the reputation of the company which is perceived as ethical, progressive, and socially responsible.
- Increasing brand loyalty and attracting top talent seeking inclusive work environments.

3.4 Beliefs

We have seen that equality can't be taken for granted, but we must now add that we don't base our work on beliefs. The work of the workshops is based on facts verified by statistics. An example can support a demonstration based on figures and scientific research. An example cannot serve as a demonstration, otherwise the workshop runs the risk of becoming a debate of unsubstantiated ideas, or even worse, an unfounded polemic in which singular examples clash with other singular examples. So it is very important to have figures and to be able to quote their sources, so that the figures can't be doubted.

To feel more comfortable with this objective, the facilitators can prepare for facilitating this type of workshop, by educating themselves on the matter of gender equality by taking the training for clusters developed by the Penelope Project.

3.5 How to respond to objections

You may, of course, have to respond to objections. Your attention should first be focused on the vocabulary you use, so that you can rephrase it if necessary. More often than not, objections refer to singular experiences, which is why, as explained above, it's important to refer to figures. Last but not least, you need to know how to detect the non-scientific beliefs conveyed by objections.

Depending on the audience we are going to meet, it is useful to have a list of likely objections and the answers we would be able to offer. This is a useful and reassuring little tool that you could adapt to each audience.

Examples of likely objections and possibles responses	
<i>Me and women can't be equal because we're different.</i>	Men and women are indeed different; our bodies are different (in many ways). But equality is a legal concept. We are different, but we have the same rights. To speak of equality is to speak of equal rights for all.

Examples of likely objections and possibles responses

<i>But things are getting better, so we don't need to worry about it as much as before.</i>	To be sure that things are getting better, it is important to look at the statistics (most countries have reliable statistics), because reality may be different from what we imagine, or different from one sector to another. For example, in the digital professions, there has been a measurable decline in the proportion of women, which is not necessarily known to public opinion. Similarly, impressions of greater equality in the distribution of domestic tasks are not really corroborated by the figures. Moreover, even when things seem to be moving towards greater equality, this is not necessarily a permanent achievement, and we collectively have to be careful not to regress.
<i>Give it time, it will "work itself out".</i>	History shows that progress is never made by itself. Laws in favor of equality between women and men are the result of demands, collective action and the passing of new legislation.
<i>But it's "natural": women have specific, well-known qualities, and men have others. So, women would make better nurses and men better managers.</i>	Sociology, history and long-term observations clearly show that the "nature" of men and women has nothing to do with their ability to perform a job. This so-called "essentialist" position maintains a confusion between nature and social construction. In some countries, for example, women were not allowed to practice as lawyers until relatively recently, because they were naturally "too sensitive" by nature. Today, in these same countries, there are more women lawyers than men. So, it was only prejudice, a social construct, and not their abilities, that prevented women from entering these professions.
<i>We can't afford to favor girls and women over boys when it comes to career guidance.</i>	We can't afford to favor girls and women over boys when it comes to career guidance. It's not a question of favoring girls, but of allowing everyone to be open to all possibilities. Everyone will then have a full range of possibilities at their disposal, rather than limiting each sex to certain possibilities based on their gender rather than their tastes.
<i>There's not much we can do: we can't change things at our own level.</i>	By ensuring compliance with laws on professional equality between women and men, each company has a major impact on collectively guaranteeing gender equality. It's the small actions of each structure that help improve working conditions for all, and raise awareness about improving gender equality.

Examples of likely objections and possibles responses

<i>It's important for girls to choose a career that allows them to reconcile family and professional life (consider their "biological clock").</i>	Women have just as much right as men to develop their careers without being limited by family obligations. And men also have the right to a private and domestic life, and the right to want it.
<i>It's "normal" for men to get the top jobs because they're more ambitious.</i>	Not all personality traits have a biological basis: they are different in all human beings. The main explanatory factor remains, once again, the socialization of each individual. Therefore, the word "normal" has no meaning in this context because there is no "normal" character for men or women. This opinion is refuted by scientific studies.
<i>My job is too physical to hire a woman.</i>	We can cite the counter-examples of nurses, care assistants, cleaners... all particularly physical professions, and mainly carried out by women. Another example: one of France's best tiling workers is a <u>woman</u> . Regarding the carrying of heavy weights, we can see that the fact of having a woman on the team in this type of job creates solidarity both with women and with other team members. Moreover, the technical and organizational changes introduced following the arrival of a woman, which had not previously been envisaged, help to improve working conditions for all : reduced drudgery, risk prevention and well-being at work (e.g. flour bags reduced from 25kg to 10kg in France and other countries). More generally, beware of generalization: some women are stronger than some men.
<i>My team is not ready to integrate a person who has chosen an "atypical" profession, for example a woman in a profession considered masculine or a man in a profession considered feminine.</i>	Integrating a new recruit takes preparation. In the case of hiring a person in a job that is considered to be of the opposite sex, it's important to remind everyone that the choice was made on the basis of the person's skills and personality, which are in line with the company's culture. And to ask teams to give this person the warmest welcome, as they would any other newcomer. When it comes to hiring women for jobs considered masculine, it's also important to affirm the company manager's commitment to welcoming women. Identifying emblematic examples in a given region or sector can help. When there's a woman in the team, we find that everyone is more vigilant about how they express themselves, which tempers relations and the working climate is calmer. Similarly, the presence of a young woman (at the start of her career) can reinforce solidarity with her and with the team as a whole.

Examples of likely objections and possible responses

<i>It's going to cause trouble if I hire a woman when the team is made up of men.</i>	"You'd have to test to find out!" Men and women are there to work: the framework and work rules (and possibly compulsory dress when there is any) are there to prevent discrimination at work, sexist behavior or overly personal situations. The same question could arise in a single-sex workgroup with regard to homosexuality. On the other hand, the choice of women to work in so-called masculine professions reflects a passion for a profession and its working environment, which can only be beneficial to a team.
<i>My wife would never want me to hire women.</i>	As a manager or company director, his family's opinions should not interfere with the management of his staff. Management and human resources have to be based on people's skills and the company's legal and internal rules.
<i>My customers will never accept me hiring someone who has chosen an atypical career path.</i>	For the entrepreneur, it's a question of refocusing on the seriousness of the company and affirming the recruitment of employees based on their skills and seriousness. This positive corporate image can include both men and women in the workforce.
<i>My job isn't compatible with family life, so it's unsuitable for women.</i>	The same goes for nurses or women working on shift work (night shifts, weekends and public holidays...), which doesn't prevent them from having a family life.
<i>With women, it's more difficult because you have to take into account maternity leave.</i>	Maternity leave is a question of organization for the company, but not of direct cost (according to current legislation). On the other hand, any employee can suffer a prolonged absence from work, especially men, who are more prone to risky behavior. Regarding absences for children, changes in society and in the way couples function mean that fathers are more involved in this aspect. The question should therefore be raised for both men and women. Moreover, the number of single-parent families is on the rise, which means that fathers need to invest more time either in shared childcare, or in childcare during school vacations. Finally, it's illegal to ask about having or wanting children in a job interview (refer to the legislation of each country).
<i>It's talking about it too much that creates problems</i>	The problems are already there, and not seeing them, not talking about them, and therefore not acting, can only make them worse.

Examples of likely objections and possible responses

<i>We won't have anything in common, how can I manage breaks, meals, travel... if I hire a woman in a team of men (or vice versa)?</i>	It's the same in all professions, given the age difference between certain colleagues, for example. It's not enough to be of the same sex to have affinities, a relationship has to be built up on a daily basis by getting to know each other better, as with any other employee, whatever their sex, age or other.
<i>Men have nothing to gain from equality and will lose motivation.</i>	Men have a lot to gain from equality, such as a better balance between work and family life, a professional activity where personal ambition is not the only driving force (not all men want to be in this dynamic, etc.).
<i>If we favor women, it's discrimination against men.</i>	It's not a question of favoring women. The question is how to build equality. Sometimes catch-up measures are necessary when, for example, women have had inexplicably lower salaries from a legal point of view. This is in no way discrimination against men; it's simply a matter of catching up.
<i>We can't say anything, we can't make any more jokes.</i>	Jokes or humorous remarks that contribute to the dissemination of stereotypes that discriminate against women, even in the form of humor, are still sexism. It's generally a type of humor that more or less subtly reduces women to their condition of sexual "prey", to their so-called "weakness" or to their physical appearance. All this contributes to reducing the complexity of the female gender by systematically reducing them to a few stereotypes. And this kind of humor can be very violent for the person targeted. Humor in general is of course tolerated in the workplace, but like any other type of discussion, it must be respectful and non-discriminatory. What's more, accepting this type of verbal violence under the guise of humor is still sexism, and may in some way authorize more serious acts.
<i>Equal pay is already implemented in our company, as we have a pay scale.</i>	To be sure of this, you need to look at the figures and make a precise numerical diagnosis. This enables us to look beyond the pay scale and identify other potential inequalities (e.g. in recruitment, access to promotion or training, sexism in the workplace, etc.), so that an appropriate action plan can be put in place.

Examples of likely objections and possible responses	
<i>We have to stop talking about women as victims and men as aggressors.</i>	Here again, you have to look at the figures, and they are indisputable. We can't say that no man is ever discriminated against or attacked, but the figures show very clearly that discrimination and sexist behaviour in the workplace are, in nearly all cases, perpetrated by male aggressors and female victims. This is a reality whose causes are structural, not individual, and for which there are a number of historical and sociological explanations.
<i>I'm personally against equality between women and men.</i>	In our context, it's not a question of being for or against from a personal point of view. In the workplace, it's about applying the law. It's also about understanding the systemic nature of gender discrimination, and how the workplace plays a role in it. So, we can think about how we can collectively reduce it to comply with the law.
<i>We have other priorities in the company.</i>	In companies where sexism is not tolerated, working conditions are improved and so is the quality of work. The elimination of sexism does not penalize business performance - on the contrary. In fact, in companies that take gender equality seriously, women are even more inclined to get involved and stay involved, giving the company the benefit of their skills and those acquired through experience in the company. It's a mistake to think that addressing these issues could be counterproductive. They go hand in hand with the company's profitability objectives, and can therefore be given the same level of priority.

A few tips and tricks for dealing with objections without “losing” the group during a training session.

1. Rephrase the remark, ask for clarification.
2. Be able to give figures and statistics, giving the source (having a small collection of statistics and their sources at hand is a valuable tool).
3. Point out the legal aspects.
4. Make a connection with stereotypes, and show that we all need to identify these preconceived ideas in which we have grown up, and that it is very difficult to escape them.
5. Don't get angry! It's better to ask the group for their opinions.

Running a workshop and being a facilitator is like a journey: you prepare your itinerary, you don't forget anything in your luggage, you open your eyes and above all your ears wide, and you take with you those you meet, for a discovery, a change of scenery, to reach the country of your destination, in this case, equality between women and men.

4/ Organizing and conducting a gender equality awareness raising workshop

4.1 How to plan your workshop

Before the workshop

Know what you want to achieve. At the very start of your planning set an objective (a short statement of what you want to achieve by the end of your workshop). Here are a few examples of possible objectives of a gender equality awareness raising workshop:

- Improve the general knowledge on gender equality of the SME members of my cluster.
- Motivate the SME members of my cluster to complete the training course on the PENELOPE platform.
- Create a link with the SME members of my cluster to help them implement a gender strategy within their structure and monitor their progress. Know who you want to attend and think carefully about how you could encourage them to attend (what's your message and your offer?).
- Planning and practicing are key to the success of workshops. Speak with those who will be attending to find out what you need to do to include them fully. Check that your venue and timing are suitable for them.
- Practice your facilitation before the actual event.
- Adapt the workshop activities in this guide to suit your facilitation style and the group you're working with.

During the workshop

Here are some quick tips about how to deliver a good workshop:

- Alternate presentations with discussions and interactive activities to involve the whole group and keep their attention.
- Provide time for personal reflection. You can't make people learn! Give time for participants to take in and process everything and talk during the specific activities.
- Encourage sharing. Invite the group to share their experiences and tell stories. This can help to build trust and provide useful insights for participants.

After the workshop

- Communicate a synthesis of the workshop to those who attended and share with them how they can stay involved on this topic.
- Reflect on what you would do differently. Use participant's feedback along with your own thoughts to think about what you would do to improve the workshop if it were to be repeated.

Attendance

Each participant should sign an attendance sheet. The form can be found in the Training workshop toolkit.

Evaluation form

At the end of each session, participants should fill out an evaluation form. This is helpful for the facilitator as they can see what worked well and what needs to be improved in the next session. The form can be found in the Training workshop toolkit.

4.2 Keys to a successful workshop

Opening the workshop

- Set up the space so that everyone can take part, and preferably see each other. Ensure everyone can hear and contribute.
- Set the tone right from the moment people arrive. Welcome them, be friendly and help them feel comfortable.
- Explain who you are, what the objective of the workshop is and practical details about the venue (eg. where the cafe and toilets are etc.).
- Get participants involved and interacting as soon as possible, including a fun introductory activity.
- Establish the rules together: listen to each other, don't put forward personal cases, commit to confidentiality, etc...

Presentation

- Try to keep your presentations brief, focused and relevant to the group. Break up any input from you with interactive activities which allow the group to reflect and think for themselves.
- Use different approaches to presenting e.g. show video, give a handout or use stories.
- If possible, use real life examples to bring the issues to life (without forgetting to anonymize them).
- Start from the simple and move to the complex. Check if everyone understands and allow participants to ask questions before you move onto a new topic or your next key point.
- Allow time for questions towards the end of your presentation.
- At the end of the presentation, summarize your three most important points. This will help the group to remember what you have said.

Participatory activities

- Activities which get people moving and thinking really help people contribute and learn. Choose activities which help you achieve your workshop objectives.
- Start the activity by giving clear instructions, including how much time they have for the activity.



- Explain why you are doing the activity and what you hope they will gain from it.
- Write up instructions for everyone to see and refer back to.
- Check everyone understands the activity before asking the group to begin.
- During the activity, observe the group to make sure everyone understands and is involved, and be visible in case people have questions but avoid hanging over their shoulders.
- Debrief the activity by asking the group to reflect and share their feelings and anything they have learnt.
- Finish by summarizing the learning points

Closing the workshop

- Briefly recap the workshop outline, referring to the workshop objectives.
- Give time for feedback and questions
- Evaluate: ask questions or do an activity which enables participants to share their thoughts on what went well, what did not, and why. This will help you to improve your workshops in the future.
- Thank everyone and explain what will happen next

5/ Workshops' program in detail

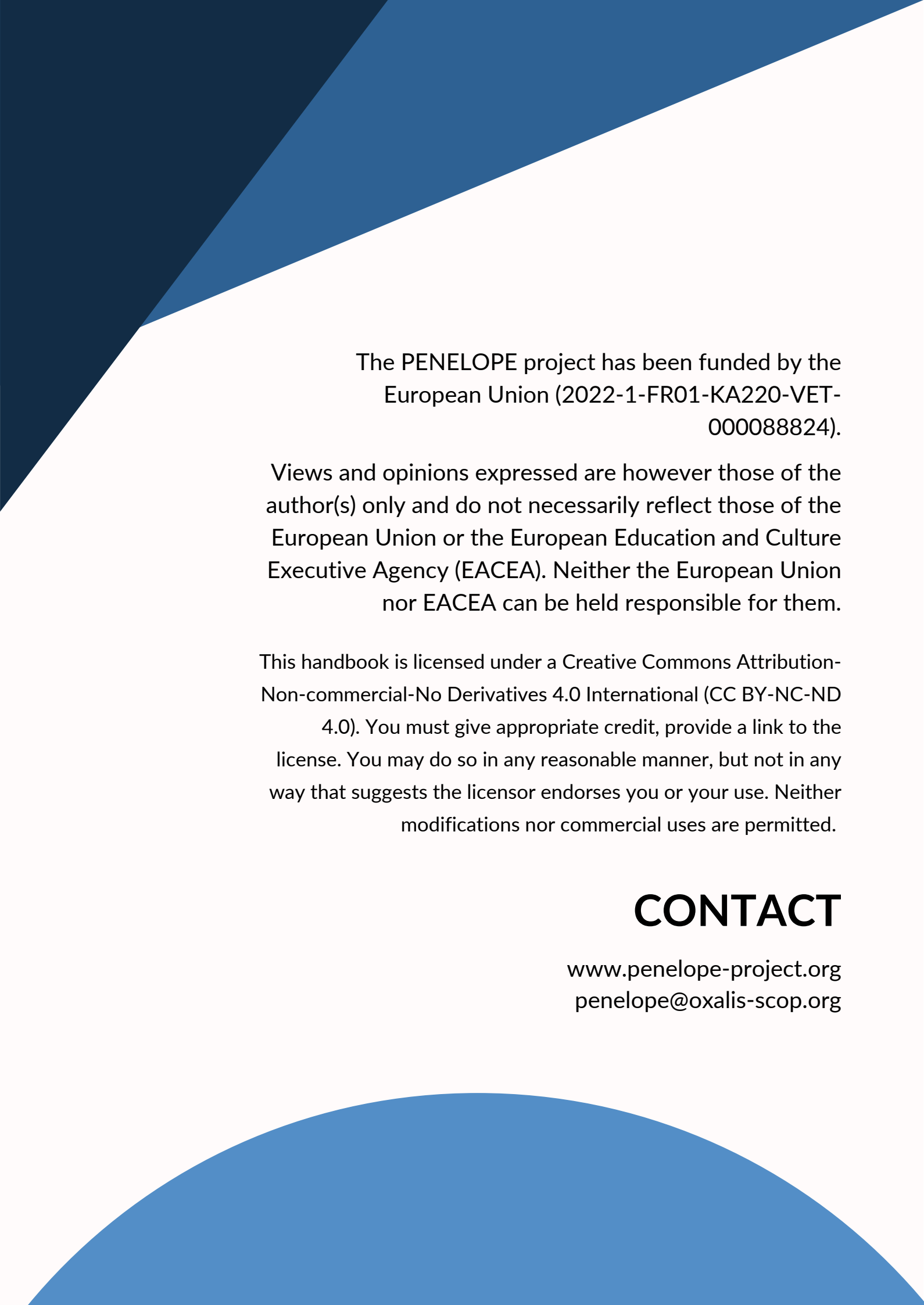
Duration (minutes)	Sections	Detail
1- GENERAL PRESENTATION (45')		
5'	Introduction	<i>Welcome, why this workshop, agenda</i>
15'	Participants presentation	<i>Proposed animation: from a list of images, choose the one that makes you think of professional equality. Explain why you chose this image and briefly introduce yourself and reason they are there</i>
5'	Penelope project	<i>European framework for gender equality Objectives and expected results of Penelope</i>
20'	What is gender equality and why should it be on the SMEs' agenda?	Concepts covered: - Notions of equality and difference (equality as a notion of right, despite difference between people) - Why gender inequality is a social construct - The current extent of professional inequality - The consequences and benefits of reducing inequality for individuals, companies and society - Why is it important for companies to have a strategy about gender equality and what is gender mainstreaming - Actions to be taken and existing tools (e.g. the platform)
2- PLATFORM DISCOVERY (30')		
15'	How to connect to the platform	<i>Get all participants connected to the platform by a QR Code</i>
15'	The mains parts of the platform	<i>Present the mains parts of the platform including the gamification tools and a time for questions and answers</i>

Duration (minutes)	Sections	Detail
3- PRACTICAL PART (45')		
5'	Workplace culture and institutional transformation	<i>Introduction of the subject with 2-3 slides</i>
35'	Group activity	<i>Option A : The round of tables</i> (5') <i>The group brainstorms ideas for actions to be taken to address this issue (list them on a paper).</i> (5') <i>Select 3 ideas from the list, and set up 3 tables, each with an idea.</i> (20') <i>Each group detail how to make this action possible and participants can move between tables.</i> (5') <i>Then summarize the written information with the whole group.</i> <i>Option B (if not comfortable with group animation) : questions & answers</i> (5') <i>Prepare a list of questions (in the methodology guide) and present it to participants</i> (20') <i>Form pairs and each pair chooses a question and think about the answers</i> (10') <i>In whole group, the facilitator present the good answers to the different questions</i> <i>Option C : other game or activity of the facilitator's choice</i>
5'	Conclusion and evaluation	<i>Conclusion: go to the platform to learn more about our tools</i> <i>Ask participants to fill in an evaluation questionnaire</i>



6/ Further resources

The current document is part of a Training package “Gender Mainstreaming Training: PENELOPE Guidelines and Resources” in which you can also find training material and a training workshop toolkit, where you will be able to find more resources for the workshops.



The PENELOPE project has been funded by the
European Union (2022-1-FR01-KA220-VET-
000088824).

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