



WeMen

Improving Teaching Methods in Emotional Intelligence and Gender Equality Training for Adult Educators through Digital Solutions

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IO2. Online Open Learning Materials Platform on Emotional Intelligence and Gender Equality Training Conceptual and Didactical Core



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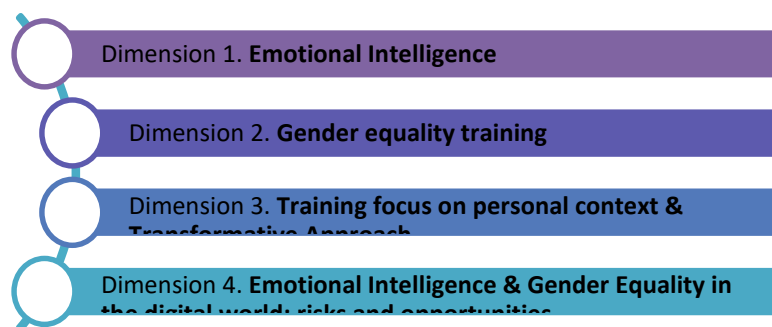
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Introduction

The Conceptual and Didactical Core (CDC) analyses and describes the most relevant cutting-edge **theoretical fundamentals and pedagogical approaches** to support the development of gender equality training, taking into account emotional competencies as a fundamental element in training men with some resistance to gender equality.

- a) **Theoretical fundamentals:** rules, principles, or theories on which non-conventional teaching-learning methods and resources focused on emotional intelligence are based as an essential element for gender equality training aimed at men with some resistance to this issue.
- b) **Pedagogical approaches:** ways in which teachers can apply methods and resources based on emotional competencies to break down men's possible resistance to accessing gender equality training.

The content of this Conceptual and Didactical Core is fully related to IO1 (ECVET Educational Program on Emotional Intelligence and Gender Equality Training), respecting the dimensions that were originally established.



The units to be developed within the framework of each of the dimensions are as follows:

Dimension	Unit
Emotional Intelligence	1. The development of competences in emotional intelligence
	2. Benefits derived from emotional intelligence competencies
Gender Equality Training	3. Restructuring the gender perspective
	4. The role of men in education for gender equality
Training focus on personal context & the Transformative Approach	5. Strategies, tools and methods for gender equality in adult training through emotional competences
	6. Methodologies for breaking down resistance to masculinity in Adult Education
Emotional Intelligence & Gender Equality in the digital world: risks & opportunities	7. e-Equality and prevention through emotional intelligence

Dimension 1: Emotional intelligence

Dimension 1 “Emotional Intelligence” is directly related to Emotional Intelligence, understood as the ability to understand, use, and control our emotions. In this dimension, the following topics will be developed:

- Concepts, types, and functions of emotions
- Concepts of emotional intelligence
- Concepts of emotional education
- Emotional development at each stage of evolution
- The importance of emotional intelligence in the workplace
- The importance of emotional intelligence in leadership and influencing skills
- The importance of emotional intelligence in achieving goals and promoting motivation
- The importance of emotional intelligence in interpersonal relations (socialising agents)

Unit 1. The development of competences in emotional intelligence

Introduction

Gender inequality is at the heart of the vast majority of countries in Europe and beyond, focusing on the disparity between men and women in the workplace and in society at large. While some progress has been made on equal pay, fair promotions and gender balance on boards and in senior management teams, it is clear that much remains to be achieved.

Some of the progress that had been seen was also reversed by the impact of the closure during the recent pandemic, especially with regards to childcare issues and other family concerns. A major focus of attention has been the gender pay gap, with a recorded disparity of 8.9% in 2019 and little sign that these figures will improve rapidly. To address all the issues listed above, as well as the broader parameters of gender equality, it is vital that men support its key ambitions.

This unit aims to raise awareness of how emotional intelligence is a key part of understanding, empathising and embracing gender equality through training and

materials development. Both the theory of emotional intelligence and its teaching are at the forefront of the We Men project.

Description

Emotional intelligence (EI) is most often defined as the ability to perceive, use, understand, manage, and handle emotions. People with high emotional intelligence can recognize their own emotions and those of others, use emotional information to guide thinking and behaviour, discern between different feelings and label them appropriately, and adjust emotions to adapt to environments. (OUP)

Many versions of EI are recognised around the world but this unit will focus on the so-called 'Ability' model which can easily be broken down into four key areas:

1. **Perceiving emotions** – the ability to detect and decipher emotions in faces, pictures, voices, and cultural artifacts—including the ability to identify one's own emotions. Perceiving emotions represents a basic aspect of emotional intelligence, as it makes all other processing of emotional information possible.
2. **Using emotions** – the ability to harness emotions to facilitate various cognitive activities, such as thinking and problem-solving. The emotionally intelligent person can capitalize fully upon his or her changing moods in order to best fit the task at hand.
3. **Understanding emotions** – the ability to comprehend emotional language and to appreciate complicated relationships among emotions. For example, understanding emotions encompasses the ability to be sensitive to slight variations between emotions, and the ability to recognize and describe how emotions evolve over time.
4. **Managing emotions** – the ability to regulate emotions in both ourselves and in others. Therefore, the emotionally intelligent person can harness emotions, even negative ones, and manage them to achieve intended goals.

However, it is also useful to be aware of the 'mixed' model which again can be clearly referenced as below, and which adds to the sum of our knowledge with regard to EI:

1. **Self-awareness** – the ability to know one's emotions, strengths, weaknesses, drives, values and goals and recognize their impact on others while using gut feelings to guide decisions.
2. **Self-regulation** – involves controlling or redirecting one's disruptive emotions and impulses and adapting to changing circumstances.
3. **Social skills** – managing relationships to get along with others
4. **Empathy** – considering other people's feelings especially when making decisions
5. **Motivation** – being aware of what motivates them.

All of these definitions are useful in creating aims and objectives for participants in the training programme, especially with regard to salient activities - most of which would be activity-based in the EI arena - and which can be measured as a baseline prior to the work on EI being undertaken. This would need innovation in the creation of a programme in which EI was the portal to focusing on gender equality as well as allowing for taking the essential theoretical framework and developing it into a sustained pedagogical approach to the subject.

Conclusions

Key Points in developing this unit include the following:

- Concept, types and functions of emotions - focus on key scientific terms, definitions and examples as a training introduction
- Concept of emotional intelligence - as above with reference to both the 'ability' and 'mixed' models
- Concept of emotional education - the key areas where we can teach or train people to develop their levels of emotional intelligence
- Emotional development at each stage of development - focus on the journey from childhood onwards with defined stages and changes identified

Unit 2. Benefits derived from emotional intelligence competencies

Introduction

In 2015, the World Economic Forum identified the key competencies of the 21st century, all of which are related to the development of emotional intelligence (EI). Social-emotional competencies are the ability to collaborate with others, to learn productively, to play key roles in the family, in the community and at work. It is very important for educators and support professionals to view the development of emotional intelligence through the expression of competencies.

These competencies can be developed and are understood as skills in recognising and identifying personal emotions and those of others, the ability to establish positive personal relationships and the effective management of stress.

The relationship between professional, intellectual, and technological skills and emotional intelligence, the ability to assess one's own and others' differences and needs, and the organisation of teamwork based on the principles of equivalence and cooperation, offers the opportunity to develop effective working relationships and a successful activity culture. The emotional and psychological well-being of each person's family and the opportunity to develop one's own personality by creating mutually beneficial relationships are the basis for well-being in human life.

The aim of this section is to improve the emotional intelligence of adults and to identify the benefits of emotional education in relation to the promotion of gender equality.

Description

Emotional intelligence (EI) is the ability of the personality to recognize one's own feelings and those of other people, self-motivation, proper management of emotions of oneself and one's own relationships.

There are four main EI theories. R. Bar-Onas (1997) interprets emotional intelligence as a dual combination of emotional and social competencies and skills, describing how effectively a person is able to know himself and others, and communicate and overcome everyday needs. Goleman (1995) calls emotional intelligence the ability to control one's emotions and feelings, to use them to focus internal motivation and create effective work activities and successful relationships. J. D. Mayer, D.R. Caruso and P. Salovey (1999),

describe emotional intelligence as the ability to understand, generate, control and use emotions to create new thoughts, and develop common and emotional intelligence. There are scientists who claim that EI is associated with personality traits and can be described as emotional self-image at lower levels of the personality hierarchy (Petrides, Furnham, 2001).

All EI researchers agree that emotional intelligence is one of the key factors determining not only behaviour, but also life's own success. People with high emotional intelligence can be more successful in many areas of life: relationships, the workplace, school, community building, etc. Emotional intelligence is a fairly widely understood phenomenon, the essence of which is emotional perception and the management and regulation of that perception. It is possible that mankind will recognize that EI is more important than common intelligence. It is important to understand that emotional intelligence can be developed and, depending on the degree of its development, a person may experience more negative or more positive emotions.

Emotional intelligence basically enables people to recognize, control and regulate not only negative, but also positive emotions. It is these emotions that produce a positive effect, allowing people to feel satisfaction, get involved, achieve greater potential in relevant activities and manage negative emotions more easily. Features of emotional intelligence, as well as personality characteristics, are expressed differently in different contexts, so that people with greater emotional intelligence can act more effectively according to the specifics of the above levels. Emotional intelligence is expressed throughout the entire period of a person's life, in all areas and contexts of life, and due to the structure of its traits, it is one of the essential factors determining success. In D. Goleman's opinion, professional competencies based on emotional intelligence are far superior to intellectual or technological abilities.

Therefore, it is proposed to apply emotional intelligence as a decisive efficiency criterion to those responsible for the process, as well as leading professionals and leaders who also care about results. According to D. Dearlove, organizations are beginning to appreciate the qualities of a leader, associated with emotions, related to maintaining mutual relations and creating new partnerships, as this allows the expansion of knowledge in various fields. Emotional intelligence makes it easier to establish personal connections and manage sudden risk situations. A number of studies have been carried out that prove that emotional intelligence, as a personal characteristic of the employee, helps enable better tolerance of stress. Research by M. Mikolajczak and O. Lumineto

(2008) has shown that emotional intelligence helps individuals feel more confident in stressful situations and makes decision-making easier. E. Roy, Fillee and P. de Timary (2007) discovered that emotional intelligence also leads to a lower psychological reaction in stressful situations, a person is less likely to experience mood deterioration and frustration. A person with high emotional intelligence is not shy in a new environment. Therefore, emotional intelligence is often described as having potential for performance improvement and it is beginning to be exploited in organizations.

D. Goleman suggests using emotional intelligence to address potential issues, which helps to clarify grievances, create an appropriate working atmosphere (so that it does not become a source of tension), and form effective communication networks (networking). Studies have shown that women are more sensitive to other people's emotions, have a better understanding of non-verbal language and are more expressive and use their social competencies more often and purposefully. Men, on the contrary, focus more on understanding and managing their emotions. The older the individual, the better he/she recognizes and understands his/her emotions and those of others, uses them to communicate with other people and is able to control them. An individual's emotional intelligence depends on the emotional competencies he/she possesses, which are acquired and developed through learned skills and experiences. It is clear, therefore, that emotional intelligence is a set of abilities.

EI in general refers to the emotional reactions of a person and their ability to regulate them. The importance of human EI is emphasized not only in their personal life goals, but also in their career or business practice. Emotional intelligence includes the ability to accurately identify, evaluate and express emotions; the ability to achieve and/or generate feelings when they can help the thought process; the ability to understand emotions and emotional knowledge; and the ability to manage emotions for emotional and intellectual growth. Thus, the developed skills of emotional competence allow leading professionals to treat their emotions and those of their caregivers as management resources and thus improve operational efficiency. The development of EI in adults is often associated with the development of personal development schemes (self-development) or with coaching sessions. In each meeting, the purpose of the conversation is selected, while the role of the nurturing manager is to listen. The interaction encourages the learner to take action, achieve their goals, helps them to focus on the desired results and reveal more possible alternatives.

The focus is on the real situation of the learner and what actions can be taken to achieve the desired result. Training in the development of EI is also becoming popular. The aim being to provide knowledge on how to develop skills that allow individuals to adequately and effectively address, not only life challenges, but also how to behave accordingly in everyday situations; to encourage the use of new technologies in a responsible way while working on aspects of emotional development; to develop self-regulation and emotional activity differentiation skills to help manage your activity and focus on the activities of interest; and to develop practical skills in EI. In EI educational activities, success accompanies those who:

- realistically assess themselves and their own possibilities (self-awareness);
- properly manages their feelings and controls their own behaviour (self-care);
- accurately interprets the signs of the social environment (social awareness);
- effectively resolves interpersonal conflicts (communication abilities);
- makes the right decisions in the face of daily difficulties (responsible decision-making).

EI education uses the latest innovative teaching methods that have proven their effectiveness in theory and practice: training, various exercises, subject games, interactive lectures, question-answer counselling, situational case studies, mind-mapping, mental maps, various methods of individuals working with new ideas, innovations, group project preparation techniques, group discussions, and professional reflections. It is important that the methods allow you to easily learn how to create a new level of exposure to people, harmonize one's emotions, and understand the mechanisms of other people's emotions. Learned practices are used in the work environment, family, professional and career development. The conditions for successful education of EI are: consistency, activity, direction, and insight.

Consistency in emotional intelligence development:

1. Identification of the need for emotional intelligence development.
2. Establishment of the EI curriculum.
3. EI service search.

4. Implementation of the EI curriculum (meeting the need).
5. Evaluation, setting the goal of further change.

The activity of EI involves personal contact and participation, setting a goal and pursuing it together, constant reflection and self-assessment.

In terms of EI education, sufficient time is required to develop each branch of EI, reflect on experiences, evaluate experiences, and update goals. Self-assessment requires continuous self-evaluation, emotion recognition and management abilities.

EI education activities and techniques are not designed to gather new knowledge, but to develop existing leadership skills. The combination of education programmes, leadership, methods, activities and individual work allows us to achieve a qualitatively new level of EI – to achieve goals, improve mutual and trusting relationships, create an atmosphere of security, and to easily create and manage problem solving processes. Emotions and emotional relationships have energy, value, and informational and motivational significance; therefore they can be treated as resources. For these resources to function, they need to be managed and nurtured. The social and emotional needs of employees, which impact the efficiency of their work, are just as important as the material ones.

Conclusions

The main conclusions of this unit are as follows:

- EI researchers agree that emotional intelligence is one of the key factors determining not only behaviour but also life's success.
- Women are more sensitive to other people's emotions, have a better understanding of non-verbal language and are more expressive and use their social competencies more often and purposefully. Men, on the contrary, focus more on understanding and managing their emotions.
- The older the individual, the better he/she recognizes and understands his/her emotions and those of others, uses them to communicate with other people and is able to control them.
- Emotions and emotional relationships have energy, value, and informational and motivational significance; therefore they can be treated as resources.

- EI education activities and techniques are not designed to gather new knowledge, but to develop existing leadership and management skills.
- The conditions for successful education in EI are: consistency, activity, direction, and insight.
- In EI educational activities, success accompanies those who:
 - assess themselves and their capabilities (self-awareness);
 - properly manage their feelings and control their behaviour (self-care);
 - accurately interpret the signs of the social environment (social awareness);
 - effectively solve interpersonal conflicts (communication abilities);
 - make the right decisions when faced with everyday difficulties (responsible decision-making).
- The acquired skills last for a long time.

Dimension 2: Gender Equality Training

Dimension 2 “Gender Equality Training” is directly related to gender equality training. In this dimension, the following topics will be developed:

- Gender equality as a needed social phenomenon (analysis in the fields of law, economics, politics, labour, and education)
- Analysis of gender prejudices and stereotypes and their deconstruction
- Recognising and analysing Everyday Male Chauvinism (micromachisms)
- Deconstruction of the prejudices about men's expression of emotions
- New masculinities: masculinity in deconstruction with a feminist perspective
- Men as potential trainer allies in gender equality
- The inclusion of men in gender equality training as a transformative approach
- Benefits and effects of male-led gender equality training

Unit 3. Restructuring the gender perspective

Introduction

The We Men unit on Restructuring the Gender Perspective focuses on Gender Equality Training (GET) and aims to help learners recognise ways in which the gender perspective can be restructured, focusing on the following areas: gender equality as a needed social phenomenon within the fields of law, economics, politics, employment, and education; gender prejudices and stereotypes and their deconstruction; the prejudices about men's expressions of emotions; micromachismos (everyday male chauvinism), and new masculinities: masculinity in deconstruction with a feminist viewpoint.

To restructure the gender perspective, it is necessary to deconstruct gender. Deconstructing gender implies, on the one hand, abandoning stereotypes of what we understand as feminine and masculine: understanding that pink does not necessarily have to be "for girls" and blue "for boys", that women's work is not linked to domestic chores or that men are no less masculine for taking care of their appearance or crying in public. It is the recognition that gender inequality is not natural.

The unit aims to focus on the importance of deconstructing gender as a necessity to achieving true equality between women and men.

Description

The concept 'Gender Perspective' refers to the perspective that considers gender-based differences when examining any social phenomenon, process, or policy. Gender equality is defined as having access to the same rights, responsibilities, and opportunities regardless of gender, whether you are born female or male. Gender inequality is a social phenomenon throughout the world, since it is a process or result of people interacting with each other. In order to tackle this problem, it is necessary to deconstruct gender. Deconstruction can be understood as the action of taking something apart or examining it to reveal the basis, with the aim of exposing flaws, biases, or inconsistencies.

The content of the unit should be taught using personalised, transformative teaching methods, based on the idea that students can reconsider their views when presented with new information that does not fit in with their views. Critical thinking and critical reflection are key to this approach.

The Council of Europe Gender Equality Strategy 2018-2023 states that although the legal status of women in Europe has improved and progress is visible over the past 10-20 years, gender equality is not yet a reality. Progress is particularly slow in women's participation in politics, access to justice, and in the eradication of damaging gender stereotypes and sexism. Furthermore, the unequal power relations between women and men are clearly visible through continuing violence against women.¹

As a summary of an analysis of the current state of play on Gender Equality in Europe, the following should be highlighted:

Gender inequality and law: 1/ Unequal access of women to justice (the right to an effective remedy, the right to a fair trial, the right to legal aid and legal representation; reparation and/or compensation); 2/ Barriers to equal access to a fair trial for women include taboos, prejudices, customs, gender stereotypes, lack of information, poverty, gaps in legislation, the laws themselves, cultural barriers, fear, shame; 3/ The glass ceiling in the judiciary.

Gender inequality and economics: 1/ Gender gaps in employment, pay, pensions (access to economic resources and opportunities); 2/ An unbalanced share of care and household responsibilities.

¹ <https://rm.coe.int/prems-093618-gbr-gender-equality-strategy-2023-web-a5/16808b47e1>

Gender inequality and politics: 1/ Limited participation of women in political and decision-making processes; 2/ The application of budgetary cuts and austerity measures to gender equality authorities and bodies, which directly impacts the implementation of gender equality laws and policies; 3/ Lack of gender mainstreaming in all policy making.

Gender inequality and employment: The gender gap in employment: 1/The gender pay gap; 2/ Vertical segregation (higher positions and salaries held by men); 3/ Horizontal segregation (the concentration of women and men in certain types of jobs); 4/ A lack of social and economic infrastructure to enable equal rights of women and men (available childcare facilities, sufficiently paid parental leave, parental payments); 5/ Enhanced difficulty in accessing the labour market for some groups of women (single mothers, migrant, Roma and ethnic-minority women, women with disabilities); 6/ Sexual harassment and gender-based harassment at work; 7/ Gender stereotypes which lead to a male-dominated working-culture, attitudes and practices.

Gender inequality and education: 1/Structural inequalities; 2/ Persisting gender stereotypes; 3/Overall success rate of girls and women in terms of completing school, accessing higher education and lifelong learning does not equate to employment levels; 4/Gender-based violence at school.

Regarding gender prejudices and stereotypes and their deconstruction, EIGE describes gender stereotyping as predetermined notions around male and female characteristics and roles based on and limited by gender which negatively impact on the development of girls, boys, women and men's natural talents, their professional experiences, and life opportunities.

Deeply ingrained prejudices, attitudes, values, and norms against women both result from, and cause gender stereotypes. They are used to obstruct the advancement of women by upholding sexist attitudes and historically ingrained relations of power of men over women.²

Examples can include expected personality traits, domestic behaviour, appearance, and types of employment based solely on gender, for example, women are caring and emotional, men are strong; women should cook, clean, and take care of the children, men should be responsible for finances.

² <https://eige.europa.eu/thesaurus/terms/1222>

Gender stereotyping also impacts men. Men are conditioned from an early age to refrain from expressing emotional vulnerability or weakness, for example, men are discouraged from crying as it is not considered 'manly'.

Suppressing emotions can negatively impact on mental health and well-being, leading to depression, anxiety, and an increased risk of suicide. Furthermore, this emotion is channelled into a more socially acceptable male behaviour such as anger or aggression.

It is vital therefore, that prejudices about men's expression of emotions are deconstructed, and girls, boys, women, and men are encouraged to challenge and reject traditional gender stereotypes.

Another major issue in terms of gender deconstruction is micromachismos. 'Micromachismos' is a concept that was coined by Luis Bonino, a psychotherapist, in 1990. It translates as 'Everyday Male Chauvinism', and refers to subtle, often unperceived behaviours that work to control women by maintaining male dominance and 'superiority'. They are based on gender stereotypes and reflect and strengthen the inequality of women at a subconscious level, for example, taking the woman as caregiver role for granted and exploiting it.

Bonino argues that the recognition and analysis of everyday male chauvinism could lead to a better understanding in both the women who suffer it, and the men who exercise it: women could try to resist it, and men could attempt to change their behaviour. Furthermore, professionals working in this field could recognise the factors that need to be overcome.³

In relation to all of the above, it is necessary to explore new masculinities, understood as masculinity in deconstruction with a feminist perspective. The European Institute for Gender Equality defines hegemonic masculinity as a "Cultural norm that continuously connects men to power and economic achievement."⁴ It is the traditional and dominating concept of masculinity and is detrimental to gender equality. Just as girls are taught to be 'feminine', boys are taught to be 'masculine' and only use 'male' behaviours. However, when a girl, boy, woman or man does not feel that they fit into this stereotype, it can be harmful to their mental health.

³ https://www.stop-ferfiorozsak.hu/sites/default/files/dokumentumok/everyday_male_chauvinism_pdf_46753.pdf

⁴ <https://eige.europa.eu/thesaurus/terms/1236>

The feminist-led struggle for gender equality is becoming recognised by certain men who acknowledge that they must take responsibility in helping to change gender power relations. This movement is defined as ‘new masculinities’ and involves the deconstruction of the traditional notions of masculinity. An example of an organisation founded by men and dedicated to achieving gender equality includes ‘Homes Igualitaris’ (Egalitarian Men) in Spain, who work to analyse and deconstruct the male roles imposed by patriarchy.

Conclusions

In conclusion, to restructure the gender perspective, it is essential to:

- Understand the need for gender equality in the fields of law, economics, politics, employment, and education.
- Analyse and deconstruct gender prejudices and stereotypes.
- Recognise, analyse and challenge everyday male chauvinism.
- Encourage men to reject traditional models of masculinity.

Unit 4. The role of men in education for gender equality

Introduction

For a long time, a commitment to promoting gender equality in economic outcomes, as in other areas of social development and human rights, has emphasized women’s empowerment. There is evidence that expanding women's opportunities - in particular, in health, education, earnings, rights, and political participation - drives down gender inequality and accelerates development. Recently, policy makers and social scientists have also begun to emphasize the role and responsibility of men and boys in promoting gender equality.⁵

Deliberate engagement with men and boys is necessary not only for the empowerment of women and girls, but also to transform the social, cultural and gender norms that

⁵ Farré, Lúdia. (2011) The role of men for gender equality. World development report 2012, Gender equality and development, Background paper. p 1.
<https://openknowledge.worldbank.org/bitstream/handle/10986/9237/WDR2012-0005.pdf?sequence=1&isAllowed=y>

reinforce inequality in society. The education sector is a particularly salient area in which to conduct engagement work with men and boys for gender equality.⁶

Description

The Council of Europe Gender Equality Strategy 2018-2023 adopted on 7 March 2018 emphasizes the role of men, in both the public and private spheres, as critical to making progress towards real gender equality. Men's and boy's participation and responsibility as actors of change for gender equality are very important. Male gender stereotypes need to be overcome in order to free men and boys from the pressures of the stereotyped expectations they face. The inclusion of men is needed both as active partners in the promotion of the human rights of women, as well as beneficiaries of gender equality policies.⁷

A number of important principles of action have been identified to guide the work on engaging men and boys:

- A commitment to women's human rights and empowerment⁸: The goal of gender equality must be kept central. Any effort to engage men should actively promote women's empowerment and in no way undermine women's human rights.
- A broader context of human rights and social justice: advocating for gender equality should be seen as part of the broad work for social justice and human rights.
- Structural as well as personal change: Engaging men in work for gender equality involves not only working with individual men on change in their personal lives but also mobilizing their support for structural change, focused on the institutions that express and reinforce male power.
- Gender equality—involving both women and men: Gender equality must be defined as a goal that should concern and involve both women and men. It

⁶ Engaging Men and Boys to Promote Gender Equality Through Education. Workshop Outcome Report. (2019). P. 5. <https://www.icrw.org/wp-content/uploads/2019/10/Promoting-gender-equality-through-education-workshop-outcome-report.pdf>

⁷ Council of Europe Gender Equality Strategy 2018-2023. Council of Europe (2018). P 12. <https://rm.coe.int/prems-093618-gbr-gender-equality-strategy-2023-web-a5/16808b47e1>

⁸ Women 2000 and Beyond: The role of men and boys in achieving gender equality. (2008) <http://menengage.org/wp-content/uploads/2014/01/W2000-Men-and-Boys-E-web.pdf>

requires the development of integrated gender equality policies, with a focus on both women and men, rather than separate parallel policies for women or for men, and the equal participation of women and men in all efforts focused on gender equality.

- Emphasis on gender relations: It is critical to focus on the pattern of relations between women and men in everyday life, for example, within families, schools, workplaces and leisure activities.
- Accountability in relation to power and privilege: This involves creating spaces and building capacity for reflecting on both individual attitudes and behaviours and institutional policies and procedures.
- Emphasis on men's contribution: Affirming the role of boys and men in promoting gender equality, believing in men's capacity for change, and supporting their individual and collective efforts for positive change.
- Responsiveness to men's diversity: Engaging men in work for gender equality requires addressing diversity among men. What men have in common is the gender privilege that comes from living in societies that, in many different ways, privilege men over women. Men's lives and experiences are in other ways extremely diverse, shaped by such factors as class, race/ethnicity, sexuality, age, religion and nationality. Men's sense of themselves as men and their experience of their gender identity cannot be understood in isolation from these diverse factors that give some men power over other men as well as over women. Such diversity produces different needs, and it is important to respond to specific needs in fostering men's engagement.

Although there is generally widespread agreement that men have a role to play in achieving gender equality, there are divergent understandings in terms of the nature and extent of this role⁹.

One way of framing men's role in gender equality is as gatekeepers. This framework views male engagement as a practical necessity to changing the conditions of women's lives, given that household relations, communities, and social structures are still largely

⁹ Men, Masculinities, and Changing Power: A Discussion Paper on Engaging Men in Gender Equality From Beijing 1995 to 2015. Pp 23-24. <https://www.unfpa.org/sites/default/files/resource-pdf/Men-Masculinities-and-Changing-Power-MenEngage-2014.pdf>

dominated by men. One of the problems with this framework, however, is that it tends to reinforce rather than challenge the patriarchal model. In limiting ourselves to the gatekeeper frame, we also risk reinforcing the perception that men are a uniformly and unfailingly powerful group when in fact certain men hold greater decision-making power than others.

Another, more common, way of framing men's role is as allies or partners. Some believe that this framing is more compelling because it presents gender equality as an egalitarian endeavour—one in which men too have a responsibility and active role to play. However, as with the gatekeeper framework, this language does not fully capture men's role or stake in gender equality. The language of allies or partners can also perpetuate the idea that gender equality and associated issues are ultimately women's issues, which men may support or engage in for the benefit of women and girls, but not necessarily for their own benefit or that of society more broadly.

Increasingly, advocates are describing men as stakeholders and co-beneficiaries in advancing gender-equality. There is a substantial and ever-growing body of evidence that women's increased education, employment, and access to health services is good, not only for them, but also for their children, their families, and society as a whole—including men. In addition to broader ethical and social gains, men as individuals benefit from greater equality through healthier relationships with the women and girls in their lives and a greater range of options in terms of their own experiences and behaviours—at all levels, from the intimate to the socio-economic.

Conclusions

The main conclusions of this unit are summarised as follows:

- Men can take specific action in partnership with women to transform unequal gender relations in families, communities and social institutions to ensure equality in power, resources, opportunities and benefits in all areas.
- Men's engagement in gender equality work and training has a potential to play a strategic role in transforming attitudes of other men resistant to gender issues.
- One way of framing men's role in gender equality is as gatekeepers.
- Male engagement as a practical necessity to changing the conditions of women's lives, given that household relations, communities, and social structures are still largely dominated by men.

Dimension 3: Training focus on personal context and the Transformative Approach

Dimension 3 “Training focus on personal context and the Transformative Approach” is directly related to the Transformative Approach with a focus on personal context. In this dimension, the following topics will be developed:

- Emotional competencies of teachers in adult education
- Emotional intelligence as a cross-cutting element in gender equality training
- Design, implementation, and evaluation of adult education programmes from a gender perspective through emotional intelligence (educational design of equality plans, self-esteem and security, conflict and negotiation, empathy, and assertiveness)
- Emotional and psychosocial strategies for changing macho attitudes: the functions of emotions and cognitive theories for attitude change
- Social influence, majoritarian influence, and persuasion in the process of changing male chauvinist attitudes
- Resources to demonstrate gender-based violence (e.g., false allegations, % of male abuse): having graphs and statistics ready for the moments when students deny gender-based violence
- Use of inclusive language in lessons
- Flexibility of gender roles (role-plays on socially attributed roles for men and women)

Unit 5. Strategies, tools, and methods for gender equality in adult training through emotional competences

Introduction

In recent years, progress towards gender equality has stalled, owing to the fact that gender norms and roles are altering more swiftly for women than for males. Women are freer to act more like men, but males have been slower to adopt comparable freedom, namely, to act more like women (Croft, Atkinson & May 2021). One of the main reasons

that gender equality has not progressed significantly, is the empathy gap of men which is part of emotional learning and which has an enormous impact, mostly on women.

Priorities differ between men and women; women, for example, tend to choose temporal flexibility over better compensation, whereas males tend to be willing to forgo time away from home in exchange for a larger salary. Because men are statistically more likely than women to hold leadership roles, when there is an empathy gap, conflict between employers and workers can arise, with the former believing the latter is not working hard. Ledezma, Massar and Kok (2020) believe that training-based enhancement of Social and Emotional Learning core competencies can promote positive behavioral changes in boys and girls by focusing on equal roles, equal rights in relationships, and non-violent problem solving, thus promoting gender equality and equity.

To support gender equality and equity, men should build some specific emotional skills in order to become justice-oriented global citizens (CASEL Framework, 2021). The adult educator, as the facilitator and the coordinator of the adult learners' progress, should be able to build emotional competences themselves and then transfer the knowledge to their beneficiaries, acting both as role model and instructor.

The aim of this unit is to provide adult educators with methodologies, tools and strategies based on emotional competencies, which can be put into practice and, in turn, promote gender equality.

Description

Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision-Making are wide categories for organizing a variety of interpersonal knowledge, skills, and abilities to define a successful socio-emotional competent individual. Incorporating Socio-Emotional Training in adult education is a process in which both adult teachers and learners forge strong, respectful relationships based on an appreciation of similarities and differences, learning to critically examine root causes of inequality, and developing collaborative solutions to community and social problems, thereby promoting gender equality (CASEL Framework, 2021)

Adult trainers shall teach and assess 5 socio-emotional competencies to their beneficiaries, especially adult males, as shown below:

1. **Self-Awareness:** Individual psychological traits such as identifying one's sentiments, connecting feelings and thoughts to actions, accurate self-

- assessment of strengths and difficulties, self-efficacy, and optimism are all examples of self-awareness.
2. **Self-Management:** Controlling one's emotions, stress management, self-control, self-motivation, and creating and accomplishing objectives are all examples of self-management.
 3. **Social Awareness:** Perspective-taking, empathy, respect for variety, comprehension of social and ethical norms of conduct, and recognition of family, school, and community resources are all examples of social awareness.
 4. **Relationship Skills:** Building connections with a variety of people regardless of their gender, speaking properly and inclusively, cooperating, resolving disputes, and seeking help in case of ambiguities are all examples that can define an individual with high relationship skills.
 5. **Responsible Decision-Making:** Considering one's own and others' well-being; recognizing one's responsibility to behave ethically; basing decisions on safety, social, and ethical considerations; evaluating realistic consequences of various actions; and making constructive, safe choices for oneself, in relationships, and at school are all examples of responsible decision-making.

But how is Emotional Intelligence correlated with gender equity and what is its impact?

Gender equality is linked with our feelings, our worldviews, and implicit prejudices against others and how it manifests itself in the world's gender roles. For instance, if we hold a key personnel position in a business, our emotional competences and gender perspectives will be reflected in our actions in how we lead and manage the workforce. Bias against women in the science, technology, engineering, and mathematic (STEM) sectors can hamper girls' and women's progress into STEM fields (McKinnon & O'Connell, 2020) despite the fact that girls and boys perform equally in certain STEM disciplines in many nations, while in others, girls surpass boys (OECD, 2010). Girls tend to lose self-confidence in middle school because they feel males are more intelligent in technological subjects, according to Pajares (1996), whereas boys' momentum and success in sciences appears to be related to the cultural and societal encouragement that encourages them to work with their hands and other physical activities. In short, growing up with the idea that women are inferior in those fields can prevent women from getting actively involved, at either a personal or professional level. Training males and developing their emotional abilities to acknowledge that girls can gain the same STEM

skills as men under the same type of training (Sorby, 2009) will help to deconstruct stereotypes and create a safer and more equal workplace for everyone, regardless of gender.

This is just one example of discrimination faced by women. Women also experience discrimination in many other areas, such as in education, health, employment rights, marital rights, freedom, wage disparities, and sexual rights, while there are many nations which have legislated women's status as second-class citizens (United Nations - Human Rights, 2021). Furthermore, gender inequality is highly present in leadership positions, including policymaking. Men should acquire the necessary emotional abilities to make considerations from a woman's point of view before making any decisions that could affect them.

Conclusions

The main conclusions drawn from this unit are as follows:

- Gender disparity is pervasive in many social and political aspects, while male dominance is present in leadership roles. Therefore, males must build on their emotional skills in order to make considerations from a woman's point of view to make societies more inclusive and equal
- Emotional competences is a broad term, therefore we consider that the most significant aspects that need to be taken into consideration for assessment and teaching are: Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision-Making
- The adult trainer must become emotionally competent themselves to act as a role model and a leading instructor

Unit 6. Methodologies for breaking down resistance to masculinity in Adult Education

Introduction

It is known that men with conservative tendencies are resistant to studying Gender Studies. In order to break through this resistance and for adult educators to be able to

carry out their educational actions on gender equality with guarantees of success, it is essential that they make use of relevant emotional and psychosocial strategies to foster a change in macho attitudes. To do so, they have to take into account the functions of emotions and main cognitive theories for attitude change.

Additionally, it has been proven that effective methodology to break down resistance to gender equality is through the implementation of knowledge about social influence, majority influence and persuasion in the process of changing macho attitudes.

Furthermore, adult educators' use of inclusive language in their classes and the promotion of gender role flexibilisation (e.g. through role-plays on the socially ascribed roles of men and women) are essential factors for gender equality.

Therefore, these issues will be developed in this unit so that adult educators can take them into account and use the necessary methodologies to break down resistance to gender equality in Adult Education. Furthermore, resources will also be provided for these professionals to demonstrate that gender-based violence is a fact so this can be discussed when learners deny the universality of gender-based violence.

The main objective of this unit focuses on providing adult educators with methodologies to break down possible resistance to gender equality in their students.

Description

Attitudes are acquired and learnt through observation and imitation, so this means that they can also be modified. There are many conceptual developments on attitude change, which have given rise to psychological theories. These can be grouped as follows:

- Learning and Reinforcement Theory: this is based on the relationship between specific stimuli and responses to them, with the understanding that a response is more likely if it is followed by a reward. It is based on developments in behaviourism and experimental psychology.

- *Kurt Lewin's Field Theory*: focuses on the importance of belonging to a group for attitude change. Feeling part of an in-group provides the person with models, parameters of behavioural self-evaluation and the possibility of confirmation of one's own identity. Within a group, members establish norms and patterns of action derived from social behaviour, so it is easier to change attitudes in a group setting than on an individual

basis. However, the change of attitudes will only be effective if the person in question considers the group to be important.

- Heider's equilibrium theory: focuses on people's cognitive processes and describes the following relationships between two or more individuals:

- Feeling relationships: this is based on the favourable or unfavourable attitudes that one person feels towards another. In this sense, the relationship will be balanced when both relationships are positive or negative.
- Relationships of unity: this is based on aspects such as similarity, proximity, etc. Attitudes change the moment we perceive an inconsistency between our beliefs/attitudes and our behaviour/motivations.

- *Functional attitude theory (FAT)*: Katz understands that attitudes are determined by the functions they fulfil, differentiating four types:

- Adaptive function: people have to maximise rewards and minimise penalties.
- Self-defence function: people have attitudes that protect them from recognising defects that they detest, avoiding suffering inner pain. That is, they attribute certain traits of themselves that they detest to others, dissociating themselves from these attitudes.
- Value expression function: there are attitudes that help to positively reshape the kind of person we want to be and, therefore, the feeling of self-realisation and self-expression.
- Knowledge function: people seek order, clarity and personal stability in their lives, seeking to understand the events that affect them.

In this sense, these functions help to explain attitudinal change. Such change comes when an attitude no longer satisfies a state of need, no longer fulfils its function and the individual feels blocked.

- *Theory of Reasoned Action*: a model that explains the relationship between attitudes, beliefs, social pressure, intentions and behaviour. This theory focuses on the direct correlation between attitudes and consequences, so that if a person believes that an action will bring benefits, he/she is more likely to have a positive attitude towards that behaviour.

These are some of the theories that explain attitude change, but closely linked to what Heider proposes is group persuasion, also a key element for attitude change. According to Llacuna and López (2017), for a message to be persuasive and change attitudes and behaviour, it must first change the beliefs of the receiver of the message. This change in beliefs will occur when the person in question receives beliefs that are different from their own and that are accompanied by incentives.

Psychosocial and emotional intelligence strategies also facilitate a change in attitudes and the reformulation of social stereotypes and stigmatising ideas such as machismo. First of all, it would be essential to take into account what the functions of emotions are, a topic developed in LU1. In addition, the use of predominantly informative tools can be useful and the integration of knowledge through fruitful discussion is necessary. This requires statistics on the reality of gender-based violence, so that adult educators can discuss and generate knowledge about it.

If inclusive language is implicit in this dialogue or discussion, even in adult education classes, this change in attitudes is subjectively reinforced. Some examples of inclusive language that adult educators can use are as follows: Instead of saying "gender-based violence is an issue that concerns everyone", one can say "gender-based violence is an issue that concerns all citizens/people". Instead of saying "gender-based violence among young people" you can say "gender-based violence among youth/youth population". Instead of saying "those who attended the workshop", you can say "who attended the workshop". For more information on inclusive language, please visit this [link](#).

Conclusions

The main key elements of this unit are the follows:

- Changing attitudes is a key element in breaking down resistance to masculinity and denial of gender-based violence by some more conservative sectors of the population.
- Adult educators are an essential agent of change, with responsibility for the education and behaviour of learners (as any other educator). On the basis of the theories of attitude change presented, it will be up to them to identify which theory they believe will bring about this change in attitudes and, based on their considerations, they will be able to implement concrete strategies.
- Among the strategies that generate the most positive results in terms of changing attitudes is group persuasion, which, together with the use of inclusive language,

is essential in helping to break down masculinities of more conservative sectors. However, this discourse will only be effective if it takes into account reliable data and statistics with which to debate the truthfulness and social problem of machismo and gender violence across the planet.

Dimension 4: Emotional Intelligence & Gender Equality in the digital world: risks & opportunities

Dimension 4 is directly related to analysing the opportunities and dangers of gender equality and emotional intelligence in a digital and online environment. In this dimension, the following topics will be developed:

- The gender gap in ICT access and skills
- The gender and digital skills gap for new job opportunities
- The design and development of online learning spaces with a focus on equity, emotional and values education, equal rights and opportunities between men and women, and the opportunities between men and women
- Developing awareness-raising campaigns on gender equality through social networks

Unit 6. E-Equality and prevention through emotional intelligence

Introduction

The gender gap is not only visible in the home, in the world of work or in politics. There is also a gender gap in access to and the use of new information technologies. This inequality means that women may have fewer digital skills, which can undoubtedly have an impact on gaining access to better paid jobs, for example.

Furthermore, social networks and new technologies are also a space to reach a wide audience through awareness-raising campaigns to show the inequalities to which women are still subjected today.

According to Oxfam Intermont, there is a digital gender divide that negatively affects women. This concept refers to the greater difficulties that women have compared to men in accessing this type of information, education, and knowledge of ICTs.

The aim of this unit is to present a reality check about the digital gender divide in Europe. It is also important to focus on how to reverse this problem, for example using inclusive language in social networks and, in general, in the digital world.

Description

Gender & ICT Indicators System (GICTIC) measures and analyses the differentiated situation of women and men in the Information Society and is based on the results for

each country in the Eurostat sample. From the results of the rankings, the following classification is concluded, according to the level of ICT use combined with the degree of gender equality (Castaño, Martín and Martínez, 2011):

- High e-inclusion with high e-equality: Nordic countries - Iceland, Finland, Norway, Denmark and Sweden, France, Slovenia and to a lesser extent the Netherlands.
- High e-inclusion with low e-equality: Luxembourg, Germany and the United Kingdom.
- Average E-inclusion and e-equality: Hungary, Malta, Portugal and Slovakia.
- Low e-inclusion with high e-equality: Romania, Czech Republic, Bulgaria and to a lesser extent Poland and Belgium.
- Low e-inclusion with low e-equality: Greece, Cyprus, Macedonia, Croatia and to a lesser extent Italy, Ireland and Spain.

More specifically, this study looked at 31 countries, the average of which was 0.87, so countries with a green colour are those above average, while countries with an orange colour are below average:

1. Iceland: 0.931	6. Finland: 0.902	11. Poland: 0.889	16. Bulgaria: 0.879	21. Ireland: 0.864	26. Luxembourg: 0.848
2. Hungary: 0.917	7. Belgium: 0.897	12. Sweden: 0.887	17. Slovakia: 0.878	22. Portugal: 0.863	27. Croatia: 0.837
3. Latvia: 0.913	8. Denmark: 0.896	13. Romania: 0.886	18. United Kingdom: 0.872	23. Estonia: 0.861	28. Macedonia: 0.835
4. France: 0.912	9. Norway: 0.894	14. Czech Republic: 0.882	19. Malta: 0.870	24. Germany: 0.858	29. Cyprus: 0.823
5. Slovenia: 0.910	10. Lithuania: 0.891	15. Netherlands: 0.881	20. Spain: 0.865	25. Italy: 0.853	30. Austria: 0.816
					31. Greece: 0.809

The consequences of this data may result, according to Martínez, Castaño, Escot and Rodríguez (2020), in lower labour market participation when women have low levels of

digital skills, but not when they have medium and high levels. A positive association is also found between higher levels of digital skills and higher employment rates, so that women with low levels of ICT skills may have greater difficulties in finding employment. Furthermore, a better command of digital skills leads positively to a higher probability of working with a permanent contract.

New technologies and digital spaces can also be an opportunity to take into account so that Adult Education can promote online learning spaces focused on aspects of equity, emotional education, ethical values, equal rights and opportunities between men and women.

A possible proposal for the creation of digital educational spaces for Adult Education based on a co-educational and gender perspective, and which takes into account the emotional component, could be the following (Borregán and Ruiz, 2013):

Elements	Treatment	Examples
Language	Use of impersonal terms and non-sexist expressions	Pupils, teachers, staff, management team, secretariat...
Speech	Transmission of non-sexist roles and egalitarian models.	Jane's mother is a gambler, and her father is a housewife.
Contents	Transmission of female references in all areas of knowledge.	Olympe de Gouges, Clara Zetkin, Rosa Luxemburg, Emmeline Pankhurst or Simone de Beavoir (feminist referents).
Illustrations	Vision of women and men breaking gender stereotypes.	Female director and male secretary
Values	Emphasis on equality, respect, dialogue, tolerance, diversity and emotionality.	To peacefully resolve conflict in the web space through dialogue and respect, regardless of the gender of the persons involved.
Methodology	Encouragement of dynamism, participation and motivation of students	Involve students in the teaching-learning process with situations that are close to their reality.
Activities	Use of critical analysis, discovery, thinking and debate	Plan questions during the explanation of educational content.

Web links	Inclusion of links to gender websites	https://europa.eu/europea-n-union/about-eu/agencies/eige_en
Events	Announcement of important dates and events in the fight for gender equality.	8 March (International Working Women's Day)
Interactions	Creation of spaces for dissemination, reflection and debate	Publish reports on gender-based violence in the educational space.
Location	Simple and clear organisation of the hypertext of the technology tool	Include a button at the top of the home page to access co-educational resources (such as the WE MEN e-directory).
Appearance	Use of an attractive and stimulating format for learning.	Avoid bright colours and lengthy texts.

For more information, you can view the document “[Doing Gender Online: Digital Spaces for Identity Politics](#)” (Andreevskikh and Muravyeva, 2020).

Social media is also a key and current element for carrying out awareness-raising campaigns on gender equality through social media. [Global Fund for Women](#) presents some successful campaigns that have been carried out through social media to promote feminism and that can serve as a pretext for the adult educator to take as an example and launch an equality campaign.

Conclusions

Main conclusions of this unit are as follows:

- Nordic countries are a European benchmark, with above-average scores and top rankings.
- Countries such as Romania, the Czech Republic, Bulgaria, Poland, Belgium, Greece, Cyprus, Macedonia, Croatia, Italy, Ireland and Spain still have a long way to go to converge with countries promoting e-equality.
- If this situation is reversed and social networks and digital and virtual media are approached as a positive pretext for awareness raising and sensitisation on the

importance of gender equality, a double objective can be achieved: a better use of these digital tools by women and a greater awareness of our target audience.

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