European Minimum

Standard of Competences (EMSC)

on Gender Equality

for professionals

acting in transition phases

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CONTENTS

INTRODUCTION ON THE DEFINITION OF THE EMSC

The European Minimum Standard of Competencies (EMSC) is a set of knowledge, skills and behaviours required to combat gender stereotypes and discrimination in education, training and at the workplace. Rather than targeting directly teachers, trainers, employment services professionals and HR managers, for whom the competences have been already defined, it is meant to be a tool for the revision of the initial training and continuous professional development curricula and paths. Indeed, the EMSC is meant to support the revision of the training offer available for the above listed professionals, to impact as a consequence on their performances at work place in equally supporting boys and girls, men and women in transitions.

The **definition of a standard of competencies in Gender Equality** for the professionals intervening in supporting people in educational/career choices, particularly in the transition phases (from school to school/VET/higher education/labour market, from education to workplaces and within different workplaces) **is meant to represent a common framework of reference for**:

- designing effective initial trainings and continuous professional development opportunities for professionals working with people in the transition phases along the education-training-labour market chain;
- recognizing and validating competencies acquired in non-formal contexts and by professional experiences related to the promotion of gender equality;
- reviewing job descriptions and tasks avoiding discriminating language and the perpetuation of sectoral gender segregation;
- improving the minimum requirements of the services in charge of guidance for boys and girls making educational and professional choices, and of the selection and career progression of women and men;
- raising awareness on the impact of discrimination and opportunities linked to the valorisation of gender differences in educational and professional environments;
- etc.

Such processes can, in turn, enable professionals to perform their daily work tasks more efficiently, moving from the assumption that gender inequalities in the education, training and labour market chain are not only illegal and unfair, but also the result of unprofessional performances by the key actors[1].

Indeed, by identifying the expected professional competencies, the GET UP project partners intend to underline how these professionals are asked to renew their competence profiles and/or acquire complementary capabilities. It determines interesting implications also for the certification of the HR manager competencies, already in place in Italy (issued by the RINA Services Certification body and recognised through the National Register managed by AIDP), which up to now are unconsciously gender-neutral and therefore not able to remove gender stereotypes and discriminations, if not to valorise diversity. The idea behind is that if references to the gender dimension are made explicitly, professionals are brought to consider it and face its implications.

The document is the result of:

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[1] "Effective Gender Equality Training" analysing the preconditions and success factors. Synthesis report, © European Institute for Gender Equality, 2014 – pp. 36-37.

- the desk analysis of EIGE's documents, studies and reports on Gender Training in Europe and Effective Gender Equality Training (GET)[2]
- partners' mapping of Gender Equality training offers delivered in the project countries, in the last three years, mainly according to the three areas of competences which GET UPO project is focused on: "non-discrimination", "gender differences valorisation", "transversal skills in gender-disaggregated statistics collection and analysis";
- the multi-level needs analysis conducted through the online surveys and the focus groups in each partner country (Spain and Poland as two more countries, thanks to Diesis network).
- the review of the Italian National Repertoire of qualifications and competencies issued and updated by INAPP[3] for the target professionals, by applying gender glasses.

From a **methodological point of view**, we refer to the following definition of gender competence[4]:

a complex set of skills needed to conceive, conduct and implement processes capable of ensuring/achieving equal opportunities between men and women.

Gender competence is largely determined by our personal perception: do we really recognize the behavioural patterns that characterize the daily lives of men and women? What conventions and expectations do we unconsciously place in male and female identity? The development of a gender competence goes through the following levels:

- Know how (own technical and specialist baggage)
- Capacity (methods and operational capabilities)
- Will (personal attitude and position towards the topic and problem)
- Possibilities (framework conditions in the working and social context)

The process of definition of the gender equality competencies refers to the **gender mainstreaming approach**, which implies that all the strategic competencies already defined for those professionals – i.e. recruitment and selection procedures as well as interview techniques in educational and career choice guidance and counselling – have been analysed and re-defined adopting a gender sensitive perspective, in order to redefine knowledge and skills so as to combat gender stereotypes/ discriminations, to valorise gender diversity, to facilitate work-life balance practices at the workplaces, to use statistics and gender-disaggregated data.

Specifically, to facilitate the diffusion at European level and the comparability with other national systems, the EMSC is based on the competencies described in the Italian National Repertoire of Qualification and Competencies, with reference to those **professional profiles targeted by the GET UP project**:
- Counsellor and guidance experts,
- HR managers,
- Teacher supporting career choices,
- Public Employment Services Technician.

Particularly, it has been chosen not to alter the structure of the *ADA – Area di Attività* (Areas of Activities) in the Repertoire, which is detailed as follows:

GET UP – Gender Equality Training to overcome Unfair discrimination Practices in education and labour market - co-funded by the European Commission – Directorate-General Justice - JUST/2015/RGEN/AG/ROLE/9646

- Area of Activity
- Sector, referring to one of the 24 economical and professional sectors identified at national level
- Process
- Process sequences
- Detailed activities, outlining the main tasks performed by professionals within the given Area of Activity
- Performance and outputs of the Area of Activity (Expected Results - ER)

In this framework, the overall EMSC intends to describe the way professionals are asked to realize the activities in terms of required attitudes and sensitiveness, language used and attention paid to crucial aspects depending on the tasks and on the beneficiaries.

The description is introduced by the words "Making sure of", which clearly underlines that the following indications refers to the way of executing the detailed activities in order to reach the expected result not discriminating against gender but rather valorising differences and strengths. The indications provided in the "Making sure of" section intend to add a *qualitative curvature* to the competences profiles in use for the targeted professionals, meaning a **qualitative descriptors to the already set requirements**.

In order to better structure the EMSC, having in mind its concrete implementation, so to both enhance the capacities of the targeted professionals and impact effectively on the choices of the beneficiaries, partners have decided to focus on three *"Key Areas of competencies for Transition Phases' professionals"*, identified as pivotal processes in reinforcing or combating gender stereotypes and roles along the education-training-labour market chain:

- Guidance and counselling processes in education, training and employment services;
- Recruitment and selection processes for jobs;
- Work-life balance measures at the workplace[5]

Throughout the document have been inserted "**Inspirational corner**" and "**You are discriminating!**" **boxes**, aimed at providing the users with practical examples, advices/practices collected from partners and experts' professional experiences, etc.. The idea behind, which also influenced the language used in the EMSC in general, is to contribute to build a **positive narrative** for ensuring non-discrimination and valorisation in education and training as well as at the workplace. The authors welcome any contribution from potential and actual beneficiaries to enrich the contents of the two categories of boxes, facilitating reading and understanding from the different targeted professionals.

Moreover, the document also describes the **scope** of gender equality competencies in terms of expected impact they can produce in relation to:

1. **non-discrimination**: how gender equality competencies can concretely remove discriminating practices at the workplace as well as in career guidance and school counselling? Which activities, projects, procedures can be put in place to combat gender stereotypes in education, training and at the workplace?
2. **gender differences valorisation**: how gender equality competences can concretely promote the valorisation of gender differences at the workplace as well as in career guidance and school counselling? Which activities, projects, procedures can be put in place to better enhance gender differences in education, training and at the workplace?
3. **Informed decision making through gender-disaggregated data monitoring and analysis**: what gender-disaggregated data are needed to better inform a decision support system in career guidance, school counselling, recruitment and selection policies?

The expected impact of the acquired competences, according to what emerged in the EIGE's synthesis report on "Effective Gender Equality Training"[6] is measured taking into account the extent to which the changes derived by the application of the competencies developed generate positive outcomes and impacts at two levels:

- firstly, the *Individual level*, that refers to the changes observed among professionals working with individuals in transition phases after training/capacity building/competence development initiatives, in terms not only of increased awareness and motivation about gender equality considerations in various policy areas, but, rather, in terms of specific

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[5] "*Companies have a good reason to implement effective work family policies and practices. They are crucial for increasing women's participation in business, particularly in leadership positions, in many countries of the world. And gender diversity pays off: a study conducted by McKinsey & Company in Europe reveals that the economic performance of companies with the most gender diverse management teams is significantly higher than the performance of their industry average*" - Claudia Funke. Director, McKinsey & Company, 2010.
[6] "Effective Gender Equality Training" analysing the preconditions and success factors. Synthesis report, © European Institute for Gender Equality, 2014 – pp. 33, 58.

knowledge and skills on how to mainstream gender in the day to day work and how to competently use specific gender equality tools and methods

- secondly, the *Organisational level*, that is when structural changes in the implementation of a gender mainstreaming strategy occur, referring to intermediate outcomes of applying gender equality competences. It could include: improvements in decision-making processes; implementation of new policies, practices, activities to mainstream gender; changes in activities, services, products and the public image of the organisation; changes introduced in the organisational culture; integration of gender concerns in projects, e.g. by establishing gender sensitive indicators.

The EIGE's study explores also a third level of impacts, corresponding to a long term impact that occur at societal level and contribute to a more gender aware society. From a methodological point of view, as this long term effect is difficult to track and, in relation to the GET UP project timeline, it will be too early to be measured, the EMSC on gender equality described afterwards do not take into consideration this kind of expected impact[7].

Indeed, partners are strongly convinced that certain transversal competencies, if in place, have the power to accelerate the transition to a non-discriminatory and valorisation environment and the mature application of the two areas of competencies above described. The European Minimum Standard of Competencies is going to name and detail them as functional to the overall scope of the GET UP project.

Even considering the specific focus of the GET UP project and the challenging objectives set to promote a new competences-based cultural shift towards a more equal treatment of men and women in education and labour market, partners are convinced that **the advantages possibly produced by the activities proposed can positively impact also in the fight against other forms of discrimination**. In education, training and at the work place, in fact, persist significant disparities and multiple discriminations due to sexual orientation, race, religion, age, cultural backgrounds, physic or mental disabilities, etc. Based on the Minimum Standard, the competences and attitudes acquired (or reinforced) to face discriminations against gender and valorise differences on the basis of sound gender-disaggregated data collection could easily be applied to the plurality of individuals and their diversities, contributing to overcome the stereotypes and bias due to shared cultural constructs.

The EMSC is applicable coherently with the following matrix structure:

Scope-Impact / Key Areas of competencies of Transition Phases' professionals	Guidance and counselling processes in education, training and employment services	Recruitment and selection processes for jobs	Work-life balance measures[8]
Non gender discrimination	**Application field**: CVs requirements, Interviews, training activities, guidance support, career	**Application field**: Advertisement, Jobs posting, Social media and web communication,	**Application field**: parental leaves - including for men, planning and

	choices support	Interviews, selection and job assessment practices, assessment centres, job profiles, job description, …	implementation, provision of specific support for maternity return, definition of "maternity plans" to agree on the organization of the work beyond the compulsory leave and meet both working and personal needs; **flexible working arrangements** (reduced working hours, flexible working hours and flexibility in place of work) and ensuring **protection against discrimination and dismissal for parents** (including pregnant women and workers **coming back from a leave**) and carers.
Valorisation of gender differences	**Application field**: Interviews, training activities, guidance support, career choices support, career progression, assessment centres, job profiles	**Application field**: Advertisement Jobs posting, Social media and web communication, Interviews, selection and job assessment practices, , assessment centres, job profiles, job description	**Application field**: Actions aimed at recognizing and valorising the skills acquired through the experience of maternity and paternity
Informed decision making through gender-disaggregated data monitoring and analysis	**Application field**: Planning the activity of guidance, training and career progression,	**Application field**: Mapping and analysis of job positions and profiles needed, mapping career progression, leadership roles, working seniority, illness, accidents and absenteeism, on a gender basis	**Application field**: mapping and analysis of parental leaves requests and use,

EUROPEAN MINIMUM STANDARD OF COMPETENCIES ON GENDER EQUALITY

Sector: **Education, training and job services**
Process: **Services for job, learning and vocational training**
Process sequence: **Users reception, guiding information, demand analysis and service agreement definition.**

Area of Activity: *Users Reception and informative services on employability and lifelong learning*

Detailed activities
- Welcome/Reception of the user/beneficiary[9]
- Execution of administrative practices (job availability, unemployment status certification, etc.)
- Inserting and / or updating users data in the given information systems
- Provision of information on the services delivered

Performance and outputs of Area of Activity (Expected Results - ER)
ER1: Realize the first welcome/reception in job and lifelong learning services by completing the administrative practices of inserting and / or updating users' data and providing information about the purpose and resources of the service.

Making sure of:
- **assuming and maintaining a professional behaviour consistent with the standards and ethical principles applicable to the guidance services in the educational, training and job guidance system, including the rules governing the principles of non-discrimination applied to gender issues;**
- **not asking for information that can somehow be discriminatory on a gender basis;**
- **illustrating any gender differences that characterize the performances of the job services;**
- **not choosing the information to be given applying any preconceived gender stereotypes, such as the role of mother or family commitments**
- **taking note and reporting any obstacles to access the services as highlighted by users.**

> When you present only some types of activities regardless of the
> skills or certifications of the candidates…
> **YOU ARE DISCRIMINATING**!!

Area of Activity: *Guiding Information*

Detailed activities
- Reception and assistance to the users in the search and management of information
- Realization of guidance initiatives within specific events
- Feed the relationship with stakeholders
- Realization of laboratory activities
- Collection of information and management of integrated documentation systems
- Active participation in dedicated service networks and services

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[9] For the purpose of this document, it has been decided to use the general term "user" which for the different professionals may be students, learners, beneficiaries, etc.

- Updating bulletin boards (physical and virtual).

Performance and outputs of Area of Activity (Expected Results - ER)

ER1: Organize individual and / or group meetings for the dissemination of information on the dynamics of the labour market and educational and training offers, paying attention to encourage the initiation and enhancement of active research processes as well as of self-consultation of the information available both in Territorial and online services.

Making also sure of:
- **Illustrating the possible gender discrimination that characterizes the labour market**
- **Identifying, researching and providing information based on the latest statistical data that highlight gender differences in the access to the labour market, as well as to education and training opportunities**
- **Planning the individual and / or group meetings in accordance with the times, the accessibility of the places and the organizational needs of men and women**
- **adopting a non-discriminatory language against gender, sex, family situation, gender stereotypes**
- **referring to positions and professions using both masculine and feminine forms, in particular in languages such as Spanish, Polish, French or Italian which are gender sensitive**
- **not "selecting" the information to be given from possible preconceptions and gender stereotypes related to the composition of the user group**
- **encouraging the recruitment of women in positions and sectors in which they are underrepresented**
- **Providing information and data disaggregated by gender.**

> **INSPIRATIONAL CORNER**
>
> Schedule meetings taking into consideration parental needs!

ER2: Conduct guidance initiatives by setting up stable services at dedicated centres and / or exhibitions aimed at disseminating information, also by promoting and maintaining effective contacts among socio-institutional services and between them and other actors internal and / or external to the system

Making sure of:
- **adopting communication and publicity (including images) which do not discriminate on the basis of gender, sex, family situation and gender stereotypes, and can valorise gender differences;**
- **assessing the usability of space and service also with a gender perspective;**
- **involving and engaging in relationships also with those specifically dealing with the promotion of Equal Opportunities between men and women in the labour market, such as: the Equality Counsellor, the Women's Entrepreneurship Associations, the Committees for Women's Entrepreneurship, etc.**

ER3: Manage integrated information systems (physical and virtual information bulletins) by searching and cataloguing the various sources of information, services, and / or job offers, and constantly updating them

Making sure of:
- **Researching and cataloguing also specific information sources on gender discrimination in the labour market, gender analysis on educational, training, professional and self-employment choices**
- **Updating gender disaggregated information and data**
- **Implementing the code of conduct with a gender perspective as a compulsory right**
- **Reporting the presence of more or less explicit gender discrimination in any services and / or job offers.**

Area of Activity: *Demand analysis and service agreement definition*

Detailed activities
- Identifying user needs
- User Profiling
- Presentation of training and professional opportunities
- Support for drafting user's curriculum vitae
- Addressing the user to the specialized service
- Definition of the Service Pact and the Individual Action Plan

Performance and outputs of Area of Activity (Expected Results - ER)

ER1: To deepen the analysis of the person's situation, the needs and motivations behind the request for intervention, addressing it to the services offered in the structure but also to other bodies available in the territory (filter function)

Making sure of:
- **Avoiding bias in the interview process, based on gender stereotypes, negatively affecting (in terms of minor, reduced or stereotyped opportunities) the analysis of the person's situation, needs and motivations;**
- **Supporting the process of recognition of the competences and skills, also acquired in informal contexts such as parental experience, care work, mental load, etc.**
- **Not selecting the information on the opportunities offered by the service on the basis of prejudges, but being sure of taking into account the different needs of the people in accessing the service and, in particular, any need for reconciliation between the needs of the services and those linked to personal and family commitments;**
- **Taking note and reporting any obstacles in accessing services highlighted by users.**

ER2: Provide information on training and professional opportunities, facilitating the process of self-consultation of informative materials available at the facility and / or online, and supporting people in the phase of drafting the Curriculum Vitae

> **When it come to low qualified professionals, you offer jobs requiring physical strength to men candidate and cleaning to women candidates...BE AWARE THAT YOU ARE DISCRIMINATING!!**
>
> The information provided such as job opportunities should be presented in an equal measure to both men and women. Ensure you provide a full list of available jobs/information and let the beneficiary decide.

Making sure of:
- **Avoiding bias and gender stereotypes that reproduce feminized or masculinised roles in specific training, professional, and job opportunities**
- **Explaining gender discriminations that characterize the labour market, with reference to gender roles / horizontal and vertical segregation, the reduced sharing of men and women in nursing and family work, the gender pay gap – providing data, information and statistics**
- **Supporting the person in the process of valorising the skills and competences acquired, even in informal contexts such as parental experience, which need to be included in the Curriculum Vitae**
- **Explaining, in particular for girls and women, the need to strengthen self-assessment skills for the analysis of their level of competences in order not to limit their scope and negatively impact self-esteem and the potential to be expressed through the Curriculum Vitae**

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ER3: Prepare the service Agreement and its action plan, defining and subscribing the type of path to be implemented on the basis of the information collected during the analysis of the application and of the choices made by the person through the examination of the available professional and training opportunities

Making sure of:
- **Proposing an action plan, free of bias and gender stereotypes, tailored on gender differences, considered as opportunities and learning environments (especially non-formal and informal) where men and women have acquired and / or consolidated in a different way their personal and professional skills (e.g. leadership in male and female working environments, experiencing parenting);**
- **Developing a Service Agreement that takes into account the needs of conciliation of the user;**
- **Highlighting the specific initiatives to be adopted to counter gender-based discrimination along the path to be implemented**

> **INSPIRATIONAL CORNER**
>
> Develop a **gender neutral CV**, by excluding picture, gender, marital status, age, number of children

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Sector: **Education, training and job services**
Process: **Services for job, learning and vocational training**
Process sequence: **Guidance counselling and support to job placement**

Area of Activity: *Guidance counselling and competences balance*

Detailed activities

- Planning of guidance path/actions
- Reconstruction of the socio-professional history of the person
- Elaboration and distribution of tools aimed at the analysis of people's professional training paths (e.g. questionnaires, cards, interview trails, etc.)
- Realization of individual and group activities / exercises for the identification of skills, resources, professional and extra professional interests of the user
- Support the user in gaining information on professional, work and training opportunities
- Accompanying and supporting the user in building a professional development project and its action plan
- Drafting documents / reporting sheets on the consultancy process or on the competences balance carried out with the user
- Conduct periodic reports (quarterly / semi-annual / annual) of monitoring and evaluation of the service

Performance and outputs of Area of Activity (Expected Results - ER)

ER1: Designing individual and group consultancy services, taking care to carry out the need analysis of the service and the economic feasibility analysis

Making sure of:
- **Considering elements for the needs analysis and the economic feasibility study which account for the complexity and diversity of individual situations of men and women;**
- **Realizing them in times and ways that guarantee the opportunity for men and women to participate, in accordance with personal and family commitments**

ER2: To identify individuals' competences by analyzing and enhancing their strengths and interests, through an integrated analysis of the quantitative and qualitative information emerged in the interviews and the labour market trends, for defining clear professional goals

Making sure of:
- **Collecting quantitative and qualitative information from the person, avoiding judgments influenced by bias and gender stereotypes**
- **Assessing attitudes such as assertiveness, empathy, tolerance, courtesy, etc.**
- **Highlighting the skills acquired in non-formal and informal contexts by valorising gender differences through the mapping of the opportunities and experiences of men and women**
- **Supporting the definition of professional objectives appropriate to the person's specific skills and profile, avoiding gender bias which limit the potential of individuals.**

ER3: Support people in defining a professional project by following them in the process of research, self-consultation and critical reading of information on training and professional opportunities that are useful for implementing and realizing the agreed action plan

Making sure of:
- **Providing the user with the tools necessary to detect any gender discrimination in the announcements of training and job offers**
- **Supporting the user in the difficult process of self-selection of training offers and professions based on gender stereotypes**
- **Including relevant gender equality considerations in the process of development of the career plan.**

ER4: Work out the documentation for the monitoring and evaluation of the guidance counselling service, taking care of drafting and archiving a descriptive summary sheet for reporting on each individual consulting path

Making sure of:
- **Considering gender differences as a variable in processes of service delivery and therefore carry out quantitative and qualitative monitoring based on the collection of disaggregated data**
- **Performing an analysis of guidance counselling services that takes into account the different needs of men and women and can thus favour the planning of improvement actions in line with their needs and assessments**

Area of Activity: *Support for transitions and job placement*

Detailed activities
- Monitoring the progress of training courses and school-work alternating training
- Implementation of actions to prevent the risk of failure at transition times (e.g. group workshops, meeting with parent-school-territorial services, etc.)
- Designing and promoting specialist interventions for the recovery of disadvantaged school/training situations
- Realization of laboratory activities on active work research
- Designing support actions for the phases of job placement and transitions
- Accompanying and monitoring individualized work placement paths and transitions
- Activation and monitoring of individualized placement plans for disadvantaged persons (e.g. NEET, CIG, foreigners, detainees, etc.)
- Realization of actions aimed at facilitating the encounter between job supply & demand

Performance and outputs of Area of Activity (Expected Results - ER)
ER1: Monitor the transition phases between educational levels, across different curricula and different training paths, by collecting useful information for identifying and preventing possible discomfort situations

Making sure of:
- **Collecting quantitative and qualitative data disaggregated by gender**
- **Reading gender-sensitive data, identifying possible "gender" variables related to potential discomfort situations.**

ER2: To carry out actions aimed at preventing discomfort in the transition phases between school-training and job-training, by promoting group workshops and school-family-service-business meetings

Making sure of:
- **Planning and implementing prevention actions that meet the needs of girls and boys, and accompany them in the path of self-knowledge that can prevent gender disparities and discrimination**
- **Deepening and dealing with discomfort spheres, also those specifically affecting girls or boys, customizing initiatives based on a sound needs analysis**
- **Encouraging dialogue and collaboration between subjects involved in the various stages of transition between study cycles to provide successful male and female models in**

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Same-gender Mentoring programmes to overcome cross-gender issues and better empower mentored women.

different fields and sectors, thus helping to contrast gender bias in educational choices
- **Detecting the reasons behind girls and boys dropping out of school at very young ages or underperforming**
- **Observing the spaces occupied by women and men**

ER3: Design personalized pathways for the re-inclusion of persons who experience difficulties and criticalities along their training and / or job placement paths, programming dedicated interventions on the basis of the monitoring data

Making sure of:
- **analysing who takes control of resources or has the most influence within the family**
- **adopting targeted tools for personal development and individual re-motivation of girls and boys, such as:**
  - **analysis of potential;**
  - **meeting with male and female testimonials from the sectors that can be adopted as models, particularly focusing on those different from the traditional gender division of professionals (e.g. women in STEM)**
- **suggesting tools to overcome gender-related difficulties.**

ER4: Activate supportive actions for facilitating the job placement and the development of individualized plans for disadvantaged people, carrying out tutoring and monitoring activities at times of transition and favouring the process of matching of job demand and supply

Making sure of:
- **adopting tools aimed at personal development and the individual awareness of men and women such as:**
  - **analysis of potential;**
  - **moments of professional upgrading through coaching and job shadowing for men and women working in the sector of reference**
  - **personal development programs that enhance the differences and potential of men and women**
- **Managing the process of matching between job demand and supply avoiding to reinforce bias and gender stereotypes (e.g. opportunities offered by school-work alternating programs and analysis of the criteria adopted to match students/companies)**

Sector: **Education, training and job services**
Process: **Employment Services, lifelong learning and vocational training**
Process sequence: **Identification, validation and certification of skills**

Area of Activity: *Support for the identification and recognition of skill*

Detailed activities

- Support the production of the application to access the service
- Provision of the service agreement and / or documentation required for the management of the proceeding
- Handling information about the procedure in the information or documentary systems envisaged
- Planning of following meetings
- Conduction of individual interviews
- Identification and formalization of identified competencies
- Support for the composition of a document file
- Drafting a "Transparency Support Document"

Performance and outputs of Area of Activity (Expected Results - ER)

ER1: Prepare the Service Agreement by providing the information related to the procedures and documentation to be produced in advance and by planning the following meeting dates

Making sure of:
- **Planning the conditions for the service delivery taking into account the different needs of men and women, customizing it where necessary.**

ER2: Draw up the supporting document for the identification and validation of skills through the progressive composition of a documentary dossier resulting from the information originally obtained and the following individual interviews.

Making sure of:
- **Structuring the given document in order to valorise the skills acquired by both men and women in non-formal and informal learning contexts (personal and family activities included)**
- **Realizing individual interviews by asking questions so as not to discriminate the candidate on the basis of his/her sex / gender, and avoid influencing the responses with prejudices or preconceptions.**

Area of Activity: *Definition of the methodological aspects for the evaluation of competences to ensure their validation and / or certification*

Detailed activities

- Verifying and evaluating documentation for users entering the evaluation process
- Planning the skills assessment process
- Planning the evaluation procedure
- Defining Observation Markers and Minimum Performance Standards
- Designing test verification procedures
- Definition of evaluation criteria
- Realization of procedures and verification tests
- Traceability of the whole process

Performance and outputs of Area of Activity (Expected Results - ER)

ER1: Plan the procedure and the evaluation process starting from the documentation submitted by the candidates and identifying the types of evidence, contexts and times needed to complete the validation of the competences

Making sure of:
- **Identifying the type of evidences, contexts and times consistent with the specific personal and family needs of the men and women involved**
- **Adopting a non-discriminatory approach for gender differences by recognizing, valorising and effectively validating the competences acquired by men and women in formal and non-formal learning environments.**

ER2: Manage the evaluation by first designing verification methods, evaluation criteria, and observation indicators, ensuring the compliance of the entire process with the procedures and traceability

Making sure of:
- **Identifying the means of verification, the evaluation criteria and the observation indicators, taking into account the gender differences and avoiding discrimination or penalties for men or women**
- **Using a non-discriminatory language in the tests and documents required for traceability of the process**
- **Monitoring the evaluation process and collecting data disaggregated by gender.**

Sector: **Education, training and job services**
Process: **Employment Services, lifelong learning and vocational training**
Process sequence: **Demand and Supply matching, support to entrepreneurship**

Area of Activity: *Placement services*

Detailed activities

- Collection of curricula
- Collection of potential employers' data
- Scouting job opportunities
- Database management (inserting and updating data)
- Handling of conversations with the user
- Managing relations with employers
- Identification of suitable candidates (pre-selection)
- Recruiting specialized and difficult-to-find figures

Performance and outputs of Area of Activity (Expected Results - ER)

ER1: Manage the data collection and the Demand and Supply database by keeping user interviews, collecting curricula and maintaining contacts with the production organisation also in order to collect data on them

Making sure of:

- **Disaggregating data by gender**
- **Identifying and reporting (including any productive companies) the presence of discriminatory elements in job adverts**
- **Having a non-discriminatory attitude in the pre-selection of applications.**

YOU ARE DISCRIMINATING:

An employer advertises for a 'waitress'. To avoid direct discrimination because of sex, they should advertise for 'waiting staff' or 'waiter or waitress'. **The job title you use should therefore never be gender specific – 'waitress', 'salesman' and 'manageress' are all terms that fall foul of the law.**

Ensure your job title doesn't include **terms like "waitress", "admin girl", "mail man" or "salesman"**.

ER2: Identify suitable candidates for specialized trainees who are difficult to find in response to specific needs expressed by the productive fabric identified as a result of scouting work opportunities offered by the territory

Making sure of:

- **Verifying % of women covering that professional role / profile**
- **Verifying any gender discrimination related to the exercise of the professional role / profile**
- **Verifying in the case of traditionally male profiles, the possibility of finding female candidates; and vice versa, male candidates for e.g. caring positions – nursing, baby sitter, etc.**

Sector: **Common area**
Process: **Organization, Human Resource Management and Security**
Process sequence: **Human resources management, organizational development and staff administration**

Area of Activity: *HR Management (salaries policy included)*

Detailed activities
- Provision of forecasts on HR need and roles and professionalism required by the company's business development goals
- Strategic management of personnel policies and trade union relations
- Management of organizational development intervention plans
- Identification of criticalities and redundancies in relation to the renewed organizational needs and / or following company restructurings
- Management of strategic policies for professional development and activation of professional staff needs analysis in relation to business objectives
- Managing Career Development Policies and Remuneration Policies
- Determining strategic staff recruitment plans

Performance and outputs of Area of Activity (Expected Results - ER)
ER1: Define the strategic plan for staff size (recruitment, outplacement, pre-retirements, etc.), starting from the formulation of the HR needs, roles and professionalism needed in relation to the company's business development goals and/or the renewed organizational needs

Making sure of:
- **Formulating the HR needs, roles and professionalism on the basis of the following data, disaggregated per gender:**
  - **functions and rewards of new recruits, exits, etc ..;**
  - **degree of study, qualifications, areas of specialization;**
  - **the professional skills of the organization;**
  - **seniority of service;**
  - **full time part-time and vice versa,**
  - **other forms of flexibility adopted by highlighting the requesting party (company or employee)**
  - **training records, impact on career development, career plans**
  - **family situation**

> **INSPIRATIONAL CORNER**
>
> Cultural, societal, and political factors affect work and family relations. While **the issues of work and family** may be universal, they **play out very differently in different cultural contexts.**

- **Not discriminating against women, but rather including the removal of gender stereotypes and the enhancement of gender differences between the factors of company development and organizational innovation.**

ER2: Determine human resource management policies and practices, aligning them with the organization's competitive strategy and environment, by defining in accordance with the trade union management policies

Making sure of:
- **Defining a gender equality policy through which the management explicitly makes its direct contribution to:**
  - **combating gender discrimination;**
  - **handle cases of sexual harassment, workplace bullying and cyber-bullying;**
  - **assume the gender difference as a benchmark for the organization;**
  - **provide for equal treatment conditions with regard to overtime, conventional seniority, production premiums, bonuses, benefits, incentives, holiday periods**

- **Implementing a practice for smart work that encourages flexible work, providing indiscriminate opportunities for men and women, at any hierarchical level and professional role, through:**
  - **flexitime (entry, day, other);**
  - **Time / Hour Bank**
  - **Tele-working**
  - **work from home**
  - **job sharing**
- **Including a transparent and shared strategy for:**
  - **the fight against gender stereotypes**
  - **the promotion of gender equality**
  - **the valorisation of gender diversity**
  - **the work life balance, including the promotion of parental leaves for fathers**
  - **career plans for women**
  - **the gender pay gap**
  - **succession plans**
- **Sharing gender equality policies and practices with independent external stakeholders (trade unions, women's associations, employer associations).**

INSPIRATIONAL CORNER

When planning a strategy or an internal practice, check gender relevance:
- Does the proposal/project/initiative concern one or more target groups? How will it affect the daily life of part(s) of the population?
- Are there differences between women and men in this policy/project/initiative field (with regard to rights, resources, participation, values and norms related to gender)?

ER3: Manage HR development policies, within the company's policy and established strategic goals, by planning human resource evaluations in terms of skills, performances and potential in order to formulate organizational development plans

Making sure of:
- **Adopting a system that protects against gender discrimination in the evaluation and promotion of staff by providing specific procedures and tools for women, such as:**
  - **managerial training**
  - **personal development and empowerment seminars**
  - **support for women's lobbying**
  - **inclusion of women in development and change processes**
  - **inclusion of part-time women**
  - **access to the leadership role also with part-time contracts**
  - **support for the care of children**
- **Promoting measures that facilitate men's equal involvement and duties in family and care activities, stimulating them to assume a more proactive role in the different family-life steps**
- **Adopting targeted tools for the personal development of men and women, such as:**
  - **potential analysis**
  - **development assessment**
  - **follow-up assessment of the training**
  - **job enrichment and rotation, even between typical male o female roles/positions**
  - **identification of gender specific components**
  - **direct observation**
  - **succession plans.**

INSPIRATIONAL CORNER

Promote an **internal informative campaign** to encourage men and woman to use flexible working tools without any distinction

Area of Activity Organisation and organisational development

Detailed activities

- Designing and preparation of plans and organizational development interventions based on top management input
- Conducting organizational diagnosis interventions to detect critical issues in processes, technical and structural resources, climate and organisational culture
- Designing and planning of organizational restructuring interventions for resource optimization and redesigning of the value chain
- Implementation of "change management" plans, for operational development and organization adaptation to the restructuring processes
- Analysis and evaluation of job/organisation positions (job evaluation)
- Realization of internal communication plans

Performance and outputs of Area of Activity (Expected Results - ER)

ER1: Planning for organizational development or restructuring on the basis of input from management, conducting organizational diagnosis interventions to detect critical issues in processes, positions, technical and structural resources, business climate and organisational culture

Making sure of:

- **Considering how gender stereotypes affect processes, positions, technical and structural resources, climate and organisational culture, resulting in discrimination and different opportunities for men and women, which harm the overall job performance of the organization**
- **Formulating an organizational diagnosis that includes gender criteria and indicators, based on gender disaggregated data and database, gender statistics and analysis.**

ER2: Providing the implementation of change management plans, taking care of the implementation of transitional actions from the current structure of the organization to the one planned

Making sure of:

- **Considering that change management plans affect differently women and men at the workplaces, so they need to be based on gender disaggregated data, gender analysis and statistics, in order to avoid that the transition from the current structure of the organization to the one planned do not discriminate women**
- **Formulating an organisational diagnosis that includes gender criteria and indicators, based on gender disaggregated data and database, gender statistics and analysis.**

> **INSPIRATIONAL CORNER**
>
> Adopt **teamwork methods** to encourage the staff to reflect on how the organization could change to better perform in terms of gender equality!

Area of Activity: Management of personnel development policies

Detailed activities

- Detection and analysis of the training needs of the targets indicated by management in relation to business objectives
- Planning and designing training plans consistent with the training needs identified
- Analysis of staff development needs in parallel with corporate restructuring and organizational development actions

- Planning and designing personnel development / retraining / reconversion actions based on organizational development and business restructuring plans
- Identification and definition of indicators for evaluation of training and professional development actions
- Evaluation of professional development activities and staff on the basis of defined indicators
- Analysis and evaluation of staff performance through specific assessment interventions

Performance and outputs of Area of Activity (Expected Results - ER)

ER1: Ensure the implementation of human resource assessment activities, aimed at the analysis of training and professional development needs by providing skills, performance appraisal and assessment of potential

Making sure of:
- **Preparing, using and updating the staff database, with gender disaggregated data, highlighting:**
  - **functions and compensation**
  - **degree of study, qualifications, areas of specialization**
  - **seniority of service**
  - **full-time part-time and vice-versa steps, other forms of flexibility adopted by highlighting the requesting party (company or employee)**
  - **training records, impact on career development, career plans**
  - **family situation**
- **Perform statistics and analysis of the data collected in the staff database, also highlighting the professional skills of the organization, disaggregated per gender, and the scope (formal, non-formal and informal) in which they have been trained/ developed and those still needed**

> **INSPIRATIONAL CORNER**
>
> Monitor aspects such as:
> - N° of men/women having attended a training opportunity in the last 6/12 months
> - N° of men/women having progressed in the career within the workplace in the last 6/12 months
>
> But also, check regularly the **perceived gender equality** with men and women at the workplace through questionnaires or interviews.

ER2: Develop staff training and development plans, evaluating the results of the analyzes carried out in response to organizational development plans and business restructuring.

Making sure of:
- **Providing training opportunities consistent with the different needs of men and women, including through the provision of training leave for all levels of hierarchy and, in particular, of facilities for women attending training courses (child care, etc.)**
- **Establishing mechanisms for scheduling training opportunities in accordance with the needs of both men and women's parental care, as well as of workers in particular conditions (e.g. part-time employees, men/women in parental leave, Tele-working , etc.)**

ER3: Manage evaluation activities of training and development of human resources, identifying and defining indicators for the evaluation of the actions themselves

Making sure of:
- **Establishing indicators that:**
  - **do not discriminate against women;**
  - **enhance gender differences in the learning process;**
  - **assess non-formal and informal learning without any gender discrimination**

Area of Activity: Management of personnel selection

Detailed activities
- Definition of new staff research and recruitment plan based on directional inputs
- Choice and use of search channels according to the type of roles to be covered and the professionalism to be selected
- Analysis of candidates' applications and curricula
- Provision and submission of tests and evaluation tests for the selection of candidates
- Conducting in-depth interviews and selecting nominations
- Care for joining the newly hired in the role for which they have been selected

Performance and outputs of Area of Activity (Expected Results - ER)

ER1: Recruitment and selection planning based on the specificities of the job positions to be covered, ensuring coherence with the inputs received by the management

Making sure of:
- **Preparing, using and updating the staff database, with gender disaggregated data, highlighting:**
  - **recruitment rates by gender, location, qualification, seniority**
  - **% men/women hired after selection**
  - **% men/women positively evaluated during selection**
  - **-% of men/women hired after training for job placement related to the evaluation obtained in selection**
  - **unsuccessful recruitment rates, disaggregated per gender, providing non-discriminatory reasons for gender**
- **Preparing, adopting and updating a transparent, known and univocal recruitment and selection procedure for all positions, based on:**
  - **qualifications and experience developed,**
  - **gender-sensitive indicators, aimed at removing gender stereotypes and valorising gender differences (e.g.: maam – maternity as a master)**

> **INSPIRATIONAL CORNER**
>
> A **vacancy announcement** should:
> - contain the main elements of the job and personal description;
> - use non-sexist language and avoid using wording that may imply sex or age restrictions ('free from family responsibilities', 'young graduates', 'mature person', may anyway be unlawful in many countries; the use of plural pronouns or of "s/he" should be preferred to "he" or "she");
> - state that it welcomes applications from persons of both sexes;
> - give clear instructions on how to obtain the application form;
> - inform about the company's gender equality policy and PLAN.

ER2: Draw and implement the seeking and recruitment plan, identifying search channels, collecting and analysing job applications and c.v.

Making sure of:
- **Recruiting both men and women, according to the above procedure, in order to:**
  - **explain clearly that ads and job search alerts address women and men**
  - **avoid discriminatory effects resulting from the use of non-parental language for men and women and the use of gender bias and stereotypes, including through promoting the practice of curricula not indicating either name or sex**
  - **adopt search channels that do not discriminate against women, especially those accessing to online social networking images of the candidates;**
- **Promoting the seek and recruitment activity for staff towards organizations, institutions and individuals who specifically deal with gender equality in the labour market (e.g. Counsellor of Equality, Equality Committees, etc.)**

ER3: Evaluate and select the candidate(s) or applications, conducting tests and interviews, having defined in advance assessment tests

EXAMPLE OF DISCRIMINATING QUESTIONS DURING INTERVIEWS:

1. Are you planning to get married?
2. Do have any children?
3. When do you plan to have children?
4. How old are your children?
5. Will childcare arrangements be a problem for you?

RATHER, WHY DON'T YOU FOCUS ONLY ON THE TASKS TO BE PERFORMED?

6. Are you able to perform the following duties without any problems or issues?
7. Is there anything that could prohibit you from working the following shift(s)?
8. We need coverage during the following seasons, is that a problem for you?
9. This job is physically demanding; can you manage all the job duties efficiently?

All candidates should be interviewed according to a common set of questions, based on the job description and the list of skills and competences required!

Making sure of:
- **Preparing and adopting a transparent, known and univocal evaluation and selection procedure, which explicitly addressed to men and women, and also to avoid:**
  - o **a timing of interviews and tests that can discriminate who has parental roles and family care commitments**
  - o **a description of the different position and place of work, to men compared to women;**
  - o **the evaluation of hobbies differently between men and women;**
  - o **different assessment systems for men and women;**
  - o **gender-stereotyping effects**
- **Realizing individual interviews by asking questions so as not to discriminate the candidate on the basis of his/her sex / gender, and avoid influencing the responses with prejudices or preconceptions.**

ER4: Induction of newly recruited staff by introducing him/her into the role for which s/he was selected

Making sure of:
- **Providing specific staff (tutor, mentor) who supports him/her both in the acquisition of the professional role (duties and tasks) and in dealing with relational dynamics**
- **Interviewing newly recruited staff periodically in order to identify any new needs for work life balance and jointly evaluate possible solutions**
- **Adopting tools aimed at the personal and professional development of newly-recruited staff, without discrimination on the basis of gender, family situation, gender stereotypes. These are, for example:**
  - o **the analysis of potential;**
  - o **evaluation of development;**
  - o **follow-up assessment of the training;**
  - o **job enrichment/job rotation;**
  - o **direct observation**
- **Monitoring the impact of the above tools collecting gender-disaggregated data**

Area of Activity: <u>Management of trade union relations</u>

Detailed activities
- Operational management of comparison procedures with trade unions
- Illustrating the parts of the strategic development plans defined by the management
- Analysis and evaluation of any variation and / or improvement proposals
- Negotiation of the proposed method and solutions
- Mediation between potentially conflicting instances between leadership needs and trade union needs
- Communication and development of solutions identified and shared with relevant business functions

Performance and outputs of Area of Activity (Expected Results - ER)
ER1: Handling trade union negotiations, starting with drawing up strategic management plans, negotiating solutions and mediating conflicting instances

Making sure of:
- **Providing trade unions' representatives with detailed information and data analysis of the management plans' expected impacts on women and men**
- **Including gender issues into strategic management plans, negotiating solutions and mediating conflicting instances (e.g. collective agreements, restructuring plans, etc.)**

ER 2: Analyse and evaluate proposals and organizational solutions by communicating and sharing them with trade unions and workers representatives

Making sure of:
- **Taking into account gender disaggregated data and impacts**
- **Providing trade unions' representatives with detailed information and data analysis of the management welfare and organisational development plans' expected impact on women and men**
- **Fostering women activists and insuring their participation in negotiating teams;**
- **Making gender and diversity issues more visible within unions and workers representatives**
- **Including the following gender issues into collective agreements:**
  maternity leave
  equal pay
  special rights for pregnant women
  paternal leave
  night work provisions
  parental leave
  child care
  breast feeding provisions
  sexual harassment policy
  family friendly policies
  vocational training for women
  positive/affirmative action policies
- **Monitoring the implementation of collective bargaining provisions on gender equality.**

ANNEX 1 – LIST of RECURRENT CHALLENGES AND DISCRIMINATIONS AGAINST GENDER in EDUCATION, TRAINING and at WORK PLACE

In order to better position the EMSC and have a common understanding of the current situation, below are reported some of the main bias and challenges that the application of the Minimum Standard is expected to tackle:

- Different teachers' / parents' behaviours and attitudes towards boys and girls shaping their non-formal learning activities choice
- Presumed intellectual differences among men and women
- Under-representation of women in STEM studies and professions
- Allocation of activities, tasks, roles or public space division during classes and recreational time
- Quality characteristics - girls are more responsible, more diligent, more efficient; boys have less desire to study, are more restless
- Gender differences in expression of emotions - girls are weaker and they cry, while boys cannot cry, they have to be strong
- School textbooks' approach (adjectives used, cliché, missing roles of women)
- Teachers' representation, more women than men in Early and Childhood Education and Care (ECEC) and primary schools
- Different evaluation criteria for boys / girls
- Job ads only for women or only for men
- Prejudices regarding the idea of "women's work" and "men's work"
- Differential treatment (language used, results required)
- Differential guidance approach
- The perception of women and men in the work environment
- Questions about one's personal situation (desire of motherhood)
- Women and men are mentored differently –women get mentored, while men get sponsored
- Wage discrimination for the same job position (gender pay gap)
- Patronising and paternalist comments, gratuitous sexist jokes
- Mansplaining
- Division of responsibilities: less responsibilities for women or the same responsibilities at a harder price
- Questions about one's personal situation (desire of motherhood)
- Awarding very few jobs promotions
- Preferential hiring according to the gender and position (sale, secretariat)
- Verbal and sexual harassment
- According to the specific of the work- women are more tolerated
- Increased workload for women
- Lack of family-friendly working environments
- Segregation
- Male colleagues progress more quickly in their places of work.
- Women are often judged on their appearance -either clothing, weight, attractiveness, or all of the above.
- Women are often "erased" from the room by language that assumes that a whole group is male
- Women are assumed to be less productive once they become mother