



WeMen

ECVET EDUCATIONAL PROGRAM ON EMOTIONAL INTELLIGENCE AND GENDER EQUALITY TRAINING

WE MEN: IMPROVING TEACHING METHODS IN EMOTIONAL
INTELLIGENCE AND GENDER EQUALITY TRAINING FOR ADULT
EDUCATORS THROUGH DIGITAL SOLUTIONS

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1. Introduction

The ECVET Educational Program on Emotional Intelligence and Gender Equality Training is designed to support adult educators in breaking down some men's resistance to equality and position men as potential allies in promoting gender equality. It does so by using emotional intelligence competences as an essential element to effectively achieve the promotion of gender equality.

We Men is an ERASMUS+ KA2 project implemented from October 2020 to September 2022. The consortium consists of seven entities, from six countries, with extensive experience in adult education, educational innovation, gender and sociological studies, psychology, and new technologies.

The WE MEN project aims to improve teaching methods in emotional intelligence and gender equality training for adult educators through digital solutions. The OBJECTIVES of the project are:

- To design, test and implement innovative approaches and teaching methods in Gender Equality Training by using training in Emotional Intelligence as a vehicle to engage, both male and female adult educators, target users of the project, and adult learners, target beneficiaries, in training programmes addressing gender equality.
- To define a ECVET Educational Program on Emotional Intelligence and GET (IO1), focusing on personal context and the transformative approach.
- To implement an Online Open B-Learning Platform (IO2) with high-quality digital tools to upskill adult educators on EI and GET.
- To develop a Methodological Framework for the implementation of adult education training programmes in EI and GET (IO3).

This document written by Asociación la Bien Pagá presents the following sections:

1. Introduction
2. WE MEN ECVET Educational program
3. WE MEN ECVET Educational program on Emotional Intelligence and Gender Equality training
4. Competence framework in Equality Gender and Emotional Intelligence
5. Bibliography

WE MEN Key Concepts

Emotional intelligence competencies - The basic emotional principles or competencies in adequate emotional intelligence are: self-knowledge, self-control, self-motivation, empathy, social skills, assertiveness, proactivity and creativity when facing and solving problems (García-Fernández and Jiménez-Mas, 2010).

Gender equality - Gender equality implies that men and women should receive the same rights, benefits, and equal opportunities, and be treated with the same respect in all aspects of daily life: work, health, and education.

Micromachisms - Attitudes, actions or practice that is sexist, but which is not initially too obvious because it is subtle, everyday, and/or socially accepted.

New masculinities - The concept of new masculinities can be understood as an emerging movement of men or groups of men who advocate for equality between men and women in all aspects of life and who fight to eradicate physical or psychological violence against women, children, the elderly, and men.

2. WE MEN ECVET Educational Program

2.1. Analysis of EQF & NQF levels

The European Qualifications Framework (EQF) is a tool to facilitate the compatibility and interpretation of national qualifications. In turn, this framework aims to foster cross-border mobility of both workers and learners, promoting personal development and lifelong learning across Europe.

The EQF is an eight-level framework for all qualifications, which is based on learning outcomes (knowledge, skills, responsibility and autonomy). It presents a comprehensive mapping of all types and levels of qualifications in Europe.

WE MEN ECVET is articulated according to the EQF descriptors, taking into account the specifications and national contexts of the project partner countries.

EQF LEVEL	SP	UK	LI	GR	ES	IR
NQF8	NQF 8 Doctorate Degree	SCQF Level 12 Doctorate Degree Professional Development Awards	NQF 8 Doctorate Diploma	NQF 8 Doctorate	NQF 8 Doctorate Degree Level 8 Occupational Qualification	NQF 10 Doctorate Degree Higher Doctorate
NQF 7	NQF 7 Master's Degree	SCQF Level 11 Master's Degrees Post Graduate Diploma Post Graduate Certificate Professional Development Awards SVQ 5	NQF 7 Master Diploma Certificate of residency	NQF 7 Master's Degree (Universities/technological educational institutions (TEI)- higher education)	NQF 7 Master's Degree Level 7 Occupational Qualification	NQF 9 Master's Degree Postgraduate Diploma Professional Award
NQF 6	NQF 6 Bachelor's Degree	SCQF Level 10 Honours Degree Graduate Certificate / Diploma Professional Development Awards SCQF Level 9 Bachelors/ Ordinary Degree Graduate Certificate / Diploma	NQF 6 Bachelor's Diploma Professional Bachelor's Diploma	NQF 6 Bachelor's Degree (Universities/TEI-higher education)	NQF 6 Bachelor's Degree Diploma of Professional Higher Education Level 6 Occupational Qualification	NQF 8 Honours Bachelor's Degree Higher Diploma Professional Award NQF 7 Ordinary Bachelor's Degree Professional Award

		Professional Development Awards SVQ 4				
NQF 5	NQF 5 Diploma in Technological Specialisation Secondary education and Professional Certification	SXQF Level 8 Higher National Diplomas Diploma of Higher Education Professional Development Awards SVQ 4 SCF Level 7 Advanced Higher Higher National Certificates Certificate of Higher Education Professional Development Awards SVQ 3	NQF 5 VET Diploma Study Certificate– short- cycle HE programmes	NQF 5 Vocational post-secondary school ‘degree’ for graduates of EPAL apprenticeship class, level 5 (post-secondary level) Vocational Training Diploma (post-secondary level) (Vocational Training Institute) Vocational Training Diploma (post-secondary level) Post-secondary and not higher education diploma or ‘degree’	NQF 5 VET Certificate, level 5 Level 5 Occupational Qualification	NQF 6 Advanced Certificate Higher Certificate Professional Award
NQF 4	NQF 4 Secondary Education and Professional Internships	SCQF Level 6 Higher National Certificates National Progression Awards Professional Development Awards SVQ 3	NQF 4 VET Diploma Matura Diploma	NQF 4 Vocational school Vocational Upper-secondary school EPAL Certificate General Upper-secondary School Certificate	NQF 4 Upper-secondary General Education Certificate Upper-secondary VET Certificate VET Certificate, level 4	NQF 5 Level 5 Certificate Professional Award Leaving Certificate

					SCQF Level 4 Occupational Qualification	
NQF 3	NQF 3 Secondary Education	SCQF Level 5 Intermediate 2 Standard Grade Credit National Certificates National Progression Awards SVQ 2	NQF 3 VET Diploma Lower-secondary Education Certificate	NQF 3 Vocational Training School Certificate (post-lower Secondary level) IEK Certificate (initial vocational training-post- lower Secondary level)	NQF 3 VET Qualification Certificate, level 3 Level 3 Occupational Qualification	NQF 4 Leaving Certificate Level 4 Certificate
NQF 2	NQF 2 Third cycle of basic education Third cycle of basic education and professional certification	SCQF Level 4 Intermediate 1 Standard Grade – General National Certificates National Progression Awards SVQ 1	NQF 2 VET diploma	NQF 2 Lower Secondary school Certificate (compulsory)	NQF 2 Basic Education Certificate Basic Education Certificate on the simplified national curriculum for basic schools VET Certificate, level 2 (without basic education requirement) Level 2 Occupational Qualification	NQF 3 Level 3 Certificate Junior Cycle/ Certificate
NQF 1	NQF 1 Second cycle of basic education	SCQF Level 3 Access 3 Standard Grade – Foundation National Certificates	NQF 1 VET Diploma	NQF 1 Primary school Certificate (compulsory)	NQF 1 Basic Education Certificate on the simplified national curriculum for basic	NQF 2 Level 2 Certificate NQF 1 Level 1 Certificate

		National Progression Awards			schools (for students with special educational needs)	
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WE MEN ECVET is aimed at adult educators. Taking into account the specifications of adult education in the partner countries, this ECVET corresponds to an **EQF level 4** (see table), encompassing EQF and the descriptors of the National Qualifications Framework (NQF) of the partner countries.

Knowledge	Skills	Responsibility and autonomy
Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

2.2. ECVET credit points

The European Credit System for Vocational Education and Training (ECVET) is a set of methodological and technical resources that promotes lifelong learning and mobility of workers and learners. This European tool promotes transparency and mutual recognition of qualifications in the labour market and, in general. In other words, it ensures the transfer of individually acquired learning outcomes, enhancing equity between formal, non-formal and informal learning.

In this sense, WE MEN ECVET will describe the following issues:

- Learning Units
- Learning Outcomes (knowledge, skills and responsibility and autonomy).
- Learning hours (allocating respective ECVET points): Contact hours, pragmatic hours, self-study and assessment.

Based on European guidelines, 1 ECVET point corresponds to approximately 25 hours of learning, taking into account self-study, practical hours and assessment.

Each unit of the WE MEN ECVET Educational Program on Emotional Intelligence and Gender Equality Training will have an approximate duration of 25 learning hours, computable for 1 ECVET point. In this sense, the totality of this programme is 175 hours, computable for 7 ECVET points.

3. WE MEN ECVET Educational Program on Emotional Intelligence and Gender Equality Training

The WE MEN Project aims to improve teaching methods in emotional intelligence and gender equality training for adult educators through digital solutions. In this sense, the ECVET Educational Program is focused on providing adult educators (at national and European level) with a tool that enhances the transfer and recognition of Learning Outcomes in Emotional Intelligence and Gender Equality Training. For this reason, the specific objectives of this ECVET Educational Program are the following:

- Arranging a Theoretical Framework through the analysis of EQF and NQF.
- Identifying a Competence Framework adapted to adult educators.
- Listing the Learning Units required for the ECVET Educational Program.
- Tailored creation of the Learning Outcomes, in terms of Knowledge, Skills, and Responsibility and Autonomy.

The WE MEN Educational Program is structured in four dimensions which have common theoretical and practical components on the promotion of gender equality through emotional intelligence so that adult educators can break through possible resistance from men on this issue:

DIMENSION 1: Emotional Intelligence

DIMENSION 2: Gender Equality Training

DIMENSION 3: Training focus on personal context & the Transformative Approach

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

Dimension	Units of learning outcomes	Learning Hours	ECVET Points
Emotional Intelligence	1. The development of competences in emotional intelligence	25	1
	2. Benefits derived from emotional intelligence competencies	25	1
Gender equality training	3. Restructuring the gender perspective	25	1
	4. The role of men in education for gender equality	25	1
Training focus on personal context & the Transformative Approach	5. Strategies, tools, and methods for gender equality in adult training through emotional competences	25	1
	6. Methodologies for breaking down resistance to masculinity in Adult Education	25	1
Emotional Intelligence & gender equality in the digital world: risks & opportunities	7. e-Equality and prevention through emotional intelligence	25	1
		175	7

3.1. Profile descriptor

The WE MEN ECVET Educational Programme comprises a total of 7 learning units (LU)

WE MEN ECVET EDUCATIONAL PROGRAMME PROFILE DESCRIPTOR			
ECVET Training programme that provides adult educators (at national and European level) with a tool that enhances the transfer and recognition of Learning Outcomes in Emotional Intelligence and Gender Equality Training.			
EQF level	ECVET point	Training type	Target group
4	7	B-Learning	Adult educators (preferably male, but not excluding the female gender)

Dimension 1	Dimension 2	Dimension 3	Dimension 4
2 Learning units 50 hours 2 ECVET points	2 Learning units 50 hours 2 ECVET points	2 Learning units 50 hours 2 ECVET points	1 Learning units 25 hours 1 ECVET point

Total Learning Hours	Hands on sessions	Self-Study	Assessment
175	100	60	15

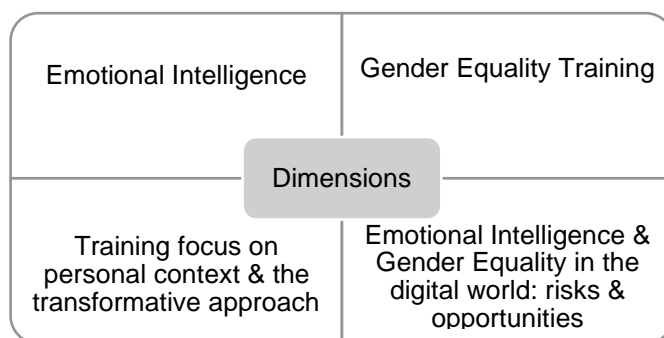
The learning hours foreseen for the ECVET WE MEN Educational Programme, where each 25 learning hours correspond approximately to:

Total each LU Hours	Hands on sessions	Self-Study	Assessment
25	15	8	2

Assessment methodology

The WE MEN ECVET evaluation tools integrate self-reflection, case studies, role-plays, self-assessment tests (e.g., true/false, multiple-choice questions), short-answer test (written tests), project design and the presentation of projects.

4. Competence's framework in equality gender & emotional intelligence



D1. Emotional intelligence	D2. Gender Equality Training	D3. Training focus on personal context & the Transformative Approach	D4. Emotional Intelligence & Gender Equality in the digital world: risk and opportunities.
<p>D1 LU1</p> <p>The development of competences in emotional intelligence</p> <p>D1 LU2</p> <p>Benefits derived from emotional intelligence competencies</p>	<p>D2 LU3</p> <p>Restructuring the gender perspective</p> <p>D2 LU4</p> <p>The role of men in education for gender equality</p>	<p>D3 LU5</p> <p>Strategies, tools, and methods for gender equality in adult training through emotional competences</p> <p>D3 LU6</p> <p>Methodologies for breaking down resistance to</p>	<p>D4 LU7</p> <p>e-Equality and prevention through emotional intelligence</p>

		masculinity in the Adult Education	
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DIMENSION 1. Emotional intelligence

Dimension 1 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)

D1 LU1 The development of competences in emotional intelligence

Content developer: ASPIRE

The aim of this first unit focuses on aspects related to the concept, groups and functions of emotions, the concept of emotional intelligence and emotional education, and emotional development for each educational stage.

By the end of this unit, learners will be able to:

- Create an inclusive training programme linking emotional intelligence and gender equality to empower learners and increase their confidence in managing situations in these contexts
- Support trainers to develop their knowledge, skills and competences in emotional intelligence and its intersection with gender equality
- Define and share the concepts of emotional intelligence
- Communicate gender equality concepts in an emotionally intelligent way
- Explain the concept of unconscious gender bias and give examples
- Use technology and digital solutions to promote the teaching and learning of relationship management and gender equality.

Knowledge

- K1. Identify the four main domains of emotional intelligence
- K2. Define gender equality and how it links to emotional intelligence (EQ) competences
- K3. Analyse the links between emotional intelligence and unconscious gender bias
- K4. Demonstrate how to manage gender relationships using emotional intelligence competences

Skills

- S1. Boost confidence and knowledge in a range of emotional intelligence contexts
- S2. Present and communicate gender equality concepts using an emotional competency framework
- S3. Use of research skills to access information on gender inequalities and how this impacts EQ of all genders
- S4. Use of digital solutions in context of emotional intelligence and gender equality

**Responsi
lity
and
autonom**

- C1. Self-awareness, confidence, recognition of feelings
- C2. Self-management, self-control, integrity, adaptability, achievement orientation and optimism
- C3. Social awareness, empathy, commitment, gender inclusion and diversity, organisational awareness
- C4. Relationship management (influence, coach and mentor, conflict management, teamwork, inspirational leadership)

External resources:

- IT equipment: computers, software, projector
- Office and/or stationary materials
- Handbook, Toolbox
- Media, Internet

D1 LU2 Benefits derived from emotional intelligence competencies

Content Developer: SkALT

The aim of this unit is to improve adults' emotional intelligence and to identify the advantages of emotional education.

By the end of this unit, learners will be able to:

- Recognize and name their own and others' emotions.
- Explain the relationship between professional, intellectual, and technological abilities and emotional intelligence.
- Establish positive personal relationships and manage stressful situations.
- Assess own and others' differences and needs.
- Apply equivalence and collaboration principles working in a team.
- Create family emotional and psychological well-being.

- Develop own personality by building a mutually beneficial relationship.

Knowledge

- K1. Understand how emotions arise.
- K2. Identify the influence of emotional competences on quality of life.
- K3. Recognise the importance of emotional intelligence for a professional career.
- K4. Be aware of the impact of emotional intelligence on crisis management.
- K5. Identify how emotional intelligence produces benefits for personal well-being.
- K6. Encourage diversity and variability of cultural, social, and historical connections.

Skills

- S1. Improve recognition and management of emotions.
- S2. Be able to reflect on emotional experience and self-evaluate its results.
- S3. Understand other people's attitudes, emotional state, and body language.
- S4. Manage social relationships.
- S5. Recognise and evaluate expressions of gendered emotional sensitivity.
- S6. Design a motivating emotional environment.

Responsibility and autonomy

- C1. Implement practices related to mutual acceptance of responsibility.
- C2. Self-evaluate beliefs and responsibility for one's own feelings.
- C3. Orientate actions to achievements and results.
- C4. Encourage openness (acceptance, empathy, tolerance, unconditional positive attitude, sensitivity).

External resources:

- IT equipment: computers, software, projector
- Office and/or stationary materials
- Handbook, Toolbox
- Media, Internet
- Audio or video means
- Virtual online learning environment
- Computer conferences
- Care for young children according to the need

DIMENSION 2. Gender Equality Training

Dimension 2 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

D2 LU3 Restructuring the gender perspective

Content Development: INQS

The aim of the unit is to help students recognise ways in which the gender perspective can be restructured.

By the end of this unit, learners will be able to:

- Recognise gender equality as a need for social phenomenon (analysis in the fields of law, economics, politics, employment, and education)
- Analyse gender prejudices and stereotypes and their deconstruction
- Recognise and analyse Everyday Male Chauvinism (micromachisms)
- Deconstruct the prejudices about men's expression of emotions
- Recognise new masculinities: Masculinity in deconstruction with a feminist perspective

Knowl edge	<p>K1. Define gender equality as a needed social phenomenon (analysis in the fields of law, economics, politics, employment, and education)</p> <p>K2. Identify gender prejudices and stereotypes</p> <p>K3. List types of Everyday Male Chauvinism (micromachisms)</p> <p>K4. Describe the prejudices about men's expression of emotions</p> <p>K5. Define new masculinities</p>
Skills	<p>S1. Analyse gender equality as a needed social phenomenon in the fields of law, economics, politics, employment, and education</p> <p>S2. Analyse gender prejudices and stereotypes</p> <p>S3. Analyse types of Everyday Male Chauvinism (micromachisms)</p> <p>S4. Analyse the prejudices about men's expression of emotions</p> <p>S5. Discuss new masculinities</p>
Respo nsibilit y and auton omy	<p>C1. Guide on gender equality as a needed social phenomenon in the fields of law, economics, politics, employment, and education</p> <p>C2. Deconstruct gender prejudices and stereotypes</p> <p>C3. Advise on Everyday Male Chauvinism (micromachisms)</p> <p>C4. Deconstruct the prejudices about men's expression of emotions</p> <p>C5. Evaluate new masculinities</p>
<p>External resources:</p> <ul style="list-style-type: none"> • IT equipment: computers, software, projector • Media, Internet - Handbook, Toolbox • Office and/or stationary materials 	

D2 LU4 The role of men in education for gender equality

Content Developer: OU VESTIFEX

The aim of this unit is to foster participants to think critically about how men can serve both as change agents and as target groups in realising gender equality in education.

By the end of this unit, learners will be able to:

- Advocate men as an essential allies for gender equality training

- Describe best practices that demonstrate the transformative approach of the inclusion of men in gender equality training
- Engage in critical thinking, analysis and experiential learning techniques, including opportunities to reflect on and apply learning to real-life situations participants are facing

Knowledge	<p>K1. Describe the importance of engaging men as trainer allies in gender equality training</p> <p>K2. Identify specific practices of engaging men in gender equality training</p> <p>K3. Explain and assess the benefits and effects of male-led gender equality training</p>
Skills	<p>S1. Advocate for engaging men as trainer allies in gender equality training</p> <p>S2. Review and propose specific practices of engaging men in gender equality training</p> <p>S3. Measure the benefits and effects of male-led gender equality training</p>
Responsibility and autonomy	<p>C1. Demonstrate increased commitment to engaging men as trainer allies in gender equality training</p> <p>C2. Supervise and manage personal attitudes and behaviours</p> <p>C3. Explore best practices and case studies of engaging men in gender equality training</p> <p>C4. Evaluate the benefits and effects of male-led gender equality training</p> <p>C5. Cooperate with other trainers and stakeholders in the field of gender equality training</p>
<p>External resources:</p> <ul style="list-style-type: none"> • IT equipment: computers, software, projector • Office and/or stationary materials • Handbook, Toolbox • Media, Internet 	

DIMENSION 3. Training focus on personal context and the Transformative Approach

Dimension 3 is directly related to the transformative approach with a focus on personal context. In this dimension, the following topics will be developed:

- Emotional competences 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).

D3 LU5 Strategies, tools, and methods for gender equality in adult training through emotional competences

Content Developer: IASIS

The aim of this unit is to supplement adult educators with innovative tools, and strategic and methodological approaches for incorporating emotional education in adult learning, thus enhancing the emotional intelligence of adult learners.

By the end of this unit, learners will be able to:

- Establish emotional education practices to strengthen adult learners' emotional intelligence and their ability to demonstrate it beyond classroom environments
- Demonstrate monitoring skills on adult learners' progress in cultivating self-awareness, emotional self-management, socio-emotional awareness, responsible decision-making, and relationship management skills (CASEL Framework, 2021)

Knowledge	<p>K1. Outline the benefits of incorporating emotional education in adult education</p> <p>K2. List the elements of emotional education: self-awareness, emotional self-management, socio-emotional awareness, responsible decision-making, and relationship management</p> <p>K3. Present stereotypes of emotional expressions of different genders</p>
Skills	<p>S1. Apply tools, strategic and methodological approaches to incorporate emotional education in adult education</p> <p>S2. Show the benefits of being able to understand and self-regulate emotions, show empathy, manage social relationships, and make decisions, taking gender mainstreaming into consideration</p> <p>S3. Make use of resources to deconstruct prejudices about the expression of emotions between genders.</p>
Responsibility and autonomy	<p>C1. Monitor learners' emotional education learning progress</p> <p>C2. Decide which emotional education tool, strategy, and methodology is relevant for each situation</p> <p>C3. Demonstrate emotional intelligence competence examples and act as a role model toward trainees</p>
External resources <ul style="list-style-type: none"> • Computer, projector, and Internet • Meeting room space • Office supplies 	

D3 LU6 Methodologies for breaking down resistance to masculinity in Adult Education

Content developer: INFODEF

This aim of this unit is to provide students with specific tools and methodologies to break down the possible resistance of men to participation in training or action in favour of feminism. With attitude change strategies and various resources, learners will be able to make men with some resistance see that male chauvinism is a global social problem.

By the end of this unit, learners will be able to:

- Understand the functions of emotions and cognitive theories for change in macho attitudes
- Understand the importance of social influence and majoritarian influence in the process of changing macho attitudes
- Utilise resources to demonstrate and discuss the veracity of gender-based violence as a global issue
- Know how to use inclusive language as a tool to promote equality
- Identify and manage strategies and group dynamics to make gender roles more flexible

Knowledge

- K1. Identify the functions of emotions and cognitive theories for changing male chauvinist attitudes
- K2. Define the importance of social influence and the influence of the majority in changing male chauvinist attitudes
- K3. Describe data on the veracity of gender-based violence as a global social problem
- K4. Identify inclusive use of language to promote equality
- K5. Identify strategies and group dynamics to make traditional gender roles more flexible

Skills	<p>S1. Design educational actions to change attitudes through emotional competences and cognitive theories</p> <p>S2. Demonstrate social influence and majority influence as essential elements in changing macho attitudes</p> <p>S3. Analyse the veracity of gender-based violence through demonstrable data</p> <p>S4. Speak using inclusive language</p> <p>S5. Design group dynamics to raise awareness and make traditional gender roles more flexible</p>
Responsibility and autonomy	<p>C1. Manage cognitive theories and emotional competences to change male chauvinist attitudes</p> <p>C2. Monitor processes of social influence and majority influence as a tool for changing macho attitudes</p> <p>C3. Debate on gender-based violence as a social problem based on demonstrable data</p> <p>C4. Be responsible for promoting inclusive language for students</p> <p>C5. Manage group dynamics to make traditional gender roles more flexible</p>
External resources: <ul style="list-style-type: none"> • IT equipment: computers, software, projector • Office and/or stationary materials • Media, Internet, and online platform 	

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

This unit 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

D4 LU7 e-Equality and prevention through emotional intelligence

Content developer: LBP

The aim of this unit is to enable students to recognise the benefits and difficulties of new technologies and digital resources in relation to the use of ICTs in education.

By the end of this unit, learners will be able to:

- Identify the gender gap in ICT access and skills
- Identify the gender gap in digital skills for new job opportunities
- Design and develop online learning spaces with an equity approach, through emotional intelligence competences
- Develop awareness-raising campaigns on gender equality through social networks

Knowledge

- K1. Identify the reasons and facts of the digital gender gap
- K2. Identify the employment gap for women resulting from the digital divide
- K3. Identify online learning spaces based on emotional competencies and equality
- K4. Identify social media campaigns to raise awareness of gender equality

Skills	<p>S1. Examine in-depth gender inequalities in the digital sphere</p> <p>S2. Analyse the gender gap in the workplace due to the digital divide</p> <p>S3. Create online learning spaces to promote equality through emotional competences</p> <p>S4. Describe good practices of gender equality campaigns on social media</p>
Responsibility and autonomy	<p>C1. Collaborate on actions to eradicate the digital divide for women</p> <p>C2. Carry out awareness-raising actions to address the employment gap due to the gender digital divide</p> <p>C3. Manage online learning spaces to promote equality through emotional competences</p> <p>C4. Produce an awareness-raising campaign on gender equality in social networks</p>
<p>External resources:</p> <ul style="list-style-type: none"> • IT equipment: computers, software, projector • Media, Internet 	

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