



Methodological Framework for implementation of Emotional  
Intelligence and GET in Adult Education  
“Comparative Analysis Report”

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**Intellectual Output 3** is the Methodological Framework for the implementation of Emotional Intelligence and Gender Equality Training (GET) in Adult Education that will be designed as a reference document addressed to policy and decision makers, educational institutions, Adult Education providers, social partners and other intermediary bodies, providing methodological guidelines and recommendations tools to support the process to apply the project outputs in other organizations.

**This output includes several elements such as:**

- 1) A methodological framework on Emotional Intelligence and GET providing a theoretical approximation on the project approach
- 2) Description of the achievements and lessons learned about the project outputs
- 3) Guidelines for the transferability and use of the project outputs by other organizations at national and European level
- 4) Recommendations to mainstream the project outputs and contribute to extend and develop the competences of educators, by means of improving their teaching methods and tools through effective use of innovative solutions and digital technologies



Partner	IASIS
Country	Greece
<p><b>Trainings which foster the capacities of teaching Emotional Intelligence and Gender Equity Training (GET) of Adult Educators</b></p> <p>In the Greek context there is no official training that aims to sharpen the skills of teaching Gender Equity though Emotional Intelligence, as those 2 subjects are usually treated separately. However, there are various training workshops and academic courses (Masters and PhDs) addressed to professionals (like Adult Educators) who have a personal interest to deepen their capacities in one of those subjects. Some trainings that have been or being provided:</p> <ul style="list-style-type: none"> <li>• University of Macedonia implemented a project named “Gender Equity and Adult Education” which aimed at informing, raising awareness and empowering Adult Learners and Teachers, both of private and public organization, in order to acquire specialized knowledge, skills and tools so they can critically reflect on gender-related issues. The training material and experiential-learning workshops were designed by gender experts so trainees can meaningfully reflect on gender issues like sexism, misogyny, gender toxicity and violence<sup>1</sup></li> <li>• Panteion University maintains The Laboratory of Gender Studies is a research laboratory of the Department of Social Policy of the School of Political Science of Panteion University, established with Government Gazette 926 / 17.7.2006 to serve teaching and research needs in the fields of gender in social policy and policy analysis. for gender equality at international, European, national and local levels<sup>2</sup></li> <li>• Panteion University offers a masters’ degree named “Gender, society and politics” which aim is the emergence of the interdisciplinary research of gender issues in the study of social and political phenomena<sup>3</sup></li> </ul>	
<p><b>Description of the Learning Outcome Approach of these trainings by the National Qualification System</b></p> <p>The Greek National Qualification Framework describes the learning outcome approaches only of the academic studies in Gender Equality or Emotional Intelligence, where the masters and PhDs degrees are assigned to levels 7 and 8 respectively.</p>	
<p><b>Available Virtual educational trainings based on the topics of Emotional Intelligence and GET</b></p> <ul style="list-style-type: none"> <li>• Ladies first! Is an Erasmus+ Project that aims to empower teachers, trainers and counselors to support women beneficiaries and promote gender equality in order to gain the necessary stability in-between working and personal life, especially in the framework of crisis. The main target users of the project products are Counselors/ Coaches and VET educators. Final beneficiaries are women – users of these services who face issues with their work life balance. For those who are interested, can find the training material here <a href="https://ladiesfirst.fvaweb.eu/">https://ladiesfirst.fvaweb.eu/</a></li> <li>• The Center for Training and Lifelong Learning (KEDIVIM) of the Aristotle University of Thessaloniki (AUTH) held an educational program entitled Gender and Cinematic Representations, lasting 60 teaching hours, which was conducted online<sup>4</sup></li> </ul>	
<p><b>National studies or publications analyzing the training needs or skill gaps of Adult Educators on competences of teaching Emotional Intelligence and GET</b></p> <p>Generally, the Greek literature on analyzing the needs and gaps of Adult Educators regarding the teaching of Emotional Intelligence and Gender Equity is limited. However, we found two interesting papers that critically analyze the Adult Education approach in Greek context:</p>	

<sup>1</sup> <https://www.uom.gr/eif/drasis-protoboylies/h-isothta-ton-fylon-sthn-ekpaideysh-enhlikon-odhgos-ylopoihshekpaideytikon-epimorfotikon-drason>

<sup>2</sup> <https://www.genderstudies.panteion.gr/>

<sup>3</sup> <https://sociology.panteion.gr/index.php/el/home-5/home-28>

<sup>4</sup> <https://www.neolaia.gr/2021/07/07/ap8-e-learning-fylo-anaparastaseis/>



<ul style="list-style-type: none"> <li>● Alexiadou (2017) in her dissertation publication analyzing the implementation of the feminist pedagogy in Adult Education, stated that Adult Educators rarely take into account the feminist approach resulting thus to a man-centered understanding of Adult Education literature and curricula respectively<sup>5</sup></li> <li>● The equal language treatment of men and women is a phenomenon that needs to be addressed immediately in the field of Adult Education as several roles are generalized with the use of the male adjectives, which is considered sufficient to cover all genders<sup>6</sup></li> </ul>
<b>National policies to reinforce educators with Emotional Intelligence and GET tools and teaching methodologies</b>
<ul style="list-style-type: none"> <li>● During the years 2017-2020 the gender dimension has been integrated into the national lifelong learning program</li> <li>● The same years the gender issues were included in the curricula in the National Qualification System for the certification procedure and adequacy of adult educators<sup>7</sup></li> <li>● Development and designing of educational programs about gender mainstreaming is an action taken into account in the National Action Plan for gender equality for the years 2021-2025<sup>8</sup></li> </ul>
<b>Approaches in educational contexts that aim to raise awareness about Gender Equity and enhance the Emotional Intelligence of men</b>
<ul style="list-style-type: none"> <li>● The Ministry of Education and Religious Affairs implemented a project named “Production of auxiliary material for the introduction of genders related to the educational process” which created numerous Guidelines and Handbook towards educators related to gender-based emerging issues</li> <li>● In the National Action Plan for Gender Equality 2021-2025 the importance of the integration of Gender Equality in schools was stressed and the policy-makers suggest to raise the awareness about the issue to children from the kindergarten level, to transform the curricula and create effective indicators that taken into account the gender dimension<sup>9</sup></li> <li>● In the previous National Action Plan many experiential trainings, cultural and artistic activities took place to promote the gender dimension and the feministic pedagogy<sup>10</sup></li> <li>● Various workshops and training programs were held for teachers of Primary Education on issues of gender equality and gender discrimination in various cities in Greece<sup>11</sup></li> </ul>
<b>Policy recommendations taking into consideration the national context to improve the teaching methods of adult educators in Emotional Intelligence and GET through digital solutions</b>
<ul style="list-style-type: none"> <li>● Adult Educators need Handbooks and Guidelines that will assist them to use gender-neutral language during the process of teaching to reduce the perpetuation of social schemes</li> <li>● Adult Educators should be aware of the existing social genders</li> <li>● Implementation of Experiential workshops and courses to deconstruct gender-based biases in educational contexts</li> </ul>

<sup>5</sup> <https://dspace.lib.uom.gr/handle/2159/21176>

<sup>6</sup>

[https://apothesis.eap.gr/bitstream/repo/43737/1/std135827\\_%CE%99%CE%A9%CE%91%CE%9D%CE%9D%CE%91%20%CE%92%CE%91%CE%9D%CE%95%CE%A3%CE%A3%CE%91\\_%CE%A3%CE%9A%CE%A5%CE%9B%CE%99%CE%A4%CE%A3%CE%97.pdf](https://apothesis.eap.gr/bitstream/repo/43737/1/std135827_%CE%99%CE%A9%CE%91%CE%9D%CE%9D%CE%91%20%CE%92%CE%91%CE%9D%CE%95%CE%A3%CE%A3%CE%91_%CE%A3%CE%9A%CE%A5%CE%9B%CE%99%CE%A4%CE%A3%CE%97.pdf)

<sup>7</sup> <https://isotita.gr/wp-content/uploads/2017/04/ESDIF.pdf>

<sup>8</sup> <http://www.opengov.gr/minlab/wp-content/uploads/downloads/2021/07/%CE%95%CE%A3%CE%94%CE%99%CE%A6-2021-2025.pdf>

<sup>9</sup> <http://www.opengov.gr/minlab/wp-content/uploads/downloads/2021/07/%CE%95%CE%A3%CE%94%CE%99%CE%A6-2021-2025.pdf>

<sup>10</sup> <https://isotita.gr/wp-content/uploads/2017/04/ESDIF.pdf>

<sup>11</sup> <https://isotita.gr/%CE%B5%CF%80%CE%B9%CE%BC%CF%8C%CF%81%CF%86%CF%89%CF%83%CE%B7-%CE%B5%CE%BA%CF%80%CE%B1%CE%B9%CE%B4%CE%B5%CF%85%CF%84%CE%B9%CE%BA%CF%8E%CE%BD-%CF%80%CF%81%CF%89%CF%84%CE%BF%CE%B2%CE%AC%CE%B8%CE%BC%CE%B9/>



- Introduction of the enhancement of Gender Equity through Emotional Intelligence in the National Qualification System of each EU country
- Development of official courses for improving the teaching methods of Adult Educators in Emotional Intelligence and Gender Equity Training through physical and digital solutions
- The State Recognition of the importance of Gender Equity Training in Adult Education
- The official certification of Adult Educators in the Gender Equity Training through Emotional Intelligence



Partner	<b>Innoquality Systems</b>
Country	Ireland
<p><b>Trainings which foster the capacities of teaching Emotional Intelligence and Gender Equity Training (GET) of Adult Educators</b></p> <p>There are courses in Ireland which focus on the topics of Emotional Intelligence and Gender Equality, but which address the two subjects (or aspects of the subjects) separately, (as individual training courses). However, they generally do not aim specifically to improve the teaching capacities of adult educators delivering training in Emotional Intelligence and Gender Equality and are not aimed specifically at adult educators. Instead, they tend to inform about the subjects of EI and Gender Equality, or Equality in general, for work purposes, professional or personal development, career progression, and/or organisational accreditation/ award. Available training ranges from undergraduate/ postgraduate degrees, or short courses, to internal professional development training delivered to university staff members, to employees and employers within the world of business, and to higher education management staff.</p> <p>The most relevant example in Ireland is Maynooth University's Level 7 (Irish NQF) NUI Certificate in Equality Studies<sup>12</sup>, which features an aspect of teaching through emotional education strategies by incorporating reflexive practice (which develops self-awareness, a key competency of emotional intelligence). This course aims to provide practitioners with the competence to become professional trainers in equality and diversity in the workplace. It provides learners with skills and knowledge in the following key areas: Reflexive Practice, Equality issues in a diverse Ireland, Ability and Disability Issues and Teaching and Learning.</p> <p>Choosing to study an undergraduate and/or postgraduate course in Gender Studies would result in a better depth of knowledge in this area and could lead to lecturing as a career progression route, among others.<sup>13</sup> Trinity College Dublin offers an M.Phil/ P.Grad.Dip. in Gender and Women's Studies which provides critical understanding of the position and representation of gender in society.<sup>14</sup> University College Dublin (UCD) offers a master's degree in Gender Studies which delivers learning in feminisms, sexualities, masculinities, gender debates, politics and activism. There does not appear to be a degree or master's degree in Emotional Intelligence in Ireland, however EI features in some subjects as a module, for example, University College Cork's MSc in Personal and Management Coaching includes a module in Mindfulness based Self-Management which explores the topic of emotional intelligence<sup>15</sup>.</p> <p>Also relevant to some extent is the training in Equality delivered by Irish universities. Equality is a key area addressed in internal professional development training within academic institutions (and tends to be referenced as a key feature of an institution's Equality Strategy). Training in this area is recommended by the HEA Report on Gender 2016<sup>16</sup> and the DoES Gender Action Plan 2018<sup>17</sup> For example, in support of Technological University Dublin's Equality Strategy, staff development in</p>	

<sup>12</sup>

[http://apps.maynoothuniversity.ie/courses/?TARGET=QUALIFICATION&MODE=VIEW&SUBJECT\\_CODE=&OFFERING\\_CODE=U\\_HONS\\_DEGREES&QUALIFICATION\\_CODE=EQS](http://apps.maynoothuniversity.ie/courses/?TARGET=QUALIFICATION&MODE=VIEW&SUBJECT_CODE=&OFFERING_CODE=U_HONS_DEGREES&QUALIFICATION_CODE=EQS)

<sup>13</sup> [https://hub.ucd.ie/usis/IW\\_HU\\_MENU.P\\_PUBLISH?p\\_tag=PROG&MAJR=W383](https://hub.ucd.ie/usis/IW_HU_MENU.P_PUBLISH?p_tag=PROG&MAJR=W383)

<sup>14</sup> <https://www.tcd.ie/courses/postgraduate/az/course.php?id=DPTHH-GWOS-1F09>

<sup>15</sup> <http://www.ucc.ie/en/ace-mscpmc>

<sup>16</sup>

[https://hea.ie/assets/uploads/2017/04/hea\\_review\\_of\\_gender\\_equality\\_in\\_irish\\_higher\\_education.pdf](https://hea.ie/assets/uploads/2017/04/hea_review_of_gender_equality_in_irish_higher_education.pdf)

<sup>17</sup> <https://www.gov.ie/en/collection/policy-and-education-reports/?referrer=http://www.education.ie/en/Publications/Policy-Reports/gender-action-plan-2018-2020.pdf>.



Unconscious Bias is provided. The training consists of a 3-hour workshop.<sup>18</sup> This training is available for university staff members, which includes, though may not be limited to, adult educators. Adult educators who attend the workshop could use the knowledge obtained to inform and improve their teaching methodologies, however, they may not necessarily be educators in emotional intelligence or gender equality.

Other Gender Equality and Emotional Intelligence courses target business organisations looking to implement Inclusion and Diversity in their organisation and receive an award to demonstrate their awareness (The Irish Centre of Diversity - 'Investor in Diversity' award)<sup>19</sup>; higher education management looking to implement a Gender Equality Plan as part of the Equality Strategy (Technological Dublin University)<sup>20</sup>; specialist organisations, education and government needing support with their implementation of Diversity and Inclusion (Dublin City University's Centre of Excellence in Diversity and Inclusion)<sup>21</sup>; or individuals seeking personal or professional development by means of a short course (PCI College)<sup>22</sup>.

#### Description of the Learning Outcome Approach of these trainings by the National Qualification System

The Irish NQF describes the Learning Outcomes Approach of the degree and master's degree courses mentioned above. An ordinary degree, such as Maynooth University's Certificate in Equality Studies is referenced at level 7, an honours bachelor's degree at level 8, and a master's degree at level 9.

Internal professional development training, Inclusion and Diversity training for businesses and short courses offered by private education providers do not have Learning Outcomes which are described by the Irish NQF.

#### Available Virtual educational trainings based on the topics of Emotional Intelligence and GET

There are several virtual training courses offered in Ireland that separately address the topics of EI and Gender Equality in general.

Short, online courses delivered by private education providers are aimed at individuals wishing to personally and/or professionally develop their knowledge, skills and competencies. Learners generally do not need to have any relevant qualifications or experience to enrol and any certification/qualification obtained is not recognised by the Irish National Qualification System. Virtual Emotional Intelligence training by private education providers tends to be aimed at supporting individuals to understand and develop their own emotional intelligence competencies. Example providers include PCI College, Learning Cloud and Performance Partners.<sup>23</sup>

Trinity College Dublin offers an online CPD Masterclass in Emotional Intelligence for Future Leaders and an online CPD Masterclass in Unconscious Bias as part of their offering under the HEA's Human

<sup>18</sup> <https://www.tudublin.ie/for-staff/human-resources/staff-development/professional-development/courses-and-workshops/unconscious-bias--an-inclusive-work-environment/>

<sup>19</sup> <http://www.irishcentrefordiversity.ie>

<sup>20</sup> <http://ge-academy.eu/summer-school-tu-dublin/>

<sup>21</sup> <http://www.dcu.ie/hr/centre-of-excellence-for-diversity-and-inclusion>

<sup>22</sup> <http://www.pccollege.ie/emotional-intelligence>

<sup>23</sup> <https://www.pccollege.ie/emotional-intelligence>



Capital Initiative to meet priority skills needs. Trinity's CPD courses are designed by Trinity at Postgraduate level to meet the frameworks for a broad cross section of industry bodies.<sup>24 25</sup> The university also offers an online course in Creating a Gender Sensitive Institution, developed for employees in higher education keen to advance gender equality in their organisation and address gender imbalances. It provides methods and strategies to reach this end. The course was developed as part of the SAGE Horizon 2020 Project.<sup>26</sup> Trinity College Dublin's staff development training in equality issues is also provided through virtual training.<sup>27</sup>

In November 2021, TU Dublin's Research Centre for Psychology, Education and Emotional Intelligence conducted a webinar funded by the National Forum for the Enhancement of Teaching and Learning as part of their Transformative Learning Series on mental health and emotional intelligence in relation to graduate employability and career success.

The Irish Human Rights and Equality Commission (IHREC) offers an e-learning course in Equality in Public Services: An Introduction for Frontline Staff. It is designed to support the implementation of equality in the workplace in the context of equality law.<sup>28</sup>

#### National studies or publications analyzing the training needs or skill gaps of Adult Educators on competences of teaching Emotional Intelligence and GET

TU Dublin's Research Centre for Psychology, Education and Emotional Intelligence actively engages in research on the connection between Emotional Intelligence and education at third level.

Aiden Carthy, Director of the centre, researcher and lecturer at TU Dublin, and Ailish Jameson, researcher and lecturer, have written a book titled 'The Emotionally Intelligent College – Transforming Third Level Education to Help Students and Educators Reach their Maximum Potential.' (2016). The principle aims of the book are as follows: 1/ to give a history of EI and its use in educational settings and to show why social and emotional skills needs to be incorporated into third level curricula; 2/an exploration of the different ways in which EI can be incorporated into academic curricula and national and international frameworks; 3/ to examine potential barriers to this; and 4/ to provide activities and exercises that students and educators can employ.<sup>29</sup>

In a paper written by Aiden Carthy, and Sinead McGilloway, 'Thinking Outside the Box: Promoting Learning Through Emotional and Social Skills Development,' the importance of learning through emotional and social skills development, particularly the positive impact it can have on learning is addressed.<sup>30</sup>

#### National policies to reinforce educators with Emotional Intelligence and GET tools and teaching methodologies

<sup>24</sup> <http://www.tcd.ie/courses/cpd/emotional-intelligence/index.php>

<sup>25</sup> <http://www.tcd.ie/course/cpd/diversity-unconscious-bias/index.php>

<sup>26</sup> [http://www.ecd.ie/tcgel/international-projects/SAGE/creating\\_a\\_gender\\_sensitive\\_institution/index.php](http://www.ecd.ie/tcgel/international-projects/SAGE/creating_a_gender_sensitive_institution/index.php)

<sup>27</sup> <http://tcd.ie/training/lead-online-training/>

<sup>28</sup> [http://deliveringequality/#slide0\\_0](http://deliveringequality/#slide0_0)

<sup>29</sup> "An Introduction To Emotional Intelligence" by Aiden Carthy and Ailish Jameson ([tudublin.ie](http://tudublin.ie))

<sup>30</sup> [Thinking Outside the Box: Promoting Learning Through Emotional and Social Skills Development \(tudublin.ie\)](http://tudublin.ie)



The National Men's Health Action Plan 2017-2021, implemented by the Department of Health, in collaboration with the Health Service Executive (HSE), sets out a framework for men's health consisting of 4 themes and 28 actions. The action plan identifies that the behaviours formed in boyhood strongly impact on the health of men and states that The Department of Education and Skills has a key role to play in developing positive masculinities and the emotional intelligence of boys and young men in order to equip them with necessary life skills. Furthermore, the integration of social and emotional education in the curriculum mentioned previously, must be reviewed with a gender lens by the DoES to ensure learning needs in this respect are being met. The National Men's Health Action Plan supports the up skilling of teachers so they can deliver social and emotional training and provides the DoES with the tools to review education and the curriculum through a gender lens.

Relevant actions within the plan include: "2.9 Support those tasked with implementing the National Sexual Health Strategy and SPHE in schools, with a particular focus on promoting increased self-awareness and emotional intelligence among boys and young men; 3.8 Develop a training programme to support those in the youth sector to facilitate the development of self-awareness and emotional intelligence among young men." <sup>31</sup>

Training identified includes: "A3.3 Facilitation skills training is being delivered to 8 youth sector organisations which involves working intensively with 2 members of staff (n=8 residential days + 1 day), managers (1 day) and the whole staff (1 day) with a view to upskilling staff to develop self-awareness and emotional intelligence within the young men with whom they work. This training is also the subject of an evaluation with a view to informing future training to this sector and elsewhere.; A3.8 Continue to train those in the youth sector to facilitate the development of self-awareness and emotional intelligence among young men." <sup>32</sup>

Gender equality is advanced and promoted under a whole-of-government policy framework in Ireland which is provided by the National Strategy for Women and Girls 2017-2020, extended to 2021. <sup>33</sup> However, this policy does not address the upskilling of educators with EI and GET tools and methodology. A more relevant government policy is the Gender Action Plan 2018 – 2020. <sup>34</sup> Among other actions, the Gender Action Plan recommends that a higher education institution's gender action plan should include measures to actively develop awareness of gender equality among all staff. HEIs must ensure they challenge symbolic links between gender and disciplines (e.g., masculinity and technology) and play a key role in changing societal perceptions of gendered professions. A key area for focus includes a requirement for compulsory unconscious bias and gender equality training for all staff members as mentioned previously. <sup>35</sup> Moreover, it sets out that an institution's gender action plan should "include actions to embed gender equality in Teaching and Learning, and Research, in particular, how has the gender dimension been implemented into undergraduate and postgraduate curricula." <sup>36</sup>

<sup>31</sup> <https://www.mhfi.org/HI-M.pdf>

<sup>32</sup> <https://www.mhfi.org/HI-M.pdf>

<sup>33</sup> <https://www.gov.ie/en/publication/a70fc-gender-equality-national-policy-and-strategies/#introduction>

<sup>34</sup> [https://ec.europa.eu/education/sites/default/files/document-library-docs/et-monitor-report-2019-ireland\\_en.pdf](https://ec.europa.eu/education/sites/default/files/document-library-docs/et-monitor-report-2019-ireland_en.pdf)

<sup>35</sup> <https://assets.gov.ie/24481/8ab03e5efb59451696caf1d8bebe6fddc.pdf>

<sup>36</sup> <https://assets.gov.ie/24481/8ab03e5efb59451696caf1d8bebe6fddc.pdf>



### Approaches in educational contexts that aim to raise awareness about Gender Equity and enhance the Emotional Intelligence of men

A core aspect of the Irish primary and secondary curriculum (for male and female students aged 5 to 18 years) is the teaching of social and emotional aspects of education. Social and emotional competence is promoted through the programme of Social, Personal and Health education at both levels. Gender studies is one of the topics of the programmes which is designed to enable Irish students to develop core competencies, such as self-awareness, emotional expression, responsible decision-making and other Emotional Intelligence competencies. The secondary school curriculum emphasises six key skills across all subjects: self-management, staying well, effective communication, creativity, working with others and managing information and thinking. Teachers are encouraged to embed these social and emotional competencies into their planning, teaching and assessment. Boys and girls aged up to 12 follow the SSE programme which aims to improve social and emotional competences while reducing behavioural and emotional problems. Studies have revealed positive outcomes in terms of improved behaviour and well-being.<sup>37</sup>

The National Men's Health Action Plan 2017-2021, described above, also aims to raise awareness about Gender Equity and enhance the Emotional Intelligence of boys and young men in an educational context.

Regarding gender equality, Eige reports that in Ireland, "awareness-raising and training on gender equality are in place."<sup>38</sup> The Department of Education and Sciences (DoES), Gender Equality Unit, is committed to the promotion of equality and has undertaken a number of initiatives which aim to support the equality of opportunity and outcome for girls and boys, women and men. In 2006, it produced a resource, 'Equal Measures' for Primary schools which aims to assist teachers, parents, the pupils, the school community and board of management in the formulation of a gender equality policy and in the promotion of gender equality. It includes a range of teaching resources, example lessons set around themes for debate and activity in the classroom.<sup>39</sup> Since 2015, two national initiatives have been in place which aim to improve gender equality in STEM subjects in higher education. The 'I wish' initiative aims to raise awareness of STEM subjects and improve the confidence of women in second level education. The second initiative, Dublin City University's 'A World of Opportunities' provides STEM career advice to teachers, parents, and students.<sup>40</sup>

### Policy recommendations taking into consideration the national context to improve the teaching methods of adult educators in Emotional Intelligence and GET through digital solutions

- The development of official courses which aim to improve the teaching methodologies of Adult Educators in Emotional Intelligence and Gender Equality Training in face-to-face and online contexts.
- State recognition of the need to provide courses to improve teaching methodologies of Gender Equality Training and Emotional Intelligence to Adult Educators.

<sup>37</sup> [https://nesetweb.eu/wp-content/uploads/2019/06/AR3\\_Full-Report\\_2018.pdf](https://nesetweb.eu/wp-content/uploads/2019/06/AR3_Full-Report_2018.pdf)

<sup>38</sup> <https://eige.europa.eu/gender-mainstreaming/countries/ireland>

<sup>39</sup> <https://assets.gov.ie/24472/5e8d8862c3284afa848234bd583976c3.pdf>

<sup>40</sup> [https://ec.europa.eu/education/sites/default/files/document-library-docs/et-monitor-report-2019-ireland\\_en.pdf](https://ec.europa.eu/education/sites/default/files/document-library-docs/et-monitor-report-2019-ireland_en.pdf)



- Official certification for courses aimed at Adult Educators which aim to improve teaching methodologies of Emotional Intelligence and Gender Equality Training.
- The inclusion of GET and EI courses and certification in the National Qualification System of every EU country.
- An increased awareness and understanding of Gender Equality Training and Emotional Intelligence by Adult Educators through said courses and further training such as workshops and seminars, as well as guidelines provided in official handbooks and guidelines.



Partner	<b>LBP &amp; INFODEF</b>
Country	Spain
Trainings which foster the capacities of teaching Emotional Intelligence and Gender Equity Training (GET) of Adult Educators	
<p>There is no training directly related to the TRAINING on gender-based violence through emotional intelligence. However, the private entity MAUDE Fundación provides training to achieve the "International Professional Certification in Prevention of Gender Violence and Emotional Education", with a duration of 200 hours of training. The objectives pursued are the following:</p> <ul style="list-style-type: none"> <li>● Analyse the situation of women in recent years to understand the evolution of terms that are very important in the prevention of gender violence.</li> <li>● To relate the terms of gender violence, social problem, and misogyny in order to have a much wider vision of the subject in question.</li> <li>● Know the general recommendations for the prevention of school violence in adolescents.</li> <li>● To elaborate a program of emotional education and violence prevention of educational intervention.</li> <li>● To learn about various activities for the development of the emotional education and prevention of gender violence program.</li> </ul> <p>The small nuance is that in no section is it indicated that this training is addressed to a general adult educator, but specifically recommended for family therapist, sex education, social education, planning centres or family counsellor. Although it is true that the contents can be extrapolated to the task at hand, as can be seen below, it seems that the prevention of gender violence (topics 1, 2 and 3) and emotional intelligence (topics 5, 6) are dealt with separately. Moreover, when Emotional Education is dealt with as a methodology for the prevention of violence, it is done in a general way or linked to school violence, not to gender-based violence.</p> <ul style="list-style-type: none"> <li>● Theme 1. Women and violence: analysis (introduction, violence against women and girls)</li> <li>● Theme 2. From private issue to social problem (introduction, the definition of social problem, gender-based violence as a social problem, the case of domestic violence, the case of sexual harassment).</li> <li>● Theme 3. Gender-based violence and misogyny (misogynistic attitudes, gender-based violence, misogyny and gender-based violence, the domestic Stockholm Syndrome in battered women).</li> <li>● Theme 4. Recommendations for the prevention of school violence in adolescents (introduction, recommendations for the prevention of school violence).</li> <li>● Theme 5. Emotional education and violence prevention programme. Part I (educational intervention strategies, objectives, contents, methodological guidelines, duration, sequencing and timing, proposal for the evaluation of a programme).</li> <li>● Theme 6. Emotional education and violence prevention programme. Part II (introduction, importance of group formation as a development factor, participation instruments, family-educational centre relations).</li> <li>● Annex 1. Activities of the Emotional Education and Violence Prevention Programme (Our DNI, Incomplete sentences, My hidden secret, The glasses, Put yourself in their place, The house idea, Self-knowledge, What if, The business card the detective found, Messy sentences, Magic bazaar, Valosubasta).</li> <li>● Annex 2. Questionnaires of the Emotional Education and Violence Prevention Programme (questionnaires, evaluation of the programme, working with Excel).</li> </ul> <p>However, it is true that there is a lot of training by public and private entities at all levels (Master, doctoral degree, etc.) on (1) Emotional Intelligence and (2) Gender Equality, but the topics are treated</p>	



separately. However, the Master's Degree in Multidisciplinary Emotional Intelligence stands out, where there is a module that refers exclusively to the transversality of emotional intelligence as a tool for preventing and intervening in gender violence.

#### Description of the Learning Outcome Approach of these trainings by the National Qualification System

The Spanish National Qualification System does not include the learning outcomes approach of this type of training such as the International Vocational Certificate in Prevention of Gender-based Violence and Emotional Education. In this case, at the end of the training, the student receives an accredited diploma, but it is not included in the official studies.

The Certificates of Professionalism are official accreditations of the qualifications of the National Catalogue of Professional Qualifications, structured in professional competences and modular training associated to them.

This catalogue is divided into families of knowledge areas and within the knowledge area of "Training and Education" there is a qualification called "Promotion for the effective equality of women and men", but emotional intelligence as an instrument for the promotion of gender equality is not included.

However, there are many masters (NQF 7) and doctoral degrees (NQF 8) on gender equality and emotional intelligence, although the two subjects are treated separately.

#### Available Virtual educational trainings based on the topics of Emotional Intelligence and GET

The International Professional Certificate in Gender-based Violence Prevention and Emotional Education has an online character, so there are indeed online trainings on gender equality and emotional intelligence.

On the other hand, as mentioned above, there are other trainings that deal with (1) emotional intelligence on the one hand and (2) gender equality on the other hand. For example:

- Gender equality: University expert in equality and gender, Equality Agent, Online training in equal opportunities, Technician in equality and conciliation, Awareness raising in equal opportunities, Equality plans and measures in companies, Equal opportunities in collective bargaining, Equality: practical application in the field of employment, Equality in the field of Social Services, etc.
- Emotional Intelligence: Training in Emotional Intelligence and NLP and Mindfulness Strategies; University Expert in Emotional Intelligence and Mindfulness, Emotional Mastery course, Emotional Intelligence MasterClass, Emotional Intelligence Postgraduate Programme, Debuting Emotional Intelligence, etc.

#### National studies or publications analyzing the training needs or skill gaps of Adult Educators on competences of teaching Emotional Intelligence and GET

The analysis of competences in emotional intelligence in adult educators focuses on the need for these competences in emotional intelligence but centred on teaching performance, with an emphasis on teachers of early childhood education, primary education and secondary and baccalaureate education. For example, Palomera, Fernández-Berrocal and Brackett (2008) published an article in the Electronic Journal of Research in Education Psychology (University of Almería, Spain) entitled "Emotional intelligence as a basic competence in initial teacher training: some evidence", which argues for the inclusion of emotional competences as basic competences in compulsory schooling and in the objectives of initial teacher training currently being designed within the framework of the European Higher Education Area (EHEA).

With regard to a more general view, Lancho (2005) publishes "La educación de adultos en la España autonómica" in the UNED Publishing House, where he states that adult education is one of the least known areas in the educational world and establishes the need for the adult educator to present an affective dimension that focuses on the emotional components of communication in order to generate a good educator-student relationship. On the other hand, adult education is emphasised on several



occasions as a context for achieving equality, so it is understood that adult educators should be trained to achieve this fundamental principle of equality.

In Spain, we have outstanding authors in this field, such as Professor Rafael Bisquerra -author of *La Inteligencia emocional en la educación* (2015) and *Educación emocional y bienestar* (2000)-, and Francisco Mora, PhD in Medicine, Neuroscience, Professor of Human Physiology, who stresses the role of Neuroeducation in the present and future of education. Both are part of the multidisciplinary teaching team of the Master's Degree of the Psychobiological Institute.

#### National policies to reinforce educators with Emotional Intelligence and GET tools and teaching methodologies

Since 2020, new regulations in Spain include specific programmes on emotional education and prevention of gender-based violence in the classroom, and these competences are also required in public university teaching vacancies. Emphasis is placed on the increasing importance given to emotional competences not only in early childhood education, but also in higher education and, of course, through secondary education.

For example, in Andalusia, the latest amendment to Law 13/2007 on measures for the prevention and comprehensive protection against gender-based violence includes measures to ensure that the initial and ongoing training of educators takes into account specific training in gender equality, stressing the importance of promoting skills such as tolerance, emotional management, conflict prevention and peaceful conflict resolution.

On the other hand, in Aragon, the Law/2018 on equal opportunities between women and men of Aragon was approved, where the promotion of gender equality has an essential weight as well as the social and emotional competence programmes for the development of metacognitive skills and emotional and affective-sexual education in students.

#### National policies to reinforce educators with Emotional Intelligence and GET tools and teaching methodologies

As part of the 2nd Collection Against Gender Violence, Bonino (2008) published the report "*Hombres y violencia de género. Más allá de los maltratadores y de los factores de riesgo*" (Men and gender-based violence. Beyond abusers and risk factors), in which she highlights the need for men as allies to stop the scourge of gender-based violence. It also alludes to the emotional component within the report.

This document begins by referring to gender-based violence as a men's problem, but one that is ultimately suffered by women. It also sets out a series of international recommendations for men to help eliminate gender-based violence. For example, as recommendations drawn from the International Expert Meeting on Values, Masculinity and Gender, it is determined that:

- Gender policies need to include interventions and awareness-raising with men, as they are essential potential allies.
- It is necessary to increase the number of men taking responsibility for equality both through formal training and through their own sensitisation and awareness.
- It is essential to work with men with cultural and social power, so that they encourage the empowerment of the male gender.
- Governmental and regional policies should consider legislative and educational changes to make men more accountable for their role in maintaining inequality, so that they appreciate the effects it has on women and on themselves, so that they assume their duty to get involved in promoting equality.
- New values and effective behaviours need to be promoted in order to make gender relations egalitarian, healthy and practical. It is therefore essential to prioritise awareness-raising, prevention and training, as these are the key to changing mentalities and behaviour.
- The promotion of new masculine identities needs to be promoted, overcoming resistance and building on case studies and stories where men's collaboration has generated great equality gains.
- Men need to be mobilised against gender-based violence.



- Educational action to eradicate sexist, misogynist and homophobic behaviour must be encouraged.

On the other hand, strategies for dealing with men in relation to gender-based violence are presented, where the following research is presented: (1) Impact of women's changes on men; (2) Men working in the field of professional interventions against gender-based violence; (3) Men who "swim against the tide", beyond non-violence; (4) Comparative analyses between violent and non-violent men; and (5) New international projects. They also present some awareness-raising campaigns such as "The White Ribbon Campaign and the Mercury Project" and "Menenegage".

In relation to the link to the emotional sphere, the following is emphasised:

- On gender prejudices and stereotypes where men cannot express emotions of sadness or helplessness for fear of what society will say.
- Sexism leads to harm to women and also prevents men from being emotional, empathetic and caring, dehumanising them.
- There is a need to increase men's personal-emotional well-being by decreasing the costs of the traditional male model.

More information:

[https://violenciagenero.igualdad.gob.es/violenciaEnCifras/estudios/colecciones/pdf/libro2\\_Hombres\\_VG.pdf](https://violenciagenero.igualdad.gob.es/violenciaEnCifras/estudios/colecciones/pdf/libro2_Hombres_VG.pdf)

Policy recommendations taking into consideration the national context to improve the teaching methods of adult educators in Emotional Intelligence and GET through digital solutions

- There is a need for more didactic proposals that link emotional intelligence as a methodology to follow in order to work on gender equality.
- More pedagogical guidelines are needed for Adult Educators in order to break down resistance and generate changes in behaviour.
- Providing adult educators with non-sexist language resources will undoubtedly be a success in addressing gender equality.
- It would be ideal to introduce the enhancement of Gender Equality through Emotional Intelligence in the National Qualifications System of each EU country.



Partner	<b>ASPIRE</b>
Country	United Kingdom
<p>Trainings which foster the capacities of teaching Emotional Intelligence and Gender Equity Training (GET) of Adult Educators</p>	
<p>There is a range of learning available around Emotional Intelligence and Gender Equity in the United Kingdom, though it is often the case that the two subject areas are taught in silos rather than as a nuanced and balanced piece of training. It is also evident that much of this under the banner of ‘training’ occurs in the private sector with no clear indicator of levels or quality of content available in some cases. With regard to emotional intelligence, for example, there are examples of courses which are certificated or kite-marked for CIPD, but this is no guarantee of standards having been met by any participants, and reflects little on the overall course content. The same can be said to be true in terms of gender equity which is less well-represented in this forum. In each case, the picture is further compromised by the plethora of training solutions now available: in person; on-line; blended learning solutions. However, if we are to interpret the term ‘training’ more broadly, then we can argue that at University there is a range of Masters Level qualifications (UK Level 6) available in many United Kingdom Universities on both Emotional Intelligence and Gender Equity, though many of these are areas in broader educational subject areas such as leadership, business management or psychology. By implication, this ensures that knowledge and theory are both acquired in these learning spaces and, ergo, that this training fosters the capacity of teaching adult educators in general.</p>	
<p>Description of the Learning Outcome Approach of these trainings by the National Qualification System</p>	
<p>The United Kingdom National Qualification Framework describes the learning outcome approaches only of the academic studies in Gender Equality or Emotional Intelligence, where the masters and PhDs degrees are assigned to levels 6 and 7 respectively.</p>	
<p>Available Virtual educational trainings based on the topics of Emotional Intelligence and GET</p>	
<p>A range of training is available in a virtual format; a good example of this is the Virtual College UK with a range of CPD e-learning available including gender equality, women and leadership, diversity and inclusion and emotional intelligence.</p>	
<p>National studies or publications analyzing the training needs or skill gaps of Adult Educators on competences of teaching Emotional Intelligence and GET</p>	
<p>HM Government has produced a key document on Gender Equality at every stage: a roadmap which offers a range of analysis and solutions as part of a national approach to addressing the key issues with GET. It focuses on the following key areas: Promoting gender equality is about shaping our shared future and is firmly in our national interest. It is important for: society: creating real choice and opportunity in every aspect of life; individuals: removing limiting beliefs on career and life choices; employers: companies in the top 25% for gender diversity on their executive team were 21% more likely to experience above-average profitability than companies in the bottom 25%; the economy: reducing gender gaps in labour market participation, Science, Technology, Engineering and Maths (STEM) qualifications and wages, could increase the size of the UK economy by around 2% or £55 billion by 2030; and, well-being: increasing job quality and raising incomes – particularly at the lower end – has the potential to improve average national well-being.</p> <p>The roadmap pays particular attention to the inequalities faced by women, as this is where there is the greatest need for action. Compared to men, despite doing better in education; women are over three times more likely to work part time; are less likely to progress in work; generally work in lower paying industries and occupations; and have lower pensions wealth.</p> <p>It recognises that other protected characteristics, socio-economic disadvantage and/or geographical location can combine with gendered inequalities to create multiple disadvantages. Where we have</p>	



good evidence of these additional barriers, we have reflected this in corresponding actions. However, it needs to keep building the evidence base to understand how we can go further, including through annual monitoring of gender equality data and working more closely with the Race Disparity Unit. In the future, it will focus on how it can do more for other disadvantaged groups and those facing multiple disadvantages.

National policies to reinforce educators with Emotional Intelligence and GET tools and teaching methodologies

At present there are no official policies to look at emotional intelligence teaching methodologies; although gender equity is enshrined in law, the actual teaching of this is again not a part of any recognisable United Kingdom teaching methodology.

National policies to reinforce educators with Emotional Intelligence and GET tools and teaching methodologies

Education Scotland has an excellent website page dedicated to 'Improving Gender Balance and Equality 3 – 18' which looks in detail at the following key areas: challenge gender stereotypes; address unconscious bias; improve gender balance in subject uptake and learner pathways; promote whole-establishment approaches to equality. The page includes lesson plans, videos, external links, case studies, news, events and a series of podcasts, amongst its range of resources.

Policy recommendations taking into consideration the national context to improve the teaching methods of adult educators in Emotional Intelligence and GET through digital solutions

- Adult Educators need reliable curriculum materials and workshops to deliver high-quality training which is appropriate and proportionate for the provision of emotional intelligence training and gender equity training.
- Handbooks and Guidelines that will assist them to use gender-neutral language during the process of teaching to reduce the perpetuation of social schemes
- Adult Educators should be mindful of dealing with sensitive subject areas and use appropriate materials and inclusive language
- Training solutions should address the following key areas: society, individuals, well-being, employers and the economy under the banner of EIT and GET
- Development of accredited training courses for quality-assuring the teaching methods of Adult Educators in Emotional Intelligence and Gender Equity Training
- Training workshops should be offered through physical and digital solutions, including B-Learning solutions



Country	Estonia
<b>Are there trainings which foster the capacities of teaching Emotional Intelligence and Gender Equity Training of Adult Educators?</b>	
<p>There have been several trainings aimed at increasing the capacities of educators to teach Emotional Intelligence and Gender Equity Training on different levels of education incl. adult education. These trainings are offered by various educational institutions, non-governmental organisations and associations through European or national projects.</p> <p>Some examples of trainings:</p> <ul style="list-style-type: none"> <li>- In-Service training for teachers on gender awareness at schools – what and why? The aim of the two-day in-service training course is to introduce the role of gender in education and the impact of gender awareness in school.<sup>41</sup></li> <li>- GENDER AND EDUCATION, University of Tartu SHUH.08.006, 3 ECTS. The subject course aims to introduce the role and impact of gender at the different levels of education and explain how the gender perspective in education is passed on to other areas (work, career prospects, public opinion, etc.). Another aim is to introduce the opportunities and need for application of various intervention mechanisms, such as gender mainstreaming, in education.<sup>42</sup></li> <li>- Within the project “Wake up, notice, act - Teacher and school to be aware of gender stereotypes, the need and opportunities to overcome them in the field of education and work” 13 trainings were organised for educators in 10 counties of Estonia.<sup>43</sup></li> <li>- Training course “Emotional intelligence. The energy of emotion” (16 hours) of Novucenter is aimed at increasing the energy capacity of participants by better understanding and accepting their own emotions and those of others; increasing participants' awareness of the emotional side of any communication; giving basic knowledge of managing emotions and the consequences of emotional breakdowns; releasing energy from emotional blocks and enable participants to develop creativity and a positive attitude; giving basic understanding of emotional intelligence to improve and build communication and understanding in work teams; giving managers, teachers and professionals at any level working with people a basic understanding of emotional intelligence.<sup>44</sup></li> <li>- Training for educational staff “Holistic approach in education” focuses on holistic approach, social and emotional intelligence, mindfulness for educators and for learners.<sup>45</sup></li> </ul> <p>There is an interdisciplinary Gender Studies Research Group in Tallinn University established with an aim to bring together gender researchers at the university, develop gender studies courses and curricula at Tallinn University (courses in Estonian and English at all levels of study, courses in summer and winter schools and in doctoral schools, supervising student work at all levels etc.) and establish a Gender Studies Centre at Tallinn University. The research group is a member of <a href="#">RINGS</a> - The International Association of Institutions of Advanced Gender Studies.<sup>46</sup></p>	
<b>Does your National Qualification System describe the Learning Outcome Approach of these trainings?</b>	
The Estonian National Qualification Framework does not describe the learning outcome approaches of these short-term trainings.	
<b>Are there any Virtual educational trainings based on the topics of Emotional Intelligence and GET in general?</b>	

<sup>41</sup> <http://www.praxis.ee/tood/sool6ime-hariduses/kursused/>

<sup>42</sup> <http://www.praxis.ee/tood/sool6ime-hariduses/kursused/>

<sup>43</sup> <http://www.enu.ee/haridus-ja-sugu/index.php?keel=1&id=455>

<sup>44</sup> <https://novucenter.eu/button-3/emotsionaalne-intellekt/>

<sup>45</sup> <https://vitatiim.ee/trainings#!/tab/191251187-3>

<sup>46</sup> <https://www.tlu.ee/en/gender>



There are no virtual trainings on the topics of EI and GET in education, however there are very interesting video and printed materials available from The 5th International Conference on Men and Equal Opportunities: Men who care held on 3-4 September 2020 in Tallinn.

The 5th ICMEO was organised by the Equality Policies Department of the Estonian Ministry of Social Affairs, in co-operation with the Nordic Council of Ministers and European Institute for Gender Equality. It was a follow-up from the previous conferences held in Germany (2012), Austria (2014), Luxembourg (2016) and Sweden (2018). The general aim of this series of conferences is to address both the issues of involving more men in promoting gender equality and of gender-specific challenges men face, including those due to restrictive gender norms. The 5th ICMEO aimed to “give further impetus for taking decisive steps towards achieving 2 Due to COVID-19 and resultant constraints and uncertainties, the Conference was organised in hybrid format, enabling active virtual participation for speakers and registered participants. 5 gender equality and for developing such commitment and action”, “provide a space for furthering discussions and learning from each other’s experiences”, “take a positive and proactive approach, bring forward good and promising practices and search for innovative initiatives.”<sup>47</sup>

Are there any national studies or publications analyzing the training needs or skill gaps of Adult Educators on competences of teaching Emotional Intelligence and GET?

- Collection of articles "Towards a balanced society III" gives an overview of the current situation of gender equality in Estonia and the most significant developments and policies concerning the situation of women and men in the last 10 years.<sup>48</sup>
- “Gender gaps in education” by Aune Valk explores gender related issues in Estonian education and suggests ideas for improvement and addressing these issues.<sup>49</sup>

Are there any policies in your national contexts to reinforce educators with Emotional Intelligence and GET tools and teaching methodologies?

The “Welfare Development Plan 2016-2023” focuses on the strategic objectives of labour market, social protection, gender equality, and equal treatment policies for 2016–2023. The sub-objective no 4 of the plan deals with promoting and achieving gender equality. It charts the current situation and sets goals to achieve in order to fix the situation and prescribes specific measures for achieving these goals.<sup>50</sup> The Ministry of Social Affairs has already started the preparation of the Welfare Development Plan 2023-2030.

The Gender Equality Programme 2022-2025 is one of the programmes linked to the achievement of the objectives of the Welfare Development Plan 2016-2023 (WDP 2016-2023), that contributes directly to the fourth sub-objective of the WDP. This programme focuses on specific actions to promote gender equality, including, inter alia, activities to support the implementation of gender mainstreaming.

Are there any approaches in educational contexts that aim to raise awareness about Gender Equity and enhance the Emotional Intelligence of men?

Launched in December 2021 The Centre for Gender Equality's online environment will provide useful and engaging reading for policymakers, employers, educators and anyone else interested in gender equality. The Centre for Gender Equality, managed by the Ministry of Social Affairs, is a virtual

<sup>47</sup> <https://www.sm.ee/et/uritused/5th-international-conference-men-and-equal-opportunities-men-who-care>

<sup>48</sup> <https://vordsuskeskus.ee/et/uudised/varske-artiklikogumik-teel-tasakaalustatud-uhiskonda-iii>

<sup>49</sup> [https://www.hm.ee/sites/default/files/haridusmin\\_soolised\\_lohed\\_hariduses.pdf](https://www.hm.ee/sites/default/files/haridusmin_soolised_lohed_hariduses.pdf)

<sup>50</sup> <https://www.sm.ee/et/heaolu-arengukava-2016-2023>



competence centre designed to raise awareness of the principles of gender equality among different target groups by providing self-learning support. The webpage of the Equality Centre brings together in a single place both existing and new materials, ranging from studies, article collections and guides to e-learning and other various materials supporting practical self-learning. The Equality Centre's website provides the latest news on gender equality and a range of exciting information on events, training and campaigns.<sup>51</sup>

The project 'Mainstreaming Gender Equality into General and Higher Education' lasted for 26 months – from December 2013 to January 2016. Implementation of project activities was funded by the Mainstreaming Gender Equality and Promoting Work-Life Balance Programme of the Norwegian Financial Mechanism 2009-2014. The aim of the project was to support the integration of gender equality in the education system of Estonia, thereby contributing to a reduction in gender inequality in Estonian society. For two years, the project team worked to break the cycle in which gender stereotypes spread, through training of people, improving their knowledge and skills, and changing their attitudes.<sup>52</sup>

What policies would you recommend taking into consideration your national context to improve the teaching methods of adult educators in Emotional Intelligence and GET through digital solutions?

- Include Emotional Intelligence in the list of essential competences in the National Education Strategy.
- Include the topic of Gender Equality Training through Emotional Intelligence in qualification training programmes for adult educators.
- Develop training courses which aim at improving adult educators' competences to teach Gender Equality Training through Emotional Intelligence in classroom and online.

Partner	<b>SKA</b>
Country	Lithuania

<sup>51</sup> <https://vordsuskeskus.ee/et/uudised/vordsuskeskus-uus-vorguvarav-soolise-vordsuse-huvilistele>

<sup>52</sup> <http://www.praxis.ee/en/works/mainstreaming-gender-equality-into-general-and-higher-education/mainstreaming-gender-equality/>



### Trainings which foster the capacities of teaching Emotional Intelligence and Gender Equity Training (GET) of Adult Educators

There are no formal trainings or courses for educators in Lithuania that directly link the two topics and examine them together.

The postgraduate programme for university studies, Gender Studies, is implemented by the European Humanities University (EHU)<sup>53</sup>.

EHU is an international university, founded in Minsk in 1992 and now relocated to Vilnius. EHU's aim is to strengthen civil society in Belarus and the region through the liberal arts and humanities. EHU is guided by the European intellectual tradition and the principles of liberal education. Studying at EHU allows students to maximise their creative and academic potential, develop flexibility, critical and independent thinking.

The University, which has been conducting Gender Studies in Belarus for many years, has accumulated a large number of publications and scientific literature on gender, social theory and sociology. The 1.5-year programme leads to a Master of Social Sciences qualification (NQF 7).

The program aims to prepare highly qualified sociologists with critical analysis, scientific and practical work skills, who are able to systematically analyze relevant societal phenomena and challenges related to gender categories established in social relations and institutes; to prepare and implement sociological research projects in accordance to the research ethics; to propose possible solutions to social problems related to gender norms on the basis of the results of sociological research; to work in a multicultural environment, to plan independently and to pursue a professional career.

#### **Distinctive features of the program:**

The only full-fledged master's degree program in Gender Studies in Lithuania and Belarus;

The program is based on more than 20-year-old tradition in the field of gender studies of EHU;

The program is prepared on the basis of experience of Western universities and the relevant research and pedagogical potential of European Humanities University as well as invited foreign experts;

All courses are taught in English;

Blended learning format, combining full-time education in Vilnius and distance learning;

Unique teaching staff, including highly qualified and experienced specialists in the field of gender studies;

Combination of theory and practice, research and projects' activities focused on gender dimension;

Emphasis on development of the research skills of students;

The interdisciplinary approach that provides students with a solid knowledge of gender dimension in such fields as law, political sciences, etc.;

Study plan of the Master's program "Gender Studies".

Potential career:

- Sociologists;
- Consultants;
- Analysts at national and international research centers;
- Professionals in gender studies;
- Employees of governmental and non-governmental organizations;
- Employees of personnel services and agencies, media agencies, educational institutions, etc.

Informal upskilling programmes for teachers. Centre for Human Studies. Emotional intelligence of teachers<sup>54</sup>.

<sup>53</sup> <https://en.ehu.lt/studies/gender-studies/>

<sup>54</sup> <https://humanstudy.lt/portfolio-item/emocinis-mokytojo-intelektas/>



The institution is an accredited qualification development institution for teachers and education support professionals (Order of the Minister of Education and Science No V-694 of 21 August 2018). Participants of the training receive professional development certificates.

Positive Education Institute. Programme "Emotional Intelligence Development in Lithuanian Educational Institutions" <sup>55</sup>. The aim of the programme is to understand and apply the theory of emotional intelligence in everyday practice, helping individuals to improve their personal skills, habits and actions, and to improve their emotional intelligence as teachers.

Teacher Development Centres in the municipalities run the programmes:

The Importance of Emotional Intelligence in the Teacher's Daily Life, 40 hours;

Developing Emotional Intelligence and Social Emotional Competences, 40 hours.

#### Description of the Learning Outcome Approach of these trainings by the National Qualification System

NQS describe the Learning Outcome Approach Postgraduate programme in Gender Studies, run by the European Humanities University (continue – EHU), Master, NQF 7 <sup>56</sup>.

The programme is accredited in 2021.

#### Available Virtual educational trainings based on the topics of Emotional Intelligence and GET

Vytautas Magnus University. Sexuality and Families in the Modern World: Diversity and its Challenges, 40 hours <sup>57</sup>.

This teacher training program introduces issues of gender, sexuality and family diversity in modern society, invites participants to look at topics that are still often taboo in Lithuanian society without preconceived stereotypes. It provides interactive exercises and recommendations on how to discuss these topics with students. The programme is aimed at teachers implementing the Health, Sexuality Education and Family Education Programme.

#### National studies or publications analyzing the training needs or skill gaps of Adult Educators on competences of teaching Emotional Intelligence and GET

The Law on Education of the Republic of Lithuania provides that all pupils should be able to develop their social and emotional competencies, while educators should have the opportunity to strengthen them in this field of education.

Social and emotional education is included as a separate subject of study in the training programmes of most pre-school, pre-primary and primary education teachers. There are no separate studies analysing these needs of adult educators.

#### National policies to reinforce educators with Emotional Intelligence and GET tools and teaching methodologies

The policy is designed to strengthen educators with emotional intelligence and GET tools and teaching methodologies through initiatives and projects. The following extended projects are currently underway:

<sup>55</sup> <https://www.dramblys.lt/customPages/mokykloms>

<sup>56</sup> <https://en.ehu.lt/studies/gender-studies/>

<sup>57</sup> <https://openstudies.vdu.lt/dalykai/socialiniai-mokslai/lytiskumas-ir-seimos-siuolaikiniame-pasaulyje-ivairove-ir-ios-issukiai/>



**Centre for Human Studies. Emotional Intelligence of the Teacher Programme<sup>58</sup> :**

For a child to feel happy at school, the first thing that needs to be happy is the teacher. Developing emotional intelligence is the path to a balanced, happy life.

**Positive Education Institute. Initiative Dramblys.lt<sup>59</sup>.**

The aim is to prepare professionals to pass on this knowledge to others - to apply the skills when working with children and in collaboration with colleagues. It is a comprehensive practical development programme offering the opportunity to experience intensive, ice-breaking practice.

**Leadership Expert Group. Project "Developing Emotional Intelligence for Personal Effectiveness"<sup>60</sup>.**

Training, research and advice.

**House of Diversity and Education. A place where sex education experts help you accept the themes of your sexuality<sup>61</sup>.**

Trainings and sessions led by the sex education expert(s) take place in a comfortable and safe environment, with a focus on discussions and self-esteem development. The teaching material is age-appropriate and based on scientific information.

**Women's Information Centre.** Non-governmental women's organisation working to promote gender equality, overcome violence against women and educate the public<sup>62</sup>.

**Information portal.** News, information, consultations<sup>63</sup>.

National policies to reinforce educators with Emotional Intelligence and GET tools and teaching methodologies

**Ministry of Social Security and Labour<sup>64</sup>**

Provides detailed information on actual gender equality, ensuring equal rights and opportunities for women and men. Equal visibility and approach, distribution of powers and responsibilities, availability of resources, benefits, services and justice, and equal participation in all processes and areas. Information on the necessary active contribution of both sexes and the integration of a horizontal perspective on equality between women and men in all policy areas.

**Office of the Equal Opportunities Ombudsman<sup>65</sup>**

The Office of the Equal Opportunities Ombudsman is a budgetary institution financed from the state budget. The Ombudsman is appointed by the Seimas for a five-year term of office on the nomination of the President of the Seimas, and is a public official accountable to the Seimas for monitoring the implementation of the Law on Equal Opportunities for Women and Men and the Law on Equal Opportunities for Men.

**Information portal "Equal"<sup>66</sup>**

All information on the legal framework, principles and assistance of gender equality is provided.

<sup>58</sup> <https://humanstudy.lt/portfolio-item/emocinis-mokytojo-intelektas/>

<sup>59</sup> <https://www.dramblys.lt/customPages/mokykloms>

<sup>60</sup> <https://lyderiugrupe.lt/lt/eq-ugdymas-asmeniam-efektyvumui>

<sup>61</sup> <https://www.ivairovesnamai.lt/suaugusiems>

<sup>62</sup> <https://www.moteruinformacijoscentras.lt/>

<sup>63</sup> <https://www.lygus.lt/lyciu-studijos/>

<sup>64</sup> <https://socmin.lrv.lt/lt/veiklos-sritys/moteru-ir-vyru-lygybe>

<sup>65</sup> <https://www.lygybe.lt/lt/apietarnyba>

<sup>66</sup> <https://www.lygus.lt/daugiau-informacijos-apie-lyciu-lygybe/>



**Official website of the European Union** (information portal) <sup>67</sup>

**European Horizon** (information portal) <sup>68</sup>

Policy recommendations taking into consideration the national context to improve the teaching methods of adult educators in Emotional Intelligence and GET through digital solutions

Extending emotional education from children to adults, especially families.

Promote and implement projects, information campaigns and initiatives aimed at shaping public attitudes towards the importance of emotional intelligence.

In the context of GET, focus more on the formation of value attitudes, not only on the clarification of legal issues.

Organise training, discussions, publications on gender equality training in the field of emotional intelligence.

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<sup>67</sup> [https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy\\_it](https://ec.europa.eu/info/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_it)

<sup>68</sup> <https://www.lmt.lt/europos-horizontas/lyciu-lygybe/3825>