



Methodological Framework for implementation of Emotional Intelligence and GET in Adult Education

“Recommendations for the transferability and use of the project outputs”

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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
How do organizations plan to utilize and incorporate the results of the project outputs?	
<p>The participating organizations will incorporate the outputs of We Men project in the following ways:</p> <ul style="list-style-type: none"> • The outputs will be used to meet the educational needs of each organization's staff (training activities, seminars for the staff members) • Professionals and experts in the field will consult the online material and the methodological framework for their work with Adult Educators. • The Adult Educators engaged in the project will motivate their learners to continue using the project's results for the promotion of emotional intelligence and gender equality. • The results of the project will be encompassed in the matrix of resources of each organization within the scope of being reused. • The quality of the services provided by the partner organizations will be upgraded. • The results of the project will be used for the creation of larger scale EU project ideas. 	
Are organizations planning to amend the results/ deliverables/ outputs for adaptation purposes? If yes, how, and why?	
<p>The adaptability of the project's results it's an asset as it gives organizations the ability to reform them, tailor them based on their educational needs and target group. The learning material can be amended based on the context. In other words, partners can adapt it accordingly when delivering training sessions to staff members, end users, or community members. Same works for seminars or meetings that partners would need to present project's results to stakeholders or other interesting parties. In every case, the topic concerns an enormous amount of people who come from different educational and professional backgrounds, this means that the approach used to disseminate the project's results will be differentiated according to the target group.</p>	
What challenges do organizations think they might meet during the adaptation of the project outputs to their contexts?	
<p>The adaptation of project's results is always a challenging process since the professionals need to consider the national reality, the needs and the social specificities that might be encountered during the transferability of the educational material. However, as mentioned above the adaptability can successfully take place with the reformation of the approach used to reach each target group. Some of the possible challenges that might appear during the adaptation process are:</p> <ul style="list-style-type: none"> - Greece is a country that starts to make progress in terms of gender equality but of course there is long way till the desired result is reached. Therefore, Adult Educators might face difficulties when adapting the project's results since the learners come from an environment that respective issues are gradually being addressed. In other words, the introduction to a topic like this needs to be smooth and the content adequately explained. Learners need to know why they should acquire this knowledge while at the same time it is important to showcase that the scope of the training is not to blame any social group but to educate. 	



- Vanishing feelings of guilt among men learners is also of great importance given that the reality of gender-based violence in the country is currently affecting all the genders and subsequently creating common feelings in the community.
- In Adult Education, the learners have a very clear idea of what they want to learn, and which are their expectations. Within this framework, it is crucial to explain from the very beginning of the training what is the goal of this project, and which are the learning outcomes that should be achieved.

What challenges do organizations think they might meet during the adaptation of the project outputs to their contexts?

- Beware of the features of each group to which you are disseminating, presenting the project's results. In social events, meetings, conferences the attendants can be very diverse, and this has a twofold outcome: On the one hand, diversity adds in the overall process as it facilitates multi-disciplinarity and can lead to an open and inclusive dialogue. On the other hand, a diverse audience can be difficult to be addressed especially when it comes to inter-gender issues that as we have seen the past years, can easily trigger misconceptions.
- The phenomenon of cancel culture is a reality that we should not forget about. Words, expressions, and meanings implied can really affect people's lives. Therefore, prepare your speech, training in advance but taking into consideration the national reality the status quo of the attendants.

Key recommendations to other organizations for the adaption and application of the project outputs (from consortium partner perspective)

- The results of We Men project can be adapted and realized easily. Some parameters that should be taken care of are the identity of the end users. For this reason, is important before initiating a training session, a dissemination activity, or a raising awareness process to monitor who are the people sitting in front of you.
- Use some smart techniques to get an idea about how they are feeling, and which are their motives. Open interactive discussions, short presentations of each attendant, ice breaker activities can help.



Partner	INQS
Country	Ireland
How do organizations plan to utilize and incorporate the results of the project outputs?	
<p>1/ The creation of voluntary gender-equality training, or alternatively, emotional intelligence programmes with a gender-equality component;</p> <p>2/ Holding a gender equality awareness day with a presentation of research findings;</p> <p>3/ Making it available as an area for employees to undertake training in;</p> <p>4/ Developing a taxonomy to link this area to related areas for education – including education for adult educators in general, training of vulnerable groups, etc;</p> <p>5/Suggesting its use for teachers to learn more for working in this areas, especially teachers working with men from under-represented groups like travellers, prisoners, etc;</p> <p>6/The benefits of using this project would be seen when working on a group project where students might be working with people of different cultural backgrounds and beliefs. Through the utilisation of the project's outputs the students will learn mutual respect and empathetic listening. On an individual basis - giving students difficult problems to solve where they will experience frustration and perhaps anxiety will enable them to learn how to work through these emotions in a positive manner. Short individual questions on gender equality and emotional issues would give the adult educator a basis on which to build on with each student. It would be very important that each student's pathway through these outputs be acknowledged and promoted as positive and progressive attributes towards a happier and more successful life. The student will then be self-motivated to continue with a broader outlook on life and a more empathetic attitude towards others;</p> <p>7/ Peer to peer learning, staff workshops and a team focused on addressing these key issues</p>	
Are organizations planning to amend the results/ deliverables/ outputs for adaptation purposes? If yes, how, and why?	
<p>1/ Micromachisms is a nebulous concept, which means it can confuse people regarding what to include or exclude and can result in a dubious or fixed interpretation of situations, which is the opposite of what EI calls for. Knowing how to read a given social situation needs to come together with flexibility to see potential alternative interpretations. It is advised to refer to micromachisms as it is, a nebulous concept, and to convey that, more than fixed interpretations, these always need to be used with a careful analysis and awareness of the situation.</p> <p>2/ Explicitly mention the emotion theory used and extend it. The We Men Educational Program briefly refers to emotion theory (BET). While this is a relevant theory, it has limitations. It would be useful also to explore the potential benefits of other important emotion research programmes as well, such as the Psychological Construction of Emotion (PCE), approaches which are making full use of important neuroscientific findings in their explanations of emotions, and the real implications of that to gender equality. PCE, for example, gives people a better understanding of how the brain generates emotional experiences and how the body changes in relation to that. It is a great foundation to understand emotion regulation and the strategies people hear about all the time now (cognitive reappraisal, breathing work, mindfulness, etc).</p> <p>3/ Rather than using mixed models of EI, it would be clearer and more attainable to focus on one model, the basic and clearest one from Salovey and Mayer (which is used in We Men, along with others).</p> <p>4/ Unit D1 LU2 could come before the previous one, because, if addressing emotional intelligence first, as a single concept, and people get a grasp of it, it may be easier later to introduce the link between this and gender equality. The first objective (K1) from the previous section would be K1 of this one (K1. Identify the four main domains of emotional intelligence).</p>	



4/ The number of goals for learners to achieve could be reduced and the connection between unit goals, knowledge, skills and responsibility/autonomy be made clearer at times. As an example - 'Create family emotional and psychological well-being' does not seem to find expression at the level of Knowledge, Skills or responsibility/autonomy. It seems only implied that something developed in those domains will be beneficial to family emotional/psychological wellbeing. A suggestion to address this goal: for example, based on the clinical experience of one respondent, is that most families are not in the habit of explicitly 'talk' about emotions. Emotion knowledge/ability in the family tends to run through meta emotion philosophy (beliefs/knowledge people have about emotions which lead to specific practices). This is something John Gottman came across in his influential work with parents and couples. So, an explicit way to create family emotional and psychological wellbeing at the knowledge level would be to help participants identify their meta emotion philosophy (there is an interesting questionnaire for that). At the skills level, this would specifically involve improving recognition and understanding of emotions.

5/ 'D2 LU3 Restructuring the gender perspective'. It should be acknowledged that beyond gender, people have different ways to express and label connection, care, love, desire, concern, etc. As well, that they also have their own subjective ways of feeling it. Rather than focusing on how men specifically express emotions or not (which is stereotypical), it is better to focus more on people and how each individually expresses themselves, if they know their own 'language' and if they wish to learn new vocabulary around it. This covers the fact that we are all different in how we express emotions, that there is no fixed prescription here, and those differences are not only related to gender.

6/ Dimension 3: Training focus on personal context and the Transformative Approach: Add non-judgemental listening skills and critical analysis here (an exploration of both sides of the argument if opposition is present) because nurturing the ability of people to state and argue their own positions is valuable. It takes courage and, in the end, may result in far more nuanced, encompassing and interesting discussions. This does not mean, supporting certain views. Does this unit offers participants the opportunity to explore and search for evidence supporting their views - even if the view is denying gender-based violence? The approach would be more towards 'if you make a claim, you need to support it' - the default position being offered is accepting there is gender-based violence, but maybe there are nuances that deserve to be explored - those nuances can only come to light if there are opposite or 'in-between' views. This would open We Men to learn from its participants, as opposed to an expert view that may not be open to update its sources in light of new information.

7/ Regarding dimension 3, learning unit 6, Methodologies for breaking down resistance to masculinity in Adult Education', it was suggested that there is an underlying agenda here: traditional roles are bad and need changing, which, can be considered to be an example of a tension between gender-equality as a collective fight, and personal choice and distinct views people have of power in relationships. Some sections of feminist theory erased personal choice as a factor in people's goals and actions and prioritise a sort of group identity as defining those actions and goals. However, a respectful and inclusive approach acknowledges that what we call 'traditional roles' can be subjectively felt as positive and desirable in many cultures and in many families across cultures. The respondent has seen families and couples with traditional dynamics that worked perfectly for them. It was not his job to change them or judge them. Personal choice matters here, because it accounts for the fact that group identity does not necessarily define what everyone in that group wants. Having said this, he believes that it's crucial for people to have tools to change their situation/position in the cases when they are not happy. If they find themselves having to negotiate positions in a relationship, and they want to opt for a (at the lack of better term) non-traditional gender role, then they need a way of doing so – thus, disputing a traditional role as the 'only' role available can be really helpful. The respondent wonders if his point is highlighting what seems to be the underlying assumption that all people want to get away from traditional roles. He has spent a lot of time in Asia, where we can find a wealth of preferences regarding this - an interesting and nuanced situation. Although we are a Western society, that gets blurred by the fact we now find ourselves immersed in cultural diversity. Therefore, these outputs could reflect that.



8/ Unit 4, The role of men in education for gender equality: perhaps it is important to add as a gender-equality issue the persistently higher levels of anxiety/depression among women reported in literature. Furthermore, to bring men closer to the issue of gender-equality, a more extensive approach to the issues faced by men themselves could be of benefit. The issues mentioned are on point, but leave aside many relevant ones such as discussions regarding lower life expectancy in men, less help seeking behaviour and, when seeking, downplaying symptoms, higher suicide rates in some sections of male population, etc.

9/ Regarding unit 6, Methodologies for breaking down resistance to masculinity in Adult Education: if the main goal is to break down resistance, a clear and more comprehensive theoretical background for the reasons of that resistance is crucial, or it may replicate misconceptions among promoters and implementers of these training programs. There is a risk of disagreement/dispute during training being collapsed under the category 'conservative' and the creation of potentially unhelpful attitudes among staff implementing these programs. By only exploring one source of resistance to studying gender studies, it may give the impression that any behaviour perceived as resistant in participants of the program must be caused by conservative tendencies. This does not summarise the group of men who are not engaging with gender studies. There are a multitude of reasons for why men may not engage with these studies or act on this knowledge and highlighting a balanced range of reasons may give staff a less pejorative and richer perspective to address situations of 'resistance'. The risk of one single explanation for non-engagement is that every disagreement or dispute in training may be interpreted as 'resistance due to conservative tendency' and potentially result in more resistance. Some men may feel misrepresented by this.

10/ Next, feedback was provided on the theories of change proposed in unit 6 and a link with the use of the term 'Resistant': The Functional attitude theory (FAT) used seems helpful to explain attitudinal changes, but also helps with understanding current attitudes. This is in alignment with the argument in the previous paragraph regarding the use of the term 'resistance'. Resistance can be a result of adaptive function/self-defence and also a result of knowledge function (seeking order in face of uncertainty) as well as resistant as a result of others not being willing to see our best self (value expression function is often blocked by others). With all these aspects of the theory, this is a starting point in disassembling the concept of resistance. A key idea is resistance as people doing something pretty natural, to which we may (as a group) prescribe change, but natural, nevertheless. This is where certain sections of feminist theory will approach the issue solely from a Power perspective at a group level, without giving credit to individual agency and reasons for action (again self-defence, adaptive function to positions in relationships, group pressure, etc). The respondent noted that this is his personal position, however, and he realises it may be incompatible with other people's positions within feminist theory.

11/ One target user said that they wouldn't amend the outputs as there is a lot provided there and everything is covered well (e-directory for specific search, b-learning course for general training, pragmatic resources for application, etc).

12/ Another target user said he would need to take a closer look but he would maybe pick certain modules and focus on those.

13/ Finally, another target user said she would implement the project outputs in a slow progressive manner having discussed it with her colleagues. It is important that everyone is interested and committed. She said that this type of project will need to be 'tweaked' a little to suit each individual organisation and each individual student. This will depend on the age of the student and their culture.

What challenges do organizations think they might meet during the adaptation of the project outputs to their contexts?

1/ The theories of change used are very important and so on point, could clarifying the connection of each (how they apply) to gender-equality help people designing these programs, help avoid incorrect 'translations' of these change theories into practice?

2/ The approach of We Men to gender-equality seems, at times, to be significantly biased towards women, without much expression when it comes to men's struggles and how these can position them



within the fight for gender-equality. Although it mentions gender-equality as an issue of Citizens/People, that is mentioned only once in the document and as a strategic idea to change attitudes. It would be interesting to see the value of that idea being harvested by employing it more within We Men's didactical core. The challenge here, depending on the context of implementation, is that organisations may face backlash or lack of engagement from (possible the majority of) men and women who do not see themselves as conservative or 'resistant', who may even already believe this to be an issue of Citizens/People and so, would like to hear more information about their own position, with relevant data and discussions about it. For men, including issues such as higher suicide rates, far less help seeking, downplaying their own symptoms in healthcare, isolation from relationships, lower life expectancy, among so many others being reported in literature.

3/ The biggest challenges may be to outline the benefits to trainers. It can be hard to get people to engage in this kind of training unless specific time is provided, so some form of informal accreditation may help with this.

4/ It is hard to make something very specific to your organisation because every class and every students and every teacher will be different so probably just use this to give a general background to the area of EI and gender equality then do more specific internal training.

5/ It is a slow process of ongoing learning. This takes patience and a lot of encouragement to keep people on board and interested. It should be introduced as a lifelong learning process that will improve their outlook on life and help them succeed in their workplace. Cultural differences will be a challenge particularly in gender equality.

6/ If any organisation has an issue with Gender Equality from the very personal opinions of its workforce to working practices then there will be resistance.

7/ The detailed content would mean quite a time commitment, and this would limit who could get involved but perhaps a modularised approach over a longer period would help sustain awareness and impetus.

What challenges do organizations think they might meet during the adaptation of the project outputs to their contexts?

1/ The Emotional intelligence section seems to provide very adequate information on the concept. It uses the original emotional intelligence model with 4 domains (from Mayer and Salovey), but also, at times, a mixed model is referenced. Caution is suggested with mixed models just because they include so many ingredients that it can be harder to make clear connections between them and gender-equality.

2/ When looking at how gender equality is being approached, there were some inconsistencies. I must say upfront that I admire the work being done here, as gender-equality remains a topic with so many tensions and it is not easy (at least in my view) to navigate it without bumping into some difficult questions. My case here is regarding the coherence between the main topic (gender-equality), the main goal (breaking down resistance), the often-highlighted target (resistant men from more conservative sections), and the tools to break it down (e.g., the use of inclusive language, for example saying to participants that this is a problem of citizens/people). Some of the inconsistencies I highlighted come from my understanding that We Men was about integrating men in the discussion and fight for gender equality. The document seems to promote the use of 'resistant' as a label for some men specifically - labels are disabling in my view, and the term 'resistance' could be either removed or explained in light of updated theories of human behaviour (you actually highlight one change theory that may help so much in clarifying resistance, see previous comments). The risk is not just labelling participants but the biased attitudes from staff implementing these programs, who integrate these labels in their language. Furthermore, when highlighting the issues included in gender-equality, it would be good to see a break-away from some sections of the feminist perspective which tend to limit gender-equality discussions around the struggles of women, towards really informing participants (men and women) with a balanced view of what are specific struggles faced by each, and the ones (I guess all are somehow) common to both. I believe aside from prejudice towards men expressing emotions, the vast majority



of problems addressed are related to women. (note that when I say 'related' to women, I am not excluding how both men and women are affected by it). Although the issues highlighted are extremely important, I wonder: if one of the goals is to have men fighting for gender equality, wouldn't a balanced inclusion of their many struggles by being men (what would be specific to them) be necessary? I would expect men to be extra motivated to fight for gender equality not only by realizing the range of issues women face and how that affects them, but the vast range of issues they find themselves in (higher suicide rates, far less help seeking, downplaying their own symptoms in healthcare, isolation from relationships, lower life expectancy, among so many others being reported in literature). I would say that these issues could be added in the section where gender-equality is approached, as getting that resonance from males into issues which are also specific to them can help them walking many steps through the door of gender-equality, and really break hesitation to engage. On a sidenote, perhaps 'hesitation' is an alternative to 'resistant'?

3/ The recommended use of inclusive language later becomes incoherent with the fact that the issues around gender-equality being talked about mostly involve women's struggles and leave extremely important issues specific to men unaddressed. This is by no means new, as the literature on men struggles is far less represented, most gender studies focused on women. If the goal is to make this a topic for citizens/people, then diving into the rich pool of struggles faced by them could be beneficial.

4/ Regarding how to structure the use of the different resources, it could be useful to suggest or provide the outputs according to a kind of "level" in which each could be used – e.g. 1. To just grab some information about a relevant project or policy, use the e-directory. 2. To learn about the area properly, take the b-learning course. 3. To become deeply familiar with the area as a whole, engage with all the resources. 4. To fully integrate into your practice, engage with all the resources and apply the pragmatic resources with the target audience.

5/ Try to make it a national resource and get it promoted by the HSE and other groups like Athena Swan.

6/ Initially all adult educators in an organisation would have to take on a programme of self-analysis themselves. This should be followed by a group work session where different emotional and gender equality situations can be worked through. This is important so that Adult Educators can handle difficult situations as they arise. We must remember that this is an extremely exciting project but a difficult one. We are trying to change the attitudes and mindsets of generations of people that have ingrained opinions through their upbringing and difference in culture. These attitudes have been in place since men and women began their lives on this earth. If we introduce it as a way of improving one's own life and having a more successful work life, it will be accepted with enthusiasm. Perhaps this type of project should be introduced into the educational system at a much earlier age.

7/ Amend existing policies, adapt reporting processes, give access to I.T., review recruitment and remuneration, improve training, etc...

Key recommendations to other organizations for the adaption and application of the project outputs (from consortium partner perspective)

1/ If possible, engage male trainers in the training as we cannot address gender equality without addressing men. Furthermore, male trainers have a strategic role to transform attitudes of other men resistant to gender equality.

2/ Due to the amount of content in the e-learning course, it involves a time commitment, so trainers would need to be provided time during working hours to work steadily through the course.

3/ Organisations interested in using the resources can request support from their national partner and receive training prior to implementing.



Partner	LBP & INFODEF
Country	Spain
How do organizations plan to utilize and incorporate the results of the project outputs?	
<p>The consortium will make use and expand the partners' networks to ensure that the project outputs will be implemented by other organisation.</p> <p>During the pilot test, INFODEF and LBPO asked participants about this issue. The target users stated that they would visit the WE MEN website to access all the information that was being updated about the project.</p> <p>These organisations would always have the link to the B-Learning Course and the ECVET educational programme in order to provide it as a permanent training to their employees.</p> <p>As the WEMEN website will be available until 2027, adult educators will be able to incorporate this course into their ongoing training for 5 years.</p> <p>Moreover, it will also be an additional training for university students of education in their period of practices in entities such as Fundación Don Bosco or Red Cross; or for the students of Social Education and the Master of Social and Labour Guidance of the Faculty of Education and Social Work of the University of Valladolid, as one of the teachers has implemented and disseminated the project among her students.</p> <p>On the other hand, the participants pointed out that the "pragmatic resources" document is very useful thanks to the possibility of downloading it in the national language and in PDF format. This document can then be incorporated into a database of bibliographical or methodological resources to be put into practice with their beneficiaries. In this case, as already mentioned in other sections, it is very useful to be used in centres for minors or social centres for people in social exclusion, since, in general and in the entities where the piloting has been carried out, macho behaviours are continuously observed among young people. This "pragmatic resources" document can be theoretically complemented with the "Conceptual and Didactical Core" document.</p> <p>Finally, the IO1 (ECVET educational programme) is said to be very useful for the evaluation of university students who are doing internships in their institution.</p>	
Are organizations planning to amend the results/ deliverables/ outputs for adaptation purposes? If yes, how, and why?	
<p>Given the nature of the IO1, the participants do not think about modifying the ECVET Training Curriculum, as they have no knowledge of European and national accreditation frameworks. Moreover, as mentioned in the previous question, this result can be useful to evaluate university students doing the period of university practices in their institution. It is also an opportunity for self-assessment or a frame of reference to be able to create/design specific training courses for each of the dimensions presented in ECVET.</p> <p>Similarly, regarding the IO2, the e-learning course they will not modify it either as it is an online platform and they do not have access as administrators or editors, but perhaps, if they need to, they would add information to the Conceptual and Didactical Core, updating information if required by their demands and needs.</p>	



With respect to the pragmatic resources of IO2, they do consider that the document can be expanded with more activities and even with more dimensions. In this way, they see it as an open resource with the possibility of generating a dynamic resource bank in which new activities can be incorporated in a collaborative way.
What challenges do organizations think they might meet during the adaptation of the project outputs to their contexts?
<p>The biggest challenge they may encounter in adapting the IOs is in IO1, as effective and adequate adaptation requires knowledge of ECVET and EQF standards. Therefore, they have stated that they will not modify it.</p> <p>On the other hand, if they intend to adapt the more theoretical results (e.g. Conceptual and didactical Core), they may fall into the bias of focusing only on the individual innovative elements, without generating that combination of them which is, really, what generates added value to the contents.</p> <p>In terms of practice activities, there is generally no challenge or problem in terms of adaptation. However, there can be problems when applying the activities with people with disabilities, as the design and the fundamental bases of the activities are not designed from an accessible point of view. Therefore, in these cases, more efforts would be required for the effective adaptation of the activities.</p>
What challenges do organizations think they might meet during the adaptation of the project outputs to their contexts?
<ul style="list-style-type: none"> - Respect of the fundamental bases of the project - Prior self-training on the WE MEN project topic - Consultation of additional resources presented - Before carrying out a practical activity, that activity should be tested prior to implementation
Key recommendations to other organizations for the adaption and application of the project outputs (from consortium partner perspective)
<ul style="list-style-type: none"> - Take into account the necessary combination of the key elements of the project to break through masculinities: Emotional Education + Gender Equality Training + ICT + gender role flexibilization. - Download the documents in PDF format (if applicable) or request the Word version from the Spanish entities (LBP or INFODEF). - Request support if needed from the contacts listed in the INFODEF or LBP web pages. - If it is required to provide the e-learning course to people with visual and hearing disabilities, follow the WCAG 2.0 accessibility standards, which can be achieved by requesting the incorporation of the "Click accessible" plugging.



Partner	ASPIRE
Country	United Kingdom
How do organizations plan to utilize and incorporate the results of the project outputs?	
<p>Aspire will incorporate the learning within its own staff and ongoing products and services related to culture change within schools, local authorities and corporate bodies to be more inclusive, equitable and diverse. The Emotional intelligence approach, more familiar within the business world and human resources management provides an innovative means to link culture change in support of gender equality within education and enterprise.</p> <p>The WeMen project results in the UK have found their largest support amongst organisations working directly with men in supportive capacities, e.g. Fathers support groups, Young men support groups and Male educators working in community and school settings supporting children, particularly boys and parents. Both the online learning and face to face elements of IO1 & IO2 provides a structured and safe approach for men to discuss their feelings and gender identity and how they can better manage themselves, improve their self-awareness, their relationships with others, be that within the family, the workplace or indeed business.</p> <p>The WeMen project outputs will be brought to the attention of Aspire and partner network of local and international male and female support organisations in the UK and in Africa through their GEEDA (Gender Education and Enterprise Development for Africa) network. The benefits of WeMen is that it provides a robust and flexible resource for those organisations seeking new ways to broaden their scope and effectiveness of working with men as allies towards greater gender equality, which at the same time improves their emotional intelligence.</p> <p>Through the national and international networks of associate partners, we will disseminate the WeMen project through key influencers who are part of the national advisory group, such as a Senior professor for lifelong learning at the University of Greenwich; Black Men4 Change a pan London infrastructure support group for men of African and Caribbean Heritage, Father2Father CIC, Open Minds Alliance and the National Education and Enterprise Alliance Network which has members in London, Bristol, Manchester and Birmingham.</p>	
Are organizations planning to amend the results/ deliverables/ outputs for adaptation purposes? If yes, how, and why?	
<p>Black led and African-centred organisations have indicated to us that in order for the WeMen materials to be more culturally relevant to them, there needs to be a greater historical understanding of institutional stereotypes of race and gender. In addition there needs to be an informed awareness of how intersectionality, i.e. “the ways in which systems of inequality based on gender, race, ethnicity, sexual orientation, gender identity, disability, class and other forms of discrimination ‘intersect’ to create unique dynamics and effects” occurs within society.</p> <p>There has been an evolution of the concepts of patriarchy and gender inequality/equality which have been impacted by slavery and colonialism and the relationships between Europe and Africa and Africans/Black people in the USA, Europe and the UK. They question the universality of how gender inequality impacts men and women of different ethnic groups, particularly of African heritage within Europe, the UK and indeed on the African continent.</p>	



This augmentation and adaptation of the premise on which WeMen outputs are based, began during the dissemination process of the WeMen international multiplier conference when Dr Ornette Clennon, the Head of MaCTRI (MEaP Academy Community Training & Research Institute) based in Manchester provided expert inputs on Black Men and Intersectionality drawn from his co-authorship of the book Decolonising Public Health through Praxis - the Impact on Black Health in the UK.

What challenges do organizations think they might meet during the adaptation of the project outputs to their contexts?

Post Covid, domestic violence has risen sharply, and more women and children have been seeking safe spaces and refuge. In addition, increasing financial pressures as a result of the soaring cost of living and energy prices in the UK, makes it more likely that gender-based violence and domestic violence will increase even more. Therefore, in the short term, the need for working with men to reduce incidences of GBV is greater than ever before. In the medium to longer term, winning over men as allies for gender equality is crucial and the WeMen resources being freely available is vital in this transformational process.

However, the key challenge that organisations will find is that working with men for gender equality is a relatively new and underdeveloped area of work in the UK and as such there is a lack of resources and funding available. Therefore, adaptation and use of the WeMen project outputs is likely to be piecemeal and haphazard without policy leadership from the top and follow up mainstream funding resources available in adult education settings which are formal as well as informal.

Key recommendations to other organizations for the adaption and application of the project outputs (from consortium partner perspective)

1. Organisations existing outside formal education and training structures such as NGO's, civil society organisations and voluntary support groups who are supporting marginalised and vulnerable groups in society, ie supporting jobless, poorer and disadvantaged men and women where domestic violence as significantly risen post COVID-19 , need to be targetted with WeMen project outputs.
2. WeMen project outputs can be used to facilitate greater support and partnership between civil society organisations, corporates, universities, colleges and schools in developing the emotional intelligence of men and boys as a means to building allies for gender equality as a preventative means for reducing gender based violence.
3. Gender equality policy and practice at national and local level needs to be expanded to include and fund working with men using the WeMen approach and outputs. Both men and women need increased access to financial and learning and skills resources to build their resilience, human and social capital for gender equality.



Partner	SkA
Country	Lithania
How do organizations plan to utilize and incorporate the results of the project outputs?	
<p>The results will be useful for adult educators in their work. Professionals will be able to use the online platform to access theoretical and practical learning materials. The results of the project will motivate adult educators to use the online platform to take a broader approach to promoting emotional intelligence and gender equality and to promote its use among their target group. It will also improve the quality of the services provided.</p>	
Are organizations planning to amend the results/ deliverables/ outputs for adaptation purposes? If yes, how, and why?	
<p>If necessary, the project results can be adapted to the needs of the specific target group. Partners have the opportunity to share with each other their insights, which will become apparent over time, by using the online learning platform as much as possible during the training.</p>	
What challenges do organizations think they might meet during the adaptation of the project outputs to their contexts?	
<p>Organisations may face the following challenges:</p> <ul style="list-style-type: none"> • In Lithuania, men's emotional intelligence is stereotyped, which may exclude them from taking an interest in this topic; • Not all approaches may be acceptable to target users; • Being able to match theory and practice to the target audience is crucial; • All adult educators will have different interests in engaging in these activities; • A lot of motivation is needed to involve and train adult educators; • If adult educators are not interested in the topic, it may be difficult to convince them to incorporate the topic into their working methodology. 	
What challenges do organizations think they might meet during the adaptation of the project outputs to their contexts?	
<ul style="list-style-type: none"> • Practical approaches need to be tested before they can be implemented; • Familiarise yourself with additional material; • Try to make a presentation within the organisation before presenting to the target group; • Prepare for different audiences who will react differently to the information; • Provide opportunities for consultation; • Try to be as detailed as possible to get as many users interested in the topic as possible. 	
Key recommendations to other organizations for the adaption and application of the project outputs (from consortium partner perspective)	
<ul style="list-style-type: none"> • After each presentation, share your insights with others and ask others to share their experiences; • Try to adapt the material presented to the needs of users; 	



- Discuss the results and adapt the methodology to other users based on them.

Partner	OÜ Vestifex
Country	Estonia
How do organizations plan to utilize and incorporate the results of the project outputs?	
<p>Our local partner organisations are planning to use the project outputs:</p> <ul style="list-style-type: none"> - in their educational programmes for adult learners, - in their job clubs and work exercises for unemployed, - as an example of good practice for their future gender equality related project, - as an inspiration for developing educational programmes and learning materials, - as a springboard for discussion on the topic of gender equality with their group of learners. 	
Are organizations planning to amend the results/ deliverables/ outputs for adaptation purposes? If yes, how, and why?	
<p>Some organisations are going to partly translate materials in other languages in order to use the materials with the minority groups they are working with. Other organisations are going to use certain materials from the online platform in their face-to-face lessons, so they are planning to print out materials and exercises from there. Some partners have also shared with us that they might use the project results in a shortened version because the educational programme and materials that we offer in the project are too lengthy comparing to the length of their average training programmes.</p>	
What challenges do organizations think they might meet during the adaptation of the project outputs to their contexts?	
<p>The main challenge that the partners expressed was that not all the project materials might be applicable to their training programmes and that there will be not enough time to dive into the topic to make a real impact on their learners. One more concern was related to the preparation of the trainer to deliver training on these topics. It requires special expertise and preparation.</p>	
What challenges do organizations think they might meet during the adaptation of the project outputs to their contexts?	
<ul style="list-style-type: none"> - Simplify the materials according to the readiness of your learners to explore gender equality issues and emotional intelligence. - Take time to explore the project materials and prepare to use them with your learners. 	
Key recommendations to other organizations for the adaption and application of the project outputs (from consortium partner perspective)	
<ul style="list-style-type: none"> - Take into account local context for the purpose of adaptation and application of the project outputs. - Adjust materials according to the nature of your training and the needs of your target group. - Request assistance from the national project partner in case you need further guidance in adaptation or application of the project results. 	