



Methodological Framework for implementation of Emotional
Intelligence and GET in Adult Education
“Achievements and Lessons Learned”

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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
Do you think that the project has reached the promised achievements and why?	
<p>The project has reached its objectives to the fullest. The partnership addressed all the identified needs, specifically the key areas of intervention to strengthen the adult education in addressing gender equality.</p> <p>The design and construction of innovative approaches and teaching methods in Gender Equality training through Emotional Intelligence Training to engage male learners and adult training institutions seems an effective approach for addressing gender equality. The online open b-learning platform has high quality digital tools to strengthen adult educators on Gender Equality Training through Emotional Intelligence. It is worth noting that the e-directory provides useful resources and orients anyone interest on the topic to expand their knowledge.</p> <p>The ECVET educational program is comprehensive enough to facilitate the replication of the training programme by other adult educators. Through pilot, we received a lot of comments crediting its learner-center approach.</p> <p>Finally, the methodological framework is efficient as the guidelines given are practical and effective to get applied and implemented at a policy making level.</p>	
What are the main strengths of the produced output?	
<p>We found 2 main strengths that make the program to stand out:</p> <p>a) Innovation: Despite our many efforts to identify similar initiatives it seems that the combination of Emotional Intelligence and Gender Equality Training that this project did, created a new area for academics and nongovernmental organizations.</p> <p>b) Practicality: Even though the combination of the aforementioned elements is complex, as the gender inequality phenomenon has many layers that should be addressed and the strengthening of emotional intelligence requires a specialized approach, the WE MEN project managed to create very practical tools and at the same time well-researched and well-thought.</p>	
Are the outputs transferable in your national contexts and why?	
<p>The outputs are very transferable in the Greek context as gender inequality is an emerging issue. According to the Gender Inequality Index (2020) Greece ranked bottom in the EU on the Gender Equality Index with 52.2 out of 100 points. Greece's rating is 15.7 points worse than the EU's rating.</p> <p>Implementation, oversight, and accountability of actions to address the challenges today require a dedicated effort, especially initiatives focused at raising male awareness and comparable initiatives to prevent gender-based violence.</p> <p>Finally, IASIS managed to adapt the English versions of each output for the needs of the country, to increase their transferability and usability.</p>	
How could other organizations within your national context apply/incorporate the Online Open Learning Materials Platform on Emotional Intelligence and GET and the produced ECVET Curriculum?	



Greek organizations can incorporate the outputs by:

- Spreading the materials to the staff through emails and organize experiential workshops so they can get in practical contact with the tools developed.
- Implementing a peer-to-peer approach so staff trainers who undergo the WEMEN training can train their peers and increase the impact.
- Incorporating the ECVET curriculum (or parts of it) to their training contexts.
- Adding the link of the Online Open Learning Materials Platform on their organizational website.
- Sharing the ECVET curriculum to associate organizations or communicating it through scientific conferences, assemblies, etc., wherever possible.

After the implementation of the project, do you think that improving teaching methodologies of Emotional Intelligence and GET among Adult Educators will have a significant impact on the issue of Gender Equity and Equality, and why?

The empathy gap between men and women, which is a result of emotional learning and has a large negative impact mostly on women, is one of the main reasons that gender equality has not advanced significantly. The priorities of men and women are different. Men must develop certain emotional abilities in order to support gender equality and equity and become justice-minded global citizens (CASEL Framework, 2021). As the facilitator and coordinator of the adult learners' growth, the adult educator must be able to develop their own emotional competencies before passing on the knowledge to their beneficiaries, serving as both a role model and a teacher.



Partner	INQS
Country	Ireland
Do you think that the project has reached the promised achievements and why?	
<p>I think the We Men project has definitely achieved its promised achievements. The We Men project promised to address the need to address gender prejudices and stereotyping within the education cycle in order to reduce gender imbalances in other spheres of life. It also promised to improve teaching methods in Emotional Intelligence and Gender Equality Training for adult educators through digital solutions in the following ways: 1/ by encouraging men to be more active in the gender training area, as we cannot address gender inequality without addressing men. 2/ by encouraging male trainers to take a strategic role in transforming attitudes of other men resistant to gender equality. 3/ by focusing on transformative education and personal context rather than only focusing on analytical and conceptual skills. 4/ by using the gender lens to deconstruct gender stereotypes learned norms within the field of adult education as a way of promoting (social) subjectivity of contemporary adult learners. 5/ by using Emotional Intelligence competences to help break down some males' resistance to gender training, to improve motivation and results, and to upskill both adult teachers and adult learners in the skill of Emotional Intelligence. 6/ To make use of innovative teaching methods based on digital solutions and blended learning.</p> <p>It is clear that the We Men project has reached all of these promised achievements. It addresses gender stereotyping in Section 1 of Course 2: Gender Equality Training – Restructuring the Gender Perspective. In lesson 2, adult educators can learn about gender prejudices and stereotypes and their deconstruction as well as the prejudices about men's expressions of emotions. To compliment this, adult educators can access practical activities and ideas for lessons with final beneficiaries on the subject of deconstructing gender prejudices and stereotypes in the We Men Pragmatic Resources document (pages 16 – 28).</p> <p>Secondly, the We Men project resources work to improve teaching methods in EI and GET for adult educators through digital solutions by equipping them with the necessary tools, information, knowledge and skills to deliver innovative and transformative lessons in gender equality training and emotional intelligence to final beneficiaries.</p> <p>Thirdly, in Course 2, Section 2: The Role of Men in Education for Gender Equality, and in the complimentary Pragmatic Resources (pages 29 -34) the issues of involving men in gender equality as a transformative approach and men as potential allies in gender equality are addressed.</p> <p>A focus on the transformative approach to teaching and learning and personal context is addressed in Course 2, Section 1, and in the entirety of Course 3: Training focus on personal context and Transformative Approach, plus the related Pragmatic Resources.</p> <p>Fourthly, using the gender lens to deconstruct gender stereotypes learned norms is focused on in Course 2, section 1 - Gender Equality Training – Restructuring the Gender Perspective, as mentioned above.</p> <p>Next, the use of Emotional Intelligence competencies to help break down some males' resistance to gender training, to improve motivation and results, and to upskill both adult teachers and adult learners in the skill of Emotional Intelligence is addressed in Course 1- Emotional Intelligence, where Section 1 is focused on Developing Emotional Intelligence Competencies and Section 2 is focused on Benefits derived from Emotional Intelligence Competencies. Again, the related Pragmatic Resources compliment this course.</p> <p>The final promise, to make use of innovative teaching methods based on digital solutions and blended learning has also been reached. The We Men project merges Emotional Intelligence and Gender Equality, an innovative concept in itself, and introduces the use of transformative education and personal context to deliver engaging, life changing training through digital means as well as in face to face contexts. Overall, I think the We Men project has exceeded expectations.</p>	
What are the main strengths of the produced output?	



The outputs are all well-researched, well-thought-out, well-structured, well-written and well-presented. They are of extremely high quality, extremely relevant and useful and innovative and engaging.

The E-Directory provides a wealth of up-to-date information on relevant resources, tools, projects, policies, methodologies and pedagogical approaches already available on EI and GET, nationally, across Europe and internationally. There is no need to search the internet, all of the information adult educators need can be accessed through this tool.

The Conceptual and Didactical Core works well to support adult educators while they engage with the Online Courses and Pragmatic Resources by offering further in-depth knowledge on the theory and concepts presented in the We Men courses. Adult Educators don't need to search the internet, they can find all the relevant information they need through the outputs offered on the We Men platform. The We Men Online Courses provide upskilling in EI, GET and transformative education, providing adult educators with innovative training and practical activities (Pragmatic Resources) to implement on final beneficiaries.

And the We Men ECVET Educational Program underpins these resources, providing a sound base on which these outputs were developed out of. Clear, concise and effective learning outcomes which define the skills, competences and knowledge adult educators will gain from engaging with the We Men project resources.

Are the outputs transferable in your national contexts and why?

Yes, I think the outputs are transferable in my national context of Ireland. It is a relevant issue everywhere in the world. Developing Emotional Intelligence competencies is beneficial to everyone and combining it with Gender Equality Training and Transformative Education is innovative and extremely beneficial. The outputs are useful to any relevant organisation and adult educators looking to develop training in these areas, and we will continue to greatly encourage such organisations and educators to make full use of the We Men resources.

How could other organizations within your national context apply/incorporate the Online Open Learning Materials Platform on Emotional Intelligence and GET and the produced ECVET Curriculum?

Organisations within my national context could apply and incorporate the Online Open Learning Materials Platform on Emotional Intelligence and GET and the ECVET Educational Program in a number of ways. The We Men resources are designed in such a way that they allow for a completely flexible approach in their use. Organisations can dive in and out of the resources, selecting the most relevant courses, activities and information for their needs. They can be selective and completely flexible. Educators can study from home, as and when it suits them, and can select the most relevant Pragmatic Resources to apply on final beneficiaries.

After the implementation of the project, do you think that improving teaching methodologies of Emotional Intelligence and GET among Adult Educators will have a significant impact on the issue of Gender Equity and Equality, and why?

Hopefully improving the teaching methodologies of EI and GET among Adult Educators will have a positive impact on the issue of Gender Equity and Equality. If it leads to more courses being provided to help transform the opinions of people who are resistant to gender equality, it can only be seen as a positive. If it can touch and transform the minds of people who have never stopped to consider how their gender prejudices affect the lives of others, if it leads to fathers being open with their children, encouraging their sons to express their emotions, and their daughters to follow their dream to become an engineer, for example, the project will have an important impact. If parents can be educated to treat their children, regardless of their gender, in the same way, with no gender bias or prejudice, this will lead to their children living more free lives, and they will continue the cycle and do the same with their own children, and so on. As well, if it leads to an increase in men feeling they can talk to others about their feelings, when things are not going well, it could lead to a reduction in suicide, and in violent and aggressive behaviour. I believe the project resources have the power to



have a significant impact on the issue of Gender Equity and Equality due to the transformative nature and vital contents of the We Men resources.



Partner	INFODEF
Country	Spain
Do you think that the project has reached the promised achievements and why?	
<p>The WE MEN Project has more than achieved its goals. The coordination and cooperation between all partners has been a key element not only in the development of high quality IOs, but also in the cross-cutting parts of the project.</p> <p>The professionalism of the consortium has generated an added value in decision making, and the good working environment, always rigorous but flexible, has served to adapt to the circumstances and generate quality results. In addition, the profile of each entity that made up the consortium was in line with the Project's topic: (i) their expertise in emotional intelligence or gender equality, support to adult learners and design of digital solutions for training; (ii) their relevance for the achievement of the project; relevance for the achievement of the project objectives; (iii) their capacity to disseminate, exploit and mainstream the project results. All have worked together in previous European funded projects, related also with the field of this project.</p> <p>In addition, the virtual and face-to-face meetings have been very useful to clarify doubts and to move all in the same direction.</p> <p>The follow-up and monitoring that has been carried out throughout the life of the project has served to re-direct the path if required.</p> <p>Moreover, in the case of the partners in Spain, the piloting in entities such as the Red Cross or the Don Bosco Foundation has generated new doors of collaboration for future occasions and a path for the implementation of the Project.</p> <p>The WE MEN website has made the results of the product and the information of the partnerships available as an Open Educational Resource, free of charge and freely accessible.</p> <p>Furthermore, the quality of the PRs can be confirmed by the feedback from the target users (adult educators) and beneficiaries (males) collected during the pilot test.</p>	
What are the main strengths of the produced output?	
<p>The most important strength of the WE MEN Project, according to INFODEF, is its innovative component, having been able to combine elements such as emotional education, digital solutions, digital solutions and gender role breaking as theoretical-practical elements in the design, development, piloting and implementation of the Project.</p> <p>This has been confirmed in the piloting by the Spanish team (LBP-INFODEF), as the target users have identified it as an essential element that generates added value to the Project.</p> <p>In addition, the profile of the consortium has helped this correct and challenging implementation and combination of these theoretical elements to be translated into practice.</p>	
Are the outputs transferable in your national contexts and why?	
<p>The project will apply European frameworks and instruments, such as EQF, ECTS, ECVET, EQAVET, Europass and EPAL, to promote and boost transparency, recognition, mobility and transferability to other adult education organisations, companies and intermediary bodies in Europe, in the use of EQ and Gender Equality Training, with the active support and cooperation of a network of key partners and relevant stakeholders involved in the project.</p>	



Furthermore, the translation of all products and the generation of them as Open Educational Resources facilitates the use of the products in the Spanish national context. On the other hand, the network of keyholders and networking designed together with LBP makes their transfer and implementation in educational and social organisations more feasible.

How could other organizations within your national context apply/incorporate the Online Open Learning Materials Platform on Emotional Intelligence and GET and the produced ECVET Curriculum?

Each of the PRs can be transferred in one way:

PR1. The aim of the ECVET Educational Programme is to provide adult educators, at national and European level, with a facilitating tool to improve the transfer and recognition of Learning Outcomes in EQ and Gender Equality Training. It could also be used as a starting point for the future process of recognition, validation and certification of this profile. In addition, this ECVET Educational Programme will lay the foundations for the design and development of the Online Platform for Open Learning Materials.

The potential transferability of this result at national and European level will be ensured by:

- Facilitating registration and use by providing clear instructions - Including a link to the platform on the project site and on partners' corporate sites
- Disseminating through social media channels
- Encouraging peer learning, virtual mobility and networking of adult educators.
- Dissemination through EPALE All partners will identify relevant stakeholders and networks to be reached, ensuring a traceable cross-link with the Open Online Learning Materials Platform.

Thus, the Methodological Framework will enhance the transferability of WE MEN results and integrate the development of educational programmes, projects and activities aimed at improving the teaching methods of adult educators in EQ and GET through digital solutions in Europe.

After the implementation of the project, do you think that improving teaching methodologies of Emotional Intelligence and GET among Adult Educators will have a significant impact on the issue of Gender Equity and Equality, and why?

Indeed, it is considered that there will be an improvement of EQ and GET teaching methodologies among adult educators in terms of gender equity and equality. This is due to the appropriate combination of the theoretical elements mentioned above. However, this would not be possible without the professionalism of the consortium partners, as their professional profile has been key to the development of high quality content and to the development of the online platforms where this content is hosted.

The impact generated in the target users and beneficiaries who have participated in the piloting in the Spanish context is focused on the improvement of their skills and competences, especially related to the effective use of Emotional Intelligence and gender equity to break taboos and gender stereotypes for young people or adults resistant to masculinity.

Moreover, its possible use by professionals in formal education (primary, secondary or university education) will have an impact on students, fostering the flexibilisation of gender roles in the whole population.

On the other hand, the WE MEN Project has raised awareness of the issue among the INFODEF team, as there has been a lot of dialogue on this issue and how WE MEN is a step forward for the empowerment of men in terms of studies and training on gender issues.





Partner	LBP
Country	Spain
Do you think that the project has reached the promised achievements and why?	
<p>In the WE MEN Project all objectives have been met as all partners have worked hard for it.</p> <p>The quality of the PRs has been marked by a good leadership of each of them.</p> <p>The overall coordination of the project has been brilliant, as well as the coordination of the transversal parts (quality, dissemination, risk forecasting...).</p> <p>From the beginning of the project, the roles and responsibilities of each of the partners were clear and they all internalised the tasks they were leading or in which they had to actively collaborate. Moreover, each partner had a local/regional/national network defined before the start of the project, which facilitated the implementation of the IOs.</p> <p>Therefore, at this point in the life of the Project (almost at the end of the Project) the partners have managed to produce several results:</p> <p>Tangible results:</p> <ul style="list-style-type: none"> - Exchange of experiences and good practices between countries with divergent experiences in addressing gender inequality through Adult Education; - Adoption and implementation of a curriculum, courses and parts of courses in the training programmes of partner organisations and other training providers, on Emotional Intelligence and Gender Equality Training. - Laying the foundations for a future and long-term international cooperation, in particular by strengthening a pan-European team of experts who will collaborate and be interested in further collaboration on new projects, organising training events, dissemination workshops, etc. <p>Intangible results:</p> <ul style="list-style-type: none"> - Increased awareness of the relevance of adult education in addressing gender inequality. - Increased participation of adult learners in training programmes addressing gender equality. - Knowledge and experience gained by partner organisation staff on the application of multi-stakeholder approaches to co-design and co-create innovative methods and tools for adult education. - Better understanding and increased recognition of the role of adult educators in addressing gender inequality through training in emotional intelligence and gender equality, and increased professionalisation of this practice. 	
What are the main strengths of the produced output?	
<p>The nature of the WE MEN Project is, in itself, innovative as it responds to a call for projects on innovation. Therefore, innovation is the fundamental pillar of the project. In the final stage of the project it has been possible to verify what was indicated, a priori, in the proposal:</p> <ol style="list-style-type: none"> 1. Gender Training is not a new field of action, but what WE MEN add to the existent adult education services and resources is an innovative approach to support gender equality through adult education. 2. The project also bring innovation to adult education by co-creating INNOVATIVE SOLUTIONS and DIGITAL TECHNOLOGIES with the Online Open B-Learning Platform (IO2), a with high-quality digital tool to upskill adult educators on Emotional Intelligence and GET. The platform will provide free access to the following innovative tools and OER 3. The project will provide policy and decision makers, educational institutions, Adult Education providers, social partners and other intermediary bodies with a Methodological Framework for the implementation of Adult Education training programmes in EI and GET (IO3) to 	



facilitate the transferability and replicability of the project outputs in adult organizations promoting gender equality in Europe.

Are the outputs transferable in your national contexts and why?

The transferability of the project outputs is facilitated by the translation into the languages of the consortium. Thus, each of the Project Results can be transferred in one way in the national context. Furthermore, thanks to the collaborative work with INFODEF, the implementation of the project results will be much easier, as between both partners we have created a network of stakeholders related to the thematic of the project. However, it can also be transferred not only to the field of adult education, but also to formal education (teachers) or social educators who work with young people in social exclusion and who sometimes deal with users with macho behaviours.

How could other organizations within your national context apply/incorporate the Online Open Learning Materials Platform on Emotional Intelligence and GET and the produced ECVET Curriculum?

for example, IO1 can be transferred, by its nature, not only to the national context but also to the European context. Moreover, it can be taken into account as a good practice for creating future training curricula based on European standards in other projects.

On the other hand, although IO2 is mainly addressed to adult educators, it can also be transferred to other professional profiles related to the educational or social world.

Regarding the transferability of IO3, it can be used as a good practice to take advantage of the products or activities developed in an organisation. Thus, the templates could be adapted to generate a tool for qualitative measurement of the transferability and added value of products.

After the implementation of the project, do you think that improving teaching methodologies of Emotional Intelligence and GET among Adult Educators will have a significant impact on the issue of Gender Equity and Equality, and why?

As mentioned in the proposal, and in this final stage of the Project, it can be confirmed that the implementation of the WE MEN Project has shown the effectiveness of implementing emotional intelligence and gender equality studies to break gender stereotypes and masculinity resistance. This impact has been realised at various levels:

- Local and regional: in adult education organisations, INFODEF and LBP networking, the Faculty of Education and Social Work of the University of Valladolid, Red Cross Valladolid and Fundación Don Bosco.
- The project was also disseminated to the Department of Equality of a town council of a municipality close to Valladolid (Cuéllar).

Furthermore, impacts have also been observed among LBP workers, who work directly in the field of social exclusion and where we witness, on occasions, scenes of sexist behaviour carried out by young people. Our methodology of action is through social theatre, so LBP workers have implemented (and will implement) the knowledge acquired to deal with these situations.



Partner	ASPIRE
Country	United Kingdom
Do you think that the project has reached the promised achievements and why?	
<p>The objectives of the project have been fully achieved, with very positive feedback from the feedback on both online courses and practical activities. Users were also impressed by the didactical core and comprehensiveness of the e-directory of useful and relevant resources of the project. It seems that the innovation of the project in both the area of emotional intelligence and gender equality is something which has not been produced before in such a user-friendly format. For the first time Adult educators have access to high quality training material on both key areas and can use them in a flexible and targeted manner.</p>	
What are the main strengths of the produced output?	
<p>As mentioned above, the project and its output offer users and beneficiaries a variety of different ways to use the materials. Whether it is the high level digital approach through e-learning or more traditional in person practical activities, the project has a wide-ranging appeal. Users can also access the particular area of interest or need for them, or cover the whole range of the topic, depending on time and the beneficiaries.</p> <p>Combining emotional intelligence and gender equality training offers an innovative and extremely relevant approach already valued in human resources management, particularly for leaders and managers seeking more inclusive and diverse organisations and businesses. This can appeal to men and help them to break down their initial resistance and behaviour which reinforces gender stereotypes that normalises the devaluing of spaces and activities associated with feminine gender roles. Gender based violence tends to arise when men see women questioning or competing for what they see as their role of dominance and power and choose to defend or attack in order to relieve their shame, anger, fear and/or frustration at being surpassed by a female.</p> <p>Therefore, men becoming more skillful and emotionally intelligent means that they can become more self aware and socially aware of the impact of their own traditional macho behaviour and its negative impact on women and themselves. This can then lead to them better managing their own disruptive and damaging behaviour vis-a-vis women and girls; be more comfortable and flexible with changing and evolving gender roles; be more in touch with their own feelings so that they can express and communicate them more clearly. Finally they can better manage relationships with women whether at work or in the home through better conflict management and empathic skills.</p>	
Are the outputs transferable in your national contexts and why?	
<p>The outputs are infinitely transferable, given their reliance on a variety of learning methods, skills and competences. This makes them accessible to a wide range of organisations in terms of both appeal and usage. They also offer innovation and durability which would bring confidence in their currency and value.</p> <p>The WeMen project outputs can be used by women's organisations seeking to broaden their scope and effectiveness of working with men as allies towards greater gender equality. In addition, there is a very strong UK policy framework and government responsibility for promoting gender equality within the UK and there is a comprehensive <i>Gender Equality Roadmap for Change</i></p>	



https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/821889/GEO_GEEE_Strategy_Gender_Equality_Roadmap_Rev_1_1_.pdf

How could other organizations within your national context apply/incorporate the Online Open Learning Materials Platform on Emotional Intelligence and GET and the produced ECVET Curriculum?

Other external organisations may wish to employ Online Open Learning Materials Platform on Emotional Intelligence and Gender Equality Training in a wider context and as part of their ongoing training around Social Impact and Human Resources or as a sub-section of a current Adult Education Model. Otherwise the materials could be part of an ECVET Curriculum by adapting the materials accordingly.

After the implementation of the project, do you think that improving teaching methodologies of Emotional Intelligence and GET among Adult Educators will have a significant impact on the issue of Gender Equity and Equality, and why?

Because of the quality of the materials, there is a strong likelihood that there will be a significant impact on the quality of teaching of both emotional intelligence and gender equality training. The nature of the project materials offers accessibility and variety, increasing the overall project appeal.



Partner	Ska
Country	Lithuania
Do you think that the project has reached the promised achievements and why?	
<p>I believe that the objectives of the project have been fully achieved, as the main outcome of the project has been achieved. Adult educators have access to high quality training material on emotional intelligence and gender equality. It is an easy way to find a lot of useful information in one place and to apply it in a theoretical and practical way. This learning platform provides an opportunity to change attitudes towards emotional intelligence and gender equality.</p>	
What are the main strengths of the produced output?	
<p>Adult educators can very easily acquire more theoretical knowledge and find many practical methods. This gives even more knowledge and competences on the subject. The experience and information gathered from other partners can be used and these learning materials are not gathered in a single country context. New practical exercises with different examples can be found. The platform is available in more than one foreign language.</p>	
Are the outputs transferable in your national contexts and why?	
<p>Yes, the results can be applied to my national context in Lithuania, as this topic is topical and very important worldwide. Emotional intelligence and gender equality is not very strongly developed and it is quite a sensitive topic for men, so it is very important to talk about it and to provide as much theoretical and practical knowledge as possible. These results may encourage not only the use of this learning material but also the development of this idea even further to achieve better results in the context of emotional intelligence and gender equality.</p>	
How could other organizations within your national context apply/incorporate the Online Open Learning Materials Platform on Emotional Intelligence and GET and the produced ECVET Curriculum?	
<p>Other organisations in the Lithuanian national context could adapt/integrate the online Open Educational Materials on Emotional Intelligence and the GET platform and the developed ECVET curriculum by testing it with their target groups and adapting it to their approach and needs. As adult educators working with their target groups know their potential, they may be able to tailor all the learning materials perfectly to the needs of the users. In addition, each organisation has its own specificities and different needs and competences of the target group members, so it is important to take this into account, focusing on involving and familiarising as many people as possible.</p>	
After the implementation of the project, do you think that improving teaching methodologies of Emotional Intelligence and GET among Adult Educators will have a significant impact on the issue of Gender Equity and Equality, and why?	
<p>Yes, because this methodology can help change attitudes and appreciate the importance of emotional intelligence and gender equality. It can have an impact not only on changing people's attitudes towards emotional intelligence and gender, but it can also lead to new trainings and methodologies. These methodologies will help to address this long-standing issue. WE MEN will also have a significant impact on men's attitudes towards the topic, and may encourage them to behave differently and to take a greater interest in the topic. Emotional intelligence and gender equality training can help to solve many</p>	



of the problems that exist in terms of attitudes towards the role of men and women in the context of emotional intelligence.



Partner	OÜ Vestifex
Country	Estonia
Do you think that the project has reached the promised achievements and why?	
<p>Together with the partners of the WE MEN project we aimed at improving teaching methods in Emotional Intelligence (EI) and Gender Equality Training (GET) for adult educators through digital solutions.</p> <p>During the life cycle of the project we</p> <ul style="list-style-type: none"> - Designed, tested and implemented different approaches and teaching methods in GET by using training in EI as a vehicle to engage, both male and female, adult educators and adult learners in training programmes addressing gender equality. - Composed an ECVET Educational Program on EI and GET, focused on personal context and transformative approach. - Created an Online Open B-Learning Platform with high-quality digital tools to upskill adult educators on EI and GET. - Wrote a Methodological Framework for the implementation of Adult Education training programmes in EI and GET. - Translated all materials in the national language of the project partner countries. - Piloted the project results in the national contexts. - Involved both adult educators and adult learners from at least 6 countries in creating, piloting and evaluating the project result. <p>These achievements correspond to the aims that we set at the beginning of the project.</p>	
What are the main strengths of the produced output?	
<ul style="list-style-type: none"> - Variety of the produced outputs and their interconnectedness - International character of the produced outputs - Application of the ECVET framework to the produced outputs - Availability of the project results in six European languages 	
Are the outputs transferable in your national contexts and why?	
<p>Project outputs are transferable in Estonian context. Materials and resources of the project could be used in different educational settings adjusted according to the aims of the training aims, target groups, length of the training programme.</p>	
How could other organizations within your national context apply/incorporate the Online Open Learning Materials Platform on Emotional Intelligence and GET and the produced ECVET Curriculum?	
<p>Other organisations could apply Online Open Learning Materials Platform on EI and GET and the produced ECVET Curriculum in any of their training programmes adjusting them according to their needs.</p>	
After the implementation of the project, do you think that improving teaching methodologies of Emotional Intelligence and GET among Adult Educators will have a significant impact on the issue of Gender Equity and Equality, and why?	
<p>Improving teaching methodologies in GET applying Emotional Intelligence competencies among Adult Educators will definitely have its positive effect on self-awareness and self-management of the learners and as a consequence on enhancement of gender equality in Adult Education.</p>	