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The first result: the Review Paper

The Review Paper presents the literature review, analysis and evaluation of the existing learning environments in **promoting the fight against gender bias**. It also includes the learning and training needs of the target groups and the data analysis from the countries participating in the project.

The document collects insights from the National Reports from each partner country which entail the **literature review on training models and a collection of good practices**. Information has been collected from focus groups carried out with potential beneficiaries of the FENCE project and its results, as well as interviews, with training experts, and an online survey completed by 179 respondents.

It seems clear that there is a **gap between what the law states and everyday practice**. This does not mean that citizens are breaking the law but it suggests that **gender inequality and discrimination are embedded in social practice**. A systemic process, involving learning by doing and a reflection process rather than a theoretical approach, is needed.

The research shows some **suggestions, preferences and trends in learning styles**:

- Avoid being general and choose topics based on real struggles. This can narrow the scope of contents and be more effective.
- Include diversity in gender issues as part of the content.
- All of us, even those more aware, sometimes show an unconscious gender bias; exercises/examples analysing our reactions to everyday situations are suggested.
- Blended learning is the preferred option for personal interaction and exchange with peers but most respondents also feel comfortable with online training.
- Short duration courses.

It is important for the **design of the FENCE curriculum and platform** to meet some of the general motivations of learners which they have identified for the undertaking of training:

- Social: meeting new people on the course.
- Functional: helping them in their day-to-day lives.
- Work: helping them achieve a work goal (certificates/accreditation normally required).
- Education: a course may be a prerequisite for studying a university course (e.g. the IELTS for studying at a UK university when English is not your native language).
- Personal growth: learning for the sake of self-improvement.

[Read the Review Paper](#) on the FENCE website!

[http://](http://www.fence-project.eu)  [FENCE Website](#)

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Ongoing activities: the FENCE Curriculum



The FENCE partnership is working on the **FENCE Curriculum**. Its goals are:

- To make participants aware of gender equality issues.
- To build gender competence.
- To empower people to combat gender bias in their own context.

The **modules of the Curriculum** are:

1. **Introduction to gender & equality.** This unit will provide an introduction to gender and equality and the units explored are gender equality, gender roles and insights into theories.
2. **Spotting discrimination and gender training.** This unit will explore policies, discrimination in the workplace and strategies for change.
3. **Building a positive organisational culture.** This unit will explore positive psychology, self-esteem, communication, leadership, coaching and mentoring, building alliances and persuasion.
4. **Taking a stand on equality.** This unit will explore Good practices: examples of initiatives and campaigns; Promoting equal opportunities in every country; Different social groups claiming equality; 'Fair' recruitment of employees in the working environment.
5. **Stereotypes and unconscious gender bias.** This unit will explore gender related stereotypes, gender-related bias and microaggressions.
6. **Take Action - Make a change!** This unit will include units on reflection on gender equality, embracing gender equality and the impact of gender equality.

To introduce and summarise all the modules, there will be an **Overview module available in all partner languages**.

The FENCE Curriculum will be uploaded onto the e-learning platform which is under development.



Next steps

- The **development of the FENCE digital platform** which will be open to the public and facilitates the exchange of good practices in the area. It will provide access to project resources, social networking, news, useful information, and upcoming events of the project. At last, it will provide stakeholders with access to relevant resources.
- The **development of the FENCE online learning environment** will provide authentic learning opportunities and will present the content in modular small chunks that will be able to provide a learning experience carried out in a timely manner. It will include learning activities which can be carried out either synchronously or asynchronously and also stories and case studies. At last, it will provide peer-to-peer support and helpful communication.
- The **development of the FENCE Mobile Application** will be part of the digital tools of the project. It will be developed for mobile platforms (Android). The mobile application will be developed based on the FENCE interactive digital platform and the online learning environment, and will be accessible for downloading through the projects' platform and on the Google Play store. Through the mobile application, users will be able to access the project's outputs and the online modules.

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