



# GENDER MAINSTREAMING IN THE MEDITERRANEAN

Good practices handbook



**MedNC**  
Network

# Editio

*Women and men represent, respectively, nearly half of the world population. However, despite this specific data, both have unequal roles in society. Even though the progress achieved in this field is significant, there are still conspicuous discrepancies concerning opportunities, rights and duties, between women and men, which need correction, for its consequences in the development of society and the high economic and social costs entailed and whose real amplitude is still unknown.*

*Equality among all is a cornerstone of a democratic society and a crucial element to its development. Discrimination could not be acceptable. However, bias and stereotypes of some enables others to enjoy the fair treatment they are entitled to. Many people are deprived of the same opportunities as others due to their gender, race or ethnic origin, religion, belief, age or sexual orientation.*

*It is certain that we are, today, in a new century. Human rights are based on democratic values, justice, safety and equality. Much has been conquered, but there is still a lot to change.*

*Gender discrimination is a demonstration of structural delay, unacceptable in any modern society.*

*Nowadays, all spheres in life, must be of women and men. In equality !*

*This fight requires the effective participation of all, so that the traditional roles and gender stereotypes become undermined leading to the development of relationships based on respect, equality and democratic values, in which the formal and informal educational procedures assume a crucial role.*

*We must guarantee the coherence and coordination between domestic and foreign policies concerning equal opportunities in the Mediterranean. To achieve it, the intervention of territories is essential, namely the municipalities, to establish citizenship, which in collaboration with NGO and the civil society has been fundamental to raise awareness of the role of society in preventing and eradicating all forms of discrimination.*

**Manuel Albano**  
Vice-President of the Commission  
for Citizenship and Gender Equality, Portuguese

*All children, boys and girls, must enjoy equal rights to education. However, global analyses to date indicate that despite progress in enrolment of girls, especially those living in rural areas and those living in the poorest households, major challenges still persist in their access to education. According to UN Women's latest report, Progress towards the Sustainable Development Goals: Focus on Gender Equality, nearly 130 million girls worldwide are out of school, and more than half of them are in crisis-affected countries. The analysis of data from 29 countries highlights inequalities between girls themselves according to their social background; Thus, the gaps in upper secondary completion can be as high as 72.2 percentage points depending on whether they come from the poorest rural areas and the wealthiest urban areas.*

*Moreover, and in addition to the impact that the pandemic has had in all areas, the effects on education will have lasting consequences, especially for the most vulnerable girls. For example, in rural areas, loss of learning is higher for girls than for boys in all subjects.*

*Solving these problems requires mobilization and resources, so initiatives like this are valuable, because in addition to retaining children and especially girls in schools, the approaches developed work to strengthen leadership, develop critical thinking, challenge gender stereotypes and empower them.*

*The learning tools on reducing gender imbalances promoted by members of the Mediterranean New Chance network are a way to promote education.*

*It is fundamental that education truly prepares these generations for the world of the future, for innovation, for science, that it gives them the tools to face uncertainty and the weapons to overcome the most difficult challenges.*

*By strengthening girls' education, the Mediterranean New Chance Network contributes to the strengthening of communities and contributes to accelerating the pace of achieving equality.*

**Leila Rhiwi,**  
UN Women Representative in Morocco  
and Moroccan activist

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# ACRONYMS USED IN THIS BEST PRACTICE GUIDE

**AE2O:** Association for Second Chance Education - Associação para a Educação de Segunda Oportunidade (Portugal).

**CNOS-FAP:** Entro Nazionale Opere Salesiane / Formazione Aggiornamenti Professionale - within National Salesian Works / Professional Updating Training (Italy)

**DCI:** Directorate of International Cooperation of the Principality of Monaco

**DENF:** Directorate of Non-Formal Education within the Ministry of National Education in Morocco

**EU:** European Union

**E2O España:** Spanish Association of Second Chance Schools – Asociación española de escuelas de segunda oportunidad.

**E2C:** Second Chance School (in France).

**GMS :** Gender Mainstreaming

**IECD:** European Institute for Cooperation and Development

**MedNC:** Mediterranean New Chance.

**MEAE:** Ministry for Europe and Foreign Affairs in France

**MEFP:** Ministry of Employment and Vocational Training in Tunisia

**NGO:** Non-governmental organization.

**RAE2C – Morocco:** Network of associations of 2nd Chance schools in Morocco

**TAMSS:** Tunisian association for management and social stability.

**UfM:** Union for the Mediterranean

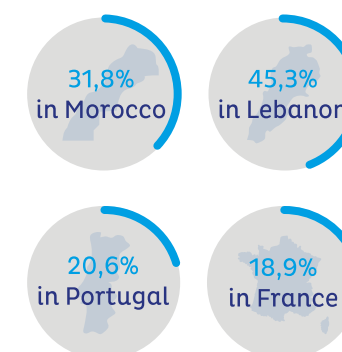
**VETC:** Vocational training and employment centre (Egypt)

**VIS:** International Volunteering for Development – Volontariato Internazionale per lo Sviluppo (Italia)

# THE MEDITERRANEAN NEW CHANCE NETWORK IN A FEW WORDS

The Mediterranean New Chance network, whose **main objective is to contribute to the reduction of unemployment among 18-25-year-olds in the Mediterranean** region, was created following a clear observation. According to the national statistical agencies of the different countries of intervention, the youth unemployment rate in the area of intervention is alarming: 31.8% of young people aged 15 to 24 are unemployed in Morocco<sup>1</sup>, 45.3% of young people aged 20 to 24 are unemployed in Lebanon<sup>2</sup>, 20.6% of young people aged 15-24 are unemployed in Portugal<sup>3</sup>, 18.9% of 18-25-year-olds in France are unemployed<sup>4</sup>... **These catastrophic situations are multifactorial:** global economic and financial crisis, sovereign debt, weak recovery vs. growing demography (300 million young people will enter the labour market by 2050 in North Africa) but also because of high

school dropout rates in the Mediterranean. For example, in 2020 Morocco counted 1.7 million NEETs on its territory<sup>5</sup>, 190,000 for Portugal<sup>6</sup>, and the World Bank has recently highlighted the fact that one in three young Tunisians in rural Tunisia (33.4%) and one in five young Tunisians in urban areas belong to the NEET category<sup>7</sup>.



It is to provide answers to these challenges and improve the socio-professional integration of young people in vulnerable situations, on both sides of the Mediterranean, that the Mediterranean New Chance network exists by addressing a specific and effective approach: bringing together Euro-Mediterranean actors in integration and vocational training, and promoting transnational cooperation to strengthen their capabilities and visibility, stimulate innovation and accelerate the scaling up of innovative and evidence-based initiatives.

<sup>1</sup>Source: Office of the High Commissioner for Planning, Kingdom of Morocco [https://www.hcp.ma/Taux-de-chomage-annuel-au-niveau-national-selon-les-tranches-d-age\\_a3005.html](https://www.hcp.ma/Taux-de-chomage-annuel-au-niveau-national-selon-les-tranches-d-age_a3005.html)

<sup>2</sup>Source: Central Administration of Statistics, Republic of Lebanon <http://www.cas.gov.lb/index.php/demographic-and-social-en/labor-force-en>

<sup>3</sup>Source: Instituto Nacional Statistics Portugal [https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine\\_indicadores&contexto=pi&indOcorrCo-d=0010704&selTab=tab0](https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_indicadores&contexto=pi&indOcorrCo-d=0010704&selTab=tab0)

<sup>4</sup>Source: National Institute Statistics and Economic Studies (INSEE) [https://www.insee.fr/fr/statistiques/2489498#figure1\\_radio4](https://www.insee.fr/fr/statistiques/2489498#figure1_radio4)

<sup>5</sup>Source: Study on NEETs, UNICEF and ONDH, 2022 <https://www.unicef.org/morocco/recits/etude-sur-les-neetau-maroc>

<sup>6</sup>Source: Instituto Nacional Statistics Portugal [https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine\\_indicadores&contexto=pi&indOcorrCo-d=0010704&selTab=tab0](https://www.ine.pt/xportal/xmain?xpid=INE&xpgid=ine_indicadores&contexto=pi&indOcorrCo-d=0010704&selTab=tab0)

<sup>7</sup>Source: World Bank [https://www.banquemondiale.org/content/dam/Worldbank/document/MNA/tunisia/breaking\\_the\\_barriers\\_to\\_youth\\_inclusion\\_fre\\_chap3.pdf](https://www.banquemondiale.org/content/dam/Worldbank/document/MNA/tunisia/breaking_the_barriers_to_youth_inclusion_fre_chap3.pdf)



## Committed actors

Since 2018, the MedNC network has been led by the European Institute for Cooperation and Development (IECD) and brings together 15 structures that work **toward the training and professional integration of vulnerable young people who have dropped out of school**. What they have in common is an innovative approach to finding concrete solutions for each young person they support. Their objective: to find solutions to reintegrate their beneficiary public into an economic or training activity.

### 9 COUNTRIES

The network is present in 9 countries of the Mediterranean basin, both on the south and north shores, and more particularly in Algeria, Egypt, Spain, France, Italy, Lebanon, Morocco, Portugal and Tunisia. The structures that make up the network are

- Local associations offering «2nd chance-reintegration pathways»
- National networks of 2nd chance schools, notably in Spain, France and Morocco
- Public actors who implement local reintegration policies
- Private actors who offer integration solutions through a career path in a company.



The detailed description of the members of the MedNC network can be found on page 90 of this guide.

The Mediterranean New Chance network has also surrounded itself with key organizations for the integration of young people in these different countries of intervention: **national public institutions** (such as the Moroccan Ministry of National Education, the Tunisian Ministry of Employment and Vocational Training or the French Ministry of European and Foreign Affairs), **supranational structures committed to the Mediterranean** (the network has been labelled by the Union for the Mediterranean since 2014), **local**

**authorities** (South Region in France), **specialized international organizations** such as UNICEF in Morocco or Tunisia, **associations** working in the same field in all countries of intervention (associated partners in all countries), **academic actors** (Aix Marseille University) and **technical and financial partners** (European Union Drosos Foundation, DCI Monaco, AFD, French MEAE)... All these actors allow the MedNC network to adopt a **holistic approach** necessary for the success of its programs.

## Concrete solutions with a high impact

The MedNC network indirectly supports more than **55 000 young people in the Mediterranean**.

### A space for collaboration between professionals

#### • Activities:

Capitalization of knowledge through the writing of good practice guides, organization of training, sessions for the exchange of good practices, international conferences

#### • Impact :

- **Evolution of activities and practices**, broadening of perspectives through the mobility of actors
- **Skills valued and transmitted** in the Mediterranean
- Access to international **opportunities and funding**
- Strengthening members' credibility with decision-makers
- **Cohesion of actors** in the Mediterranean

### The development of insertion devices with convincing results

#### • Activities:

Missions between experts on key themes (heritage restoration, ICT) to inspire and replicate, support national solutions through studies and/or provision of experts.

#### • Impact :

- **Change of practices** : support for the creation and structuring of a national E2C network in Morocco
- **Evolution of public policies** opening of New Chance schemes and public policy in Tunisia
- **Identification of solutions** and key players

### Actions for and by young people

#### • Activities:

Organization of youth exchanges, public communication actions, the development of an advocacy action to raise the voice of young people

#### • Impact :

- **Better integration prospects** (PUBLIC and employment) thanks to improved support
- A Mediterranean **opening** for young people
- **Valuing** the NEETs youth career and its potential
- NEETs: recognized and taken into consideration in **public policies**.

### A support mechanism for CSOs in the Mediterranean

#### • Activities:

Cascading funding thanks to the «Supporting Youth in the Mediterranean» initiative, with the support of the MEAE and DCI

#### • Impact :

- 180 CSOs+ financially and technically supported in the development of projects for youth in the Mediterranean (education, vocational training, integration, mobility, culture, environment, gender)
- 7000+ beneficiaries of this cascading funding
- Euro-Mediterranean cooperation strengthened by the creation of a consortium
- Civil society in the Southern Mediterranean is strong, confident and strong in proposals.

## The MedNC network in a few photos



Young people learning at VTEC, Egypt (2021)



Working group during a steering committee (Rome, February 2020)



Expert mission between MedNC members, exchanging good practices (Marseille, June 2022)



The members of the MedNC network, visiting the 2nd chance school of Marseille (November 2021)



Official signing of a programme of New chance by IECD in Tunisia (Minister of Employment, French Development Agency, French Embassy and IECD, April 2022)

For more information, visit :

- The website of the Mediterranean New Chance network: [www.mednc.org](http://www.mednc.org)
- The website of the call for projects «Supporting Youth in the Mediterranean»: [www.aap-jmed.org](http://www.aap-jmed.org)
- And join us on the networks to follow our LinkedIn (@mednc-network) and Twitter news @Mednc\_network)

# WHY THIS PUBLICATION ?

## A wish of the members of the network

All the activities implemented by the MedNC network, and in particular the publication of thematic good practice guides, are a long process of needs analysis, consultation with members, group work during the steering committees and also remotely.

The theme of the integration of the «gender» dimension in the mechanisms managed by the members has been at the heart of the debates and discussions since 2019 and confirmed during the Steering Committee in Rome (February 2020) where the first working group decided on the need to create a working group to propose innovative solutions to the gender imbalances observed in integration schemes in the Mediterranean.



Steering Committee, MedNC Network, Rome 2020

## Gender imbalances, what do we mean by that?

Gender imbalances and the desire to integrate the gender dimension of the integration devices require a precise vocabulary of which we find all the definitions in the glossary, see page 86. The desire to write this guide was based on an observation on the part of the members: the representativeness of men and women in their integration and training system is unbalanced at several levels. Imbalance in enrolment between men and women, imbalance in training offers which may be biased according to gender stereotypes, imbalance in supervisory staff (trainers, project managers)<sup>8</sup> ... The members therefore wished to train and be inspired by other structures in order to integrate the gender dimension into their programs and their management method, and thus rebalance the inequalities observed.

*The trends observed in the structures of the MedNC network are also part of a context where economic inequalities and access to employment persist between men and women. For more information, go to page 7 for the context analysis.*

<sup>8</sup>Propos collected during the various steering committees, interviews needs analysis and training workshops with network members MedNC



## Why it is important to reduce these gender imbalances ?

These gender imbalances in access to training then have very concrete effects on women and men access to employment. There is therefore a gender-based discrimination of jobs, from which stems an under-representation of women in certain technical sectors, but also men in other sectors related to social or personal care. Many obstacles are put in the way of women and men who decide to follow training in these fields, leading to a significant dropout phenomenon: discrimination and gender-based violence, distance from training centers, unsuitable infrastructure, etc.

There is therefore a fundamental awareness-raising task to be carried out, first and foremost for young girls, through the dissemination of female role models in the scientific, professional and technical sectors, but also a focus on the training of all the actors in the educational continuum: educators, teachers, trainers, guidance counsellors, directors and administrative staff of the centers, etc., in order to fight against gender stereotypes.

## How can we reduce these gender imbalances ?

Gender mainstreaming in a project involves assessing possible gender inequalities and taking into account their different needs, in order to avoid a project creating or accentuating these inequalities. It is therefore necessary first to take stock of these inequalities in a certain context and then to take corrective actions that promote women's equal access to resources, opportunities and decisions. The last step is to set up monitoring and evaluation mechanisms to assess the impact of the project on these inequalities.

## Many solutions available, easily replicable

On the strength of its experience and its methods of capitalizing knowledge (see the guide to good practices on the use of digital technology), the Mediterranean New Chance network has chosen to draw up a guide listing the good practices implemented by integration associations in the Mediterranean. The principle has proved its worth: to make available the good practices of each association, specifying all the keys to success, so that the other structures can either be inspired by the good practice, or replicate it as it is. The information is standardized, and the practices collected have everything in common: they are inspiring and easily replicable. The ultimate objective of the guide is for structures to equip themselves with all possible tools to integrate the gender dimension into their projects and thus rebalance the gender inequalities observed in the training and professional integration of men and women.

### The guide of good practices, a witness to the current realities in the Mediterranean

The guide you are about to read through is to be considered as a photograph of the current situation in the insertion devices on both shores of the Mediterranean. The testimonials, practices and recommendations that you will discover are those that are currently in place, in different geographies, and that are integrated each time into a different context, culture, history, and economic opportunities. They are listed here to inspire and be adapted according to the possibilities of each integration structure. Do not hesitate to replicate them by integrating them into your reality. Finally, it is also and above all a question of promoting the actions carried out in the 9 countries of the Mediterranean New Chance network, which deserve to be recognized, disseminated and accessible to all through this tool.

*The objective of this handbook is to collect good practices from experts on both shores of the Mediterranean, while also alerting to a growing need for technical and financial support from those civil society organizations that have the will to reduce gender inequalities in their projects. There is still a long way to go, the New Chance Mediterranean Network is aware of this: this guide is the first step in a long-term process of change.*

# REGION ANALYSIS: GENDER AND EMPLOYMENT IN THE MEDITERRANEAN

## What are the unemployment figures in the Mediterranean countries for 2021 ?

Unemployment figures have soared after the covid-19 crisis. The countries of the northern shore of the Mediterranean including Spain, Italy, France, and Portugal are above the European average<sup>9</sup>. It should be noted that this trend also applies to the countries on the Southern shore of the Mediterranean basin, particularly Morocco, Tunisia, Egypt and Algeria. This trend has continued to grow in countries affected by a political and/or economic crisis, such as Lebanon and Tunisia. Unemployment rate in Lebanon has risen from 11.4% in 2019 to 29.6% in 2021 with the development of so-called «informal» employment in recent years. Informal work is estimated at 66% of the working population<sup>10</sup>, making workers more precarious and excluded from existing social protection measures.

Lebanon is not the only country in the region to have seen its unemployment rate soar over several years. The unemployment rate in Tunisia has also soared since the health crisis and ongoing political reforms, reaching<sup>11</sup> an unemployment rate of 18.4%. A second trend stands out in the Mediterranean, **a higher unemployment rate in all countries for women**, with a slight exception for French women. In 2021, the unemployment rate according to the International Labour Office (ILO) for working women is 7.8% in France and 7.4% for the European Union<sup>12</sup> of 27 countries as a whole. Unemployment among Greek, Spanish and Italian women is the highest in the European Union, reaching 18.9% in Greece in 2021.

## What is the situation of NEETs in the region?

Countries on the northern and southern shores of the Mediterranean face common challenges, with NEET rates among the highest in the world. 1 in 4 young people are unemployed in the region. They are called NEETs, not in Education, Employment or Training. The countries of the Southern Mediterranean have a very young population, 70% of the population is of working age and is under 30 years old. Youth unemployment rates in the same region are 40.5% for

young women and 22.8% for young men in the same age group, according to the Union for the Mediterranean. This very high unemployment rate is explained by early school leaving, by the lack of access to training leading to access to decent work. To better illustrate this point, the youth unemployment rate in Lebanon is 47.8%, almost twice as high as that of adults (25.6% in January 2022)<sup>13</sup>. This trend is found in many countries, particularly in the Maghreb.

<sup>9</sup>Source: National Institute of Statistics and Economic Studies (INSEE) Employment and unemployment in Europe - Employment, unemployment, labour income | Insee

<sup>10</sup>Central Administration of Statistics Lebanon : <http://www.cas.gov.lb/index.php/did-you-know-category-en/94-did-you-know-5>

<sup>11</sup>Statistics Tunisia : <http://www.ins.tn/publication/indicateurs-de-lemploi-et-du-chomage-troisieme-trimestre-2021>

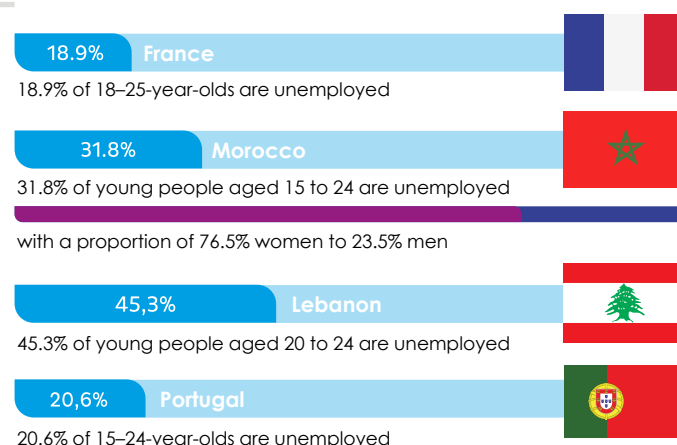
<sup>12</sup>INSEE : <https://www.insee.fr/fr/statistiques/2412614#geo:France:2021:2C%20le%20taux.Union%20europ%C3%A9enne%20C3%A0%2027%20pays>

<sup>13</sup>Central Administration of Statistics Lebanon : <http://www.cas.gov.lb/index.php/did-you-know-category-en/94-did-you-know-5>



## Some figures to understand the extent of unemployment in the Mediterranean

Overall rate :  
**40.5%**  
unemployed



## Are men and women equal in the face of this unemployment ? Is there a gender imbalance when talking about youth in the Mediterranean ?

This work is the result of an observation that women are more likely to be affected by unemployment, especially young NEETs. In order to reduce this gap, the good practice sheets in the guide aim to find solutions to this phenomenon and allow its reduction on a Mediterranean scale.

National statistical data show that the NEET rate for women aged 15-24 is above 30% in most of the Union for the Mediterranean (UfM) countries concerned (compared to an estimated 11% in the European Union). In most countries, this rate is 1.5 to 2 times higher than for men in the same age group.

Some key figures:

- 22.9% unemployment among young women in Morocco and 22.1% among young men.
- 45.6% unemployment among young women in Algeria and 26.4% among young men.
- 53.4% unemployment among young women in Egypt and 18.2% among young men.

## What is the profile of NEETs young women in the Mediterranean ?

The profile of NEETs varies according to the Mediterranean countries, but many agree on an intersectional understanding of the typology of NEETs. In Morocco, young women, living in rural areas, who left the school system at a very young age, represent 54.3% of NEETs<sup>14</sup>. This is explained by the fact that they suffer from several forms of structural discrimination, the fact of being young women, living in rural areas and of having left the school system early, and also often because of low economic capital.

In France, young NEETs women are also more numerous than men from the age of 22. They continue their studies longer than men but when the first child arrives, the gap widens.

In Tunisia, the gap is also very wide between young women living in urban and rural areas. One in two young women in rural areas belongs to the NEET category compared to one in three in urban areas (32.4%)<sup>15</sup>. Lack of access, low economic capital and dropping out of school are the main factors of these imbalances.

## Has the global health crisis had a greater impact on young NEET women ?

Globally, women are more likely to be unemployed than men. This trend has been amplified by the global health crisis, which has highlighted<sup>16</sup> the disparities between men and women, particularly in access to decent and non-precarious work. Precarious jobs are in essence the first victims of a slowdown in the world economy, leading to an increase in the precariousness of women in the labour market. The impact was stronger for young NEETs women finding

themselves far from the labour market, highlighting structural inequalities. Although globally informal employment employs more men (63%) than women (58%)<sup>17</sup>, the opposite is true in low and middle-income countries. This trend has proven to be even stronger for young NEETs women living in the Mediterranean. Globally, women's job losses amounted to 5% in 2020, according to the International Labour Organization, compared to 3.9% for men<sup>18</sup>.

<sup>14</sup>Source : Study on NEETs, UNICEF and ONDH, 2022 <https://www.unicef.org/morocco/recits/etude-sur-les-neetau-maroc>

<sup>15</sup>Source: World Bank [https://www.banquemondiale.org/content/dam/Worldbank/document/MNA/tunisia/breaking\\_the\\_barriers\\_to\\_youth\\_inclusion\\_fre\\_chap3.pdf](https://www.banquemondiale.org/content/dam/Worldbank/document/MNA/tunisia/breaking_the_barriers_to_youth_inclusion_fre_chap3.pdf)

<sup>16</sup>UNWOMEN <https://interactive.unwomen.org/multimedia/infographic/changingworldofwork/fr/index.html#portfolioModal2>

<sup>17</sup>Women and men in the informal economy, ILO, [https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms\\_734075.pdf](https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms_734075.pdf)

<sup>18</sup>Source International Labour Organization [wcms\\_767028.pdf](https://www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms_767028.pdf) (ilo.org)



Recommendations

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## Presentation Anna Rodriguez - Gender Expert and NEETs in the Mediterranean

A graduate of Jordanstown University, Anna has worked in the UK in the adult vocational training sector and in European programmes on the themes of inclusion and gender equality. She participated, in Marseille, in the creation of the first School of Second Chance. She held the position of Director of Development and then Director of Collective Life and Recruitment. Holder of a university degree in «Gender Studies» from the University of Rennes II, she has been passionate about gender diversity and

gender equality for more than twenty years. Anna Rodriguez founded **Valeur Égale** to support organizations and individuals in their understanding of gender equality issues and help them put in place the necessary tools to implement an equality policy (see the training programs here). Anna Rodriguez supported the overall design of this guide, accompanying the members with the drafting of recommendations and suggesting actions to «go further».



The recommendations you are about to read were written by our gender expert, Anna Rodriguez, with the support of the members of the Mediterranean New Chance network. These recommendations were issued after reading the 24 good practices listed in this guide. The same goes for the 4 thematic axes of this guide: they were created by Anna Rodriguez and validated by the editorial committee in order to better formalize and classify the different types of support and to help the reader find his way through the guide.

### Recommendation 1

## Adopt a comprehensive strategy

Just as training actions are part of a pedagogical project, actions related to gender integration take on their full meaning when they are steered from a global strategy and integrated into the school project.

This comprehensive approach gives each of the actions:

- More strength

They are perceived as the transformation on the ground of an assumed political will and thus avoid the gadget effect.

- More weight

They are positioned in the ecosystem of the structure and are naturally articulated with other functions (pedagogy, recruitment, communication, etc.) which allows effective transformations in facts and mentalities.

- More impact

Internally and externally, they sign the affirmation of the reality of the GMS dimension in the DNA of the establishment.



While the overall strategy can be based on a «classic» project cycle - diagnosis, strategic planning, implementation, monitoring and evaluation - two elements are specific to it:

### 1. Gender analysis of sex-disaggregated data:

During the diagnostic phase: it makes visible the reality of a situation, reveals the existence of differences in treatment, and can highlight discrimination. It leads us to question the reason for these figures, a question that is based on the socially acquired differences between women and men. In the case of integration, for example, the attendance rates of boys and girls, the success rates, drop-out, orientation on a particular job, types of violence experienced, and their incidence will be collected and analyzed.

During the strategic planning phase: this analysis then determines the choice of actions to be taken; for example, still in the case of integration, a priority action specific to a group of women, such as empowerment.

During the M&E phase: this analysis participates in the evaluation of the effectiveness of the measures implemented.

### 2. Carrying out a diagnosis with the teams:

Committing to the consideration of gender, shakes up individual and collective habits. Everyone can fear losing privileges. Before any announcement, questioning the teams on the subject makes it possible to identify the levers and defuse the existing brakes. The simple fact of «putting» the subject on the table, talking about it, can highlight false obstacles, and make us consider adaptation processes.



## • Recommendation 2

### Commit to a safe place of training

This recommendation addresses violence and sexual harassment. This form of gender-based violence affects staff and young beneficiaries, women disproportionately, and men to a statistically lesser degree.

Commit to banishing it from everyday educational support, contributes to:

- the right to education for all.
- the development of each and every one.

Because learning, teaching, developing your potential, requires feeling safe, protected, heard.

Some steps to take to ensure a «safe place to train»:

- Appoint a "peer referent and harassment referent": To organize after-hours support services, to receive questions and complaints from staff and trainees of both sexes, in complete confidentiality. This referent should be trained in how to deal with issues and complaints in a caring and confidential manner, and also in preventing violence and dealing with victims of violence. He should practice listening and communication skills in helping and supporting victims.
- Train teams in:
  - Identification, prevention, management of gender-based violence, existing legislation in this area, reception of victims
  - Understanding and expressing consent

This training has two objectives: to develop new forms of behaviour of staff towards staff and staff towards young people

#### Training young people

Identical in content to the training provided to staff, it differs from it in the way it is delivered.

#### Think, design and maintain a space that reinforces a sense of security

#### Develop trusted support in the area

Any member of the structure must be able to refer a victim of violence to expert services.

## • Recommendation 3

### The highest level of the structure is committed and makes it known

Implementing a gender approach requires both technical and operational skills related to the actions that will be put in place and advocacy skills to understand and admit the need for these actions.

The higher the person who bears responsibility for advocacy is placed in the hierarchy of the structure, the easier the work. For the sake of efficiency, it is therefore always preferable that it is the top management who is identified as personally committed to the subject. It's also up to top management to communicate about this commitment, in an inclusive way:

- Internally, with everyone and each member of the team AND with the beneficiaries (collective information and individual information), orally, in writing, in meetings, on the intranet, by posting ...
- Externally, for the attention of present and future partners, suppliers, future staff members, people welcomed today and who will be welcomed tomorrow. Here too, orally, in writing, on social networks, on the website of the structure, in a newsletter, during a radio or TV show.

The message conveyed is a strong message: beyond support for gender equality and a «No» to gender discrimination, it reflects an effective implementation of gender equality. Gender mainstreaming is now part of the structure's DNA. The work begins.

#### Recommendation 4

### Expect resistance and manage it

Gender mainstreaming and its success depend on the support and participation of all.

Imagine an integration organization whose management has just shown its commitment to W-M equality and gender integration. Overall, everyone seems to agree on the principle. However, as part of her classes, Ms. B. continues to interview boys more than girls, and the logistics manager is surprised that a colleague's wife does not pick up the children from school so that he can attend the 6 p.m. meeting.

This example, although a caricature, underlines the fact that our subject provokes conscious and unconscious resistance. Encouraging a career orientation towards a still non-mixed professional field is a huge step forward in the field of possibilities. A sexist remark that is dismissed as innocuous, closes this field of possibilities. To save time, energy, efficiency, the support and participation of everyone at any level of the structure - from team members to the public welcomed - supported and supervised by management, is essential.

Some key elements to get everyone's buy-in:

- **De-dramatize the subject and reassure** gender integration is part of an inclusion strategy and gender injunctions also harm men.
- **Set up a participatory approach** of individual, collective and organizational empowerment:
  - Consult teams, beneficiaries and main partners: recognizing the expertise of each person and choosing actions together promotes commitment.
  - Raise awareness and train: To empower everyone to integrate gender into their daily, social and professional practices, regardless of their status.. Indeed, the daily reminder of gender stereotypes in the school environment contributes to the confinement of young girls to the domestic space and the limitation of their professional future. It is therefore important to sensitize teachers, educators, trainers and guidance counsellors to adopt a position that does not fit the gender stereotypes neither reinforce gender inequalities.
  - Adapt training curricula and contents, so that they do not convey sexist messages, but instead present alternative female and male role models.
  - Ensure that the school or training center's facilities are safe, inclusive and appropriate for girls and women.
  - Accountability, coordination and monitoring: Provide the resources and support necessary to carry out its mission (achieve its objectives), with a gender-responsive budgeting.

#### Recommendation 5

### Maintain and develop trusted support

The more we know about gender and its impacts, the more our outlook changes. This mini revolution reveals new needs in the young people we welcome and, in the teams, needs that must be met. To a certain extent, we can act without external support: **revise our course content to extract any unconscious sexism, ensure that women-men speaking time is balanced, create new training modules...**

However:

- No organization operates in a vacuum
  - New needs identified may require the support of expert structures
  - The more support we have, especially local support, the more our gender integration policy will be consolidated and sustainable.
- How can we ensure that our supporters are trusted supporters? Some ideas:
- Take **a gender-conscious look at ongoing partnerships**: are they also involved in a gender mainstreaming process or at least, concerned with gender equality?
  - Seek the **active support of members of the community**, families, structures, the private sector, committed to the promotion of gender equality

In this context, and according to needs, the **structure develops partnerships** with

- Local women's rights associations,
- The surrounding police services,
- Legal structures and health services,
- Transport services to secure the movement of girls during their round trips to the training center,
- Employers who take gender equality into account.

Since gender mainstreaming is based on a two-pronged approach - in terms of structure and beneficiaries - some partnerships will serve both staff and the public welcomed.





## Theme 1

# Changing gender mindsets outside the organization & developing a gender culture in one's environment

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تونس وجهتنا  
TOUNES WJHETOUNA



«I call on everyone to do the necessary procedures, to respect the necessary procedures. We must speak up.»



# POLICY AGAINST SEXUAL HARASSMENT AND EXPLOITATION

Protecting its employees and beneficiaries.



## Names of the structures:

TAMSS (Tunisian Association For Management And Social Stability)

City: Tunis

Country: Tunisia



## Names of the structures: the

Moroccan and Network of 2nd Chance Schools in Morocco

City: Rabat

Country: Morocco

## Context and needs assessment : why has the good practice been launched ?

Willingness of organizations to protect their employees and beneficiaries. The various UN agencies also require that organizations be trained.

## Description of the good practice

### Objective



Implementation of a code of conduct and training for the protection of employees and beneficiaries.

### Beneficiaries



The members of the associations and the beneficiaries of the projects.

## Methodology of implementation

Implementation of legal procedures, signature of a clause in the contract. The legal dimension must necessarily be accompanied by a sensibilisation of the teams.

## Financial, human, and technical means

Policy must be developed by a commission. In order to ensure the correct application two focal points are designated (a man and a woman).

## Key Success Factors

- Collaborative and group training for better integration
- Carry out training on a regular basis
- Support of external help, accompaniment.

## Results

- Employees and beneficiaries are sensitized.
- Allows to integrate new employees and create a climate of trust, they feel protected.

## Impact

- Members felt protected and knew their rights. The goal is also to develop this tool for young people afterwards.

## To know more about Network of 2nd Chance Schools in Morocco

Network of 2nd Chance Schools in Morocco. Network of 40 associations of second chance schools in Morocco. It was established in 2020.



Salima Haloui



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## To know more about TAMSS

TAMSS is a community development association whose objective is to contribute to the improvement of the living conditions of vulnerable populations. It was established in 2006 in the disadvantaged area of Borj Louzir located in Ariana, but works throughout the Tunisian territory (Gafsa, Kasserine, Kef, Sfax, Zaghouan, Sidi Bouzid ...)



Darine Elouaer



darine.elouaer@gmail.com





«It is important to inspire girls but also to highlight women, good practice has a double effect.»



# SPEED-MENTORING, INSPIRING GIRLS AND BUILDING THE JOBS OF THE FUTURE

*Intergenerational solidarity, a bulwark against early school leaving.*



**Name of the structure:**  
Inspiring Girls Morocco



**City:** Rabat  
**Country:** Morocco

## Context and needs assessment : why has the good practice been launched ?

The good practice is inspired by the international Inspiring Girls movement, and adapted to the Moroccan context, following the observation that young women and girls in rural and urban areas were not sufficiently aware of their future possibilities.

## Description of the good practice

Putting young girls in contact with female role models for experience sharing. Organization of conferences on the professions of the future in order to raise young girls' awareness of new professional paths. In the context of the pandemic, we adapted by using digital tools to target a wider audience.

## Objective



Reduce girls' school dropout by allowing them to meet inspiring people.

## Beneficiaries



The most vulnerable young girls (remote rural areas) but also young people (boys and girls) from more affluent CSP. With girls dropping out of school in Morocco starting at a very young age, speed-mentoring starts with 10-year-olds. 23,443 beneficiaries for 2 years in face-to-face and remote.

## Key Success Factors

- Adaptation to the national context,
- Strategic partnerships with girls' boarding schools and women's networks to have a pool of women.
- Supervise the relationship: Mentor/mentee
- Involve parents, boarding school principals and teachers.
- For the digital version, training of schools in the use of zoom.

## Results

- Girls are inspired by women's role models; they are also valued by the time given.

## Impact

- There is a reduction in school dropout, a valuation of the careers of inspiring women. Initiation of role models and talking to a young audience.

## To know more

An NGO working to inspire girls and encourage them to raise their aspirations by connecting them with female role models. Inspiring Girls is present in many countries.



Yasmine Bellakhdim

[yasmine.bellakhdim@gmail.com](mailto:yasmine.bellakhdim@gmail.com)





«It is up to young people to go towards training, we must take the plunge, together hand in hand we can go very far.»

مسار الشباب  
كفاءات للعمل

drosos (...)



# PLAYING TO COUNTER GENDER INEQUALITIES

Sensitize associative actors with the help of interactive games.



Name of the structure:  
Association Jeunesse Plus



City: Algiers  
Country: Algeria

## Context and needs assessment : why has the good practice been launched ?

A field survey was conducted to understand the needs of the associations.

## Description of the good practice

Putting young girls in contact with female role models for experience sharing. Organization of conferences on the professions of the future in order to raise young girls awareness of new professional paths. In the context of the pandemic, we adapted by using digital tools to target a wider audience.

### Objective



Gender awareness sessions were set up by trainers in the form of interactive games, round tables with a valuation of prior learning in the form of an evaluation questionnaire (before and after). 230 people benefited from this training.

### Methodology of implementation



The beneficiaries are active which makes it possible to take ownership of the training and the themes addressed.

### HR

One trainer, the sessions are based on the «Guide on Gender Violence» produced and edited by the Ligue de Prévention et de Sauvegarde de la Jeunesse et de l'Enfance.

## Key Success Factors

- Establish a respect for the given word.
- Make training interactive and lively.
- Continuity and attendance during the various training modules.

### Results

- Beneficiaries appreciate an innovative approach to training, they are made aware of gender stereotypes and inequalities. The modules are built in a participatory way.

### Impact

- Beneficiaries are sensitized and can apply it in their associations. The association wishes to duplicate its work throughout the country.

## To know more

The association, active in the field of children and youth, has set up a series of activities (training, awareness days on human and children's rights, etc.) with the main objectives of opening dialogue between young citizens and local elected officials.



Sarah Gherbi

sarah.gherbi.2020@gmail.com





«The key to success is to create interaction with the students to allow appropriation of the themes addressed».

# LEVERAGING LOCAL EXPERTISE TO PROMOTE GENDER EQUALITY

Local organizations, a lever for gender equality and sexuality in second chance schools.



**Name of the structure:**  
Associação para a educação de segunda oportunidade



**Size of structure:** 78 students dropping out of school  
**City:** Matosinhos  
**Country:** Portugal

## Context and needs assessment : why has the good practice been launched ?

The need was identified during the school councils by the teachers and staff of the institution.

## Context and GP design : How has the good practice been conceived ?

The need was identified during the school councils by the teachers and staff of the institution. The school has turned to local associations that have mastered the concepts discussed in the session.

## Description of the good practice

Putting young girls in contact with female role models for experience sharing. Organization of conferences on the professions of the future in order to raise young girls' awareness of new professional paths. In the context of the pandemic, we adapted by using digital tools to target a wider audience.

### Objective



Raise awareness of gender equality and sexuality.

### Beneficiaries



Students of the 2nd chance school, teachers and social team.

### Methodology of implementation

Help the local organization understand the needs of the school and students in order to promote informal and interactive sessions.

### Human Resources

1 professor and 1 person from the social team are mobilized in addition to the organization that intervenes.

## Key Success Factors

- Groups of about ten students for sessions not exceeding 45 minutes.
- Sessions spread over several weeks.
- Interactive sessions allowing dialogue between students and speakers.

## Results and impact

It is difficult to measure the impact of the sessions in the short term but when students are interested and ask questions, the result is considered positive. The interactive sessions also create debate between the students of the school. The sessions therefore have an impact on relationships within the school and also outside.

## To know more

The aim of the association is to promote second-chance education, working in particular with disadvantaged, low-skilled, unemployed and socially exclusion-at-risk-of-socially disadvantaged young people.



Patrícia Martins



patriciamartins@segundaoportunidade.com



# CHEZ ACTA VISTA, LES FEMMES SE RÉVÈLENT

MYLÈNE, DEVENUE MAÇONNE

Anthony Micallef

«We must not forbid anything, the observation is that the accompaniment is human, the difference often makes the dynamic. »

## PROMOTION OF DIVERSITY AMONG STAFF TEAMS

*Establishing Sisterhood in teams to break down silos of gender stereotypes.*



**Name of the structure:**  
ACTA VISTA



**City:** Marseille  
**Country:** France

### Context and needs assessment : why has the good practice been launched ?

We observe that putting several women per team is a vector of social ties and good cohesion for the whole team.

### Context and GP design : How has the good practice been conceived ?

Willingness of project managers to build mixed teams that care about the well-being of women and their integration.

### Description of the good practice

#### Objective



Include women in teams, to strengthen the teams. Promoting diversity within teams, by integrating several women into the same team, creates a spirit of sisterhood, a climate of trust and mutual aid. The impact is multiple, women are integrated into the team and this also sensitizes women to integrate the professions of heritage revaluation. There is also a decrease in gender stereotypes and their integration into teams.

#### Methodology

ACTA VISTA has launched the creation of an anti-discrimination unit allowing the establishment of a long-term vision, and the launch of initiatives such as this good practice. This best practice is implemented by the project managers in charge of recruitment and supported by the entire team.

#### Beneficiaries



All teams where women are integrated. 10% of women on construction sites

#### Key Success Factors

- Don't stop at gender stereotypes.
- Conduct awareness campaigns among recruiters but also women.
- Organise open days to introduce women to their future work.

#### Results

- Women are more enthusiastic about joining a mixed team. It also makes it possible to perpetuate the women's journey, by creating a space of confidence in their work.

#### Impact

- Mixed teamwork is a vector of social bonding. Having several women in the team, encourages women to apply for the team.

#### To know more

ACTA VISTA is a major player in active inclusion through heritage, placing the individual at the heart of its concerns. The association carries out projects in France but also in the Mediterranean basin and in Europe.



Coline Pélissier

[coline.pelissier@actavista.fr](mailto:coline.pelissier@actavista.fr)





«Here it is normalized and accepted that they can come to class with their daughters.»

# OFFER ALTERNATIVES TO WHAT HAS BEEN CULTURALLY LEARNED

Make available a series of tools on gender issues with a transversal approach in the entity.



Name of the structure:  
INICIATIVES SOLIDÀRIES



City: Valencia  
Country: Spain

INICIATIVES SOLIDÀRIES is an entity whose philosophy is «equality in diversity». All its actions and training programs are inspired by these principles. As the focus is on equality, they detected that there was a lot of resistance that should be mitigated with patience and training. That is why they created this toolkit to work on it within the entity.

The entire team shares this vision, so they work with consistency and unity on equality. This work has made it possible to observe changes both in the team and in the women with whom they work. Interculturality and gender diversity are some of the challenges to be faced on a daily basis.

## Objective



The objective is to have a variety of tools and a multitude of spaces in which to work on gender issues.

## Beneficiaries



The young people they train and support (approx. 400) as well as professionals.

## Methodology

Iniciatives Solidàries has developed and/or uses the following tools:

- An equality plan for women and men.
- Training workshops to work on inclusive language to break down resistance and offer alternatives for professionals and students.
- Explaining women's rights.
- A policy of good treatment.
- Harassment policies in place at the entity.
- Facilitate work-life balance by allowing female students to bring their children to class.

These tools are part of the core of the entity and are implemented through a person-centered methodology, connecting from a personal point of view and breaking barriers and working in groups and individually. Means: Those of the entity. No additional budget. Actions carried out through public subsidies.

## Key Success Factors

- Make gender issues a priority of the entity.
- Consistency in all actions.
- All the people (team, volunteers and trainees) are involved and provided with ongoing gender training.
- Working individually and in groups to break down gender stereotypes.

## Impact

- Incorporation of women in male-dominated sectors.
- The social entity is a benchmark on gender issues and is recognized as such in the community.
- 400 students and their families indirectly raising gender awareness.



**It is important to work from the perspective of gender diversity and interculturality. It is urgent to work on masculinities and generate spaces throughout the entity to talk about gender issues.**

## To learn more

The association Iniciatives Solidàries is an initiative of a group of people sensitized by the situation of exclusion of disadvantaged youth and people in situations of deprivation of liberty in the city of Valencia.

✉ [mati@iniciativessolidaries.com](mailto:mati@iniciativessolidaries.com)





«Every circumstance is used to transmit from experience, for example, giving a drill to a girl instead of a boy to drill a hole.»

# TEACHING AND LEARNING FROM EXPERIENCE

How to work dismantling gender roles in day-to-day practices.



Name of the structure:  
TELCA



City: Zaragoza  
Country: Spain

The idea came from the teachers when they detected the need to work on gender issues. They had observed gender stereotypes in the classroom, in tutorials with families and even in the enrolment process of training workshops with a gender aspect. The culture and the internalization of gender biases weighed more than the willingness to see other options and to change. All this motivated them to take action and design measures to alleviate the situa-

tion. The involvement of the teaching team, which becomes a reference model, is fundamental for the design of the practice and its implementation. When volunteers or interns come to the entity, they are informed about TELCA's philosophy.

The main obstacles are the contrasts between the different cultures and the unconscious biases so internalized in both teachers and students.

## Objective



The objective is to change the trend of enrolment in traditionally masculinized or feminized trainings and to develop a gender culture in the environment (students and their families).

## Beneficiaries



An average of 30 people and their families.

## Methodology

- Modify the enrolment instruction, giving preference to the gender less represented in this training workshop if the demand exceeds the supply.
- Involvement and commitment of the entire educational team to make their own life experiences a reference for the students in their daily lives and to share life examples.
- Take advantage of every circumstance to introduce the topic.
- To elaborate and implement an equality plan for the students.

## Ressources

Those of the entity, 8 teachers. Development of materials through own resources. There is no additional budget for this activity.

## Key Sucess Factors

- The openness of the teaching team to be a reference for the students.
- The involvement and motivation of the entire educational team.
- Practicality and integration in the day-to-day examples without the need for extra resources or financial means.

## Impact

- It is a practice that reaches all enrolled students, and indirectly their families through tutorials, and their own children or students under guardianship.
- There is a tendency to change the perception of professions.
- Students are receptive, at least, to listening.



**Pay attention to enrolment process and give priority to the underrepresented gender so that gender never determines the training you want to receive. Surround yourself with a team that is willing to get involved.**

## To learn more

The Association «TALLER EDUCATIVO LABORAL DE CASETAS» (TELCA) is a non-profit entity and its financing depends on public and private entities.

✉ [asociación@telca.es](mailto:asociación@telca.es)



"The Neighbourhood Association recognizes the work we do and we are breaking stereotypes because the gardeners in the social gardens see the girls tilling and working the garden and are positively surprised."

«We are observing that there is a feminist movement on the part of girls, they are the ones who first become aware of the need for change.»



«They are increasingly verbalizing traditional canons and rethinking the orthodox model of masculinity.»



## EDUCATING FOR THE PREVENTION OF GENDER VIOLENCE AND CREATING RESOURCES

*Development of practical sessions exclusively for boys on the prevention of gender-based violence and gender equality awareness within the school curriculum.*



**Name of the structure:**  
GENTIS



**City:** Amposta  
**Country:** Spain

Gender equality is a fundamental pillar in GENTIS and that is why they have been working on it for years. The practice presented here arises from the need to address male violence detected through observation in the classroom. During the teachers' meetings, they commented on the problems that arose and decided to work on this issue in a specific way. To this end, they joined a project launched by public bodies in which a number of entities received training on male violence and were moni-

tored and accompanied by experts in violence in order to adapt it to the specific circumstances of their school for a year and a half. The entity designed and created the training sessions and the material to be used. The biggest challenge has been to adapt the resources to the profile of the students (also taking into account the language barrier) and to provide the training at a time when they are receptive and open.

### Objective



Raise men's awareness on male violence and prevent situations arising from it by working on masculinities.

### Beneficiaries



100 men/year

### Methodology

It consists of a training program on male violence exclusively for men, with two phases:

- Phase 1: Approximately 2 sessions of adaptation and creation of the space to analyse the starting point and the context.
- Phase 2: Approximately 4 sessions per year (2 to 2 and a half hours) designed and adapted to the profile of young people in the center. To carry out this project, the teachers spent a year and a half training and designing the sessions and the material with the support of an expert in gender violence to design a specific plan for their center. The materials created and each session are evaluated and submitted to feedback following a process of continuous improvement.

### Key Success Factors

- Performing a previous analysis of the situation in your specific center and training on male violence.
- Working from emotional intelligence and the deconstruction of masculinities to be able to approach the students.

### Impact

- Increased recognition of women teachers.
- Improved coexistence in the center by sharing experiences with their peers.
- Increased emotional management and, in particular, of the level of violence inside and outside the classroom.
- Greater ability to open up and express their feelings.



**Work on what young people need and raise awareness in society. It is important to break down and question masculinity.**

### To learn more

The Gentis Foundation is a social enterprise. A reference and quality entity for the development of professional and personal skills and for the improvement of employability and employment of people, especially those who are in situations of social and labor vulnerability.

✉ [nsabater@gentis.org](mailto:nsabater@gentis.org)



# TO GO FURTHER



## More visibility

Increasing the visibility of women in employment, and their impact on young people

- Through «**women's role models**» illustrating the accessibility of intersectionality, while being aware of the barriers specific to girls and women; this will increase the impact they will have on young people
- Develop a **coaching program** «role model / young» (e.g joint creation of a support «succeed fully his professional life/career»)

## Take the time it takes with families and the immediate environment

Relationships with families are paramount to the success of projects. But changing habits, the way we look at gender equality and gender can take a long time.

- Invite them to participate in a very concrete way in the life of the structure – for example, by bringing a stroke of paint to the premises -, win them over, surprise them, but without trying to convince them, remaining in accordance with their values, and being responsible
- Testify by listening to and taking into account the needs of all people and the benefits of gender equality for all

## What about masculinity?

- Work on masculinity issues, question gender stereotypes with young male beneficiaries and consider peer training
- Conduct this same work with the men who are part of the staff
- Aim to form male role models, of a new responsible and humanistic kind

## Knowing yourself legitimate and making it known

Each of the structures listed in this guide demonstrates expertise in gender-conscious integration of young people in difficulty.

Why not put these skills at the service of less advanced structures in this area, for example, to companies to facilitate the successful mix of teams ?





Theme 2

# Developing gender-aware infrastructure

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«The affective-sexual workshops are also highly valued by the families of young people.»



# AN INFRASTRUCTURE FOR GENDER ISSUES

Offer different services and tools to work on gender throughout the entity.



Name of the structure:  
ADUNARE



City: Zaragoza  
Country: Spain

Fundación Adunare has among its principles and values that of Equality and applies the gender perspective in a cross-cutting manner in all areas of its actions: from activities and projects, through specific actions and workshops; through specific services such as the one described below; at the organizational level in the HR policy, as well as in its relations with the environment and the community. The Strategic

Plan includes several measures focused on gender that allow them to unify and focus their actions. The impact of various actions is measured through satisfaction questionnaires and monthly tutorials and shows that they are well received by the students. In addition, teachers receive training on gender issues as part of the entity's training plan.

## Objective



Promote gender equality in the labour market and in the training. The foundation Offer different services and tools to work on gender throughout the entity. For example, by creating spaces for children.

## Beneficiaries



More than 400 people.

## Methodology

These are some of the practices carried out by the entity:

- Develop and implement a cross-cutting Strategic Plan in the entity.
- Incorporate women trainers in workshops of masculinized professions.
- Introduce training on gender perspective and equality in an integrated way; develop didactic materials and raise awareness in each area.
- Offer spaces/workshops to students from gender expert entities on different topics within school hours.
- Offer conciliation services and spaces for people in training and insertion processes.
- For the implementation of the children's space, play and stimulation materials for 0-3 years old are required.

## Key Success Factors

- Incorporating cross-cutting measures through the entity's Strategic Plan.
- Listening to the needs of the population.
- The staff is involved and trained on gender issues.

## Impact

- Increased acceptance of women in other traditionally male-dominated sectors.
- Involvement of all staff and students, impacting more than 400 young adults.
- More than 15 women are able to continue training and/or working each year thanks to the work-life balance services.
- The students value positively all the actions.



Be attentive to the needs and demands of the group and its environment. Listen to them actively and provide effective responses involving and engaging professionals.

## To learn more

Promote social, educational, cultural and labor integration, favoring the development of people in situation or at risk of exclusion and the community, from a commitment to social justice.

[calidad@adunare.org](mailto:calidad@adunare.org)







# GIRL FRIENDLY SCHOOLS IN PALESTINE

How to improve the school environment and make it more suitable for girls in remote areas of Palestine.



## Name of the structure :

VIS - Volontariato Internazionale per lo Sviluppo



Ville: Hebron district  
Pays: Palestine

## Context and needs assessment: why has the good practice been launched ?

There have been 3 different needs assessments for 3 projects (2019, 2020 and 2021) and one gender study in 2020 through which the needs of the students and in particular of female students have emerged, in view of a psycho-social process to be carried out in favour of vulnerable children and girls in particular.

## Context and GP design: How has the good practice been conceived ?

All the students have been interviewed through focus groups and have expressed their idea of school. The rehabilitation of the school structures has been projected according to the needs of the students and in particular of female students.

## Description of the good practice

### Objectives



facilitate educational processes for girls through appropriate learning environment

### Beneficiaries



at least 5.000 girls students of the Hebron District area among 10.000 total beneficiaries

## Methodology

The projects are characterised by an active participation of female students and teachers in the needs assessments as well as in the definition of the rehabilitation process of the schools, of the Teachers' training and the school management.

## Financial, human, and technical means

Expatriate project coordinators and consultants, Palestinian experts and local staff; technical devices; international partners.

## Key Success Factors

- Special Gender study conducted in the area of intervention
- Active involvement of children in the design of the schools and concrete application of the consultation results
- Training of school headmasters, social workers and teachers

## Results

- 10 schools in remote and sensitive areas of Hebron District already rehabilitated, plus 4 still on-going, according to the students and girls needs.
- 10.000 students involved (50% girls) in psycho-social support activities
- School staff (headmasters, teachers and support staff) trained.

## Impact

Improvement of living conditions, resilience, basic services for vulnerable communities in Area C (Hebron District), Palestine.



Always take into consideration the women perspective on development process.

## To learn more

VIS - International Volunteer for Development is a non-governmental organization that deals with development cooperation and international solidarity and an educational agency that promotes and organizes awareness-raising, education, training for development and global citizenship.



Emanuela Chiang



e.chiang@volint.it







“The training is a weapon to face any hardship.”

# ADAPTING TO WOMEN NEEDS

Adapting the implementation of the program to women needs and constraints.



**Name of the structure:**

Semeurs d'Avenir

**Name of the programme – if relevant:**

Maharat Li Loubnan

(Competencies for Lebanon)



**City:** All over Lebanon (Tripoli & North, Beirut/Mount Lebanon, Saida & South, Beqaa)

**Country:** Lebanon

## Context and needs assessment : why has the good practice been launched ?

The idea of adapting the implementation of the short vocational training activities came mainly from 3 main identified obstacles to women attending the trainings

- Family constraints: women are in charge of taking care of the kids when they're at home, housework hence, they are not flexible on the hours of the trainings and then on the working hours
- Family/Society tradition not allowing women to work outside of their home or in an environment with men
- Family/Society tradition not allowing women to have an independent activity (going to a training, working...)

The idea came from the operational team from the different regions of implementation based on their experience. It was a demand from the trainees (and then the staff).

## Description of the good practice

Adapting the implementation of the program to women needs and constraints, leveraging barriers to facilitate their access to the trainings and support their empowerment.

### Objective



Women empowerment through labour market integration

### Beneficiaries



Vulnerable women from 15- to 35-year-old, Lebanese and refugees. On short vocational trainings project, around 600 beneficiaries per year.

## Methodology

- Adapt schedule of the trainings to fit with women constraints (trainings in the morning)
- Deliver specializations appealing to women and allowing them to work from home, have flexible hours and evolve in a women environment
- Involve the families so that they are not an obstacle anymore

## Key Success Factors

- Operational team engagement
- Flexibility
- Good listening and understanding of the beneficiaries

## Results

- 50% of the beneficiaries of the project are women
- More than 900 women trained between 2017 and 2021
- No higher dropout rate than for men

## Impact

- Positive impact on job placement: 54% of women working or studying 6 months after the training
- 41% of the women working have their own activity and are working from home (vs 28% for the average of the project)
- Positive impact on personal development, women empowerment based on qualitative feedback/success stories



**These adaptations were at the initiative of the operational team. It requires involvement, flexibility and taking initiative from their part**

## To learn more

Semeurs d'Avenir is a Lebanese NGO created in 2010 and IECD implementing partner in Lebanon. The purpose of Semeurs d'Avenir is to plan, improve, and encourage all the social, pedagogical, economic, and cultural initiatives that allow the progress of individuals by satisfying their material and intellectual needs. Through its partnership with IECD, Semeurs d'Avenir today implements six projects in the fields of education, vocational training, and career guidance.



Maya Boustani



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«Awareness-raising workshops also allow the creation of a common narrative within the teams and a team spirit.»

# LA LETTRE

La Lettre de Solidarité Laïque  
Prix : 5€ - 2<sup>e</sup> trimestre 2021

n°73

ÉDITO



**Samia Frawes**  
Coordinatrice Actions Bassin Méditerranéen, Référente genre chez Solidarité Laïque

## Combattre les inégalités, Construire l'humanité !

Dans ce contexte de pandémie, les femmes, les filles et les personnes LGBTQIA+, victimes déjà de l'imbrication des systèmes d'oppression dont le patriarcat, le racisme, l'homophobie et le capitalisme, sont les plus impactées par les effets socio-économiques de la COVID-19.

La crise a mis à nu les dominations dont souffrent les femmes et les personnes minorées. En pleine polémique sur les masques, les gels et les vaccins, les petites filles, les femmes et les personnes de genre non binaire, en plus de tous les risques sanitaires encourus, se retrouvent en quête de sécurité et de dignité. Renvoyées à l'espace privé, isolées avec leurs agresseurs, empêchées d'accéder à la justice et aux services de protection, privées de l'école, de formation et de travail, elles sont les plus touchées par les violences, le chômage, la déscolarisation et l'exclusion sociale. Depuis un an, les privilèges ont été renforcés, de plus en plus acceptés et banalisés. Les leviers de résistance au patriarcat, au racisme et à l'exclusion sont fragilisés. Les replis identitaires nourrissent les systèmes de domination, alors que les leviers de l'égalité et du vivre ensemble ont été déstabilisés. C'est ce qui fait la légitimité de notre combat au quotidien.

Dans ce dossier dédié à l'égalité de genre, nous mettons le curseur sur le rôle de l'éducation inclusive et de qualité pour reconquérir le vivre ensemble et rappeler notre attachement à l'égalité, à la solidarité et à la laïcité. Face à ces défis, mobilisons-nous pour l'éducation et engageons-nous dans la construction de sociétés égalitaires et solidaires.

Alida Ymele Letchejie, 26 ans, artiste plasticienne Camerounaise, traite les notions de précarité et de fragilité via l'image des femmes migrantes ou domestiques et met en lumière les difficultés d'intégration auxquelles elles font face.

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DOSSIER

L'ÉGALITÉ EST UNE PRIORITÉ MAJEURE !  
PAS DE DROITS SANS ÉGALITÉ !

## GENDER AWARENESS AND REFLECTION WORKSHOPS

Engage in a structured debate on gender within civil society organizations.



**Name of the structure:** Solidarité Laïque

**Size of structure:** The teams of the headquarters in France, the 3 regional branches of Solidarité Laïque in the intervention countries and the beneficiaries of the programs.

**Country:** Multicountry – countries of intervention: Mediterranean Basin, West Africa

### Context and needs assessment : why has the good practice been launched ?

There is a real commitment to fight against all forms of discrimination and promote equality through education, as stated in the slogan of the association Educated today, freer tomorrow.

### Context and GP design : How has the good practice been conceived ?

The good practice is the result of the joint work of the teams and the realization of a gender strategy specific to Solidarité Laïque. It is important to put in place a strategy in order to understand the objectives of the training.

### Description of the good practice

#### Objective



To develop the critical thinking and awareness of teams on societal issues related to gender. Bringing teams closer together in the exchange between business lines.

#### Methodology

Dissemination of a questionnaire for teams to measure their needs and the development of a strategy to organize training, to engage a debate on gender issues internally and with associative partners, and to promote the integration of this dimension in all actions and projects of the association.

#### Financial, human, and technical means

1 person is in charge of this theme at headquarters, but the entire team is mobilized.

#### Key Success Factors

- Design upstream objectives and a strategy
- Exchange around issues, learn about contexts, jointly design actions: «Do not arrive with predefined solutions»
- Rely on local experts to adapt to the needs of each country

#### Results

Structured debate and shared reflection on gender has a double impact. First, the gender awareness of all the teams in the structure, essential in the fight against inequalities, allows the appropriation and an internal work of practical implementation in activities and registration in the social missions. Secondly, it makes it possible to federate the teams by bringing a diversity of views and creating a space for exchange, bringing employees closer together on a common theme.

#### Impact

Training has an impact in the medium and long term. In the medium term the teams are sensitized but in the long term it will impact the projects and the beneficiaries of the projects, impacting the writing and implementation of the projects.

#### To learn more

Solidarité Laïque is a collective of 48 organizations related to public schools, popular education and social and solidarity economy. For the association, education is a fundamental right but also the key to individual emancipation and social, cultural and economic development. It helps to build peace while respecting differences.



Samia Frawes



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# TO GO FURTHER



## Gender on a day-to-day basis

Integrate the gender dimension into its daily functioning (service delivery, providers, balance of W-M speaking in meetings, taking into account the care and concerns of women and men, balance in terms of participation in decision-making ...).

## Gender for all

Train all staff - guarding, logistics, catering - in the identification of gender-based violence, its impacts and prevention.

## A joint speech

For the sake of efficiency, ensure, on the subjects of W-M equality, to communicate its commitment, its action plans and its results by respecting a balance of speeches between women and men.

## Radiate

Push gender awareness into the journeys «home-training center, training center-company», because women and men encounter different obstacles on their way and move differently:

- Consult with youth and teams on their safety needs on the way between the center and their home, the center and the company, ...
- Include families and communities in the search for solutions and prevention of gender-based violence (e.g. exploratory walks, accompaniment during journeys, etc.)

## Knowledge and being

Develop a charter «taking into account gender» with staff, young people, and families, signed by all.

Integrate the effective implementation of gender equality into staff evaluations. Start with team leaders.





### • Theme 3

## Integrating gender into training programs

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«It is necessary to provide a gender approach workshop for each structure and for each employee and for new recruits.»

## POSITIVE DISCRIMINATION: TRAINING AND INTEGRATING WOMEN INTO THE LABOUR MARKET

*Encourage the selection of female beneficiaries in socio-educational centers and on the ploughing market to increase their employability.*



**Name of the structure:** Al Jisr  
**Size of structure:** 104 women trained (out of 138)



**City:** Casablanca  
**Country:** Morocco

### Context and needs assessment : why has the good practice been launched ?

The good practice was launched following requests from some companies and according to Al Jisr's desire to stress the importance of integrating women into the job market.

### Description of the good practice

#### Objective



To train and economically integrate women into the labour market. Al Jisr's project applies positive discrimination in the choice of beneficiaries of its training but also in the selection of profiles for companies. It also helps to meet a growing demand from companies to hire women and increase women's rate of employability.

#### Beneficiaries



1 person is in charge of this theme at headquarters, but the entire team is mobilized.

#### Methodology of implementation

Targeting is carried out upstream by employees allowing positive discrimination for training but also in profile proposals sent to partner companies.

#### Key Success Factors

- Create a dialogue of trust with companies looking to recruit.
- Become aware of the importance of the role of women in society.

#### Results

75% of NEETS beneficiaries are women in this employability project.

#### Impact

- Gradual change of mentality for companies but also for families and beneficiaries.
- Increased employability rate of women in the job market.

#### To learn more

Al Jisr's mission is to involve the private sector in the education process by bringing the School and the Company closer together and strengthening the concept of partnership. This good practice aims to include women in particular.



Adam Hamidi



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«The MedNC network is committed to the integration of gender in the Mediterranean because we are convinced that taking into account this approach favors the integration of all NEETs in the Mediterranean.»

## TRAINING, EXCHANGING AND IMPLEMENTING ON BOTH SHORES OF THE MEDITERRANEAN

*Integrates the gender approach into its training and vocational integration project through networking in the north and south of the Mediterranean.*



**Name of the structure:** European Institute for Cooperation and Development

**Name of the programme:** Mediterranean New Chance Network (MedNC)



**City:** Marseille  
**Country:** France

### Context and needs assessment : why has the good practice been launched ?

The «gender» approach and action plan of the MedNC network (BP exchange, training, implementation of concrete projects) were considered as priorities according to the needs expressed by the members during the events organized by the network or during personal consultations.

### Description of the good practice

#### Objective



To exchange and train the members of the network to integrate gender into their projects, by building common benchmarks to build innovative projects in all MedNC member countries. The ultimate objective is to contribute to the reduction of inequalities between men and women within the member structures and their training offer.

#### Beneficiaries



The 15 members of the MedNC network and indirectly the 55 000 young people.

#### Methodology of implementation

3 levels of intervention: the drafting of the guide of inspiring and easily replicable good practices, training in gender mainstreaming for members, and the development and/or spin-off of concrete projects with a strong gender dimension.

#### Financial, human, and technical means

A team of four people based in Marseille and in direct contact with the members of the network.

#### Key Success Factors

- Be attentive to the needs of the members of the network.
- Do not hesitate to use external consultants when the team does not have the internal means
- Competence to support and strengthen the members.
- Pay attention to cultural differences, know the region to better understand, and understand the the needs and obstacles of each structure.

#### Testimony

«Sharing best practices is really the DNA of the MedNC network, and this guide is a perfect example of that»

«Integrating gender is very important because we know that 80% of NEETs in Morocco are girls. CE is not a luxury but a vital necessity to integrate gender, and this, to reach everyone»

#### To learn more

The network brings together the actors of professional integration who, on both sides of the Mediterranean, develop local measures to respond to these challenges. By pooling the strengths and expertise of its members, the project aims to strengthen their capacities for action, replicate solutions that have proven their worth on a Mediterranean scale and multiply their impacts. The network also generates and mobilizes the support of the public authorities.



Adélie Breil



[adelie.breil@iecd.org](mailto:adelie.breil@iecd.org)



«It's important that the beneficiaries take up the problem, that they share their success. By telling we can reveal ideas in everyone.»

## DÉBAT DE CLÔTURE



eneurs



CCI PARIS ILE-DE-FRANCE

Moovjee

Widoobiz

Un partenaire  
Groupe Les Echos  
Le Parisien

Ent

# PUBLIC SPEAKING, A LEVER FOR THE DEVELOPMENT OF WOMEN'S ENTREPRENEURSHIP

The personal development of women essential for an awareness and confidence to legitimize them.



Name of the structure:  
Moovjee



City: Tunis  
Country: Tunisia



City: Paris  
Country: France

## Context and needs assessment : why has the good practice been launched ?

This good practice was launched following the general observation that women entrepreneurs are less «ambitious» than men. We wanted to highlight their profiles to project themselves into this other model and show that every woman has the power to inspire.

## Description of the good practice

### Objective



That each woman becomes an ambassador for her actions, thus allowing her to inspire other women in their choice.

### Beneficiaries



At the Moovjee France level, 50 women have participated in the workshops over 3 years. In Tunisia 5 portraits were made.

## Methodology of implementation

3 workshops to prepare for public speaking are provided :

- 1.Role model presentation.
- 2.The values that the beneficiaries want to put forward.
- 3.The message they want to spread.

## Financial, human, and technical means

The association calls on a coach specialized in this subject. It is important that the workshops take place partly in person.

## Key Success Factors

- Creating a sense of group, the 1st workshop breaks the ice between the beneficiaries. They feel freer to share.
- Remain available afterwards, by continuing the accompaniment.
- Speaking in front of other beneficiaries allows you to gain confidence.

## Testimony of young people

«The program gives me a lot of confidence and legitimacy. It helps me position myself as a leader, helps me to be more strategic in my choices and vision, and makes me want to inspire others to be in this same dynamic.»

Doris Arnold

## To learn more

The mission of the Moovjee is to allow every young person aged 18 to 30 who wishes to create or take over a business during or at the end of their training, to support young entrepreneurs aged 18 to 30 in their personal development and the growth of their business.



Lucile Guez



lucile@moovjee.fr





«You have to dare  
to the end to  
have wonderful  
results.»

# DIALOGUE AS A TOOL FOR WOMEN'S FINANCIAL EMPOWERMENT

*Dialogue with the families of beneficiaries,  
a facilitator of the financial empowerment of rural women.*



**Name of the structure:**  
Association des Développement des  
Femmes Rurales (ADFR)



**City:** Kasserine  
**Country:** Tunisia

## Context and needs assessment : why has the good practice been launched ?

This good practice started when some families banned women from training because of their gender.

## Context and GP design : How has the good practice been conceived ?

The good practice responds to a direct need and demand from beneficiaries.

## Description of the good practice

The association establishes a dialogue between families and women wishing to benefit from qualifying training allowing them to obtain a salary later. The entourage of the beneficiary is reassured by the seriousness of the association. This good practice also provides psychological support to the 25 women beneficiaries of the training.

## Methodology of implementation

Establishment of a climate of collective trust. The members are all involved in good practice, which improves the image of the association.

## Next Step

Creation of a psychosocial support center for women in Kasserine, to strengthen and enable lasting impact.

## Key Success Factors

- Mobilize the entire team.
- Be attentive to the needs of the women beneficiaries.

## Results

25 women out of the 30 women selected completed the ADFR training. They are now trained and entrepreneurs as well.

## Impact

The women beneficiaries have acquired know-how, they have a fixed income to help their families. Through the training, the beneficiaries have developed their capacity to take decisions independently and to convince.

## To learn more

ADFR is a local NGO that contributes to the development of all socio-economic and environmental activities for women and populations in rural areas through vocational training.

 Aziza Bettaibi

 [aziza.bettaibi1987@gmail.com](mailto:aziza.bettaibi1987@gmail.com)







«Developed in a concerted manner with civil society, gender-responsive budgeting developed by a local authority reflects its political commitment to equality between women and men, but also to participatory democracy.»

# PARTICIPATORY DEMOCRACY AN ASSET OF GENDER EQUALITY

*Establish a dialogue between public authorities and civil society,  
successful integration of gender in local development projects.*



## Name of the structure:

Migration et Développement

## Name of the program:

Integrated Rural Development in  
Morocco 3 DRIM 3



City: Souss-Mass  
Country: Morocco

## Context and needs assessment : why has the good practice been launched ?

Good practice starts from the observation of a lack of knowledge or even of interest in gender in the projects set up by the municipalities, but also from the fact that to advance the question of gender in development projects it is necessary to work more with the public authorities and civil society to move the lines.

## Description of the good practice

### Objective



To establish a climate of dialogue between municipalities and civil society to enable awareness and gender integration in development projects. This good practice involves the training of civil society and municipal officials, elected officials and civil. It is a real lever for gender equality.

### Beneficiaries



12 municipalities and 1 province with 32 representatives of municipalities.

### Methodology of implementation

To apply this good practice, it is important to provide a considerable amount of pedagogy by explaining more clearly the government's desire to establish gender-responsive budgeting and dialogue with civil society in municipalities. To promote the sustainability of the project, it is necessary to create a toolbox within each local authority (diagnosis of budgeting and gender-sensitive planning)...

### Key Success Factors

- Quality training in order to attract the curiosity and envy of the beneficiaries in favour of taking ownership of the approach;
- Regular follow-up with the creation of a WhatsApp group necessary for local support;
- Valuing each stakeholder during training and consultations to make them want to continue the work (collective intelligence).

### Testimony

The Vice-President of the Tiznit Territorial Collectivity: «After the regular work with Migration and Development, we integrated all the knowledge and achievements in the programs of the Territorial Collectivity, so that they are gender-sensitive. We have also adopted the involvement of women and men in the policies and decisions taken by the municipality, in order to see the impact of the latter on the budget and in the practices of decision-makers.»

### To learn more

Migration & Development is based on three principles: participation of populations in the decisions and financing of projects, village solidarity, partnership with local authorities. The training of actors (elected officials, executives of village associations, local administrations, cooperators) is a major focus of the NGO's interventions. Actions are mainly located in Souss Massa (Morocco).



Sarah De Oliveira



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«For a better future for young people, we must make a great effort to integrate the gender approach into the various projects.»

# MOBILIZING AND INTEGRATING TO FOSTER INCLUSION

The impact of recruiting a mobile human resource dedicated to the recruitment of young people and young women.



Name of the structure:  
L'Heure Joyeuse



City: Casablanca  
Country: Morocco

## Context and needs assessment : why has the good practice been launched ?

During its 13 years of existence in the Orientation and Professional Insertion Unit, the sourcing of young people has been the responsibility of a mobilization officer who goes out and meets with the population in the disadvantaged quarters. She informs them of the various possibilities offered by Heure Joyeuse. In some instances, approaching young girls and young women has proved difficult due to social norms and conventions, particularly in certain quarters of Casablanca.

## Description of the good practice

### Objective



To promote the inclusion of women in training centres the association has recruited a female mobilization officer who travels to meet young people and their families. This makes it possible to mobilize the integration of women into the training centers. This mobilization officer works in direct contact with the inhabitants, which not only reassures them but also creates a climate of trust for the young women and their families.

### Beneficiaries



The reception rate has increased by 50% following the commitment of the mobilization officer.

### Methodology of implementation

Recruit a mobilization officer.

### Key Success Factors

- Identify disadvantaged neighborhoods where NEETs have a strong presence.
- Establish a relationship of trust with the families of young people.

### Testimony

«Before integrating a gender approach in our contact with the populations concerned, the presence of women in training centers was very low, but since integrating the gender approach and being authorised to mobilise young people in the disadvantaged neighborhoods we have seen a notable increase in the rate of women in the apprenticeship training centre.» Zineb, Mobilization officer at the Heure Joyeuse

### To learn more

The association L'Heure Joyeuse is a recognized association of public utility, non-profit, committed to the fight against social and professional exclusion.



Abdelmajid Lakhouri



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# TO GO FURTHER



## Don't forget anything

Make a gender-conscious and systematic assessment of the teaching methods and content modules taught, regardless of the subject taught, regardless of the workshop deployed.

- Carry out an assessment of existing training modules.
- The educational team audits its practices, its way of animating, its training materials.

## Beware of brakes

Take into account the obstacles of beneficiaries and staff. Such as:

- Identifying obstacles to an assiduity and propose variable follow-up and teaching modalities (time flexibility, distance learning, downloadable courses).

## Impose a prerequisite

Prior to specific training (for example, feminization of professions), provide a generic module, including:

- Knowledge of the main existing sexist myths (women's salaries and supplementary salaries, incompatibility of women and power, jealousy of women among themselves, men's performance...), unconscious biases and domination.
- Knowledge of the right-of-way.
- Training in verbal self-defense.

## Changing the game

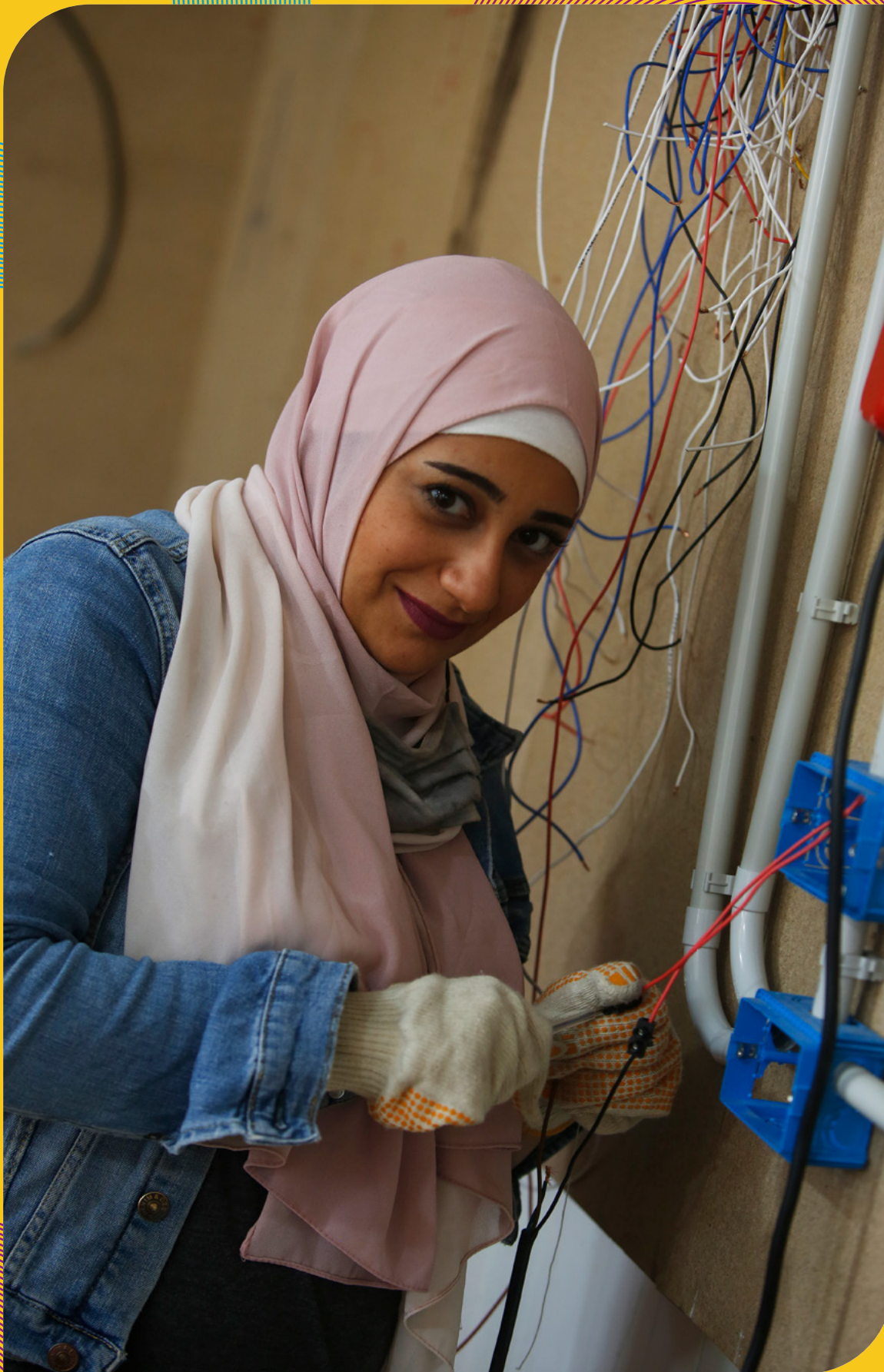
- Thinking about gender and intersectionality.
- Constitute groups of beneficiaries illustrating a social, cultural and intergenerational mix.
- Thinking gender and power.

In a logic opposite to that of an adaptation of women to the organization, train the beneficiaries in the pitfalls of gender-conscious interviews.

Develop modules of leadership, management, networking and prepare the recruitment of women for positions of greater responsibility.

- As part of entrepreneurship training, develop networks of women entrepreneurs.





● Theme 4

# Building skills for gender equality

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She is too beautiful to be smart



# IMPLEMENTING A MUNICIPAL PLAN FOR GENDER EQUALITY

A campaign to promote Gender Equality among youngsters, called Iguallgal.



Name of the structure:  
Municipality of Matosinhos



City: Matosinhos  
Country: Portugal

## Context and needs assessment : why has the good practice been launched ?

Equality, Citizenship and Non-discrimination are for us fundamental principles for a sustainable, equal and inclusive development of a just society, democratic and respectful of Human Rights and liberties, where the participation of all is assured. With this in view, Matosinhos is implementing a Municipal Plan for Gender Equality with the aim of working this issue in a narrower perspective more adequate to the population, through a network which involves more than 160 organizations which form the Social Network of Matosinhos.

## Description of the good practice

### Objective



The City Hall of Matosinhos released this campaign in 2020, through social media, aiming to "contribute to the transformation of perspectives and inadequate behaviours which perpetuate unequal models in social roles, based on gender inequality that lead to discrimination, social exclusion, victimization, abuse of power and even episodes of violence in relationships".

### Beneficiaries



Addressed to youngsters from 15 to 25 years old. The municipality had 69 works competing, from drawings, videos, theatre performances, paintings, poetry, and the two winning works reflect the need to deconstruct stereotypes.

## Methodology of implementation

Recruit a mobilization officer.

## Key Success Factors

- To have influencers known by young people.
- Communicate through social networks.
- Work in collaboration with civil society.

## Testimonies

**manelrmarques** : I'm so proud to be from Matosinhos! Thank you for this campaign/initiative! ❤️

**monnetgm** : 🧨 Great/Amazing message/idea 🧨

**luisenascimento** : excellent/outstanding initiative 🧨🧨🧨

**whiteroseoutfits** : I'm working to be able to participate/I'm working to be a part of this great initiative.

## To learn more

Matosinhos is a city and a municipality in the northern Porto district of Portugal, bordered in the south by the city of Porto (8 km from the city centre). In 2020, Matosinhos received the prize "Living in Equality", awarded by the Commission for Citizenship and Equality. The municipality is an associate member of the Mediterranean new chance network.

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«Go for it, don't ask yourself questions, you have to try.»

# DECONSTRUCTING GENDER STEREOTYPES WITH VIRTUAL REALITY

*Changing the gendered image of professions with the help of technology.*



**Name of the structure:**  
Foundation of the Apprentis D'Auteuil



**City:** Picardie  
**Country:** France

## Context and needs assessment : why has the good practice been launched ?

Willingness to deconstruct stereotypes to create jobs.

## Description of the good practice

### Objective



Meeting young people from priority neighborhoods to present jobs through video testimonials of young women who have succeeded in jobs noted for gender stereotypes (for example welding or order packing). This makes it possible to show that everything is possible and to respond to the tension on the job market of certain professions.

### Beneficiaries



Young women and men aged 16 to 30 in Picardie. 122 beneficiaries (50/50 representation)

### Methodology of implementation

The videos show the first gestures of the trades so that young people project themselves better.

### Financial, human, and technical means

4 teams of 2 people: who go to meet young people.

### Key Success Factors

- Meeting the young people.
- Having no premises but having a bus instead and working through local associations.
- First action non-binding (this reassures).
- The fact of believing in the action and that there are no limits.

### Results

The 1<sup>st</sup> result is the creation of a debate between young people, they question themselves and later some develop an interest in the profession.

### Impact

The interest of this good practice is growing, we would like to replicate it and open it to other professions.

## To learn more

Present in the Hauts-de-France since 1954, Apprentis d'Auteuil welcomes and trains today nearly 2000 children and young people, aged 4 to 30 years. Its 16 institutions and systems offer answers to the difficulties that young people and families may encounter in their education and learning paths.



Julie Millien



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«You really have to challenge the teachers, they are people first and foremost, the question of gender is personal.»

# TRAIN TEACHERS AND SCHOOL STAFF ON GENDER ISSUES

Offer interactive activities to promote gender awareness.



## Name of the structure:

European Institute for Cooperation and Development (IECD) Egypt



City: Cairo and Alexandria

Country: Egypt

## Context and needs assessment : why has the good practice been launched ?

There has been a real desire on the part of the IECD and its partners to raise awareness among teachers in order to reduce early school leaving, particularly among young girls. The challenge was to adapt to a conservative society.

## Description of the good practice

### Objective



Provide gender awareness training to teachers and school staff and develop training content that teachers can refer to. This content includes gender-related terminologies, definitions, and activities to be implemented with students. The goal is to create understanding of gender stereotypes in other ways.

### Beneficiaries



50 teachers in 3 public schools

## Methodology of implementation

Interactive activities facilitate gender interpretation and contribute to greater awareness. It's also interesting to raise awareness of gender through sport and interactive theater . It's a way to outsource, to express yourself. To succeed in this good practice, it is important to mix groups. That it is not enough with training the trainers on gender, we have to deal with their personal stereotypes, biases and assumptions first. Gender is not like a technical subject, it is experiential, and to be able to deal and convey it in a proper way, teachers must be confronted with their own beliefs and attitudes.

## Key Success Factors

- Train teachers and raise their awareness.
- Contextualize good practice in each country of intervention.
- Develop tools (basic definition, etc.).

## Testimony

«Sometimes it's difficult to talk about gender in a conservative society, we have to adapt to the country and our interlocutors.»

«Teaching, explaining through other paths, this is the philosophy we want to put in place»

## To learn more

IECD Egypt supports young people in technical and vocational education and training as well as owners of micro and small enterprises. In Egypt, 25% of young Egyptians aged 16 to 25 are unemployed, to address the issue of young people's access to employment.



Nuria MASDEU



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# VOCATIONAL TRAINING THAT BREAKS DOWN GENDER STEREOTYPES

*Attract, train and employ women in traditionally male-dominated professional fields.*



**Name of the structure:**  
INICIATIVES SOLIDÀRIES



**City:** Valencia  
**Country:** Spain

## Context and needs assessment : why has the good practice been launched ?

After detecting that there were professions/fields of the future related to mechanics or electricity in which girls did not want to go, they reflected on how to offer alternatives to girls without falling into the typical feminized training. They decided to take action by breaking down stereotypes in training.

This vision is shared by the entire team of INICIATIVES SOLIDÀRIES, so they work with consistency and unity in terms of equality. There is still some pressure from the girls' families to work in feminized sectors. This is not so much the case for companies. Indeed, if the girls have the skills they are looking for, they will hire them, and they should continue to promote this type of hiring. The biggest challenge is to continue breaking down women's own stereotypes and taboos.

## Description of the good practice

### Resources

30 female employees, volunteers and trainees (who undergo a selection process). Training courses are subsidized by public bodies. No additional budget.

### Beneficiaries



All the young people they train and support (from 14 to 29 years old). Approximately 400 per year

## Methodology of implementation

By hiring female teachers in male-dominated professions (mechanics, electricity, etc.) to serve as references; by conducting exclusive training courses in mechanics for women; by informing female students of their rights as women in the educational and professional world from the moment they are selected; by offering individualized tutoring and guidance on gender issues to break down stereotypes and taboos, as well as group trainings in other programs of the entity.

## Key Success Factors

- Make gender issues a priority of the entity. Consistency in all actions.
- All the people (team, volunteers and trainees) are involved and provided with ongoing gender training.
- Working individually and in groups to break down gender stereotypes.

## Impact

- Inserting into the labour market women trained in other sectors.
- Changing business structures through the insertion of women in male-dominated sectors.
- Empowering women by breaking taboos and stereotypes.
- 400 beneficiaries



*Daring to look for female teachers in these professions in order to provide a different perspective. Taking advantage of the support provided by public administrations on gender.*

## To learn more

The association Iniciatives Solidàries is an initiative of a group of people sensitized by the situation of exclusion of disadvantaged youth and people in situations of deprivation of liberty in the city of Valencia.

✉ [mati@iniciativessolidaries.com](mailto:mati@iniciativessolidaries.com)



«When I joined the labour market I saw myself as different from my peers, I am now above my past self.»





# POOLING AND CAPITALIZATION TO MEET THE CHALLENGES OF GENDER MAINSTREAMING

Carry out a diagnosis and an action plan to integrate a gender approach into Training and Vocational Integration (FIP) projects.



**Name of the structure:** Groupe FIP  
**The members of the FIP Group:** ESSOR, Apprentis d'Auteuil, Acting for Life, GRET, IECD  
**Country :** Multipays

## Context and needs assessment : why has the good practice been launched ?

The FIP group has launched 2 tools (diagnosis and action plan) to support its partners in the integration of the gender dimension in their integration project. Indeed, training to carry out a diagnosis to predict the most relevant activities to be implemented to adjust gender imbalances was a shared need of the 5 structures, in France and in the countries of intervention.

## Description of the good practice

### Objective



To promote the integration of a gender approach in training and vocational training projects.

### Methodology of implementation

1. Remote preparation: presentation/validation of the approach.
2. Exchanges on the framework of the approach, work on the framework of the approach, proofreading of the questionnaires, validation of the data consolidation tool, choice of interviewees, definition of the schedule.
3. Interviews with the staff of the association and one of its partners.
4. Data consolidation: thanks to a tool developed by the Fondation des Apprentis d' Auteuil (Interview consolidation tool).
5. Development of the action plan by the partner association with the project manager of Apprentis d'Auteuil as a facilitator (tools for identifying courses of action).

### Key Success Factors

- Precisely define the framework of the diagnosis with the management: the subject can be sensitive and can question the values of a structure, so it is imperative to validate the framework and the tools deployed as part of the diagnosis with the management.
- Build upstream a tool for data consolidation as well as the production of an action plan, to be validated by the management of the structure.
- Administer the questionnaire by a person introduced to the gender approach.
- Think upstream about the methods of administration of the questionnaires: favor individual interviews over group interviews, respect the hierarchical line, provide a place allowing confidentiality.

**The process of investigation and development of the action plan made it possible to:**  
 - Awaken or strengthen the understanding of structure staff on gender issues within the structure. Carry out a diagnosis and an action plan to integrate a gender approach in FIP projects.  
 - Begin a strengthening of the reference framework and practices related to gender within structures and projects.

## To learn more

The FIP Group is made up of five French NGOs and has set itself the objective of improving the practices of FIP actors based on cross-learning and common reflections. Thus, since 2013, Acting for Life, Apprentis d'Auteuil, ESSOR, GRET and IECD have developed methodological tools and notes, accessible to all. In 2020, the FIP Group worked on a «gender diagnosis». The diagnosis, once carried out, allows organizations, according to their priorities and resources, to establish an action plan aimed at concretely integrating the gender approach into their project.

 Mathieu LEBAS  [mathieu.lebas@apprentis-auteuil.org](mailto:mathieu.lebas@apprentis-auteuil.org)





# TO GO FURTHER



## Proof through practice

In order to spell out the argument «it is not a profession for girls or boys», incorporate a discovery of professions that illustrate occupational segregation, the realization of a specific task or an object, by girls for a so-called male profession, and by boys, for trades still considered as feminine. Boys and girls leave with a photo of the «impossible made possible» or with the repaired/made object.

## Proof by example

To constitute a pool of young people previously beneficiaries of the integration structure and working in a sector still considered to be reserved for one or the other sex. Put them to work to provide concrete testimonials about their daily professional life and how their loved ones live it.

## Asking more of companies

In most cases, companies say they are ready to recruit men and women indiscriminately, but do not always know how to do it. It is important to explain to them the need to adopt a proactive strategy to achieve their goals. Such as:

- Ask them to consider communicating in an inclusive way (e.g. in the writing of recruitment ads, men and women are not sensitive to the same vocabulary).
- To communicate on their practices in the field of equal opportunities, actual or envisaged.

## Tell the story of the trades and their gender

Explain the constructed origin of the segregation of trades through history and cultures. We can talk about computer science, which was a women's job that became a man's job from the 1980s, embroidery, considered specific to women in Europe and specific to men in India or Pakistan, etc.

## Dare to Empower

The discovery of collective and/or individual obstacles built within the framework of career guidance can be considered as a first step. It makes it possible to consider going further, to pose a more global reflection on the role of each person in society, in the family, on their capacities and deep aspirations, and on what prevents them from realizing their full potential.





# Conclusion

## The MedNC network's roadmap on the gender approach

This guide of good practices is one of the first steps in the MedNC network's commitment to reducing gender inequalities in integration schemes in the Mediterranean. The coming years will be marked by concrete actions on the ground that result from the identification of good practices:

- The **training of the members of the network**: directors, project managers, trainers, supervisors will be trained in the theme of the integration of the gender approach in each stage of an integration project. The goal ? To have mixed teams, build gender-conscious infrastructures, integrate gender specificities into the drafting of projects, develop programs targeted at women or men.
- The **creation of awareness-raising and training tools**, to ensure the continuity of this guide: development of a recreational and pedagogical approach to support integration structures in the Mediterranean to integrate the gender approach.
- **Support in the drafting of strategy and action plan** integrating the gender dimension: the members of the network will be able to benefit from external support on this subject, and then develop their own expertise to support other civil society organizations in the Mediterranean, positioning them as a reference actor on the gender theme applied to the integration of NEETs in the Mediterranean.

## The positioning of the MedNC network on the gender approach

The MedNC network is a network of NEETs integration professionals in the Mediterranean that promotes the **strengthening of technical and transversal skills**. By writing this guide with the contribution of the 15 members and making it freely available to all, we reaffirm our **commitment**: we are available to go further with you, dear readers! Each good practice described in this guide is set up by a Mediterranean structure that is at the disposal of its peers to share more on the ins and outs of the implementation of activities related to the reduction of gender inequalities. Do not hesitate to contact the associations that have contributed to this guide to obtain **accompaniment, advice, support** for you to implement in your turn the good practice that seems replicable in your system.

## Everyone's contribution is required!

Finally, this guide to good practice is only a tool and is only a reflection of activities implemented by the associations that are members of or close to the network. We are aware that the approaches chosen are constantly evolving. In addition, reducing gender inequalities in integration schemes in the Mediterranean, and in our societies in general, is everyone's role and responsibility. This guide is therefore a continuous work, and we are listening to your feedback, recommendations and your participation on the improvement of practices related to gender integration in the Mediterranean. Have your ideas!



# DEFINITIONS

All definitions presented in this guide are from the training center of the United Nations Entity for Gender Equality and the Empowerment of Women, UNWOMEN. A selection has been made to keep it concise but for more information, go here (glossary in English, French and Spanish).

## «Gender mainstreaming»: what does it mean?

The adoption of a gender mainstreaming approach makes equality between women and men a cross-cutting priority of public policies for development. It implies taking gender into account in all dimensions of all projects or programs.

## Decent work

Decent work is the availability of employment in conditions of freedom, equity, human security and dignity. According to the International Labour Organization (ILO), decent work involves opportunities for work that is productive and delivers a fair income, security in the workplace and social protection for families, better prospects for personal development and social integration, freedom for people to express their concerns, organize and participate in the decisions that affect their lives and equality of opportunity and treatment for all women and men. United Nations Economic and Social Council has also given a General Comment that defines decent work and requires satisfaction of Article 6 of the International Covenant on Economic, Social and Cultural Rights.

## Discrimination against girls and women

Discrimination against girls and women means directly or indirectly treating girls and women differently from boys and men in a way which prevents them from enjoying their rights. Discrimination can be direct or indirect. *Direct* discrimination against girls and women is generally easier to recognize as the discrimination is quite obvious. For example, in some countries, women cannot legally own property; they are forbidden by law to take certain jobs; or the customs of a community may not permit girls to go for higher education. *Indirect* discrimination against girls and women can be difficult to recognize. It refers to situations that may appear to be unbiased but result in unequal treatment of girls and women. For example, a job for a police officer may have minimum height and weight criteria which women may find difficult to fulfill. As a result, women may be unable to become police officers.

## Gender

Gender refers to the roles, behaviors, activities, and attributes that a given society at a given time considers appropriate for men and women. In addition to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, gender also refers to the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/ time-specific and changeable. Gender determines what is expected, allowed and valued in a woman or a man in a given context. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is part of the broader socio-cultural context, as are other important criteria for socio-cultural analysis including class, race, poverty level, ethnic group, sexual orientation, age, etc.

## Gender analysis

Gender analysis is a critical examination of how differences in gender roles, activities, needs, opportunities and rights/entitlements affect men, women, girls and boys in certain situation or contexts. Gender analysis examines the relationships between females and males and their access to and control of resources and the constraints they face relative to each other. A gender analysis should be integrated into all sector assessments or situational analyses to ensure that gender-based injustices and inequalities are not exacerbated by interventions, and that where possible, greater equality and justice in gender relations are promoted.

## Gender-based Violence (GBV)

GBV is an umbrella term for any harmful act that is perpetrated against a person's will and that is based on socially ascribed (gender) differences between females and males. The nature and extent of specific types of GBV vary across cultures, countries and regions. Examples include sexual violence, including sexual exploitation/abuse and forced prostitution; domestic violence; trafficking; forced/early marriage; harmful traditional practices such as female genital mutilation; honour killings; and widow inheritance.

## Gender (or sexual) division of labor

This is an important concept in basic gender analysis that helps deepen understanding about social relations as an entry point to sustainable change through development. The division of labor refers to the way each society divides work among men and women, boys and girls, according to socially-established gender roles or what is considered suitable and valuable for each sex. Anyone planning a community intervention needs to know and understand the division of labor and allocation of assets on a sex-and-age disaggregated basis for every community affected by development interventions. Within the division of labor, there are several types of roles:

- Productive roles: Activities carried out by men and women in order to produce goods and services either for sale, exchange, or to meet the subsistence needs of the family.
- Reproductive roles: Activities needed to ensure the reproduction of society's labor force. This includes house work like cleaning, cooking, childbearing, rearing, and caring for family members. These tasks are done mostly by women.
- Community managing role: Activities undertaken primarily by women at the community level, as an extension of their reproductive role, to ensure the provision and maintenance of scarce resources of collective consumption such as water, health care and education. This is voluntary unpaid work performed during "free" time.
- Community politics role: Activities undertaken primarily by men at the community level, often within the framework of national politics. This officially-recognized leadership role may be paid directly or result in increased power or status.
- Triple role: This refers to the fact that women tend to work longer and more fragmented days than men as they are usually involved in three different roles: reproductive, productive and community work.

## Gender equality (Equality between women and men)

This refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women's issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centered development.



## Gender-responsive budgeting

Gender-responsive budgeting or GRB is a method of determining the extent to which government expenditure has detracted from or come nearer to the goal of gender equality. A gender-responsive budget is not a separate budget for women, but rather a tool that analyzes budget allocations, public spending and taxation from a gender perspective and can be subsequently used to advocate for reallocation of budget line items to better respond to women's priorities as well as men's, making them, as the name suggests, gender-responsive.

## Gender roles

Gender roles refer to social and behavioral norms that, within a specific culture, are widely considered to be socially appropriate for individuals of a specific sex. These often determine the traditional responsibilities and tasks assigned to men, women, boys and girls (see gender division of labor). Gender-specific roles are often conditioned by household structure, access to resources, specific impacts of the global economy, occurrence of conflict or disaster, and other locally relevant factors such as ecological conditions. Like gender itself, gender roles can evolve over time, in particular through the empowerment of women and transformation of masculinities.

## Multiple discrimination

Concept used to describe the complexity of discrimination implicating more than one ground, also known as "additive," "accumulative," "compound," "intersectional," "complex bias" or "multi-dimensional inequalities." Though the terminology may seem confusing, it tends to describe two situations: (1) situation where an individual is faced with more than one form of grounds-based discrimination (i.e. sex plus disability discrimination, or gender plus sexual orientation). In such circumstances, all women and all persons with disabilities (both male and female) are potentially subject to the discrimination. (2) Situation where discrimination affects only those who are members of more than one group (i.e. only women with disabilities and not men with disabilities), also known as intersectional discrimination.

## Women's economic empowerment

Gender equality in the economy refers to the full and equal enjoyment by women and men of their economic rights and entitlements facilitated by enabling policy and institutional environments and economic empowerment. Economic empowerment is a cornerstone of gender equality that refers both to the ability to succeed and advance economically and to the power to make and act on economic decisions. Empowering women economically is a right that is essential for both realizing gender equality and achieving broader development goals such as economic growth, poverty reduction, and improvements in health, education and social well-being.

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***"...equality does not mean that women want to be men, nor that men want to be women. Equality means mutual respect, recognition of individual identity, respected because he/she is a human being. Equal opportunities does not mean that everyone has to be identical, thus erasing the differences and identities, instead, it should provide people the conditions to develop their own talent and abilities."***

Ana Vicente





## MUNICIPALITY OF MATOSINHOS / PORTUGAL

Since 2017, the Municipality of Matosinhos has set itself the target of helping to align Portugal with the main European commitments in the field of education. To that end, it organises several advocacy actions, in particular the promotion of moments of meeting and reflection and the construction of concrete measures that aim to reduce school drop-out rates and unemployment among young people at a local and national level

<https://www.cm-matosinhos.pt>



## L'HEURE JOYEUSE / MOROCCO

Founded in 1959 in Morocco, L'Heure Joyeuse combats social and professional exclusion. To do so, it offers support adapted to young people experiencing difficulties with integration via the COIP project (professional guidance and integration unit) and high-quality training within its own CFA schools and at partner schools.

[www.heurejoyeuse.ma](http://www.heurejoyeuse.ma)



## E2C FRANCE NETWORK / FRANCE

Created in 2004, the French Network of 2nd Chance Schools offers personalised and adapted support to young school dropouts in order to encourage them back into to school, training or employment. In 2019, the E2C France Network brought together 133 school sites throughout France that together trained more than 15,600 students.

[www.reseau-e2c.fr](http://www.reseau-e2c.fr)



## NETWORK OF 2ND CHANCE SCHOOLS IN MOROCCO / MOROCCO

Founded in 2020, the network federates 74 associations and 89 E2C centres in Morocco,

Facebook : Réseau des associations des écoles de la deuxième chance - Maroc



## SEMEURS D'AVENIR / LEBANON

Founded in 2010, Semeurs d'Avenir supports young people in vulnerable situations in order to improve their employability by helping them define their professional project, as well as by offering them access to short training courses, certified long training courses and self-employment.

[www.sda-lb.org](http://www.sda-lb.org)



## TAMSS / TUNISIA

The Tunisian Association for Management and Social Stability was created in 2006 in Tunis with a view to contributing to the regional development of Tunisia through the economic, political and social integration of women and young people. Its activity is focused on education, childcare support and vocational training. Since 2011, TAMSS is also very committed to the institutional restructuring of the country and the strengthening of its skills.

[www.tamsstn.org](http://www.tamsstn.org)



## VIS / ITALY

Founded in 1986, Volontariato Internazionale per lo Sviluppo is an Italian organisation that works in the Mediterranean (Palestinian Territories, Egypt, Tunisia, Syria and Lebanon) in the field of training and the vocational integration of disadvantaged, excluded, endangered young people, victims of violence and war. The NGO works with the Salesian congregation for the creation of schools, the training of teachers, and the fitting out of technical workshops for vocational training.

[www.volint.it](http://www.volint.it)

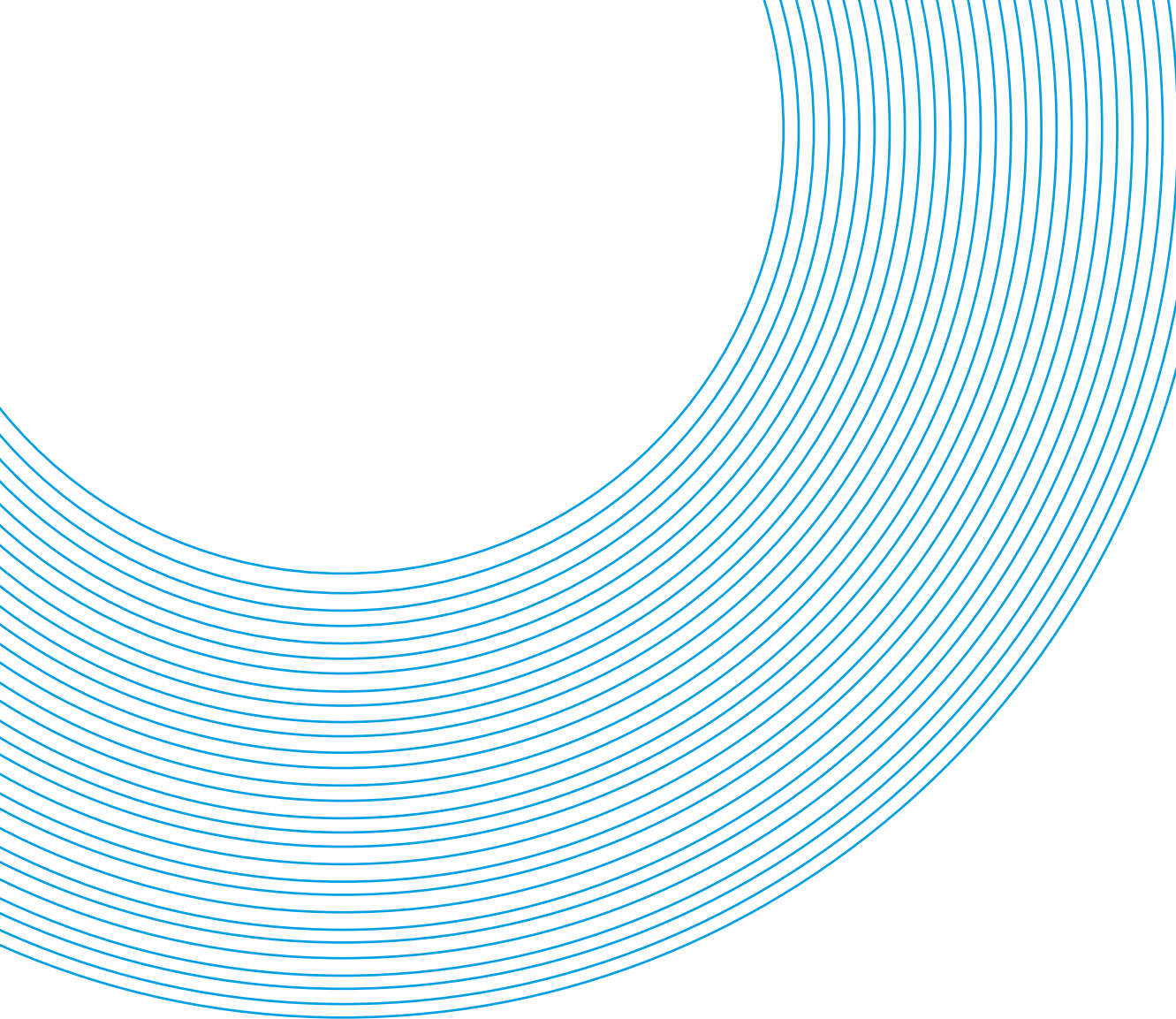


## VTEC / EGYPT

Based in Alexandria, the Vocational training and employment centre (VTEC) association works to bring job seekers and the labour market closer together by offering training and the improvement of skills, as well as job matching activities

[www.aba-vtec.com](http://www.aba-vtec.com)





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**drosos (...)**



Gouvernement Princier  
PRINCIPAUTÉ DE MONACO



Union pour la Méditerranée  
Union for the Mediterranean  
الإتحاد من أجل المتوسط