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## WP3

### Family Responsible Organisations

### Model trainers' curriculum

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## BACKGROUND

FRO Curriculum meets the need for increased professional qualifications amongst teachers and trainers in VET within the field of gender equality and reconciliation policies in Portugal and other EU member states. Increased qualifications will enable teachers and trainers to offer adequate training for enterprises focusing on management systems for gender equality and Family Responsible Organizations (FRO).

European enterprises, especially SMEs, are faced with growing global competition requiring new knowledge, skills and policies. Studies have shown the correlation between gender equality, family friendly policies and profitability in enterprises. Gender equality has also been acknowledged as a “necessary condition for the achievement of the EU objectives of growth, employment and social cohesion”. VET is an important tool for reinforcing the implementation of management systems for gender equality but there is a lack of training offers in this field for SMEs, their entrepreneurs and managers.

This can partly be explained by the fact that few teachers and trainers have the necessary knowledge and awareness of how work life balance influences equal opportunities. FRO Curriculum overall aim is therefore to provide teachers and trainers with key competencies essential for enhancing gender equality and FRO, meeting requirement especially of SMEs. Objectives for the project are to adapt a training curriculum designed within Equal for auditors to new target groups (i.e. teachers and trainers), arrange pilot training activities in order to validate the new so called FRO Curriculum, transfer the curricula and a management system for FRO designed within Equal to new member states, produce a FRO training manual, integrate the FRO Curriculum into VET systems and practices, and promote a knowledge intensive network with HR managers in enterprises and trainers. The partnership consists of 7 partners representing NGOs, SMEs and chambers of commerce coming from 5 different countries.

Two of the NGOs, European Movement and European Association of Women Resource Centres, have national nodes in most member states. All partners have experiences of transnational co-operation and the Lead Partner, ANJAF and CdIE have been involved in the Equal projects from which results and products will be transferred to FRO Curriculum. The partnership has extensive knowledge in all relevant areas for the project realisation: VET, gender equality, management systems, Corporate Social Responsibility, SME development and innovation processes.

## Target group

- § Teachers and trainers

## Beneficiaries

- § Entrepreneurs and managers of SME

## Didactical methodology

- § Learning by doing, learning by dialogue and methodologies for transferring tacit knowledge acquired through non-formal learning process into explicit knowledge
- § Group dynamics, cases study, brainstorming, roll-play.
- § Active methods and visits for study

By non-formal learning process we understand a parallel path to main education and training systems.

Usually, it doesn't lead to formal certificates.

Where: work place, civil society organizations and groups' activities, organizations and systems set up to complete formal system.

## TRAINERS RESPONSABILITIES

Professional and credible training depend on the trainer's responsibility who provide the training course. This responsibility is based on the demonstration of:

- Personal development,
- Capacity to apply knowledge and competence obtained from academic training, professional experience and train the trainer courses.

Trainers must possess personal qualification, such as:

- Ethical - fair, real, impartial, sincere, honest and discreet;
- Opened spirit - capable to consider alternative ideas and points of views
- Diplomacy - tactful in relation of others ,
- Observer - actively conscious of the involved physical and its activities
- Perceptive - instinctively conscience and able to understand the situations,
- Changeable - adapting easily to different situations,
- Tenacious - persistent, aim to achieve objectives,
- Determinate - reaching appropriated conclusions based on the analysis and logic thoughts
- Self-confidence - acting independently and being compatible with others

Relatively to the knowledge and responsibilities, trainers must posse's knowledge about:

- developments within the field of gender equal and family responsible organisations in Europe;
- management systems and practices for gender equal and family responsible organisations;
- tools and methodologies for designing and carrying out advanced training programs focusing on gender equal and family responsible organisations; and
- Access to transnational networks for exchange of experiences and practices.

In addition the trainer must have the understanding and competences to drive the training easily into its execution in order to be efficient and productive.

A trainer must be able to:

- set aims of the training;
- elaborate the training program;
- prepare methods of training evaluation;
- prepare training room and setting

Basic communication skills of a trainer:

- Basic verbal techniques - how to be a good speaker;

- Non-verbal techniques – how to be a good actor;
- How to be self-confident during the training;
- How to make a good impression –building authority and reputation.

### How to start and finish the training? Essentials first and last 30 minutes

- How to greet and make contact with the group?
- How to discuss training aims and training program?
- How to help trainees to get to know each other?
- How to set norms and rules of team working?
- How to consolidate material?
- How to summarize the training?
- How to carry out training evaluation?

## DURATION:

32 h

## PROGRAM CONTENT

These modules can be delivered as a separate course or be integrated into broader training programs focusing on for example human resource development, diversity management or (C)SR. The minimum length of a basic course is recommended to be at least 8 hours and preferable the training is divided into different steps, which includes a follow up and possibilities for further training i.e. more advanced modules

### M1 - Introduction to the Situation of Equal Employment Opportunity Policy on the Labour Market (8h)

- § Instruments in the Gender, Equality Opportunity and Diversity: Legal acts and statutes; Regulations; Directives; Decisions; Communications; Resolutions; Recommendation.
- § Understanding of terms "equal, discrimination and diversity"
- § Reconciliation policies
- § Definition of diversity management
- § Advantages of diverse workforce
- § Good practices

### M2 - Social Responsibility and Equal Opportunities (8h)

- § Ethical code of CRS
- § Management systems
- § Responsible employer
- § Good practices



- § General introduction to FRO
- § Reconciliation management policy
- § Normative references
- § FRO Terms and definitions
- § FRO management system requirements
- § General requirements
- § Planning of reconciliation policy
- § Implementation and operation of FRO management system
- § Documentation on FRO policy
- § Monitoring and evaluation
- § Good Practices