



Requirements checklist for gender equality training quality

Developed by Šiauliai University, project INTEGR

1. Training provides participants with facts, figures and indicators concerning the social and economic situation of women and men.
2. The content includes the structural character of inequalities, the power mechanisms reproducing these inequalities and the privileges and power enjoyed by some groups, so that gender biases and gender blindness are understood as a result of the inequalities that are to be overcome.
3. Gender equality training supports the participants in self-reflection and in developing self-awareness, and helps them define their personal and social identity, particularly with regard to gender.
4. The participants gain an understanding of the origin and functioning of gender stereotypes, and of prejudice and its results – gender inequality and discrimination.
5. TCT is based on *sex, gender and innovation theories* translated to practical implementation in respective institutions.
6. Gender equality training creates anti-discriminatory attitudes and behaviors.
7. The legal context of gender equality is presented in a comprehensive manner.
8. Knowledge, skills and attitudes are acquired and help to incorporate gender linked considerations and perspectives into all of the organization's activities.
9. The training materials support the participants in their learning process in the most effective and comprehensive manner.
10. Training materials are prepared according to target group needs.
11. The training materials are based on the most current and up-to-date knowledge of gender issues.
12. Gender equality training materials take into account the socioeconomic, cultural and political context.
13. Facilitators use active methods to enable the personal engagement of participants.
14. Participants' life experience, their knowledge and professional experience related to gender issues is taken into account.
15. Transformative learning methodologies such as participatory and experiential methods are used whenever possible in order to maximize the learning experience for participants.
16. Resistances to gender training are embraced and dealt with as part of a necessary process of institutional and personal change.
17. Gender-sensitive language is used during the training.
18. Training addresses interaction between individual, interpersonal, ideological and institutional factors and how they impact women and men behaviors and inter-group relations at institution.
19. Legislation, protection of human rights: training addresses the link between the valuing of diversity and the legal basis for equality measures and policies protecting the rights of women which are subject to discrimination at HEI and research organization.
20. Training combines knowledge transfer with *competence and capacity building* while also confronting attitudes that could hinder the application of knowledge and competences, behaviors, as well as review organizational policies and practices for bias and inequity.
21. T-GAP Planning: training challenges prejudices/stereotypes on the personal level and aids in planning a course of action on the organizational level.
22. Institutional change management knowledge and capabilities training (change management strategies, exercising developing change strategies, planning, etc.).