



Education and Culture DG

Lifelong Learning Programme



Quality Standards for Gender Equality and Diversity (GED) Consultancy at Workplaces

Prepared for the LLP Leonardo da Vinci project
"Gender Equality and Diversity planning at workplace"

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The main aim of the **Quality Standards for GED Consultancy at Workplaces** is to address the effectiveness of the proposed innovative qualification - in-house GED consultant at workplaces. The developed Quality Standards for GED Consultancy at Workplaces could serve as a framework having European dimension and could be used and adapted on every national level while implementing the GED consultancy model. The Quality Standards are intended to be used by the national VET providers, employers and human resources managers, national and European decision-makers, social partners, employers' networks and associations at all levels. The Quality Standards for GED Consultancy at Workplaces determine the main requirements for the effective implementation of GED consultancy system at national and European levels and contain description of quality standards for training programme "GED Consultant at Workplaces", GED consultant profile, training institutions, providing training for GED consultants, and e-learning-conducive workplaces for training of GED consultants.

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Office of the Equal Opportunities Ombudsperson, Lithuania	
Kaunas Labour Market Training and Counselling Office, Lithuania	
VHS Goettingen e.V., Germany	
University of Dortmund, Social Research Centre Dortmund (sfs), Germany	
Finnish Institute of Occupational Health, Finland	
ACORD International s.a., Luxembourg	



The international seminar "New Opportunities of Gender Equality and Diversity Planning at Workplaces", Vilnius, Lithuania, September 24, 2009

Welcome to the EC Leonardo da Vinci project "Gender Equality and Diversity planning at workplace"

The Quality Standards for GED Consultancy at Workplaces have been created in the frame of the project "Gender Equality & Diversity Planning at workplaces".

Project aims to develop an innovative solution within Vocational Education and Training (VET) system by introducing new institutional settings and practices ensuring implementation of gender equality and diversity planning at workplaces.

Project objectives are:

- to create quality standards for GED (gender equality and diversity) consultancy at workplaces to assure the effectiveness of innovative qualification GED consultant at workplace,
- to support innovation in vocational education and training practices by developing an e-learning-training program for GED consultant at workplace,
- to ensure effective promotion of GED consultancy model at national and European levels.

Short-term target groups are:

- 18 public/private organisations; employers from the selected organizations will get acquainted with general principles of GED planning at workplaces,
- 21 trainers-multipliers for GED consultants, who will be trained to hold the piloting of the training program,
- 54 employees from the selected organisations, who will be trained to acquire complementary qualifications as GED consultants.

Long-term target groups are:

- Public and private organisations willing to implement GED planning at workplaces,
- Employees within 18 pilot organisations who will benefit from implementation of GED planning at their workplaces,
- Labour market consultancy and training institutions,
- Trade unions, Employers' associations,
- Politicians and decision makers.

The main products of the project:

- State of Art Review report** defining the ways how new qualification of GED consultant at workplaces might be introduced into national programs of VET system.
- Quality standards for GED consultancy at workplaces** both at system and VET provider levels to assure the effectiveness of proposed innovative qualification - GED consultant at workplace.
- Framework of the European model "Implementation of gender equality and diversity at workplaces"** - a basis for integration of innovative professional profile of qualified in-house GED consultant into VET systems.
- Outline curriculum "GED consultant at workplace"** describing content, duration, learning outcomes, teaching and learning as well assessment strategies of the training program.
- Training program "GED consultant at workplace"** with blended learning approach containing theoretical materials, practical exercises as well other methodical and didactical materials, such as good-practice examples on GED planning, tool-kit for GED planning and trainer's guide.
- E-learning platform for GED consultants' learning-conducive workplaces** which allows learning at workplace environment.

The project will address the specific needs of the employers to have qualified in house GED consultant in order to promote equal treatment for all in the workplace in a planned and systematic way.

More information about the partnership, results and outcomes may be found on project website: www.gedplan.eu

Applicant organization:

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The first partnership meeting
in Göttingen, Germany,
February 2009



The international seminar
in Vilnius, Lithuania,
September 24, 2009

The Quality Standards for GED Consultancy at Workplace presented in this booklet are based on the discussions initiated in the partnership of the project during the first and second partnership meetings in Göttingen, Germany and Vilnius, Lithuania and in the international seminar "New Opportunities of Gender Equality and Diversity Planning at Workplaces".



The first partnership meeting
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February 2009



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September 2009



The international seminar
"New Opportunities of Gender
Equality and Diversity Planning at
Workplaces", Vilnius, Lithuania,
September 24, 2009

Quality Standards for Gender Equality and Diversity (GED) Consultancy at Workplaces. Introduction

The Quality Standards for GED Consultancy at Workplaces aims to address the effectiveness of the proposed innovative qualification - in-house GED consultant at workplaces. They were developed using the principles of the European Quality Assurance Reference framework for Vocational Education and Training (EQARF). This document is intended to serve as a reference instrument to help Member States to promote and monitor continuous improvement of their Vocational Education and Training (VET) systems, based on common European references. Therefore, the EQARF should encourage mutual trust in national VET systems within a genuine borderless lifelong learning area. Thus, EQARF supports lifelong learning strategies, European labour market integration and promotes culture of quality improvement at all levels, while respecting the rich diversity of national education systems (2).

In this context, the developed Quality Standards for GED Consultancy at Workplaces could serve as a framework having European dimension and could be used and adapted on every national level while implementing the GED consultancy model.

Development of the Quality Standards for GED Consultancy at Workplaces is based also on the final part of the State of Art Review report (10), which includes suggestions for the quality standards for GED consultancy at workplaces. These Quality Standards would help to create and implement effectively the training programme for GED consultant at workplace, thus creating a practical basis for implementation of EU directives No. 2002/73/EC and 2000/78/EC, which encourage employers in Member States to promote equal treatment for all employees at workplaces in a planned and systematic way.

The Quality Standards are intended to be used by the national VET providers, employers and human resources managers, national and European decision-makers, social partners, employers' networks and associations at all levels. The Quality Standards for GED Consultancy at Workplaces determine the main requirements for the effective implementation of GED consultancy system at national and European levels and contain description of quality standards for:

- training programme "GED Consultant at Workplaces",
- GED consultant profile,
- training institutions, providing training for GED consultants,
- e-learning-conducive workplaces for training of GED consultants.

Quality Standards for Training Programme "GED Consultant at Workplaces"

Quality Standards for Training Programme are based on the training needs' analysis carried out within the State of Art Review (10), which is designed to indicate requirements for both the content and the methodology of the training programme "GED Consultant at Workplaces". This training programme has to be sufficient to teach in-house GED consultants by using blended-learning approach with the possibility to learn at workplace. Quality Standards for Training Programme have also close connection with the Quality Standards for GED consultant profile where the main required skills, competencies and knowledge of the in-house GED consultants are described.

I. Quality standards for the content of the training programme "GED Consultant at Workplaces"

The following core standards have to be addressed in the training programme:

1. The training programme should overview the benefit both for the employee and the employer from implementing GED plan within the organization.
2. European legislation, policy measures and challenges towards the implementation of the gender equality and diversity at workplaces should be introduced.
3. The general information about the national legal acts, national institutional framework and policy measures/action plans taking into consideration the dimensions of gender equality and diversity at workplaces should be presented and analysed.
4. The training programme should deepen knowledge of learners on equal treatment for all and prohibition of multi-discrimination at workplace by analysing cases of discrimination at workplace on different grounds: gender, age, ethnicity, religion and beliefs, disability, sexual orientation.
5. The training programme should provide learners with statistical data, facts, figures, indicators and results of different studies concerning the social and economic situation of women and men with regard to equal treatment for all in the labour market and at workplaces.
6. The training programme should provide definitions of the concepts of gender and diversity mainstreaming, managing diversity, prohibition of the multidiscrimination.
7. The training programme should present the concepts of gender equality and diversity in a multi-dimensional approach with the aim to highlight the complex interactions between gender and other social characteristics, such as age, ability, ethnicity, sexual identity, etc. and to offer practical solutions.
8. Learning materials and case studies should help to recognize the influence of gender and diversity stereotypes and prejudices on the inequality and discrimination in the labour market and workplaces.
9. The training programme should provide the learner with adequate resources for carrying out gender (diversity) consultancy at the workplaces and negotiation skills ensuring that the equality (diversity) plan will be produced in cooperation with all relevant staff members.
10. Tools for assessment of gender equality and diversity situations at workplaces should be provided to help to identify the main areas inside the organization where equality is in need of development.
11. The learning materials should analyse the main topics of the typical GED plan: management and staff structure; recruitment policies and practices; salary and remuneration policies; education and training possibilities for employees; career promotion and personnel development; quality and suitability of the working conditions and health environment; reconciliation of work and private life; work culture and creation of psychologically safe work atmosphere for all employees regardless their gender, age, ethnicity, religion and beliefs, disability and sexual orientation.
12. The practical exercises, discussions and interactive questions offered on e-learning

platform for self-evaluation should be used to develop learners' skills to confront the challenges at workplaces related with gender equality and diversity.

13. Learners should get acquainted with indicators for monitoring the implementation of the GED measures, and receive methods and tools for evaluating the effectiveness of the implementation of the GED plan.
14. The main practical steps and typical measures for development and implementation of the GED plan at workplaces should be described and practised in the training programme.

II. Quality standards for the methodology of the training programme "GED consultant at workplaces"

1. Training methodology should facilitate the combination of face-to-face training and e-learning training with the possibility to study at workplace via the developed e-learning platform.
2. Training methodology should be adapted to the participants' and companies' needs, work situation and expectations, which have to be analysed during the first face-to-face training.
3. Teaching and learning should follow the 3-stage-learning process as described by Taylor-Beale (cf Taylor H. Cox, Ruby L. Beale: "Developing Competency to Manage Diversity"): awareness raising, acquiring and deepening knowledge, as well as engendering practice.
4. Face-to-face training sessions should be incorporated into the teaching strategy to ensure the active participation, awareness and commitment of the participants for the further e-learning sessions.
5. Further deepening knowledge at workplaces should be ensured by e-learning sessions using the e-learning platform.
6. The learning ability of the e-learning training should be ensured by developed didactical and methodical learning material corresponding to this medium.
7. The combination of theory, practical exercises and self-evaluation should be ensured within each training session.
8. The practical exercises within the e-learning sessions should be developed with the possibility for interactive self-evaluation.
9. The progress evaluation of learners during the e-learning sessions should be ensured by active guideline of the facilitator by means of the e-learning platform.
10. The trainer should provide support to the learner in selecting practical exercises, case studies, legal cases and good practices from the variety offered at the e-learning platform in accordance with the trainee's needs and by active moderation of the learning process.
11. The practical instructions and advises need to be provided to learners in order to increase their abilities to perform equality assessment at workplace and to develop GED plan in the organization.
12. The trainer should be equipped with the 'Trainer's Guide'.
13. The Learning management system has to be defined clearly both for face-to-face training

Quality Standards for GED Consultant Profile

and e-learning sessions.

14. The GED training course should be finalized with an assessment of the learners' acquisition of knowledge.

GED consultant's main function within her/his working environment (both state and private and also third sector organizations) is to assist both management and the employees in taking informed actions/measures regarding implementation of gender equality and diversity at workplaces.

Quality Standards for GED Consultant Profile are designed to create a basis for GED consultant's duty description, and they should be closely connected with the learning outcomes/competencies described in the Outline curriculum "GED Consultant at Workplaces". GED consultants' abilities and duties are based on the knowledge and skills which learners should gain by the end of the training programme "GED Consultant at Workplaces". Quality Standards include the core requirements for the competencies and skills of the in-house GED consultant who has to be able to assist management in development, implementation and monitoring of the efficient GED plan within the enterprise.

The following standards have to be considered:

1. GED consultant should have sufficient knowledge about the European and national legislation and policy measures towards the implementation of equal opportunities for all at workplaces.
2. GED consultant should be familiar with the facts, figures and indicators related with the social and economic situation of women and men with regard to equal treatment for all in the labour market and at workplaces.
3. GED consultant should be able to identify problems regarding the equal treatment for all employees and multi-discrimination at workplaces.
4. GED consultant should be capable to assess cases of discrimination at workplaces on the ground of gender, age, ethnicity, religion and beliefs, disability and sexual orientation.
5. GED consultant should manage to identify the most common inequality problems faced in the areas of recruitment policies and practices, salary and remuneration policies, education and training for employees, career and work opportunities development, working conditions and health environment, reconciling work and private life.
6. GED consultant should be able to define the major challenges with respect to the situation of men and women in the organization and to identify groups of employees being subject to stereotyping, prejudice and trait ascription that leads to inequality and discrimination.
7. GED consultant should be aware of the benefits for organizations towards implementing gender equality and diversity policies and practices at workplaces.
8. GED consultant should be able to present the concept of the equal workplace as ethical norm as well as a factor of well-being, profitability and public image.
9. GED consultant should manage to evaluate an equality situation within organization by using different assessment tools such as: collecting statistical data on the equality situation at workplaces, carrying out pay survey, performing equality opinion polls by using self-assessment tools.

10. GED consultant should be capable to assist management in developing gender equality and diversity plan and setting up concrete measures for GED plan in the spheres where equality is in need of development.
11. GED consultant should be enabled to monitor the gender equality and diversity plan for equal workplace and to integrate equality objectives into the more general objectives of the organization and corporate culture.
12. GED consultant should be capable to create networking to ensure cooperation and active participation of all workers in developing, implementing and monitoring suggested measures for the GED plan.
13. GED consultant should be able to establish and expand contacts and networks with other firms, organizations or professional groups, in order to share experiences and good practices implementing gender equality and diversity at the workplace.
14. GED consultant should succeed in utilising existing good practices of GED planning at workplaces for improvement of the situation in the organization.

Quality Standards for Training Institutions

Quality Standards for Training Institutions are designed to describe core requirements for the training institutions capable to provide training for the GED consultants. There are two main types of assets in this context - technical resources and human resources. Main competencies of the GED trainer have been developed on the basis of the quality standards for the facilitators developed in the Pro(e)quality transnational project (1) and "Standards for commissioning Equality and Diversity Trainers, Facilitators, Consultants, Job Counsellors and Coaches", developed within the project Leonardo da Vinci "DIDE - Diversity and Equality Management in Europe" (9).

The following core standards have to be considered:

1. The training institution should provide the adequate equipment and experience in preparation and implementation of all phases of training for GED consultant.
2. The technical resources should reveal the training institution's capacity to provide GED training programme based on the blended learning approach with the following minimum facilities:
 - 2.1. Classrooms, overhead projector and laptop with the possibility to use Power Point for face-to-face meeting.
 - 2.2. Personal computers connected to the e-learning platform with the training programme "GED Consultant at Workplaces" to ensure the possibility to introduce the e-learning process to the participants during the face-to-face meeting.
 - 2.3. Personal computers for the trainers to facilitate the e-learning process of learners: computers should have an elaborated password and reliable internet connection; different software should be installed in the computer (Word, PowerPoint, Excel, and other).
 - 2.4. A telephone hotline for trainers has to be available to ensure the monitoring and

facilitation of the training during the e-learning process.

3. Human resources (trainers) should be sufficient and appropriate to guarantee the quality of the implementation of the training programme "GED Consultant at Workplaces". The trainers should feel motivated and satisfied by the teaching activities.
4. The trainers should possess the main knowledge and experiences in equality and diversity at workplaces:
 - 4.1. The GED trainer should possess comprehensive knowledge of the historical process leading to gender equality, equal treatment for all and prohibition of the discrimination on the ground of gender, age, ethnicity, religion and beliefs, disability, sexual orientation.
 - 4.2. The GED trainer should possess specific knowledge of particular theories, good practices, benefits and possibilities associated with the gender equality and diversity planning at workplaces.
 - 4.3. The GED trainer should be well-informed about equality legislation and protection of human rights on national and European level.
 - 4.4. The GED trainer should be experienced in linking equality and diversity policies with practical examples to implement equality and diversity principles.
 - 4.5. The GED trainer should have knowledge of multidiscrimination issues in a wide and varied context.
 - 4.6. The GED trainer should acquire the knowledge about the realities and nature of learners' organization prior to submitting the course "GED consultant at workplaces".
5. The trainers should possess the main skills and competencies in holding the training programme:
 - 5.1. The GED trainer should have a certificate of a high or higher education and possess the competencies in adult education and training design and in online training design.
 - 5.2. The GED trainer should be able to assess and consider the training needs of the learners.
 - 5.3. The GED trainer should be capable to adapt training approach to the learners' needs taking into account that the learners are learning at their workplaces.
 - 5.4. The GED trainer should be capable to use various active methods of adult training and e-learning training in order to motivate and involve all learners.
 - 5.5. The GED trainer should possess a high interpersonal competency conducive to learners' learning needs in gender equality and diversity at workplaces.
 - 5.6. The GED trainer should be able to encourage learning, self-(e) learning reflective process of the participants.
 - 5.7. The GED trainer should be an expert in running face-to-face workshops creatively avoiding gender or other group stereotypes, and have experience in facilitating e-learning training.
 - 5.8. The GED trainer should have good communication and presentation skills.
 - 5.9. The GED trainer should have experiences and competences as an expert in running e-

learning training in order to ensure the quality of this part of the training and to avoid a high drop out rate.

6. The GED trainer should possess appropriate personal skills, attitudes and values to encourage active learning with reflective, open and tolerant communication:
 - 6.1. The GED trainer should respect fundamental values: every person's right to dignity, self-determination, as well as the equality of all people regardless of race, colour, gender, sexual preference, abilities, language, religious beliefs, political or other convictions, nationality, social background, economic status, place of birth or any other personal attribute.
 - 6.2. The GED trainer should exhibit empathy, tolerance, patience, emotional stability, responsibility, assertiveness, and non-judgmental attitude.
 - 6.3. The GED trainer should use non-discriminatory and gender-sensitive and diversity-sensitive language (orally and in written form while facilitating the e-learning sessions) based on the respectful and ethical ground.
7. The GED trainer should be highly focused on constant professional and personal self-development:
 - 7.1. The GED trainer should constantly renew and broaden her/his knowledge on gender equality and diversity.
 - 7.2. The GED trainer should be able to learn from, reflect upon and improve own training activities by using experience of delivered training course.
8. The GED trainer has to be familiar with the companies and organisations that the learners represent to ensure the long-term effectiveness of the training and encouraging further actions of learners within their organizations.

General Standard for e-learning conducive workplace for training of GED consultant

These general standards for e-learning conducive workplace describe the requirements for a workplace within organization where learners should have possibility for distance learning and requirements for the design of the e-learning platform.

The following standards have to be considered:

1. Technical equipment for the e-learning conducive workplace should be provided to ensure efficient distance learning of the trainee at one's workplace:
 - 1.1. The trainee should be provided with the access to the personal computer (PC) at one's workplace with the internet connection to the e-learning platform "GED consultant at workplace".
 - 1.2. The PC has to have the following technical characteristics: to meet technological standard requirements.
2. The e-learning platform has to be designed in user-friendly manner and should ensure the

following functions:

- 2.1. Content development, editing and presentation:
 - 2.1.1. Easily accessible, editable, downloadable.
 - 2.1.2. Allowing participant to add participant/learner resources.
- 2.2. Communication and interaction:
 - 2.2.1. Communication and exchange information, ideas, documents and results with the trainer and other trainees (to ensure using of forums, e-conferences).
 - 2.2.2. Flexible support concept for learning and instructions for acting (individual advice, forums, web-based support).
 - 2.2.3. Space for collaborative/cooperative learning.
 - 2.2.4. Social, professional networking facilitation.
 - 2.2.5. Performance monitoring options provided.
 - 2.2.6. Variety of methods
- 2.3. Evaluation and feedback.
 - 2.3.1. Transparency of the expected learning outcomes and evaluation strategy.
 - 2.3.2. Feedback (group and individual) provision/possibilities.
 - 2.3.3. Variety of evaluation methods and tools (like hotspot questions, multiply choice questions, sequencing matching questions, true/false questions, target and target markers questions, advanced feedback).
 - 2.3.4. Exportable e-learning portfolio options.
 - 2.3.5. The e-learning management system to monitor trainees' progress, scores, status, attempts, questions and answers should be developed.
- 2.4. Design and technical requirements:
 - 2.4.1. Easily accessible e-learning platform.
 - 2.4.2. Content applying "3-click" rule.
 - 2.4.3. Design (layout/colours) adaptability options.
 - 2.4.4. Clear navigation, consistent availability and operability.



The second partnership meeting in Vilnius, Lithuania, September 2009



The international seminar in Vilnius, Lithuania, September 24, 2009

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