



WP2 – Target groups’ requirements Analysis and Women Assessment Toolkit

Activity 2 – Educators’ needs assessment survey Result 2: Educators’ needs report

Project title: Mend the Gap - Mending the Pay and Employment Gap through Eco-entrepreneurship

Project number: 2022-1-FR01-KA220-VET-000087337

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KA220-VET - Cooperation partnerships in vocational education and training

Project Partners:

Solution: Solidarité & Inclusion

Le Tre Ghinee Aps

Artis Multimedia

Mobius Circle Aps

Meuskills sl

Spectrum Research Centre CLG

Kainotmonia & SIA EE

The editing of this report was finished on 2023.

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Introduction

Description:

MEUS, with the support of the other partners, has drafted a thematic questionnaire addressed to educators and that was sent to educators working with women (target group 1). Each partner has sent this questionnaire out to 20 educators and collected answer to the survey. The objective set in the application form was to collect 10 answers per partner, but to achieve a total of 140 trainers involved (indicator for WP2: At least 140 trainers involved in the questionnaires), which explains why in the end, all partners were asked to increase effort and collect a higher number of answers. The survey was conducted between January and March 2023. This report is prepared by MEUS to summarise the major findings taken out from this survey.

Result 2: Educators' needs Report. This result is a study of the real needs of educators in terms of competencies that they need to provide women learners with entrepreneurship education and skills that they need to deliver blended learning dynamic classes. This result will be essential for the partners to better understand target group 1 needs and ensure that the training resources of WP3 are fully adapted to their needs.

The specific objectives of this activity and report are:

- Enhancing partners' knowledge about the real needs of educators in terms of training actions to support women employment and empowerment, in order to develop a training course fully adapted to the trainers' needs (WP3).
- Deepening the criticalities emerged from the general questionnaire already sent to target group 2 (women) by submitting to educators (target group 1) a specific questionnaire on pay discrimination, career advancement, self-entrepreneurship, access to funds, sectoral segregation, and on their real teaching needs in regards to entrepreneurship education, environmental practices and online teaching methods.
- Better understanding trainers' real needs in terms of acquisition of new methodologies by carrying out focus groups with educators on the above issues, thanks to which the results of the questionnaires will be shared and deepened.
- Involving the educators in the co-design of the resources from the beginning of the project.

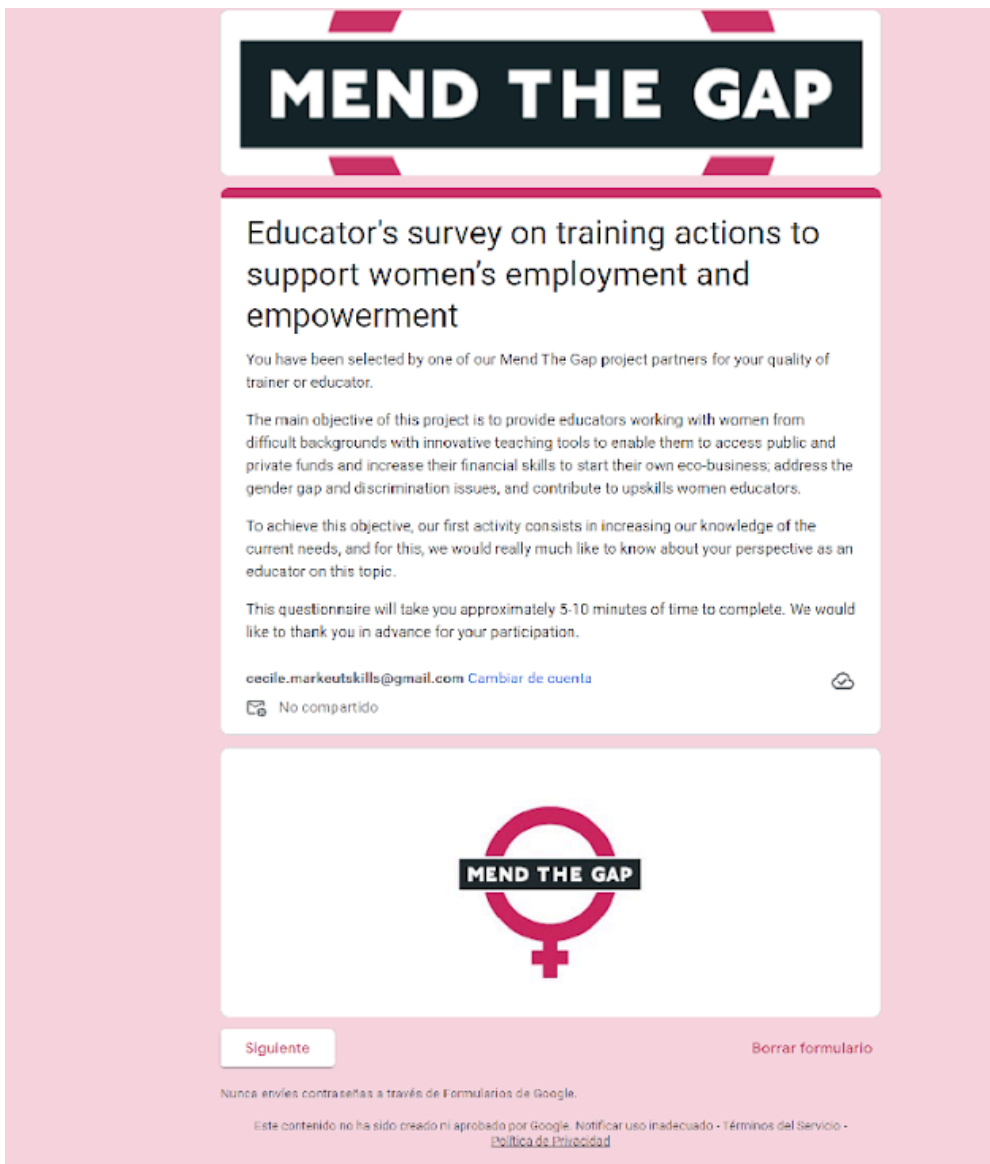
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Description of the research

A survey on Educators needs was created, which can be see here:

https://docs.google.com/forms/d/1ltpBEQXabMNKd58DJ_N-r6FBkSLOFBMXy1Fi4lrzEik/edit#responses

This survey remained opened during approximately 2 months from January to March 2023, until the total number of desired answers was achieved. Partners stopped collecting answers at the end of March 2023 to proceed to the analysis of answers received.



The screenshot shows a Google Form titled "Educator's survey on training actions to support women's employment and empowerment". The form is set against a pink background. At the top, there is a black banner with the text "MEND THE GAP" in white. Below this, the title of the survey is displayed in a large, bold, black font. The main body of the form contains several paragraphs of text explaining the project's objectives and the purpose of the survey. At the bottom of the form, there are two buttons: "Siguiete" (Next) and "Borrar formulario" (Delete form). The form also includes a footer with a small logo and some legal disclaimers.

MEND THE GAP

Educator's survey on training actions to support women's employment and empowerment

You have been selected by one of our Mend The Gap project partners for your quality of trainer or educator.

The main objective of this project is to provide educators working with women from difficult backgrounds with innovative teaching tools to enable them to access public and private funds and increase their financial skills to start their own eco-business; address the gender gap and discrimination issues, and contribute to upskills women educators.

To achieve this objective, our first activity consists in increasing our knowledge of the current needs, and for this, we would really much like to know about your perspective as an educator on this topic.

This questionnaire will take you approximately 5-10 minutes of time to complete. We would like to thank you in advance for your participation.

cecile.markeutskills@gmail.com [Cambiar de cuenta](#)

No compartido

MEND THE GAP

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The questions of this survey were the following:

Part 1. Information on the respondent's profile (for statistics)

1. Which country are you based in?
 - France
 - Italy
 - Spain
 - Ireland
 - Greece
 - Other

0. How do you identify?
 - Man
 - Non-binary
 - Woman
 - Other
 - If other, please specify...

0. Age
 - Under 25 years
 - 25 to 35 years
 - 35 to 50 years
 - Over 50 years

0. What kind of education services do you deliver?
 - School formal initial education
 - Higher education (HEI)
 - Initial formal VET education
 - Continuous formal VET education
 - Non formal or informal education in VET
 - Adult education
 - Youth education
 - Other

If Other, please specify.....

0. How long have you been working as a trainer?
 - I haven't started yet – I want to be trainer
 - Less than 1 year
 - Between 1 and 3 years
 - Between 3 and 10 years

- More than 10 years

0. Which one is your main subject as an educator?
(Open question)

0. Do you work with women who are victims of economic violence (i.e. property damage, restricted access to financial resources, education and the labour market, or refusal of alimony) or other forms of gender-based violence?

Yes/No

if you answered yes, what specific training tools could be useful in these cases?

0. Have you ever taken gender-related training or courses? Are you taking any courses on gender now? Please, consider trainings where gender was included but not the main topic of the training.

- Yes

- No

- Not applicable

0. To what extent are you familiar with international conventions on Gender Equality and the Empowerment of Women? (1 being the lowest value and 5 the highest)

1 2 3 4 5

0. To what extent are you clear about the difference between gender mainstreaming and equal representation of women? (1 being the lowest value and 5 the highest)

1 2 3 4 5

Part 2. Questions about skills and attitudes needed by women to access higher levels of employment and empowerment.

0. To what extent Do you think that the women you teach are sensitive to social/environmental issues? (1 being the lowest value and 5 the highest)

1 2 3 4 5

0. To what extent are you aware of the opportunities that starting an eco-friendly business can offer to women? (1 being the lowest value and 5 the highest)

1 2 3 4 5

0. In your opinion, how important are the following skills and attitudes for the employment and empowerment of the women you teach to – Entrepreneurship

Competences of reference (European framework which identifies transversal competencies that define an entrepreneurial mindset)?

	Fundamental	important	Good to know but not essential	irrelevant
From the EntreComp Framework:				
Spotting opportunities				
Creativity				
Vision				
Valuing Ideas				
Ethical and Sustainable Thinking				
Motivation and perseverance				
Self-Awareness and Self Efficacy				
Financial & Economical Literacy				
Mobilizing others				
Mobilizing resources				
Learning through experience				
Working with others				
Planning and management				
Taking the initiative				
Coping with ambiguity, uncertainty and risk				

0. In your opinion, how important are the following skills and attitudes for the employment and empowerment of the women to teach to – GreenComp competencies of reference (reference framework for sustainability competencies)?

	Fundamental	important	Good to know but not essential	irrelevant
From GREENCOMP:				
Valuing sustainability				

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Supporting fairness				
Promoting nature				
System thinking				
Problem framing				
Futures literacy				
Adaptability				
Exploratory thinking				
Political agency				
Collective action				
Individual initiative				

0. Have you noticed disparities in terms of career/entrepreneurship opportunities between genders even under equal initial conditions?

Yes/No

If yes, please detail:

0. What are, in your opinion, the major barriers that women face at the time of starting an eco-friendly business?

- Insufficient training in entrepreneurial skills
- Insufficient environmental and social skills training
- Insufficient knowledge of existing funding programmes
- Limited access to finance
- Lack of support and information on administrative procedures
- Gender-based bias on female entrepreneurship

Part 3. Questions on the training services delivered vs needed

0. Do you notice differences between genders in terms of level and access to education, empowerment and employment? Please detail:

(open question)-----

0. Do you deliver specific training courses having an impact on women's empowerment and employment?

Yes/No

0. Do you feel prepared enough to deliver such training?

Yes/No

0. As a trainer, what are the main barriers you face when delivering empowerment/employment services and training to women from difficult backgrounds?

- Lack of interest in training topics
- Limited availability or time on the part of the women to attend the classes
- Dropping out of classes by female students
- Cultural or socio-economic barriers that make teaching certain concepts more difficult
- Financial barriers limiting women's access to education
- Difficulties in finding effective training content on topics that can improve women's economic empowerment
- Other, please specify:

0. From which stakeholders would you need to receive support to be able to deliver quality training in the field?

- Business schools/private environment
- Collaboration with women's associations
- Collaboration with environmental organisations
- Local institutions

0. What would be, in your opinion, the best way to upskill women in a continuous vocational education context? (up to 3 answers)

- In a classroom / VET school
- In books
- On an online training platform
- Promoting women associations
- Peer learning sessions with other women entrepreneurs
- Learning by doing – through the experience

0. Please add any comments you wish to add:

.....
.....
.....

Analysis of answers

Profile of respondents

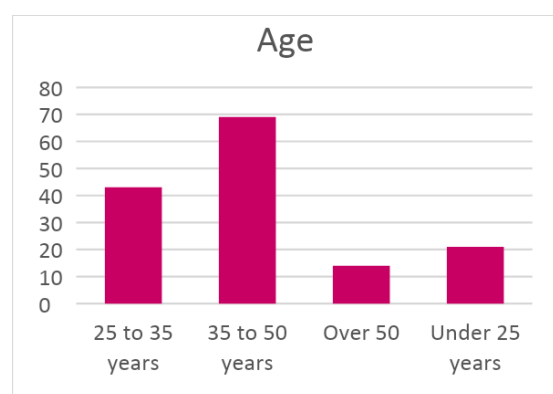
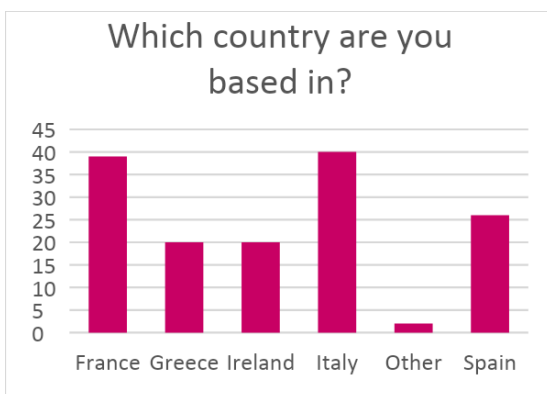
A total of 147 educators answered the survey launched by Mend the Gap partners between January and March 2023.

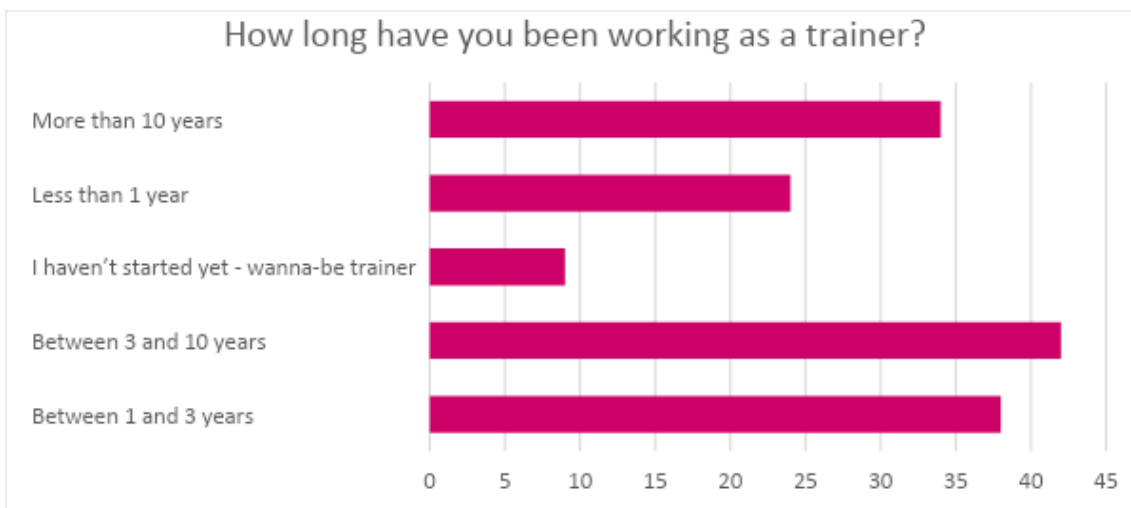
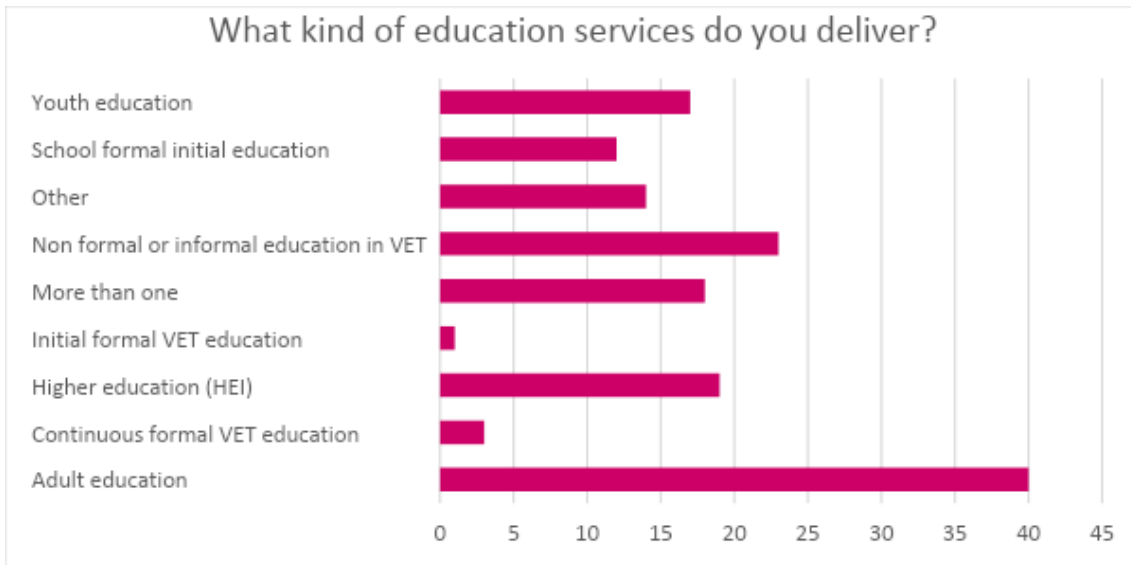
Respondents came from:

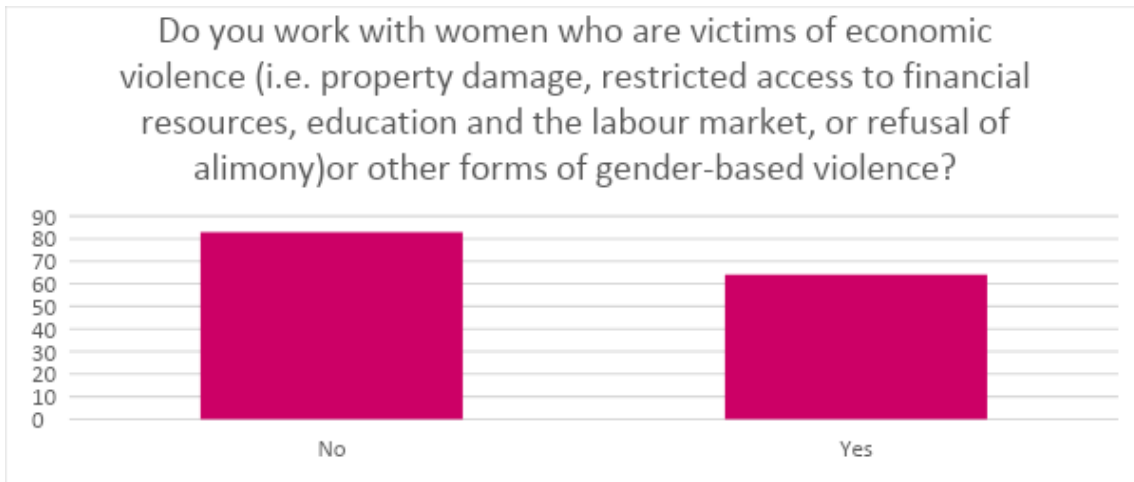
- France (39)
- Italy (40)
- Spain (26)
- Ireland (20)
- Greece (20)
- Other (2)

Most of the respondents were women (113), followed by men (29) and non-binaries (5). Most of them were middle-aged adults, from 25 to 50 years old. Most educators are from adult education. Then, similar numbers of trainers provide non-formal or informal VET, higher education, and Youth education (about 20 each). Also, 18 educators had multiple profiles, and provide more than one type of education. The level of experience of respondents is diverse, as well as the subjects taught, with most subjects related to language (English, French, and Italian) and social / Human sciences (sociology, psychology, economy, administration).

Less than half of the respondents work with women with difficult backgrounds or are aware of it.

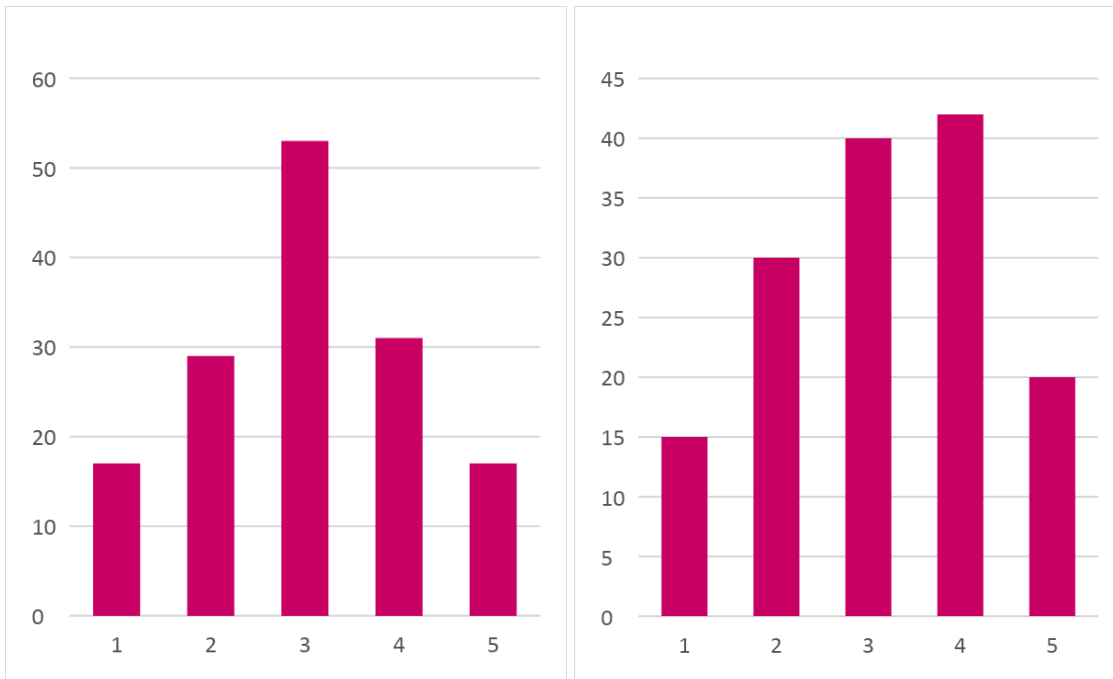






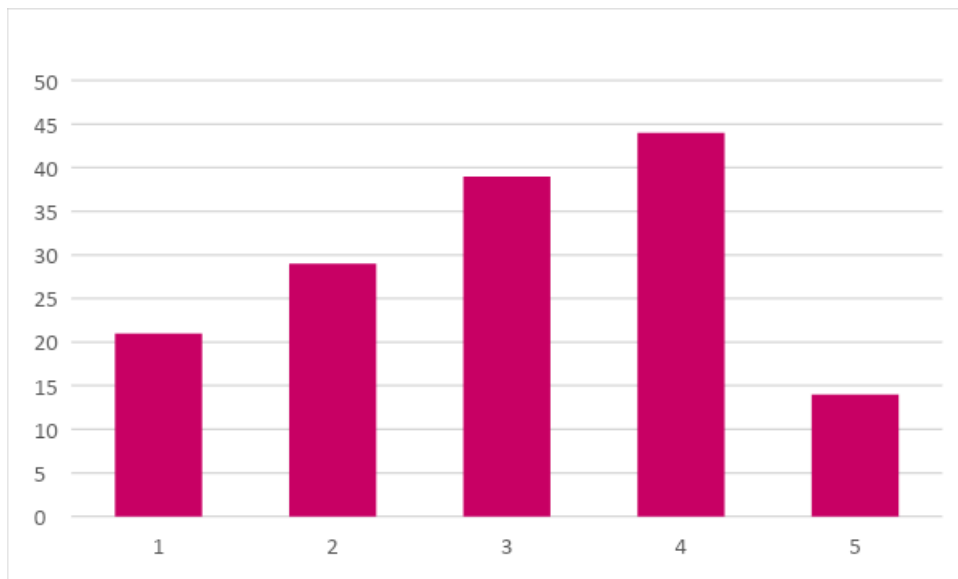
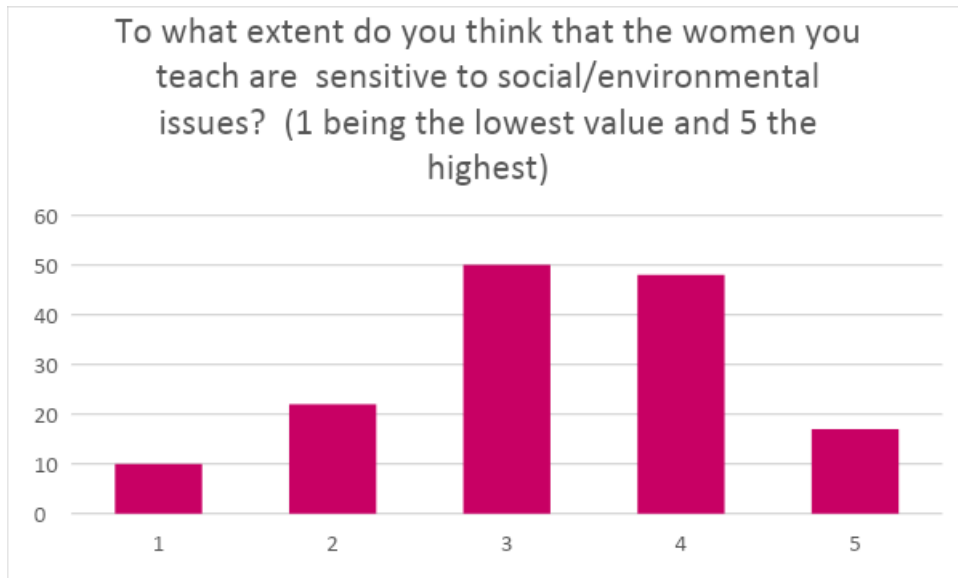
About the half of respondents already received courses or training on gender-related issues, and they generally felt to have an average level of knowledge of international conventions on Gender Equality and the empowerment of women. Their perception about the differences between gender mainstreaming and equal representation of women is a little bit higher, but still, about a third level of respondents declare a low level of knowledge on this topic.



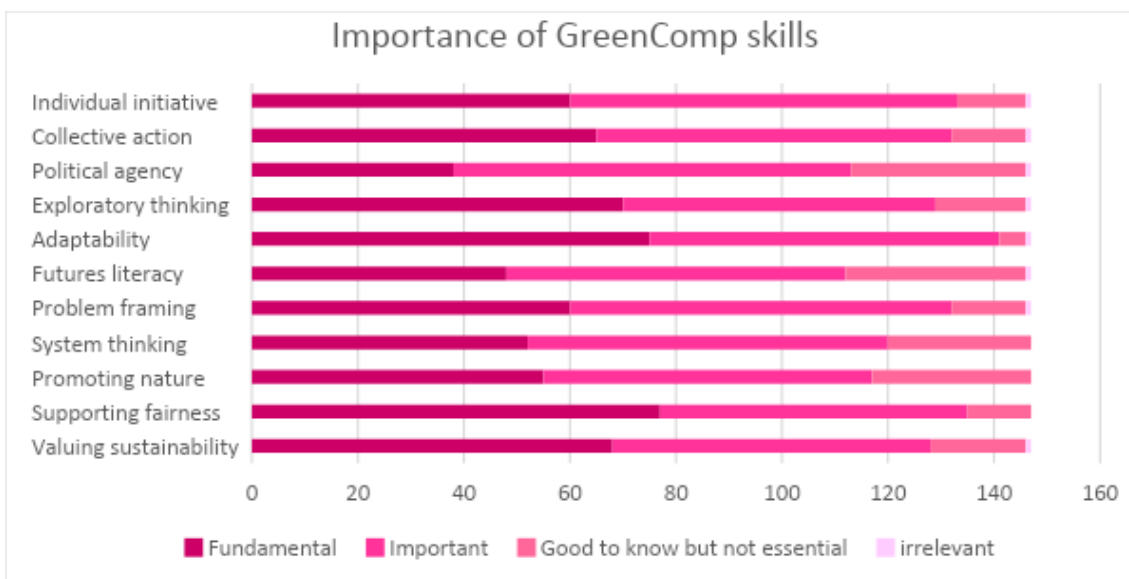
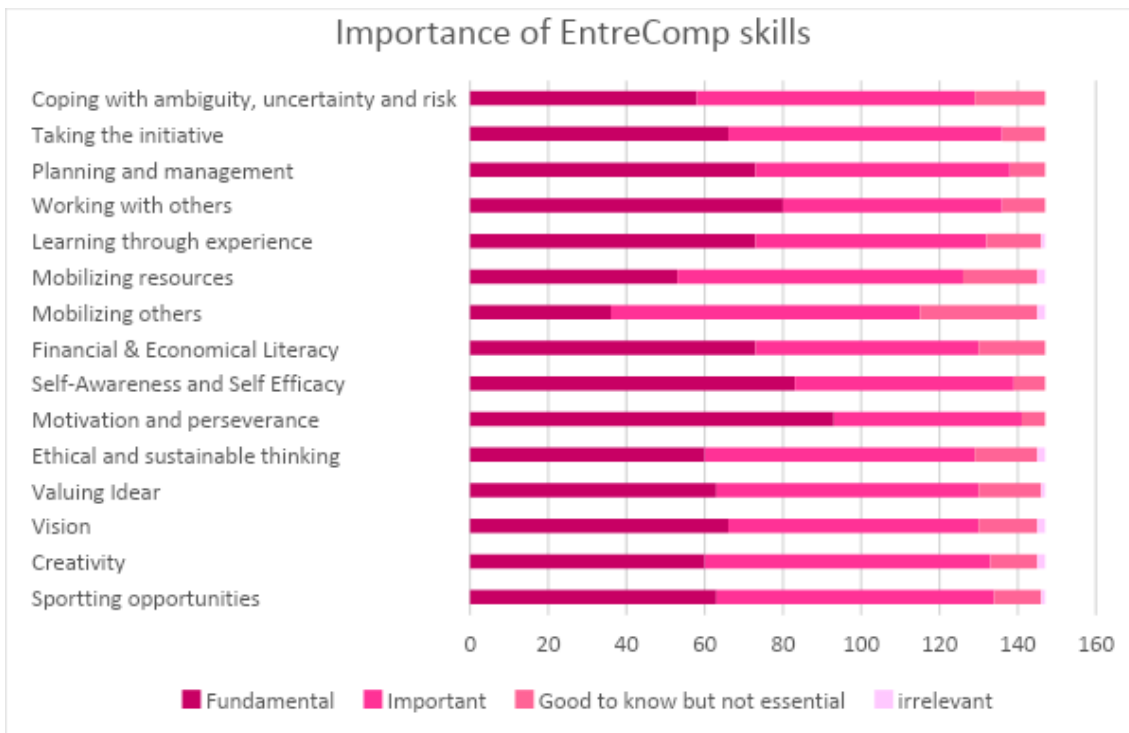


Skills and attitudes needed by women to access higher levels of employment and empowerment.

The next questions of the survey were about the perception that educators have about their women learners' profile and their needs. From the educators' perspective, women are generally medium/highly sensitive to the social and environmental issues surrounding them. Also, educators recognize themselves the importance of the opportunity that starting an eco-business can represent for women.



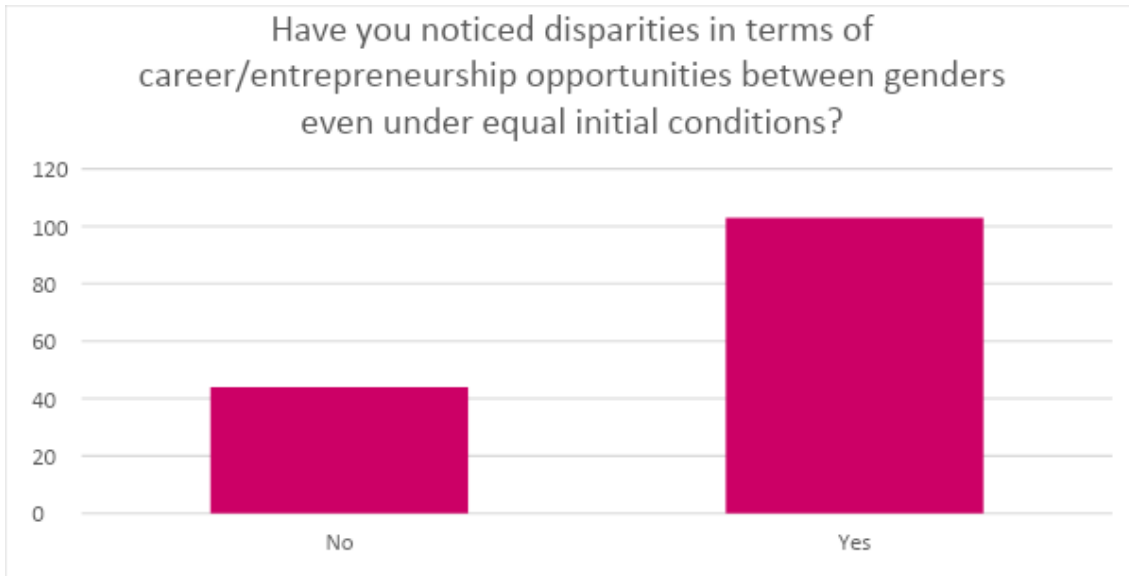
When asked to evaluate the importance of different competencies from the EntreComp and GreenComp European frameworks of competencies for women, all are generally considered as fundamental or important:



The proportion of fundamental and important answers is relatively similar for all competencies proposed, with a little higher importance given to competencies such as Motivation and perseverance, working with others, adaptability, or supporting fairness. On the other side, the “less” important ones would be mobilizing others and mobilizing resources, political agency and futures literacy.

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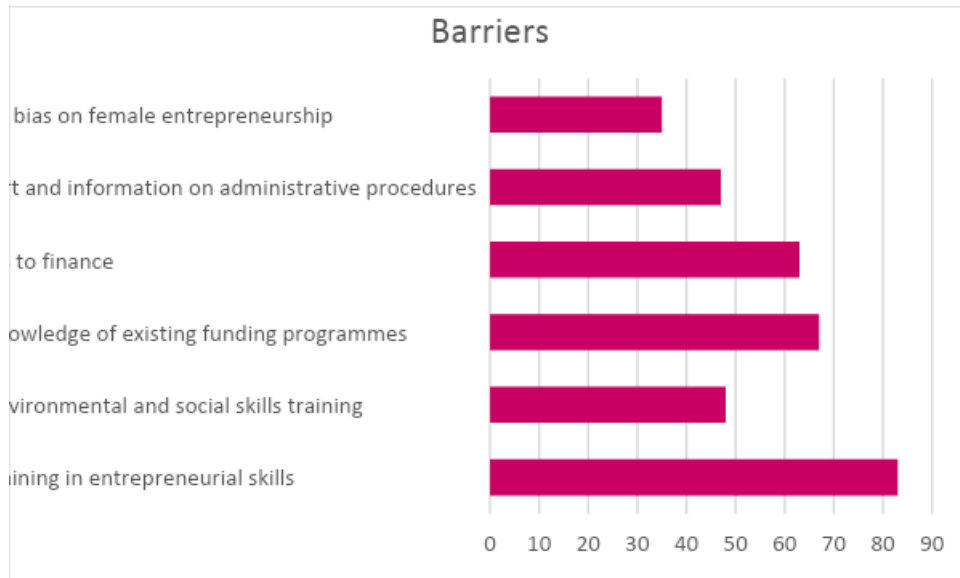
Over 70% of women have noticed disparities between genders in terms of careers/entrepreneurship opportunities, even under equal initial conditions.



The major disparities observed and claimed by educators are:

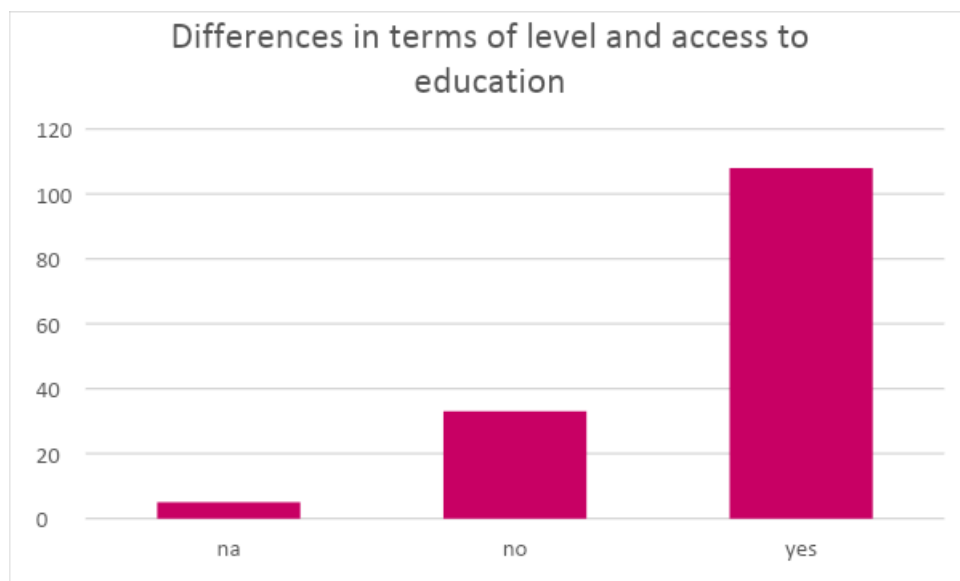
- Unequal responsibilities in the working place
- Unequal responsibilities at home (parental leaves, families duties)
- Unequal salaries / economic difficulties
- Lack of self-confidence and lack of trust built by social stereotypes, lack of consideration
- Lack of representation and examples

Then, the major barriers identified by educators for women at the time of starting an eco-friendly business are insufficient training in entrepreneurial skills, the lack of knowledge about existing funding programmes and limited access to finance before the lack of support and information on administrative procedures and the gender bias.



Training services delivered vs needed

Then, the last part of the survey focused on the training services offered by educators and the identification of needs for education services. The first question was about the difference between genders in terms of level and access to education, empowerment, and employment. A large majority answer by an affirmative statement about differences observed, especially in terms of perseverance of prejudices and stereotypes. Several educators highlight the increased importance of differences in the case of migrants.

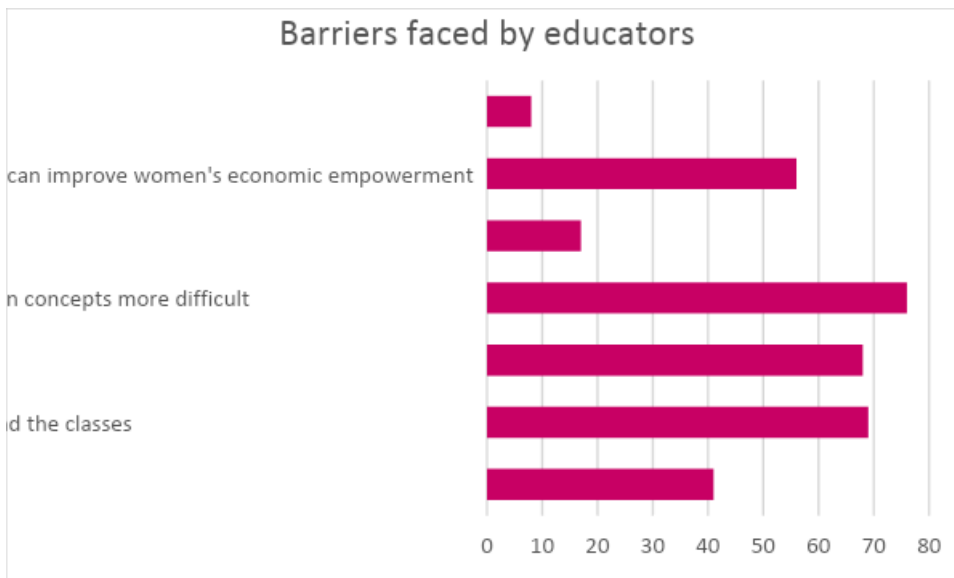


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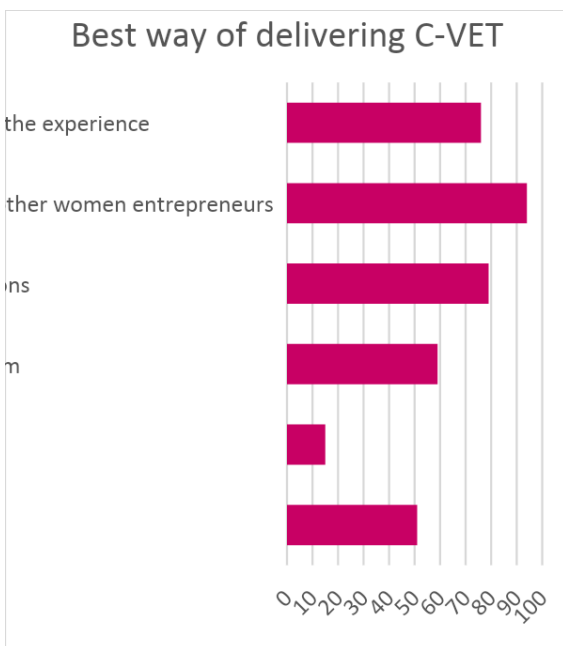
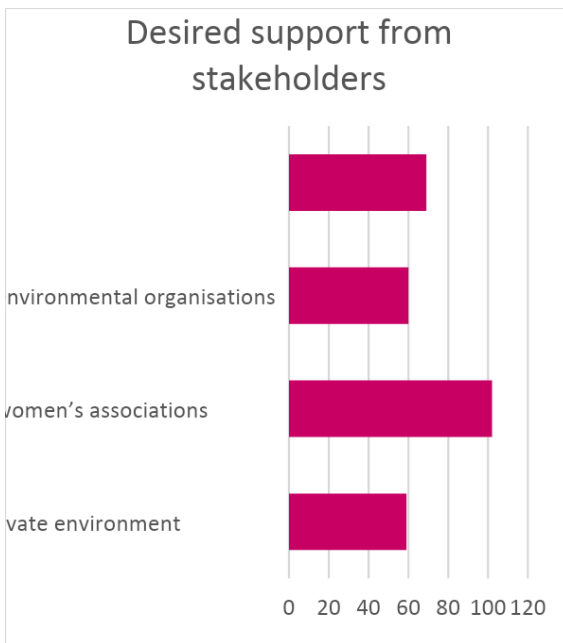
Most participants (65%) to the survey do not deliver specific training courses having an impact on women's empowerment and employment. In a slightly lower proportion (60%), they do not feel prepared to deliver such training, evidencing a need for educators preparation to become more active in this field.



When asked about the barriers that they face when delivering empowerment/employment services and training to women with difficult backgrounds, educators give the highest importance to the cultural or socio-economic barriers that make teaching certain concepts more difficult. Then, they also give importance to the dropping out of classes by female students and the limited availability. The less relevant barrier would be the financial barrier.



Finally, respondents were asked about which stakeholders should provide them support for the mission of educating women with difficult backgrounds and the best way to upskill women in a C-VET context. It seems that the preferred way for getting specific support would come from women's associations, and making peer-learning sessions or practical training with women. More classical ways of training such as books or classroom seems less adapted to the specific needs of this target group.



Last comments

As last comments, several educators thank the project partners for the work done and focus made on this subject. Then, the following comments were made:

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- What is needed is professionals who can bring out real and concrete aspirations, capabilities, and skills, and who are also capable of defining strategic and high-performance objectives.
- If we talk all the time about entrepreneurship, we are putting all the pressure on the victims who seem to have to be able to take themselves out of economic situations that are not their fault. The actions needed are not individual, it is not their responsibility to solve their economic situations when they don't have political power.
- There are differences that remain within the same female gender, and they are differences that mainly concern the social class of origin. From personal and work experience, CIS women and trans who come from a different social context, have different results for the same training, commitment, and availability of time. This is when they have access to equal conditions. The need to create a working empowerment course for women, in my opinion, remains secondary with respect to the urgency of aggregation and cultural training of women on their civil and personal rights in those territories where the problems are the total distrust of any type of Establishment, counter or association, the total lack of sexual and emotional education, the heatproof from the stereotyped roles of gender on the family and sexuality.

CONCLUSION

The survey among educators reveals again an important need in terms of specific education addressed to women in line with the objectives of the MEND THE GAP project, and which reinforces the need for such action.

If most of educators generally feel aware of gender disparities and major conventions on gender equality, only half of them received specific training on this topic. Then, a majority do not deliver courses on gender equality subjects, nor feel prepared to integrate gender equality and women empowerment elements in the course they deliver.

According to educators' perspectives the major needs identified are:

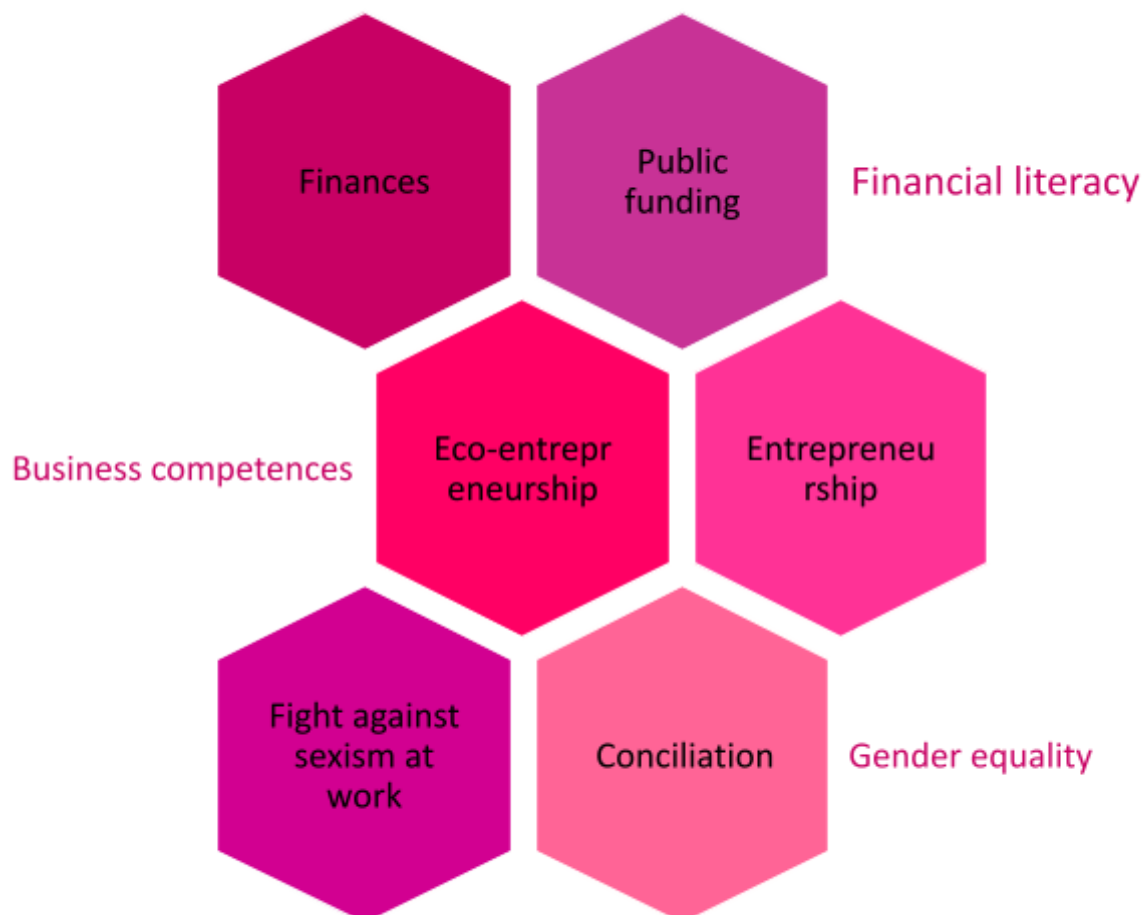
- Break down the cultural and socio-economic barriers (especially for women with the most vulnerable backgrounds).
- Work on the self-confidence of women
- Then, work on entrepreneurial skills,
- Then, work on the knowledge of the funding programmes and access to finances

This conclusion is in line with the needs identified after the women's survey analysis (see annex 1), which means that women and women educators share similar approaches on their needs.

Finally, this second phase of research also gives insight into the way of delivering training. Here, most respondents would encourage collaboration with local institutions, and especially women's associations to assess the educators. What is requested is a change of mindset to encourage women's peer learning, and a higher representation of women in entrepreneurial best practices, especially in sectors where they are traditionally underrepresented.

ANNEX 1

List of needs established according to women's survey analysis



ANNEX 2

Detail of gender disparities observed by educators (answers collected to question n°15 of the survey)

- about salary
- Discrimination against women on issues of motherhood, ability and disregard for creative ability and emotional intelligence
- At some point, women are more involved in family duties and are left behind compared to men.
- women have it harder
- Salaries
- Girls tend to be less ambitious in their choice of major in high school than boys, lacking self-confidence and a competitive spirit.
- Women tend to go for careers they are qualified for while men take bigger risks and apply for jobs they have no qualifications for.
- society's stereotypes apply to job opportunities as well
- Salary, conditions, behaviours...
- Women are often blocked by family or financial constraints. They lack confidence.
- There are inequalities in terms of income and promotion in higher positions within business organizations.
- women tend to stay behind to take care of family
- pay gap
- women in my field of work tend to get taken advantage of by the male staff
- more men in management roles and more male entrepreneurs
- My story
- It already starts with listening to the idea. The idea of a man is listened to and taken more into consideration.
- I have seen this repeatedly among students. In a technical class where all students are novices, men are considered immediately more capable. This extends to the professional field.
- The gender gap in vocational training studies for example. Few women study agriculture.
- yes, women are generally less involved in some working fields because of the social patterns
- fewer opportunities for job interviews and funding
- Many times people want to elevate women so much, and make them be taken into account, then men are minimized or leave men below
- Women introject the real inability as their real inability to attribute them
- Greater difficulty on the part of women to access scientific research roles
- Economic
- The discrimination based on parental leave, the general societal problem that parental duties are delegated to women rather than men, and that even nowadays women tend much more often to interrupt their careers for this matter.

- Women have smaller access to higher positions and have on their shoulders care responsibilities that grow bigger over time.
- I know many women who have less important positions despite their competence and skills.
- Some migrant women have not had the opportunity to go to school in their country of origin, they are much less fortunate than others.
- A man was paid more than a woman for the same position even though the woman had more experience
- I know women who graduated from the same school and had the same route as their man colleague, but they learned that they did not have the same salary as their colleague
- Women start fewer businesses but their initiatives last longer.
- Women are less considered
- different salaries
- of course, men are more often in managerial positions than women
- The initial conditions are never equal between the genders in the patriarchal society we live in. Women and gender minorities, therefore, do not have the same opportunities.
- It is much easier for a man to make a career and climb the ladder, which is not the case for women, especially those who choose to start a family
- Yes, disparities in terms of career/entrepreneurship opportunities exist between genders even when all other initial conditions are equal. Women are often paid less than their male counterparts, even when they possess comparable skills, qualifications, and experience. Additionally, when seeking venture capital to fund a startup, women-led businesses tend to receive substantially less financial support than those led by men. It isn't a level playing field and this disadvantages women throughout their careers.
- Yes, although it depends on the field, there are often disparities in terms of career/entrepreneurship opportunities between genders even under equal initial conditions. One sector that has often seen disparities in career or entrepreneurship opportunities between genders even under equal initial conditions is the STEM (Science, Technology, Engineering, and Mathematics) field.
- Studies have shown that women are less likely than men to receive promotions, receive lower salaries than men, and sometimes face gender discrimination in the workplace.
- some women are afraid of taking a risk because of societal stereotypes
- Care responsibility still lies with women in the majority of cases; access to finance can be problematic and accessing established business networks can be a challenge as they can be gender biased
- Lack of representation for women in politics, fewer opportunities for women in workplace participation
- Lack of representation
- Sometimes
- Motherhood and generally being considered as 'natural caregivers', all care work that is neither paid nor recognised. Like all discriminated groups, women are victims of biases and prejudices with respect to credibility, authority and leadership, emotionality, etc.
- Women are often doubly penalized, especially if they are mothers.
- In the difficulty of attracting financial resources. In support of the knowledge network.

- The "presence of family" variable or desire to have children is a source of disparity. The disability and the country of origin also make the difference
- Often men can advance in the career, without interruptions, due to maternity and family commitments
- yes, in the management positions
- Women having to take maternity leave is detrimental to their careers.
- More difficulties in order to balance personal and professional life
- Especially with migrant women
- work-life balance - women are still disproportionately responsible for caregiving and household responsibilities. this can often limit their ability to pursue career opportunities or entrepreneurial ventures that require significant time and resources.
- In the field of science, more men are seen as educators in science than women.
- Within my current working context (reception and integration services for political asylum seekers and refugees) even though services to people (and care services in general) are culturally and historically entrusted to women, there are considerably more men than women; not only that, but the roles of greater responsibility (coordination and supervision) are purely held by male figures. This reality is most evident within migrant family contexts where the woman's role is still strongly linked to that of social reproduction (childcare, household care and hygiene,..).
- it's no mystery that women still earn less than men today
- Discrimination
- Income and claiming of senior positions
- Especially financially
- Women often face unique challenges when it comes to starting and running a business or being competitive in the job market.
- Females are still hugely underrepresented in enterprise development as there is unequal responsibility in terms of care responsibilities (that got worse during the pandemic), limited access to finance and support networks and sometime issues of self-confidence and self-efficacy
- Access to funding, female representation, gender bias, etc.
- Women must work longer and harder to be considerate for leading roles
- Gender inequality still exists in several areas. Very often it is a matter of those prejudices that indicate certain types of professions as 'more suitable' for a woman than a man, because they are close to a certain collective imagination that wants women to be engaged in 'lighter' and 'easier' jobs. The first consequence of this way of thinking is reflected in the pay and in the perception of women in society as weak and inferior beings.
- Men have fixed, high loading jobs, and women have more precariousness
- Motivation and support of the surrounding environment
- In the field of comics, the conditions of disparity is so evident that it requested the formation of a collective to protect and education of the people who work there, the collective is called molesting, and collects a large and indicative number of testimonies of the situation, I myself have had a series of difficulties due to not being sexually not available or socially not corresponding to a character indicated as in the female

stereotype, unlike colleagues men (also friends, with whom I have a good working relationship) with the same conditions, flaws or intentions .

- There is a lack of support and facilitating tools for family reconciliation from the administration towards mother entrepreneurs
- yes, i believe gender gaps persist at all levels
- Yes - often disparities are very evident whereby men are given more opportunities and are taken more seriously than women.
- gender bias, pay gap, etc.
- All things being equal, gender disparities remain in the areas of professional and entrepreneurial AI
- There are unfortunately disparities when reconciling work and family becomes difficult for women and institutions or employers do not help in this
- Stereotypes, gender bias, patriarchy still too present.
- Problems of work-life balance, caused by the fact that housework and care are not yet shared equally within families. Therefore, the mental load and the number of weekly hours dedicated to extra-work activities heavily penalize women's career opportunities compared to men. The imbalance increases particularly with parenthood and/or with the need for assistance to an elderly or dependent relative.

Gender stereotypes and a sexist culture that is still well rooted and pervasive in every working environment affects the possibility of accessing credit for women: companies run by women are perceived as riskier (as well as less interesting because they are considered less productive). There is still a strong gender gap in financial literacy. Attitudes of "mansplaining" and "maninterrupting", combined with other multiple sexist conducts, do not create a safe and favourable environment for professional women/entrepreneurs. Finally, there are not sporadic cases in which the violence suffered in intimate relationships harms not only the physical and mental health of women, but also their possibilities of accessing, maintaining or reintegrating into work and their career opportunities.

- Disadvantaged minorities
- Men have a privileged position, despite starting from an equal position with women, due to the non-direct recognition of rights in the system.
- Women should also take care of children into account
- No, actually women have more public aids and specific training possibilities
- Women always faces family issues, which double their time to work harder or more time
- Man are more likable to grow up in the company because they're supposed to have less responsibilities with kids.