



IO1- A5 Report

Women Making Waves Competence Framework



APRIL 2020 | WOMEN MAKING WAVES CONSORTIUM | REV02



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Commission.
Application number 019-1-1S01-KA202-051157.
The views expressed in this publication are those of the author only, the Commission cannot be held responsible for any use which may be made of the information contained therein.

I. INTRODUCTION	3
II. BASELINE HYPOTHESIS AND METHODOLOGY	6
III. COUNTRY ANALYSIS	8
III.1. Education information	8
III.2. Employment information	12
III.3. Specificities of the participating countries	15
IV. BEST PRACTICES	18
IV.1. Best practices in Spain	18
IV. 2. Best practices in Iceland	20
IV. 3. Best practices in Greece	21
IV. 3. Best practices in United Kingdom	23
V. FOCUS GROUPS	26
V. 1. Introduction: Who are you?	26
V. 2. Challenges in your life	28
V. 3. Getting the help you need	29
V. 4. Training and professional career	30
VI. INTERVIEWS	32
VI. 1. Double disadvantage women	32
VI. 1.1. Self-confidence	32
VI. 1.2. Professional challenges	34
VI. 2. Stakeholders	36
VI. 2.1. Skills and competences	36
VI. 2.2. Female leadership	38
VII. FINAL CONCLUSIONS	40
VIII. TRAINING PATH SUGGESTIONS	42

I. INTRODUCTION

The European Union (EU) faces unprecedented levels of unemployment and the gender gap in society remains a prevalent issue Europe-wide. The 'Women on the Board'¹ pledge set a target of a minimum of 40% of women on company boards by 2020 and the issue is high on the European Commission's (EC) political agenda with its Strategy for Equality between Women and Men. This quota is still far from being achieved.

Leadership roles are often biased towards 'masculine' traits such as assertiveness or dominant behaviour. Women who exhibit these behaviours are frequently perceived in a negative way, whereas, on the other hand, men are regarded in a positive way if they do have these traits, contributing to the low numbers of women in leadership roles within EU member states (European Institute for Gender Equality, 2015).

In only ten out of 28 EU countries women account for at least 25% of board members. Despite the EC's proposed Directive to accelerate progress improving gender balance on corporate boards and a slight increase of 2.1% per year between 2010-2016, the proportion of women who are board members is still around 1 in 14 or 7.1%. This is even lower among top executives with only 5.1% of large listed companies in the EU having a female CEO (Gender balance on corporate boards, 2016).

Women with a double disadvantage (NEET- Not in Education, Employment, or Training, migrants, disabled, women in rural areas, in early career stages, women returning to work after a long absence or those pursuing a new career path, etc.) face further barriers than men to advancement across Europe. This includes for example stereotypes about their abilities, lack of role models or mentoring, limited management experience and family obligations.

This issue can be addressed through the empowerment of women not only in the early stages of their careers, but also consistently during their career progression, by developing their leadership strengths. Many disadvantaged women lack confidence and are often underemployed. A number of factors can prevent career progression including an old-fashioned belief that the woman's place is not in leadership or that women should emulate men².

The Women Making Waves project aims not only to strengthen disadvantaged women's leadership skills and build their self-confidence, it also aims to raise awareness of the gender gap in leadership positions.

Five partners based in all areas of Europe will develop a special dual training methodology combining online (Women Making Waves Academy, IO4) and face-to-face (Women Making

¹ ["Women on the Board Pledge for Europe"](#)

² [7 Leadership Lessons Men Can Learn from Women](#)

Waves Training Programme, IO2, and Leaders Circles™, IO3) learning that can be applied in any career path participants aim to take.

This programme will be tested with a minimum of 40 women with double disadvantage (NEET, migrant, disabled, in early career stages, women from rural areas, women returning to work after a long absence or pursuing a new career path, etc.). There will be 10 participants per partner country.

The combination of the on- and offline training programmes brings a flexible approach to participants' learning experience (e-learning has proven to increase information retention rates by up to 60% (The Research Institute of America) while still taking into account the specific and individual needs of each participant. This will increase the opportunities for women to engage in the project and strengthens the quality of learning outcomes.

A key element of the Women Making Waves project is that participants not only acquire theoretical knowledge of the inequalities they are up against, but receive practical tools to combat these inequalities (e.g. soft skills development). This inequality is not the responsibility of women, but the system and structures of society.

Participants' learning progression will be documented in the Women Making Waves Portfolio (IO5) developed by each participant. The Portfolio is a tool offered through the e-learning platform for learners to reflect on their learning path and set future goals regarding their leadership skills.

Participants will have the chance to reflect on their own learning experience and will be able to share their experiences with other learners through the Women Making Waves Community, and have access to online training materials through the Women Making Waves Academy.

Women Making Waves will not only foster women's leadership qualities and empower them to take on leadership positions, it will also take all opportunities to raise awareness about women's underrepresentation in leadership positions.

The main tool that will shed light on this issue is the Women Making Waves Policymakers Guide (IO5), demonstrating the importance of policies and programmes to build women's confidence and leadership skills across Europe.

It will set out recommendations to stakeholders and policymakers on how to bridge the existing gender gap in leadership positions, based on the project results and link to existing government strategies to offer further support in successfully achieving their objectives.

Women Making Waves aims to be an all-inclusive project where everyone can play a role in fighting gender inequalities. The Policymakers Guide will therefore be aimed at both the direct project beneficiaries (disadvantaged women) and indirect target groups (policymakers, formal and non-formal educational institutions, coaches, intermediaries, employment agencies, businesses and other interested parties and stakeholders) of the project.

The project will hereby reach a twofold and highly sustainable impact:

1. Disadvantaged women will be fully empowered to raise their self-confidence and employability profile in order to attain stronger leadership position and combat the existing gender inequalities;
2. It will raise awareness of the inequalities and challenges women face while trying to pursue a leadership position and the missed opportunities of not using female leadership to its full potential, and will include recommendations and methods on how to challenge these current trends.

Hereby, the Women Making Waves project will encourage all actors involved in personal and educational development, employment growth and policymaking to actively combat these inequalities and become truly inclusive and equal.

Women Making Waves is highly innovative as it goes beyond more general solutions, such as the implementation of gender quotas in organisations across Europe, but reaches directly into the pool of people who can really make a change: women themselves.

Women Making Waves will target the cause and ensure that disadvantaged women feel strengthened and encouraged to strive for leadership roles, eventually increasing the number of women in leadership roles.

It hereby sets out to target important societal, economical and gender equality issues faced by women across Europe.

II. BASELINE HYPOTHESIS AND METHODOLOGY

The employment of an equal number of women and men has contributed to the growth of GDP in some countries, as previous studies indicate. Nevertheless, there is still a significant gap in the European labour market, since only 21% of the members of the boards of the 620 most successful European companies are women³.

Therefore, the baseline hypothesis for the development of the Women Making Waves Competence Framework is that women do not reach professional leadership positions due to the complexity of cultural and social and factors. This is especially significant in the case of women who face double disadvantage for being NEET, migrants, disabled, women in rural areas, in early career stages, women returning to work after a long absence or those pursuing a new career path, etc.

This study attempts to analyse through interviews and focus groups the validity of this hypothesis. The partnership measured perceptions of disadvantaged women in a small sample in XX partner countries.

The preliminary phase of the research includes the following steps: defining the situation or context, the purpose of the research and the objectives of the research.

- **Defining the situation or context**

Disadvantaged women face difficulties with advancing in the management hierarchy as a result of specific constraints, including discrimination.

- **The purpose of the research**

The aim of the research is to evaluate the perceptions and constraints of disadvantaged women.

- **The objectives of the research**

The main goal is to identify the skills needed for disadvantaged women to pursue leadership positions and increase their leadership skills by:

- Identifying the skills needed by disadvantaged women to increase their confidence, self-awareness and knowledge of employability, business and leadership opportunities;
- Analysing the available support for female-led creative businesses in the partner countries.

- **Size of the representative sample**

³ [Unlocking Female Employment Potential in Europe: Drivers and Benefits.](#)

The minimum size of the representative sample was established at 5-8 double disadvantage women for the focus groups and 2-4 double disadvantage women and 2-4 stakeholders (employment agencies, career advisors, HR managers, recruiters, trainers) for the interviews.

According to their specific field of expertise and their network of contacts, each of the partners has selected certain target groups from among those addressed by the project. In this way, they will focus all their efforts on engaging participants from these target groups in their respective countries, which will ultimately guarantee the success of the project on a global scale.

The groups selected by each of the partners are as follows:

- **AMUEBLA (Spain):** NEET, migrants, women in early career stages, women returning to work after a long absence, women pursuing a new career path.
- **Jafnréttisstofa and IRDI (Iceland):** unemployed, migrants, women from rural areas, women pursuing a new career path.
- **iED (Greece):** NEET, unemployed, migrants, women returning to work after a long absence.
- **Inova (United Kingdom):** NEET, migrants, disabled, women from rural areas, women in early career stages, women returning to work after a long absence, women pursuing a new career path.

III. COUNTRY ANALYSIS

During the initial stage of the Women Making Waves Competence Framework development, each partner conducted a countrywide analysis outlining the situation of women in Iceland, Greece, Spain and the United Kingdom.

The analysis includes statistics about women’s educational and employability skills and how these relate to the overall unemployment rate in the country.

According to the project proposal, important focus must have been placed on all available information about the lack of confidence amongst disadvantaged women and the possible correlation with the underrepresentation of women in leadership positions.

Nevertheless, as it is very difficult to obtain relevant statistics about this topic in all partner countries, an analysis of the influence of lack of self-confidence was addressed during the interviews and focus groups.

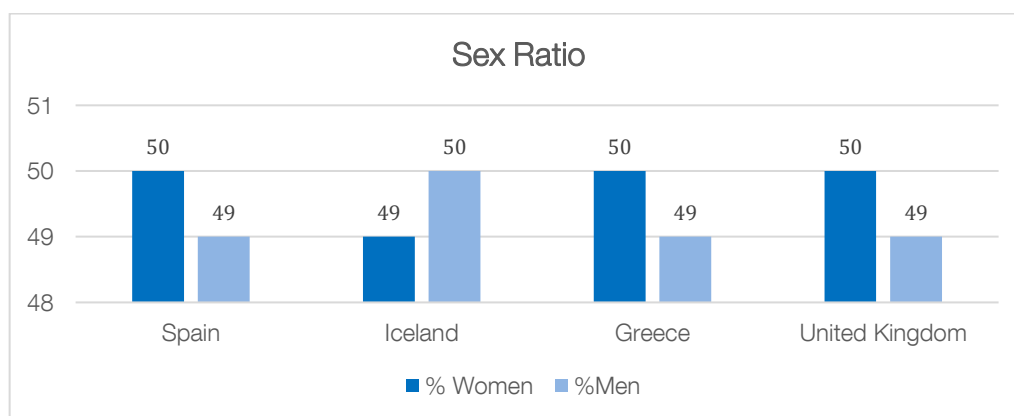


Figure 1. Sex ratio per country

III.1. Education information

In the first part of the statistical study, data was collected on the educational framework of each of the participating countries, especially on the level of education of the adult population. To this end, data was grouped into four age ranges (from 25 to 34 years old, from 35 to 44 years old, from 45 to 54 years old and from 55 to 64 years old), and three educational levels:

- 1.** 1st stage of secondary and lower education (level 0-2).
- 2.** 2nd stage of secondary and post-secondary non-higher education (level 3-4).
- 3.** Higher education (including doctorate) (level 5-8).

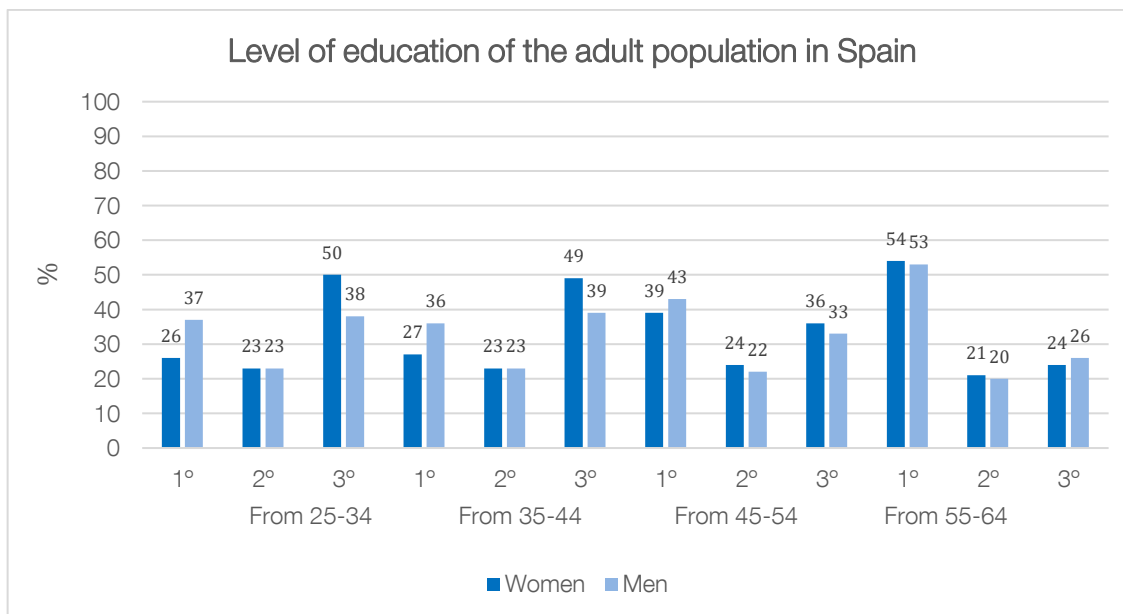


Figure 2. Level of education of the adult population in Spain

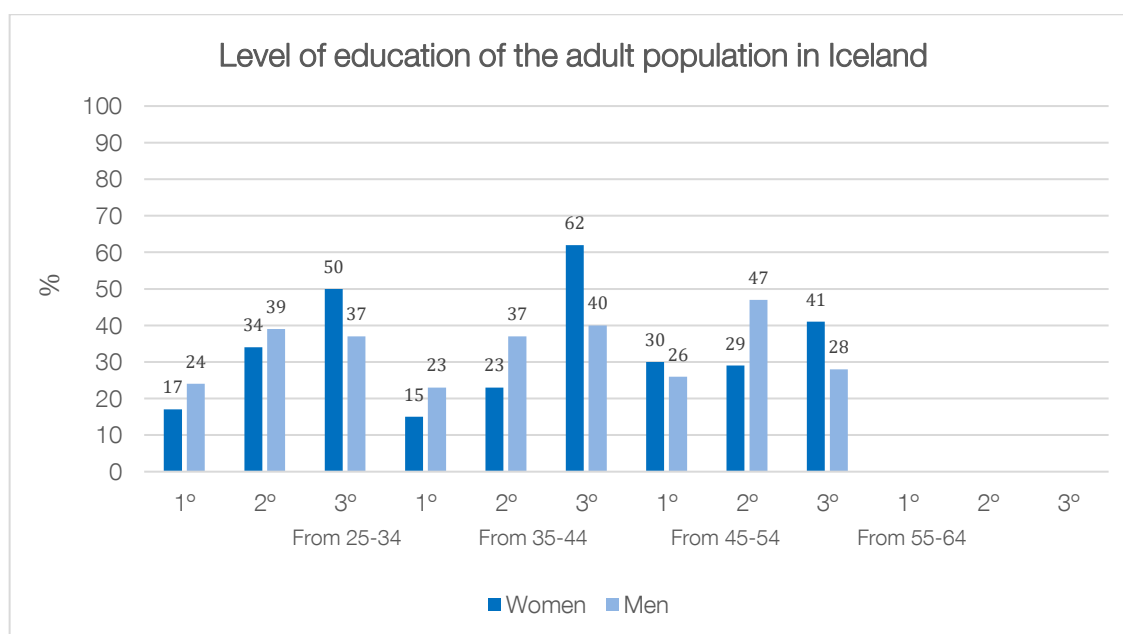


Figure 3. Level of education of the adult population in Iceland

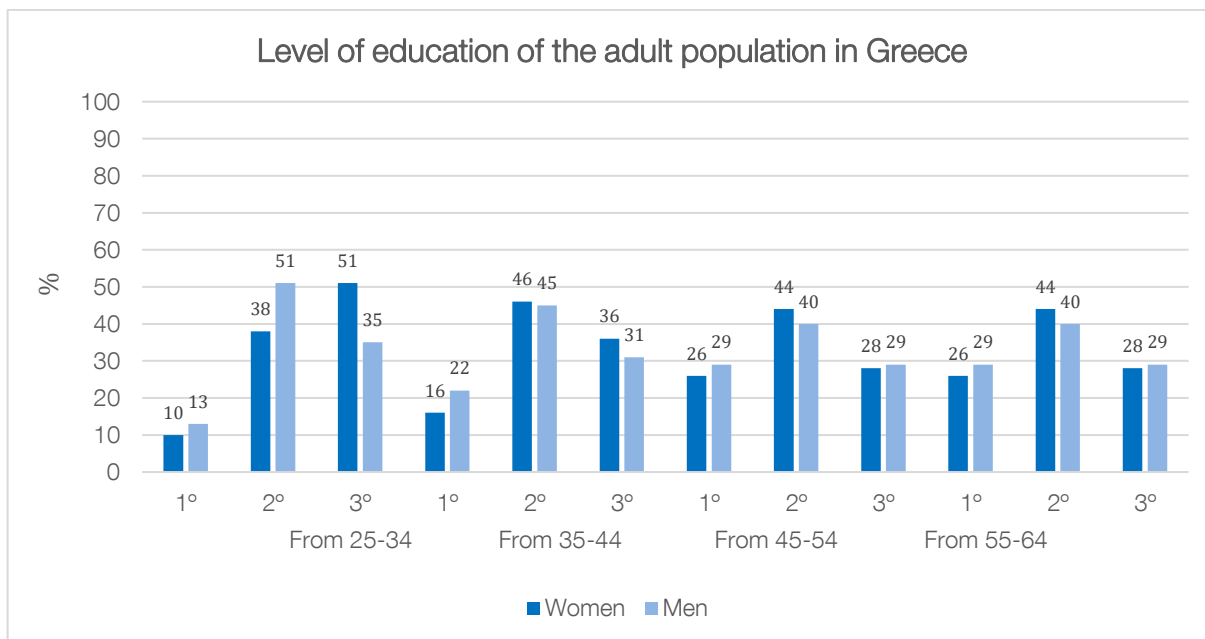


Figure 4. Level of education of the adult population in Greece

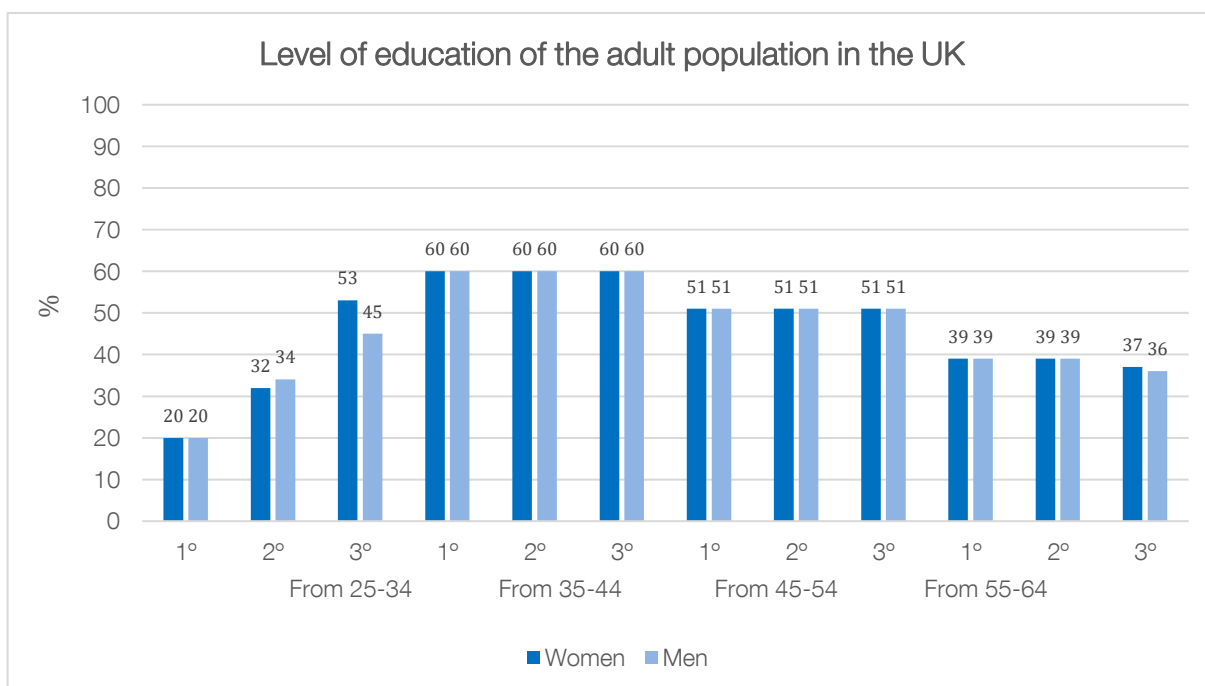


Figure 5. Level of education of the adult population in the United Kingdom

Country data show that, in general, women have a higher educational level than men. However, the highest degree of women with an educational level belonging to the third step (higher education) by each country are:

- **Spain:** from 25-34 years old (50%)

- **Iceland:** from 35-44 years old (62%)
- **Greece:** from 25-34 years old (51%)
- **United Kingdom:** from 35-44 years old (60%).

According to the European Institute for Gender Equality's Gender Equality Index⁴, in 2019 the EU's score in the domain of knowledge was 63.5 points, with a slight increase of 2.7 points since 2005 (+ 0.1 points since 2015). Between 2005 and 2017, scores improved in most Member States.

Although the education gender gap in Europe is very small (1 percentage points (p.p.) difference in favour of women), the share of women graduates in tertiary education is growing at a faster pace than for men.

The EU has reached its Europe 2020 target of having at least 40 % of people aged 30-34 with tertiary education (46 % of women and 36 % of men). Despite overall improvements in educational attainment, the uneven concentration of women and men in different study fields of tertiary education remains a problem for the Europe.

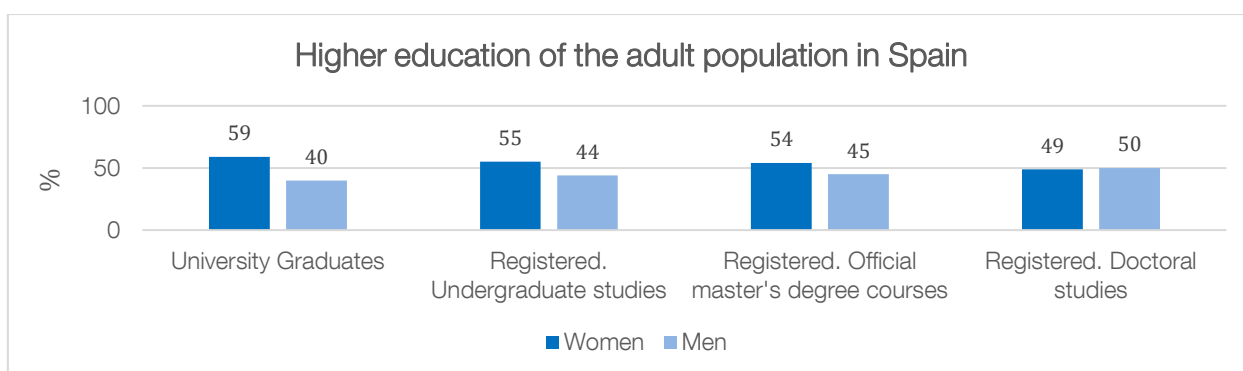


Figure 6. Higher education of the adult population in Spain

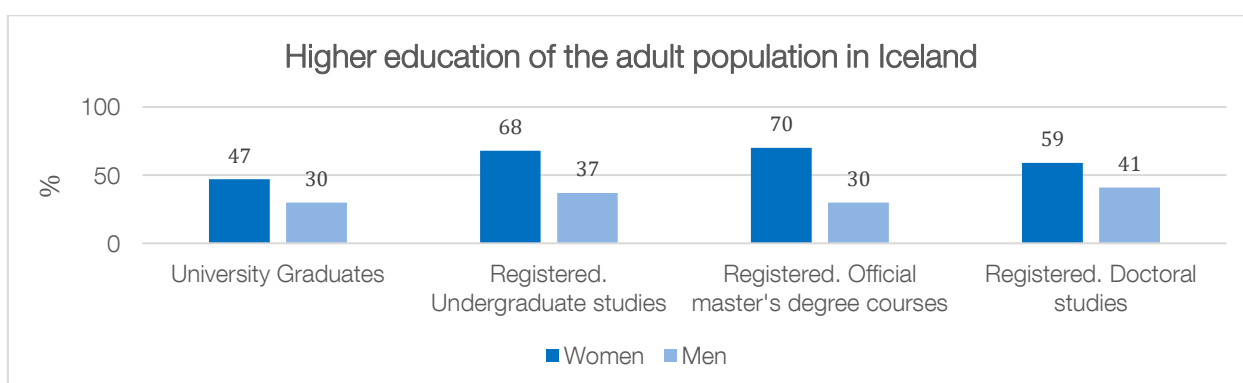


Figure 7. Higher education of the adult population in Iceland

⁴ [European Institute for Gender Equality's Gender Equality Index.](#)

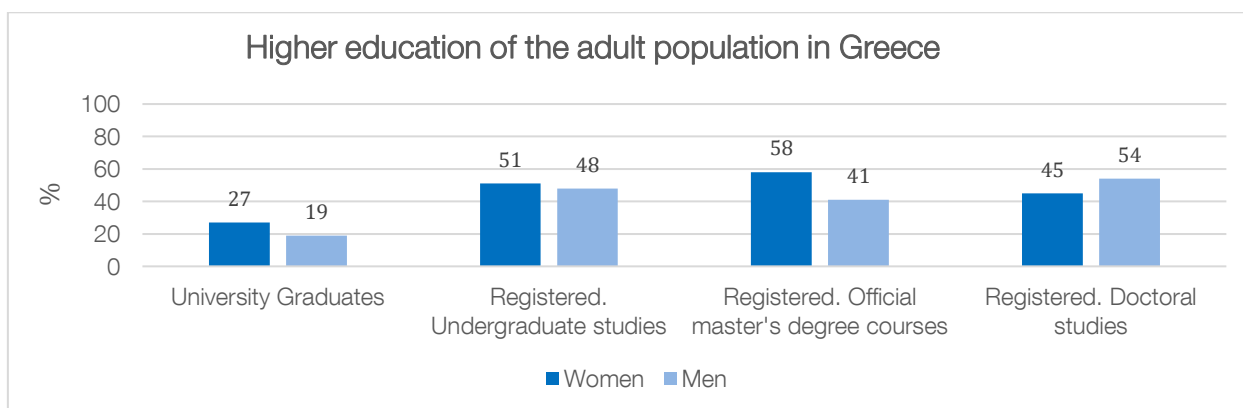


Figure 8. Higher education of the adult population in Greece

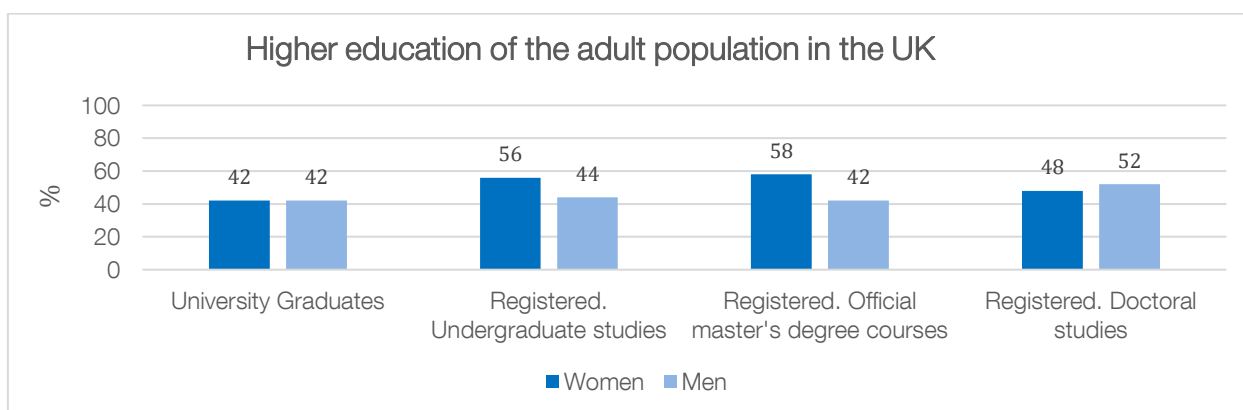


Figure 9. Higher education of the adult population in the United Kingdom

III.2. Employment information

According to EIGE's Gender Equality Index, in 2019 the EU's score in the domain of work was 72.0, which is a 2-point increase since 2005 (+ 0.5 points since 2015). Between 2005 and 2017, all Member States made progress.

Europe's employment rate (of people aged 20-64) is 67 % for women and 79 % for men. With an overall employment rate of 73 %, the EU is close to achieving the EU 2020 employment target of 75 %⁵.

Between 2005 and 2017, full-time equivalent (FTE) employment rates of women increased in 18 countries, while those of men decreased in 15 countries. The EU average FTE

⁵ The results cover all European Union Member States, the United Kingdom, the EFTA Member States of Iceland, Norway, Switzerland, as well as the candidate countries Montenegro, North Macedonia, Serbia and Turkey. For Cyprus, the survey covers only the areas of Cyprus controlled by the Government of the Republic of Cyprus.

employment rate is 41 % for women, compared to 57 % for men. The lowest FTE employment rates are among women with low levels of education, women with disabilities and young women aged 15-24.

The uneven concentration of women and men in different sectors of the labour market is a persistent problem in the EU. More women work in education, health and social work (30 % of women compared to 8 % of men) while significantly more men are employed in science, technology, engineering and mathematics (7 % of women compared to 33 % of men).

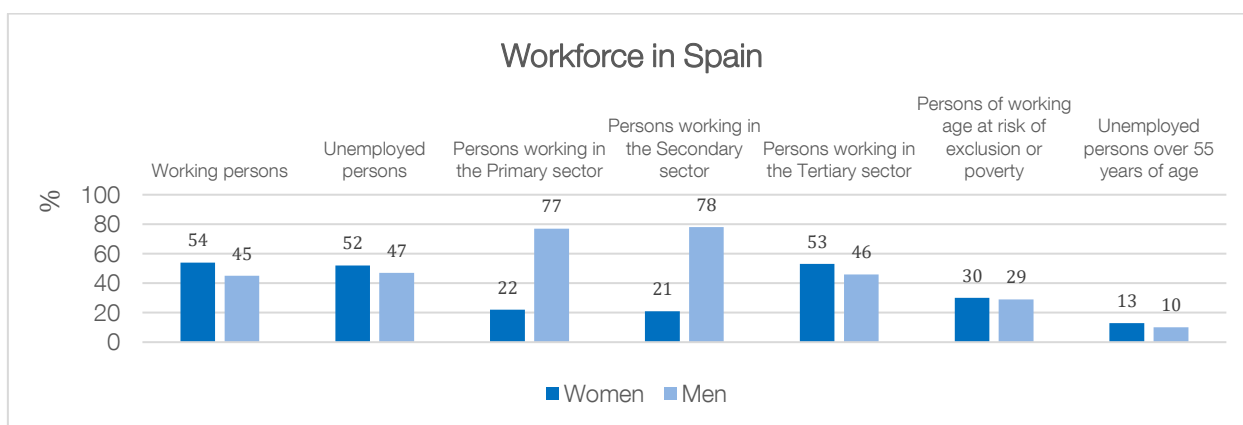


Figure 10. Workforce in Spain



Figure 11. Workforce in Iceland

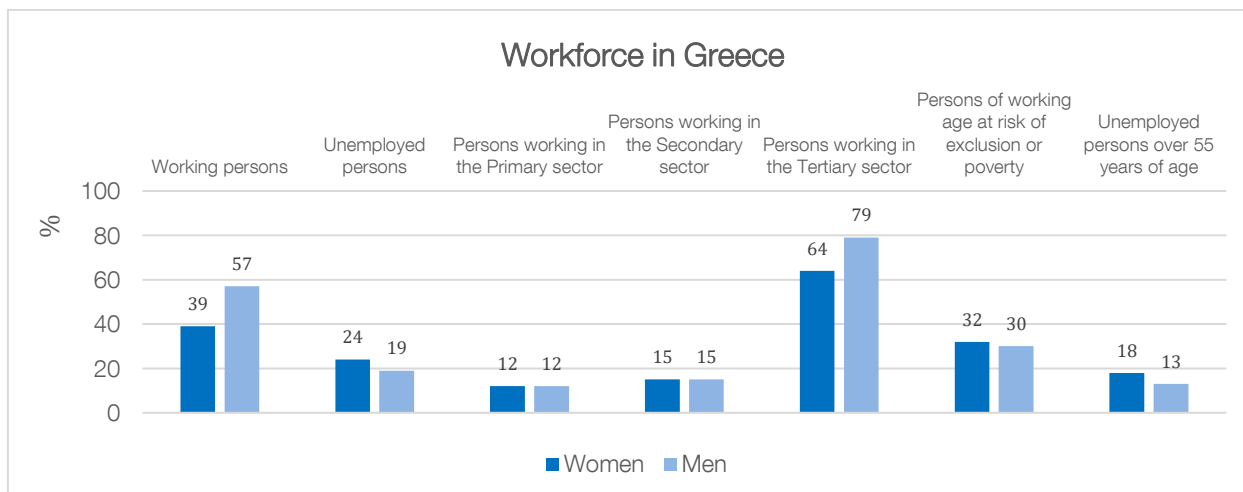


Figure 12. Workforce in Greece

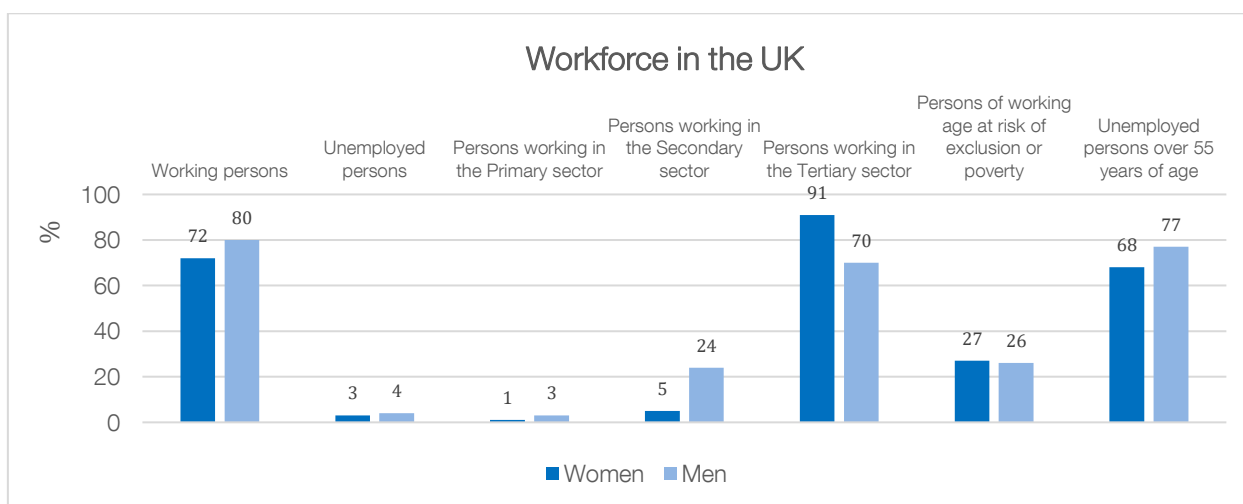


Figure 13. Workforce in the United Kingdom

In 2019, the EU's score in the domain of power was the lowest overall (51.9 points), despite the biggest improvement: 13-point increase since 2005 (+ 3.4 points since 2015), according to the European Institute for Gender Equality's Gender Equality Index.

EIGE's Gender Statistics Database reflects that the share of members of boards in the EU's largest quoted companies, supervisory board or board of directors is 75% for men and 25% for women.

According to the data collected in this report, Spain and Greece have a better number of female CEO's and female executives in companies, while Iceland and the United Kingdom are closer to the European average.

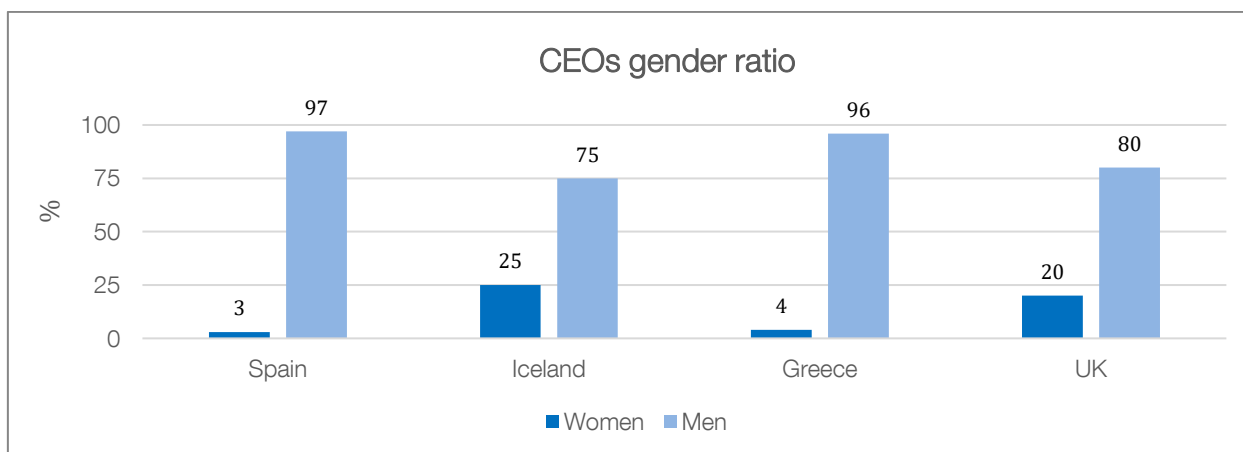


Figure 14. CEOs gender ratio in Spain, Iceland, Greece and the United Kingdom

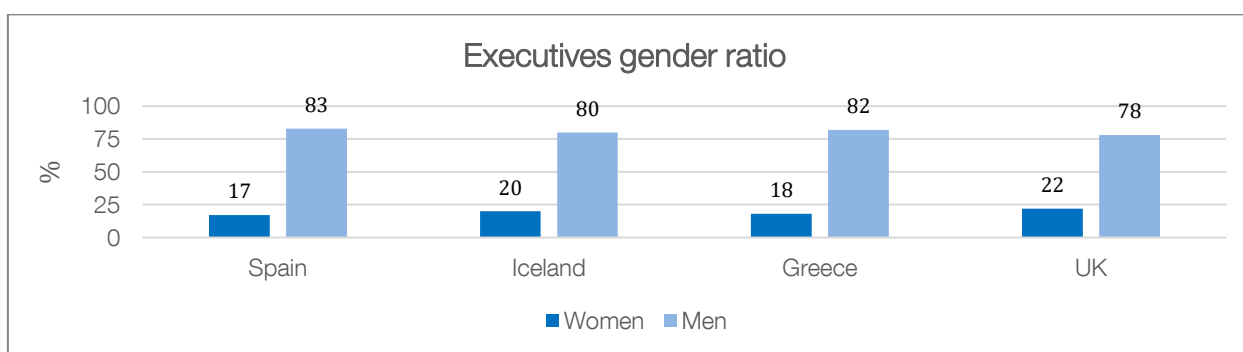


Figure 15. Executives gender ratio in companies in Spain, Iceland, Greece and the United Kingdom

III.3. Specificities of the participating countries

Spain

According to the latest data obtained in 2019, 44% of Spaniards consider themselves feminists, of which 52% are women. Spaniards are the most critical when it comes to assessing whether enough has been done to achieve equality in areas such as: childcare and the home, the world of work and business, sports, government and politics, the media and education.

46% of Spaniards consider education in schools to be key to achieving gender equality. On a global level, 69% think that it is wage equality that will achieve equal rights between men and women.

The 3 main problems that women have to face for the Spanish population are: sexual violence (44%), sexual harassment (39%) and physical violence (32%).

Spain is the third most feminist country in the world, understood as those who defend and support equal opportunities between men and women. 6 out of 10 Spaniards consider that as society stands today, it is better to be a man than a woman.

Although 62% of Spaniards think that a lot of progress has been made in achieving equal rights between men and women in recent years, 8 out of 10 Spaniards say that achieving equality between men and women is an important issue on a personal level, ranking fourth in the world, well above Italians (72%), Germans (65%), Swedes (65%), Belgians (64%), British (62%) and French (59%).

Spain is the third country in the world to consider sexual violence as the main problem for women, with 44%, together with Peru (52%) and Colombia (45%). Both men and women are of the same opinion (69% and 68% respectively) that it will not be achieved without the support of men. In addition, 8 out of 10 men demand that companies make things easier for them to reconcile childcare and work.

Iceland

Iceland is recognised by the World Economic Forum as the most gender-equal country in the world for the last nine consecutive years. Nevertheless, gender division and inequality are still evident in Icelandic society, reflected, for example, in a continuous gender pay gap in the labour market, in gender-divided study and occupational choices and low number of women in positions of power in private companies (Statistics Iceland 2019).

High levels of women in politics and paid work, together with the availability of paid parental leave and public child care, make the gender imbalance in business leadership in Iceland all the more confounding.

Even though a gender quota law for company boards was implemented in 2013, women are still underrepresented as CEOs, chairpersons on company boards and as board members. Those women most visible in leadership positions are usually of Icelandic origin, white and well educated.

The discourse in Iceland on women in leadership is focused on the importance of diversity but still structural hindrances are in the ways of women which must be eliminated.

Greece

52% of the Greek population is made up of women. According to the World Bank, the proportion of female labor force increased from 36.1% in 1990 to 44.1% in 2019.

Female owned firms are considered as one of the “emerging trends in entrepreneurship” and the raising of the visibility and awareness about the economic and social role of women entrepreneurs is emphasised in order to encourage female entrepreneurship.

Many factors are linked to the increase in the number of women entrepreneurs: factors pertaining to the environment (social, economic, political) and factors pertaining to the individual as a member of society.

Among the former, changes in markets, technology, state interventions and demographic changes are included.

United Kingdom

Although the UK Office for National Statistics has not differentiated the % of the population that are male and female graduates, they have provided some differences between male and female graduates. Male graduates are paid more than female graduates by an average of £3 per hour.

There is also a significant difference between the percentage of male and female graduates that are working part-time. According to the 2017 statistics, 8% of men are working part-time compared to 33% of women.

Furthermore, there is also a noticeable difference between the percentage of male and female graduates that are 'inactive' within the work force due to looking after the family and the home. 11% of female graduates are inactive compared with just 2% of male graduates.

Women have lower capabilities perceptions than men. In every region, women have, on average, a greater level of fear of failure than men.

More than half of self-employed women (53%) work part-time compared to 17% of self-employed men.

Only 8.6% of women in the UK surveyed in the Global Entrepreneur Monitor in 2017 said they plan to start a business in the next three years, compared to 14.3% of men.

In 2017, only 5.6% of UK women run their own businesses, compared to 15% of women in Canada, almost 11% of women in the US, and over 9% of women in Australia and the Netherlands.

UK Women's businesses have a higher than churn rate (i.e. more start-ups and closures), but women are less likely to attribute closure to 'business failure' and more likely to cite 'personal reasons' – which peak at age 25-34 for women.

Established women-owned businesses are more ambitious than their male counterparts.

IV. BEST PRACTICES

Each partner has identified at least four national/regional/local available initiatives promoting women's confidence, self-awareness, business and leadership opportunities, which will ensure that the partnership both adopts and builds on existing good practices.

These best practices are included within the list detailed by all partners during the first consortium meeting in Sheffield, United Kingdom in October 2019:

- Migrant women
- Women after a career break
- NEET
- Women starting a new career path
- Disabled women
- Women from rural areas

IV.1. Best practices in Spain

[Iguálate - Platform for Socio-Labour Guidance with a Gender Perspective](#)

Advice on career guidance and entrepreneurship online for those women who request it through "expert consultation". Distance and blended training for women in search of employment and for professionals in the field of employment guidance. Conducting chat rooms and virtual and face-to-face meetings. Monthly newsletter with news of interest, interviews, articles and other content on equality and employment.

Its scope is national and the platform has been running since 2010.

[CLARA Programme](#)

Program aimed at increasing the employability of women in vulnerable situations by promoting more and better qualifications for employment, with the aim of improving their work expectations and quality of life.

The aim of this programme is to show another way of intervening with women, who were considered by the employment or social services fields to have little or no possibilities for labour insertion. The objectives of the programme are:

- To increase women's employability through their qualification for employment.

- To promote greater social participation.
- To promote their personal and economic autonomy.

Its scope is national and the program has been running since 2014.

[Employment Empowerment and Activation Program for Women with Disabilities](#)

It aims to meet the need to empower women with disabilities as a process that promotes their social and economic autonomy and serves as a driver for employment activation for those women with disabilities in long-term unemployment and/or in situations of greater vulnerability.

A personalised itinerary of social and labor insertion will be carried out; group sessions of psychosocial support; group coaching oriented to pre-labor skills and technological literacy and follow up at individual level for the achievement of specific objectives and goals set with each beneficiary.

Its scope is national and the program has been running since 2017.

[AURORA Programme](#)

Programme aimed at increasing the social and labour participation of rural women, through the improvement of their professional training oriented to the employment possibilities of the territory, promoting, at the same time, the social viability of the municipalities.

The programme is developed through a methodology that takes into account the added specific difficulties that rural women face when starting their labour integration in the standardised market. The aim is to address attitudinal, cognitive, competence and emotional aspects that will allow participants to define an integral project (personal, social and professional) in accordance with their abilities and interest.

Its scope is national and the program has been running since 2014.

IV. 2. Best practices in Iceland

Svanni Loan Guarantee Fund

Svanni, a loan guarantee fund, awards loans and loan guarantees to companies owned and directed by women. The fund is owned by the Ministry of Welfare, The Ministry of Industries and Innovation. The prerequisite is that the project is likely to lead to increased job opportunities and to be innovative in some way.

Svanni was established on the 8th of March in 2011.

Grants for Women Entrepreneurs

Since 1991 the Ministry of Welfare has once a year awarded grants to women entrepreneurs in Iceland with the aim of encouraging women to start up their own companies and to increase their access to finance. Grants are awarded by the ministry but the fund is hosted by the Directorate of Labour.

The prerequisites for a grant are that the project/company has to be owned by a woman at least 50%, the idea has to be innovative and make jobs in the long run. Grants are awarded for making business plans, for marketing, product development and a wage grant to start up a company. The project cannot be in direct competition with other products/services on the market.

The grantees have one year to finish their projects and have to turn in a report where they evaluate the project and turn in an overview of the costs involved.

FKA

FKA is a non-profit professional network for Icelandic business leaders, founded in April 1999. Its core mission is to support women as they manage and grow their business. Its main goals are:

- To bring businesswomen together, support them and increase their visibility in the business world and society in general.
- To create a forum for members to exchange ideas and knowledge and share experiences, both national and international.
- To promote business between FKA women.
- To promote exchanges, relationships and development of national and international contacts aimed at reinforcing partnerships and access to new markets.
- To encourage FKA women to pursue all available avenues of continuing education and be aware of the latest developments that may affect the operation of their business.

- To make FKA businesswomen a respected target group in society for opinions, comments and guidance.

Seminars for Foreign-Born Entrepreneurs

The Directorate of Labor and the Innovation Center of Iceland host a course for foreign-born entrepreneurs. The Association of Women of Foreign Origin is also a partner in the project.

The course is for women of foreign origin who want to complete their business plan. It is not a condition that a company has been created for the project but that an idea is somewhat formulated and that a company will be established.

The course content will consist of education on entrepreneurship, policy making, market and competition analysis, market planning, online marketing, budgeting and financing, taxes and payroll.

IV. 3. Best practices in Greece

Greek Association of Women Entrepreneur (SEGE)

SEGE provides female entrepreneurs of Greece the environment to develop their businesses and themselves, it promotes youth entrepreneurship, improves recognition of their achievements in their businesses and promotes the growth of women-owned businesses through research and information. SEGE promotes ethics and morality in women entrepreneurship, while taking initiatives that demonstrate a sense of social responsibility.

Its main activities are:

- Counseling to female Entrepreneurs.
- Training of female entrepreneurs and of women working at a female– owned business.
- Mentoring and coaching to women who are either entrepreneurs or want to become one.
- Business networking at national, European and International level.
- Organisation and support of B2B's, in Greece and abroad.
- Provide information on business issues.

Business Woman Magazine

The businesswoman is a magazine for female- entrepreneur who want to be updated every time for everything. Their aim is to try to creatively support the woman and the challenge to

expand their business horizons. The magazine issues concerning the female "business", research, technology, health, taste, beauty, fashion, culture, youth and child.

Businesswoman.gr is a communication tool through which topics of common interest are discussed and exchanged with female entrepreneurs in Greece and around the world. It covers a wide variety of information needs of the modern female entrepreneur.

The magazine includes surveys, opinions and awareness programs, seminars and exhibitions. The main activities are familiarising the modern female entrepreneur with the ever-evolving technology. Its purpose is to bring entrepreneurs into contact with reputable business scientists and experts and at the same time to inform them responsibly and in detail about programs, services and resources that will allow you to save time and money.

[Sector of Women Managers and Entrepreneurs \(TOGME\)](#)

TOGME aims primarily at strengthening the presence of women managers throughout the business world. TOGME's mission is to contribute in practice to the promotion, development and establishment in Greece of as many women entrepreneurs and top-level executives as possible, as well as to improve their competitiveness.

The Sector encompasses the following aims:

- The recognition and promotion on equal terms of female managers and entrepreneurs, regardless of the workplace and the exact type of job.
- To highlight in the entrepreneurial world the role and contribution of female managers in the economic and social life of the country.
- To foster collaboration among female managers and entrepreneurs and to reinforce the presence of women in working and social life.
- To encourage women in raising, developing and disseminating business initiatives.
- To study the issues and challenges that female managers and entrepreneurs need to deal with.
- To promote the exchange of knowledge, opinions and practices at international level through the development of the Sector in a channel of European innovative perceptions in favour of women in the workplace and by integrating such ideas in the Greek social and economic life.
- To contribute to forming a high professional consciousness among female managers and entrepreneurs and to foster interpersonal and professional relations between them, through studies, presentations, conferences, publications, training programmes and other activities.

[EFEB Network](#)

EFEB is about the creation of a climate that is favourable towards increasing the number of female entrepreneurs in the economy and as well as the number of women-led businesses and jobs. The key aim of EFEB is the creation of a strong partnership in the field of educational development, training and supportive activities for female entrepreneurship, focusing on social entrepreneurship, eco-innovation and digital economy.

One of its main activities is an e-learning platform where women have the chance to enhance their skills and education, in order to open up their mind to becoming an entrepreneur.

IV. 3. Best practices in the United Kingdom

[PRESS Project](#)

“Promoting European Social economy Strategies and social entrepreneurship for inclusion of disadvantaged women in the labour market”. The project ran from December 2016 to May 2018.

To promote, compare and disseminate contacts, best practices, methodologies used in Europe for the inclusion of disadvantaged people among public and private social organisations of 6 different European countries, and to stimulate the development of Social Economy and Social Entrepreneurship and the importation of the WISE model in Hungary.

The goal is the maximum involvement of political and administrative representatives of public entities and civil society organisations, to foster the collaboration which can bring a significant benefit both in terms of KnowHow and in the rational use of public resources.

[Athena Programme](#)

The programme is grounded in leadership theory and participants will also be encouraged to engage with current thinking and literature around leadership with, where appropriate, a focus on health and care. Benefits to participants include:

- Improvements to their personal and organisational performance and increased confidence, personal authority and presence.
- A greater awareness of personal impact and effectiveness. Increased emotional and political literacy.
- A greater range of creative responses to challenging situations.
- Increased leadership competence linked to corporate goals.

Its goals are:

- To examine and articulate their current work experience with reference to purpose (of person, role, organisation), systems, contexts and boundaries.
- To explore the stereotypical ‘masculine’ and ‘feminine’ dimensions of leadership. To grasp opportunities to find, make and take up organisational roles more effectively, thus providing better leadership.

The programme is highly experiential, taking a critical as well as reflective stance in terms of women, leadership and society, and will also examine historical and contemporary studies of women in leadership roles.

Each of the four three-day modules looks at various aspects of leadership discourse and is supported by coaching, peer-to-peer support, reflective learning journals and action learning sets, in which participants will work on a live issue in their role. All participants will have access to online learning resources.

[FREE Project](#)

“Female Academic Role Model Empowerment, Equality and Sustainability at Universities in Mediterranean Region” is an ERASMUS + KA2 Action project on Capacity Building in the field of higher education towards 2030 Agenda. The aim is to increase the number of women in decision making bodies and in academic and management positions.

Its goals are:

- To promote a culture of gender egalitarianism and female leadership role model by improving management and operation skills of higher education female academics.
- Empower female academics through the democratisation of higher education institutions, tools and services available for the university community.
- Empowering female academics and professionals through a series of training workshops. Improving management and operation of Higher Education through introduction of equality and sustainability centres and services.
- Development of research and innovation through network of research in Gender Issues.

[InnoWomEnt Project](#)

A strategic partnership between institutions in Turkey, Italy and Poland. It is designed to raise awareness about the gender gap in STEM fields and encourage women's study of this. In addition, it will improve entrepreneurial and leadership skills.

The content will be taught through curricular courses, seminars, workshops and teaching/learning mobilities. An aim is to develop learning modules for all prospective entrepreneurs, and to create a roadmap for an efficient Entrepreneurial Ecosystem where prospective entrepreneurs could reach the network, training, mentoring and support that they strive for.

The development of entrepreneurial skills has been encouraged through workshops on 'Entrepreneurial Training' and 'Innovative Entrepreneurship', where experts from partner organisations gave seminars on; invention, innovation, women in STEM fields, technology transfer, intellectual property rights, business plan, status of women in society, leadership and entrepreneurship.

V. FOCUS GROUPS

Focus groups provide insights into how people think and provide a deeper understanding of the phenomena being studied. That is why, building on the Country Analysis, each partner country organised one focus group with disadvantaged women (NEET, migrant, disabled, in early career stages, women returning to work after a long absence, those pursuing a new career path, rural women, etc.).

Four focus groups were held:

- 13 women from the International Women's Group attended the focus group on the 5th February 2020 led by Inova Consultancy.
- 5 double disadvantage women from various fields from the city of Akureyri attended the focus group on the 18th February 2020 led by Jafnréttisstofa.
- 5 disadvantaged women from various fields from the city of Larissa and the region of Thessaly attended the focus group on the 10th February 2020 led by iED.
- 26 disadvantaged women from different Spanish regions attended the online focus groups on the 26th March 2020 led by AMUEBLA.

The focus groups were aimed at gaining further in-depth insight into the training needs of the women, their view on female leadership and empowerment and the support they need to place a higher value on their achievements and successes.

The questions were predefined to ensure that all partners asked similar questions during the focus groups, so that the answers would be comparable across countries and cultures.

V. 1. Introduction: Who are you?

The women participants were asked to describe themselves using three words. Of the 62 terms collected, the most used by the participants were, in this order:

- Hardworking
- Cheerful
- Insecure
- Positive
- Responsible
- Curious
- Enthusiastic
- Open



While it is true that most of the terms used by women to describe themselves can be considered positive, it is also true that they use other words that have a more negative connotation.

When asked about how they would like to identify themselves and who or what would they like to be, all women show a strong spirit to grow and better themselves, whether it is through entrepreneurship and creating their own businesses, continuing education or seeking new professional opportunities.

- “I would like to find a job that would provide me with the motivation to work harder every day in order to fulfill the needs of the work. I would like to have a job where I will be free to make decisions that will be important for the way that something will be promoted through the business and that I will be proud of it”.
- “I want to have a job that meets my needs and my soul. Maybe someday I could start my own health business, as I’m into sports”.
- “I would like to be a cook. I’m passionate about cooking and it’s something that I’m currently doing as a hobby, but I would like to open a kind of a restaurant that I will manage and where I will be the basic chef”.
- “I would like to have training on IT skills, as currently, all the work requires them”.
- “I want to become an entrepreneurial person and get things done on my own”.
- “I would like to be an architect. I would like to have a foundation and NGO to help the most disadvantaged in terms of access to education”.
- “I would like to open a greengrocer, in order to sell the products of my family there and also to gain money”.

- “I would like to increase my networking abilities (personal, social media, etc.) as they are specifically needed not only from the work that I will start now, but also in life in general”.

However, a large number of the women interviewed expressed insecurity in themselves or in their professional capacities:

- “I would like to be a confident person, perfect at my job and with better social skills”.
- “I would like to be a person with more security”.
- “I would like to be a more confident person, to be able to feel that the work I do has the necessary quality, not having to compare my professional progress with that of other people”.
- “Myself but more confident”.
- “I would like to be myself, but improved”.

Some women have also mentioned the need to be able to access jobs that allow them to reconcile their personal lives with their professional careers:

- “I would like to have an intermediate position in which I feel comfortable and which allows me to reconcile the professional with the personal without taking me to work more than 40 hours a week”.
- “I would like to be able to reconcile and have a stress-free life”.

V. 2. Challenges in your life

When the women interviewed were asked if there had been any events in their lives that made things easier or more difficult for them, the situations raised were as varied as the profiles of these women.

The difficulties raised can be grouped into three main categories:

- **Personal challenges:** lack of self-confidence, anxiety, disabilities, depression, social class, change of city/country, difficulties during childhood, lack of self-esteem, being taken seriously because of their personality/voice tone, self-doubt, emotional independence, eating disorders, cultural challenges.
- **Family challenges:** motherhood, parenting, sick relatives, separation/divorce, death of relatives/friends, economic independence, single parenthood.
- **Professional challenges:** lack of job opportunities, lack of support/trust from colleagues, mistreatment at work, bureaucracy, layoff, sexual harassment, economic crisis, COVID-19, lack of personal reconciliation, lack of knowledge, lack of infrastructure, lack of infrastructure, impostor syndrome, bullying, sexism, male-dominated work culture, having their authority challenged by male colleagues.

In addition, the interviewees also highlighted as challenges the requirement that exist nowadays with the need to update constantly so as not to become obsolete, the issue of entering a work market with very high competition and having to prove more so that they are worth as much as their male colleagues.

Among the opportunities that they would like to have in their personal or professional life, besides support, time and money, most of them emphasised the need for continuous training and the acquisition of new knowledge and skills that allow them to advance in their professional careers, specially in terms of developing contact networks, learning how to be more assertive, being self-confident and looking for a mentor.

V. 3. Getting the help you need

Women participating in the focus groups were asked what are the things that help them achieve their goals or the tools (online, offline) that have helped them in the past, as well as the kind of practical help that they need to fulfill their ambitions.

They made a clear distinction between the external aid they receive or have received and the aid which they are able to provide for themselves, i.e. the internal motivation that helps them to achieve their goals.

On the one hand, the great majority of them emphasise mainly their own perseverance and motivation, followed by personal attitudes such as determination, passion, hard work, steadfastness, positive thinking and tenacity.

Setting realistic goals drawing on their abilities and the ability to get excited about new challenges has found to be very helpful in their career's development, as well as being their own supporter, meaning that they are aware about how and when to say no to things that are not helping them reach their goals.

However, if one thing is clear from their answers, it is that they all highly value the importance of having an environment (family and/or friends) that supports them and values their efforts to achieve their personal and professional goals.

With regard to practical help, three main pillars stand out among the answers: training, mentoring and support for reconciliation.

The participants expressed that they wanted to be able to access short but intensive courses both personal and online, with no homework, but group work, which will empower them and give them a good start to proceed with their business ideas.

Other options highlighted by them are practical learning materials on best practices when it comes to getting a job in line with your skills, and new challenges in the labour market connected to technical skills.

Mentoring or practical advice from someone who has faced hindrances and overcome them is fundamental to developing your potential and it's especially effective if those people have faced similar obstacles along the line, since the female participants consider that it is essential to have a person whom they can learn from and on whom to rely on in their first steps.

The participants acknowledged that family reconciliation is often a barrier, since they do not always have a support system that facilitates continuous professional training.

Some other remarkable practical tools are the attendance to courses, workshops, seminars and congresses, as well as the participation in forums of people with similar professional interests, mainly to create contacts and generate new ideas and projects.

However, it is very important to highlight that practically all of the female participants talk about the importance that the Internet has had in increasing their knowledge and skills, since it serves as an open window to a new world full of possibilities for professional growth.

V. 4. Training and professional career

Training is key to achieving any objective. It is the foundation of any objective that you want to carry out. It is the basis for everything. Training, not so much understood as a title but as an acquisition of competences, is basic in the personal and working life of any person, and this is recognised and valued by the women interviewed: the more educated and trained people are, they possess more critical thinking and see more possibility of growth.

When asked how training has empowered them to achieve their goals, these are some of the elements they have pointed out as helpful:

- Building confidence and self-belief.
- Understanding the cultural differences and breaking down barriers.
- Getting new knowledge on how to focus on themselves and their abilities in order to take the next steps to a successful life.
- Testing their skills and building upon them.
- Widening their perspective and seeing new opportunities.
- Forcing them to communicate with others seeing that they too have something to contribute.
- Being inspired by other people and having in mind their example in order to be kept motivated.

Lastly, since all the women who participated in the focus groups expressed the importance of continuous training and detailed the type of education they had received (formal or informal), they were also asked about the type of skills and competences they would like to acquire in order to continue growing within their professions or to start new career paths.



VI. INTERVIEWS

The interviews performed in the final stage of this study aimed to discover further the skills women lack in terms of leadership, empowerment and the training needs they have, placing a special focus on disadvantaged women.

Two different sets of interviews were conducted:

- 17 disadvantaged women (NEET, migrant, disabled, in early career stages, women returning to work after a long absence or those pursuing a new career path, rural women, etc.).
- 11 stakeholders (employment agencies, career advisors, HR managers, recruiters, trainers, mentors, etc.).

Although questions were different for both target groups, they both pursued the same goal: to identify the skills needed by disadvantaged women to increase their confidence, self-awareness and knowledge of employability, business and leadership opportunities.

VI. 1. Double disadvantage women

The interviews took place both in the form of an online questionnaire and in person, depending on the organisation. As a first step, partners disseminated a request regarding the aim of the interview and sent it to women from different walks of life. We shared with them the online questionnaire that had been prepared within the framework of the Women Making Waves Project. In the following section, the results from the questionnaire are presented below.

VI. 1.1. Self-confidence

When the women were asked how their self-esteem and self-confidence influence their decision making, they all agreed that it affects them greatly. Most of them pointed out that, when their self-esteem is low, they tend to doubt themselves and have a hard time making decisions. One of the women even mentioned that despite her being confident in herself, she still is very indecisive.

However, two of the interviewees contributed two very interesting points of view on this subject. The first one expressed that, if the decisions are of a practical nature, she does not feel it affects her negatively, unless those decisions involve her emotions.

The other participant explained that, in her case, it is situation based. When it comes to relevant topics she is interested in, her self-confidence is at its peak and decision making

becomes positive. In another scenario, e.g. driving, where her self-esteem is lowest, her decision making suffers.

Self-confidence does have a major role in professional success, as all women agreed. It is the confidence that helps you fight back or win over a situation that leads you towards progress. Even if you have had a major setback in life, once self-confidence boosts it gives you enough courage and strength to believe in yourself and go forward.

It's also vital in order to take responsibility, to meet the professional requirements and avoid others bringing you down.

Nonetheless, as one of the women pointed out, it is also true that people with little confidence can also achieve success, with other resources (e.g. knowing how to activate cooperation with others). People with a lot of self-confidence sometimes inspire suspicion or rejection, or worse, submission.

Since it is important to know how to identify and recognise which messages and thoughts you are addressing to yourself and which are preventing you from moving forward in your personal and/or professional life, the participants detailed for us some of theirs, mostly related to the vision they have of themselves and their self-esteem:

- "I won't be able to do any job well".
- "I'm not good enough, I don't do my job well, people around me don't like me".
- "I don't have enough willpower. I don't work enough; I'll never get what I want. I'm not sure I can make it".
- "There are companies that look for men more than women and that prevents me from working on what I want".
- "You're not going to do it because you're trying to do it all by yourself and you don't want to use other contacts".
- "At the end, do I worth?".
- "You should not do that".
- "You will fail at this".
- "Nobody understands this, I don't count anymore, I'm not a part of the society".
- "I'm not eligible for this job, my skills are lacking".
- "This is too difficult, don't take the chance".
- "My status is holding me back".

To end this topic, the women were asked to list some recent achievements that have made them proud and successful, and the responses were varied. From taking a test and having a higher level of English than she thought she had, doing deeper and more extensive meditation, getting over a serious personal problem, finishing a course, seeing the results of her work and the satisfaction of her clients, fighting depression, volunteering with an NGO, moving to a new country, asking for help, driving across the country on her own in the most terrible snowstorm or establishing a new partnership with a company she approached on her own.

VI. 1.2. Professional challenges

With regard to this topic, the interviewees were presented with a series of options so that they could select from among them what type of difficulties they had encountered in the past or what challenges they have to face today.

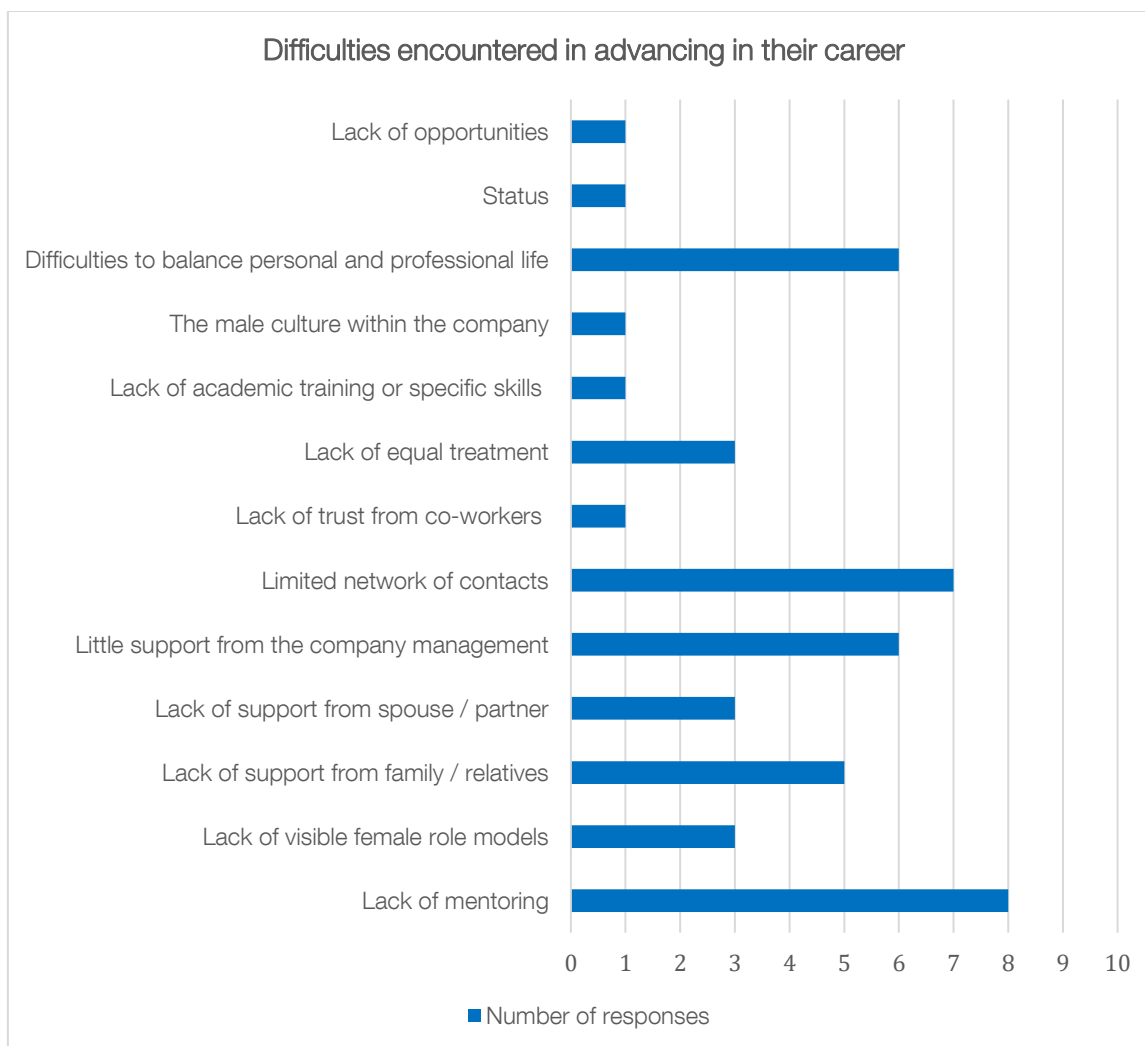


Figure 16. Difficulties encountered in advancing in their career

According to the answers obtained, the lack of mentoring and a limited network of contacts seem to be the main difficulties encountered by women when trying to advance in their careers.

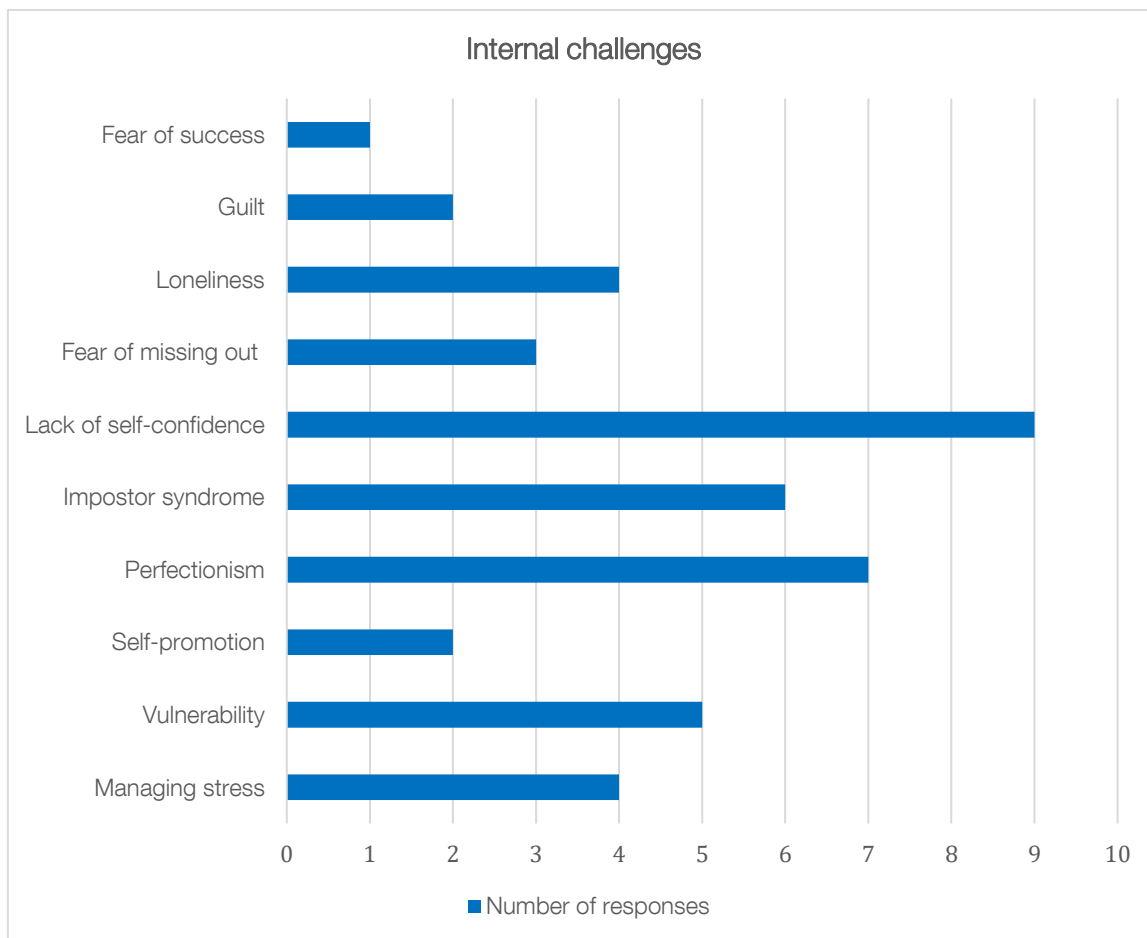


Figure 17. Internal challenges

Lack of self-confidence, perfectionism and vulnerability are three of the main internal challenges remarked by women, which is consistent with the results obtained with regard to self-esteem and self-confidence.

When asked if they believed that a man would have encountered the same problems, 9 women answered no and 6 women answered yes.

Women were also asked whether they have had a mentor (female or male), six of them said yes, and they valued the experience as very positive, as it had helped them to grow professionally and to develop attitudes in their daily lives that could also help them in their jobs.

Finally, they were asked what they think makes a good leader, and they agreed on somebody who has empathy, can put him/herself in the shoes of others, who has worked with workers' weaknesses and positive sides, has excellent communication skills and is motivational, trustworthy and supportive towards his/her staff. One of the respondents also highlighted that a good leader should want his/her staff to have further education while on the job.

VI. 2. Stakeholders

A similar approach has been followed also for the interview with the stakeholders. The interview took place with the form of an online questionnaire.

As a first step, partners disseminated information on the project and regarding the aim of the interviews and then sent it out to municipalities, companies and employment agencies, advisors, HR managers, recruiters, trainers, mentors, etc.), indicated their interest to participate in our interview. According to that, partners shared with them the online questionnaire that had been prepared within the framework of the Women Making Waves Project.

In the following section the results from the questionnaire are presented below.

VI. 2.1. Skills and competences

Stakeholders were firstly asked to identify the kind of skills employers are currently looking for in the job market, the great majority of them having to do with soft skills.



At the same time, it was important for our study to know what, from their point of view, are the most important skills and competences they believe a good manager should have.

It was pointed out that self-awareness and emotional intelligence is essential, as you can't be a good leader without knowledge of yourself. It is important to have the ability to recognise when people need help, when they are at their limit and when they are in need of support.

To this end, honesty, integrity, effective communication and listening skills are fundamental to motivate staff, as not all staff are the same or have the same needs so they need to spend time getting to know them and working out how to best manage that person in the workplace. Guiding and supporting them to undertake their duties.

High technical competence in their field is also important, as it is much more likely you'll be respected if you are knowledgeable about the breadth of jobs in the organisation,

A good manager should also have a dual ability to focus on the internal organisation and the external environment, to scan the horizon for what is coming and agilely adapting plans, which is why it is also important to have skills related to decision making and problem solving.

One of the stakeholders mentioned something very interesting regarding managers' knowledge of Human Resources and employment law: "Many managers operate at the boundary of what is legal due to lack of knowledge. In a boom, employees have more power freedom to move, not so much in a recession- affects what employers can get away with. Reputational damage, corporate social responsibility will be a more important factor post COVID-19, as the public will judge inhumane employers and withdraw support/ purchase power. This has brought out the worst factors of masculinity- greed, self- serving actions, power for the pursuit of power."

Two aspects that are often related to good leadership are the provision of continuous training to employees (either within or outside working hours) and the conduct of internal satisfaction surveys to assess the climate of the company.

The responses from stakeholders were diverse. In the case of continuous training, while everyone considers that it is something fundamental that should be available to all employees regardless of their professional background, not all companies offer this possibility, and if they do provide it, it is not always sufficient or satisfactory.

One of the stakeholders pointed out that some companies do offer training sometimes, but based on the preferences of many according to surveys in the workplace, which can sometimes leave out workers who want to be trained in more specific subjects related to their job and not to the general training objectives of the majority.

Other companies, on the other hand, opt to ask their workers to identify job related training they would like to attend to strengthen their skills and cross-cutting issues of business culture.

Another one of the stakeholders said that he/she finds that companies are very short sighted in terms of training, as they train staff usually to keep them where they are focused on current skills in their current role, not the whole holistic development of that individual.

With regard to staff satisfaction surveys, it is true that very few do. They are generally conducted through online or offline questionnaires that evaluate the employer, employee, colleagues and business. As a rule, it is an anonymous survey for staff to report their true feelings and trust the process regarding its anonymity and confidentiality.

However, stakeholders explained that they believe that they are not very effective, because the solution to improvement almost always depends on a change in attitude or commitment on the part of management, which is the most complicated thing to change in a company.

VI. 2.2. Female leadership

If in the previous section we asked stakeholders about the skills needed to be a good manager, in this case we asked them which ones a good leader should have, and in the vast majority of cases the answers were very similar, which implies that to be a good boss you also have to be a good leader and vice versa.

Emotional intelligence and high competence in the role, noticing staff and how they are doing, identifying needs, honest talk, awareness when to engage with staff and when to leave them alone, giving people scope to have autonomy and control and enough support, but helping when needed.

The ability to appreciate individuals as unique and they all need different handling and have different expectations of work and being an employee, avoiding a homogenous approach to management whilst keeping fairness and justice at fore.

As a manager, acknowledging one's own weaknesses and blind spots, positions, stances that are not helpful, get stuck in when it's needed, lead by example.

Giving credit where credit is due. Weak managers tend to steal ideas from staff and pass things off as their own, possibly some managers have got to positions they are not competent to fill. They must appreciate and value staff, give praise, feedback, acknowledgement of skills.

They also must have the ability to lever different rewards- pay, extra leave, development, development opportunities, secondments, time off for private study according to what individual may value- often only possible in larger organisations.

Courage and bravery are also important, the ability to admit when wrong, when plans need adapting, when issues need facing, ability to manage people in teams who make work harder for others.

The data presented in the first section of the study showed that the number of women managers in Europe in general and in the participating countries in particular is still insufficient and that there is still a long way to go.

In the opinion of most of the stakeholders consulted, there is not a great difference between the leadership of a man and that of a woman, although some of them pointed to certain traits, such as empathy as a preeminently feminine characteristic.

It was also pointed out that women should be encouraged to develop their leadership skills and knowledge, and employers should be willing to encourage this to happen.

However, when asked about the kind of challenges women face in leadership positions to try to understand why the positions of responsibility are filled by men in the majority of cases, they pointed out that there is a cultural burden of male hegemony in the company, which adds to the ineptitude of some people who do not assume female empowerment and equality between men and women.

There is an organisational culture that privileges men and male attitudes while women are attributed child caring responsibilities, which means they are perceived as less interested in work or less ambitious.

There is also a bias and gendered thinking: organisations are emotional places and emotion is seen as the domain of women. If a woman argues back or puts forward strong points of view she can be seen as emotional or hysterical. A man would be perceived as rational or logical. Then, there's also the fact that, usually, men talk to other men, meaning women are left out of the conversation.

Stakeholders also noted that there are internal challenges women are facing, for example, the notion that women are raised to please people, when sometimes more honesty, vim and outrage would be beneficial. Women are also concerned about not being taken seriously or about not being able to meet the requirements.

To conclude, when stakeholders were asked about the kind of barriers women have to face during their professional career, they pointed to aspects such as family reconciliation and the pregnancy/maternity/first years of the baby, social prejudices of women's role or gender barriers, due to which the gender system and the glass ceiling is still there, causing a glaring lack of opportunities and diversity.

VII. FINAL CONCLUSIONS

The final findings that can be taken from all the evidence studied within the framework of the Women Making Waves project are that there is a large set of factors that can impede women in their development, such as the political or cultural factors; but there are also specific factors, and, since the external factors cannot be modified before the internal factors are understood and adjusted, there are also specific points where a woman can develop.

The initial study carried out has shown that there are many points in common between the countries analysed with regard to the employment situation and the professional aspirations of women.

The country data collected in the first part of this study reveals that, in general, women have a higher educational level than men and the share of women graduates in tertiary education is growing at a faster pace than for men, and the EU employment rate (of people aged 20-64) is 67 % for women and 79 % for men. With an overall employment rate of 73 %, the EU is close to achieving the EU 2020 employment target of 75 %.

All these data prove that the lack of studies and training cannot be considered as a barrier for the advancement of women in their career, especially since the statistical evidence and research shows that women are more qualified than men in some of the industries identified. Therefore, it can be argued that other factors are impacting on the advancement of women.

All women participating in this study show a strong spirit to grow and better themselves, whether it is through entrepreneurship and creating their own businesses, continuing education or seeking new professional opportunities.

It is precisely because of this entrepreneurial spirit that characterises women, that the vast majority of good practices identified in the countries participating in the project are related to the support and training of women who want to create their own job opportunities.

However, and despite the fact that women, for the most part, have a positive concept of themselves, a majority of the women interviewed expressed insecurity in themselves or in their professional capacities.

According to the American psychologist Nathaniel Branden, author of several studies on the subject, self-confidence is the inner sense of strength to satisfy your own needs, it's the feeling that helps one to act and it means trusting the capacity to think, understand, choose, make decisions, adapt to changes.

The answers collected from the women participants both in the interviews and in the focus groups, talk about the need to receive training that allows them to have more confidence in themselves, as well as to learn how to be more assertive.

It is particularly important because women who are motivated, assertive, and self-confident are more likely to discuss workforce issues such as problems of sexism, discrimination, or managerial issues. Women are also more likely to aim higher if they have self-belief and more likely to address inequality and fairness in the home and in the workplace.

Among the opportunities that they would like to have in their personal or professional life, besides support, time and money, most of them emphasised the need for continuous training and the acquisition of new knowledge and skills that will allow them to advance in their professional careers, specially in terms of developing contact networks, learning how to be more assertive, being self-confident and looking for a mentor.

With the enormous spirit of self-improvement that all of them have shown, this seems to be the last push they need to be able to continue progressing in their careers and reach management positions.

It is also clear that women face more obstacles in their lives; in addition to dealing with the challenges that men also struggle with in their professional and personal life, in order to prove themselves, they need to fight against stereotypes, and also to accommodate more family obligations.

VIII. TRAINING PATH SUGGESTIONS

Thanks to the answers obtained in the interviews conducted and the focus groups, the women have told us first-hand about two elements essential to the objective of this project.

On the one hand, the type of training they want to receive in terms of methodology, and, secondly, the subjects in which they would like to be trained. In addition, the interviews with the stakeholders have allowed us to contrast these training needs identified by the women with the demands of the current labour market.

Taking all of these variables into account, these are the main pillars we believe the training should cover:

1. The first training pillar should be connected to **diversity and gender mainstreaming**, covering topics such as gender identities, harassment policies, generational gap, respect and inclusion, sexism, discrimination, ethics, disability rights, cross-cultural awareness, bias and stereotypes, women's rights, feminism and gender roles and dynamics.
2. The second training pillar should be related to **personal development**, being aware of one's own character and feelings, and the possibilities that that offers within the professional career. Topics such as emotional intelligence, self-esteem, assertiveness, self-confidence, internal motivation and how to take your own power back should be tackled.
3. The third training pillar should be structured around **mentoring and creating positive developmental networks**, which ultimately can help them get the support they need and, eventually, be able to support other women in their careers. Topics that could be covered are partnership matching, coaching, roles and responsibilities, effective business networking, managing rejection, building relationships and identifying stakeholders.
4. The fourth training pillar should cover **managerial and leadership skills**, such as negotiation, conflict management, strategic thinking, effective communication, team management, adaptability, business creativity, problem solving, goal-setting, cognitive flexibility and stress management.

Ultimately, all of this knowledge will complement each other, allowing women to have a deeper knowledge of themselves and thus to be empowered. This will ensure that the Women

Making Waves Training Programme and Leader Circles™ are designed in such a way that is of the highest benefit to the women participating in the training.

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WOMEN MAKING WAVES PROJECT INFO

Grant agreement	2019-1-IS01-KA202-051157
Programme	Erasmus+ Cooperation for innovation and the exchange of good practices
Action	Strategic Partnerships (Development of innovation - Vocational education and training / K202)
Project title	Women Making Waves - Enhancing Female Leadership Skills
Project starting date	01-10-2019
Project end date	31-03-2022
Project duration	30 months

PROJECT CONSORTIUM



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