

# Gender Champion Skills Profile



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## Why a Gender Champion Skills Profile

This tool aims to help organisations in developing the role of a Gender Champion. Partners' past experience of good practice within equality and diversity has shown that successful, high impact provision is best developed in organisations that have a dedicated member of staff driving forward policy and developments. Yet the needs analysis already carried out in the development of the [Gender+](#) project has shown that such a position rarely exists when it comes to gender inclusion.

This has been confirmed in the frame of the national and pan-European field research conducted with the collaboration of equality and diversity leaders, HR professionals and VET (Vocational Education and Training) organisational leaders to identify what the skills, training and experience needed for such a role would be. Whilst some organisations have equality and diversity leaders, the specific and changing demands linked to gender are often not given the attention they require when subsumed in such a structure. Thus, this output adds innovation to the structures of VET organisations by highlighting the impact that a nominated Gender Champion can have.

However, the design of this output also recognises that tangible resources are needed for VET organisations to feel able to enact such a change. Thus, the Skills Profile represents a concrete template for VET organisations to use when establishing such a position. Equally, the output includes a series of supporting resources to help organisations understand the steps needed, an approach which will make the creation of a Gender Champion role far easier.

This document draws out the skills and responsibilities needed to develop a successful role for a Gender Champion within VET organisations, in line with the ESCO classification. This is presented by highlighting the essential tasks of the role and comparing these to the skills needed to successfully carry them out. The skills pillar of ESCO contains 13,485 concepts structured in a hierarchy which contains four sub-classifications; the same categorisation is used for this resource: Knowledge; Skills; Attitudes and values; Language skills and knowledge. Hence, starting from the field research results, skills are ranked (**core**, **important**, **optional**) in a weighted way in order to help organisations understand the skills essential from the outset and those that can be developed as part of an ongoing process (either through training or the organic growth of the role as it becomes more established).

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### Skills Profile

TASKS	SKILLS CLASSIFICATION			
	Knowledge	Skills	Attitudes and values	Language skills and knowledge
<b>To promote a gender positive and inclusive working environment</b>	<p>Know the fundamentals of human rights protection and advocacy;</p> <p>Know gender inclusion legal and political framework, at national and European levels;</p> <p>Know principles of team and group management;</p> <p>Know the fundamentals for building trusting relationships with young people.</p>	<p>Assess and predict gender-related issues, challenges and boundaries in a given environment;</p> <p>Interact with students and ensure pastoral care;</p> <p>Implement corrective measures towards achieving gender equality.</p>	<p>Be sensitive to the issues and needs of all gender minorities;</p> <p>Be creative and take initiative;</p> <p>Be a responsible leader;</p> <p>Be willing to take risks;</p> <p>Be youths' point of support if and when issues arise.</p>	<p>Awareness of gender inclusive terminology.</p>
<b>To avoid the use of bias in the hiring process</b>	<p>Know the most common (conscious and unconscious) gender bias related to the workplace.</p>	<p>Analyse and tackle gender gaps in the workplace.</p>	<p>Be committed to the creation of a gender inclusive organisational environment.</p>	<p>Detect and correct language bias within job descriptions and more generally in gender stereotyped hiring processes.</p>



## GENDER CHAMPION SKILLS PROFILE

<p><b>To value the skills of every employee</b></p>	<p>Know specific techniques of how to enable equal access to leadership development programmes.</p>	<p>Create networks and improve inclusive interpersonal relations within the organisation;  Apply critical thinking.</p>	<p>Be charismatic, influential and persuasive.</p>	<p>Use fair and accurate language when talking about skills and features of every employee.</p>
<p><b>To foster transparency and equal opportunities in career development</b></p>	<p>Know methods for objective personnel decisions and talent management (e.g. Blind evaluation; Structured recruitment and performance evaluation; Transparency and accountability).</p>	<p>Put relevant policies in place to support unbiased hiring, performance review and promotion, in a comprehensive and effective way.</p>	<p>Be fair, honest and non-judgmental.</p>	
<p><b>To promote internal staff training and/or campaigns to help employees understand the importance of gender equality</b></p>	<p>Know the techniques aimed at offering support to those who are making the effort to tackle their conscious and unconscious biases;  Be aware of case studies likely to help the training participants to better understand and identify conscious and unconscious bias and adapt their workplace culture, processes</p>	<p>Prevent conflicts and foster a healthy working environment;  Organise and promote relevant internal training events or campaigns aimed at promoting awareness of conscious and unconscious bias;  Complement the training with capacity building processes so that people learn strategies to</p>	<p>Be empathetic and caring.</p>	<p>Equip the members of staff being trained in gender-related issues with skills and strategies to recognise and overcome unconscious language biases.</p>



	<p>and practices to promote gender inclusion;</p> <p>Know how to approach the sessions and achieve effective delivery of the training programme.</p>	<p>mitigate the impact of their unconscious biases;</p> <p>Make marketable a gender inclusive initiative e.g. through the design and development of tailored communication materials, websites etc.</p>		
<p><b>To create opportunities to exchange good practices with other companies and organisations working in the field of social and professional inclusion of people and groups at risk of exclusion (LGBTQ, Third-Country nationals, disabled people etc.)</b></p>	<p>Know how to systematise good practices.</p>	<p>Stimulate other companies and stakeholders to take part in online and face-to-face events to share best practices;</p> <p>Use interpersonal and organisational skills.</p>	<p>Be proactive and encouraging knowledge sharing and learning culture;</p> <p>Be a good listener;</p> <p>Be innovative and open to change.</p>	<p>Use the language of emotional intelligence.</p>

**Legend/How to read the table:**

- Core skills
- Important skills
- Optional skills

