



**RURAL
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ERASMUS+ PROGRAM

[TRANSNATIONAL COMPOSITE ANALYSIS REPORT]

Transnational analysis on the educational, socio-economic and cultural needs and challenges of women workers in rural areas

INTELLECTUAL OUTPUT 1

Activity 4. Transnational composite analysis

SUMMARY REPORT – ENGLISH VERSION

Co-funded by the
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Introduction

RuralFemmes project, co-financed by the Erasmus+ programme, seeks the empowerment and support of rural women through the promotion and improvement of their training and education. This objective will be mainly achieved through the design, development and testing of a training and coaching programme addressed to working rural women based on their own identified needs.

The present document is a brief summary of the *Transnational analysis of the educational, socio-economic and cultural needs and challenges of women workers in rural areas*, outcome of the project intellectual output 1. This intellectual output is foundational, as it will facilitate the design and implementation of the proposed training programme. This training programme will be tailored to address rural women's specific educational needs and skill gaps. This report has been conceived as a composite analysis of the four individual national reports from France, Ireland, Spain and Germany.

The partners have employed a bottom-up approach. Beneficiaries have been active in the project since inception, participating in the identification of their training needs and the design the proposed training programme. Relevant stakeholders involved in the support of the target groups have also participated in this transnational identification phase.



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1. RuralFemmes project

1.1. Project objectives

RuralFemmes project mainly aims to design, implement and evaluate a training and coaching programme addressed to rural women workers, based on their own identified needs and lack of skills. The project will deliver the following:

- Identify and analyse the main needs and challenges by working women in rural areas accessing training.
- Create and implement a training programme based on the analyses responding to the needs and challenges identified by both the final beneficiaries and other relevant stakeholders.
- The formation of regional support groups, the women's support think tanks, composed of relevant stakeholders and women' representatives in each partner country.
- Formulate and propose recommendations that can improve policies related to fostering education and training for rural women and achieving gender equality.

The main project output will be the **RuralFemmes Transnational Training Programme**, a tailor-made training and coaching programme addressed to rural women to acquire and foster key skills and competences for their daily work and life. The programme will be characterized by its transnationality, practicality and the active participation and interaction of the final beneficiaries since its inception.



1.2. Project outcomes

To achieve the training programme - the main project outcome, RuralFemmes shall also develop the following outcomes:

Individual country analyses

- The diagnoses have been made starting from the distribution of questionnaires and conducting focus groups among the final beneficiaries and the collaboration of some Rural women's regional support think tanks, acting as regional support groups.

Transnational analysis

- The transnational analysis on the educational, socio-economic and cultural needs and challenges of women in rural areas, derived from the reports made at the regional level

Think tanks

- The creation of four regional support groups, the women's support think tanks, composed of relevant stakeholders and women' representatives, participating in both the analysis and the training programme and in the dissemination actions.

Pilot courses

- Training actions for at least 48 beneficiaries in the four participating countries. These courses will have some common content (basic key competences) as well as specific modules depending on the economic sector(s) to be taught.

1.3. Project beneficiaries

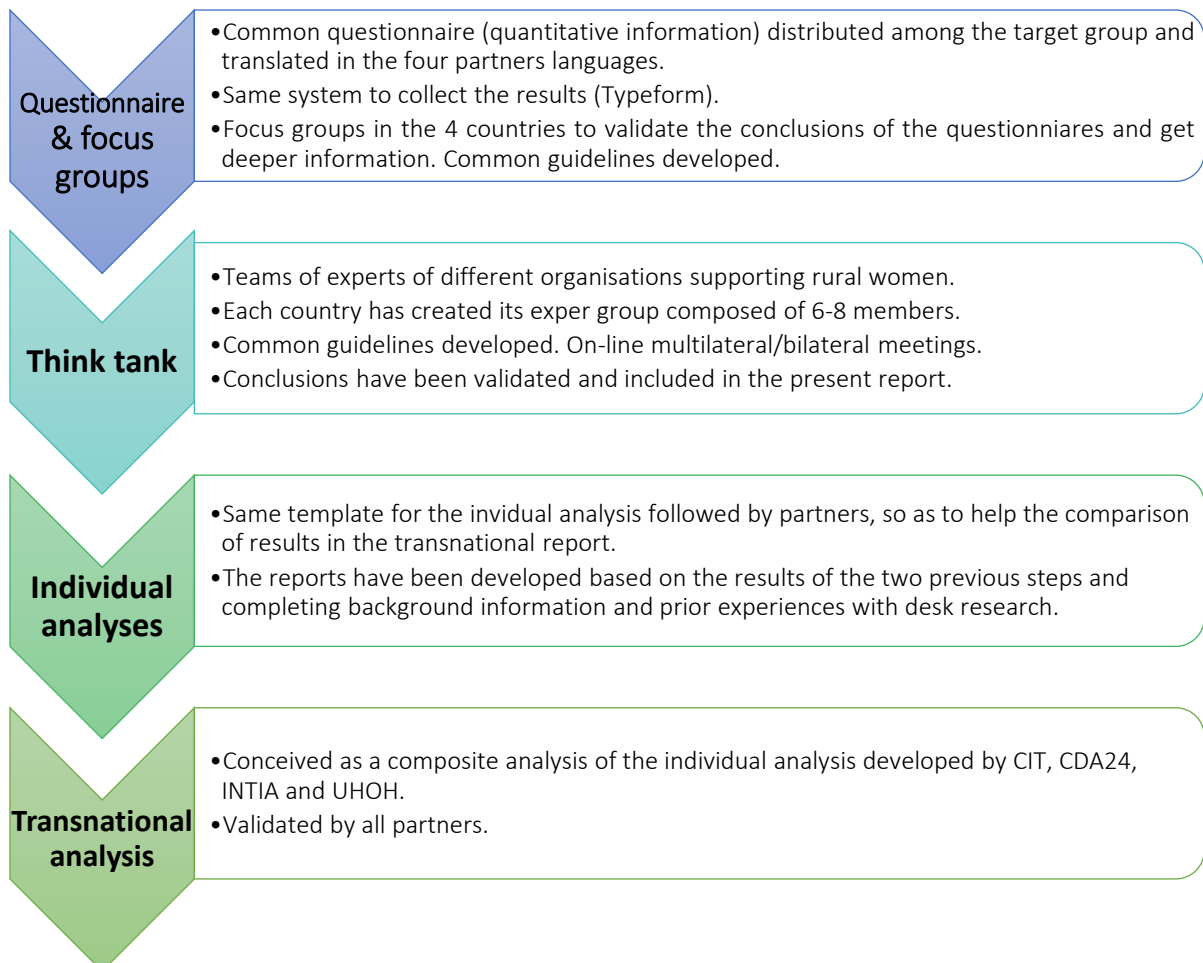
RuralFemmes will benefit a fair number of participants, which can be divided into direct and indirect beneficiaries. Direct beneficiaries are women working in rural areas in the valorisation and exploitation of the natural assets (agriculture, food, tourism, etc.). Indirect beneficiaries are other groups benefited from the project including regional public institutions in the field of agriculture and rural development, rural associations and cooperatives.



2. Project methodology

RuralFemmes proposes the creation of training meeting the self-identified needs of working rural women (bottom up), offering them both basic and specific knowledge, skills and competences. Involving beneficiaries from the project outset means Rural Femmes can identify their specific needs and skill gaps. In addition, beneficiary involvement fosters their enthusiasm towards the learning experience. Overall, this beneficiary involvement feature should facilitate a more successful and useful training programme.

The following table summarizes the methodology developed by the project partners:



The following table details the number of participants involved in the described actions in each partner country

	Questionnaires	Focus groups	Think tanks
France	<ul style="list-style-type: none"> • 95 questionnaires collected. • Channels of distribution/contact to the target group: distribution of the link to the questionnaire by e-mail. Prospects: 400 people for whom we had e-mail contact, namely: a) women who came for training in the last three years and b) women having carried out agricultural projects over the last three years. 	<ul style="list-style-type: none"> • Number of rural women involved: 12. • Modality: Interviewed by telephone (due to the Coronavirus outbreak). • Number of sessions: 12 bilateral calls. 	<ul style="list-style-type: none"> • Number of experts involved: 6 • Type of organisations involved: agricultural training organisation; Rural Integration Association; Agricultural unions; Cèpes en Périgord rural association; Organization for the Promotion of Trades and Workforce management body. • Number of meetings: 5 • Modality: one meeting between two people and individual appointments either face-to-face or by videoconference
Ireland	<ul style="list-style-type: none"> • 40 questionnaires collected. • Channels of distribution/contact to the target group: They were recruited through researchers' networks (convenience sampling). 	<ul style="list-style-type: none"> • Number of rural women involved: 6 • Modality: online due to the Coronavirus outbreak. • Number of sessions: 3 sessions (2 multilateral sessions with 3 and 2 women each + 1 individual session). 	<ul style="list-style-type: none"> • Number of experts involved: 7. • Type of organisations involved: experts in Tourism, Entrepreneurship and Agriculture. • Number of meetings: 2 multilateral sessions (3 and 4 participants each). • Modality: Carried out on-line (due to the Coronavirus outbreak).



	Questionnaires	Focus groups	Think tanks
Spain	<ul style="list-style-type: none"> • 77 questionnaires collected. • Channels of distribution/contact to the target group: Distribution of the link to the questionnaire by email with the collaboration of the network of contacts throughout the entire region and INTIA's own lists of current and former participants in courses. 	<ul style="list-style-type: none"> • Number of rural women involved: 9. • Modality: online due to the Coronavirus outbreak. • Number of sessions: 9 bilateral sessions. 	<ul style="list-style-type: none"> • Number of experts involved: 10 women. • Type of organisations involved: Agriculture & rural youth training; Tourism & hospitality; Policy and decision makers; Technical trainers related to agricultural activities; Public institutions working on the rural development; and Experts and researchers in the role of women in rural areas. • Number of meetings: 10 bilateral sessions. • Modality: Carried out on-line.
Germany	<ul style="list-style-type: none"> • 56 questionnaires collected. • Channels of distribution/contact to the target group: a public provider and an association of women in rural areas send the invitation per email. 	<ul style="list-style-type: none"> • Number of rural women involved: 5. • Modality: online due to the Coronavirus outbreak. • Number of sessions: 3 sessions. 	<ul style="list-style-type: none"> • Number of experts involved: 8 members. • Type of organisations involved: association of women, public training provider, research institution, entrepreneurship experts. • Number of meetings: 8 bilateral sessions. • Modality: Carried out on-line (due to the Coronavirus outbreak).



3. Project findings

3.1. Socioeconomics characteristics

The questionnaire was answered by 268 women. Almost 80% of the respondents are between 25 and 55 years old and 79% are employed or self-employed. From the employed or self-employed, 58% have a work related with agriculture.

	Ireland (CIT)	France (CDA24)	Spain (INTIA)	Germany (UHOH)	Total
Total sample	40	77	93	56	266
Age					
18 - 24	20,0%	1,3%	3,5%	0,0%	4,7%
25 - 34	35,0%	22,1%	23,5%	14,3%	22,9%
35 - 44	20,0%	42,9%	30,6%	21,4%	30,6%
45 - 54	10,0%	24,7%	30,6%	32,1%	26,0%
55 - 59	12,5%	6,5%	10,6%	23,2%	12,4%
60+	2,5%	2,6%	1,2%	8,9%	3,5%
Level of education					
Primary	0,0%	3,9%	9,3%	1,8%	4,6%
Secondary	12,5%	3,9%	23,3%	30,4%	17,4%
Training/ Apprentice	5,0%	32,5%	0,0%	23,2%	15,4%
Third level /College / University	82,5%	59,7%	67,4%	44,6%	62,5%
Employment status					
Employee	72,5%	40,3%	18,6%	48,2%	39,8%
Self-employed	5,0%	48,1%	19,8%	35,7%	29,3%
Unemployed	0,0%	6,5%	10,5%	0,0%	5,4%
Full-time student/pupil	20,0%	1,3%	0,0%	3,6%	4,2%
Retired	0,0%	0,0%	0,0%	3,6%	0,8%
Unable to work	0,0%	0,0%	1,2%	1,8%	0,8%
Other	2,5%	3,9%	50,0%	7,1%	19,7%
Agricultural related work for employees and self-employed	70,3%	39,7%	85,3%	33,3%	57,9%
Respondents who regularly engage in voluntary work	57,5%	50,8%	55,8%	80,4%	60,5%
Respondants that received a training last year	72,5%	63,6%	78,7%	72,7%	72,2%

3.2. Difficulties faced by rural women to accessing training

The four partner countries identified a wide range of challenges faced by rural women accessing training, namely:

- **Lack of time due to multiple roles:** child and elderly relative care responsibilities, household and personal duties.
- **Geography and mobility:** distances, travelling, commuting and mobility problems.
- **Stereotyped roles and social invisibility:** little public participation of women and the lack of recognition of their role.
- **Low self-esteem and confidence:** lower valuation/recognition of their own contribution, which in turn may lead to a lower prioritisation in investing in themselves; lower levels of self-perceived entrepreneurial efficacy (the ability of achieve outcomes); more risk averse and perfectionist attitudes compared with men.
- **Lack of suitable training offer and conditions:** the value of training being unclear; lower offer of training opportunities; inadequate timing or time of trainings, topics too abstract or with a low application potential; generalized trainings that does not fit with specificities of their business; inappropriate learning outcomes.; weak infrastructure or low quality access to broadband
- **Costs to access the training** (including travel costs) and lack to financial support.

3.3. Important features of training programme

It can be generally concluded that the top three features selected as 'essential' by the respondents were good curriculum design (64,4%), clear learning goals (53,8%) and workplace relevance (52,9%). The other features deemed as essential by respondents in descending order were duration of the programme (34,4%), peer learning and employment opportunities (33% and 32,8% respectively) and accreditation (28,9%).

The Focus Groups and Think Tanks of the four partner countries identified some desirable aspects to be considered when designing the training. Some of the key features pointed out in the country reports include:

- Content should be **short- or medium-term needs driven and be motivating, inspirational or support aspirational goals** such as building a family legacy.



- Content should be **practical, respond to specific needs, and applicable to their interests**. Broad topics (e.g. transversal skills) with vague or unclear applications were identified as being less appealing.
- **Social aspects, such as, trainer engagement** (especially for distance learning), **networking, mentoring and inclusion of role models in the training was identified as a major potential draw**, in particular, in light of the isolation some rural women may experience.
- The training should be **free or low cost, flexible (lack of time) and accessible (convenience)** cognisant of rural women’s commitments.
- **Suitable learning techniques** should be prioritised, including **experiential learning, peer-to-peer, learning by doing modules and exchange of practices**.
- Incorporation of inclusive language, female role models and expert female coaches to help break gender stereotypes.
- **Informal accreditation** could be an option for participants.

Use of new blended methods of learning: combination of both face-to-face and on-line training. The results from the questionnaires were confirmed through the Focus Groups and Think Tank discussions, where an appropriate blended delivery mix should be the most desirable option to gain flexibility, combining face-to-face with on-line to meet rural women’s needs.

3.4. Training Programme contents: basic transversal skills, key competences

Personal, social & learning to learn and digital are the key competences selected as the most important to be included in a training course (placed in the Top 3 of three partner countries), followed in order of importance by citizenship, literacy and STEM, entrepreneurship, cultural awareness and expression and multilingual.

EC KEY COMPETENCES	FINAL RANKING	France (CDA24)	Ireland (CIT)	Spain (INTIA)	Germany (UHOH)
Personal, social & learning to learn	1 st	1 st	1 st - 3 rd	4 th - 5 th	1 st - 3 rd
Digital	2 nd	4 th	1 st - 3 rd	1 st - 2 nd	1 st - 3 rd
Citizenship	3 rd	3 rd	4 th - 6 th	1 st - 2 nd	4 th
Literacy	4 th	5 th	4 th - 6 th	3 rd	8 th
STEM	5 th	2 nd	4 th - 6 th	7 th -8 th	5 th - 7 th
Entrepreneurship	6 th	7 th -8 th	1 st - 3 rd	4 th - 5 th	1 st - 3 rd
Cultural awareness & expression	7 th	6 th	7 th	6 th	5 th - 7 th
Multilingual	8 th	7 th -8 th	8 th	7 th -8 th	5 th - 7 th

- **Personal, social & learning to learn** (21 responses) and **digital competences** (20 responses) are the key competences most selected to be included in a training course, being both in the Top 3 of three of the partner countries. While the former was ranked 4-5th in Spain, the latter was the fourth preference in France.
- **Citizenship** (18 responses) was ranked third overall and was ranked first along with Digital in Spain, third in France and fourth in Germany and Ireland (along with Literacy and STEM in Ireland).
- **Literacy and Mathematical, science, technology & engineering (STEM)** ranked fourth and fifth place in terms of importance.
 - Literacy is situated in an intermediate position in the ranking of all countries, except in the case of Germany, where it was not mentioned as relevant due to the high level of education of respondents.
 - STEM ranked inconsistently across countries: second in France, 4-6th in Ireland, 5-7th in Germany and 7-8th in Spain.
- **Entrepreneurship** also obtained a diverse assessment among countries, being in the top 3 of both Ireland and Germany, an intermediate position in Spain (4-5th) and of no importance in France.
- **Cultural awareness and expression** ranked as the second to last option in the overall ranking, ranking between the 5th and the 7th position in each country.
- **Multilingual** has been placed at the bottom of the ranking, as it was selected as the last option by all partners except for Germany (5-7th position).

3.5. Training Programme contents: technical competences

As far as the core/technical competences is concerned, the following table summarizes the global ranking of such competences in terms of importance given by the four project countries, as well as the key subjects identified in each competence:

TECHNICAL COMPETENCES	KEY SUBJECTS
1. Agriculture	<ul style="list-style-type: none"> • Organic farming • Crop Diversification/Diversification of production • Health and food safety • Marketing and direct sales • Product processing/diversification • Accountancy/Finance
2. Technology/Digitalisation	<ul style="list-style-type: none"> • Use of digital tools for work -e-commerce, e-government, e-teams-



	<ul style="list-style-type: none">• Ability to use main computer applications, Word, Spreadsheets, Database• Understanding of opportunities and potential risks of the internet and communication• Skills in the use of computers/laptop/tablet
3. Entrepreneurship / Business /Financials / Accounting	<ul style="list-style-type: none">• Sourcing finance and analysing the profitability of your business or project.• Developing new projects / activities.• Administrative Skills -payroll, CAP funding from EU, tax returns, etc.-• Regulatory knowledge.
4. Tourism/Hospitality	<ul style="list-style-type: none">• Setting up a farm related business.• Calculation of its cost of production and selling prices• Management of its WEB communication -social networks, website...-

3.6. Policy recommendations

Several policy recommendations raised within the focus group and the Think Tank discussions, including:

- **Training design and decentralization to respond to the diversity of motivations of rural women.**
- **Integrate training in the context of broader public policies of rural development and evaluate their efficacy in terms of outcomes and processes.**
- **Policy action addressing the practical barriers to rural women attending training**, such as distances and caring responsibilities would also be advantageous. Free courses, childcare or travel grants for rural women attending training should be promoted.
- **Recognition of the influence of non-formal and informal learning activities, adapting the methods to the characteristics of small-scale business.**
- **Promoting women to leadership positions** was also recommended by using training as a mechanism, including the insertion of gender training with a practical approach.
- **Fostering rural women entrepreneurship**, by fostering policy initiatives to overcome legal liabilities and insurance costs that discourage rural women from investigating in potential entrepreneurial activities.
- **Women networking and association policy support**, by encouraging the policy support to the creation of communities of rural women entrepreneurs and their cooperation through the creation of specific networks.
- Analysis of impact of gender public policies.

4. Conclusions and Recommendations

4.1. Methodology success and limitations

- RuralFemmes has carried out a **bottom-up approach** to develop this first research phase, aimed to achieve:
 - A better and more realistic understanding of the socioeconomic situation of rural women workers.
 - A more accurate identification of their training and educational needs to be considered in the proposed training programme.
 - Their involvement and commitment since the beginning of the project, while motivating them to take a proactive and positive attitude towards education and training, while giving them confidence.
- The actions included in this Intellectual Output 1 methodology consisted of (i) two questionnaires addressed to rural women, (ii) a focus group/bilateral interviews with representatives of the target group and (iii) meetings with key experts working in the support of rural women (Rural women's regional support think tanks). This methodology was **not intended to be statistically** representative. It was instead a **qualitative and participatory process to provide a set of insights and recommendations that can be useful for a better design and implementation of a tailor-made training programme** focused on rural women.
- During the implementation of this research process, the consortium had to cope with several challenges when carrying out some tasks due to the **COVID-19 outbreak**. In this framework, partners agreed on moving some of the face-to-face actions to on-line, which in some respects facilitated broader engagement with the focus group and think tank. This decision, although it was effective and successful, also posed some additional obstacles, as in some cases it was not possible to hold multilateral sessions. In any case, no major technical difficulties were identified by the partners in terms of lack of internet access or basic digital skills that led to a significant declining of invitations to participate in the think tank and/or focus group sessions.

4.2. Suggested training contents and structure

- The designed Training programme should be **transnational and transferrable**. That means that proposed modules should be common and useful for all the project countries, as well as for other EU countries, as much as possible. The universal character of the programme could be complemented with some local/national particularities, if needed (e.g. regulatory/law issues). In order to achieve this, the proposed training programme should be **very wide in terms of design, and very flexible in terms of delivery**. Several options are proposed below to structure the training programme.
- The proposed **training programme shall combine both (i) basic transversal competences** (EU key competences) **and (ii) technical skills** (namely, Agriculture Digitalisation, Entrepreneurship and Tourism & Hospitality).
- **Transversal competences.** Personal, social & learning to learn and digital are the key competences selected as the most important to be included in a training course (placed in the Top 3 of three partner countries), followed in order of importance by citizenship, literacy and STEM, entrepreneurship, cultural awareness and expression and multilingual. In order to include the key competences in the proposed training syllabus, partners are invited to consider some options:
 - a) To design separate modules to address the key competences, especially advisable in the case of the most demanding ones, namely: personal, social & learning to learn and digital competences.
 - b) To be delivered as auxiliary/complementary manner within the “core”, technical ones and therefore be taught in a cross-cutting way. To this regard, partners should clearly indicate within the programme learning outcomes how these competences might be acquired and select the proper training techniques to be implemented.
 - c) A mix of the two previous options: some of the competences might delivered as separate modules, while the others might be included as auxiliary learning outcomes when delivering the technical skills.

- **Technical competences.** The ranking of technical competences and the key subjects should be considered when distributing the volume of contents and the number of sessions/lessons to be delivered within the RuralFemmes Training Programme. Once again, partners are invited to take into consideration the following options:
 - a) To organise the training programme into 4 different training itineraries/tracks, covering each of them the four technical competences (a) Agriculture, b) Digitalisation, c) Entrepreneurship and d) Tourism & Hospitality). As the four technical competences are relevant in terms of training, partners are invited to include all of them in the training programme design. However, this does not entail that the four technical paths shall be compulsory for all participants, as they might be interested in one. In terms of delivery, partners might also implement some of them, depending on their participants' profile. However, for evaluation purposes, what it would be desirable is that the four paths would be implemented in at least one country each.
 - b) To divide the training programme into compulsory and optional modules but including some contents of the four technical competences as mandatory. Compulsory modules shall be delivered in the four countries and include subjects from the four technical competences, while optional ones may only apply in some countries, depending on the offer and choice made to participants.
 - Both proposed options allow creating a “pick-and-choose” menu for both participants and for other countries wishing to implement the training programme, augmenting their transferable character but also facilitating addressing countries' unique requirements.
- **Granular, modular structure.** As highlighted in some reports, the structure of training should be 'bite size' or modular to minimise the commitment entailed in each unit of learning so that it would be less daunting or discouraging.

4.3. Suggested training programme main features and delivery

- **Good and effective promotion of the training.** Partners shall make a good and effective promotion of the course in order to reach a fair number of committed participants. To this purpose, partners are encouraged to:
 - Identify and use the right channels of communication to reach the target audience: website and social networks, think tanks members' networks, direct contact to those participating in the research, local and regional stakeholders, local media, etc.
 - Depict printed promotional materials in the different partners' languages (e.g. brochure, leaflet), paying special attention to their effective design in terms of format (well-designed and aesthetically appealing) and contents (clear learning outcomes, course structure and schedule).
- **Age profile.** Looking at the age profile of the women participating in the first questionnaire, almost 80% of the respondents were between 25 and 55 years, being in all the countries more than a half between 35-55 years. While the Training Programme should not be limited to this age range, a training course addressing this age cohort of women would likely be a novel offering and could potentially meet a major unmet need.
- **Innovative, practical and motivational training was identified as important. This should include experiential, peer-to-peer, learning by doing modules and practice exchange pedagogies.** Partners are encouraged to design a syllabus where its practical application in both daily and professional life is clear to rural women. At the same time, the course should be inspirational and motivating to ensure good engagement. In the scenario, several recommendations are offered:
 - **Selection of innovative learning methods.** Content should be **practical, respond to specific needs, and be applicable to their interests.** In this framework, partners are advised to move away from traditional methods to learning techniques that promote the active and co-operative learning of the participants. This could include case studies, problem solving, project-based learning, study visits, presentations, debates, etc.

- The training programme should be also **motivating, inspirational, support aspirational goals and aimed at building self-esteem and confidence**. Including examples of relevant role models should inspire and empower the training participants. In addition, networking was deemed likely to be an important aspect of the course to highlight when promoting it to potential participants who may be experiencing rural isolation.
- **Blended learning**, which combines online educational materials and opportunities for interaction online with place-based classroom delivery, seems to be the most appropriate way to deliver the RuralFemmes training programme. This option, selected as the preferred one in all the countries both in the case of the target group and the experts involved in the Think Tank, seems to be the most plausible option to gain commitment but also flexibility and reduce required travel.
- **Virtual component and technology integration**. Integrating technology in the learning experience is key, as computer literacy and digital skills are increasingly fundamental. Moreover, as noted in the previous point, blended training delivery has been identified as the most appropriate choice to deliver the proposed training programme, as well as an effective solution in the current health emergency context. It will also facilitate the exchange of experiences and creation of connections between participants in different countries through collaborative projects or exchanges, if the language barrier can be overcome. Virtual tutorship can also be advisable. However, facilities shall be provided to participants as well as basic skills to complete or participate in the distance training and/or the use of technology within the training sessions.
- **Flexible and accessible**. The proposed training should be free or low cost, short, flexible (lack of time) and accessible (convenience). This would entail the following:
 - A short and flexible course will stir curiosity for training, be seen as an opportunity, and encourage participation in further training courses. **Fostering motivation** and a proactive attitude towards education and learning will thus be key.
 - The multiple roles of women (lack of time due caring or household responsibilities), geography and mobility, along with lack of confidence / low self-esteem, were



identified as major challenges preventing rural women accessing training. Being able to combine it with other activities and their daily obligations will be key for the target group to participate. Therefore, it will be crucial to set **a suitable and flexible training schedule and to promote and ease their participation**. Among the proposals identified in the partners' report, it can be highlighted: facilitating commuting to participants and providing childcare services, face-to-face sessions to take place at weekends and deliver individual training.

- **Some extra, voluntary contents/lessons** might be also offered, for those who have more time to devote to training.

- The recruitment or selection of the right trainers will be essential to foster not only motivation, but also self-esteem and confidence, two of the key elements identified in several of the partners' reports. In that sense, partners are encouraged to select **trainers adapted to the rural women profile**, with experience to work with them. Therefore, the training courses should be delivered by qualified trainers, with a fair representation of women, with practical experience and specific technical skills, engaged and interested and with experience in working with the target audience. Core qualities to consider include being good listeners and supportive with the participants, encourage engagement, adjustment capacity, approach training strategically, are key factors for success. Incorporation of inclusive language and expert female coaches to help break gender stereotypes is also considered key. Therefore, **in addition to the required technical expertise, social and psychological aspects, such as trainer engagement, coaching/mentoring and inclusion of role models in the training, should be carefully considered**.

- **Clear learning outcomes, transparent evaluation criteria and possibility of diploma recognition**. In line with the practical character of the proposed RuralFemmes training programme, partners are invited to provide clear and accurate information to participants on what they will be gaining/acquiring should they participate in the training. In this framework, partners are encouraged to:
 - Develop an accurate and transparent assessment framework, that is, approaches and tools which capture in how far a learner succeeds in developing the proposed learning



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outcomes within the syllabus competences. This assessment is not only important for the learner, but also from the teachers' point of view, and will also contribute to fine-tune the programme for future editions.

- Inform participants well in advance of the learning outcomes they are expected to acquire thanks to the training (i.e. as suggested, since the course promotion).
- Even though in most of the countries it was not a major issue, some informal accreditation (i.e. diploma) might be desirable, so learners may obtain more recognition and reward for participating.