



## O1 - Output 1 - TWOST - Online evaluation tool

### TWOST qualitative Approach - theoretical and practical draft of the structure of the questions

#### Disclaimer

*Responsibility for the information and views set out in this report lies entirely with the authors.*

*Reproduction is authorized provided the source is acknowledged.*

*Information contained in our published works has been obtained by the authors from sources believed to be reliable. However, neither this consortium nor its authors guarantee the accuracy or completeness of any information published herein and this consortium nor its authors shall be responsible for any errors, omissions, or claims for damages, including exemplary damages, arising out of the use, inability to use, or with regard to the accuracy or sufficiency of the information contained in this consortium publications.*

<b>Document title</b>	<b>TWOST qualitative Approach</b>
<b>Available at</b>	<a href="https://docs.google.com/document/d/13gYrat6x_5epxMWueClqxnSaCvuVJ0gwnyGY4Q1KrQA/edit#">https://docs.google.com/document/d/13gYrat6x_5epxMWueClqxnSaCvuVJ0gwnyGY4Q1KrQA/edit#</a>
<b>Output/Activity</b>	<b>Output 1: TWOST - Online evaluation tool</b>
<b>Dissemination level</b>	<b>Confidential</b>
<b>Description</b>	Theoretical and practical draft of the structure of the online questions

Version	Date	Writers	Contributors	Reviewers
0.1	10.03.2020	Fabio Croci Elisa Bartolini	Irene Biemmi	Fabio Croci
0.2	09.04.2020	Irene Biemmi		Fabio Croci
0.3	06.04.2021	Eve Tessera	Sara Guirado Iryna Pushchak	Fabio Croci





0.4	16.04.2021	Iryna Pushchak Eve Tessera	Sara Guirado	Fabio Croci Marti Roget
-----	------------	-------------------------------	--------------	----------------------------

#### Variations

Template Version	Title	Date
0.1	Twost standard format	16.01.2020



## Table of contents

<b>Project Approach</b>	<b>5</b>
Description of IO1: “TWOST Online evaluation tool, Methodologies / guidelines / Evaluation method and tool”	<b>6</b>
Aims of the TWOST Online evaluation tool	6
Structure and features of the Tool	6
Results	9
<b>Methodology</b>	<b>10</b>
<b>Theoretical framework</b>	<b>11</b>
Language adopted by the partners within the TWOST project	11
Definitions of gender equality and gender stereotype	12
Definition of gender-based violence	16
State of the art	20
National framework analysis	20
Methodology	20
Webliography and references	21
Report on the National framework analysis	22
Existing tools and best practices	22
TWOST online tool: methodology to draft the set of questions	25
Definition of the perimeter of the tool	25
Description of the methodology to set up the questionnaire	26
Design of the set of questions	27
Implementation of testing phase	28
Analysis	28
Report	29
Main outputs	30
Testing with external stakeholders	31
Implementation of testing phase	31
Analysis	32



TWOST KA205 2019-2-IT03-KA205-016656



## 1. Project Approach

TWOST is aimed at preventing gender based discrimination towards youth. The project addresses in particular a cross-sectorial cooperation, allowing for greater synergies across all fields of actions concerning young people, with a special focus on access to rights, autonomy, participation –including e-participation– and the active citizenship of young people, avoiding gender self-segregation phenomena and promoting common values of mutual respect between genders and without prejudice to their sexuality. Social inclusion of young people with fewer opportunities is the main connecting point of this project with the realities of young people with fewer opportunities around Europe. One of the main obstacles for social inclusion are stereotypes. In the field of academia, stereotyping is an important concept in contemporary sociology and social psychology. The target groups of this project are youth workers, young people victims of stereotypes based and gender-based violence, young people with fewer opportunities, young women, young people with a migrant background, asylum-seekers, refugees, LGBTIQ persons, ethnic minorities (including Rom people), women with disabilities, women living and/or working on the street. The overall goal of the project is to strengthen the prevention and support the fight against stereotypes and gender violence among young people in Europe through piloting of digital innovative resources and inclusion of young people with fewer opportunities.

The specific objectives of the project are:

- To promote Stereotypes and Gender Equality Awareness, and to reduce unconscious bias in particular through research on existing studies, tools and methods;
- To develop and disseminate non-formal education practical tools for youth workers in the field of identification and prevention of stereotypes and gender-based violence;
- To strengthen the role of youth workers in the fight against stereotypes and gender discrimination;
- To promote social inclusion and active citizenship of the socially excluded young people on a European level.

The project will be based on a multi-sectoral and multi-disciplinary approach that will initiate cooperation and capacity building for youth organisations.





## **2. Description of IO1: “TWOST Online evaluation tool, Methodologies / guidelines / Evaluation method and tool”**

The main expected outcome of TWOST is an **online tool** to develop personalised guidance towards gender awareness, with particular focus on prevention in creating new stereotyped media contents and behaviours by youth workers and their organisations.

### **2.1. Aims of the TWOST Online evaluation tool**

The TWOST Online evaluation tool aims to help youth workers to:

- Develop competence and awareness on gender stereotyping and gender-based violence and harassment in their everyday work
- Engage more actively in reflecting on their pedagogical practice in terms of gender approach, stimulated by a structured self-assessment exercise providing feedback according to different levels of progression
- Self-direct their learning and develop their competence whenever they want, at their own pace, extending professional development opportunities to informal online learning environments
- Establish a personal competence profile which can be compared to other youth workers
- Access a tailored ecosystem of European and national training resources to further develop their competencies according to need or interest.

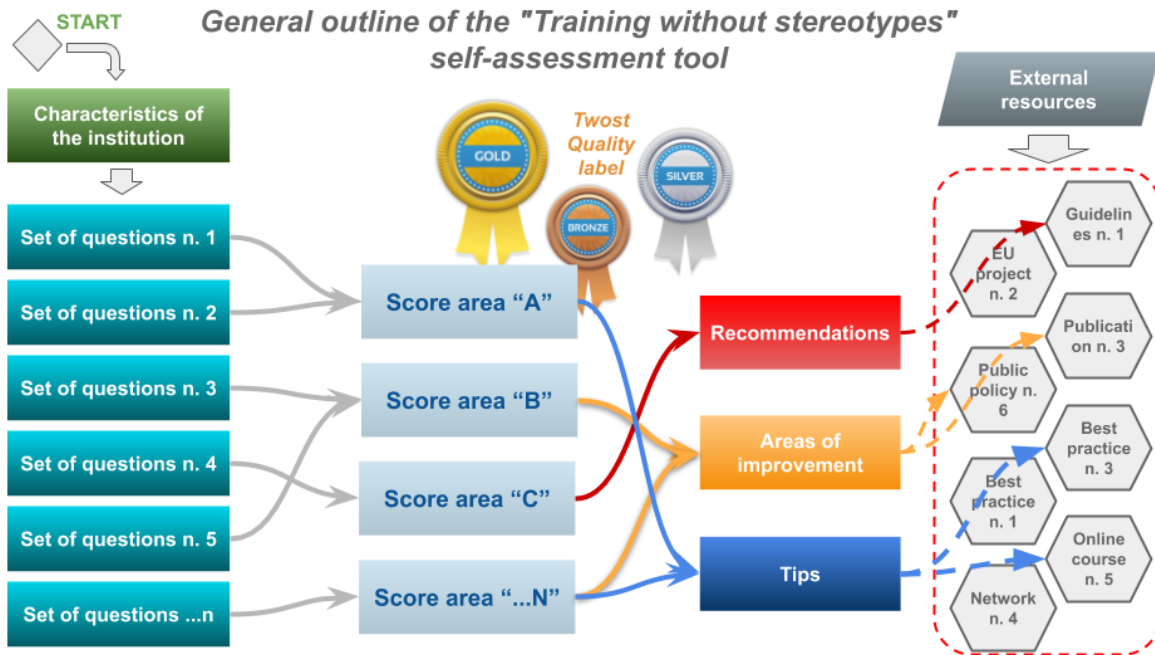
### **2.2. Structure and features of the Tool**

The structure of the tool is composed by 3 levels:

1. Self-assessment survey: the organization fulfills, based on its own characteristics, a personalized self assessment.
2. Score area: based on the responses, the organisation acquires a score (bronze/ silver/ gold level).



3. Database: according to the score, the organisation will be provided with a customised database for areas of improvement.





The TWOST self-assessment tool will be web-based in order to guarantee full fruibility and wide and easy accessibility. Moreover it will be updated in real time by all the users, who will receive online credentials and will upload the results of testing activities.

At the end of application of self-assessment tool by stakeholders, all participants of the test panel will share the results and could discuss about own experiences, on success cases or possible doubts, concerning the different sections (coaching, leadership, stereotype in communication activities, gender-based violence, participation).

The TWOST online tool will not be a "solitary" or self-referential tool. On the contrary, the project foresees two important **interactive actions**:

1. the user will not be left alone, but instead will have online help tools available to obtain specific feedback, which in turn will positively influence the continuous re-engineering of the instrument
2. the organizations that will use the tool will also have the concrete possibility of establishing peer-to-peer connections with other TWOST users, with the possibility of creating geographical or sectoral relationships.

The online tool will therefore provide tools to facilitate the creation of new exchanges and connections between clubs, in order to maximize the exploitation of positive actions undertaken in terms of gender.

The self assessment tool procedure will aim at:

- considering whether internal practices and related support systems for gender mainstreaming are effective and reinforce each other and whether they are being followed;
- establishing a baseline;
- identify critical gaps and challenges;
- recommending ways of addressing them and suggesting new and more effective strategies;
- monitoring and assessing the relative progress made in gender mainstreaming;
- providing good practices towards the achievement of gender equality.





The challenge for the TWOST project will be given by the ability to develop an evaluation tool capable of covering a wide spectrum of indicators, in many cases even particularly specific, through sufficiently "user friendly" and able to be easily implemented by associations of any level and sector.

### 2.3. Results

The customized result will lead to an aggregate evaluation that will **highlight the various areas of improvement for each institution**, accompanied by related recommendations and suggestions.

*For example, in the case of low scores on the genre composition of boards and staff, the results will show best practices on how to implement transparent and fair procedures to identify and elect candidates that do not benefit either of the sexes, or on how to ensure a gender-balanced representation of nomination and selection committees, or even on how to create gender-sensitive human resources policies that allow for the reconciliation of work and private life.*

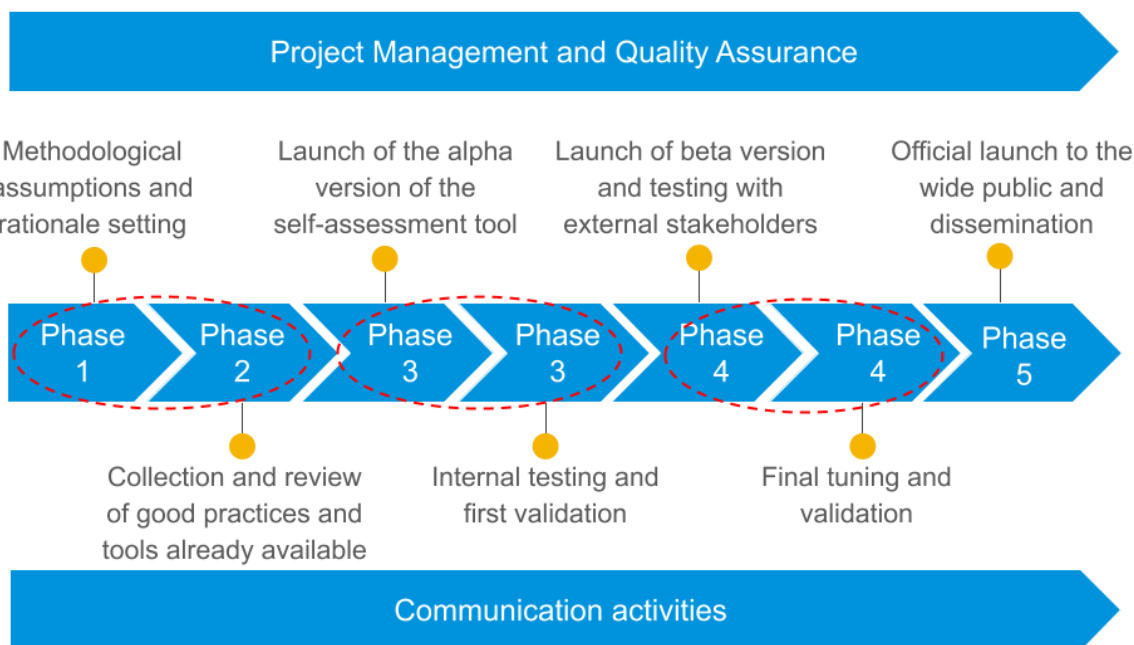
It will also include a special section of evaluation based on TWOST qualitative Approach, which will measure the intensity rate of "sexism" phenomenon in the identified frames, before and after the application of TWOST tool.

The results will allow to point out the cases which reach the improvement of performance against gender-based stereotype issue, and will identify the subjects will be able to achieve the TWOST Quality label.

Each test section will be linked to a **final score**, which will determine the classification of quality label among partners and stakeholders. TWOST tools will create a real-time crowdsourced geographic map that will be able to make visible the hidden gender stereotype in youth education, reducing its power, and revealing the success of crucial cases in order to start a bottom up change.



### 3. Methodology



The TWOST - Online evaluation tool will be implemented by CSCS with the involvement of all the research partners in each country.

- A first theoretical and practical draft of the structure of the online database will be shared among partners.
- Intermediate checks of the structure and of the quality of instruments will be planned.
- The researchers will evaluate and balance the operation of the tools with respect to the effective usability of the platform for the sport clubs involved in test activities.
- The final publication (after the testing and the impact analysis in each participant country) will be published in occasion of the final transnational conference hosted in Italy

The development of the TWOST - Online evaluation tool will be led by the Applicant, and all the partners will cooperate to define a shared model of intervention, providing specific feedback with respect to their territorial and sectorial contexts.





Particular importance will be given to the aspects related to the survey methodologies and to the indicators adopted in other projects for monitoring the impacts and results achieved. In order to thoroughly assess the understanding of the tool by end users, and the actual consistency in the attribution of the identified criteria, each partner will organize at least 2 assessment paths with external youth associations, in order to to acquire useful data and feedback for the improvement and final tuning of the online tool.

### 3.1. Theoretical framework

This first part is focused on the definition of the main concepts used within the project.

#### 3.1.1. Language adopted by the partners within the TWOST project

First of all, it's important to specify in the methodological assumption the position we adopt in relation to the language we will use in our project. In this section we will define and specify the language definitions that will be used within the lifetime of the project in order to frame and explain different concepts. Main part of the definition will be taken and defined according to the European Institute for Gender Equality ([EIGE](#)) [glossary and thesaurus](#).

During the design of the tool and preparation of the methodology authors are aware about the non-binary or genderqueer definition, and respect the spectrum of gender identities. However, the methodology adopted for the development of the tool distinguishes the focus groups of the survey between “Woman” and “Man” for easier statistical classification. These two categories are indentified based on the definition of “SEX” of the Institute of Gender Equality, describing them as *“biological and physiological characteristics that define humans as female or male”*. In more detail it describes “these sets of biological characteristics are not mutually exclusive, as there are individuals who possess both, but these characteristics tend to differentiate humans as females or males”<sup>1</sup>.

This methodology follows EIGE’s approach in [The Gender Statistics Database](#) and it is based on privacy concerns (the user of the Tool is not necessarily aware of the gender of the members of the organisation).

---

<sup>1</sup> European Institute for Gender Equality, [definition of Sex](#), in [eige.europa.eu](#)



Reflections on gender identity, then referring to the third/other gender, can be done as part of the survey, through the development of specific questions.

In particular gender is defined by EIGE as “*Social attributes and opportunities associated with being female and male and to the relationships between women and men and girls and boys, as well as to the relations between women and those between men*”<sup>2</sup>. In more detail the further definition that EIGE provides is: “*These attributes, opportunities and relationships are socially constructed and are learned through socialisation processes. They are context- and time-specific, and changeable. Gender determines what is expected, allowed and valued in a woman or a man in a given context. In most societies, there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is part of the broader sociocultural context. Other important criteria for sociocultural analysis include class, race, poverty level, ethnic group and age*”.

### **Gender-Specific Language disclaimer**

Below is the gender-specific language disclaimer that will be used for all of the contents of the TWOST project.

*“In the publications, literature and self-assessment tool all partners of TWOST project may use the words “woman and pronouns she/her” and man “his/him” to describe persons related to the focus groups of the project, whose sex assigned at birth was female or male, whether they identify as female or male, as well as non-binary individuals who identify as both genders or neither gender. By the “sex assigned at birth” we have adopted the general definition adopted by European Institute of Gender equality as “These sets of biological characteristics are not mutually exclusive, as there are individuals who possess both, but these characteristics tend to differentiate humans as females or males<sup>3</sup>”.*

### **3.1.2. Definitions of gender equality and gender stereotype**

---

<sup>2</sup> European Institute for Gender Equality, [definition of gender](#)

<sup>3</sup> *Ibidem*



In an advanced and complex society like ours there is still a long way to go in the area of human rights, especially to achieve **equality between men and women** which, as specified by EIGE, means: *“Equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women’s and men’s rights, responsibilities and opportunities will not depend on whether they are born female or male. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, thereby recognising the diversity of different groups of women and men. Gender equality is not a women’s issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centred development”*<sup>4</sup>.

In order to define the concept of “gender stereotype”, it’s also important to clarify briefly the difference between sex and gender. The sex of a person represents the biological basis and therefore the sexual one is the founding connotation of our identity. While the cultural elaboration of the biological datum, and it’s an elaboration that changes from society to society and from age to age, is gender<sup>5</sup>.

As mentioned above gender is defined by EIGE as *“Social attributes and opportunities associated with being female and male and to the relationships between women and men and girls and boys, as well as to the relations between women and those between men”*<sup>6</sup>.

In making this clarification, the stereotype in general is a common opinion, considered valid, relating to the characteristics and beliefs of groups, institutions, often simplified and rigid that doesn’t take individual differences into account. This is in line with the definition given by EIGE: *“Preconceived ideas whereby females and males are arbitrarily assigned characteristics and roles determined and limited by their gender”*<sup>7</sup>.

Based on the analysis of the Italian researcher Irene Biemmi, the gender stereotypes is considered a simplified and rigid vision that attributes to women and men roles determined and limited by their sex. In Italy the researcher Irene Biemmi has done research on gender stereotypes, that examined stereotyped representations and unconventional representations of male/female models present in written communication. Based on this, a new approach called the “sexism scale” has been created. Very briefly the scale consists of three steps:

---

<sup>4</sup> European Institute for Gender Equality, definition of gender equality in <https://eige.europa.eu/thesaurus/terms/1168>

<sup>5</sup> Ghigi R.(2019), Fare la differenza. Educazione di genere dalla prima infanzia all’età adulta, Bologna: Il Mulino.

<sup>6</sup> European Institute for Gender Equality, [definition of gender](#)

<sup>7</sup> European Institute for Gender Equality, [definition of gender stereotype](#), in [eige.europa.eu](http://eige.europa.eu)



detect stereotypes, classify stereotypes and discover function of stereotypes. The scale of sexism is a useful instrument to analyse gender stereotypes and promote gender equality.

First of all, the texts identify the conventional and unconventional models applied to the two genres. In order to do this, it is necessary to reflect exclusively on the content, recalling the fundamental notion of "sexism". The term indicates discrimination on grounds of sex, i.e. any arbitrary stereotyping of males and females on grounds of sex. From this neutral definition comes a second, more connoted one, whereby sexism indicates a form of discrimination against one sex, generally perpetrated against women, which limits their role and rights with actions, words and images. To identify gender stereotypes it is sufficient to follow the first definition and make this kind of reasoning: sexism (or rather the sexist stereotype) exists where there is a discrepancy between the sexes in the attribution of given characteristics and roles.

Sexist stereotypes can be divided into two basic types:

- *Stereotypes related to the attribution of psychological and behavioural characteristics differentiated according to gender.* On the basis of these stereotypes, men are: active, rational, strong, competitive, decisive, risk-loving, independent, adventurous. Women, on the contrary, are "marked" as: passive, emotional, weak, affectionate, tender, understanding, impulsive, fearful.
- *Stereotypes relating to the rigid division of roles in the socio-professional and family spheres.* The man, typically, works, keeps the family financially, moves in the public space; the woman takes care of the house, the children and works in the narrow domestic, private space.

It's important to specify that in the case of people of non-heterosexual orientation, gender stereotypes are often reversed: characteristics that are usually attributed to the female gender are applied to the homosexual man, just as traditional traits of masculinity are attributed to the lesbian woman. But this is precisely the consequence of gender stereotypes. As for homophobia, there is a further step, homophobia is about discrimination, not stereotypes.

In order to identify the unconventional models (antistereotypes) applied to the two sexes one can still exploit the notion of sexism, but in negative: one has an unconventional model when there is no discrimination in the representation of the two genders. The problem is that, in doing so, the idea that sexism (conventional model) is the "normality" while non-sexism (unconventional model) is the exception. To avoid all this, it is necessary to identify an expression that has an opposite meaning to sexism but is at the same time more neutral, i.e.





not connoted in negative as the word “unconventional”. The term to be used against discrimination is “equality”. There will therefore be equal models where there is fair treatment of the two sexes. While keeping in mind the conceptual division of sexism/parity, in the course of the analysis the terms “unconventional”, “anti stereotype”, “antisexist” are used. That’s for two reasons: first of all, to make explicit the contrast between a situation in which there is discrimination based on sex (sexist, stereotyped, conventional) and a situation in which there is no discrimination (non-sexist, non-stereotyped, unconventional). And then for an awareness of the fact that, at least up to now, the norm (the “conventional” situation) has actually been a situation of sexism, of inequality between men and women. Once gender stereotypes and anti stereotypes (equal male-female models) are highlighted, it’s necessary to analyse how they are incorporated into a particular text and how they are presented to the reader.

To summarize the scale of sexism, it is possible to identify within texts, behaviors and ways of communicating two opposing attitudes: stereotyped and anti stereotyped<sup>8</sup>.

<b>Stereotyped</b> (The stereotyped model applied to men or women)	Accepted passively (as if it were "normal" and therefore unchangeable)	<b>STRONG SEXISM</b>
	Approved (as if it were positive)	<b>SEXISM</b>
	Criticised (questioned)	<b>ANTISEXISM</b>
<b>Anti stereotyped</b> (The equal unconventional male/female model)	Neutral (equal): the gender anti stereotype is accepted uncritically (gender equality is taken for granted)	<b>ACCEPTED PASSIVELY</b>
	Anti-conventional positive: the gender anti stereotype is approved	<b>APPROVED</b>
	Negative unconventional (or anti-parity): the gender anti stereotype is criticized	<b>CRITICIZED</b> (ridiculed as deviant from traditional models)

<sup>8</sup> Biemmi I. (2017), *Educazione sessista stereotipi di genere nei libri delle elementari*, Torino: Rosenberg&Sellier.



Therefore, we manage to build the scale of sexism which results from the union of the two previous scales with a variation: the cases of the criticized stereotype and the criticized anti-stereotype must be inverted with respect to the initial order:

Accepted stereotype ( <i>strong sexism</i> )	“All girls dream of being ballet dancers”
Approved stereotype ( <i>sexism</i> )	“Girls are better than boys at ballet”
Criticised antistereotype ( <i>unconventional negative or antiparitary</i> )	“Boys who like ballet are not real males”
Criticised stereotype ( <i>antisexism</i> )	“If you think ballet is only for girls you are an idiot”
Approved anti-stereotype ( <i>unconventional positive</i> )	“The males who do ballet are cool”
Accepted anti-stereotype ( <i>neutral or equal case</i> )	“Any boy and girl can become ballet dancers”

The previous texts can therefore be judged: strongly sexist, sexist, negative unconventional (anti-partisan), antisexist, positive unconventional (or equal positive) or neutral (equal).

### 3.1.3. Definition of gender-based violence

In our methodology it's crucial to define “gender-based violence”. It's “a phenomenon deeply rooted in gender inequality, and continues to be one of the most notable human rights violations within all societies. Gender-based violence is violence directed against a person because of their gender. Both women and men experience gender-based violence but the majority of victims are women and girls. Gender-based violence and violence against women are terms that are often used interchangeably as it has been widely acknowledged that most gender-based violence is inflicted on women and girls, by men. However, using the ‘gender-based’ aspect is important as it highlights the fact that many forms of violence against women are rooted in power inequalities between women and men. The terms are used interchangeably throughout EIGE’s work, reflecting the disproportionate number of these particular crimes against women”<sup>9</sup>.

<sup>9</sup> European Institute for Gender Equality, definition of Gender-based violence, in [eige.europa.eu](http://eige.europa.eu)







Often acts of violence (which to a greater extent are perpetrated by men against women) are violence that is not always easily to recognize by those who experience them, as they often take place in a highly stereotyped cultural context. The different forms of violence have the aim of instilling terror, mortifying and damaging the physical and psychological integrity of the victim and gender-based violence is both a cause and a consequence of gender inequality. The current pandemic situation affecting the whole world, including Europe, has led to an increase in cases of gender-based violence which mainly occurred inside homes. In this diagram produced by EIGE this aspect is very well highlighted<sup>10</sup>:

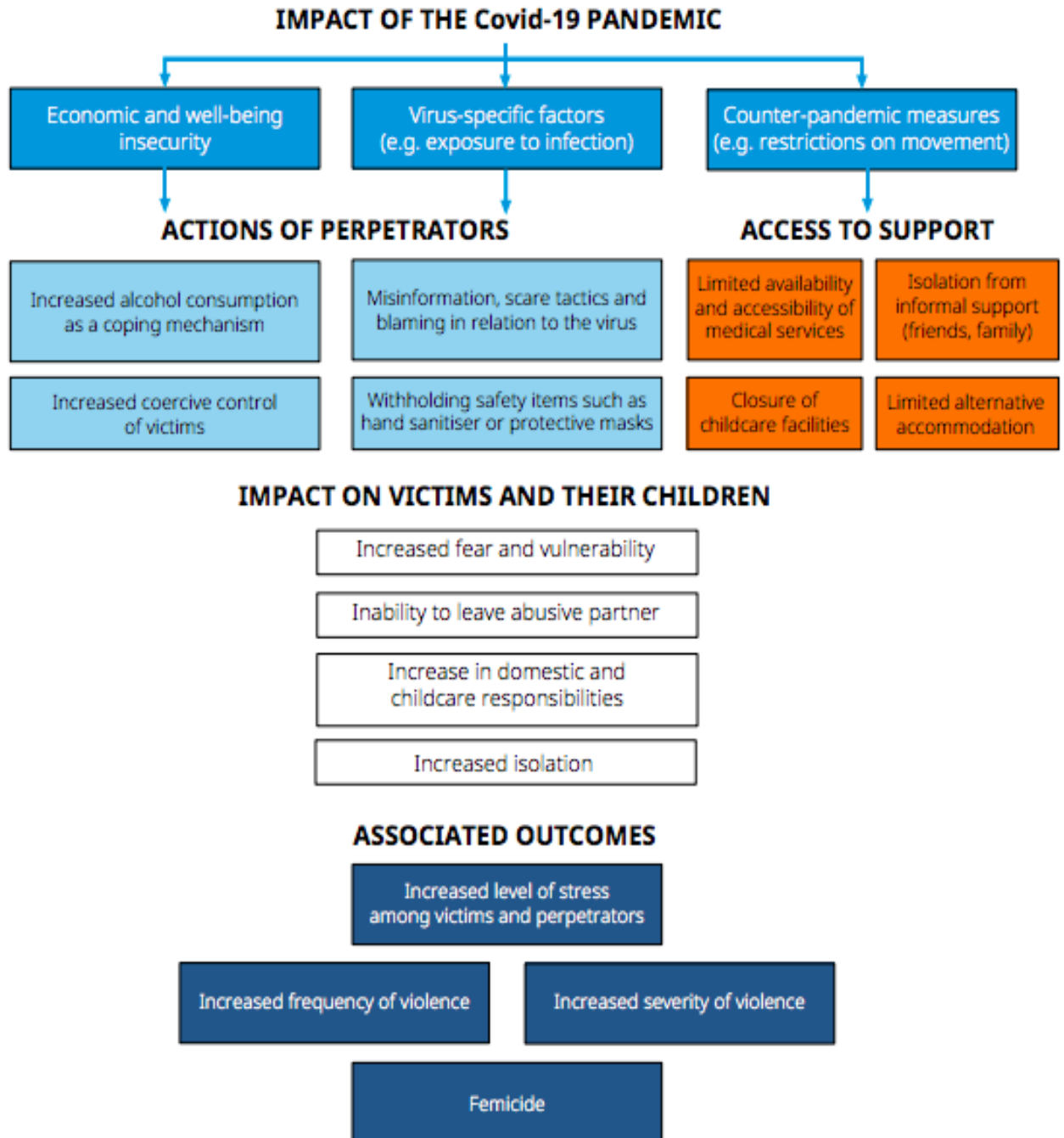
---

<sup>10</sup> Further information:

<https://eige.europa.eu/publications/covid-19-pandemic-and-intimate-partner-violence-against-women-eu>



**Figure 1. Risk factors during previous pandemics and natural disasters as they relate to Covid-19**



Source: Authors' summary based on Parkinson and Zara, 2013; First et al., 2017; Fraser, 2020; Peterman et al., 2020.



Currently, there is no updated data at European level on gender-based violence, Eurostat is now coordinating research at European level on this issue and the results are expected in 2023. Following this, EIGE will make a new investigation into femicide, partner violence and rape which will be published in 2022, in any case the data from both searches will be used to update the gender equality report due out in 2024.

Extensive research on the subject was conducted a few years ago by the European Union Agency for Fundamental Rights (FRA) in 2014 estimated that 13 million women in Europe suffered physical violence in the year prior to the FRA interview; 3.7 million European women have experienced sexual violence during the usual period of time, one, one in three women have experienced physical or sexual violence aged 15 and over and one of her three women has experienced psychological violence from your partner<sup>11</sup>. In 2017, Eurostat registered 854 women who were victims of homicide by a partner or a family member in 16 EU member states. “Muslim women, women with disabilities and older women face more severe forms of discrimination and are exposed to a higher risk of violence. Within the LGBTIQ\* community, gender exacerbates the risk of falling victim to violence, with the most vulnerable individuals being those whose gender expression does not match their assigned sex at birth, and intersex people”<sup>12</sup>.

In general, the EIGE classifies gender-based violence into the following types:

- Physical violence;
- Psychological violence;
- Sexual violence;
- Economic violence;
- Intimate partner violence;
- Female genital mutilation.

The European Union Agency for Fundamental Rights (FRA) adds other forms of violence:

- Stalking;
- Mobbing;
- Sexist hate speech;
- Assisted violence.
- Trafficking and forced prostitution;
- Rape;
- Femicide.

---

<sup>11</sup> For further information:

[https://fra.europa.eu/sites/default/files/fra-2014-vaw-survey-at-a-glance-oct14\\_it.pdf](https://fra.europa.eu/sites/default/files/fra-2014-vaw-survey-at-a-glance-oct14_it.pdf)

<sup>12</sup> For further information: <https://eige.europa.eu/gender-equality-index/2020/domain/violence>





Hate speech is also about a type of violence and in Italy, for example, there is the so-called “Barometer of hate” developed by Amnesty International Italia and the “Manifesto of non-hostile communication”. According to the “Barometer of hate,” to understand the degree of toxicity of the words in the messages, reference can be made to this reading grid based on 5 categories:

- Content (from less severe to more severe);
- Context (from less severe to more severe);
- Intention and tone (from less severe to more severe);
- Potential target (from less severe to more severe);
- Real or potential impact.

The phenomena taken into consideration sexist stereotypes, gender-based violence, hate speech will have to be analyzed at four levels within the youth organisations context:

- Administrative staff, including leadership positions;
- Youth workers;
- Relations between youth workers and associated members (young people, athletes...) of the organisation;
- Relations between associated members of the organisation.

### **3.2. State of the art**

The aim is to give an exhaustive description of the state of the art and statistical analysis about gender stereotypes and to identify literature and tools that can be useful to design the structure and the content of TWOST self-assessment Tool.

#### **3.2.1. National framework analysis**

##### **3.2.1.1. Methodology**

Taking into consideration the above mentioned methodology, each partner will prepare a national framework report taking into consideration the guidelines mentioned below. The





following guidelines have been elaborated by CSCS together with other partners in order to identify critical points for each country and as a consequence, to develop qualitative and quantitative indicators. The materials/documents/reports, etc. found on the partners country level will be classified into the interactive database and shared among partners and potential affiliated stakeholders. Moreover the document in partners national language, will be provided a short description in english that will make them readable for everyone.

The strategic areas on which partners would be asked to focus are the followings:

a) National Context and legal framework

Presentation and description of the national context and legal frameworks inside the partner country. The national document, policies and guidelines should be analyzed in order to identify how national legislation regulate, promote, and guarantee gender balance within youth organizations. They should identify which national policies favourite gender balance or if there are any that are disbalanced. After the literature analysis partners are asked to define and specify country weak points, in order to facilitate the preparation of the report.

b) Sexism & grassroots language

For the purposes of the project it is very important to identify the sexism and grassroots language within each partner's country. The purpose is to identify if sexism exists inside the national language and on which scale . Partners will be asked to analyze :

- Directives/guidelines/good practices/models/tools of language used in written communications and in oral communications inclusive or not inclusive/discriminatory;
- Directives, guidelines, good practices to combat gender stereotypes in written and oral communications.

### 3.2.1.2. *Webliography and references*

All the above mentioned materials will be used for the presentation of the national framework reports for each partner country should be reported in a bibliography or on a webliography. The following literature could be categorized by the following strategy (see table 1). The same approach applies to the tools found.

Table 1



Title	Author	Language	Thematic	Short Description in English	Source (link)

### 3.2.1.3. *Report on the National framework analysis*

After the review of the national reports prepared by each partner, will be elaborated a common report which unites the partners studies. This report will analyse each strategic area mentioned above and provide a common conclusion where the strategic areas (later named as indicators) will be identified for the development of the survey. By the identification of strategic areas we mean, joined problems, gaps or weak points on the partners country level that emerge intervention.

The origin of the report could be found [here](#).

## 3.2.2. Existing tools and best practices

The last step of the analysis is to identify already existing best practices and tools at national and EU levels which favour gender balance inside youth organizations.

Several tools were collected through bibliographic research that covered the national and international context. We started from these tools to elaborate the first structure of our Tool and elaborate the indicators.

These tools are present on Airtable in the section: IO2 Database and Interactive Guidelines, furthermore its are also reported and briefly described in the final [Report](#).

The collected tools address issues related to gender equality, non-violent written and oral communication, prevention of homophobic violence and bullying and cyberbullying.

This research analysis will last during the project lifetime and will be continuously completed with additional tools in order to deepen the themes and remain in line with the expected objectives.

To complete this task, the partners will be asked to analyze:





- Guidelines/good practices to combat sexism and gender stereotypes;
- Models/tools used to classify sexism and gender stereotypes.



## Conclusion

Based on the work carried out previously under “Theoretical framework” and “the state of the art”, the partners identified the following strategic areas which will be analysed down according to several quantitative and qualitative indicators:

- Human resources management (Gender representation at work, access to responsibilities, participation in governing bodies, improved organizational culture)
- Media-coverage and communication strategy existence of stereotypes in Communication activities
- Gender-based violence
- Access to and practice





### 3.3. TWOST online tool: methodology to draft the set of questions

#### 3.3.1. Definition of the perimeter of the tool

The phenomena of sexist stereotypes and gender-based violence will have to be analyzed at four levels within the youth organisations context:

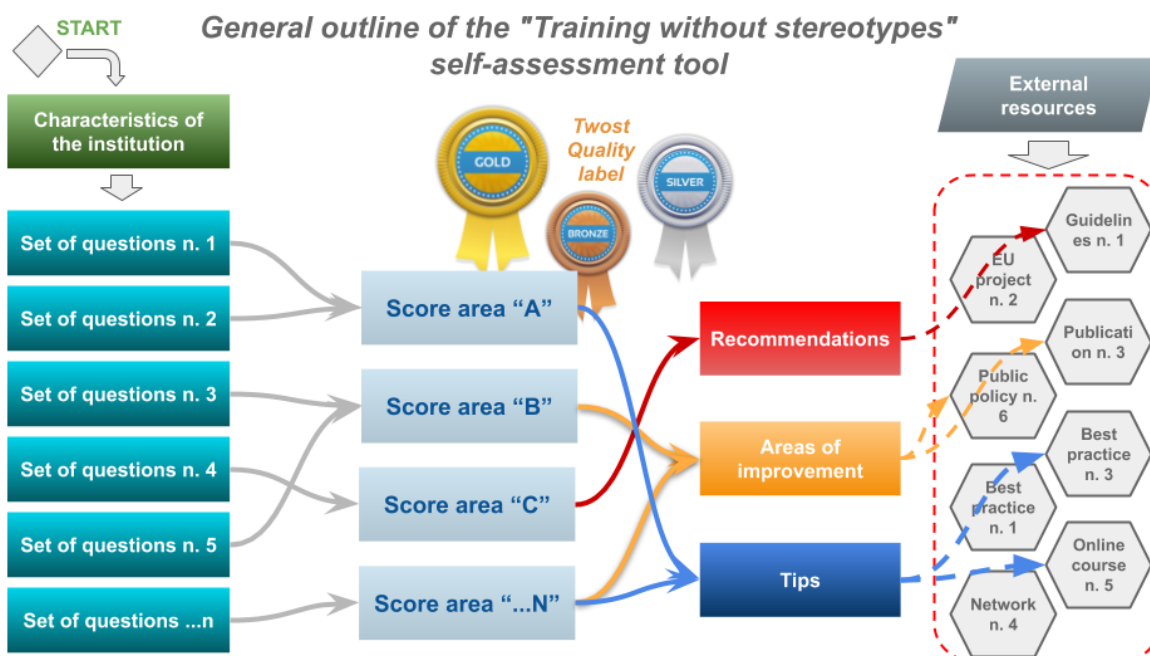
- Administrative staff, including leadership positions;
- Youth workers;
- Relations between youth workers and associated members (young people, athletes...) of the organisation;
- Relations between associated members of the organisation.

The users of the tool will be the staff of the youth organisations defined as *"organisations understood to be youth-led, non-profit, voluntary non-governmental associations, and under some circumstances, can instead be part of the state apparatus or be youth worker-led. They are mostly established to further the political, social, cultural, or economic goals of their members"*<sup>13</sup>. In this definition, we include as well sport organisations and the informal group led by youth workers..

The users of the Tool will be part of the staff of the organisation. It would be preferably that a senior figure along with a junior figure fill in the survey in order to get the most precise and objective results possible.

---

<sup>13</sup> <https://pjp-eu.coe.int/en/web/youth-partnership/youth-organisations-and-youth-programmes>



The first element of the TWOST online tool consists of a set of questions which will allow the user to question the level of awareness and knowledge of the organization, on the tools put in place in terms of stereotypes. gender, gender-based violence.

By answering these questions, the user will be able to establish a baseline, to identify critical gaps and challenges.

All partners will be actively involved in this activity.

Here below, it will be described the methodology followed by the partners to achieve the result.

### 3.3.2. Description of the methodology to set up the questionnaire

The process of development of the set of questions follows 4 steps that are deployed with a continuous approach:





### 3.3.2.1. Design of the set of questions

The design of the set of questions starts with the identification of strategic areas, indicators and questions and actively involves the project partners and the coordinator.

For the designing of the questions, the partners faced two imperatives:

- 1) The nature of the Tool, which is a self-assessment tool, imposes the creation of close-ended questions. Indeed, this self-assessment tool is able to give a score only if the answers are limited and predetermined. An open-ended question can't be analysed in this case.
- 2) The necessity to mix quantitative and qualitative indicators. When quantitative indicators can give a "picture" of the organisation, qualitative indicators measure the organisation's strategy to promote gender equality and tackle gender stereotypes. These qualitative indicators were created through multiple choice questions regarding the actions/strategy/means set up by the organisation to deal with different topics.

Starting from these imperatives and the work carried out during the "Theoretical Framework" and the "State of the art" analysis, this phase includes:

- identification of strategic areas
- Identification of outcome indicators
- Definition of close-ended questions
- Definition of multiple choice answers
- Connection between the questions and the type/size of the organisations

Thereafter, the proposition is refined after every testing phase.

The first versions of the proposal are drafted on Google sheet, following this table:

Strategic Areas	Outcome Indicators	Questions	Multiple choice answers	Sport organisations			Youth organisations			Informal group of young people		
				1-14	15-50	over 50	1- 14	15-50	over 50	1- 14	15 - 50	over 50



--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Once the structure of the survey is sufficiently defined, it is uploaded on Limesurvey tool for a better vision and rendering.

### 3.3.2.2. *Implementation of testing phase*

The implementation is done through the internal testing within the partnership.

Every partner is invited to release comments and suggestions, firstly on Google Sheet (on track-change modality or on a specific column entitled “comments”) and then on Limesurvey thanks to an additional section “comments” added after each question for the testing purpose.

### 3.3.2.3. *Analysis*

A document is created to collect all the comments as the history of changes.

In each version of the set of questions, all the comments are listed according to the strategic areas / outcomes indicators and are classified in 3 categories:

- Technical issues
- Content
- Methodology

Strategic areas	outcome indicators	Technical issues	Contents	Methodology
		e.g.: order of the questions, possibility to review the survey before submission...	e.g.: rephrasing of the questions, add qualitative questions...	e.g.: order of the questions, relevance of some questions, ...



#### 3.3.2.4. *Report*

Each comment and suggestion are discussed among the partners during the monthly meeting and a decision is made to adapt/change/improve the survey accordingly and reported in the minutes.

All agreed changes are integrated in a new version.



### 3.3.3. Main outputs

A total of 6 versions were drafted and discussed during the partners meetings.

Here below are the main comments and the corresponding changes made by the partners:

Technical issues		Content		Methodology	
Comment	Change	Comment	Change	Comment	Change
Possibility to review the fulfilled survey before the submission	<b>Possibility added.</b>	Rephrasing the questions because some are not clear enough.	<b>Clearer questions, pictures or explanations added to illustrate concepts</b>	All the questions should be relevant for all kind of organisations	<b>Creation of multiple choice questions, with at least 5 options. The user can tick one or more options. An option “non applicable” was added.</b>
		Some questions are relevant only for sport organisation	<b>Rephrasing the question and addition of answer choices</b>	Too many quantitative indicators	<b>Reduction of quantitative indicators and increase of qualitative indicators.</b>





		For the quantitative questions, the percentage is not clear and too complex	<b>Replace the percentage by numbers.</b>	Some questions are too focused on women	<b>all the questions are gender-balanced</b>
		Add the questions regarding the employment status .	<b>Added possibility to choose No full time /part-time workers</b>	The number of the questions and the order should be simplified.	<b>Reduction of the number of the questions, classification according categories and sub-categories</b>

#### 4. Testing with external stakeholders

##### *Implementation of testing phase*

The implementation is done through the external testing outside of the partnership.

Every partner is invited to release comments on the data gathered for their country, below on track-change modality .





## 5. Analysis

In the following document <https://docs.google.com/document/d/1cNrsR02RVcXTLHhbsYmYv6aidxIAPyMtbBJpPtgBLaY/edit#> Each partner must conduct the analysis of the document reports on the external testing.

The documents to be analysed are the following:

- [Full report](#) on the responses achieved by each respondent(only for the internal purposes )
- [General Report](#) with overview on the responses

In each version of the set of questions, all the comments are listed according to the strategic areas / outcomes indicators and are classified in 3 categories: