

<b>FORMAT</b>		
<b>1. Name of resource</b>	<b>Pro-Women. Up-skilling Itineraries for Women as New Cultural Promoters to Enhance Territorial Heritage</b>	
2. Location	<a href="http://www.prowomen-project.eu">www.prowomen-project.eu</a>	
3. Alternative location		
4. Author[s]	Pro-Women	
5. Publisher/producer/host	Pro-Women	
6. Year		
7. Suggested citation	Pro-Women, Up-skilling Itineraries for Women as New Cultural Promoters to Enhance Territorial Heritage, <a href="http://www.prowomen-project.eu">www.prowomen-project.eu</a>	
8. Languages in which available	English, French, German, Greek, Italian, Spanish, web pages translate automatically	
9. Geographic area resource relates to	Europe (Italy, Spain, Cyprus, Germany, France), but with wider relevance	
10. Does the resource relate to a specific time frame?		
<b>11. Type</b>	Report	Yes
	Toolkit/Framework/Roadmap	Yes
	Sign-post to other resource (database)	
	Case studies	Yes
	Other	Yes, videos, e-learning course, atlas of itineraries
12. If this is part of an initiative, what is the initiative?	"Co-funded by the Erasmus+ Programme of the European Union"	
<b>COLLECTIONS AND COLLECTIONS-BASED INSTITUTIONS</b>		
13. Explicit links to collections	Yes	
14. Explicit links to museums/libraries/archives	Yes	
<b>15. Types of institutions the resource covers</b>	<b>Museums</b>	X
	<b>Archives</b>	X
	<b>Libraries</b>	X
	<b>Other</b>	X
<b>16. Does the resource relate to specific disciplines?</b>	<b>Arts, humanities and social sciences: philosophy, psychology, religion, social sciences, law, politics,</b>	X

	<p>language, arts and recreation, architecture, literature, history, geography and ethnology, anthropology, archaeology</p>	
	<p>Science, natural history, technology, medicine, engineering, manufacturing</p>	
<p>17. If no explicit links to collections, justification for inclusion</p>	<p>The resources can be used by collections-based institutions to develop programmes that promote gender equality and increase opportunities for employment.</p>	
<p><b>HOW IT CONTRIBUTES TO SUSTAINABLE DEVELOPMENT</b></p>		
<p><b>18. Collections-related activities the resource relates to (mark all that apply)</b></p>		
<p><b>Develop collections to protect and safeguard wider cultural and natural heritage more effectively, and that support sustainable development</b> for example by targeting collecting to threatened forms of heritage in strategic ways</p>		
<p><b>Use collections to promote learning and educational opportunities that contribute to sustainable development more effectively</b>, for example education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development and/or skills development relating to collections</p>		
<p><b>Use collections to promote cultural participation/social inclusion more effectively</b>, for example by reducing barriers to participation, to ensure no-one is 'left behind'</p>		X
<p><b>Use collections to promote sustainable tourism more effectively</b>, for example by developing new products based on local cultural heritage, and/or considering the rights of stakeholder groups in relation to collections</p>		X
<p><b>Use collections to support research that contributes to sustainable development</b> (including all forms of personal and self-directed research at all levels that make use of stored collections) more effectively, for example by providing effective facilities, collections and information to meet researchers' needs</p>		
<p><b>Make decisions around collections that contribute to sustainable development more effectively</b></p>		
i.	employment (recruiting, staff training, staff safety)	X
ii.	energy consumption, greenhouse gas emissions, reduction, monitoring and reporting	
iii.	waste management and reduction of waste	
iv.	transport (forms of transport, energy use)	
v.	commercial activities including copyright and IP	
vi.	governance and management	

vii. security, disaster preparedness and risk reduction	
<b>Direct external leadership, partnerships and collaborations towards sustainable development more effectively</b> , for example by developing impactful partnerships	X
<b>19. Does the resource relate clearly to any international conventions (mark all that apply)?</b>	
Culture conventions:	
1952, 71 Protection of Copyright and Neighbouring Rights	
1954 Protection of Cultural Property in the Event of Armed Conflict	
1970 Fighting Against the Illicit Trafficking of Cultural Property	
1972 Protection of the World Cultural and Natural Heritage	
2001 Protection of the Underwater Cultural Heritage	
2003 Safeguarding of the Intangible Cultural Heritage	
2005 Protection and Promotion of the Diversity of Cultural Expressions	
Rio Conventions:	
Convention on Biological Diversity (CBD), Convention to Combat Desertification (UNCCD), Framework Convention on Climate Change (UNFCCC)	
<b>AIMS AND CONTENT</b>	
<b>20. What issues does the resource aim to address?</b>	<p><b>“ProWomen – Up-skilling Itineraries for Women as New Cultural Promoters to Enhance Territorial Heritage is an Erasmus+ KA2 project that runs from September 2019 to August 2021.</b></p> <p><b>The Pro-Women project wants to promote equal opportunities and social-labour inclusion of the low-skilled and unemployed women by providing intervention tools for training and empowerment. The target group will undertake a participative learning path to strengthen their competences and acquire new ones, with the final aim of supporting their employability in the Tourism sector. The project challenge is to operate in sustainable tourism. Therefore, this sector must increasingly be approached with a view of enhancing the cultural and environmental heritage, namely the legacy which includes tangible and intangible culture, as well as natural heritage (landscapes, biodiversity, etc.)” (About)</b></p> <p><b>“This Handbook is developed with the aim of helping professionals (educators, trainers) working with women in a vulnerable situation to develop learning activities and make their up-skilling and to promote their employability in the tourism sector.</b></p> <p><b>The Handbook provides suggestions on how to work with vulnerable women, while emphasizing at the same time</b></p>

	<p>the individuality of each person. It also contains information on how to effectively communicate, listen and engage, observe, promote and enable, mobilise resources, assess and plan. The Handbook will refer to the previous products and activities developed in the context of the Pro-Women project, such as IO1 – An Integrated Reading of the Territories, IO2 – Learning Course Package, and IO3 – Atlas. In this way, it becomes a holistic reference point of the project objectives as a whole, while simultaneously utilizing all the resources that have been developed within the project duration.</p> <p>One innovative element of this Output is that it offers tools and exercises that help identify the specific challenges of each woman in a vulnerable position and thus to assess their actual needs in order to adapt the intervention paths and perspectives to the real needs of the individual. This is reflected in the belief that women do not comprise a homogeneous group or category; they face different challenges and thus it is crucial to try and understand their situation and their specific needs in order to formulate appropriate plans of action. These tools will be in the form of outlines for interviews and questionnaires.” (Handbook)</p>
21. Intended audience of resource	<p>“Women in a vulnerable situation – low-skilled / low-qualified and unemployed women and/or housewives who want to re-enter the labour market; professionals working with women in a vulnerable situation; local stakeholders related to the project field” (About))</p> <p>“Professionals (educators, trainers) working with women in a vulnerable situation to develop learning activities and make their up-skilling and to promote their employability in the tourism sector” (Handbook)</p>
22. Process of development	
23. Organisation/structure/contents	<p><b>Home</b>  <b>About</b>  <b>Partnership</b>  <b>News</b>  <b>Sources:</b>  IO1 – An integrated Reading of the Territories</p> <p>IO2 - Learning Course Package for enhancing women's competences and promoting their employability opportunities in the tourism field</p>

	<p>IO3 - Atlas for the enhancement of cultural and natural heritage of specific areas of 5 European countries.</p> <p>IO4 - Handbook addressed to educators and trainers working with women in vulnerable situation</p> <p><b>Contact</b></p> <p><b>Handbook contents:</b>  Introduction 4  About the project 4  Objectives of the Handbook 6  Legal framework regarding gender discrimination 7  The importance of creating networks 9  As educators/trainers 9  As women in a vulnerable situation 11  Providing help, direction, and guidance 13  Empowering women with skills development in the tourism sector 17  Sustainable Tourism labour market and COVID-19 19  Entrepreneurship in the sustainable tourism sector – opportunities for action 23  Support services regarding (social) entrepreneurship in the Sustainable Tourism Sector 24  Italy 24  Spain 28  Cyprus 30  Germany 33  France 39  Tools for supporting the work with vulnerable women 44  For Educators/Trainers 44  For Women in a vulnerable position 47  CV &amp; Cover Letter development 47  Interview support 49  Resources &amp; support organisations for women’s employment 50  Conclusion 73  Glossary 74  Project information 76  Bibliography 77</p>
<b>FRAMEWORKS</b>	
24. Framework structure	
25. Relevant policy considerations	Yes

26. Resources for implementation identified	Yes
27. Specific assessment points/indicators/milestones/action plan for monitoring	Yes
<b>28. ASPECTS OF SUSTAINABILITY COVERED BY RESOURCE (mark all that apply)</b>	
People (social sustainability)	X
Planet (environmental sustainability)	
Prosperity (economic sustainability)	
Peace	X
Partnerships	X
<b>29. CROSS-CUTTING CONSIDERATIONS COVERED BY RESOURCE (mark all that apply)</b>	
Gender perspectives	X
North and South perspectives	
<b>HOW THE RESOURCE CONTRIBUTES TO AGENDA 2030 AND THE SDGs</b>	
<b>HOW AGENDA 2030 AND THE SDGs FEATURE IN THE RESOURCE</b>	
30. SDGs and Agenda 2030 specifically mentioned?	No
31. SDGs specifically mentioned?	No
32. SDG targets specifically mentioned?	No
33. SDG indicators specifically mentioned?	No
<b>SDGs AND SDG TARGETS AND LINKAGES</b>	
34. Comments on SDG linkages	The resource is linked to SDG targets around skills and employability in relation to women. These include: 1.2 (reduce the number of people living in poverty), 1.4 (equal rights to opportunity), 4.3 (access to education and training or women and men), 4.4 (skills for work), 4.5 (eliminate barriers in education), 4.A (inclusive learning environments), 5.1 (end discrimination against women and girls), 5.5 (women's participation and opportunities for leadership), 5.C (policies to empower women and girls), 8.3 (policies for productive work and job creation), 8.5 (full and productive employment and decent work for all women and men), 8.8 (protect labour rights), 8.9 (support sustainable tourism), 10.2 (social, economic and political inclusion for

	all), 10.3 (equal opportunity), 10.4 (social protection), 11.4 (protect and safeguard cultural and natural heritage), 11.7 (safe, inclusive and accessible green and public spaces), 11.B (integrated policies towards inclusion).
<b>35. SDGs and SDG targets the resource helps advance</b>	
<p><b>SDG 1: End poverty in all its forms everywhere</b> 1.2 By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions</p>	<p>Number of programmes drawing on collections (educational, awareness-raising, research, partnerships) that explore poverty as a multidimensional and complex issue, and that empower people to act to address poverty in all its forms.</p> <p>Number of educational programmes that are targeted towards people living in poverty.</p> <p>Proactive steps taken to ensure that all people, including those living in poverty, can access services.</p> <p>Collections development to support such programmes.</p> <p>Promotion of poverty-reducing programmes, locally and worldwide.</p> <p>Proactive support for economically disadvantaged and marginalized people in supply chains.</p> <p>Pro-poor decisions incorporated into all forms of operations, including financial decisions.</p> <p>Transparency in reporting on the supply chain, incorporating actions to address poverty locally and worldwide.</p>
<p><b>SDG 1: End poverty in all its forms everywhere</b> 1.4 By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial</p>	<p>Numbers and proportions of people from particular groups using collections in comparison with demographics in broader society.</p> <p>Numbers of people accessing collections.</p> <p>Number of targeted programmes that aim to enhance access to collections by disadvantaged groups.</p> <p>Sustainable tourism that enhances local communities' access to basic services, ownership and control over land and other forms of property (including cultural and natural heritage), as well as to technology and markets.</p>

<p>services, including microfinance</p>	<p>Involvement of people from disadvantaged groups in decision-making activities and processes relating to collections and collections-based institutions.</p>
<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b> 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university</p>	<p>Number of learning programmes in schools, colleges and universities that make use of collections.</p> <p>Proportion of learning programmes in schools and colleges making use of collections that prioritise disadvantaged areas.</p> <p>Gender balance of students in learning programmes.</p> <p>Number of programmes using collections that aim to encourage people to participate in education in schools, colleges and universities.</p>
<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b> 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</p>	<p>Number of young people and adults in skills-development activities and programmes drawing on collections, for employment, decent jobs and entrepreneurship</p> <p>Increase in number of young people and adults in such programmes</p> <p>Number and proportion of staff who have received training in the last year, to better support their contribution to the SDGs.</p> <p>Programs and processes in place to ensure the availability of a skilled workforce.</p>
<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b> 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</p>	<p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of persons with disabilities.</p> <p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of Indigenous peoples' groups.</p> <p>Number of educational and/or training programmes drawing on collections directed to meet the particular needs of children in vulnerable situations.</p>

<p><b>SDG 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all</b> 4.A Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all</p>	<p>Number and proportion of education facilities that are child, disability and gender sensitive.</p> <p>Proportion of education facilities that provide safe, non-violent, inclusive and effective learning environments for all.</p> <p>Number and type of initiatives to improve effectiveness of learning environments.</p> <p>Support given to other education facilities to make them more inclusive and effective.</p>
<p><b>SDG 5. Achieve gender equality and empower all women and girls</b> 5.1 End all forms of discrimination against all women and girls everywhere</p>	<p>Number and proportion of programmes taking proactive steps to identify, reduce and remove discriminatory practices and processes relating to collections and collection-based institutions.</p>
<p><b>SDG 5. Achieve gender equality and empower all women and girls</b> 5.5 Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life</p>	<p>Number and proportion of women included in programmes, partnerships and processes relating to collections and collections-based institutions at</p> <ul style="list-style-type: none"> <li>i. foundation/entry levels</li> <li>ii. intermediate levels</li> <li>iii. senior levels, including management, leadership and decision-making.</li> </ul>
<p><b>SDG 5. Achieve gender equality and empower all women and girls</b> 5.C Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels</p>	<p>Number and proportion of policies relating to collections and collections-based institutions that incorporate gender perspectives to promote gender equality and empowerment of all women and girls at all levels.</p>
<p><b>SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</b> 8.3 Promote development-oriented policies that</p>	<p>Development-oriented policies in place for the range of activities, or development-oriented considerations are included in other policies.</p> <p>Number of micro-, small- and medium-sized enterprises supported.</p>

<p>support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services</p>	<p>Number and proportion of formalised arrangements with micro-, small- and medium-sized enterprises.</p> <p>Total value of financial services or financial support provided to micro-, small and medium-sized enterprises.</p>
<p><b>SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</b> 8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value</p>	<p>Increase in number of people in full and productive employment relating to collections, through job creation and recruitment.</p> <p>Increase in proportion of existing staff working with collections in productive employment.</p> <p>Increase in number of men, women, young people and persons with disabilities in development and training programmes drawing on collections that support them in employment.</p> <p>Removal of pay disparities by gender and/or other status for those working with collections.</p> <p>Policies and plans in place to ensure that all suppliers and others in the supply chain are in decent and productive work.</p>
<p><b>SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</b> 8.8 Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment</p>	<p>Number and proportions of staff working with collections in safe and secure working environments.</p> <p>Number of accidents and other health and safety incidents reported.</p> <p>Training and support provided for staff to ensure their wellbeing, health and safety.</p> <p>Education, awareness-raising and partnership programmes drawing on collections that address labour rights, notably those of migrant workers and others in precarious employment.</p>

	<p>Reduction of numbers and proportions of staff on short-term or zero-hours contracts.</p> <p>Fair pay policies and procedures in place to prevent exploitation.</p> <p>Procurement policies that ensure that collecting institutions make use of people who are in decent employment, and that avoid exploitation throughout the supply chain.</p>
<p><b>SDG 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</b>        8.9 By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products</p>	<p>Numbers of jobs created or supported that relate to sustainable tourism drawing on local products (e.g. craft producers).</p> <p>Develop and implement plans to reduce and remove negative impacts of tourism.</p> <p>Numbers of activities and/or products drawing on local culture.</p> <p>Value to artisans and source communities of activities and products drawing on local culture.</p>
<p><b>SDG 10. Reduce inequality within and between countries</b>        10.2 By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status</p>	<p>Collections development to ensure that collections effectively meet the needs of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status.</p> <p>Numbers and proportions of people making use of collections in relation to the demographic of the local population.</p> <p>Numbers and proportions of people involved in focused programmes aimed at promoting social, economic and political inclusion.</p> <p>Numbers and proportions of people from different demographic groups involved in decision-making processes relating to collections and collections-based institutions.</p> <p>Number and types of partnerships that build relationships with marginalized groups, individuals and communities.</p>

<p><b>SDG 10. Reduce inequality within and between countries</b>  10.3 Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard</p>	<p>Identification of discriminatory policies and practices, with clear plans to address these, to ensure equal opportunity for all and reduce inequalities of outcome.</p> <p>Collections development to uphold and promote legislation and anti-discriminatory perspectives, with the aim of reducing inequality within and between countries.</p> <p>Education and participatory programmes that promote anti-discriminatory legislation, policies and action, with the aim of reducing inequality within and between countries.</p> <p>Research that supports anti-discriminatory legislation, policies and action, with the aim of reducing inequality within and between countries.</p> <p>Participation in partnerships that promote anti-discriminatory legislation, policies and action, with the aim of reducing inequality within and between countries.</p>
<p><b>SDG 10. Reduce inequality within and between countries</b>  10.4 Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality</p>	<p>Number and proportion of policies that proactively address equality issues relating to fiscal, wage and social protection considerations.</p>
<p><b>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</b>  11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage</p>	<p><b><i>11.4.1 Total expenditure (public and private) per capita spent on the preservation, protection and conservation of all cultural and natural heritage, by type of heritage</i></b></p> <p>Plans, policies and procedures in place for the safe use of collections for a variety of purposes, protecting and safeguarding both collections and those who use them.</p> <p>Plans, policies and procedures in place for the identification, safeguarding and protection of cultural and natural heritage at risk.</p> <p>Collecting programmes in place to protect, safeguard and make use of cultural and natural heritage, addressing the needs of communities and stakeholders, and ensuring that collections can be an effective resource for sustainable development.</p>

	Number and diversity of educational, awareness-raising, research programmes, and partnerships that aim to strengthen protection of cultural and natural heritage.				
<p><b>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</b></p> <p>11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities</p>	<p>Numbers of people accessing collecting institutions from different demographic groups, notably women, children, older people and persons with disabilities.</p> <p>Increases in numbers of people accessing collecting institutions from different demographic groups.</p> <p>Measures taken to remove barriers to access green and public spaces.</p> <p>Extent of green space provided by collections institutions.</p>				
<p><b>SDG 11. Make cities and human settlements inclusive, safe, resilient and sustainable</b></p> <p>11.B By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels</p>	<p><b><i>11.B.1 Proportion of local governments that adopt and implement local disaster risk reduction strategies in line with the Sendai Framework for Disaster Risk Reduction 2015-2030a</i></b></p> <p>Disaster Risk Reduction strategies and plans in place, in line with the Sendai Framework for Disaster Risk Reduction, to ensure collecting institutions and collections are factored into planning, and contribute effectively to Disaster Risk Reduction.</p>				
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7	8	9	10	11	12
13	14	15	16	17	