

FEPS training manual

HOW TO COUNTER GENDER DOMINATION TECHNIQUES?

#gender #equality #communication



Training module - Social
Democratic Values
& Policy Development

FMS
Foundation Max van der Stoep

Published in December 2024 by

FEPS
FOUNDATION FOR EUROPEAN
PROGRESSIVE STUDIES



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This FEPS Training manual is part of a series produced in close cooperation with the FEPS Pool of Trainers built within the FEPS Training programme and in partnership with the two above-mentioned organisations.



This manual was written with the financial support of the European Parliament.
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Project Coordination: C.Redder, E.Gil

Copy Editing/ C.Redder

Cover photos: FEPS

Design: Triptyque

legal deposit number: D/2025/15396./14

ISBN: 978-2-39076-019-1

FEPS TRAINING MANUAL
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FEPS TRAINING MANUAL



FEPS TRAINING MANUAL

The Training Manuals belong to the toolbox of the FEPS Training Programme. This training was designed for the "Gender Equality: how to pursue it in the context of right wing, authoritarian regimes? The cases of Hungary, Serbia, Poland" Project in 2024, hence the methodology described below has already been successfully applied.

The purpose of the FEPS Training Manual is to:

- Offer insights into the FEPS Training Activities
- Enable sharing methodologies
- Provide paths to multiplication
- Support FEPS Members in their strive to enhance their own training capacities

The Training Manuals consist of:

- An outline of the seminar that can be used as a blueprint
- An accompanying PowerPoint presentation.
- Whenever appropriate, additional materials to be used as part of the training, eg. Topical policy briefs, policy studies, or books.

The material can be used by Members and Trainers:

- In its entirety or partially
- In English or translated

Social media:


- If you / your organisation / your pool of trainers decide on using this material, we would be grateful for reference to FEPS and notification.
- We also encourage you to send us pictures of the training you conduct with our resources and welcome references via social media.

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INTRODUCTION



INTRODUCTION

THEME: HOW TO COUNTER GENDER DOMINATION TECHNIQUES

Duration: 5 hours seminar

Target Group: Activists, local and national politicians, party members

Size of the Group: approx. 30 participants

Number of trainers needed: recommended to do with two experienced trainers, from FEPS's Pool of Trainers.

Materials needed:

- FEPS gender domination techniques' PowerPoint presentation.
- The venue needed is a room to seat 30 people. Some extra space will be needed when they break into groups, tables and chairs can be layed out and moved to the side for the theatre portion of the training.
- Powerpoint, screen, projector, laptop,
- Paper and pens for participants
- Flip chart with paper and markers
- Depending on methodology of dividing groups: pictures from a magazine

Aim:

The aim of this training is to learn about **Gender Domination Techniques** and how to counter them. The trainers will facilitate open discussions when talking about these sensitive topics. The main activity is a theatre workshop where the ideas are explored further in an interactive manner.

Explanation:

Domination Techniques

- Domination Techniques are strategies to exert power over others, in other words, to elicit certain types of behavior from others for one's own purposes. These are methods that are often used to make and keep those who have less or little power passive and submissive.
- Can be experienced based on race, ethnicity, gender, age, class, or sexual orientation, and occur in politics, at work, in the media and in social interaction.

This training focuses on the gender aspect but can be adapted to suit the other aspects too.

Layout of manual:

- Introduction to the topic of domination techniques.
- Step 1: Creating a safe space
- Step 2: First activity, personal experiences
- Step 3: Second activity, theatre workshop
- Step 4: Evaluation and feedback

Takeaways:

The participants of this training will:

- Understand the phenomenon of domination techniques
- Gain the ability to recognise these techniques in the future
- Discuss their personal experiences between one another
- Create a piece of theatre on the topic
- Gain confidence to tackle these techniques in the future, and avoid being a "bystander"

WHAT ARE DOMINATION TECHNIQUES?



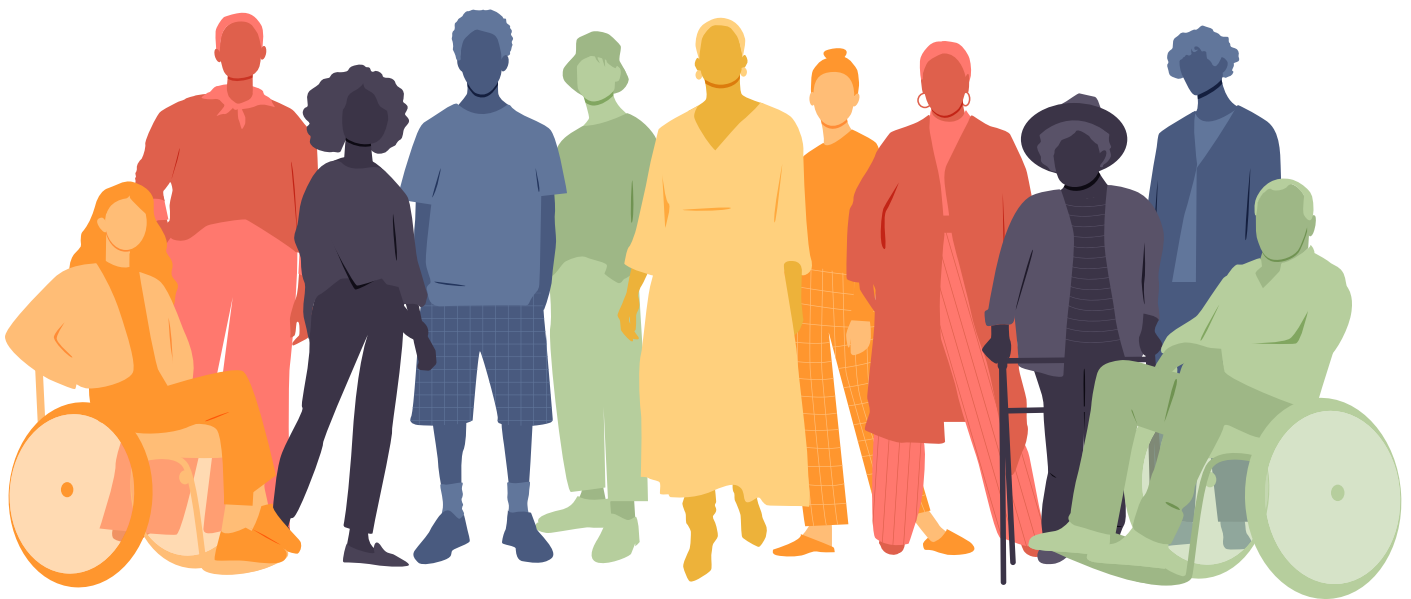
WHAT ARE DOMINATION TECHNIQUES?

Introduction to Gender Domination Techniques

According to Max Weber *Domination Techniques* are strategies to exert power over others, in other words, to elicit certain types of behavior from others for one's own purposes. These are methods that are often used to make and keep those who have less or little power passive and submissive.

Power is not equally divided over race, ethnicity, gender, age, class, or sexual orientation. That is why the balance of power is often unequal; one party is dominant, and the other party cannot extricate itself from it. Power can be exerted physically, economically, ideologically, mentally, or relationally. Consciously and subconsciously, strategies are employed to maintain this balance of power; one such strategy is to use domination techniques. Everyone consciously and subconsciously uses these techniques. They are used wherever there is power and influence: in politics, at work, in the media and in social interaction.

Being exposed to domination techniques hurts one's self-confidence. Domination techniques make people believe there is something wrong with them and/or that you are being dismissed or overlooked. This affects people's belief in their own abilities. By recognizing the techniques and giving them a name, they lose their effect. That's why it's important to learn how to recognize them, and to make sure you don't use them yourself.



THE MOST COMMONLY USED TECHNIQUES ARE:



MAKING PEOPLE INVISIBLE

Making you feel unseen, for example: No one responding to your input, ignoring you, leaving out your comments in the minutes. This can also include no representation in media, politics etc.

If someone tries this technique by not responding to what you are saying, you can try mentioning that no one has responded to your point yet, and that you would like to hear their reaction.



RIDICULING

Belittling remarks based on stereotypes, like 'be a good girl', 'someone is on their period', 'we're just joking', or 'little girl'.

Express, without getting angry, that you don't find the joke funny and what effect it has on you. They will be forced to reflect on their behaviour.



WITHHOLDING INFORMATION

With holding information, not allowing you into the "Old boy's network", or as they call it in Finland, sauna politics. Where men discuss topics among themselves, but female politicians can't just "get a towel and join in", and so they only hear what has been discussed afterward. This includes golf clubs and late after work drinks (mothers usually can't join) among other instances.



DOUBLE WHAMMY

It's wrong if you do something, but also if you don't. There's no way to win.

For example, attending an evening meeting means you are neglecting your family. But if you want to reschedule a meeting because of family obligations, you're not professional.

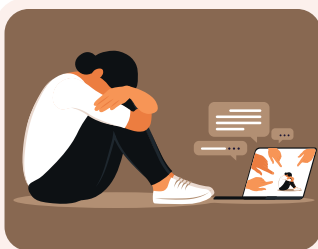
This can be solved in work places where double standards are not tolerated.



STEALING IDEAS

When someone takes over your recommendations, suggestions or ideas and then gets the recognition for them.

Things like this can make a real difference in a career but is often hard to bring this up yourself. Other should be on the alert and flag it or point it out: 'you mean the idea Eva first raised?'



UNDERESTIMATION AND INSULTS

Remarks like 'you wouldn't understand', 'you're missing the point', 'can't you take a joke', 'Oh, sweetheart'.

Highlight the insult and make explicit what is happening. This will force the joker to reflect and may even feel embarrassed.

WHAT IS THE BYSTANDER EFFECT?



WHAT IS THE BYSTANDER EFFECT?

The bystander effect is a social psychological phenomenon where individuals are less likely to offer help to a victim when other people are present. This effect occurs for several reasons, including:

- 1. Diffusion of Responsibility:** People assume that someone else will take action, so they feel less compelled to intervene.
- 2. Social Influence:** Individuals look to others for cues on how to behave. If no one else is reacting, they may interpret the situation as non-threatening.
- 3. Fear of Judgment:** People may worry about how they will be perceived or fear making a mistake.

The bystander effect was famously illustrated in the case of Kitty Genovese in 1964, where many witnesses did not intervene during her assault. This phenomenon highlights the importance of individual accountability in emergency situations.



STEP 1: Create a safe space for participants

Some participants will be unsure what is expected from them and are inclined to keep a low profile or adopt a passive attitude during a training. Both the topic and the methodology in this training demand for conditions to be ones of trust, respect, and openness. The aim is to create a space where individuals feel comfortable sharing their thoughts, concerns, and insights. In safe space participants are more likely to:

- Share their honest opinions and feedback without fear of judgment or retribution
- Be open to constructive criticism and suggestions for improvement
- Engage more actively and participate fully in the training session
- Build stronger relationships with their peers and trainers
- Feel motivated to learn and grow

On the other hand, a lack of trust, respect, or openness can lead to:

- Defensive reactions and a reluctance to share feedback
- Fear of reprisal or criticism
- Reduced engagement and participation
- Difficulty in building relationships and rapport
- A less effective learning experience overall

To ensure everyone's fullest contribution, it is necessary to create an atmosphere of security and predictability that feels safe to share and learn in. The following are suggestions for creating a safe space:

Provide a written program beforehand in their own language.

Start program with introductions so that everyone gets to know each other.

Trainers should introduce themselves and provide some personal details to close the distance between the group and trainer.

Do not ask 'trick questions' to prompt up wrong answers.

**Walk through the program and ask the group if they want changes.
It increases the predictability and develops a feeling of ownership by agreeing to it.**

Praise students for things that go well rather than dwelling on things that go badly.

Introduction of participants

Method:

- Hand out name tags and colourful markers to all participants
- Ask the participants to write their names on their name tags and draw a symbol or picture that represents them e.g. A flower, a tree, waves, a motorbike etc.
- Go around the group and have each person introduce themselves and explain their drawing.
- Tip – one of the facilitators should go first. When introducing yourself, include your pronouns. This allows the participants to disclose their own pronouns if they so choose.

Purpose: For participants to get to know each other, and remember their names easily

Materials needed: Colourful markers and name tags that you can stick on clothes

Time: 30 minutes

A Seminar Social Contract

Creating a safe includes creating a **Social Contract** at the beginning of the training. This means creating a mutual agreement between the participants and the trainers about which rules needed to be followed during the training.

Method:

- Set up a flip chart at the front of the room
- Ask one of the participants to be the scribe, to write the agreement on the flip chart.
- Explain the concept of a social contract and highlight the benefits of having such a contract.
- Ask the participants what rules they would like to include in today's training session.
- When a rule is suggested, ask the group if anyone opposes or has anything to add to each rule.
- Aim for about 10 suggestions

Goal: To allow for everyone to feel comfortable during the training, to set expectations, and to create a safe space.

Materials needed: Flipchart, flipchart papers, markers

Time: Allow for 20 minutes at the beginning of the training.

Outcomes: The creation of an agreement between the trainers and participants, and each other.

Added value: Sets the tone of the training. Can be used if there are tensions in the group. You can refer back to the contract during the training if people are breaking the rules, or want to add additional rules.

The social contract could include rules such as:

- Respect each other
- Start on time
- Promise to be engaged
- No phone usage
- Allow for breaks
- No interrupting each other

Tips: Participants are allowed to disagree with each other and discuss or amend the wording. When the 10 rules are finalised, the page should be hung up appropriately in the training room, so it remains in view, and everyone is reminded of the rules.

If, during the training, the participants are breaking these rules, (for example interrupting each other), you can point at the poster and remind everyone to keep the social contract in mind.

It is important to make sure that among the rules there are not only points that reflect a need for discipline, but also aspects that depict positive aspects such as: we will all do utmost to make this seminar succeed etc.



Step 2: Activity 1 "Personal Experiences"

Goal: This part of the Training is focused on arriving to a collective understanding of the phenomena of Gender Domination Technics.

You will need:

- The power point provided by FEPS
- The projector, screen, and computer to project the Power Point

The setup of the room:

- Recommended at this stage of the training to push the tables aside and set up is a circle of chairs, to allow for a more intimate discussion.

Purpose: Is to explain what is concretely meant by domination techniques and to allow participants to open up.

Methodology:

- Display slides one after the other
- Spend time on each of the slides, explain the Domination Technique and the Gender dimension of it.
- After each explanation take a moment, so that the participants can reflect and ask them to other examples of situation in which they saw / experienced domination technique(s).
- The examples serve both a) understanding, b) making it relatable for the people in the room, c) exemplifying the scale of the phenomena, d) impressing the need for action.

Time: Allow for 30 minutes

Outcomes: The group will have opened up to each other, which will enhance trust and cooperation. The participants will understand the different types of domination techniques and have heard real life examples.

Added value:

- Build empathy and connection among the participants
- Fostering trust and vulnerability among the participants
- Diversity of experience from the group

Tips: If nobody wants to share any personal examples, you can also hint that they can talk about examples of the situations they were told about / read about. After the last slide, open a round for more general comments. Ask if there is a need to come back to any of the earlier slides, before you close the round – it may happen that someone was too shy or too uncomfortable to share something at the beginning.

STEP 3: Activity 2 "Theatre Workshop"

Goal: The participants will prepare a 5-minute-long script and act it out.

You will need:

Depending on methodology of dividing groups: pictures cut from a magazine of different objects. Please see **Annex 2**.

The setup of the room:

- Space for the participants to be in their break out groups
- Recommended to set up designated space for each group

Purpose: to allow the participants to express themselves, speak more freely in smaller groups, and perform their own "plays" ie. Speak in their *own* voices and about their *own* experiences by the end of the training.



Figure 1: Theatre workshop, Novi Sad, Serbia, 2024.

Domination techniques are exposed best when you see them in action. Most people have been subjected to them at some point, but don't immediately recognize them from a theoretical description.

Methodology:

- Explain that the group will be split in 4, and that each group is being asked to prepare a 5-minute-long script, that they will then act out.
- How to form four groups (see methodology in **annex 2** of this document)
- Each group is given a different context: e.g. online meeting, campaign activity, party meeting, young activists, or municipal council debate.
- The play should show a situation in which at least two domination techniques are used.
- Keep it realistic, can be based on personal experiences.

Time: Allow for 1hr, give them 20 minutes to prepare their scripts and then act out!

Outcomes: Each group will produce and act out their play.

Added value:

- Team work
- Enhanced empathy and emotional intelligence
- Follow up the theory with a theatre workshop
- Encourage participants to explore their creativity through improvisation, storytelling, and devising original scenes

Tips:

- Explain to the groups that every participant needs to take part in the performance.
- Instruct each group to act out a situation that occurs frequently within their organization for example: online meeting, campaign activity, party meeting, young activists, or municipal council debate.
- Two domination techniques need to be demonstrated.
- Examples from the previous exercise can be used.
- Emphasize that it is not important to have them acting impressively, but that the content is more important.
- After giving them 20 minutes to brainstorm, you can then spend time on the feedback session.
- Solutions to the techniques will be discussed in the feedback.

Feedback:

After every role play, take time to discuss with the group what just happened. Let them:

- Recognize the techniques used
- Discuss how they work
- Discuss how the victim felt and whether any of the participants have been at the receiving end of such a technique.
- Finally ask if anyone knows a way to deal with the situation better. Make sure that you have a few concrete examples at hand, so the training is solutions orientated.



Figure 2: Theatre workshop in Novi Sad, Serbia, 2024.

As an example:

Participants may act out a scene in a board room discussion where a woman is interrupted and spoken over and then one of the men present takes credit for her idea.

Once the play ends, encourage a big round of applause from the viewers. Ask the viewers what domination techniques they noticed. Encourage the quiet participants to speak up. Once you have pin point the techniques used, facilitate a discussion about how these techniques would work.

Potential guiding questions:

- How did the victim feel?
- Have you ever been in a situation like this?
- What could the victim have done differently?
- What could the others have done differently?
- How can we deal with difficult situations?

Conclusion:

To end the session, have a group discussion about the role of the **bystander**. Have all the participants take their seats again. Ask the following guiding questions.

- How did acting out the plays make you feel? Were you comfortable or uncomfortable?
- Why didn't anyone help the victim? What could they have done differently?
- Finally ask all participants to name something what they will do different in the future if they come across one of the domination techniques.

Encouraging Action

- Highlight personal responsibility: Emphasize that everyone has a role to play in helping others.
- Strategies for Intervention: Teach safe and effective ways to intervene, such as:
 - Direct intervention (if safe)
 - Seeking help from others
 - Calling authorities (if the situation is deemed criminal)



Other examples of Gender Equality exercises

These exercises can promote awareness, encourage dialogue, and empower participants to challenge gender domination effectively. Can be used separately or for longer sessions multiple can be used.

1. Privilege Walk

- **Description:** Participants stand in a line and step forward or backward based on statements read aloud (e.g., "Step forward if you feel safe walking alone at night" "Step forward if you are taken seriously at work" "Step forward if you have access to affordable reproductive healthcare").
- **Purpose:** To visually illustrate the differences in privilege and experiences based on gender, prompting discussion about gender domination.

2. Debate on Gender Norms

- **Description:** Divide participants into groups and assign them different perspectives on a controversial gender-related topic (e.g., "Are gender roles beneficial or harmful?" "Should menstrual products be free?").
- **Purpose:** To encourage critical thinking about societal norms and how they can perpetuate gender domination.

3. Analyzing Media Representations

- **Description:** Participants analyze advertisements, movies, or news articles for gender representation and biases.
- **Purpose:** To highlight how media can reinforce gender domination and the importance of critical media literacy.

4. Mind Mapping

- **Description:** Create a mind map exploring different forms of gender domination (e.g., workplace inequality, stereotypes, violence) and their effects.
- **Purpose:** To visualize connections and foster understanding of the pervasive nature of gender domination.

5. Vision Boards

- **Description:** Participants create vision boards representing a gender-equitable world or workplace.
- **Purpose:** To inspire and motivate action towards achieving gender equality.

6. Group Discussions on Policy

- **Description:** Analyze existing policies within the organization and discuss how they may reinforce or combat gender domination.
- **Purpose:** To encourage critical evaluation of institutional practices and promote policy change.

STEP 4: Feedback

See FEPS's Training of Trainers manual for more info on feedback or how to design training

After a training session, feedback is crucial in ensuring that participants have a comprehensive understanding of the material and can effectively apply what they have learned. Feedback can help identifying areas where additional support or clarification is needed, making adjustments to the training session to better meet the needs of their audience. It will allow trainees to reflect on their own learning experience, identifying what they found helpful and what they struggled with. By incorporating feedback into the training process, trainers can create a more engaging and effective learning environment that leads to improved outcomes.

Trainers should plan for 20 minutes of feedback time, at the end of every training session.

The methodology used for gathering the feedback needs to be inline with the purpose of the feedback.

What will you do with the results of the feedback?

- Is it needed for a report?
- Is it needed to improve the training, both the content and the methodology?
- Do you want to gather instant feedback to test the mood of the group?

These questions need to be taken into consideration and are further explored in the FEPS Feedback training manual. Underneath is a selection of feedback techniques which could be used in this situation.

For on-the-spot verbal feedback, try the **Five-Finger Feedback Technique!**

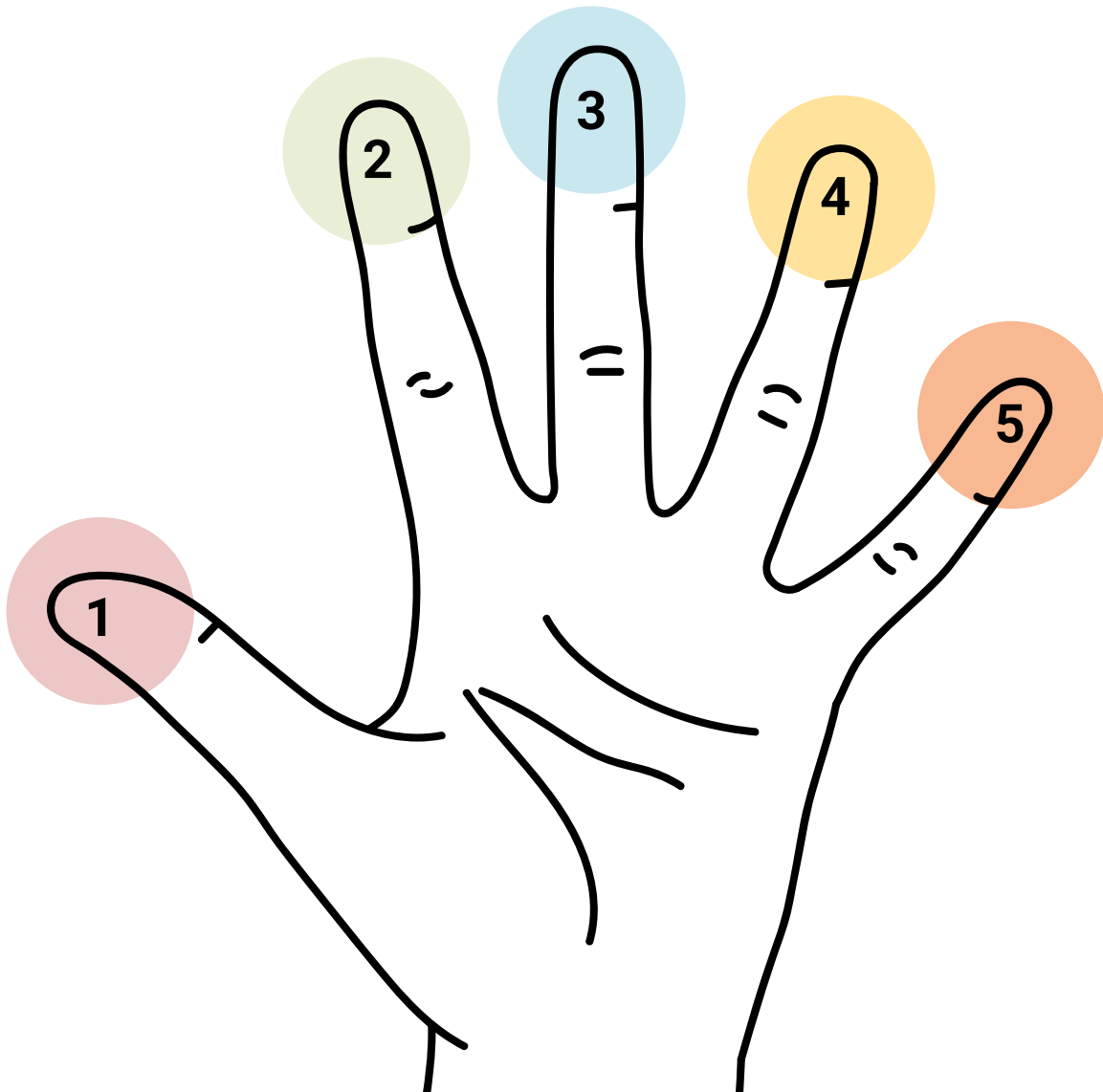
Ask all the participants to stand in a circle. This allows for a more intimate feeling, so participants feel able to speak openly. Also gets everyone to stand up, if they have been sitting for a while which energises people.

Do not go through each participant in a row, rather randomly choose who should go next. It keeps people on their toes and forces them to pay attention, because they may or may not have to speak next.

Begin with yourself or your co trainer as an example. Hold up your hand and beginning with the thumb go through each finger while giving the statements.

FIVE-FINGER FEEDBACK

- 1 Thumbs up: what was good?
- 2 Index Finger: what would you like to point out?
- 3 Middle finger: what did you not like
- 4 Marriage/ring finger: what will you take home with you from the training? -
- 5 Pinkie promise: what action to do promise to take after the training



For example:

- 1. Thumbs up** – I like that we acted out the plays this helped me visualise the examples of domination techniques.
- 2. Pointer finger** – I'd like to point out that this is my first training of this kind, and I felt comfortable sharing in this group.
- 3. Middle finger** – I didn't like the lack of breaks; I needed more regular breaks throughout the training.
- 4. Ring finger** – I will take home the information I learnt, on how to spot domination techniques in the workplace.
- 5. Pinkie finger** – I promise to stick up for others and not be a bystander in the future when I see this kind of behaviour.

Each participant should hold their hand up and point with the other to each finger while giving their feedback. If a participant cannot think of a statement for one finger, wait a moment, then tell them this is okay and ask them to answer the next one.

Purpose: Gather feedback verbally and quickly.

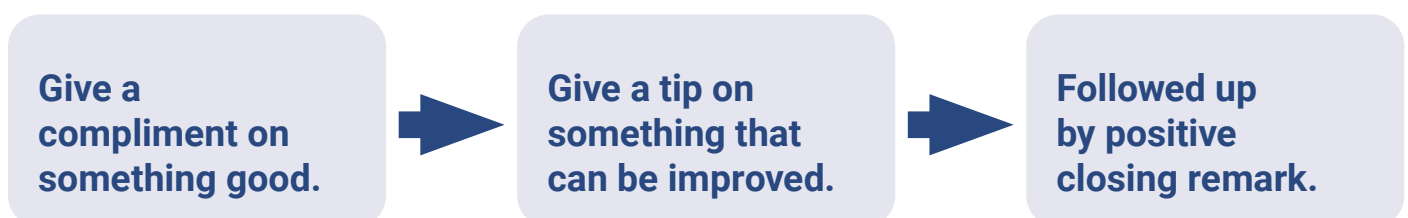
Benefits: Allows every participant to speak, answers tend to be positive.

Downsides: The feedback is not written down, sometime for reporting reasons you need proof of feedback. The trainers could write it down afterwards, but this is not optimal.

Feedback should be Positive

Feedback should be given to participants throughout the training – especially in the form of compliments and encouragement! Positive encouragement is proven to work better than negative criticism during training sessions. People are generally not open to criticism of their own behavior and ideas and tend not to accept it.

If you tell someone that they are doing something wrong, there is an almost automatic reflex to defend their actions. Use the **Sandwich Method** as a more positive feedback method.



An example of this could be:

"I really enjoyed your play; you did a very impressive job."

"Remember in the future to include all the people in your group, as everyone has a voice that needs to be heard!"

"Great job on creating realistic examples of gender domination techniques!"

When giving tips on something that can be improved, it's important **not** to say something is bad, doesn't work or is not realistic, but provide concrete advice what can be improved to make it even better.

Keep in mind cultural differences when giving feedback, in some cultures it is more acceptable than others to give harsh feedback. Also keep in mind, the age of participants, the level of experience, and the power dynamics at play, among other things.

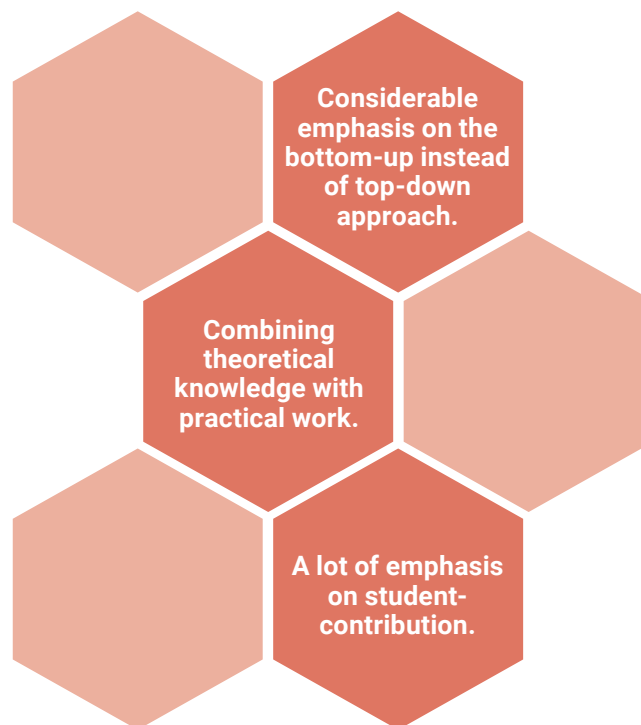


ANNEX 1: TRAINING METHODOLOGY



ANNEX 1: TRAINING METHODOLOGY

The way in which training is delivered can transform a simple lecture on a topic into an interactive activity, where participants successfully learn, upskill, and exchange knowledge. The training methodology used is vital to ensuring a successful activity. In essence the FEPS method involves:



The bottom-up approach means designing the training in a non-hierarchical fashion. In non-hierarchical learning both the participants and trainer are acknowledged as experts and co-constructors of knowledge instead of the trainer being identified as the most knowledgeable and in charge. This shows the participants that they, and their experience and expertise, are valued.

Combining theoretical knowledge and **a lot of practical work**, experience has shown us that participants learn better by doing. Time needs to be spent on the practical interactive activities as the participants will be learning by exposure and experience. These will make the training memorable and allow participants to engage with the material.

Student-contribution, or participant-contribution, is of utmost importance. The trainer should encourage participants to contribute and use their own examples and knowledge in the discussions.

ANNEX 2: METHODS OF DIVIDING GROUPS



ANNEX 2: METHODS OF DIVIDING GROUPS

Diving a group into smaller teams can be done in a number of ways. Here are some suggestions, where the aim is to have people randomly assigned, and not stick with their "friends".

Picture Puzzles: Cut pictures from a magazine that have different themes and hand them out to all the participants. Then tell the participants there are four types of pictures, for example: food, people, animals, and cars. The participants have to find the people who have similar pictures as themselves and form four groups.

Pick a Number: Assign everyone a number from 1 – 4, then tell them to gather in the four corners of the room, with those who have the same number.

Blue Sky: Have the participants, on the count of "Blue Sky," hold up from one to four fingers. "Green fields, red earth, blue sky. Go!" Tell the participants to gather in the four corners of the room, with those who held up the same number of fingers. Be careful that people are not changing their numbers to stay with friends.

ACKNOWLEDGEMENTS

Special thanks to Stefanie De Ruiter and Janna Besamusca who gave the gender domination techniques training as part of the "Gender Equality: how to pursue it in the context of right wing, authoritarian regimes? The cases of Hungary, Serbia, Poland" Project.

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Legal deposit number: D/2025/15396./14
ISBN: 978-2-39076-019-1