

# Multicentric Online Dissemination Events of the VR Balance Project to Promote Gender Equality through Virtual Reality

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## Introduction

VR Balance addresses gender inequality in caregiving and work through virtual reality-based education. This abstract reports the multicentric online dissemination events held in Poland, Spain, and Lithuania. The aim was to present the project's approach and gather stakeholder perspectives across different contexts.

## Methodology

Three national online webinars were organized within VR Balance, an EU-funded project under the CERV programme (Project No. 101191101). All events followed a shared 90-minute structure: online pretest, introduction to the European gender-equality context, web-based virtual reality simulation with six scenarios and debriefing, card-based participatory activity, and final panel discussion with Q&A. Sessions were delivered in national languages to improve accessibility and contextualized dialogue, using Google Meet or Teams according to the organizing partner.

## Results

The multicentric format reached more than 190 participants overall and ensured broad dissemination across three European settings. Poland organized two online sessions with a total of 56 participants; Spain held one event with over 80 participants; and Lithuania gathered 56 participants. The webinars enabled presentation of the project's theoretical framework, including gender stereotypes, the care gap, workplace discrimination, and their individual, organizational, and societal consequences. The combination of pretest, simulation, debriefing, interactive cards, and open discussion promoted active engagement and generated qualitative insights on how gender inequality, caregiving roles, meritocracy, bias, and organizational responsibility are perceived in different contexts. Delivering the sessions in local languages supported participation, encouraged culturally grounded dialogue, and preserved comparability through a common agenda across countries.

## Discussion and conclusion

These events showed that a shared online format can simultaneously support dissemination, education, stakeholder engagement, and qualitative data collection in a European multicentric project. Combining virtual reality-based materials with structured discussion appears useful for raising awareness on gender inequality and for informing comparative analyses across countries. This model may be transferable to future educational, research, and outreach activities in university and professional settings.

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