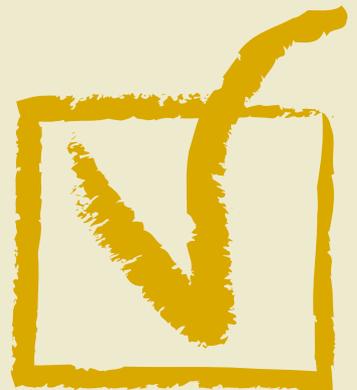EIGE

European Institute
for Gender Equality

**Mainstreaming gender
into the policies and the programmes
of the institutions of the European
Union and EU Member States**

**Good practices
in gender
mainstreaming**

**Mainstreaming gender into the policies and the programmes of the institutions of the European Union and EU Member States**

# Foreword

In compliance with Regulation (EC) No 1922/2006 establishing the European Institute for Gender Equality (EIGE), the institute has started working with selected methods and tools which were considered and acknowledged as good practices in the field of gender mainstreaming and at promoting gender equality. In 2011, the EIGE collected basic information on gender mainstreaming tools and methods in the Member States and, from this, EIGE will focus further work on a selection of methods and tools and good practices:

1.  based on the priority areas selected by the presidencies of the Council of the European Union;

2.  toward developing standards and objective criteria for the classification of 'good practices' in gender mainstreaming;

3.  toward developing a systematic approach to gender training within the context of gender-equality and gender-mainstreaming initiatives.

To support the implementation of the Commission strategy for equality between women and men 2010–15, and to increase the capacity of various stakeholders and users, the institute will work on transferring knowledge on gender mainstreaming and gender equality, while also promoting existing training methods. It will map out gender mainstreaming training provided in the Member States; facilitate effective links among policy-makers, research communities and experts providing training; and promote discussion on gender-training standards.

The EIGE will also focus on developing a comprehensive approach to assessing good practices, including a set of criteria to identify certain methods and tools. Good practices identified will be processed and made available online through the Resource and Documentation Centre of the institute.

Ultimately, the collection and dissemination of good practices, methods and tools will support knowledge-sharing on effective gender-equality policies and gender-mainstreaming strategies and promote a positive impact on social development in the EU.

*Virginija Langbakk*
*Director*
*The European Institute for Gender Equality (EIGE)*

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# Introduction

Findings from the September 2011 study, 'Second *ex ante* evaluation of EIGE focusing on the institute's specific objectives and operations: final report', commissioned by the EIGE, reveals that most Member States that have gender-equality strategies and action plans take a dual approach, which includes separate thematic equality actions in addition to cross-cutting intervention.

The study also reveals highlighted key challenges for working in the area of gender mainstreaming.

— Initiatives vary significantly in purpose, scope and objective. This suggests very different degrees of gender-mainstreaming implementation across EU Member States.
— Evaluation evidence is absent in almost all cases.
— Contact details of relevant actors are often not available.
— Information about initiatives is often found in secondary sources rather than primary ones.

The outcome of the study helped to provide a clearer picture of possible ways for expanding work on gender-mainstreaming strategies to promote gender equality within the European Union and Member States.

The publication is the result of contributions made by the EIGE's Thematic Network on Gender Mainstreaming, by the Experts' Forum members, by EIGE staff as well as the previously mentioned *ex ante* study and the findings from the 'Study on the use of "good practice" as a tool for mainstreaming gender into the policies and programmes of the institutions of European Union and EU Member States', commissioned to Fondazione Giacomo Brodolini (FGB).

This study delivered examples of good practices within the work of five Member States (Spain, Austria, Poland, Sweden and the United Kingdom) ([1]) and the European Commission, which were selected for their exemplary approaches to gender mainstreaming. In total, the study brought together 29 examples of good practices in the implementation of three policy areas: entrepreneurship and development cooperation; employment and social inclusion; and gender-equality policy.

Many of these practices paid particular attention to gender training, especially to training of internal staff and highly active stakeholders. Given the importance of this particular gender-mainstreaming tool, the study therefore also identified several efficient gender-training programmes.

The study specifically delivered:

1. suggestions for building up an operational definition of good practices of gender mainstreaming;
2. a methodology for identifying, describing and analysing existing gender-mainstreaming good practices;
3. suggestions on better ways of collecting good practices for the EIGE's future work;
4. a collection of case studies on good practices in gender mainstreaming;
5. a collection of case studies on gender training.

The EIGE's objective is to utilise this information to develop its approach to good-practice studies from 2011 to 2012. The EIGE also used the findings to participate in a conference in Brussels on 28 November 2011 to present and discuss identified good practices in gender training to EIGE stakeholders. The stakeholders addressed the European Commission, EU Member States, the European Parliament and other interested organisations. By 2012, the EIGE expects to develop a comprehensive approach to collecting, presenting and sharing good practices. A set of criteria will be developed and applied to identify certain methods and tools as **good practices**. These practices will be made available online in order to facilitate the sharing of information on effective methods and initiatives and ultimately encourage analytical engagement.

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## Conceptualising gender mainstreaming

Gender mainstreaming has increasingly become an important issue within the political agenda of the EU. Through various documents, the EU has demonstrated commitment to the implementation of gender-mainstreaming strategies. The importance of gender mainstreaming is also widely recognised by nearly all EU Member States, many of which have strived to put this strategy into practice.

The **definition of gender mainstreaming** utilised by this paper was developed by the Council of Europe:

> *Gender mainstreaming is the (re)organisation, improvement, development and evaluation of policy processes, so that a gender equality perspective is incorporated in all policies at all levels and at all stages, by the actors normally involved in policymaking.*
>
> (Council of Europe 1998: 12)

Gender mainstreaming is not a goal in itself but a strategy to achieve equality between women and men. It involves a process of change and transformation which implies that all actors involved in policymaking **integrate gender-equality concerns**. This concretely means integrating a systematic consideration of the differences between the conditions, situations and needs of women and men, the relations existing between them, and differentiated policy impact on the concrete lives of women and/or men — **in the planning, implementation, monitoring and evaluation of** all policies, programmes and activities. This policy strategy also aims to have both sexes influencing, participating in and benefiting equitably from all interventions. The main goal of gender mainstreaming is to have both sexes able to enjoy equal visibility, empowerment and participation in all spheres of public and private life.

Gender mainstreaming is not an isolated exercise that merely adopts specific measures redressing long-lasting imbalances between women and men. It is rather **an integral part of common policies and the policy cycle, which addresses the structural character of gender inequality. The starting point for mainstreaming is a policy that already exists**. The policy process is then reorganised to enable actors to appropriately incorporate a gender perspective throughout their current activities.

> *Gender mainstreaming is a gender equality strategy that aims to transform organisational processes and practices by eliminating gender biases in existing routines [… and] involving regular actors in this transformation process.*
>
> (Benschop and Verloo, 2006: 19)

The promotion of gender equality calls for the use of a dual strategy, therefore requiring gender-mainstreaming initiatives to be complemented by specific policies and actions targeting specific gender gaps or challenges.

## Working definition of good practices

Good practices are often used for promoting gender equality and sharing experiences on mainstreaming gender into the policies and programmes of EU institutions and Member States.

Different terms such as 'good practices', 'lessons learned', 'best practices', 'learning practices' and 'promising practices' are often used interchangeably. After comparing various definitions and sources, a 'good practice' can be broadly defined as a practice that, upon evaluation, demonstrates success at producing an impact which is reputed as good, and can be replicated.

## Table 1.1 Operational definitions

| | Definition | Source |
|---|---|---|
| Good practice | Any collection of specific methods that produces results in harmony with the values of the proponents of those practices. | FAO, 2005 |
| | A good practice is one that meets at least two of the following criteria: leads to an actual change; has an impact on the policy environment; demonstrates an innovative or replicable approach; or demonstrates sustainability. | UN Inter-Agency Committee on Women and Gender Equality, 1999 |
| | Examples of adaptation that perform well under the circumstances in which they were implemented. | EEA, 2009 |
| | An action or a set of actions that, based on quantitative and/or qualitative evidence, has been demonstrated to have had a positive and tangible impact on a given protection issue, problem or challenge, thus resulting in enhanced protection of and respect for the rights of persons of concern. | IASC, 2000 |
| | The formal and structured process of searching for those practices which lead to superior or excellent performance, the observation and exchange of information about those practices, and the adaptation and implementation of those practices into one's own organisation. | Meade, 1994 |
| | Initiatives (e.g. actions, methodologies, methods, projects, processes, techniques, strategies, development plans) which have proven successful and have the potential to be transferred from one geographic area or region to another. | www.winnet8.eu |
| | Good practices are well documented and assessed programming practices that provide evidence of success/impact and which are valuable for replication, scaling up and further study. | Unicef (www.unicef.org) |
| Learning practice | The use of a method, tool, technology, etc. which is generally regarded as 'practices which are good for learning', i.e. practices which either achieve their own objectives and/or have a beneficial impact on their environment, or (more importantly) provide useful learning experiences which are likely to stimulate creativity, ingenuity and self-reflexivity on the part of the user. | BEEP (Best e-Europe Practices) |
| Best practice | Planning or operational practices that have proven successful in particular circumstances and which are 'used to demonstrate what works and what does not and to accumulate and apply knowledge about how and why they work in different situations and contexts'. | UNFPA, 2004 |
| | Best practices have four common characteristics: they are innovative; they make a difference; they have a sustainable effect; and they have the potential to be replicated and to serve as a model for generating initiatives elsewhere. | Unesco, 1994 |
| | A best practice is a specific action or set of actions exhibiting quantitative and qualitative evidence of success together with the ability to be replicated and the potential to be adapted and transferred. Best practices represent the 'Gold Standard' of activities and tools that can be implemented to support programme objectives. | USAID |
| Promising practice | A promising practice is a specific action or set of actions exhibiting inconclusive evidence of success or evidence of partial success. It may or may not be possible to replicate a promising practice in more than one setting. | USAID |

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Even though the varying forms of practices (good, learning, best and promising) referred to above seem to be used as synonymous terms, there is a basic distinction between the concept of 'best' practices — implying that there is a 'best' way of delivering policies and obtaining results — and the other concepts, including 'good' practices, which does not imply a hierarchy of methods, and acknowledging that each situation requires a different approach. They all indicate positive examples of some practice or approach that produces results deemed as valuable. They all offer ideas about what 'works well'.

Examples of good practices in gender mainstreaming should document **the way in which gender-equality concerns were made central** to policymaking, legislation, resource allocation, planning, implementation, monitoring and evaluation of projects and programmes. They should, if possible, also document the **transformative impact of implementing and/or adopting gender mainstreaming** into goals, strategies, actions and outcomes which leads to increasing equality between women and men.

A good practice in gender mainstreaming should be any procedure that not only '**works well**' in terms of actions, methods or strategy but that **is part of a wider strategy for gender mainstreaming**. Therefore, a good practice in gender mainstreaming should reflect a broad range of activities/initiatives undertaken by relevant actors in support of the gender-mainstreaming approach/strategy. At the same time, it should also demonstrate a **long-lasting effect that parallels gender-mainstreaming objectives**. Since the aim of gender-mainstreaming implementation is to make gender-equality concerns cross-cut all policies, programmes and activities for the long term, **it is essential to record progress** in relation to institutional implementation and results achieving a reduction of inequalities. Although the policy, project or activity may not yet be perfect from a gender-equality perspective, it is still possible

and important to record positive steps made in the right direction. Therefore, good practices should be considered as **practices that manage to bring about better institutional policies towards gender equality**. Therefore, good practices should also be considered as practices that not only manage to incrementally transform policies but that also capture these improvements step by step.

A good practice is not necessarily exhaustive or perfect. Rather, it represents an **available solution to a specific problem in the light of the available resources and working environment in the given context**. Good practices developed in countries/fields/organisations in which gender equality is less widespread, in which policy conditions are less developed and which face more difficulties also have an intrinsic value both for countries in similar and better conditions. Well-documented and contextualised good practices can assist organisations and people striving to implement gender mainstreaming and in need of particular creative and careful solutions for building more resilient policies.

The EIGE's working definition of good practices in gender mainstreaming is supported by a large body of literature [2] that asserts basic principles and prerequisites of successful gender mainstreaming:

— a top-down approach with clear political will and allocation of adequate resources;

— viable gender-equality objectives formulated on the basis of gender analyses;

— appropriate implementation of arrangements at all levels (planning, management, monitoring, control and evaluation);

— strategies that bring on board people from the whole system (the responsibility for gender mainstreaming is system-wide);

— the availability of content-specific gender-equality and/or mainstreaming knowledge and expertise to people operating at all levels in a system;

— balanced participation of women in decision-making.

The concept of **good practice in gender mainstreaming** should thereby refer to:

*any experience/initiative displaying techniques, methods or approaches which function in a way that produce effects and results coherent with the definition of gender mainstreaming, which are considered to be effective in delivering gender mainstreaming as a transformative strategy, and, therefore, deserving to be disseminated and proposed to other organisational contexts.*

**Can good practices be considered tools for gender mainstreaming?** The Council of Europe distinguishes three broad categories of techniques and tools for gender mainstreaming:

1. **analytical tools/ techniques**, such as statistics, surveys, cost–benefit analyses, guidelines and gender-impact assessment methods;
2. **educational tools/techniques**, such as awareness-raising, training courses, manuals and leaflets; and
3. **consultative and participatory tools/techniques** such as steering groups, think tanks, databases, conferences, seminars and hearings.

After analysing tools used for implementing gender mainstreaming, it became clear that most tools can be used for multiple purposes (e.g. statistics disaggregated by sex are useful as educational and consultation tools as well as for analytical uses). It is also clear that the implementation process of gender mainstreaming calls for the simultaneous use of different tools.

Good practices in gender mainstreaming are not, as such, a tool for gender mainstreaming but they serve as examples that are useful for other tools. For instance, training materials can use good practices to show that gender mainstreaming is not beyond the possibilities of a given country or organisation, especially when it can be shown that in similar situations greater gender equality has been achieved.

Good practices can also be seen as a technique to disseminate knowledge; therefore, it can also be a part of an educational and/or consultative/participatory process. In addition, examples of good practice in gender mainstreaming might illustrate that it is possible to make breakthroughs in gender equality by integrating a gender-equality perspective into the policy spectrum. Another utility of a good practice is the ability to demonstrate the various ways in which a practice was done — and can be done again.

This is one of the primary reasons why the EIGE works to collect, process and disseminate tools, methods and good practices when supporting European institutions, EU Member States and stakeholders in the implementation of gender-mainstreaming strategies and gender-equality policies.

## Criteria for assessing good practices

There is no universally accepted definition of a good practice in gender mainstreaming. Without establishing criteria and careful assessment of each practice, its effects and features, views about whether a practice is good are highly subjective.

The study on good practices, as mentioned previously, suggested and tested a methodology for identifying, assessing and describing good practices which emphasised the importance of establishing:

1. a set of assessment criteria for evaluating good practice examples; these criteria should be reasonably flexible and transferable for future usages in evaluation;
2. a description template or uniform format that can help to describe good practices in a comparable way.

Another key deliverable of this study involved proposing a guiding principle for developing a working definition of **good practices**. Practices able to **work**

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well, replicate in other contexts (**transferable**) and/or provide a valuable learning experience would be considered good.

These guiding principles are broad categories; nevertheless, they were vital crucial for maintaining a flexible conceptualisation of the EIGE's working definition of **good practices. Works well** refers to an initiative's capacity to improve gender equality in a specific country, area and/or sector. Good practices that **work well** have **a transformative value**. The initiative must have engendered or potentiated better policies, a positive alteration of gender relations in the given context and/or a transformation of the organisational processes and practices with the full engagement of the actors involved in policymaking while reaching gender-equality goals. In order for a good practice in gender mainstreaming to be assessed as **working well**, the practice should have produced an observable and demonstrable result (³) upon being operationally in effect for a significant period of time.

Good practices should reflect engagement in three broad domains in order to be classified as **working well**:

1. promote a positive change of access to goods, services, status, decision-making and opportunities; rectification of power imbalances; expansion of the subjective and objective range of legal, social and psychological choices available to both men and women; break gender stereotypes, norms and patterns;
2. actively involve groups and organisations which are instrumental for producing outcomes (those who are responsible for policymaking at all levels, those who are responsible for the organisation of work, etc.);
3. orchestrate and/or correspond to wider organisational conditions and environments, which systematically integrates gender equality across its intervention phases through the means of accountability, transparency and incentive mechanisms.

Concretely, these initiatives that **work well** would exhibit distinct characteristics.

1. The practice would have objectives that are consistent with respective gender-mainstreaming strategy priorities.
2. It would take into account available resources and the given context of national and/or international policy.
3. The initiative would be conducive to potentiating and increasing gender equality in the immediate, medium or long term as an effect of the initiative undertaken.
4. It would create conditions to ensure the continuation or permanence of the practice itself and/or results/transformation it has produced toward better policies and gender equality even after the intervention has ceased.

A good practice of this classification could be a practice that is no longer in operation or is currently in operation due to an extension and/or an indefinite time span (e.g. in the case of rules or legal requirements, such as gender budgeting), as long as the practice is currently having an effect. Many of the good practices identified are still in operation.

**Transferability** refers to the ability to have features of the good practice reproduced in other contexts. The conditions and constitutive aspects of the transferable good practice would have to be delineated and documented. It is important to understand the particular context of practice that allowed it to take place, produce outcomes (⁴) and mobilise resources. However, transferability cannot be assessed in abstract terms: a practice should be considered transferable when there is evidence demonstrating successful replication. The aspect must explicitly present the tangible features of the good practice that were reapplied to the other or current context. **In conclusion, assessing transferability requires**:

1. actual **replication or spin-off effects to other target groups and sectors;**

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2. identifying and documenting factors producing **the success** of the initiative and main obstacles to overcome;

3. identifying and documenting the **potential** and **constraints** of practices to moving forward.

**Learning potential** refers to good practices that facilitate **learning**, generate valuable lessons and provide innovative examples that are relevant for future forms of dissemination and transferability in other contexts. Good practices with a learning potential in gender mainstreaming should provide insight, in the shape of knowledge and/or concepts that can be used to develop new thinking around gender equality and gender mainstreaming. It should inspire new actions or changes to existing actions, even when it was not feasible to transfer the practice. Assessing the learning potential of an initiative requires identifying particular conditions and/or features that enable the gender-conscious initiative to achieve noteworthy results. It entails distilling the learning potential of the conceptual design, implementation, monitoring and evaluation of the good practice in order to craft a useful model for capacity building.

The guiding principles derived from the key criteria set in the methodological framework for identifying good practices is only a starting point in the EIGE's strive to develop an exhaustive and more detailed set of criteria. However, the EIGE faces several challenges, since identification and assessment requires more than the mere act of acquiring data. Pre-existing information directly related to the relevance, efficiency, effectiveness, impact, European added value and sustainability of the practice or the records which allow this information to be developed are relevant domains of information that are essential for identifying practices as good and for facilitating evaluation. Difficulties also arise when attempting to obtain the necessary information for identifying and assessing good practices, given that the current state of available and accessible information is sparse.

Despite challenges, the study on good practices identified, assessed and described a large number of diverse good practices in gender mainstreaming from different countries. These good practices are categorised according to the type of gender-mainstreaming action; objective; methods and tools adopted ([5]); and main gender-mainstreaming results.

In conclusion, assessing and presenting good practices in gender mainstreaming should seek to evaluate the progress and impact achieved by the practice itself. It should also document striking and sustainable practices which can be used to inspire decision-makers involved in formulating, implementing and evaluating gender-mainstreaming policies. Good-practice examples can also be useful for encouraging more commitment to the effective implementation of gender-mainstreaming strategies, by showcasing those which are working and yielding positive outcomes, even though they might not be entirely feasible in other contexts.

## Why gender training?

> *Gender mainstreaming implies that all actors involved in policymaking integrate* **gender-equality concerns to the planning, implementation, monitoring and evaluation of** *all policies, programmes and activities. It also means that gender expertise is integrated into the policy processes by making gender expertise a requirement for policymakers.*
>
> (Council of Europe, 1998: 12)

It is an organisational strategy devised to integrate a gender perspective to all aspects of an institution's policies and activities through building gender capacity, competency and accountability.

Gender-mainstreaming strategies require decision-makers and public servants to support the goal of increasing gender equality, be aware of the mechanisms reproducing inequalities in general (particularly in the field in which they operate) and possess

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the skills and power to modify the public interventions for which they are responsible.

For most actors who are not gender-equality experts, integrating a gender-equality perspective into their current thematic work practices and routines of their respective organisations is a new task that requires developing new capacities.

Actors involved in policy processes have therefore to develop sensitivity to gender issues and commit to gender equality. Those who have to apply gender mainstreaming into specific phases of the policy process and need the assistance of specific tools and techniques (such as gender-impact assessment) have to be able to understand precisely the implications of gender norms, roles and relations in order to detect gender issues and be able to formulate concrete responses. They must know ways of analysing and assessing the possible gender-differentiated impact of a policy decision and address gender-specific barriers which might exist in policy or social contexts.

**Gender training is an important tool for gender mainstreaming since it builds capacities and aim and provides people with awareness, knowledge and practical skills. At the same time, gender training motivates participants to implement gender mainstreaming and to work toward gender equality.**

The definition of gender training utilised for the purposes of this paper is as follows.

*Gender training is (1) planned, organised or/and commissioned by public institutions; (2) targeted at public personnel; and (3) aims to facilitate the incorporation of a gender-equality perspective in all policies and at all levels and stages of the policy making process.*

(Council of Europe 1998) [6]

Gender training relies on a modification of people's self-perception, their way of relating to others, their beliefs, their problem-setting and solving skills, and

their competence and knowledge. This modification will, in turn, potentially influence the behaviour of organisations and individuals. Nevertheless, **gender training courses differ greatly in terms of aims** [7] **and content. Training may aim to**:

1. develop participants' self-awareness by engaging them in a transformative process through reflexivity [8]: **transformative or reflexivity training;**
2. improve participants' conceptual knowledge by providing new intellectual tools to solve old problems with new views: **knowledge-based training;**
3. teach people practical ways to utilise gender tools such as gender-impact assessments, procedures or indicators: **competence-based training.**

**These types of training are not mutually exclusive**. Training may include both transformative, knowledge and competence-based features. There is no generic content for gender-mainstreaming training. The content of training depends on the context and characteristics of potential trainees. Ideally, the training would be designed according to the specificities of the organisation's work sector and internal culture.

**Training is an 'enabling' tool**. Without the support of institutional mechanisms and other tools, gender training alone will not be able to provide participants with enough incentive to actually implement the lessons they have learned, nor does it provide participants with the necessary power to employ the newly gained knowledge. In order to have effective gender training, it is crucial to generate political willingness from decision-makers to ensure sustainable application of the training material. Gender training should also be applied along with other tools within the implementation process of gender-equality policies and gender-mainstreaming strategies. Literature [9] and the evidence collected by FGB show that training works when it is connected to a larger commitment to mainstreaming gender within the organisation or

public sector (e.g. Unesco, ILO and WB, central and local governments in Sweden, and the Women in Councils in Northern Ireland).

Gender-mainstreaming training strategy refers to organisation-wide decisions regarding target groups, training approaches, expected outcomes, and monitoring and evaluation of procedures.

## Criteria for choosing good practices in gender training

Gender training is one of the key tools for supporting behaviour and organisational change. For this reason, the study on good practices focused on evaluating practices in gender training, especially in organisations that had created promising training strategies and activities. These practices serve as good examples of the ways in which governments, European institutions and international organisations train their staff in adopting a gender-equality perspective in their day-to-day work.

Six examples of good training practices for gender mainstreaming were selected. They are a subset of the total number of good practices analysed for the study on good practices in targeting public servants in Spain, Austria, Poland, Sweden and the United Kingdom and within the work of the European Commission. It is impossible, especially when working on gender mainstreaming, to confine the scope of the EIGE's work to European institutions and countries. Relevant knowledge and experiences have also been accumulated elsewhere — in international organisations and other countries. The cases examined for this study clearly show that Europe needs to look outside its borders. For example, Unesco provides a distinct example of training strategy. The training and gender-awareness-raising initiative in Andalusia was inspired, in fact, by a similar initiative in Uruguay.

All of these good practices in gender training respect the guiding principles and were checked against the set of criteria proposed by FGB for identifying and assessing good practices in gender mainstreaming. In other words, these practices demonstrate the ability to 'work well', be applicable to other contexts (transferability) and provide valuable lessons and insights into new ways of implementing gender mainstreaming.

Along with the core guiding principles, the evaluation criteria relating to relevance, efficiency, effectiveness, impact, European added value and sustainability used for identifying and assessing good practices in gender training should also be used to evaluate other tools.

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# Six good practices in gender training

| Gender agent in the provincial government of Styria, Austria | |
|---|---|
| *Background and general information* | |
| Name of the organisation | Provincial Government of Styria, Austria |
| Timelines | A proposal for installing the project was brought to the provincial government of Styria in August 2007. The decision for adopting the 'Gender agents' project was made on 11 September 2007.<br><br>The seminar started on 10 January 2008 and the certificates were awarded on 9 July 2009. |
| Overview | The state government commissioned not only the training for gender agents; but also, the larger project of implementing gender mainstreaming. The Minister for Women's Issues is the primary responsible body for the project.<br><br>Qualification for becoming a 'gender agent' is a certified seminar of 12 days, which trains participants to support gender-mainstreaming processes throughout legislative activities in the Austrian province of Styria. Many executives of public organisations and managers of private businesses attended the training.<br><br>The seminar targeted representatives and employees of the provincial parliament parties. This 18-month training delivers modules every 2 months, and awards successful participants with a gender agent certificate.<br><br>The seminar was embedded in a 3-year strategy to implement gender mainstreaming and gender budgeting in the Styrian government and administration. |
| *Evaluation criteria* | |
| **1. 'WORKS WELL'** | |
| Gender-equality objectives | Raising awareness on gender issues in political work and projects.<br>Implementation of projects with a focus on gender equality.<br>Understanding gender mainstreaming as an organisational process. |
| Target groups | People in leading positions who are expected to be able to change organisational structures.<br>Members of political departments and offices of the provincial parliament, political advisors and others.<br>A first meeting with interested participants was held in November 2007 to make decisions about curricula and the final concept and programme.<br>There have been 10 participants, all of whom attended all modules. |

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| | |
|---|---|
| Methods and tools used | The method was to craft tailor-made solutions during the training for consulting, training and creating gender-equality infrastructure in organisations and/or government. The training also included activities on awareness-raising, networking and women's employability support.<br><br>To implement gender mainstreaming in organisations and/or structures through leading authorities, the training modules reviewed:<br>— gender mainstreaming strategy (3 days);<br>— implementation of gender mainstreaming in the organisational context (2 days);<br>— instruments for diagnosis, analysis, process design, monitoring (1 day);<br>— role and function of gender agents in the regional parliament (1 day);<br>— gender-fair performance, both internally and externally (1 day);<br>— equality between women and men in the legislature (1 day);<br>— gender budgeting for gender agents (1 day);<br>— coaching in practice, individual agreements (2 days). |
| Gender-equality results (long and short term). Outcome/ specific changes as a result of the process/ activity | There was a great consensus regarding the need for gender mainstreaming. The use of 'gender agent' as a 'tool' was widely accepted and gender has become a topic on all political agendas at provincial level.<br>— A change in the approach to/perception of gender issues/gender mainstreaming.<br>— Enhanced gender-mainstreaming capacity within the organisation/institution.<br>— Gender mainstreaming is now regarded as a tool for the professional personnel policy, which has a direct effect on the organisational structure (e.g. a department).<br>— 'Equal opportunity' officers were appointed.<br>— Increased gender equality in local communities.<br>— The training helped to develop procedures to change the working environment and gender equality within institutions. |
| Evaluation | At the end of each training module, trainers conduct internal evaluation. |
| Areas of improvement | The initial objective was to permanently implement gender mainstreaming into institutional structures (e.g. establishment of an implementation committee assessing and controlling gender mainstreaming); however, this objective was not met. The approach requires improvement to become more strategic and establish long-term structural actions, tools and procedures that ensure the monitoring and evaluation of the implementation of gender mainstreaming into institutional structures. |
| Plans to gather financial resources and/ or institutional arrangements | The parliament decided on 9 June 2009 to set up a working group on gender mainstreaming in the State Parliament of Styria, to ensure, under the control of presidents, the implementation and further development of gender mainstreaming. |

| TRANSFERABILITY | |
|---|---|
| Success factors | The training reacted to the participants' needs, developed strategies to deal with gender mainstreaming in day-to-day work and helped to reflect on the (gender-biased) organisational structure. |
| | Trainers are still available for participants. |
| Main obstacles | Participants came from four different political factions. Given that the training ended shortly before elections, only half of the participants were still in office after the elections. Consequently, there has been no further institutionalisation and no committee to carry out the strategies learned or to evaluate them. |
| | Managerial staff and persons in leading positions were the explicit target population for undertaking gender agent training. Therefore, there were many other potential participants that the programme did not work with. Considering that not all participants took part in the training on a voluntary basis, it was sometimes difficult to keep participants motivated and engaged. |
| | Although many participants were interested, not all of them were in a position to implement change. |
| | When participants were not able to grasp gender conceptually, they often also had difficulty in critically reflecting on their own gender roles. |
| Replication or spin-off effects | Each political department adopted a gender-mainstreaming agenda. |
| | The Styrian government chose the gender agent training programme as their principal means of implementing gender mainstreaming in political institutions and structures. |
| LEARNING | |
| Lessons learned from the process | Gender training can successfully bring participants to value the fact that gender equality gathers different perspectives and leads to common understanding on the importance of promoting gender mainstreaming and removing gender inequalities in decision-making as well as in the public and/or private sector. |
| | Raising awareness among decision- makers helped address the risk of developing gender-blind political activities, thus increasing the possibility of reducing gender inequalities. |
| Sources | |
| Contacts | Mr Manfred Kainz (ÖVP) (mkainz@tcm-international.at) |
| | Mrs Claudia Klimt-Weithaler (KPÖ) (claudia.klimt-weithaler@stmk.gv.at) |
| | Trainers: |
| | Heide Cortolezis (heide.cortolezis@arcade.or.at) |
| | Dorothea Sauer (dorothea.sauer@arcade.or.at) |

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| Gender in EU-funded research: toolkit and training by DG Research and Innovation | |
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| *Background and general information* | |
| Funding authority | European Commission, DG Research and Innovation |
| Contractors | Yellow Window Management Consultants, in consortium with Genderatwork and Engender |
| Timelines | 2009–10 and 2011–13 |
| Overview | DG Research and Innovation wants to build capacity for integrating gender perspectives into research and on exploring ways to promote gender equality in research and innovation within the seventh framework programme (FP7) through the 'Gender toolkit' and 1-day training sessions.<br><br>The toolkit and training package provides practical tools to integrate gender perspectives into FP7 research, including both equal opportunities for women and men researchers in project teams and the gender sensitivity to research and innovation.<br><br>The training and toolkit are integrated; training sessions are based on the toolkit. The toolkit comprises of an overall introduction to gender and research and shows the ways in which gender is interwoven with all aspects of research. It examines in pragmatic terms the link between gender-conscious research content and research excellence. The toolkit analyses case studies based on concrete examples drawn from nine specific research fields at DG Research and Innovation: health; food, agriculture and biotechnology; nanosciences, materials and new production technologies; energy; environment; transport; socioeconomic sciences and humanities; science in society; and specific activities of international cooperation.<br><br>The initiative is funded under the FP7 'Capacities' programme. |
| *Evaluation criteria* | |
| **1. 'WORKS WELL'** | |
| Gender-equality objectives | The objective is to assist all actors involved in FP7 research projects in understanding gender implications in their field and promoting gender equality in their projects. More specifically, the initiative aims to encourage raising awareness and building capacity, while also strengthening advocacy skills for integrating gender considerations in research and innovation. |
| Target groups | Researchers (in particular prospective applicants and coordinators, as well as partners of projects funded under the FP7), national contact points (NCPs) covering EU Member States and associated countries, DG Research and Innovation staff, research advisors and national authorities. |
| Methods and tools used | The training is free of charge for participants. It is delivered by external contractors in one-day sessions held at the locations of interested host organisations (usually universities) throughout Europe. The morning session concerns gender in research and the afternoon session focuses on specific research fields through the use of practical exercises.<br><br>The training combines cognitive (knowledge-based) and inductive (experience-based) elements. Workshops are interactive. Each session includes practical exercises in small groups and case studies based on EU-funded research projects. |

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| Gender-equality results (long and short term). Outcome/ specific changes as an result of the process/ activity | The final report submitted to the European Commission at the end of the first series of training sessions (2010) gives an overview of the main types of impact that the project has produced. |
| | Increased awareness of gender issues: |
| | — understanding of gender as a social construct and the difference between sex and gender; |
| | — understanding gender equality as more than a women's issue; |
| | — distinction between equal opportunities and gender sensitivity to research topics; |
| | — considering gender equality in research contributes to research quality. |
| | Increased capacity to integrate gender in research contexts: |
| | — consideration of gender issues throughout the research cycle; |
| | — better insight into the relevance of gender for the specific research domains; |
| | — distinguishing between sex and gender issues and existing interconnections; |
| | — practical understanding of the ways in which research and innovation can be made gender sensitive. |
| | Increased capacity to promote more gender balance: |
| | — gender balance pursued in project teams; |
| | — efforts for gender balance in events (e.g. speaker events). |
| | Increased capacity to persuade others (i.e. advocacy skills): |
| | — which arguments to use; |
| | — how to address and overcome resistance; |
| | — how to ask the right questions. |
| | Multiplier effects: the training content was translated into the work of other project teams; researchers projects' (including academic research); students, through classes and lectures; and national authorities. |
| Evaluation | Internal evaluation based on *ex ante* and exit questionnaires for participants. |
| | Short report by trainers. |
| | *Ex post* feedback from participants. |
| Plans to gather financial resources and/ or institutional arrangements | Given the success of the initiative and the high number of requests for training, the European Commission decided to continue offering gender training to the research and innovation community. It plans to run a second series of training sessions between March 2011 and March 2013. |

| **TRANSFERABILITY** | |
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| Replication or spin-off effects | The European Commission decided to continue the initiative and launch a second series of training sessions. |
| | National research authorities in France, Norway and Spain have expressed an interest in exploring the transferability of the programme to their contexts. |
| | In Spain, some regional governments have launched research support programmes which integrate a gender perspective very similar to the approach taken by FP6 and FP7. |
| | Participants who also teach reported realising that: |
| | — it is important to make students aware of the relevance of gender in their fields; |
| | — curricula and teaching methods are gender blind and/or gender biased; |
| | — gender sensitivity needs to be, and can be, addressed. |

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| LEARNING | |
|---|---|
| Lessons learned from the process | Training works best when it is a part of a gender-mainstreaming strategy which enjoys support from top managers and utilises other tools. Offering gender training to the research community, while there is no apparent place for 'gender' in the proposal evaluation procedure, sends a contradictory message, unlike in FP6, which required a 'gender action plan' in research project proposals. Evidence from this training suggests that systematically offering gender training to evaluators and all European Commission project officers may help develop a stronger approach to gender sensitivity in FP7. In the FP7 guide for applicants there is a chapter on gender, which is particularly useful at the negotiation stage. |
| | The project experience confirms that gender training should not be offered on an ad hoc basis, but should be available on a permanent basis to all actors involved: researchers, evaluators, national contact points, European Commission project officers and, ideally, also members of programme committees. |
| Success factors | The training and toolkit have been built on a solid conceptual framework defining not only various ways in which gender-equality issues are interwoven in research, but also the potential benefits to research excellence by mainstreaming gender issues throughout research content and pursuing equal opportunities in team composition. |
| | The training combines activities on awareness-raising, capacity-building and strengthening advocacy skills. |
| | The core team responsible for delivering the training combines experience in gender training from different policy domains with expert knowledge on gender mainstreaming in general, and particularly in the nine research fields covered by DG Research and Innovation. Trainers proved capable of dealing with resistance. |
| | The strengths of the training approach resides on its balanced attention to theory and practice, the organisation of individual and group sessions and the use of interactive activities (e.g. exercises, role plays, discussions and dynamic techniques). It offers practical examples of an approach that reflects delivery of objective facts and arguments, which help sustain interest in the message, and avoids techniques that could easily lead the material to be interpreted as making 'ideological' claims. |
| | Participation in a session takes place on a voluntary basis. This means that those who attend are willing to learn about gender in research and innovation. This allows for faster learning. |
| | The training project answers a real need, since there have been a large number of requests from various organisations wishing to host a training session. A show of interest in this gender training project is a key factor of its success. |
| Main obstacles | The number of people reached through the training is still only a fraction of the total number of people who are professionally active in research and innovation in Europe. |
| | There is a significant discrepancy between the number of registrations and the actual number of participants. This is a likely consequence of the training being offered for free. |
| | It has been difficult to convince NCP correspondents at the European Commission to organise gender training for the NCPs. This issue may reflect a lack of people who perceive the gender-awareness and capacity as a need. |
| Sources | http://www.yellowwindow.be/genderinresearch/index.html |
| Contacts | Lut Mergaert, Senior Consultant (lut.Mergaert@yellowwindow.com) |
| | Yellow Window management consultants (gender@yellowwindow.com) |
| | European Commission, DG Research and Innovation (laura.lauritsalo@ec.europa.eu) |

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of the European Union and EU Member States

| Training for local authorities by the Swedish Association of Local Authorities and Regions (SALAR) | |
|---|---|
| *Background and general information* | |
| Name of the organisation | The Swedish Association of Local Authorities and Regions (SALAR) represents governmental, professional and employer-related interests of Sweden's 290 municipalities and 20 county councils. In order to contribute to the improvement of the conditions of Swedish municipalities, county councils and regions with regard to their functions as employers, service providers, supervisory authorities and community developers, SALAR works proactively with the Swedish government as well as European institutions. |
| Timelines | 2007, 2010, 2013 |
| Overview | In December 2007, the government decided to grant the Swedish Association of Local Authorities and Regions (SALAR) SEK 125 million (around EUR 12 million) through the programme for sustainable gender equality for the period 2007–10 to support the work of integrating the gender-equality perspective as a natural part of all decision-making (i.e. gender mainstreaming). The funds have largely been used for training politicians and managers and for mainstreaming gender in decisions, steering documents and managerial systems. The funds specifically target efforts to develop gender mainstreaming in the country's municipalities and county councils. The main innovations are the scope and ambition of the programme. |
| | Many of Sweden's municipalities and county councils have received funds for developing gender equality in their services to residents and patients. The programme also generates research on gender-equality work. |
| | The funds also specifically target efforts to develop gender mainstreaming in the country's municipalities and county councils. This includes training key staff in organisations, building up a web-based knowledge bank for ongoing dissemination of experience and instructive examples, and developing managerial systems. |
| | The programme covers the whole country, all its citizens and the main part of all public services. It is not just a question of gender equality, but also quality of services. |
| | There is a strong link before, during and after the implementation, between the project and the European Charter for Equality between Women and Men in Local Life (http://www.ccre.org/docs/charte_egalite_en.pdf), which brings together 1 060 local administrations in adopting a shared view on ways to implement gender mainstreaming at all levels in their activities and policies. |
| | A book presenting approaches on implementation methods for gender mainstreaming will soon be developed and made available. |
| | The project provided training to 66 000 representatives in decision-making bodies and managers. |
| | Eighty-seven local projects (involving regions, municipalities and private companies) were supported by programme funding. |
| *Evaluation criteria* | |
| **1. 'WORKS WELL'** | |
| Gender-equality objectives | The aim of the programme is to achieve concrete and durable improvements in the activities of municipalities, county councils and private companies (schools, healthcare centres and hospitals) through mainstreaming gender in all decisions and activities. |
| Target groups | Municipalities and county councils throughout Sweden. |

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| Methods and tools used | The programme has adopted a comprehensive approach, which combines various types of training with other initiatives including:<br>— distributing funds for gender mainstreaming to municipalities, county councils, regional autonomous bodies and municipal collaboration bodies;<br>— training on gender mainstreaming for representatives in decision-making bodies and managers;<br>— a training programme targeting gender-equality officers;<br>— the creation of a forum for exchange of experiences in gender mainstreaming;<br>— establishment of the website http://www.Jamstall.nu, which provides a methodological platform for experts aiming to implement project tools and approaches for gender mainstreaming;<br>— development of existing management systems, methods and tools for organisation and quality development in order to incorporate gender mainstreaming;<br>— design actions to develop models for gender mainstreaming of publicly financed activities carried out by private companies;<br>— the project management and project secretariat in SALAR;<br>— running interactive research executed by APeL Forskning och Utveckling;<br>— a systematic review of projects, by gender unit;<br>— creation of gender-equality infrastructure;<br>— research;<br>— awareness-raising;<br>— evaluation;<br>— networking. |
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| Gender-equality results (long and short term). Outcome/ specific changes as a result of the process/ activity | Evaluation reports show that the activities resulted in the following long- and short-term changes:<br>— changes in organisational structures, policies, procedures and culture;<br>— enhancing gender disaggregated data and gender analytical information;<br>— influencing the policy agenda and institutional framework;<br>— organisational capacity-building and change;<br>— enhancing gender-mainstreaming capacity within organisations and institutions;<br>— increasing visibility of and advocacy for gender issues;<br>— systematic integration of gender issues in planning and implementation of activities, projects and measures;<br>— increasing gender expertise;<br>— recognising and addressing practical gender needs and problems. |
| Evaluation | The research team has, through interviews, a web-based questionnaire and final reports, identified some activities as developing work that lead to results. Research and evaluation show that the programme is a well thought-out and structured programme, which has achieved good results in a limited time period.<br><br>A research seminar (twice per year) to monitor and assess projects results.<br><br>Project evaluation was developed by Contigo, a private evaluation company.<br><br>APeL Forskning och Utveckling provided research reports on the main findings of the project.<br><br>In some municipalities, external evaluators were involved. |
| Plans to gather financial resources and/ or institutional arrangements | SALAR has asked for and received more resources from the government. So far SALAR has altogether received SEK 225 million (around EUR 22 million) and the time period has been prolonged to 2013. |

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| TRANSFERABILITY | |
|---|---|
| Potential/ constraints in relation to moving forward | A website (http://en.makequality.eu/) has been developed as a management system to monitor the implementation of gender mainstreaming. |
| | A survey has been provided on ways to apply gender perspective in procurement. |
| **LEARNING** | |
| Lessons learned from the process | Ways to connect gender equality to quality management development; involve the decision-making level in the design and implementation of gender-mainstreaming strategies to promote gender-equality policies; engage management levels and make use of sex disaggregated statistics. |
| Success factors | Success is due to the systematic and strategic work by the programme management. Success was achieved when the right priorities were brought to the forefront of the programme. SALAR has created legitimacy and designed a coherent programme. |
| Main obstacles | Lack of engagement among management (partial or total opinion of half of the respondents). According to SALAR, the training for persons responsible for steering systems did work well, but management training was more difficult. One reason was that it had not been anchored clearly and not everyone was convinced of the need to work with gender equality. Gender-equality objectives are perceived as unclear if the projects are unable to reinterpret and transfer more overarching gender-equality goals to their own activities. The challenge is to develop objectives and indicators that are contextualised and evaluated. |
| Sources | http://www.salar.eu |
| | Kontigo (2010): *Utvärdering av Program Jämi och Program för Hållbar Jämställdhet* (Evaluation of Programme Jämi and Programme Sustainable Gender Equality). |
| | SALAR (2008): *Active work for gender equality — A challenge for municipalities and county councils —A Swedish perspective* (http://jamda.ub.gu.se/bitstream/1/353/1/activework.pdf). |
| Contacts | E-mail: info@skl.se |
| | Trollvik Marie (Marie.Trollvik@skl.se) |

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| **'Capacity development and training in gender mainstreaming and gender equality' e-learning programme by Unesco** | |
|---|---|
| *Background and general information* | |
| Name of the organisation | Unesco, Division for Gender Equality, Bureau of Strategic Planning in the Office of the Director-General |
| Timelines | 2005 (2010 second ed.). The programme is ongoing. |
| Overview | Unesco has developed a 'Capacity development and training in gender mainstreaming' programme that sustains the overall gender-mainstreaming strategy of the organisation. The training framework includes both face-to-face training, delivered at headquarters, and in-country and an e-learning programme available for staff at headquarters and field offices via intranet and CD-ROMs. In addition to the core content, every module includes quizzes, links to relevant documents or websites and references for further reading to expand learning in each topic area. |
| | Personnel in the Division for Gender Equality deliver the training internally. The division director and other division staff open the sessions and participate. |
| | The training is complemented by other activities and resources. An online Gender-Mainstreaming Resource Centre has been created on the 'Women and gender equality' website to support the better use of internal knowledge and know-how, reinforce training efforts and sustain their impact. This centre provides direct access to documents, guidebooks, good practices in gender mainstreaming and self-learning tools that have been developed by or with Unesco. |
| | The Priority-Gender Electronic Discussion Group contributes to this effort by supporting the sharing of knowledge and experience between Unesco staff members working from headquarters and in the field. The Priority-Gender Electronic Discussion Group was created by the Section for Women and Gender Equality to foster the exchange of views, resources and information on gender among Unesco staff members. To date there are 82 subscribers: 25 working in headquarters and 57 in the field. |
| *Evaluation criteria* | |
| **1. 'WORKS WELL'** | |
| Gender-equality objectives | The objective of the programme is to:<br>— improve all staff 's understanding of gender concepts and gender-equality issues in relation to Unesco's domains;<br>— ensure the integration of women's empowerment and gender-equality perspectives in programme and project implementation, monitoring and evaluation, with a view to promoting gender equality in all Unesco activities and programmes;<br>— enhance the capacity of all staff to contribute towards the achievement of gender-related education for all (EFA) and millennium development goals (MDGs). |
| Target groups | All staff in Unesco. The Director-General emphasised the need to achieve a 100 % rate of trained staff in gender mainstreaming in order to overcome resistance and delays. |
| Methods and tools used | The training is mandatory for all Unesco staff. Both the face-to-face training modules and e-learning programme have knowledge and competence content. They focus on allowing participants to understand:<br>— the necessity, rationale and legitimacy of a gender-mainstreaming approach, its aims and relevance in everyday work;<br>— gender equality as a cross-cutting issue and contribution to Unesco's achievement in relation to international development goals in Member States; |

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| | — what gender mainstreaming is about and how it actually works at Unesco;<br>— men's roles and responsibilities towards gender equality;<br>— gender-equality issues related to Unesco's work.<br><br>Face-to-face training modules differ by target group: for example, the length varies between half a day for top managers and 5 days for field officers (in-country). |
| Gender-equality results (long and short term). Outcome/specific changes as a result of the process/activity | Unesco improved its performance in addressing gender-equality considerations in both policy and strategy documents, reflecting the strategic commitment in the medium-term strategy for 2008–13, which designated gender equality as a global priority.<br><br>The organisation reinforced its actions in favour of women's empowerment and gender equality in its fields of competence, especially at country level. In addition, since 2008–09 the Unesco Secretariat has renewed its high-level commitment to strengthening gender parity.<br><br>Through the analysis it performs on all Unesco projects every other year, the Division for Gender Equality has observed an improvement in the way gender-equality issues are integrated in project work. |
| Evaluation | Every training module has been assessed by participants through final evaluation forms. For the e-learning resource, an online survey has been set up for this purpose for each module, accessible on the webpage.<br><br>The training has been evaluated internally. There is no special evaluation system for the Gender Division training activities. They are subject to the general Unesco planning, monitoring and reporting system. (Unesco has several evaluation mechanisms.) In this system, there are specific questions about gender equality and on the results of Unesco projects. The database is fed by Unesco project staff. Every 6 months the Division for Gender Equality uses the data from the monitoring and reporting system to produce a monitoring report addressed to governing bodies. The division also assesses results when members of staff go on mission for training, by talking to various stakeholders. In addition, each Unesco sector evaluation has to look at gender-equality results (among other issues).<br><br>Outcomes appear in line with the goals, fulfilling the effectiveness criterion. |
| Plans to gather financial resources and/or institutional arrangements | Gender equality is one of Unesco's global priorities. This ensures continued support for gender training initiatives. |
| **TRANSFERABILITY** | |
| Replication or spin-off effects | By adopting the same approach and by making use of the existing tools, interested organisations and institution should consider:<br>— improving staff understanding of gender concepts and gender-equality issues in relation to institutional and operational domains;<br>— ensuring the integration of women's empowerment and gender-equality perspectives in programme and project implementation, monitoring and evaluation, in order to promote gender equality in all institutional and operational activities and programmes;<br>— enhancing staff capacity;<br>— adapting the methodology of the training design and programme to the particular goals of the relevant institutions.<br><br>To facilitate transferability, interested organisations and institutions should consider the possibility of:<br>— translation tools;<br>— using the web platform. |

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| LEARNING | |
|---|---|
| Lessons learned from the process | — In order to obtain results, there is a need for a fully fledged strategy connecting a clear, yet ambitious goal (100 % of staff trained), with a number of diverse and complementary tools and organisational activities within a realistic time-frame.<br>— Internal resources should be closely involved in the development and delivery of training for ensuring relevance of training material and content to the actual work of the organisation.<br>— Men should be encouraged to take part in the training. Their participation is necessary to promote the integration of gender issues in the work of the organisation and it brings new perspectives to the issues being addressed.<br>— The experience of working in small groups to review a Unesco project from a gender perspective has proven particularly useful in workshops. This exercise appears to be one of self-discovery for many participants. Several have seemed surprised that there is so much to consider and equally surprised that 'they got it and got it so quickly'.<br>— Gender training increases demands and expectations for the work of staff responsible for gender issues within an organisation. Resources need to be foreseen to respond to the demands for gender technical assistance that gender training and advocacy generate. |
| Success factors | Support from the Unesco Director is crucial for ensuring attendance.<br><br>Having the Division for Gender Equality facilitate the workshop legitimises the training in the eyes of participants and ensures that content of training is at all times relevant to day-to-day work. As in other organisations staff value learning from other staff more when the group is composed of staff from several offices or different sectors and services and when the group delivering the training includes other Unesco staff.<br><br>External gender expertise has proven useful to both facilitate and plan the training sessions.<br><br>The project is one example of Unesco's efforts to contribute toward the process of creating open learning communities by developing ICT-based content for community learning. |
| Main obstacles | There was a lack of involvement from personnel at decision-making levels.<br><br>Insufficient attention was given to training to Unesco and counterpart staff on the collection of sex disaggregated data, gender analysis and gender-mainstreaming methodologies in order to sustainably ensure gender-responsive and gender-transformative programme/project development. |
| Sources | http://www.unesco.org/new/index.php?id=34592 |
| Contacts | Division for Gender Equality<br>gender.equality@unesco.org<br>sg.corat@unesco.org |

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of the European Union and EU Member States

| G+ programme: a methodology for using public budgeting to improve gender equality by the regional government of Andalusia, Spain | |
|---|---|
| *Background and general information* | |
| Name of the organisation | Andalusia Regional Government (Junta de Andalucía): Gender budgeting programme of the Directorate-General of Budget Regional Ministry for Finance and Public Administration |
| Timelines | In practice since 2003, when Law 18/2003 created the Gender Impact Commission, which is responsible for issuing the Gender Impact Report. In 2004, the first 'Gender impact evaluation report for the draft budget for the Autonomous Region of Andalusia for 2005' was produced but not published. In 2005, the 'Gender impact evaluation report for the draft budget for the Autonomous Region of Andalusia relative to 2006' was published for the first time. The report has been published and improved every year since 2005. In 2007, a strategy for gender mainstreaming within budget policy was launched — Programme G+. It is ongoing. |
| Overview | The Andalusian government has been implementing a gradual, systematic and coherent initiative relating to gender-sensitive budgets, which have become a benchmark experience both nationally and internationally. This model was influenced by the publication of the 'Gender impact evaluation report from the draft budget 'of the Gender Impact Commission and in the implementation of the gender-mainstreaming strategy for the public budget. The Andalusian gender budget initiative is characterised by an important regulatory anchor, which began with the passage of Law 18/2003 creating the Commission Impact of Gender and the 'Gender impact report on the regional budget'. Subsequently, there have been numerous legislative developments in this area, such as: — Article 114 of the Statute of Autonomy, which entails taking into account the impact of gender on the development of laws and regulations of the Autonomous Community; — Law 12/2007 promoting Gender Equality in Andalusia; — Legislative Decree 1/ 2010 of 2 March, which placed the gender impact report among the budget's attached documentation; — Decree 20/2010 of 2 February, which regulates the Gender Impact Commission for the budget of the Autonomous Community of Andalusia as a specific advisory body. Since 2007, the Andalusian executive that developed and promoted Programme G+ has taken into account the different opportunities, needs and interests of men and women in the Andalusian context in long-term strategies for planning, management and evaluation of the public budget. This initiative has resulted in the identification and classification of budget programmes according to a Scale G+, which consists of four classes (G+, G, g1 and g0) and rates the level of importance and relevance a programme has to gender equality (i.e. programmes G+ are the most relevant and g0 have little or no importance or relevance). In light of this rating, every budgetary programme in the government, except those categorised as g0 (i.e. those unrelated to gender equality), has crafted a strategic directions paper (DOE.G+) which delineates the ways in which their programme fulfils developing and launching their action commitments to the G+ programme. The DOE.G+ encourages commitment to gender equality from personnel directly involved in the design, development, management and evaluation of Andalusian budgetary policies. The third phase for the monitoring and evaluation of results is currently being developed. |

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The programme helps devise plans from a gender perspective, develops a methodology with tools to assess the consequences of public policies in terms of gender equality, and supports training. It adopts a multilevel approach to ensure gender-equality policies permeate Andalusian regional public administration. It supports and encourages, in the short and medium term, the design and implementation of initiatives with a positive gender impact and evaluation of policies. All these efforts are used to develop a strategic orientation document (DOE) that is used as a guide to defining gender initiatives in public administration.

The training courses were launched in 2006 to train officials from the Andalusian regional government to understand the implications of public expenditure on gender equality. The training process includes several courses on gender mainstreaming and budgeting. Special training sessions get incorporated when among participants there are policymakers responsible for programmes with strong gender impacts in the framework of the G+ project. The training is either face-to-face or online.

In 2010 within Programme G+, the Fund G+ was launched. It aimed to financially support projects that strengthen gender mainstreaming. It helps reinforce capacity-building, knowledge and links between gender issues and budgeting processes. In total, 22 projects were financed from all regional ministries except two.

| *Evaluation criteria* | |
|---|---|
| **1. 'WORKS WELL'** | |
| Gender-equality objectives | — Support the introduction of gender budgeting in Andalusian regional government practices.<br>— Mainstream gender equality and introduce the gender consideration into the adoption of public programmes and policies by enabling public managers to assess the gender-equality implications of public choices relating to the budgeting process.<br>— Achieve a cultural change in the public administration whereby policymakers apply new methodologies and formulas integrating gender mainstreaming.<br>— Lead every policymaker to be aware of the gender-differentiated impact of policies. |
| Target groups | Public officials working in Andalusian regional government departments (Consejerías). |
| Methods and tools used | Course themes include specific gender topics and issues related to the gendered impact of each budget unit (urbanism, social services, employment, etc.).<br><br>The training process involves developing new methods and tools for learning, awareness-raising on gender issues related to budgeting and fighting against stereotypes. |
| Gender-equality results (long term and short term). Outcome/ specific changes as an actual result of the process/activity | — To positively influence the regional government's whole policy process in the development of an equality policy agenda.<br>— The integration of gender issues in planning and implementing policies from a budgetary view.<br>— The improvement of organisational capacity-building and cultural changes among policymakers, such as making widespread the idea that gender mainstreaming is a part of the political process of developing plans and programmes by policymakers, and not only an issue to be dealt with by technical staff to match the needs of women.<br>— Improvement in public administration capacity-building in terms of gender equality focused on drafting a gender budget. |
| Evaluation of good practice | Internal evaluation is taking place. Preliminary results showed that it is necessary to continue on this track, particularly with training and delivery of more tools for information. |
| Plans to gather financial resources and/ or institutional arrangements | In the first quarter of 2010, the Regional Ministry for Finance and Public Administration launched the Fund G+ with the goal of encouraging management centres of the government of Andalusia to create specific projects to reinforce gender budgeting. |

| TRANSFERABILITY | |
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| Replication or spin-off effects | Montevideo City Council, Bilbao Local Council, Granada Provincial Council |
| | The methodology in the 'Gender impact evaluation report for the draft budget' has been used at the state level in the Malaga Provincial Council and La Rioja Regional Government (2011). |
| **LEARNING** | |
| Success factors | The initiative chose to target public managers in charge of designing, implementing and evaluating the public budget. This helped 'normalise' gender issues and generated a sustainable training demand that accompanied a slow cultural change among people responsible for assigning budget headings. |
| | Common features in the content of training programmes ensured a minimum level of gender consciousness specifically regarding the state of gender relations in the social and political contexts in the area applied to in the course. |
| | A new organisational culture sensitive to gender issues was introduced. This facilitated achieving a multi-level coordination-training process that involved the participation of many different levels and creation of a common 'language' of gender terms. |
| | Improvement in the efficiency of the gender budgeting process can be attributed to the highly contextual nature of the programme, which directly corresponded to policymakers' main concerns. |
| | The initiative also managed to successfully engage policymakers, who are the primary actors responsible for adopting plans and programmes with potential gender-differentiated impact. |
| | After the training, participants realised that awareness raising is a crucial tool for addressing the gendered impacts of budgeting. |
| | Promoting sensitivity towards gender inequalities also helped reinforce organisational capacity building and democratic quality of the institutions involved. |
| Main obstacles | It proved difficult to change habits in some of the regional government departments. The removal of gender stereotypes requires strong efforts and it is not easy to break cultural patterns. |
| Lessons learned from the process | The training and awareness-raising experiences in gender budgeting in Andalusia demonstrated that the gender-mainstreaming approach is flexible and adaptable. Awareness raising and training processes could be linked with other organisational objectives such as increasing the quality of democratic processes and capacity building. <br> — In order to mainstream and 'normalise' gender issues it is necessary to involve public managers that have a heavy involvement in key processes, specifically in the design, implementation and/or evaluation of public budget. <br> — Training works best when it supports and is supported by complementary activities. |
| Sources | http://www.juntadeandalucia.es/haciendayadministracionpublica/planif_presup/genero/genero.htm |
| Contacts | Ana Isabel Escobar <br> Head of Monitoring, Evaluation and Budget Policy Service, Directorate-General for Budget <br> Regional Ministry of Finance and Public Administration-Junta de Andalucía (anai.escobar@juntadeandalucia.es) |

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| Internal training and toolkit on mainstreaming gender equality in EC development cooperation | |
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| *Background and general information* | |
| Name of the organisation | European Commission Directorates-General (DGs) Relex, DEV and AIDCO, now unified in DG Development and Cooperation — EuropeAid |
| Timelines | At the end of 2004, EuropeAid consulted the Gender Group on the draft text of the toolkit on mainstreaming gender equality in European Commission development cooperation. By early 2005, the toolkit was finalised and it was revised in 2007 and 2009. The first implementation of the toolkit was by the International Labour Organisation from 2004 to 2007. The training was first conducted from 2008 to 2010. |
| *Evaluation criteria* | |
| **1. 'WORKS WELL'** | |
| Gender-equality objectives | Disseminate gender-specific knowledge in the DG beyond the staff that already specialise in gender issues, in order to mainstream gender-equality issues into all operations. |
| Target groups | European Commission staff working in development cooperation both in headquarters and delegations. National partners (government and non-governmental), other donors and experts engaged in providing technical assistance in the design and implementation of development programmes make up the target audience for the training. The training has been opened to NGOs and project promoters in partner countries. One of the training modules targets external experts who review projects during implementation within the DG's results-oriented monitoring scheme. |
| Methods, tools adopted | The training focuses on ways to mainstream gender equality into the operations cycle, project approach and budget support. The content of the online and face-to-face courses are based on the toolkit. Additional content is developed by the training team. The training was introduced in order to overcome the limitations of gender mainstreaming arising from the rule in the review system for programme proposals which confines the intervention of the Gender Unit to programmes already earmarked for gender. The helpdesk aims to assist EC officials think through how to use the training and toolkit in actual programming situations. The toolkit pursues a dual-track approach: it addresses measures specifically designed to tackle gender inequalities and incorporates gender issues into all aspects of development policy (mainstreaming). The training is knowledge- and competence-based, since it strives to provide participants with the knowledge necessary to integrate gender in their work. It is organised around a number of modules, varying from very basic to more advanced, and includes both face-to-face training and online courses. The range of modules includes both courses aimed at staff who act as gender focal points within their units and at staff who have no specific gender responsibility. The training uses a practical and interactive approach based on case studies and group work. Participants' sharing of their knowledge, experience and skills is an integral part of the learning process. People are made aware of the training through Syslog (the internal system of the European Commission through which EC staff may access and obtain information about training) and via newsletters and leaflets distributed within the European Commission, Member States and EU delegations. The online course was delivered through Blackboard, a website used by EuropeAid to enable the sharing of knowledge and distance learning. |

| | AIDCO (Units E.4 and G.4) coordinated the Blackboard course with the support of the EU Gender Advisory Services (GAS) in Brussels. One coordinator and various tutors proactively supported participants. The objective of the Blackboard courses is to offer a learning opportunity to those, particularly in delegations, who are not able to attend face-to-face courses, while also offering the possibility to further develop the knowledge and skills of those who have already attended face-to-face training. Each of the online training courses requires approximately 10 hours learning time. |
|---|---|
| Gender-equality results (long and short term). Outcome/ specific changes as a result of the process/activity | Evaluations show (from data in the evaluations available online, mostly from women and equally distributed between headquarters and delegations) that participants have increased their gender-specific knowledge, especially in relation to EU commitments and policies on gender equality and women's rights in development cooperation. The toolkit and helpdesk have increased the way gender-equality issues are taken into account within the practice of the DG. |
| Evaluation | Yes, by the Gender Advisory Services. Report of the monitoring results will be available at a later stage. |
| Plans to gather financial resources and/ or institutional arrangements | In 2010, in the 'Council conclusions on the millennium development goals for the United Nations high-level plenary meeting in New York and beyond', the 'EU plan of action on gender equality and women's empowerment in development 2010–15' was developed. In the actions foreseen, the toolkit is mentioned as one of the tools to strengthen skills and approaches on gender equality in development cooperation for the period 2010–15, thus extending the potential impact of the toolkit to the next 5-year period. |

**TRANSFERABILITY**

| Replication or spin-off effects | The 'GDA' training package (EC/UN Partnership on Gender Equality for Development and Peace). The EC/UN Partnership on Gender Equality for Development and Peace, a joint programme of the European Commission (EC), the United Nations Development Fund for Women (Unifem), and the International Training Centre of the International Labour Organisation (ITC/ILO). The EC delegations in the 12 pilot countries will be fully involved in the project. The ITC/ILO has offered the partnership training and knowledge-sharing expertise for developing guidelines. |
|---|---|
| Potential/ constraints in relation to moving forward | Generalised budget cuts may jeopardise the scope of the activities without continuation of organisational support and management priority. |

**LEARNING**

| Lessons learned from the process | The training is part of a strategy utilising complementary instruments (the toolkit, helpdesk and additional material, such as the gender briefing notes) which work to assist EC officials think through methods to integrate gender issues in their work. The development and delivery of these instruments has been strategically timed. Cooperation with organisations operating in other countries and with international organisations has permitted the acquisition of valuable instruments. |
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| Success factors | The toolkit and training sessions are tailored to the specific needs and work expertise of users and participants. Gender advocates make analyses and proposals that are accessible to and can be applied by policymakers. |
|---|---|
| | Coordination is sought between ministries of planning, finance, statistical services, women's organisations and gender machineries in order to ensure effective gender planning and programming, including gender budgeting. The toolkit and guidelines for the programming process on gender equality address this need. The European Commission strategically timed the complementary development of the toolkit, the training delivery and creation of the helpdesk. A proactive and flexible approach has been taken to implement the online courses: tutors and the coordinator communicated with the enrolled staff and provided support in a number of ways (e.g. by liaising with the technical support staff or extending deadlines to overcome technical problems). |
| Main obstacles | The analyses claim that little progress has been made to integrate gender equality and justice indicators in country strategy papers and national indicative programmes to make sure that the EU's gender-equality goals are implemented. Analysis of existing and proposed financing agreements so far indicates that there are only a few indicators for gender in place to monitor outcomes related to gender justice. |
| Sources | http://ec.europa.eu/europeaid/sp/gender-toolkit/index.htm<br>http://www.gendermatters.eu/ |
| Contacts | Marina Marchetti (marina.marchetti@ec.europa.eu) |

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# Endnotes

(1) See Section 4.1 for an explanation of the features of gender-mainstreaming policy which underpin the choice of these countries.

(2) Dubel, I. (2002): 'Challenges for gender mainstreaming — The experiences of Hivos', paper presented at Women's Worlds 2002, Kampala, 21–26 July 2002.

Council of Europe (1998: 16–18) *Conceptual framework, methodology and presentation of good practices: Final report of activities of the Group of Specialists on Mainstreaming* (EG-S-MS (98) 2), Strasbourg. (http://www.dhdirhr.coe.fr/equality/Eng/Final%20Report%20Mainstreaming.html).

Levy, C. (1992): 6, 'Gender and the environment: the challenge of cross-cutting issues in development policy and planning', in *Environment and Urbanization*, 4(1), 134–149.

Hannan, C. (2000): 'Gender mainstreaming in economic development in the United Nations', Paper at Gender Mainstreaming, Competitiveness and Growth, at Paris, 23 and 24 November 2000.

(3) The term effect here refers to the transformative nature of gender mainstreaming and is not, therefore, limited by a mere quantitative balance between genders. The term is utilised in general, to indicate outcomes, impacts and results.

(4) A 'mechanism' is a process that brings about a change — for example the process through which an individual modifies her behaviour, utilising the resources she has or that a public action provides her with. The 'context' is given by the situation in which individuals, groups and organisations find themselves, by the bunch of (physical, spatial, economic, social, cultural, normative, cognitive, legal and financial) resources they can resort to and that may (or may not) be activated by the mechanisms. Naturally, only some of these resources are relevant for each specific situation and, therefore, for the analysis. 'Outcomes' are the changes which emerge from the interaction between contexts and mechanisms. This framework permits to identify in which conditions a specific mechanism, triggered within a specific *context*, produces a specific outcome. It lets policymakers, project/programme developers and actors form

an idea of how specific features of a good practice may interact in their specific situation, with a given configuration of resources that can be activated, interested groups and potential contrasting forces (Pawson and Tilley, 1997).

(5) Each good practice might have a variety of objectives and employ different tactics and methods.

(6) Some of the training schemes identified as good practices include private organisations.

(7) GEcel (2005): 36 distinguishes three fundamental concepts in gender training: knowledge (possessing information about gender relationships and how they are developed and construed, as well as about strategies to implement gender mainstreaming); attitudes (dealing with one's own gender role, analysis of one's own way or relating with other people, organisational structures and power from the gender point of view); and capabilities (being able to act in a gender sensitive role, being able to utilise strategies to improve gender equality). Sangiuliano (2010) refers to a knowledge-based and a transformative training scheme whose model appears to be the gender+ QUING–OPERA training, involving reflexivity and active involvement of trainees. From the observation of the case studies, we utilise a concept of competencies (ability to integrate gender issues in one's work by developing a different way of thinking about policies and/or by utilising tools and procedures). The study examples show that competencies may be acquired also through knowledge-based training.

(8) Bacchi, C. (2011): 'Gender mainstreaming and reflexivity: Asking some hard questions', keynote speech at the 'Advancing gender+ training in theory and practice' conference, Madrid, 3 February (http://www.quing.eu/files/opera/conference_programme_final.pdf).

(9) Sangiuliano, M. (2010): *Background paper on gender training for gender mainstreaming*, EIGE.

Benschop, Y. and Verloo, M. (2006): 'Sisyphus' sisters: can gender mainstreaming escape the genderedness of organizations?', *Journal of Gender Studies*, 15(1), March 2006, 19–33.

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The European Institute for Gender Equality is an autonomous body of the European Union, established to strengthen and contribute to the promotion of gender equality by supporting gender mainstreaming in all Union policies and resulting national policies and the fight against discrimination based on sex, while also raising EU citizens' awareness of gender-equality issues. Further information can be found at http://eige.europa.eu/

**European Institute for Gender Equality**

Gedimino pr. 16
LT 01103 - Vilnius
Lithuania
Tel. +370 5 2157444
E-mail: eige.sec@eige.europa.eu
http://eige.europa.eu/



www.eige.europa.eu

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