



Mapping gender training in the European Union and Croatia

for the European Institute
of Gender Equality

Synthesis report



This report was prepared for the European Institute for Gender Equality by ICF GHK as part of the contract 'Gender Training in the European Union: Mapping, Research and Stakeholders' Engagement'. It maps the policies and practices of gender training in the European Union. The work on this publication was coordinated by EIGE's Gender Mainstreaming Team.

The report does not necessarily reflect the opinion or position of the European Institute for Gender Equality, and no responsibility is taken by any persons for the use of the information contained in this publication.



2nd Floor, Clerkenwell House
67 Clerkenwell Road
London
EC1R 5BL
T +44 (0)20 7611 1100
F +44 (0)20 3368 6960
www.ghkint.com

ICF GHK is the brand name of GHK Consulting Ltd and the other subsidiaries of GHK Holdings Ltd. GHK Holdings Ltd and its subsidiaries were acquired by ICF International in February 2012.

Prepared by Dr Katerina Mantouvalou, Dr Aleksandra Duda, Nataliya Nikolova
Checked by Dr Karen Sjørup, Dr Tina Weber, Pat Irving, Joanne Moore

**Europe Direct is a service to help you find answers
to your questions about the European Union**

Freephone number (*): 00 800 6 7 8 9 10 11

(*): Certain mobile telephone operators do not allow access to 00 800 numbers
or these calls may be billed.

More information on the European Union is available on the Internet (<http://europa.eu>).

Cataloguing data can be found at the end of this publication.

Luxembourg: Publications Office of the European Union, 2013

ISBN 978-92-9218-127-7

doi:10.2839/18573

© European Institute for Gender Equality, 2013

Reproduction is authorised provided the source is acknowledged.

Printed in Belgium

PRINTED ON ELEMENTAL CHLORINE-FREE BLEACHED PAPER (ECF)

Mapping gender training in the European Union and Croatia

Synthesis report

March 2013



The European Institute for Gender Equality (EIGE) is an autonomous body of the European Union, established to contribute to and strengthen the promotion of gender equality, including gender mainstreaming in all EU policies and the resulting national policies, and the fight against discrimination based on sex, as well as to raise EU citizens' awareness of gender equality. Further information can be found on the EIGE website (<http://eige.europa.eu>).

European Institute for Gender Equality

Gedimino pr. 16

LT-01103 Vilnius

LITHUANIA

Tel. +370 52157444

E-mail: eige.sec@eige.europa.eu

<http://eige.europa.eu>

<http://www.twitter.com/eurogender>

<http://www.facebook.com/eige.europa.eu>

<http://www.youtube.com/eurogender>

Contents

1. Introduction	7
1.1. Why gender training?	8
1.2. Aims and scope of the mapping study	8
1.3. Methodological approach and the main outputs	9
1.4. Structure of the report	11
2. Gender training as a policy commitment	12
2.1. Policy commitments to gender mainstreaming and gender training at international and EU level	13
2.2. Policy commitments to gender mainstreaming and gender training	15
2.3. Summary of findings	17
3. The scale of gender training	18
3.1. The scale of gender training in the United Nations	19
3.2. The scale of gender training in the European Union	20
3.3. The scale of gender training in EU Member States and Croatia	21
3.4. Summary of findings	23
4. Trainers' profile and quality standards in gender training	25
4.1. Who are gender trainers?	26
4.2. Quality standards in gender training	29
4.3. Skills and competences of gender trainers at international, European and national level	29
4.4. Training the gender trainers	35
4.5. Summary of findings	38
5. Key elements of gender training in practice	39
5.1. Methodological approaches to deliver gender training	40
5.2. Intersectionality and diversity in gender training	47
5.3. Evaluation and results of training programmes	50
5.4. Tools and resources used for training purposes	54
5.5. Communities of Practice (CoPs) on gender training	61
5.6. Summary of findings	64
Conclusions, recommendations and need for future research	67
Bibliography	70
Annex	74



List of country researchers

No	Name of country	Name of researcher
1	Austria	Karin Heisecke
2	Belgium	Claire Duchemin and Loraine Schaepkens
3	Bulgaria	Nataliya Nikolova
4	Cyprus	Katerina Mantouvalou
5	Czech Republic	Daniela Ulicna
6	Denmark	Liisa Kytola
7	Estonia	Liisa Kytola
8	Finland	Liisa Kytola
9	France	Claire Duchemin
10	Germany	Karin Heisecke
11	Greece	Katerina Mantouvalou
12	Hungary	Edina Ocsko
13	Ireland	Allison Dunne
14	Italy	Danilo Bianchini
15	Latvia	Toms Feifs
16	Lithuania	Rasa Juciute-Rotomskiene
17	Luxembourg	Claire Duchemin
18	Malta	Danilo Bianchini
19	Netherlands	Loraine Schaepkens
20	Poland	Aleksandra Duda
21	Portugal	Marco Barton
22	Romania	Carmen Juravle
23	Slovakia	Jana Jablonicka-Zezulova and Danilo Bianchini
24	Slovenia	Maja Brkic
25	Spain	Elena Jurado
26	Sweden	Maja Brkic
27	United Kingdom	Marco Barton
28	Croatia	Maja Brkic

List of abbreviations

EU Member States and Croatia

Name of country	Abbreviation
Austria	AT
Belgium	BE
Bulgaria	BG
Croatia	CRO
Cyprus	CY
Czech Republic	CZ
Denmark	DK
Estonia	EE
Finland	FI
France	FR
Germany	DE
Greece	EL
Hungary	HU
Ireland	IE
Italy	IT
Latvia	LV
Lithuania	LT
Luxembourg	LU
Malta	MT
Netherlands	NL
Poland	PL
Portugal	PT
Romania	RO
Slovakia	SK
Slovenia	SI
Spain	ES
Sweden	SE
United Kingdom	UK



Organisations and concepts

Organisation/Institution/Concept	Abbreviation
Beijing Platform for Action	BPfA
Directorate-General	DG
Directorate-General Development and Cooperation	DG DEVCO
Directorate-General Education and Culture	DG EAC
Directorate-General Enterprise and Industry	DG ENTR
Directorate-General Employment, Social Affairs and Inclusion	DG EMPL
Directorate-General Home Affairs	DG Home
Directorate-General Justice	DG JUST
Directorate-General Research and Innovation	DG RTD
Directorate-General Regional Policy	DG REGIO
European Commission	EC
European Institute for Gender Equality	EIGE
European Parliament	EP
European Social Fund	ESF
Gender Equality	GE
Gender Mainstreaming	GM
International Fund for Agricultural Development	IFAD
International Labour Organisation	ILO
Non-Governmental Organisation	NGO
United Nations	UN
United Nations Development Programme	UNDP
United Nations Educational, Scientific and Cultural Organisation	UNESCO
United Nations Population Fund	UNFPA
United Nations Children's Fund	UNICEF
United Nations Entity for Gender Equality and the Empowerment of Women	UN Women
World Health Organisation	WHO
World Bank	WB

1. Introduction





'Gender mainstreaming... is about capacity building. It is about the capacity to integrate a gender perspective into ordinary processes and as such it is a learning and change process.'

Anne-Charlott Callerstig, Researcher,
Linköping University

Advancing Gender Training for Effective Gender
Mainstreaming, European Conference, November 2012, Vilnius

1.1. Why gender training?

Equality between women and men is a fundamental principle of the European Union (EU). A general aim for the EU is integrating equality between women and men in all its activities.

Gender mainstreaming has been defined as *'the (re)organisations, improvement, development and evaluation of policy processes, so that a gender equality perspective is incorporated in all policies at all levels and all stages, by actors normally involved in policy-making.'*¹ On the political agenda at international and European levels since 1995, gender mainstreaming is recognised as an important strategy in the achievement of equality between men and women.

Most EU Member States have made policy commitments to gender mainstreaming, and this requires policy-makers to identify and address gender equality issues as part of their day to day business. However, staff responsible for the implementation of gender mainstreaming often lack gender knowledge and the specific skills to integrate gender considerations into policies and programmes. Therefore, making progress on gender mainstreaming requires actions which address gaps in knowledge and build the gender expertise and capacity of people working in public administration and government.

Progress in implementing gender mainstreaming has been rather slow and ad hoc in practice, and issues of capacity and knowledge gaps remain largely unresolved across the EU. Lack of gender awareness and/or skills are obvious obstacles to progress in gender mainstreaming. Practical resources on gender mainstreaming and good prac-

tices are not easily accessible. Sharing of experience and expertise is impeded by financial obstacles. Furthermore, commitment from high-level managers, along with financial and human investment and support, is rarely sufficient to address the obstacles in the face of competing priorities. With this in mind, the European Institute for Gender Equality (EIGE) launched the project on *Gender Training in the European Union: Mapping, Research and Stakeholders' Engagement (2012–2013)*. The Institute emphasises the importance of gender capacity development as part of a support system for gender mainstreaming.

The Mapping, Research and Stakeholder Engagement project falls under the Institute's gender mainstreaming methods, tools and good practices work. The project will collect practical information in the field of gender training, identify and share good practices, create new knowledge about the effectiveness of gender training and facilitate dialogue among policy-makers, trainers and researchers on the use of gender training for better informed policy-making in the EU and Member States.

1.2. Aims and scope of the mapping study

In its work EIGE – understands gender training as gender competence development, emphasising the form, the content and the framework as the defining factors. For the purpose of undertaking mapping as part of this study, gender training was defined as an educational tool and a process that supports policy makers in their efforts to integrate gender considerations across the policies and programmes for which they are responsible.

This report is an outcome of the first phase of EIGE's project on gender training that focused on work to map gender training. The report provides the results of the mapping of current gender training trends across the EU. A further analytical stage will assess the effectiveness of gender training through in-depth research during 2013.

The aim of the mapping exercise was to provide an overview of the field of gender training at the international, EU, and Member State levels including Croatia. It also aimed to identify examples of initiatives/activities that represent the most efficient and effective methods of delivering gender training.

¹ Council of Europe (1998), Gender mainstreaming: 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, p. 13.

Who are the key actors involved in gender training?

Key actors can be defined as: gender trainers, including institutions providing training and individual gender trainers, institutions/organisations commissioning gender training, researchers (institutions and individuals) engaged in the area of gender training, and practitioners or recipients of gender training.

What are gender training resources?

Among others, gender training resources include: gender training materials, guidelines for gender trainers or institutions commissioning gender training; evaluation reports; gender training materials; and online resources, including databases.

What are gender training programmes and activities?

The gender training programmes and activities reviewed in this study include: general awareness raising seminars and conferences; specific training courses and workshops; networks of trainers; online repositories of resources; and online discussion networks and communities of practice (CoPs).

The reference period for the study was from 2005 to date, although earlier information is presented where relevant to the objectives of the project.

The information was analysed to focus on the following questions:

- To what extent is gender training a strategic priority for the effective implementation of gender mainstreaming in Europe?
- What practices exist for gender training in the EU and internationally?
- What good practice can be identified in gender training in the EU?
- Who are the main gender training actors and what types of resources are available to them?

- What are the main gaps in the provision of gender training in the EU?
- What attempts have been made to set quality principles for gender training?

1.3. Methodological approach and the main outputs

The methodological approach combined extensive desk research with a number of stakeholder interviews.

Throughout the desk research part of the study, resources were collected and analysed, such as equality strategies and other policy reports, training resources, evaluation reports, and academic studies.

In addition, the research team interviewed a range of key actors engaged in gender training, including representatives of institutions and individual trainers providing gender training in the EU, institutions commissioning gender training, academic researchers that specialise in gender issues, and also other relevant practitioners and recipients of gender training.

The objective of the desk research and stakeholder interviews was to collect information in relation to:

- policy commitments to gender training activities;
- actors delivering gender training;
- the type of resources being used in this area;
- activities and gender training programmes that have been provided to public administration staff; and
- the results and good practice examples encapsulated in these programmes.

In terms of the analysis, the research team used a two stage framework to analyse the data collected at the national level. The first stage of the approach comprised a systematic run through of the research findings highlighting issues/gaps and any quality assurance issues. The second stage involved analysis to identify emerging themes and trends, noting commonality and differences.

Throughout research a number of case studies were identified that represent potential good practice examples. These were explored in-depth, with a view to understanding the training strategy, the features of individual training activities among the activities of the organisation, and the



effects of training in terms of integrating gender both into operations and general organisational performance. The case studies were selected using methodological criteria suggested by EIGE.

EIGE's criteria for assessment of good practices in gender mainstreaming:

- the action has been working well;
- the action is transferable (there is evidence of the possibility to reproduce some features of the practice in other contexts);
- the action possesses some learning/teaching potential;
- the action is located within a gender mainstreaming strategy;
- the action has advanced gender equality (thus it possesses a potential for transformation).

Source: EIGE (2011), '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'.

The selection of good practice in gender mainstreaming in the EU took into consideration criteria such as: relevance; effectiveness; impact; coherence with the existing gender policy framework; efficiency; sustainability; and European added value. In addition, an additional set of gender training specific criteria was applied: whether the practice of gender training was institutionalised; reached a large audience; was effective with evidence of positive results; and used innovative methods.

Taking the above criteria into account the research team selected the following case studies:

- In-house Seminar on Gender Budgeting, Austria;
- 'Gender lens' initiatives 1st-2nd phases: 'Use the gender lens' and 3rd phase: 'To better results with a gender lens', Finland;
- Gender mainstreaming training in the City of Vantaa, Finland;
- Support structures for sustainable Gender Mainstreaming within the ESF, Agency for Gender Equality in the ESF, Germany;
- ESF Jämt, Sweden;
- European Charter on Equality of Women and Men in Local Life, Greece;
- Gender Academy, ILO.

Detailed information about these case studies is available on EIGE's website: <http://www.eige.europa.eu/content/activities/Gender-training>

In addition to this synthesis report, the practical outputs from the research process include:

- **28 country factsheets (EU 27 and Croatia)**
Based on in-country research findings, the country factsheets provide an overview of the provision of gender training in each of the EU Member States and Croatia, including the policy background; gender training in practice; examples of gender training programmes; facts and figures on the provision of gender training, and useful links.
- **Online database of gender trainers and training organisations**
The database contains practical and up-to-date information about individuals and organisations offering gender training in the EU and Croatia. As of April 2012, over two hundred trainers and organisations were included in the database, from public, private and civil society sectors, independent experts, international organisations, media, and government.

The database enables institutions that commission gender training to access information on an EU-wide pool of qualified expertise.

- **Online database of gender training resources**

The gender training resources gathered in the database were developed by or aimed at staff in public bodies in the EU, Member States and Croatia, or at international level, to implement gender mainstreaming.

The database included over two hundred resources as of April 2012, including internationally developed resources, categorised according to thematic areas of intervention² and EU policy areas³. The most prevalent resources are handbooks, manuals, and guidelines, although the database also includes general information, awareness raising materials and evaluation and monitoring materials.

The database facilitates knowledge sharing and easy access to specialised resources to help in designing or running gender capacity building initiatives in a range of sectors.

- **Thematic reference sheets**

The thematic reference sheets provide policy makers and practitioners with practical information and tips on gender training. The leaflets present in a short and systematic way the factors contributing to effective implementation of gender training, a step-by-step approach to assuring quality of gender training and details of good practice to help build the gender mainstreaming competence of staff.

1.4. Structure of the report

The report is organised as follows:

- **Section 1** outlined the aims, methodological approach to the mapping exercise and the main outputs of the study.
- **Section 2** provides an overview of international, European and national policy commitments to deliver gender training as an effective form of gender mainstreaming.
- **Section 3** presents the scale of gender training programmes and activities at international and European level, and in EU Member States and Croatia.
- **Section 4** presents analyses of the profile of gender trainers and key developments in relation to gender training at international and European level.
- **Section 5** presents the main elements of training programmes focusing on key themes which have been identified in the debate on gender training.
- **Section 6** provides conclusions and recommendations.
- **Annex 1** summarises the key challenges for gender training at national level

² Topics are categorised according to the Beijing and Eurovoc's areas of intervention.

³ Policy areas are categorised in line with the EU Policy Areas and Directorate General of the European Commission.

2. Gender training as a policy commitment



This section provides an overview of international, European and EU Member States' policies on gender training as a tool for gender mainstreaming. The section starts by presenting the policy commitments at international and European level on gender mainstreaming and exploring the extent to which gender training is considered a priority at these levels. It then looks at the implementation of gender mainstreaming in the EU Member States, with a particular focus on gender training as a priority action of gender mainstreaming strategy, and identifies the reasons underlying the current situation.

2.1. Policy commitments to gender mainstreaming and gender training at international and EU level

Gender mainstreaming is recognised as an important strategy in the achievement of equality between men and women.

The importance of gender mainstreaming strategy is reflected in policy decisions that place gender mainstreaming on the agenda of European and international organisations and show strong political commitment towards the issue. The box below presents some landmark policy decisions on gender mainstreaming at international and EU level.

Landmark decisions on gender mainstreaming at international and EU level

1995: Fourth United Nations (UN) World Conference on Women in Beijing

1996: European Commission commits itself to the strategy Gender Mainstreaming

1997: United Nations' Report defines gender mainstreaming and underlines the need for gender training

1999: Treaty of Amsterdam comes into force, establishing a binding legal basis for the strategy of Gender Mainstreaming at EU level

2003: Treaty of Nice emphasises that the EU should eliminate inequalities and promote equality between men and women

2009: Lisbon Treaty refers to the necessary transversal treatment of gender equality

2011: Establishment of UN Women with strong mandate to provide guidance and support on gender training across the UN system

Gender mainstreaming is not a goal in itself but a political approach to integrating gender concerns into policy decisions, legal frameworks, activities and programmes.

Integration of gender concerns into policies, frameworks, activities and programmes, requires relevant actors to be more gender equality aware, build their gender competence and enabled to promote gender equality goals in their work at all levels. Gender training has therefore been identified as a tool and a process to support policy makers in their effort to integrate gender considerations into all policies and programmes. The key documents highlighting the need for gender training in order to address the gaps between policy and practice in relation to gender mainstreaming are shown in the box below.

Key documents highlighting the need for gender training

The [report of the UN Economic and Social Council on gender mainstreaming](#) (1997) underlined the need for training as a tool for gender mainstreaming, noting that *'to enhance system-wide gender sensitivity and gender expertise [...], all entities of the United Nations system should:*

- integrate a gender perspective into all training programmes;
- provide continuous gender training for all staff, including those at the highest levels;
- provide special training for gender experts to enhance their skills;
- ensure that specialised gender expertise is available to them;
- coordinate their training efforts through a system-wide evaluation of the impact of gender-training.⁴

The [Resolution 2011/6, 'Mainstreaming a gender perspective into all policies and programmes in the United Nations system'](#), highlighted the importance of capacity building and training on gender mainstreaming. It calls on UN entities to use *'existing training resources, including institutions and infrastructure, to assist in the development and application of unified training modules and tools on gender mainstreaming and to promote the collection, analysis and use of accurate, reliable, comparable and relevant data, disaggregated by sex and age, during programme development and the evaluation of gender mainstreaming in order to assess progress towards achieving gender equality and the empowerment of women'*.⁵

Aligned with the above mentioned commitments, most UN agencies prioritised gender training as a tool for gender

⁴ United Nations (1997), Report of the Economic & Social Council, <http://www.un.org/womenwatch/daw/csw/GMS.PDF>

⁵ <http://www.un.org/en/ecosoc/docs/2011/res%202011.6.pdf>



mainstreaming in their gender equality or mainstreaming strategies. Some examples are highlighted the box below.

Examples of international agencies that prioritise gender training

The ILO's *Action Plan for Gender Equality 2010–2015* highlights the importance of capacity building on gender equality, and calls on the ILO to 'ensure that the ILO International Training Centre in Turin ... [is] adequately resourced so [that it] can provide support in capacity building and training on gender equality'.⁶

In UNESCO, the capacity development of staff on gender issues is a key priority and objective of UNESCO's Gender Equality Action Plan of 2008–2011.⁷

UNICEF's *gender equality strategy* highlights that each office should put in place capacity to implement the gender equality policy, and that the capacity needed for gender equality programming should be regularly assessed and reflected in office management and training plans.⁸

In UNDP, the 'Empowered and Equal' *gender equality Strategy (2008-2011)*, commits UNDP to developing a high-quality learning programme on gender equality to strengthen staff capacity on gender issues (with a particular focus on senior management). The importance of undertaking needs assessment prior to training activities as well as assessing and monitoring staff competency in gender equality is also stressed.⁹

The WHO's 'Strategy for Integrating Gender Analysis and Actions into the Work of WHO'¹⁰ outlines the role of gender capacity building, commits the agency to a number of specific tasks and also includes a baseline capacity assessment. The purpose of the plan is to 'enhance, expand and institutionalise WHO's capacity to analyse the role of gender and sex' in the area of health. The strategy states that support and monitoring mechanisms will be established throughout the organisation, including gender focal points with appropriate expertise, and managers will be responsible and accountable for ensuring that staff members develop their capacity to analyse and address gender and health issues.¹¹

However, most policy documents do not sufficiently recognise the training needed to undertake gender mainstreaming and progress effectively, and in practice progress has been slow both at EU and international level due in part to knowledge and capacity gaps.

The Advisory Committee on Equal Opportunities for Women and Men pointed out in the Opinion Paper on gender mainstreaming in the EU¹² that gender inequalities persist in a number of policy fields and progress towards effective mainstreaming remains slow. In its recommendations, the Advisory Committee invited the European Commission to focus on capacity building to strengthen the implementation of gender mainstreaming in the EU. Training of policy makers and staff (including decision makers at the highest levels), provision of expertise, guidelines and resources, and the sharing of good practices were all highlighted as key strategies to enabling effective gender mainstreaming.

The UN's Resolution on system wide coherence (2010), also states that on-going capacity development is required to ensure that relevant personnel are 'better able to assist national partners in achieving gender equality and the empowerment of women (...)'.¹³

At the international level, UN Women, established in 2011, provides guidance and technical support to Member States, and aims to improve 'the application of a gender perspective in programming work and enhancing a broader approach to capacity development for all United Nations staff'. UN Women also aims to ensure that 'all personnel, especially in the field, receive training and appropriate follow-up, including tools, guidance and support, for accelerated gender mainstreaming, including by providing on-going capacity development for resident coordinators and the UN country teams'.¹⁴

At the EU level, the European Institute for Gender Equality plays a key role 'to develop, analyse, evaluate and disseminate methodological tools in order to support the integration of gender equality into all Community policies and resulting national policies and support gender mainstreaming in all Community institutions and bodies'.¹⁵

⁶ ILO (2010), *Action Plan for Gender Equality 2010–15 Phase I: Aligned with Programme and Budget 2010–11*, http://www.ilo.org/gender/InformationResources/WCMS_141084/lang-en/index.htm

⁷ <http://www.unesco.org/new/en/unesco/themes/gender-equality/features/unesco-priority-gender-equality-action-plan-2008-2013/>

⁸ UNICEF (2010) *Working for an Equal Future*, UNICEF Policy on Gender Equality and the Empowerment of Girls and Women.

⁹ UNDP (2008), *Empowered and Equal, Gender equality Strategy (2008-2011)*

¹⁰ WHO (2009), *Strategy for Integrating Gender Analysis and Actions into the Work of WHO* http://whqlibdoc.who.int/publications/2009/9789241597708_eng_Text.pdf

¹¹ Ibid.

¹² Advisory Committee on Equal Opportunities (2010), *Opinion on the future of gender equality policy after 2010 and on the priorities for a possible future framework for equality between women and men*, <http://www.ec.europa.eu/social/BlobServlet?docId=5362&langId=en>. See also Office of Internal Oversight Services (2010) and European Commission (2011), *Evaluation of the European Social Fund's support to Gender Equality*, Synthesis Report, <http://www.ec.europa.eu/social/BlobServlet?docId=6643&langId=en>

¹³ United Nations (2010), *Resolution adopted by the General Assembly on system wide coherence*, A/RES/64/289, http://www.un-ngls.org/IMG/pdf_Report_July_2010_N0947917.pdf.

¹⁴ United Nations (2011), *Resolution 2011/6 on Mainstreaming a gender perspective into all policies and programmes in the United Nations system*, <http://www.un.org/en/ecosoc/docs/2011/res%202011.6.pdf>

¹⁵ Court of Auditors (2011), *Report on the annual accounts of the European Institute for Gender Equality for the financial year 2010, together with the Institute's reply (2011/C 366/31)*, <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2011:366:0173:0178:EN:PDF>

2.2. Policy commitments to gender mainstreaming and gender training

Gender mainstreaming is a policy commitment in most EU Member States.

The majority of Member States have introduced gender equality strategies or action plans that take a dual approach including both thematic equality actions and cross-cutting gender mainstreaming interventions. Gender mainstreaming is identified as a priority area in the national action plans of 16 Member States (BG, CZ, DK, ES, FI, EL, HU, LV, LT, LU, NL, PT, SK, SI, SE, UK-Northern Ireland).

In some cases, as indicated in the box below, equality plans make reference to concrete actions that need to be taken to build the capacity of staff members in public administrations. In these cases the commitment to gender mainstreaming is backed up by the explicit recognition that competence development of staff is a necessary precondition for its successful implementation.

Member States equality plans which recognise the need for gender training

Training for gender mainstreaming, as well as strengthened information provision on gender equality, is a key part of [the Finnish gender equality action plan](#). Ministries are required to provide training on gender mainstreaming for directors and staff members.

The [Greek gender equality strategy](#) includes gender equality actions and gender mainstreaming activities, and capacity building is a priority for civil servants and officials in public administrations. The General Secretariat for Gender Equality (GSGE) implements training and awareness-raising, tailored to the needs of public administrators and officials.

The [Portuguese gender equality action plan](#) calls for gender mainstreaming and training of public officials in gender mainstreaming and equality.

The [Swedish gender equality strategy](#) re-affirms policy commitments to gender mainstreaming within government departments. Ministries are required to develop action plans for gender mainstreaming in their respective areas of responsibility. Policy commitments to gender mainstreaming and training and corresponding actions also exist at the local and regional levels.

Where gender mainstreaming is a legal requirement, it is likely to give an impetus to the provision of gender training for staff at all levels in public administrations.

In some Member States gender mainstreaming is a legal obligation, so public administration staff are able to draw up equality plans and mainstream gender into services and activities. Some countries, e.g. Germany and Spain, as described in the box below, have made training on gender issues mandatory in the public sector.

Members States with legal requirements for gender mainstreaming

In [Germany gender mainstreaming is a 'leading principle'](#) in the common rules of procedure for federal ministries. In addition, the federal equal opportunities law defines that all staff of a ministry or unit, in particular those in leadership positions, are responsible for the implementation of gender mainstreaming and need to attend training in order to effectively fulfil their role.

According to [the 2007 law on equality between women and men in Spain](#), all examinations for entering the civil service will include knowledge of the principle of equality between men and women (Art. 61, para 1). The same article (para 2) stipulates that all offices of public administration will provide training on equal treatment and equal opportunities for women and men, and on the prevention of gender-based violence.

Gender training is a low priority for most Member States both in policy and in practice.

With respect to equality strategies or action plans, only a minority of Member States explicitly mention gender training in their priority actions. However, in some cases, equality strategies or action plans make explicit reference to the actions to be introduced at ministerial, regional and local level. This usually involves raising the awareness of staff members through training and other means to effectively mainstream gender in various policy areas and eliminate stereotypical attitudes and behaviour. The following box provides a number of examples in this area.



Policy commitments to gender training at Ministry level

- Until 2011, all departments in [Denmark](#) were required to prepare a plan and set specific goals regarding building competencies internally, including an awareness-raising strategy on gender mainstreaming.
- All departments in [Luxembourg](#), as part of the National Plan for Gender Equalities, should implement actions to develop gender mainstreaming, with follow-up ensured by specific 'gender units'. The practical implementation of this approach is yet to be seen.
- Each department in [Sweden](#) should develop an action plan on how to work in accordance with the national gender equality strategy. In addition, all new employees participate in a 30 minutes basic training seminar on gender mainstreaming, as part of their induction training, and new managers receive 45 minutes of gender mainstreaming training as part of their management training.

Policy commitments to gender training at regional/local level

- Local governments in [Hungary](#) are obliged to prepare a five year equal treatment plans, which are reviewed every second year, as a precondition for receiving public support (including EU funding). Training materials have been prepared for local administrations and sub-regional associations on gender mainstreaming in order to assist stakeholders in this process.
- In [Sweden](#), County Administrative Boards, responsible for supporting gender mainstreaming at regional level, elect gender equality experts who support the gender mainstreaming work at regional level. The Programme for Gender Equality run by the Swedish Association of Local Authorities and Regions (SALAR) coordinates and develops gender mainstreaming activities at the local level.

The following box provides examples of policy documents that emphasise the role of competence development as a precondition to successfully tackling the divergence between policy and practice in the area of gender mainstreaming.

Policy document emphasising gender training

In [Lithuania](#) the National Programme for Equal Opportunities for Women and Men 2010-2014 has recognised that public service employees lack knowledge on how to apply the Law on Equal Opportunities for Women and Men in their day to day work. The Action Plan for the Implementation of the National Programme for Equal Opportunities for Women and Men 2010-2014 directly refers to gender training for public service employees.

In [Slovakia](#), the National Strategy for Gender Equality 2009-2013 recognises that gender training plays an important role in order in the effective implementation of gender mainstreaming. This is also stressed in the National Action Plan for Gender Equality 2010-2013 that outlines the activities that need to be introduced for the successful implementation of the Strategy.

Despite references to gender training in policy documents however, the commitments are not followed by actions and strategies in practice in many cases. In most countries, there is limited interest and commitment among high-level managers, or demand for gender training among public policy officials. The research also found that reluctance to acknowledge the need for gender training was an issue in some countries; some people in certain policy areas denied that gender equality is an issue to be addressed.

Furthermore, even where gender training is provided, public sector employees are not usually incentivised to attend it. In most Member States gender training is not an integral part of staff training plans and attendance is voluntary. Only a few instances could be found of compulsory staff training on gender, as presented in the box below. In some countries (such as Ireland and Latvia) the financial crisis had directly affected the allocation of resources to gender training. As a result, gender knowledge gaps remained unaddressed.

Examples of compulsory gender training

In [Luxembourg](#), since April 2011, a compulsory training module in gender equality was introduced, for all new civil servants as part of initial training delivered in the national institute of public administration (INAP) in cooperation with the Ministry of Equal Opportunities. The training consists of two modules of three hours each. The modules aim to give participants a general overview of the areas where gender inequalities persist and the policies that could be introduced to address these issues. The feedback reported from participants is positive; and this training module appears to play a role in raising awareness of gender issues among civil servants.

In [Greece](#) gender mainstreaming has been part of compulsory training provided to new civil servants since 2006. The National Centre for Public Administration and Local Government (EKDDA) is the strategic agency for the training and education of public sector employees in the country. Training sessions on gender mainstreaming are part of a module on social policy. According to the EKDDA activity report for 2010-2011, the centre coordinated 145 programmes in one year that covered a range of social policy issues, including gender mainstreaming, and trained 2,876 people.

2.3. Summary of findings

This section showed that gender mainstreaming is often recognised as an important strategy in the achievement of equality between men and women at national, European and international level, and examined the extent to which a commitment to gender training is part of gender mainstreaming strategies. Where gender mainstreaming is a legal requirement, a stronger impetus to provide gender training was identified for staff at all levels in public administrations.

In order to achieve gender mainstreaming in national, regional/local, and sector policies and practices over time, public servants require knowledge and technical skills to address gender issues. For this, institutional commitment to gender mainstreaming and support from high-level managers is crucial to enable staff to attend gender training sessions and have the time and space to think about how gender issues affect their everyday work. The success of training therefore relies in part on leaders' understanding that the implementation of gender mainstreaming requires specific knowledge and investment in the competence development of staff.

Although the importance of gender training as a tool to assist various stakeholders in achieving gender equality has been emphasised in some cases, most policy documents do not recognise sufficiently the training needed to effectively undertake gender mainstreaming. Moreover, limited interest, commitment, or even reluctance towards gender training was identified among public officials in a number of cases. Slow progress in gender mainstreaming practice has been partly due to knowledge and capacity gaps.

3. The scale of gender training



This section provides an overview of the scale of gender training programmes and activities at international and EU level, including at the level of EU Member States and Croatia. The research team used three indicators to quantify the scale of gender training activities: the number of gender training initiatives; number of beneficiaries; and level of resources allocated to gender training courses. Given that such data is not systematically collected at any level of governance either at international or EU level, rough estimations of the scale of the provision of gender training were developed, based on the interviews and review of documents.

3.1. The scale of gender training in the United Nations¹⁶

All of the UN agencies reviewed had some type of gender training in place for their staff, but gender capacity activities were relatively small scale.

Assessing the scale of training activities/ programmes, their participants, and the financial resources allocated to training activities across UN agencies remains a challenge. Only three UN agencies provide information on the numbers of training participants: the WHO, UNFPA and UNESCO. Approximations based on the information collected through interviewees or desk research suggests that participation rates in gender training programmes remain relatively low.

Gender training is not systematically provided and not compulsory in most of the UN Secretariat's agencies.

An evaluation of gender mainstreaming in the UN Secretariat's agencies and programmes¹⁷ found that only 35% of programme managers have been trained in the UN Secretariat in the last five years, and only over half (55%) of staff members identified as 'gender focal points' had completed training for the role. Around half of the twenty programmes reviewed as part of the current research reported providing specific training to staff while others had trained their 'gender focal points'. In most cases training was not compulsory for all staff, and not customised to particular work situations or offered on a regular basis. In some UN agencies,

such as the UNFPA for example, a voluntary on-line gender learning programme was offered from 2004 to 2009. There were also some cases, albeit rare, when an e-learning programme for gender mainstreaming and gender equality had been mandatory (e.g. in UNESCO). The following box summarises the scale of provision of gender training by the UN agencies for which figures are available.

Key facts and figures about gender training in WHO, UNFPA and UNESCO

- In the UNFPA, the number of participants remained low – only 600 people attended training on gender from 2004 to 2009.
- In the WHO, the number of participants is relatively high – between January 2009 and July 2010, a total of 2,675 people from forty-one member countries received gender training. About a third of this training was provided to government officials from these countries and a quarter to WHO staff. Other trainees came from NGOs, other UN staff (outside WHO), and other institutions.¹⁸
- In UNESCO, a mandatory e-learning programme on capacity development and training for gender mainstreaming and gender equality has attracted 82 subscribers since 2005 – 25 staff working in the Headquarters and 47 staff working in field offices.¹⁹
- In the WHO Europe region, a training module on Gender and Health has been provided to around 150-200 Ministry of Health staff in WHO partner countries, and to 50 WHO staff. The budget for training staff in the Gender and Health module was estimated at €20,000-40,000, with around €10,000-15,000 of this allocated to training for staff in ministries of health.²⁰

It has been emphasised in both interviews and the relevant literature that the limited involvement of senior decision-makers and lack of staff's time are amongst the main obstacles to the effective implementation of gender training.²¹ As stressed by UNESCO's Director-General, there is a need

¹⁶ The UN agencies reviewed for this section were: International Fund for Agricultural Development (IFAD), International Labour Organisation (ILO), United Nations Development Programme (UNDP), United Nations Educational, Scientific and Cultural Organisation (UNESCO), United Nations Population Fund (UNFPA), United Nations Children's Fund (UNICEF), United Nations Entity for Gender Equality and the Empowerment of Women (UN Women), World Health Organisation (WHO) and the World Bank (WB). In addition, an evaluation of gender mainstreaming in the UN Secretariat, covering twenty programmes/agencies of the Secretariat, was reviewed.

¹⁷ United Nations (2010), Thematic evaluation of gender mainstreaming in the United Nations Secretariat, Report of the Office of Internal Oversight Services.

¹⁸ World Health Organisation (2011), Gender mainstreaming in WHO: what is next? Report of the Midterm review of WHO Gender Strategy.

¹⁹ http://www.eige.europa.eu/sites/default/files/Good-Practices-in-Gender-Mainstreaming-towards-effective-gender-training_0.pdf

²⁰ Interview with Isabel Yordi Aguirre, Gender Adviser, Gender and health, Policy and cross cutting issues and Regional Director's special projects, WHO Regional Office for Europe.

²¹ http://www.eige.europa.eu/sites/default/files/Good-Practices-in-Gender-Mainstreaming-towards-effective-gender-training_0.pdf



to achieve a 100% rate of staff trained in order to overcome resistance and delays in gender mainstreaming.²²

Nevertheless, some of the UN agencies have provided training aimed at building or increasing the gender capacity of external actors.

UN Women, for example, provided expertise to the Judicial Academy in Serbia to adopt a new curriculum on the application of international and national legislation on women's rights.²³ Previously the UN has also collaborated with the UN Department of Peacekeeping Operations on offering for the first time pre-deployment training for UN peacekeepers on sexual violence in conflict. The agency has also supported Mozambique's government in drafting a national strategy on gender, environment and climate change. The strategy aims to establish a gender unit in the Ministry for the Coordination of Environmental Action and to introduce training on gender and gender responsive budgeting to all government officials in the environmental field. UN Women has also supported gender responsive budgeting in four ministries in Rwanda.

A special initiative addressing development professionals from all over the world has been undertaken by the International Training Centre of the ILO (ITC/ILO) in Turin, Italy as part of its Gender and Non-Discrimination Programme (more detailed information in section 4.4).

Whilst the above capacity-building exercises suggest that gender training arrangements are in place within the UN agencies, no information is systematically collected on the nature, scale, regularity and resources allocated to such activities either through the UN Women Training Centre, or its Gender Training Community of Practice.

3.2. The scale of gender training in the European Union

Despite general commitments to gender mainstreaming at EU level, gender training is not systematically provided to policy actors in EU institutions.

With the exception of a few pioneering DGs (DG Employment, Development and Cooperation, Regional Policy and Research and Innovation), gender mainstreaming activities

at EU level are limited.²⁴ According to a survey of the Commission's 2007 and 2008 work programmes – taking 2007 as a benchmark – no gender mainstreaming activities were mentioned for 17 of the 41 DGs and services listed on the Commission's website. A further 15 DGs and services each listed one or two activities and DG Employment – responsible for the Gender Equality Unit at the time – accounted for almost half of all activities.²⁵ The stakeholder research conducted to inform EIGE's ex-ante evaluation (2011) and a review of gender mainstreaming evidence on various websites of the Commission suggest that the picture has not changed substantially since then. Knowledge and capacity gaps were the main reasons identified by interviewees to explain why progress towards effective mainstreaming has been slow at EU level.

In general, data is not systematically collected on the number of participants and amount of resources allocated to gender training in the EU.

DG Justice is responsible for a training programme on gender mainstreaming for policy officers of all DGs. Attendance are rather low as there are limited incentives to attend sessions.

DG Justice offers a one-day training programme that it is divided into two parts. The first part covers theoretical issues about gender awareness and is delivered by an external contractor. The second, afternoon session, is coordinated by DG Justice and requires the participants to think of the gender dimension in the policy areas they are involved. Attendance rates are low, with staff lacking motivation to participate in training, and the Commission is considering ways to increase attendance.

Extensive data on gender training activities and their participants on the EU level is rare, although, there is evidence of some dedicated gender training activities taking place in some DG's.

DG DEVCO's internal training and toolkit on mainstreaming gender equality in EC development cooperation, for example, has been recognised as a valuable, transferable tool to strengthen skills and approaches on gender equality in development cooperation at the UN level. The toolkit reveals the value of gender capacity building in the effective integration of gender equality in EU policies and programmes. The following box provides an overview of the training programme offered by DG DEVCO.²⁶

²² European Institute for Gender Equality (2011), Towards Effective Gender Training Mainstreaming Gender into the Policies and the Programmes of the Institutions of European Union and EU Member States Good Practices in Gender Mainstreaming, http://www.eige.europa.eu/sites/default/files/Good-Practices-in-Gender-Mainstreaming-towards-effective-gender-training_0.pdf

²³ http://www.unwomen.org/wp-content/uploads/2011/06/UNwomen_AnnualReport_2010-2011_en.pdf

²⁴ Hafner-Burton and Mark A. Pollack (2009). Mainstreaming gender in the European Union: Getting the incentives right, *Comparative European Politics* Vol. 7, 1, 114–138.

²⁵ Ibid.

²⁶ No information was identified with regard to the number of staff trained. Also, the budget line allocated to the initiative is not known, and it has been pointed out that general budget cuts may jeopardise the scope of activities in the future.

Internal training and toolkit on mainstreaming gender equality in EC development cooperation, DG DEVCO

The objective of the training, delivered by the ILO, was to disseminate gender specific knowledge beyond staff members who already specialise in gender issues, in order to mainstream gender equality into all DG operations. The content of the training was based on the Toolkit on 'Mainstreaming gender equality in EC development cooperation'²⁷, which was drafted in 2005 and revised in 2009. Reportedly, trainees have increased their gender specific knowledge, particularly with regard to EU political commitments and policies on gender equality and women's rights in development cooperation. The training and toolkit are tailored to the specific needs of participants/users in order to incentivise attendance.

DG RTD has included a strong training component in the 7th Framework Programme (FP7). Faced with a change in the gender mainstreaming policy of the DG, which eliminated the requirement of including a Gender Action Plan in project proposals, the DG's gender unit decided to offer a training course on how to include gender issues in research projects. The training targets DG staff and is offered in Member State, with a focus on programmers, project promoters, National Contact Points and the research community.²⁸

3.3. The scale of gender training in EU Member States and Croatia

The number of gender training initiatives remains low in the majority of Member States and Croatia and the provision of training is often based on stand-alone or/ and *ad hoc* projects.

The interviews with key stakeholders in Member States reveal that gender capacity building activities have not been implemented on a wide scale. Moreover, in recent years, the number of civil servants who have taken part in gender trainings has been decreasing in some countries. The economic crisis was identified as one of the reasons for this decline. The country examples given in the following box illustrate these findings.

In **Bulgaria**, according to the Ministry of Labour and Social Policy, approximately two gender training programmes have taken place each year since 2005, or a total of 14 until 2011. The number of direct gender training participants in the period 2005–2009 was approximately a hundred per year and has decreased since then to approximately 50 participants per year.

In **Cyprus**, the national Gender Equality Observatory (CGEO) organised two forty-hour seminars for members of the ministries, trade unionist representatives, women's organisations, and NGOs. Fifty participants attended the training programme.

In the **Czech Republic**, at least five seminars, one gender training course, several e-learning and induction training courses with a gender equality aspect were organised by different ministries, covering approximately 578 national public officials, and 1,584 regional and local level public officials.

In **Denmark**, the Department for Gender Equality organises gender training upon request and estimates that around 10-15 training sessions have been organised for other ministries since 2005.

In **Estonia**, four training programmes have taken place since 2004; two of these were part of EU funded programmes which had 197 and 35 participants respectively.

In **Latvia** and **Lithuania**, there were ad hoc activities in the form of gender training courses and seminars but such activities have declined since 2011.

In **Greece**, in the period 2010-2011 the National Centre for Public Administration and Local Government (EKDDA) coordinated 145 programmes covering a range of social policy issues, including gender mainstreaming, and trained 2,876 people.

In **Hungary**, 18 related activities were reported to have taken place in 2009 and 2011, within the framework of two main gender mainstreaming events, covering 127 and 188 civil servants respectively.

In **Malta**, since 2005 the National Commission for Promotion of Equality (NCPE) has carried out approximately nine training programmes that focused on gender mainstreaming and gender impact assessments in the public administration. These were attended by approximately 50 people in total.

²⁷ <http://ec.europa.eu/europeaid/sp/gender-toolkit/index.htm>

²⁸ Information on the training is available at <http://www.yellowwindow.be/genderresearch/>



In [Romania](#), between 2008 and 2011, the National Agency of Public Servants planned and delivered 12 training programmes, however, the number of participants could not be identified.

In [Slovenia](#), between 2005 and 2011, approximately 10 gender training activities were organised. The number of attendees in these sessions ranged from 10 to 22.

In [Croatia](#), between 2008 and 2011, the Government Office for Gender Equality organised seminars on gender issues for public sector employees that were attended by approximately 80 people in total. In 2010, the Government Office for Gender Equality commissioned five NGOs to carry out a training programme on gender equality for members of twenty county committees, but the initiative was not continued in the following years.

LO, the [Danish Trades Union Congress](#) has provided training on gender equality since 1992. Starting from 2005, the training has been organised through a partnership between the three largest trade unions in Denmark. The aims are: to empower women trade union members; to enable trade unions to promote gender equality in their policies and to draw up gender equality policies. The diverse training courses, which are voluntary, range from 1 day to 48 days, and cover topics such as equal pay, prostitution, violence, quotas and women's leadership, to name a few. The trainers providing the courses consist of TU members, politicians, and academics.

In 2011, around 1,000 trade union members participated in the courses. The proportion of men is increasing (currently 37%, up from 14% 10 years ago).

In some Member States training is provided at a regional or local level of governance. Cyprus and Denmark are examples of a regional approach, presented in the following box.

In [Cyprus](#), small-scale gender training event was implemented at a regional level to train employees of the Nicosia Municipality. With the assistance of the Gender Equality Observatory (CGEO), one six-hour seminar was organised for 112 employees of the Municipality.

In [Denmark](#), at a regional level, the cities of Copenhagen and Aarhus have been relatively active in providing gender mainstreaming training for their staff, with one gender trainer noting that she recently provided training for 360 people in a local council.

There are also examples of trade unions (TU) having committed to providing gender training to people in different work places. In Denmark, for instance, the Danish Trade Union Congress programme includes courses that aim to enable civil servants to mainstream gender in their policies. Further details of this training are given below.

The provision of gender training at national and regional/local level is systematic in a small number of Member States, with a relatively high number of training participants.

Systematic provision of gender training is most likely to be the case in those countries where gender mainstreaming has a strong legal basis. Also, when well-grounded in legislation and/or policy, gender training is often provided as part of larger programmes to support the implementation of gender mainstreaming. Examples are presented in a box below of countries where the impetus for gender training has been increasing or remains high.

In [Austria](#), all ministries provide gender training as a part of their gender mainstreaming plans. Whereas in the mid-2000s the main approach was to train all administration staff, currently the focus is placed on training people in decision making positions. Some trainers indicated that there was increase in interest in gender training between 2001 and 2005/6, which then decreased from 2007 onwards and was replaced by growing interest in 'diversity' and 'generations management'. Since 2009, with the legal obligation to implement gender budgeting at all levels as of 1 January 2013, there has been an increase in interest in gender budgeting training.

In [Finland](#), interviewees were not in a position to quantify the trends but noted that the Government's Gender Equality Action Plan (2008–2011) and the Gender Equality Act have given an impetus for gender training in ministries. More training activities have taken place since these two instruments came into force.

In [Spain](#), an interview with the Women's Institute (*Instituto de la Mujer*) for 2012, identified that some 17,000 civil servants had signed up to gender equality training. The numbers of individuals taking these courses, the number of ministries that include gender equality training in their continuous training offer, and the number of courses relating to gender equality provided in the National Institute for Public Administration (which provides training to civil servants) keep growing.

In [Sweden](#), Government Offices financed the training of about 400 employees (out of approximately 4,600 civil servants) on gender issues between 2004 and 2010. At regional level, the Programme for Sustainable Gender Equality (2008–2013) implemented by SALAR includes the training of 66,000 civil servants and has a budget of €25.3 million.

Gender training tends to vary according to its form and funding source across the EU Member States and Croatia, whilst the institutions which coordinate and commission such training are more or less equivalent between countries.

The key coordinating and/or commissioning organisations in Member States and Croatia most commonly include: an inter-ministerial/ departmental working group or government council; ministries (e.g. ministries of labour and social policy or ministries of justice), or departments/units within these ministries responsible for gender equality issues. Less often equal opportunities offices or equality commissions are also in charge of commissioning gender training. It should also be noted that coordinating or commissioning authorities which have relevant in-house gender expertise often use internal resources to train staff.

Such initiatives are for the most part partially funded by the EU, through programmes such as PROGRESS and/or the European Social Fund. Almost all Member States have received EU funding for gender training initiatives. In certain Member States other foreign donors such as the Nordic Council of Ministers or the Open Society Institute have also financed gender training initiatives.

The global economic crisis has affected the provision of gender training in a number of Member States.

Stakeholder interviews suggest that there are limited national resources or specific budget lines allocated to gender training. Interviewees in many Member States also reported that budget cuts arising as a result of the economic crisis have further reduced the scope of gender training.

Since the 2008 global economic crisis, the momentum for gender mainstreaming as a process has slowed, affecting the provision of gender training in a number of countries. In some countries, gender mainstreaming policy may have been regarded as a 'luxury' afforded in times of prosperity. In Ireland, for example, the commitments in relation to gender training and gender mainstreaming in the 2007 Women's Strategy were not implemented due to budgetary constraints.

There is no clear evidence about the overall impact of the global economic crisis on gender training in budgetary terms as data on resources allocated to gender training in Member States before and after the crisis are scarce. Research evidence suggests that there are a few cases where budget cuts have not directly affected allocation of resources for gender training.

Member States do not systematically collect information about the number of gender training initiatives that take place in the country, the number of beneficiaries of gender training and the level of resources allocated to the training courses.

It is difficult to draw concrete conclusions about the comparative scale of gender training initiatives across Europe. In nearly all countries information is scarce and where it is available, it is either fragmented (covering gender training activities only at a certain point in time or organised by a certain institution), or indicative (estimating the scale of gender training rather than providing a comprehensive and representative picture of the situation). There is no specific reporting mechanism in place for registering provision of gender training, and little practice of making use of such mechanisms.

3.4. Summary of findings

This section looked at the scale of gender training programmes and activities at international, European and EU Member State level. Assessing the scale of training activities/programmes and the number of participants remains a challenging task, as data is missing or fragmented and not systematically collected at any level of governance.



Based on information provided by interviewees or collected through desk research, the estimated participation rates in training programmes remain low and gender competence development activities have not been implemented on the scale required. The key reasons for the lack of systematic gender training provision are summarised in a box below.

In rare cases gender training is compulsory and/or provided in a systematic way. This is most likely to be the case in those countries where gender mainstreaming has a strong legal basis backed by political commitment. Finally, the scale of gender training tends to vary according to its form and funding source across the EU Member States and Croatia, whilst the institutions which coordinate and commission such training are more or less equivalent between countries. In most countries national machineries have a coordinating role in the design of gender training programmes. However, in some cases, responsibility has been devolved to Ministry, regional or municipal level.

A summary of key reasons for the lack of systematic gender training provision²⁹

Lack of political commitment. The majority of Member States have not integrated gender training in their gender equality strategies or action plans and this partly explains why gender equality activities remain low. Stereotypes, prejudices, and reluctance among civil servants and senior policy-makers further contribute to this problem.

No dedicated resources in equality strategies or action plans. National or regional authorities need to find resources from their own budgets to implement the training, which limits the range of measures that are implemented by ministries or regional authorities.

No incentives for public sector employees to attend the training. In most Member States attendance is voluntary and gender training is not an integral part of the training provided to them.

The impact of the financial crisis on gender training. Stakeholder interviews in some countries suggested that the economic crisis had a drastic impact on the scale and the scope of gender training. However, the interviewees across Europe gave mixed messages in regard.

²⁹ The list of main reasons is based on stakeholder interviews.

4. Trainers' profile and quality standards in gender training





This section presents analyses of the profile of gender trainers (based on information collected in EIGE's database of gender trainers and training organisations, available at: <http://www.eige.europa.eu>), and key developments in the provision of gender training at European and Member State level from 2005 to date. The section focuses on the skills and competences that gender trainers should possess, and training the trainers' programmes, therefore, contributing to the debate on quality standards of gender training.

opment of this new profession, there are no commonly agreed standards for gender trainers and gender training programmes. The background of trainers varies considerably. The analysis of information gathered in the course of this study demonstrates that gender trainers follow a variety of paths to achieve gender expertise. The following sub-sections look at the different areas of intervention in which gender trainers develop their expertise and professional profiles.

4.1. Who are gender trainers?

Recognition in some countries of gender mainstreaming as a comprehensive policy for achieving gender equality led to the emergence of the profession of 'gender trainers'.

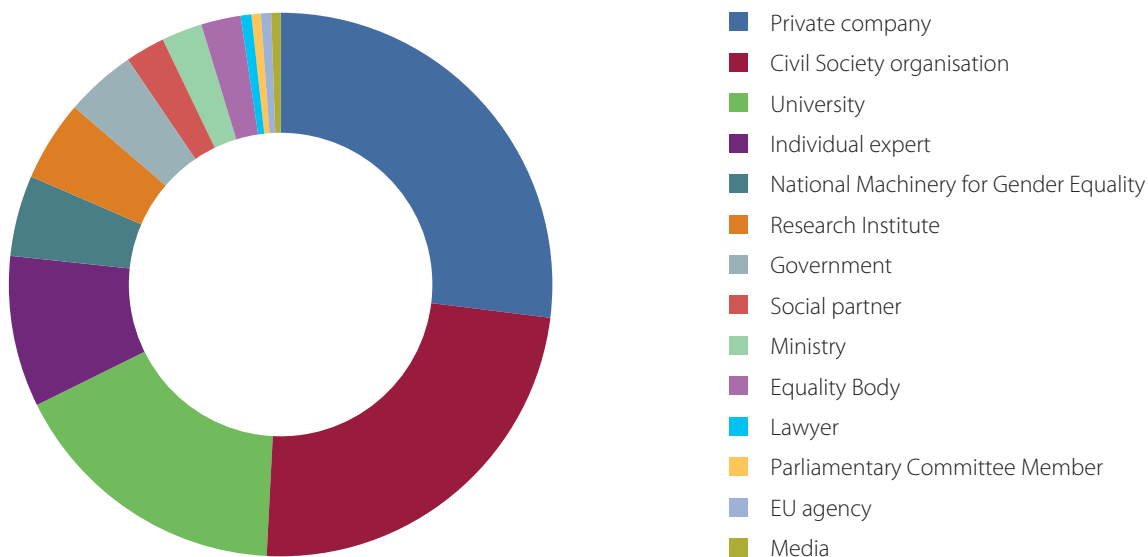
Gender trainers assist policy makers to develop the skills and competences required to integrate gender considerations into policies and programmes, since gender mainstreaming has been widely recognised as a comprehensive policy for achieving gender equality. Yet, despite the devel-

4.1.1. Professional backgrounds and qualifications of gender trainers

Gender trainers come from a wide range of sectors.

The analysis of the profiles of gender trainers included in EIGE's database of gender trainers and training organisations (referred to hereafter as 'gender trainers' database) reveals that most gender trainers are affiliated with either a private company, civil society organisation or university, or are independent consultants.³⁰ The distribution of gender trainers by institutional affiliation across these sectors

Types of organisations gender trainers are affiliated with



Source: Own compilation based on EIGE's database of trainers (April, 2012).

³⁰ At April 2012, the database of gender trainers and training organisations included 160 gender trainers from the European Union Member States and Croatia. It is difficult to know how representative the sample in the database is of the gender training community. In the absence of a generally agreed definition of gender trainers, self-identification and peer recommendation were the main criteria used to include someone in the database. During the course of the study, researchers collected additional qualitative evidence about the profile of gender trainers through interviews with ministries coordinating and commissioning gender training programmes.

is uneven. Most gender trainers included in the database indicated that they are affiliated with a private company.³¹ The next most common affiliations were with a 'civil society organisation' and 'university'. The fourth most commonly selected identification was 'individual expert'. Other organisation types included national machinery for gender equality, ministries, EU Agency, international organisation, media, lawyer, government and parliamentary activity. The chart below presents the distribution of gender trainers by type of organisation affiliation.³²

Most of those gender trainers who provided information about their qualifications have attained at least advanced education, although their qualifications vary immensely.

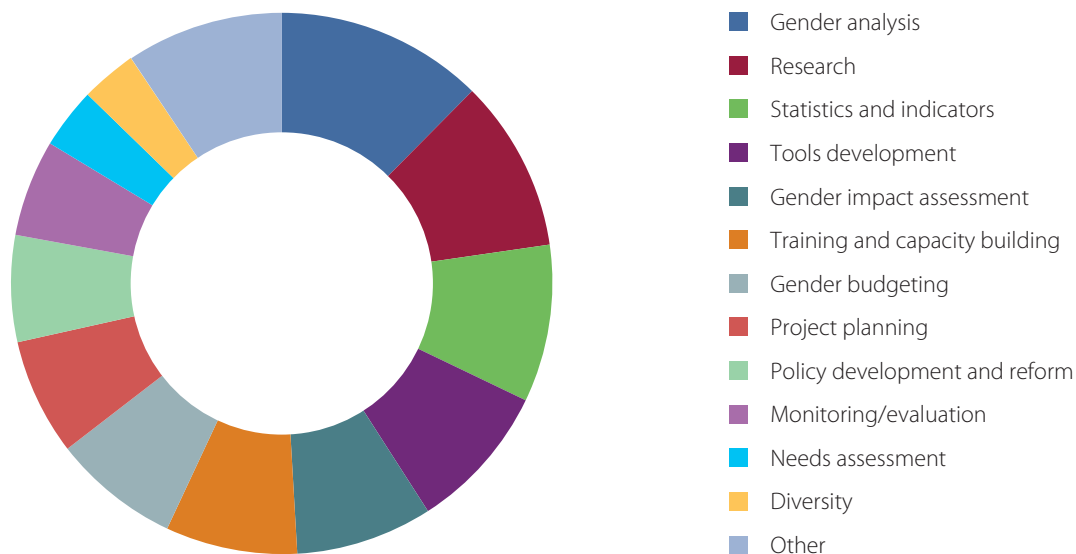
The types of degree held by gender trainers cover subjects like Psychology, Political Sciences and Law, with some having a degree in Gender Studies, two others in Clinical Sexology and some having obtained a degree in some form of

Education. The majority of trainers speak more than one language. Out of 160 individual trainers listed in the database at April 2012, some 134 indicated that they speak English.

Trainers have followed different training paths to achieve their present level of qualification, expertise and experience.

Based on the information gathered in the database, trainers with some form of qualification in gender training were only identified in ten countries. In several other cases, the trainers have completed a course for certified trainers and coaches in areas such as project planning, personnel management and development, mediation and managing workplace conflict, crisis intervention, or training management. A number of trainers have gathered their experience both through 'learning-by-doing' and participation in various workshops, seminars and conferences in the field of gender mainstreaming, women's rights, human rights, or gender equality.

Methods/fields of expertise of gender trainers



Source: Own compilation based on EIGE's database of trainers (April, 2012).

³¹ The categories used to classify gender trainers in the database of gender trainers and training organisations were: Civil society organisation; Documentation Centre; Equality Body; EU Agencies and decentralised bodies; European Commission; European Parliament; Individual Expert; International Organisation; Media (Local TV Station, National TV Station, Local Radio Station, National Radio Station, Local Newspaper, National Newspaper, Magazine, Website, News agency, Freelance journalist, Other media); National machinery for gender equality; Political party; Research Institute; Social partner; Statistics office; University; Private company; Government (Ministry, Regional/Local Organisation, Embassy); Gender Trainer; Lawyer; Parliamentary Committee Member; Private foundation.

³² Gender trainers in the database indicated affiliations with 294 organisations. Each gender trainer could be affiliated with more than one organisation.



In their professional activity, gender trainers apply a range of skills across 20 identified fields of expertise.

According to the information collected in the database, the most popular fields of expertise are: gender analysis; research, statistics and indicators; tools development; gender impact assessment; gender budgeting; project planning; policy development and reform; and monitoring and evaluation. The majority of trainers indicate that they are experts in more than one field of expertise/method. The distribution of gender trainers by their fields of expertise is presented in the chart below.³³

Gender trainers work across a wide range of policy areas.

The most common policy areas in which gender trainers have expertise are education and training, employment and social affairs, equality between men and women, violence, and gender stereotypes.

4.1.2. Gender training providers

In the EU Member States, gender training at national, regional or local level is often provided by external trainers (who work as consultants for different organisations in one or more specific fields), as well as internal training experts.³⁴

In Germany, since 2009, for example, the Agency for Gender Equality in the ESF (*Agentur für Gleichstellung im ESF*) advises on gender mainstreaming and budgeting within the ESF and provides training to ministries and implementing bodies involved in programming and monitoring the ESF.³⁵ In Malta, the National Commission for the Promotion of Equality provided group training sessions for senior officials responsible for gender mainstreaming 2004–2006, to ensure that gender was mainstreamed at national level into ministries' work. In Spain, the Women's Institute (*Instituto de la Mujer*) provides voluntary courses to public officials on different aspects of gender mainstreaming.

A network of 'focal points' has been developed in ministries in some EU Member States, with the support of EU funds. In Bulgaria, for instance, the 12-month long PROGRESS-funded project that ran in 2009 was used to develop capacity for effective gender mainstreaming, with the ultimate goal of building up a network of focal points and expertise

within the National Council on Equality between Women and Men.

The vast majority of gender trainers listed in the database of trainers are women (91%). The most differentiated group of gender trainers by sex, based on the information gathered, can be found in Germany and France. In 17 countries all gender trainers included in a database are women.

Source: EIGE's database of trainers, as of April 2012.

There are also some countries where it is reportedly difficult to find gender trainers who combine gender expertise, in-depth knowledge of different policy areas and understanding of the policy-making process.

To address this issue in Slovakia, the 'National Project – The Institute for Gender Equality' was initiated to raise awareness about gender issues among the general public and civil servants. An interesting component of the project is that it will train civil servants to become gender trainers in the future. In addition, labour inspectors have been trained on gender related issues, as part of the project, in cooperation with NGOs.

Research evidence gathered throughout stakeholder interviews confirmed that in most cases public organisations commission gender training from external trainers who are affiliated either with consulting companies or with civil society organisations. In most Member States information about gender trainers is not systematically collected and information about individual trainers and their expertise is shared only informally.

The highly differentiated profiles of gender trainers indicate that standardisation of gender competences can be a difficult – and at times unwelcomed – process.

Debate is on-going as to the need to formulate certain competences of gender trainers as a minimum standard. Sections 4.2–4.4 highlight the current developments in EU Member States with regards to quality standards on gender training.

³³ There were 330 indications of approx. 20 methods/fields of expertise in the database of gender trainers. Each trainer could have more than one indication. Not all trainers in the database indicated their methods/fields of expertise. Only types which were mentioned 11 or more times are presented in the chart. Methods/fields of expertise indicated less than 11 times are categorised as 'Other'.

³⁴ Ferguson, L., Forest, M. (eds.) (2011), *Advancing Gender+ Training in Theory and Practice*, OPERA Final Report.

³⁵ <http://www.esf-gleichstellung.de/102.html>

4.2. Quality standards in gender training

Despite the growing demand for gender trainers' services, there is no agreed set of key skills and competences that gender trainers should possess.

The absence of common criteria or minimum standards for gender expertise, in the opinion of a number of experts, can have a negative impact on the quality of gender mainstreaming in general.³⁶ First, it could lead to training courses emerging that provide low quality activities, which might create negative perceptions of gender and equality related themes. Second, the institutions and organisations commissioning gender training have no reference framework that would guide them through the process of finding and selecting quality training services. Given that in practice the quality of gender training can vary considerably, an informed choice of training providers would potentially make for more efficient investments of human and financial resources regarding gender mainstreaming.

The discourse among practitioners and scholars on improving quality standards and expertise for gender training usually concentrates on identifying and establishing skills and competences that gender trainers should possess. Accordingly, training the trainers is perceived as an important mechanism to improve the quality aiming at enhancing gender training.³⁷

The discussion on quality standards in the following sections concentrates on these two key components: identifying trainers' skills and competences and offering training for gender trainers. Other areas, which are also recognised as having an influence on the quality of gender training (i.e. content, methodology, and assessment), are examined in section 5. As presented below, the skills, competences and experiences of gender trainers were mapped Members State, EU, and international level. In addition, a number of resources and tools for trainers, which exist to improve the quality of training, are reviewed. Further research is required to give a definite answer to the question of whether the establishment of quality standards or minimum standards for gender trainers is necessary or possible.

4.3. Skills and competences of gender trainers at international, European and national level

Researchers and practitioners have been concerned in recent years that varying qualification levels among gender trainers can have a negative impact on the quality of gender training in some cases.³⁸

The question of competences and experience of coaches/trainers in the area of anti-discrimination has recently become particularly important in view of considerable demand for their work in projects funded by the European Union. An unfavourable effect of this positive development is the emergence of a number of training courses that actually do not pursue the aim of anti-discrimination education, despite their declarations of having such character. The consequence of this is the lowering of the quality of our educational activities, often resulting in a negative perception of the themes of equality and anti-discrimination.

Source: Anti-discrimination Education Association (2011), Edukacja antydyskryminacyjna i jej standardy jakościowe [Anti-discrimination education and its quality standards], Warsaw.

4.3.1. QUING/OPERA

In OPERA, training the trainers has been considered "the best multiplying strategy to be adopted to ensure the diffusion of content and quality standards aiming at enhancing gender+³⁹ training and subsequently, competences on gender+ among a variety of actors".⁴⁰

OPERA was one of the packages of the EU-funded QUING project that set out to systematically gather information on research into gender training in EU Member States, Croatia and Turkey. Some of the main dimensions of gender training covered in this project were professional standards to recognise someone as a gender trainer, methods to assess the competences of gender trainers and accreditation methods to standardise professional qualifications. The initial aim to develop curriculum standards for gender train-

³⁶ Anti-discrimination Education Association (2011), Edukacja antydyskryminacyjna i jej standardy jakościowe [Anti-discrimination education and its quality standards], Warsaw.

³⁷ Ferguson, L., Forest, M. (eds.), (2011) Advancing Gender+ Training in Theory and Practice, OPERA Final Report.

³⁸ Anti-discrimination Education Association (2011), Edukacja antydyskryminacyjna i jej standardy jakościowe [Anti-discrimination education and its quality standards], Warsaw.

³⁹ The '+' part of gender+ competence acquired during training activities, reflected commitment to inclusiveness.

⁴⁰ Ferguson, L., Forest, M. (eds.) (2011), Advancing Gender+ Training in Theory & Practice, OPERA Final Report.



ing had to be later modified, however, as it became apparent throughout the project that gender training is applied in so many different contexts and by different actors that it was only possible to develop minimum criteria for gender training (see the box below).

Minimum quality criteria for trainers

- General competences:
 - Training and adult pedagogy skills
- Specific competences:
 - Gender+ competence: knowledge of gender+ theory up to date with current academic debates, research questions and acquaintance with gender analysis instruments
 - Method competence: knowledge of methods and competence in their application
 - Field competence: understanding of the participants' working field, which make the trainers' competence another highly contextual element of gender+ training
 - Personal competence: a personal ability to clearly communicate goals and contents of gender+ training while raising interest and questions.

Source: Ferguson, L., Forest, M. (eds.), (2011), OPERA Final Report. Advancing Gender+ Training in Theory and Practice, OPERA Final Report.

4.3.2. Train the Gender Trainer & Experts (GemTrEx) project

GemTrEx was run by a partnership of Austrian, British, German, Slovenian and Spanish organisations within the Socrates Grundtvig Programme 2006–2008. The aim of GemTrEx was to develop quality criteria for gender training and certification of gender trainers/experts in Europe, to develop and test a pilot train-the-trainers course, and to 'mainstream' quality criteria and certification.

The rationale for GemTrEx was that whilst new professions have emerged in Europe concerning gender mainstreaming-related activities, quality standards and certification for these gender professionals (experts and trainers) were not available. The final goal of the project was therefore to set standards and criteria for a certification of competences both for basic and advanced expertise which would be based on the European Qualifications Framework as a term

of reference. A description of gender experts' knowledge, skills and competencies in line with EQF Level 5 professional profile is presented in a box below.

Knowledge, skills and competencies of gender experts

- Knowledge**
 - Understand theories of gender and their historical development
 - Understand theoretical approaches to gender-political themes in European societies
 - Understand theoretical approaches to the analysis of the gendered structure of organisations
 - Understand theoretical approaches to gender within interpersonal relationships
 - Understand the relevance and significance of current debates to questions of gender
- Skills**
 - Academic Skills
 - Planning and problem-solving skills
 - Communication
 - Self-awareness and interpersonal skills
 - Pedagogical Skills
- Competences**
 - Overarching competence
 - Specific examples, such as consult/negotiate with clients and/or stakeholders in a range of organisational settings in order to:
 - identify gender related problems and challenges;
 - agree targets for individual and/or organisational change;
 - develop and implement strategies to achieve agreed targets;
 - evaluate the effectiveness of the strategies and their implementation.

Source: Standards and Training for Gender Workers in Europe (2008), Quality criteria and further education for gender work, joint product of the GemTrEx partnership, Socrates Project.

4.3.3. Pro(E)quality Transnational Partnership

The Pro(E)quality Transnational Partnership (2005–2007) connected Equal projects from Austria, Germany, Poland, Portugal and Slovakia with the aim of developing quality standards to help training facilitators and experts to plan, perform and reflect upon gender equality training. The initiative developed a manual⁴¹ which includes a list of quality standards with indicators. Illustrative examples are provided, where the reader can find suggestions for assessment, measurement and reflection upon the quality of gender equality training. The manual also provides information on which abilities and knowledge gender equality trainers should possess (see the box below).

The Gender Equality Facilitator's Profile

- **Standard 1: Knowledge and Experience**
 - Gender equality facilitator possesses a higher education as well as competence in workshop design and implementation
 - Facilitator has comprehensive knowledge of gender issues.
- **Standard 2: Abilities and Skills**
 - Facilitator possesses high interpersonal competence conducive to the participants' learning about gender equality
 - Facilitator possesses high competence in sustaining the process of change involved in achieving gender equality
 - Facilitator uses non-discriminatory and gender-sensitive language
- **Standard 3: Attitudes and Values**
 - Facilitator possesses personal traits and presents attitudes which encourage learning.
 - Facilitator is highly focused on continuous self-development

Source: Kwiatowska, J. (ed.) (2007), Acting Pro(e)quality Quality Standards for Gender Equality and Diversity Training in the EU, Pro(E)quality EQUAL Transnational Cooperation.

4.3.4. Skills and quality development for gender mainstreaming in Austria

One of the main incentives to develop quality standards in the area of gender training in Austria was the lack of uniform standards, which made the market and quality of services confusing for institutions and organisations commissioning gender training.

The research projects developed as a part of EQUAL Development Partnership on 'Quality Development in gender mainstreaming' in Austria⁴² recognised that establishing quality standards for gender training is part of a trend towards increased quality in consulting in many other industries. Quality of gender training was described as an essential prerequisite for the successful deployment and implementation of gender-based equality strategies.⁴³

Based on the consultation with trainers and consultants carried out as a part of this project, a skills portfolio was developed for gender trainers, gender mainstreaming consultants, and professional counsellors focusing on gender issues. Presented in the form of a grid, the skills portfolio shows a summary of exemplary skills, which can be extended for further activities, as well as detailed descriptions of competences. The competences assigned specifically to gender trainers are presented on the box below.

The development of common quality criteria is a very ambivalent question. It has advantages and disadvantages. Rather, I believe, there should be some minimum standards provided. Minimum standards for our area are definitely knowledge of the various feminist theories (...).

Source: Expert quoted in Buchinger, B., Gschwandtner, M U, (2006), *Der Gender Markt. Eine qualitative Studie zu AnbieterInnen, Strukturen und Standards* [The gender market. A qualitative study to providers, structures and standards], Salzburg.

⁴¹ Kwiatowska, J. et al. (ed.) (2007), Pro(E)quality, EQUAL Transnational Cooperation (2007) Acting Pro(e)quality Quality Standards for Gender Equality and Diversity Training in the EU: Austria, Germany, Poland, Portugal, Slovakia http://www.qe-gm.at/teilprojekte/downloads/Quality%20standards%20for%20Gender%20Equality%20and%20Diversity%20Training%20in%20the%20EU_final%20version.pdf

⁴² These include Buchinger, B., Gschwandtner, M., U. (2006), The gender market: A qualitative study to providers, structures and standards, and Fuxjäger, R. (2007), Skills and quality development of consultants and trainers in gender mainstreaming.

⁴³ Blickhäuser, A. and von Barga, H. (2006), Mehr Qualität durch Gender-Kompetenz. Ein Wegweiser für Training und Beratung in Gender Mainstreaming [More quality through competence [A guide for training and consulting in gender mainstreaming], edited by Heinrich-Böll-Stiftung, Königstein (Taunus), p 10.



Gender trainers' competences

- **Expertise**
 - Have a know-how of group dynamics
 - Can analyse and reflect on gender issues
- **Methodological skills**
 - Can design processes guided by self-discovery
 - Can set up gender-sensitive work in the group
- **Personal competences**
 - Have the ability to reflect, promote self-reflexivity, and openness
 - Can lead reflection processes in terms of gender roles
- **Social competences**
 - Have intercultural skills with an ability to resolve conflicts
 - Can establish connectivity with gender equality
- **Capacity building**
 - Ability to combine training skills and gender competence

*Source: Extract from competences grid, Fuxjäger, R. (2007), *Kompetenzen und Qualitätsentwicklung von BeraterInnen und TrainerInnen für Gender Mainstreaming* [Skills and quality development of consultants and trainers in gender mainstreaming]. In: *Qualitätsentwicklung Gender Mainstreaming*, Vienna.*

- systematically applying the three-step process: construction-reconstruction-deconstruction;
- undoing gender;
- raising awareness of the 'paradoxes of gender';
- putting gender concepts into the respective context;
- posing questions on power relations;
- facilitating participatory training methodologies;
- developing precisely-tailored concepts instead of offering standard recipes.

The standards proposed for a reflective gender practice are listed in the box below.

Standards for a reflective gender practice

A reflective 'Gender practice':

1. opposes the reproduction of gender duality and offers instead an analysis of its foundation, its ways of functioning and its effects, in order to find long term solutions to overcome it;
2. opposes the trivialisation and dramatisation of gender. It promotes the specific perception of individual interests and capabilities beyond gender-based preconceptions, without losing sight of the influence of the hierarchical social gender order;
3. offers gender as an open concept and creates space for ideas for the elimination of previous restrictions on gender identities;
4. is aware that the origins of gender work are based in the feminist movements and relates to those roots. It respects the work of colleagues in the field and explicitly cites and credits the sources and resources used;
5. highlights the potential tension in the relationship between efficiency and equality and is committed to gender equality.

*Source: Frey, R., Hartmann, J., Heilmann, A. et al (2006), *Gender Manifesto: A call for critical reflection on Gender-oriented capacity building and consultancy*.*

4.3.5. Gender Manifesto from Germany

'Gender Manifesto: A call for critical reflection on gender-oriented capacity building and consultancy' (2006) is a manifesto for quality standards in gender training and consultancy.⁴⁴

The document has a dual objective: first, to eliminate gendered norms and preconceptions in gender training and consultancy; and, second, to return to the core and the critical intrinsic meaning of the term 'gender'.

Methodologies for reflective gender practice, as described in the Gender Manifesto, include:

⁴⁴ Frey R, Hartmann J, Heilmann A et al. (2006), *Gender Manifesto: A call for critical reflection on Gender-oriented capacity building and consultancy*. Available at: http://www.gender.de/mainstreaming/GenderManifesto_engl.pdf

4.3.6. Anti-discrimination education and its quality standards in Poland

Two manuals on anti-discrimination education were developed in Poland⁴⁵ to facilitate teaching in the area of anti-discrimination education and to define what determines its quality. Anti-discrimination education in this context is *'any deliberate action raising the knowledge, skills and attitudes that aim to combat discrimination and violence and promote equality and diversity'*. Among the issues addressed in these publications, are various areas of work and coaching dilemmas, the Code of Ethics of the Anti-discrimination Education Association, the certification system, its benefits and guidelines for contracting institutions and trainers, as well as equality monitoring of educational events.

According to the authors of the anti-discrimination manuals, a person involved in teaching anti-discrimination education needs to be aware of the value of

equality, have competence in education, communicate to the group the purpose of education, and transmit the content through specific methods.

She/he acts as a 'transmitter of values' on two levels: 1) educational – through learning and transfer of content, and 2) exemplary – through her/his own attitudes and behaviour. This approach should result in maintaining consistency between the values and behaviour that are promoted, including in the non-educational sphere. It is argued that requiring relevant experience and professional preparation from trainers will help pay adequate attention to the quality of anti-discrimination education.

A division into three certification levels was proposed to establish the necessary skills for a coach or trainer, depending on his/her experience in training (level I certificate, level II certificate, level III certificate). The list of specific skills and experience required for the three levels of certification are presented in a box below.

⁴⁵ Branka, M., Cieślukowska, D. (eds) (2010), Anti-discrimination education training manual, and Anti-discrimination Education Association (2011), Anti-discrimination education and its quality standards.



Overview of requirements for the first, second and third level of certification for anti-discrimination education

Certification	Skills and competences	Professional background and experience
Level I	<ul style="list-style-type: none"> ▪ prepare and conduct one day of anti-discrimination training: <ul style="list-style-type: none"> – prepare a workshops programme (6-8 hours) – carry out a workshop lasting 12-16 hours – assess the level of achievement of the workshop objectives 	<ul style="list-style-type: none"> ▪ completion of trainers' course (min. 170 hours of classes)) ▪ completion of interpersonal training (40 hours) ▪ completion of anti-discrimination workshop or training (min. 16 hours) ▪ completion of gender training workshop (min. 16 hours) ▪ work experience of min. 120 hours of training and/or workshops, each lasting no less than 6-8 hours (incl. 3 training sessions/workshops of min. 12-16 hours)
Level II	<ul style="list-style-type: none"> ▪ prepare and conduct anti-discrimination training in line with the level I certification and: <ul style="list-style-type: none"> – prepare a workshops programme (12-16 hours) – carry out a workshop lasting 12-16 hours – assess the level of achievement of the workshop objectives – hold workshops in collaboration with other trainer – develop training materials. 	<ul style="list-style-type: none"> ▪ completion of trainers' school (min. 170 hours of classes) ▪ completion of interpersonal training (40 hours) ▪ completion of anti-discrimination workshop or training (min. 16 hours) ▪ completion of gender training workshop (min. 16 hours) ▪ completion of a workshop or training in the field of specialisation (e.g. cultural sensitivity) ▪ development of the concept, programme and training materials for a training programme ▪ work experience of min. 360 hours of training and/or workshops, each lasting no less than 6-8 hours
Level III	<ul style="list-style-type: none"> ▪ prepare and conduct training/ workshops required for the level I and II certification and: <ul style="list-style-type: none"> – prepare a programme of activities on anti-discrimination (min. 24 hours) for coaches and trainers and a coach/trainer workshop – conduct anti-discrimination classes for coaches/trainers (min. 24 hours) and a coach/trainer workshop, – assess the level of achievement of workshop/training's objectives ▪ publications in the field of anti-discrimination education. 	<ul style="list-style-type: none"> ▪ completion of trainers' school (min. 170 hours of classes) ▪ completion of interpersonal training (40 hours) ▪ completion of anti-discrimination workshop or training (min. 16 hours) ▪ completion of gender training workshop (min. 16 hours) ▪ completion of a workshop or training in the field of specialisation (e.g. cultural sensitivity) ▪ development of the concept, programme and training materials ▪ five years of active working experience ▪ development of the concept, programme and training materials and work experience in min. 800 hours of training/workshops.

Source: Anti-discrimination Education Association (2010), Edukacja antydyskryminacyjna i jej standardy jakościowe [Anti-discrimination education and its quality standards], Warsaw.

4.4. Training the gender trainers

Training the gender trainers is widely suggested as an important element in order to enhance the quality of the gender training provided.

At the international and European level, the Gender Academy of the International Training Centre of the ILO provides programmes to train the trainers. At national level, programmes to train the trainers have been identified in eight

Member States: Austria, Estonia, Germany, Finland, Lithuania, Luxembourg, Malta and Poland. Tailored resources to train the trainers have also been developed both at international and at EU Member State level.

The 'Gender Academy' of the International Training Centre of the ILO is an example of the most systematic effort to develop the gender skills and competences of development professionals from all over the world. The main elements of this training programme are described in the following box.

The Gender Academy

The Gender Academy was a consolidation of the experience gathered by the International Training Centre of the ILO, addressed to development professionals from all over the world with a view to offering a forum for discussion and a platform for new experiences. The Academy format provided an opportunity for updating and upgrading professional knowledge through exposure to high-level international expertise. It lasted for two weeks in November 2011 and consisted of a combination of master classes and round tables, elective workshops (in one or two languages), structured knowledge-sharing opportunities, based on the open space methodology, study visits and events on Academy topics. The main focus of the Academy was 'how to', critically reviewing tools and practical methods. It was therefore targeted at specialists and practitioners who already had familiarity with gender concepts.

The Academy offered the chance to address cutting-edge topics, which were presented and discussed in a series of master classes with simultaneous interpretation in English, French and Spanish. In addition, a range of elective workshops were designed to offer additional insight into specific subjects, develop skills and provide room for application and knowledge-sharing. Participants had the opportunity to:

- be exposed to advanced international knowledge and best practices in areas related to the promotion of gender equality at work;
- acquire tools and practical methods, successfully designed and tested in other national or regional contexts, and adaptable to different environments;
- share experiences and information with individuals and/or organisations with interests in mainstreaming gender equality and identify appropriate strategies for collaboration;
- use research, networking, knowledge sharing to assemble appropriate resources on mainstreaming gender equality.

The participation was fee-based (3,250 Euro covering tuition and subsistence) with a limited number of fellowships available for nationals from developing countries.⁴⁶

Source: EIGE (2012), Gender training in the European Union: Gender Academy and innovative methods to share experiences between gender mainstreaming professionals, ILO. http://www.eige.europa.eu/sites/default/files/GP.Gender%20Academy.ILO_.pdf

⁴⁶ http://gender.itcilo.org/cms/index.php?option=com_content&task=view&id=238&Itemid=80&lang=en



Resources to support gender trainers in their work have been identified and placed in EIGE's Gender Training Resources Database (<http://www.eige.europa.eu>). Some interesting examples are listed below.

EU and international resources and training for gender trainers

The aim of the EU SOCRATES project '[Dialogue between the genders](#)' (2006-2007) was to design a course to help trainers, educators and facilitators to tackle gender problems encountered during their professional activities, via experiential and reflective learning. With partners from Spain, Germany, Poland and the United Kingdom, the content of the course arose from research on existing training courses at European level as well as a needs' analysis among trainers in the partner countries. Key deliverables of the project include research findings, a trainers' needs analysis in partner countries, a series of mainly two days courses predominantly targeted at trainers, and related educational material.

The overall aim of the [GeCEL](#) project (2003-2006)⁴⁷ was to implement the European strategy of gender mainstreaming in the field of education, mainly in civic/citizenship education (and in terms of its process). The objective was to produce a handbook (in six European languages) which contained the educational modules and tools developed and tested for multipliers of civic/political education. To achieve this goal, the research team collected, compared and analysed experiences of gender mainstreaming implementation in the participating countries and developed quality standards for gender training. The project also developed TOT (Training of Trainers) modules and raised awareness of the need for civic education aimed at the implementation of gender mainstreaming.

A '[Guide to Integrating Gender into Security Sector Reform \(SSR\) Training](#)' (2009), published by the Geneva Centre for the Democratic Control of Armed Forces, is a series of practical training materials to help trainers to integrate gender into SSR training (relating to police reform, penal reform, security sector governance, border management, defence reform, justice reform, and national security policy-making) and to deliver effective gender training to SSR audiences. It contains exercises, discussion topics and examples from the field that can be used in SSR training, and provides tips on integrating gender into the entire SSR training cycle from conducting a training needs assessment to monitoring and evaluation.

'[Gender in Local Government: A sourcebook for trainers](#)' (2008), developed by UN-HABITAT, was prepared in response to the difficulties encountered by local government trainers when addressing gender relations in local governance. The sourcebook aims to provide local governments with the tools to better understand the importance of gender in the decision-making process and solutions for the communities they serve. Reflection questions and training exercises contained in this sourcebook are designed to help trainers to develop successful training events.

'[A Curriculum for the Training of Trainers in Gender Mainstreaming](#)' (2007) was designed by the African Women's Development and Communication Network as a Training of Trainers (TOT) guide, based on a Gender Training workshop, which was organised for Anglophone countries of Uganda, Ghana and South Africa. The curriculum includes gender training modules intended to offer practical training skills. The aim was to provide participants with information and practical training skills to plan and develop gender responsive programmes and to mainstream gender in their programmes.

The Swiss Agency for Development and Cooperation prepared a manual '[Gender & Training: Mainstreaming gender equality and the planning, realisation and evaluation of training programmes](#)', based on the concept of "didactics that promote gender equality". The manual is targeted at Agency's staff and consultants. It defines key terms and practical tips for being gender aware in the workplace. It encourages trainers to examine content, work forms and methods, their own gender knowledge, language and communication.

A pilot manual for gender trainers was also developed, was developed within the '[Opera](#)' package of the EU-funded QUING project.

⁴⁷ Made up of seven partner organisations from five countries (Denmark, Estonia, Germany, Greece and Iceland).

The following box describes the main train the trainers' programmes that have been implemented nationally in some of EU Member States.

Training for gender trainers in Member States

In [Austria](#) the initiative called '[Gender Agent](#)' (started in 2005) was part of 3 year strategy to implement gender mainstreaming/gender budgeting in the regional government and administration in Styria. The main objective was to qualify Gender Agents to support gender mainstreaming processes throughout the legislative level in the Austrian province. Recruited from among officials in leading positions, they were expected to change organisational structures or to support the responsible management in the process of change. Gender agents were required to ensure that gender mainstreaming was implemented, advanced, and monitored.

In [Estonia](#), the PHARE Twinning Project on '[Development of Administrative Capacity of National Authorities in the Field of Gender Mainstreaming](#)' set out to develop a training framework, deliver training for trainers, deliver training for 300 civil servants and the integrate gender equality issues in curricula. The main aim of this initiative was to prepare trainers to act as gender experts and build up gender awareness and gender expertise among the graduates of universities/future civil servants as well as among existing administration staff to enable them to apply gender mainstreaming in their daily work. The training the trainers component provided guidance on preparing the Estonian trainers in gender theories, gender equality policies, and gender mainstreaming tools and projects. Also, implementation of appropriate training methods was presented as well as ways to ensure success while teaching national and local officials.

In [Germany](#), a project on '[Gender training for educational work](#)' (2004-2007) developed a concept for gender training for actors involved in adult and youth education. The implementation of the project and the development of the training concept were carried out by a team of academic staff and freelance trainers, in close collaboration with associations and organisations of continuing education. The concepts, materials and extensive reflections on the practice of gender-sensitive education developed within this project are available in a form of publication that aims to support the continued implementation of gender expertise in educational practice.

In [Finland](#), [Lithuania](#), [Luxembourg](#) and [Germany](#), both public and private sector organisations have taken part in the [ESF-financed project 'Gender Equality and Diversity Planning at Workplaces'](#) (2008-2011). The project addressed the needs of employers to have qualified in-house Gender Equality & Diversity (GED) consultants in order to promote equal treatment for all in the workplace in a planned and systematic way. The project aimed to create quality standards for gender equality and diversity (GED) consultancy at workplaces and to introduce a qualification – GED consultants. E-learning-training program for consultants and a number of other resources have been developed as part of this initiative.

In [Malta](#), the [ESF co-funded project on 'Gender Mainstreaming – In practice'](#) trained public employees and stakeholders in order to establish a common level of understanding in the area of gender mainstreaming. One of the proposed actions was to establish a network of persons within National Ministries who were empowered in implementing effective gender mainstreaming and also a network whose members support each other in this task. Specific activities to reach this objective included a train the trainer workshop.

In [Poland](#), the Ministry of Regional Development organised training for a group of [ROEFS \(Regional ESF Centres\) advisors](#) who provide advice on equal opportunities in projects. The main objective of this training was to familiarise key trainers from the Regional ESF Centres with the concept of gender equality and how it can be used in the Human Capital Operational Programme, and to prepare them to provide training/information in this area. Delivered by an external agency in 2009-10, the training was attended by approximately 40 people.



A number of national level resources aimed at supporting gender trainers in their work have been placed in EIGE's gender training resources database. The aim of these materials is to assist gender trainers by providing guidance on how to design gender training courses, presenting experiences from training the trainer programmes, offering guidelines and addressing key questions in the provision of gender training. However, the pool of manuals or guidelines designed for training the trainers is rather limited, and while some of them could be used in other contexts and countries, the fact that they are published only in their national languages constrains their potential for use on a wide scale.

Resources for training the trainers at national level

In Belgium, 'Guidelines for basic training in gender' (2008) were developed by the Institute for the Equality of Women and Men, for Belgian civil servants in charge of developing exploratory gender training programmes. The guidelines provide practical advice on how to design courses which help participants to introduce a gender perspective in their professional activities and to familiarise them with the notion of gender mainstreaming (with suggestions for a training programme over one day).

In Estonia, 'Gender Mainstreaming. Training Material' was developed within the Phare Partnership Project and Ministry of Social Affairs (2005), based on experiences from training the trainers and the learning during local and national training events.

In Germany, a brochure 'Gender-Mainstreaming-Practice' (2009), published by Heinrich Böll Stiftung, contains supporting materials – in particular, guidelines and key questions – from gender workshops, gender training and gender discussions conducted by the authors. It also provides guidance on gender-differentiated methodology and teaching. Another source, 'Training – gender sensitive! Guidance on integrating gender aspects in training' (2009) integrates gender aspects into all training of the German federal administration's academy. Part of this manual is aimed at training managers, and it includes examples of how to integrate gender perspective in various courses. Also the website of the Agency for Equality in the ESF contains a section with an extensive collection of resources, methods and instruments for gender mainstreaming, including a selection of resources regarding gender training. Many of the materials are also relevant for gender trainers.

Available through EIGE's Gender Training Resources Database, <http://www.eige.europa.eu>

There are many different materials available to be used to assist the process of increasing the competences of gender trainers (e.g. those addressing diversity, intersectionality, or implementation of gender mainstreaming at national and local level). Some of the materials discussed in subsequent sections on the context of methodological approaches to gender training or tools and resources used for training purposes could be relevant for training the trainers.

4.5. Summary of findings

This section presented key developments in relation to gender training providers. Although gender trainers are considered as 'central actors' in organising training programmes from a gender perspective, to date the skillset and competences of gender trainers have not been agreed and in practice the quality of gender training can vary considerably.

The need to train the gender trainers and to establish some quality standards has been explicitly recognised in a number of programmes at national, European, and international level. In the literature on gender training one finds a long list of skills and competences that gender trainers should acquire. Research evidence collected for this study suggests that the professional qualifications of trainers vary considerably and this might affect the quality of training provided. The lack of agreement on quality standards for gender training underpins these differences.

Further research is needed to explore whether establishing quality standards is necessary or appropriate, and to find ways to capitalising on the efforts made in the last years to map the skills, competences and experiences of gender trainers.

5. Key elements of gender training in practice





This section presents the main elements of training programmes focusing on the key themes which have been identified in the debate on gender training. Building on the literature and stakeholder interviews the following key themes are discussed:

- methodological approaches used to deliver the training;
- intersectionality and diversity in gender training;
- evaluation and results of training programmes;
- tools and resources used for training purposes, and
- Communities of Practice (CoPs) on gender training.

In each sub-section, concrete examples are provided of programmes and resources at international, European and EU Member State level, including gaps and limitations that have been identified in the respective fields.

5.1. Methodological approaches to deliver gender training

The discussion on methodological approaches revolves around the following three main issues: theory versus practice in gender training; tailor-made programmes/training tools for specific sectors or policy areas versus generic training; and online versus face-to-face learning. Based on the literature review and analysis of information collected for the study, each of these issues is examined in the context of developments and good practices.

5.1.1. Theory and practice in gender training

While there is general agreement that practical case examples should be central in gender training, the prevalent focus on the practical can limit the potential for transformative change required to achieve gender equality.⁴⁸

The extent to which complex theoretical feminist debates should be communicated in gender training has been disputed by practitioners, experts and commissioners of training.⁴⁹ This is due to a number of factors such as the difficulty of explaining complex theoretical debates in short training sessions or to non-specialised audiences; raising and keeping audience interest in the gender-related top-

ics discussed⁵⁰; or making the training practical to support organisation change.⁵¹ Consequently, it is often expected by both institutions commissioning gender training and training participants that trainers should make gender training practical, and not purely theoretical.

Yet, some researchers argue that in order to achieve transformation through learning, it is necessary for gender training to go further than providing knowledge and raising awareness. Instead, it should create opportunities for reflection and analysis of one's own personal experiences and attitudes regarding gender issues, enriched by new perspectives.⁵² The concept of participatory and experiential learning emerged as a response to this view (see the box below).

Participatory and experiential learning

The concept of participatory and experiential learning integrates both the reflective and practical aspects of gender training methodology. Participatory methodology means that learning is based on the active participation of trainees during the training period.⁵³ Accordingly, experiential training tries to build the learning experience on the particular experiences and requirements of the trainees by taking into account their real life experiences, both professional and personal. The main benefits of these methodologies include: better exemplification and a balanced combination of theoretical and practical elements, as well as potential to produce change and overcome participants' resistance to gender training (although further research is required in this area).

Both participatory and experiential approaches require trainees to become active participants in the training session (rather than passive recipients of information). This is believed to be among the most efficient ways to raise awareness of gender issues, particularly in brief training sessions. A potential limitation of participatory and experiential learning approaches is that their successful application largely depends on the trainers' ability and experience.

Source: Ferguson, L., Forest, M. (eds.) (2011), *Advancing Gender+ Training in Theory and Practice*, OPERA Final Report.

⁴⁸ Mukhopadhyay, M., Appel, M. (1998), Introduction Gender Training and Social Transformation: an Agenda for Change. In: *Gender Training: the Source Book*. Royal Tropical Institute & Oxfam GB, Amsterdam, 1998, http://www.kit.nl/net/KIT_Publicaties_output/ShowFile2.aspx?e=1313

⁴⁹ This issue was extensively discussed during the international event for practitioners, experts and commissioners in gender training 'Advancing Gender+ Training in Theory and Practice' held in Madrid in 2011.

⁵⁰ Kmetova, T., Dimova, R. (2011), Experience in communicating gender theory through training in Bulgaria, CWSP, Sofia, Bulgaria, abstract from presentation quoted in Ferguson, L., Forest, M. (eds.) (2011), *Final Report Advancing Gender+ Training in Theory and Practice*

⁵¹ Ideler, K. (2011), Walking along unknown paths: How practitioners and academics can create a new gender mainstreaming methodology in training, Philipps-Universität Marburg, Germany, abstract from presentation quoted in Ferguson, L., Forest, M. (eds.) (2011), *the Final Report Advancing Gender+ Training in Theory and Practice*

⁵² European Commission (2006), *Dialogue between the Genders – Gender Training in Europe*.

⁵³ The method is based on active learning, which has benefits both for a better cognitive and experiential grasping of the training contents and aims and for a sense of appropriation of those contents by trainees. The techniques not only stimulate trainees' reaction to trainers' proposals, but also give room to trainees' own ideas and proposals. Ferguson, L., Forest, M. (eds.) (2011), *Final Report Advancing Gender+ Training in Theory and Practice*

Transfer of knowledge between theory and practice is perceived as essential to the advancement of gender mainstreaming processes.⁵⁴

The importance of transferring knowledge between theory and practice was discussed extensively during the international event for practitioners, experts and commissioners in gender training held in Madrid in 2011. The participants concluded that gender training should be *'based on feminist and gender theories translated to practitioners'*, and that in order to maximise the learning experience, transformative learning methodologies such as participatory and experiential methods should be applied.⁵⁵ Several projects developed at European and international level, such as the OPERA /QUING, GemTrEx, and 'Dialogue between the genders' project, described above, also addressed the theory-practice approach in gender training. The main conclusion from these initiatives was that whilst gender training should include a certain amount of theory, it should be provided in such a way that it stimulates trainers' and trainees' self-reflection on gender-related issues (e.g. their experiences and attitudes).

At the same time, institutions commissioning gender training and training participants often expect purely technical knowledge to be gained from training activities. Thus, it is not always easy for gender trainers to move beyond providing knowledge and raising awareness through training activities, particularly where policy officers do not see the relevance of mainstreaming gender into their work. The expectations towards gender training, and problems with explaining and understanding how gender training is relevant in the policy making context appear to be some of the main obstacles to gender trainers instigating real transformation through learning.

Communicating gender theory more clearly for the training participants, balancing theory with technical practice aspects of gender training, and adjusting the training to the context and the group composition can help to overcome the challenges.⁵⁶

As shown in the examples below, some gender training is being undertaken to encourage dialogue and reflection, and make training participants responsible for their own learning. The aim is to make the knowledge gained relevant to the situations they face in their working routine or environment.

Participatory approaches to training

The *Tool for Participatory Assessment*⁵⁷ developed by the UNHCR to *'assist offices in strengthening partnerships with persons of concern, in gathering baseline data for age, gender, and diversity analysis and in developing the most appropriate protection'* was considered as relevant and easy to use by non-specialist staff. Nevertheless, many interviewees perceived it as too general to guide them adequately in their work.⁵⁸

Participatory gender audits have been used by the ILO as an internal assessment tool to promote individual and organisational learning on mainstreaming gender since 2001. The methodology aims to encourage dialogue and reflection among staff on how gender issues are addressed in the workplace.

At national level, the trend in relation to the delivery of theoretical and practical components in gender training is to devote more time to practise and 'doing'.

As stated by some practitioners, information on theoretical frameworks, if taught at all, should be short and adapted for the purpose of particular training programmes or exercises. Usually, in practice, certain elements of conceptual reflection are briefly defined in the introductory part of a training session. In some countries finding a trainer with adequate expertise to teach gender theory can be problematic.⁵⁹

⁵⁴ Ideler, K. (2011), Walking along unknown paths: How practitioners and academics can create a new gender mainstreaming methodology in training, Philipps-Universität Marburg, Germany, abstract from presentation quoted in Ferguson, L., Forest, M. (eds.) (2011), Final Report Advancing Gender+ Training in Theory and Practice, OPERA Final Report.

⁵⁵ Madrid Declaration on Advancing Gender+ Training in Theory and Practice, Complutense University, Madrid, February 3-4, 2011, First Draft for Consultation with the emerging Communities of Practice on Gender+ training, http://www.quiring.eu/files/madrid_declaration.pdf

⁵⁶ Ferguson, L., Forest, M. (eds.) (2011), Advancing Gender+ Training in Theory and Practice, OPERA Final Report.

⁵⁷ Participatory assessment is "a process of building partnerships with refugee women and men of all ages and backgrounds by promoting meaningful participation through structured dialogue" Source: UNHCR (2006), The UNHCR Tool for Participatory Assessment in Operations, <http://www.unhcr.org/450e963f2.html>

⁵⁸ Ibid

⁵⁹ In Slovakia, for example, degrees in gender studies are not available and only some modules are taught in this area. Hence, the number of experts who could provide the training participants with a good theoretical background is limited.



PHARE Twinning Project in Estonia

An example of gender training which balances theory and practice is the Estonian *PHARE Twinning Project on the Development of Administrative Capacity of National Authorities (2004-2005)* in the field of gender mainstreaming. The initiative was designed to provide gender training where the participants could learn about gender theories – in addition to practical exercises – during a one week study-tour to Germany. The training component envisaged training of Estonian trainers to make them familiar with gender issues, gender equality policies, theory and concepts, including methods of gender-sensitive research, gender studies in different academic disciplines, and gender aspects in different fields of social life. After a broad theoretical introduction, participants were introduced to the strategy of gender mainstreaming, the methods of implementation and appropriate training concepts to enable them to transfer their knowledge acquired to government officials and local authorities.

There are a number of resources identified in EIGE's Gender Training Resources Database that cover theoretical considerations of gender and gender mainstreaming, which could be useful for both gender trainers and training participants. They touch upon issues such as the theoretical foundations of gender, history and conceptual discussion of gender mainstreaming, and explanations of the most common concepts such as: cultural constructs and gender roles, sexual orientation, human rights, history of homosexuality, homophobia and heterosexism. The theoretical part is supplemented with suggested teaching methods and worksheets in some of the available materials.

Albeit mainly generic, there are also a number of examples of participatory and experiential gender training programmes. These are presented in the box below.

Experiential approaches to gender training

In [Belgium](#), in 2011, L'Institut pour l'égalité des femmes et des hommes (the Institute for the Equality of Women and Men) in cooperation with independent experts developed training on gender mainstreaming for the members of the interdepartmental coordination group on gender mainstreaming. During the training, interactive methods were used to make sure participants tried to formulate answers themselves (e.g. on the different approaches or strategies to realise gender equality), reflect on different matters, understand and integrate the acquired knowledge in a specific policy field.

[France's](#) Institute of Public Management and Economic Development⁶⁰ organised a stand-alone introductory, two day, course using active pedagogical methods that included encouraging the participants to reflect on their experience.

In [Hungary](#), the first major training event for public administration officials which took place in 2009 was a one day training course consisting of two theoretical sections and two practically-oriented ones. Training methods included lectures and interactive exercises.

In [Latvia](#), the 'Gender Equality' project (2005-2006) provided members of staff in the Ministry of Welfare with introductory training, which applied the following innovative methodologies: gender role play exercise methodology and Himmelweit method for gender impact assessment. Gender role playing was used to increase participant involvement through experiential learning. The results of the role game were then discussed in the seminar in connection with the various issues covered.

5.1.2. Tailor-made programmes versus generic training

Gender training programmes and resources tend to be generic, though examples of tailored gender training exist in some EU Member States.

The type of gender training provided across Europe ranges from basic gender equality awareness-raising seminars to specialised gender training in a particular policy field, supporting staff to mainstream gender into their work. Nearly all Mem-

⁶⁰ L'Institut de la gestion publique et du développement économique (IGPDE).

ber States offer some form of basic gender equality training; in some cases this is part of the induction programmes for new employees entering the civil service. In Austria, Finland, Luxembourg and the Czech Republic such training is a mandatory requirement. Belgium has set this as a long-term goal.

The material gathered throughout this study shows that gender training covers various fields. However, with a few exceptions, the attendance in gender training is optional and the training tends not to be tailored to the specific policy areas of work of the participants. Usually, the overall aim of the training is to increase the awareness of policy-makers specialising in certain policy fields, and broaden their understanding of various aspects of gender equality/mainstreaming in their area of work. In the majority of Member States, specialised gender training which is problem-specific, tailored to the work that staff need to undertake, and aimed at developing certain gender competences and skills in civil servants is a rare phenomenon.

The most common form of communicating gender considerations and their practical implications is a short, one-off training module offered to new civil servants or to experienced staff when a new policy programme is introduced.

This approach is considered to have limited impact on training participants, however going beyond introductory sessions appears problematic because of the lack of commitment, funding and insufficient supply of training resources. It is also not clear whether gender trainers have the necessary thematic knowledge to tailor training programmes to specific policy areas and whether training resources are available to address the needs of commissioning organisations for more sector-specific training programmes. The list of obstacles to delivering this kind of training identified at national level is given in a box below (see also Annex 1).

Key obstacles to delivering tailored and advanced gender training at national level

- Difficulties with convincing staff to attend more specific gender training sessions (FI).
- Difficulties with reaching participants, as usually the same group, mainly women, attends gender training (they are already aware of the importance of gender approaches) (FI, FR PL).
- Difficulties with finding the right expertise for gender training on specific issues (e.g. gender assessments or gender mainstreaming in a particular field) (MT, SK).
- Difficulties perceiving the training as relevant to civil servants' day to day work (ES).
- Limited time to train a civil servants and thus to offer specialised courses (MT).
- Limited number of specialised courses (PL).

Source: Interviews with stakeholders

At the same time, there are interesting examples of tailored and advanced level training focusing on specific issues and work areas. Such developments are described in the box below.

Examples of tailored/specific and advanced level training at national level

In [Austria](#), various types of training are provided at different levels, ranging from basic awareness raising training to courses addressing more specific questions that arise in a particular policy field. For instance, an in-house Seminar on Gender Budgeting is part of the training programme targeted at budgetary law reform.

The 'Gender glasses' initiative' in [Finland](#) offers gender training at different levels. The first two phases, called 'Use the gender lens', have been carried out at the introductory level, followed by a more tailored approach in the second stage. While the first phase was expected to strengthen gender mainstreaming, through general awareness raising/training activities in all the government ministries, the second phase supported the launch of working groups for gender equality in the ministries. Finally, the last phase, 'For better results with a gender lenses', was designed to motivate and activate the work of gender equality working groups.

In [Spain](#), basic gender training provided for civil servants is compulsory for all new entrants. Continuous training is provided on a voluntary basis to more experienced civil servant representatives. For instance, both general and more specialised training courses are provided to those individuals who work within the Equality Units in each ministry. In addition, professionals responsible for planning and managing health services and those responsible for the health area of equality bodies can receive a Certificate in public health and gender. The certificate can be obtained by the participants of a course, which consists of four units that focus on gender perspective in areas such as health, health research, public health interventions in health care, and gender mainstreaming in health policy. The final two units cover preparation and submission of a final paper.

At European and international level there are some examples of tailored approaches to address the specific needs and work expertise of training participants. DG SANCO, for instance, has contracted the WHO Europe office to provide general gender and health training to its staff in 2011. Another example is the 'GDA' Training Package, a joint



initiative⁶¹ which aims to strengthen national capacity for mainstreaming gender equality in the aid effectiveness agenda and, more broadly, in development. Also gender training delivered within the WHO links to a specific task or area of work that participants are working towards. The results of the training show that:

- real examples and evidence, especially examples of the benefits of gender mainstreaming, are particularly useful for training participants;
- using other examples than maternal health or violence against women, that are not automatically understood to be a 'women's' or 'men's' issue, such as cardiovascular disease, is effective with health professionals;
- ensuring that training addresses issues experienced by men, such as risk-taking behaviour that leads to specific health issues, is also effective.

Training programmes are sometimes abstract and inappropriately tailored to the needs of participants.

Abstract and inappropriately tailored programmes limit the application of new knowledge gained through the training into everyday work. In some countries and organisations, both gender trainers and policy-makers expressed the need for more practical tools and relevant good practice examples, as well as for support from gender trainers in relation to specific projects or policy areas. A number of gender training workshops have been perceived as not relevant to day to day work, which makes it difficult to attract new participants to participate in training activities. Interviewees suggested that the diversity of requirements of training participants can be addressed by making links with the work (or policy areas, methods and tools) they undertake.

5.1.3. Online and face-to-face learning

An aspect of the methodological debate on gender training is whether training should be online or face-to-face.

The question is whether an online course can effectively replace face-to-face interaction between trainers and trainees or whether traditional forms of training need to be maintained.

Some scholars argue that e-learning can be equally, if not more, effective than face-to-face training programmes.

E-learning solutions can include many of the traditional attributes of training and performance support as well as new components enabled by technology. Participants of an e-learning course can log onto a self-paced (often web-based) training programme to familiarise themselves with key concepts. They can receive effective feedback immediately and are given the opportunity to go back and review material if necessary. They can also deepen their knowledge, participating in a real-time learning experience where participants and an instructor are all interacting together in a live training session over the Internet. Posing questions directly to the instructor not only during but also after the session is also possible.

However, a successful e-learning approach requires stepping back and evaluating what support the learner needs before, during and after the session and research evidence suggests that online training does not always have the elements that were described above. As discussed in the subsequent sections, in most cases e-learning programmes are generic, not tailored to the needs of the trainees, although examples exist where e-training is adapted to specific policy areas and the needs of the trainees.

At the international and EU levels, online or combined online and face-to-face training methods are prevalent.

Time pressures and long distances are the main factors that have encouraged organisations to develop online training modules. With some exceptions, online gender training tends to be introductory and generic. For instance, DG Development and Cooperation's online course has been delivered through Blackboard – a website created by EuropeAid to enable the sharing of knowledge and distance learning. AIDCO (unit E4 and G4) coordinated the Blackboard course with the support of the EU Gender Advisory Services (GAS) in Brussels. A coordinator and tutors supported participants online. Each of the online training courses required approximately 10 hours of learning time. A helpdesk was also in place to assist EC officials in using the training and toolkit in actual programming situations. The training used a practical and interactive approach, based on case studies and group work. Internationally, a specific Results-Oriented Monitoring (ROM) training has been offered to NGO's and project promoters in DG DEVCO partner countries. The contents of the online and face-to-face courses are based on the 'Toolkit on mainstreaming gender equality in EC development cooperation'. The training takes approximately 4 learning hours and is also available online⁶².

⁶¹ A joint initiative of the European Commission (EC), the United Nations Development Fund for Women (UNIFEM), and the International Training Centre of the International Labour Organisation (ITC/LO). Available at: http://www.gendermatters.eu/index.php?option=com_content&task=view&id=542&Itemid=135

⁶² Available at: <http://www.romgendercourse.eu>.

Most e-learning programmes identified during the course of this study were voluntary and the results had not been systematically assessed.

The following box presents some of the techniques applied at international level.

Examples of online and face-to-face gender training at international level

The face-to-face course '[Mainstreaming gender equality in development planning](#)' offered by ITC/ILO builds participants' capacity to integrate a gender perspective into development planning frameworks, suggesting entry points, strategies and tools. It also looks at the linkages between country-led national development planning and the management of aid flows, and the opportunities to mainstream a gender perspective into these. '[Mainstreaming Gender Equality in the World of Work](#)', is a distance learning course that provides participants with best practices, strategies and tools to address gender issues in employment-related programming. Each participant builds their own 'tailor-made' learning programme, an approach that allows them to apply knowledge gained through the course directly to their work. The course is voluntary, flexible and has a modular structure.

The UNESCO Programme '[Capacity Development and Training for gender mainstreaming](#)',⁶³ which is mandatory for all staff, focuses on key gender equality issues, gender analysis, and gender mainstreaming. Currently, the course is available through an interactive e-learning programme. The e-learning programme consists of seven modules, each of which can be completed in 15-20 minutes, and is available for staff at Headquarters and field offices via intranet and CD-ROMs. Every module includes, in addition to the core content, quizzes, links to relevant documents or web sites and references for further reading to expand learning in each topic area. The e-learning programme is followed up by training workshops conducted by the Gender Equality Division. Face to face training modules differ by target group: for instance, courses for higher-level managers vary between half a day and five days for officers in UNESCO country offices. The training is also complemented by resources and an electronic discussion group. The online Gender-Mainstreaming Resource Centre provides access to documents, self-learning tools, guidebooks and information on good practice in gender mainstreaming. A 'Priority-Gender electronic discussion group' has also been established, with the aim of sharing knowledge and experiences between UNESCO staff members in Headquarters and in the field (with 82 subscribers so far: 25 working in Headquarters and 57 in the field).⁶⁴

UNICEF provides a specific gender training e-learning module, '[UN Coherence and You: Gender Mainstreaming in the UN system](#)'⁶⁵, developed in partnership with UNDP, UN WOMEN and UNFPA. This was originally planned to become mandatory for all staff, but a decision has not yet been taken and the participation rate is very low. The Gender and Human Rights Unit in UNICEF develops guidance and tools on gender mainstreaming, and attempts to harmonise gender training, guaranteeing its coherence with the training offered by other UN agencies. In addition, UNICEF offers a module on gender and human rights within the core UNICEF PPT (Programme, policy and training) course, which can be provided to all professional (i.e. non administrative) staff at Headquarter, region and country level.

UNDP has worked on developing internal gender capacity, through face-to-face workshop and online learning, as well as specially tailored training interventions. Since 2006, basic gender competencies have been built through the short online '[Gender Journey](#)' course, which should, in theory be undertaken by all new staff. A more specialised '[Gender Mainstreaming](#)' course, offered through the Virtual Development Academy provides more specialised training, and is voluntary. As of 2008, gender specialised courses were broadened to include specific thematic modules, such as gender and climate change.⁶⁶ More recently, UNDP has developed an innovative self-learning virtual academy that includes foundation and advanced courses on gender mainstreaming. Most face-to-face workshops on programme issues have gender equality components, as do all virtual courses. Several thematic training modules include gender considerations.

⁶³ <http://www.unesco.org/new/index.php?id=34592>

⁶⁴ European Institute for Gender Equality (2011), Towards Effective Gender Training Mainstreaming Gender into the Policies and the Programmes of the Institutions of European Union and EU Member States Good Practices in Gender Mainstreaming.

⁶⁵ <http://www.unicef.org/gender/training/content/scolIndex.html>.

⁶⁶ Gender Journey: <http://www.jposc.org/documents/courses/gender/index.html> The Virtual Development Academy courses are only available to staff on the intranet. Please see the brief: Fast facts, UNDP, 'Institutional changes for gender equality in UNDP' http://www.beta.undp.org/undp/en/home/librarypage/results/institutional_changesforgenderequalityinundp.html



Gender training in most countries is typically delivered through face-to-face seminars or workshops.

Examples of less traditional and more innovative approaches to training provision in e-learning form have been also identified at national level. These are presented in a box below.

Examples of online gender training at national level

In the [Czech Republic](#), the Ministry of Labour and Social Affairs trained employees in the Public Employment Service on the issue of equal opportunities for women and men via an e-learning lecture. More than 1,600 employees (mainly careers counsellors and work advisors) from sixty-seven Labour Offices completed the e-learning programme including a lecture on gender equality.

In [Denmark](#), an e-learning course on gender equality assessment has been developed by the Department for Gender Equality as a practical tool for the promotion of gender equality and improvement of the quality of public services. It is designed for employees in the state sector who do not have any prior knowledge of gender mainstreaming⁶⁷.

In [Hungary](#), a short module on anti-discrimination and equal opportunities is included in e-learning training materials on 'Human rights, ethics and data management skills' prepared by the Government Centre for Public Administration and Human Resource Services for the public administration officials exam. The module explains the notion of equal treatment and refers to legal frameworks that regulate this issue. There is also an online learning platform.⁶⁸

In [Poland](#), an obligatory e-learning training course was organised by the Ministry of Regional Development for about 400 experts from the Project Evaluation Commission who assess proposals for project funding. Financed by the EU's Technical Assistance Programme, the course covered issues such as general aspects related to the equal chances principle and more specific issues related to its application on project proposals (so called 'standard minimum').

In [Slovakia](#), a national project called 'Institute for Gender Equality' is implemented by the Centre of Education at the Ministry of Labour, Social Affairs and the Family. Within this initiative, an e-learning course has been developed by gender experts that targets public servants and students but is also available to the general public. It provides basics information on gender mainstreaming and gender equality in general.

In [Spain](#), the Women's Institute (under the Ministry of Health, Social Policy and Equality), with joint funding from the ESF, offers online training on equal opportunities between men and women through the 'Virtual School of Equality'. Its main objectives are: 1) to sensitize men and women to the social value of gender equality as a core for social development; 2) to promote employment as an area where women and men can develop their professional careers in terms of capacity and equal opportunity; 3) to support the potential of women and address their social needs; and 4) to provide tools for business organisations to promote equal opportunities between women and men and the balance between professional and personal life. Within the training programme a dynamic and flexible methodology is applied on two levels of specialisation: a basic level course (30 hours) on fundamental concepts of equality open to all people that are interested; and an advanced placement courses (60 hours) in three specialised areas: management and employment guidance, social services, and business organisations.

⁶⁷ <http://e-learning.ligestillingidanmark.dk/>

⁶⁸ <http://www.equalgender.eu>.

5.2. Intersectionality and diversity in gender training

There is increasing awareness of the complexity of inequalities in the globalised world and the need for policy-makers to address this.

Intersectionality and diversity are among the key notions in the academic debate on gender training and reflect increased awareness of the complexity of inequalities.

Intersectionality and diversity

Intersectionality refers to people's multiple identities and attempts to connect and mediate between multiple dimensions of gender, class, ethnic background, sexual orientation, and generation.

In line with the **concept of diversity**, in the EU context, it is understood that each individual is unique and that individual differences exist along the core dimensions of gender, age, colour, sexual orientation, religion, ethnicity and mental and physical abilities.

The growing interest in these two concepts was triggered by the recognition of limitations stemming from approaching gender as a single analytical category and that gender interacts with other elements of individual identity (e.g. age, ethnicity, religion).

Source: GemTrEx authors team (2008), Compendium of Theory, Practice and Quality Standards for Gender Workers. A Gender Worker Development Programme, a joint product of the GemTrEx partnership with experts involved in the GemTrEx project, http://www.genderwerk.de/dokus/gemtrex_compendium.pdf

A key point in the debate on intersectionality and diversity is the emphasis on structural causes of inequality and the *"multiple interconnected causes, which create an unequal relation between the sexes in the areas of family, work, politics, sexuality, culture, or intimacy"*⁶⁹. Whilst such a perspective *"helps to develop a differentiated view on gender, under which common features of men and women in similar living conditions, as well as the variability within the genders become apparent"*, multiple discrimination and intersecting inequalities are considered as one of the most challenging theo-

retical issues for gender trainers. The theoretical complexity of the concepts and their interrelation make it difficult to include them in training activities. In addition, there is an on-going debate about the extent to which these concepts marginalise gender equality.

The following sections explore the intersectionality and diversity approach in gender training as identified in practical programmes and the resources gathered for EIGE's Gender Training Resources Database.

5.2.1. Key developments at national level

A shift from gender training towards diversity or anti-discrimination training can be observed in some countries.

The examples listed in the box below show that there is a growing recognition in some countries that gender interacts with other elements of individual identity (e.g. age, ethnicity, religion). They also place an emphasis on the structural causes of inequality.

As argued by some practitioners, a growing focus for diversity training from the human resources perspective is to ensure the employment of a diverse workforce, not only in terms of gender but also age and ethnic background/nationality (e.g. in the Netherlands). There are also cases where basic understanding of the relevance of gender diversity in different fields of action is considered particularly useful, for example for public health services when addressing an older and immigrant population (e.g. in Germany).

⁶⁹ Ferguson, L., Forest, M. (eds.) (2011), Advancing Gender+ Training in Theory and Practice, OPERA Final Report.



Gender and diversity approaches in Member States

In [Austria](#), an increased interest in gender training from 2001 to 2006 has been replaced by growing interest in 'diversity' and 'generations management'.

In [Belgium](#), the promotion of gender equality is part of the objective of encouraging 'diversity' for the government of Brussels-capital.

In [Bulgaria](#), increased sensitivity to discriminatory events and promotion of equality and diversity are amongst the main goals of the 'Progress towards equality: national effective and innovative practices to prevent and combat discrimination project', delivered by the MLSP and the Commission for Protection against Discrimination.

The Gender Equality and Diversity Plan (2009-2012) in the City of Vantaa in [Finland](#) prioritises training for gender mainstreaming in various ways, such as making directors responsible for taking gender equality and diversity training into consideration.

In [Germany](#), gender diversity training is implemented as a part of the Gender Mainstreaming Competence Building Strategy to build gender diversity competences in Public Health Services at Berlin's municipal level.

According to the [Dutch](#) information and research centre for gender, family and diversity issues (E-Quality), gender training is usually included in diversity training focused on human resources aspects. At present, the public administration is implementing several projects to integrate diversity into human resources practice.

[Spain's](#) Action Plan for Equal Opportunities 2008–2011 refers to gender training in various chapters, including Chapter 9 devoted to managing diversity.

Information about these approaches can be found in EIGE's Gender Training Resources Database. For instance, the workbook on 'Going Gender and Diversity' (Austria, 2008) provides a comprehensive overview of substantive and methodological standards in gender and diversity competence. It is also illustrated by a wealth of case studies and provides practical tips, real-world exercises and tests for training work. Another example is a book on 'Gender

competence for educational work: concepts, experiences, analyses, consequences' (Germany, 2009), which disseminates the concepts and materials developed as part of the 'Gender qualification in educational work' project.⁷⁰

A diversity approach has the potential risk of prioritising one aspect of identity over another and subsuming gender mainstreaming under broader antidiscrimination measures.

Concerns have been voiced by gender trainers with regards to the challenges related to the trend towards 'diversity measures'. It is therefore important to ensure that gender training moves beyond a generic one-size-fits-all methodology and that gender and diversity mainstreaming approaches should be mutually supportive.⁷¹ Further research, analysis and reflection are required on how to accommodate diversity in gender training programmes.

5.2.2. Key developments at European and international level

In line with the Madrid Declaration on Advancing Gender+ Training in Theory and Practice⁷², intersectionality should be integrated as one of the key elements of gender training.

The results of the OPERA/QUING project (see also Section 5.3.1) suggest that the concept of intersectionality is rarely explicitly referred to in the gender training field. One reason could be the lack of a broadly accepted definition or notion of intersectionality, which makes it challenging for gender trainers to include it into the content of their training programmes. The absence of theoretical foundations for diversity training further adds to this problem. One of the aims of the OPERA/QUING project was to develop new material on theories of intersectionality and new ideas for the development of gender equality policies that address multiple inequalities and multiple discrimination.

Discussion about placing the emphasis on other structural categories – alongside gender – during gender training was also part of the GemTrEx project (see also section 5.3.2). Here, intersectionality was understood mainly as a *'tool that can be used to study structural inequality and cultural differences in a scientific context'* and managing diversity as *'an organisational and personal learning process relating to differ-*

⁷⁰ <http://gender-qualifizierung.de/GeQuaB-Buch-komplett.pdf>

⁷¹ Eveline, J., Bacchi, C., Binns, J. (2009), 'Gender Mainstreaming versus Diversity Mainstreaming: Methodology as Emancipatory Politics', *Gender, Work and Organisation*. Vol. 16 No. 2 March 2009.

⁷² Madrid Declaration on Advancing Gender+ Training in Theory and Practice, Complutense University, Madrid, February 3-4, 2011, First Draft for Consultation with the emerging Communities of Practice on Gender+ training, http://www.quing.eu/files/madrid_declaration.pdf

ences'.⁷³ Also, a number of basic competences were identified for gender trainers to successfully engage in approaching the above issues. These include:

- an understanding of social processes, group dynamics, mechanisms of inclusion and exclusion;
- an understanding of the role of leadership and governance; and

- an awareness of how one deals with 'diversity' within oneself.

Alongside theoretical inputs on power relations in gender and diversity training, the concepts of intersectionality and diversity can also be explained using practical exercises, such as the 'Bingo method'. The following box presents the Bingo methodology developed as part of GemTrEx to reveal and discuss differences among participants in group training.⁷⁴

Bingo method

Gender work, in line with the 'Compendium of Theory, Practice and Quality Standards for Gender Workers', 'is to commit itself to the value of acknowledging human beings both as individuals and as members of particular groups or categories'.⁷⁵ A method presented in the Compendium, called the Bingo method, was designed to reveal differences among people in group training, as the basis for discussion.⁷⁶ The main idea of the Bingo method is reciprocity and active introducing and getting to know all the people in a group. By asking questions participants get to know other people in the group who come from different countries, cities, cultural, political and social contexts. The Bingo method can be used as a method of introduction at seminars and workshops.

Bingo makes visible the hierarchical relationship among societal categories of difference (gender/ethnicity, class) and gives an impression of 'bargaining about hierarchical relations in everyday life'.⁷⁷ Participants have the opportunity to come close to the individual and put the focus on the societal structural relation of differences. *Bingo* refers to the individual level and to the societal level. The method raises awareness of structural inequalities in society and their connection to the effects of individual differences.

Participants describe their skills and preferences, through a self-description. Questions and answers include societal values, hierarchical relations, inequalities and mechanisms of inclusion and exclusion. *Bingo* playfully describes different societal categories, which are connected differently. *Bingo* gives participants the chance to step back and to get in touch with the societal construction of difference, especially when questions refer to so called "assumed natural character" (such as "lives heterosexual").

Source: GemTrEx authors team (2008), Compendium of Theory, Practice and Quality Standards for Gender Workers. A Gender Worker Development Programme, a joint product of the GemTrEx partnership with experts involved in the GemTrEx project (2006-2008).

⁷³ GemTrEx authors team (2008), Compendium of Theory, Practice and Quality Standards for Gender Workers. A Gender Worker Development Programme, a joint product of the GemTrEx partnership with experts involved in the GemTrEx project, http://www.genderwerk.de/dokus/gemtrix_compendium.pdf

⁷⁴ Ibid.

⁷⁵ Ibid.

⁷⁶ Ibid.

⁷⁷ Ibid.



In addition to the projects mentioned above, there are also several publications, which have been gathered through

out this study, that refer to intersectionality and diversity. These are presented in a box below.

Publications which include intersectionality and diversity in gender training

Compendium of Theory, Practice and Quality Standards for Gender Workers: A Gender Worker Development Programme (2008) was a joint product of the experts involved in the GemTrEx partnership. Based on a needs analysis in Austria, Germany, Slovenia, Spain, United Kingdom, it developed '*criteria for the training of gender trainers and gender experts in Europe as well as testing related train-the-trainers course modules*' (http://www.genderwerk.de/dokus/gemtrrex_compendium.pdf).

Civic Education and Learning for Gender Mainstreaming: Examples of good practice in Training: Highlights and Pitfalls (2005) is a handbook that presents the results of the mutual learning process among partners involved in the Gecel project (covering Denmark, Estonia, Greece, Iceland and Germany). The aim of the manual was to contribute to educating decision makers and administrative personal in understanding and working with gender mainstreaming (<http://www.bpb.de/gesellschaft/gender/gender-mainstreaming/59799/gecel-civic-education-and-learning-for-gender-mainstreaming>).

Training Manual for Diversity Management (2007): A manual prepared for the European Commission in the framework of the 'Anti-Discrimination and Diversity Training VT 2006/009' project, which gives an overview of Diversity Management by offering a definition and describing the benefits accruing from implementing this relatively new discipline. The manual also gives practical applications of Diversity Management by showing how companies can initiate change processes towards optimum diversity, and provides a reading list and website on the topic (<http://ec.europa.eu/social/BlobServlet?docId=1474&langId=en>).

Report Analysing Intersectionality in Gender Equality Policies for Spain and the EU (2008): The Institute for Human Sciences report highlights some prospects for the future of intersectionality in Spanish polity, emphasising possible points of contention or resistance that might be found around intersectionality and the European discourse on diversity. It also proposes some hypotheses about the consequences of the absence of an intersectional point of view among public and non-governmental actors, and of a dominant unitary approach, for the reproduction of a wide range of inequalities (http://www.quing.eu/files/results/ir_spain.pdf).

5.3. Evaluation and results of training programmes

Monitoring and evaluation of gender training is perhaps the single most commonly identified theme in the literature on gender training. Comprehensive monitoring and evaluation of training is essential to:

- assess the impact of training on participants;
- expose how gender mainstreaming contributes to the promotion of gender equality and combating sex-based discrimination; and
- inform policy-makers and civil servants on the practical benefits of gender mainstreaming and its relation to their daily work.

Nevertheless, to date there have been only relatively few systematic attempts to monitor and evaluate gender training in more in-depth and in a long-term manner.

The most common approach applied by trainers to assess levels of learning is to ask training participants to complete a questionnaire, or a scorecard, on what they learned and what they felt was missing during the course. Sometimes, a follow-up session or workshop is organised to discuss the successes and difficulties of putting the learning into practice. Whilst these methods have certain advantages, they address primarily the level of participants' satisfaction with gender training, rather than its connection with and real impact on trainees and the ultimate value of training in ensuring better gender mainstreaming and better gender equality/diversity outcomes in policy making.

This part of the report presents the research findings and results of evaluation of gender training programmes and makes some observations with regard to the effectiveness of gender training. It looks at the monitoring and evaluation methods which are used by gender trainers, based on the literature review and analysis of the information collected. The section then summarises needs and gaps in relation to evaluation of gender training in Europe.

5.3.1. Key developments at national level

There have been few systematic attempts to evaluate the impact of gender training on organisations or the every-day work of staff in public administrations, or to assess behavioural changes among training participants.

The vast majority of gender mainstreaming training programmes have not been assessed either from a short or a long-term perspective in terms of their usefulness and impact. More comprehensive evaluation of gender training is therefore needed in order to assess the impact on attitudes and policy making. It is only with evidence of effectiveness that one can hope that gender training becomes a regular part of induction programmes. If the evaluation of training does not show an impact, on the other hand, one must assess whether this is down to shortcomings with the training or institutional processes which prohibit the full application of lessons learnt.

The review of gender training in the EU Members States and Croatia indicates that there is a clear need to investigate the failures and the benefits of gender training.

The **challenges** to the process of promotion and implementation of gender training listed in the box below show lack of commitment, understanding, and knowledge on the subject (e.g. gender training is sometimes perceived as training an equal number of men and women at work).

Given that the perception of gender mainstreaming is often distorted by various stereotypes and prejudices related to the concept of gender, it can be difficult to motivate people to participate in gender training. Moreover, the more or less subtle resistance to gender training from leaders, who are often reluctant to recognise that there might be a problem and to take responsibility for promoting equality, further adds to this problem. In consequence, gender training is often viewed as an additional, finance- and time-consuming activity, particularly in the context of an economic crisis, and not an important part of the policy making mechanism. There may also be a concern that the

ultimate impact of implementing gender mainstreaming may lead to a reallocation of resources, which may not be popular internally or politically.

These findings demonstrate that there is room for improvement in the promotion and implementation of gender training and thus the potential for evaluation and monitoring activities to support and guide these processes. For instance, more needs to be done to identify the main areas of resistance to gender training, and the areas in which specific gender expertise should be channelled to ensure that the training has a real impact. Having practical examples of the benefits of gender training (and gender mainstreaming) could help to illustrate to senior policy-makers why gender training is an important policy initiative and to convince the public administrations that gender mainstreaming also lays within their responsibilities.

Key challenges in monitoring and evaluating gender training at national level

- Lack of commitment and support from the leadership for gender training, also as a longer term approach (AT, CY, DK, EE, FI, FR, PL, SK, SI, SE).
- Difficulties with recruiting training participants, resistance of trainees (e.g. to acknowledge the need for such training) and/or lack of interest in gender issues (AT, BG, DK, FI, HU, LU, NL, SI, ES).
- Denial that gender equality problems exist in society and/or limited awareness of gender-related problems, sometimes accompanied by stereotypes and prejudices (BG, CY, LV, LT, PL, RO, SI, ES).
- Lack of time (EE, FI, MT, SK).
- Limited financial resources (EL, LT, RO).

Source: Stakeholders interviews and desk research.

At the same time, a number of promising practices have been identified that show the potential benefits of gender training programmes.

Having concrete examples of the benefits of gender training (and gender mainstreaming) is potentially a



powerful resource that demonstrates to policy-makers the importance, relevance and usefulness of this work.

Given that knowledge appears to be limited on how to develop indicators and impact measures for gender training, they could serve as a starting point for discussion on the benefits of gender training. The practices with poten-

tial presented below present some current approaches to assessing the immediate and longer-term results/outcomes of gender training.

Examples of gender training evaluations at national level

The overall result of the 700 training sessions and 2,000 counselling sessions carried out within the [ESF Jämt](#) project from Sweden was increased knowledge on gender equality and gender mainstreaming among actors involved in ESF projects, as well as better quality projects submitted under the ESF framework. Since the beginning of the project, a group of evaluators have been monitoring progress on an on-going basis. The evaluation and monitoring tools applied include: collecting questionnaires from the participants after every training session, preparing case studies, and carrying out in-depth interviews with the people involved in the ESF Jämt project, gender trainers, ESF administrators and other actors with regards to the support activities that have been provided. The results are presented by the coordinator to the steering group on a regular basis (not publicly available). The evaluation process carried out by ESF Jämt completes at the end of 2012 and it is expected to provide a broad understanding of specific behavioural aspects, such as the participants' impressions of the support received and their perception of the main benefits from it.

The [Gender Glasses](#) project from Finland equipped staff in the national administration with a basic understanding of the principles of gender mainstreaming and how to assess/evaluate the gender impact of policy making. The project relied mainly on self-evaluation and feedback obtained from the beneficiaries of the training through online surveys. Overall, the trainings seemed to have matched the expectations of the participants. The participants were also satisfied in terms of the training having been useful for their work, although there were quite a few participants during the first phase (when the training was aimed at all staff) who felt that gender mainstreaming was not relevant to their work⁷⁸. The results also showed that training should be developed according to specific ministry needs and that the needs assessment carried out at the start (before launching training or other support) proved particularly useful in this regard. Participants also emphasised the need for practical tools and good practice examples and this feedback was taken into consideration in all phases of the project.

The project '[Encouraging and supporting the participation of women in positions of political responsibility and representation at regional and local level](#)', developed by the General Secretariat for Gender Equality (GSGE), is the first integrated intervention for gender equality issues implemented at the local level in Greece. A questionnaire has been created for internal evaluation in order to examine participants' level of satisfaction based on their training experience. In particular, the questionnaire includes rating scales for evaluating the following:

- the content of each session of the seminar and the usefulness of the knowledge provided to municipal and regional actions and policies;
- teaching tools, programme coordination, management of technical and organisational problems;
- trainers' preparation, their capacity to encourage participants to play an active role and ability to contribute to team building, etc.

The questionnaire also includes open-questions which aim to examine the reasons why participants decided to attend the seminar, their main expectations from it and its strengths and weaknesses. Given that gender training seminars are still taking place, there are no official findings of the evaluation. Yet, the data/questionnaires collected during the trainings completed so far indicate a general satisfaction with the seminar's content and particular interest in specific sessions (e.g. Introduction to Gender Perspective, Social Construction of Gender Roles, Reconciliation of Professional and Family Life, Women's Participation in Local Authorities, Self-Empowerment).

⁷⁸ Sosiaali- ja terveystieteiden ministeriö (2009), Sukupuolisilmäläsit käyttöön! Loppuraportti [Gender Glasses on! Final report], Sosiaali- ja terveystieteiden ministeriö n selvityksiä 2009:43, http://www.stm.fi/julkaisut/nayta/_julkaisu/1440201#fi

The real impact of the above mentioned examples is yet to be fully achieved and evaluated. Further analysis of the outcomes set by gender training-related projects highlight a wide range in the expectations of training activities. While their objectives vary to a certain extent, there are some general qualitative targets that can be identified that are common for most of the gender training provided. **The outcomes** of training can be divided into three categories, these include:

- participant changes, such as improvement of general awareness and knowledge among staff and senior management; development and dissemination of tools and materials related to gender and gender mainstreaming; and changes in ways of working and communicating;
- institutional changes (e.g. changes in institutional structures and operational procedures), such as increased visibility for gender mainstreaming on ministries' agenda;
- external impact, for instance, increased quality of ESF projects or overall contribution to the promotion of gender equality at national, local and regional level (e.g. among the general public).

So far, all that appears to exist at national level are quantitative 'process' targets for gender training (rather than outcome targets), such as:

- number of gender training interventions (e.g. at national, regional or local level);
- number of participants recruited (e.g. from various groups of stakeholders);
- number of materials produced (e.g. of various kinds);
- the number of projects eligible for the ESF-funding in terms of gender mainstreaming;
- reaching a customer satisfaction index of a certain percentage among the participants of the workshops and other gender training organised to support their activities.

Substantive/behavioural changes are perceived as the most difficult outcomes to assess.⁷⁹

Seminar participants develop skills and knowledge that are necessary for their political action (...) Elected women's gender training for the promotion of gender equality issues in the authorities that they represent is expected to play a decisive role in gender mainstreaming in municipal and regional policies.

Source: Interview with gender expert from Greece, August 2012.

5.3.2. Key developments at European and international level

At European and international level the impact of training initiatives is not evaluated systematically and there is limited evidence on the effectiveness of training and its long-term impact on policy making.

The review of monitoring and evaluation of gender training shows that even simple quantitative information on the frequency of training as well as on the numbers and levels of staff who participated in it is difficult to obtain. Even harder to come by is policy impact information. Stakeholder interviews suggest that a key challenge is to establish measurement criteria to evaluate the impact of the training programmes.

Monitoring evidence, staff feedback and the assessment of results were found only in a few cases.

One of the examples is the World Health Organisation where training participants are followed up after six months to see how they use the skills and knowledge acquired during the training. Participants in WHO country offices commit to specific actions to integrate gender issues into their work areas. Progress on these agreed activities is followed up with country partners (such as Ministry representatives), measured in terms of the extent to which country programmes are progressing in addressing gender issues in their work.

Another interesting example is the UN Secretariat, where the results of gender training were usually not monitored and "no structure or process appeared to be in place to assess the effectiveness of the training, degree of knowledge retention or application of the material learned or to provide follow up support to implementation"⁸⁰. Yet, some aspects of gender training have been evaluated as part of 'Thematic evaluation of gender mainstreaming in the United Nations Secretariat' (2010) carried out by the Office of Internal Oversight Services (OIOS). The findings show that the approaches to training have not resulted in practical understanding of

⁷⁹ Anderson M (1990), Women on the Agenda: UNIFEM Experience in Mainstreaming with Women 1985-90, UNIFEM, New York, quoted from Siwal, B., R. (2005) Framework and strategy for gender training, W D DIVISION NIPCCD, New Delhi, <http://www.eldis.org/fulltext/DOC20260.pdf>

⁸⁰ OIOS (2010), Thematic evaluation of gender mainstreaming in the UN secretariat.



gender mainstreaming. Various reasons have been identified to explain this shortcoming including:

- not all staff were trained to apply a gender perspective to their work;
- the unsystematic and non-compulsory nature of training (for comparison, OIOS referred to compulsory gender training introduced by UNESCO, which reported benefits in terms of greater staff understanding and implementation of the gender mainstreaming strategy);
- the prevalence of general training which was not customised to particular work situations, and not necessarily applicable or transferable to participants' respective areas of work.

In one of its conclusions OIOS states that building staff competence, including training, was a key element in building the capacity to sustain effort and results in the area of gender mainstreaming. However, the uncoordinated approach to the development of training, tools, and indicators resulted in constant reinvention of initiatives and thus compromised the efficiency of gender mainstreaming. Based on interviews and a survey of programme managers, the need was identified for more for more training, including web-based learning and more traditional approaches.⁸¹

5.4. Tools and resources used for training purposes

Increased availability of practical tools and resources can help trainers and training participants to address specific needs in terms of mainstreaming gender in relevant areas/sectors of work and responsibility.

Establishing a systematic classification system of the resources collected in each Member State would support this.

The value of knowledge sharing across Europe has also been recognised by academic experts in the field of gender training in order to improve the quality of training provided. At the same time the academic experts have pointed out that in some cases trainers are hesitant to share their resources (and this was also evident when the research team was populating EIGE's Gender Training Resources Database).

Yet, although gender trainers appear somewhat cautious to share their resources, there are large numbers of publicly available resources. In the course of this study almost 200 resources at EU Member State level and just over 100 at international level have been collected. The following sections provide an overview of the materials available and reflect on tools and resources that are still needed.

5.4.1. Resources at national level

5.4.1.1. *Thematic areas of intervention of tools and resources*

Most of the resources identified at Member State level are generic tools on gender mainstreaming, which refer to basic gender equality awareness-raising activities.

Based on the information gathered throughout this study, there are fewer resources and tools tailored according to the specific audience/sector and providing practical information. This conclusion is supported by research findings presented in the previous sections.

Limited access to tailored resources can make it difficult for trainers to provide training activities on a specialised or advanced level. Also access to specific sources remains problematic for other actors who want to deepen their knowledge on gender issues.

However, there are some tailored training materials, most commonly referring to the integration of gender in the fields of employment and social affairs, education, justice, freedom and security, health and gender budgeting among others. The following chart shows the distribution of subjects identified for each resource in line with the Beijing and Eurovoc's areas of intervention⁸² and the EU policy areas and Directorate General of the European Commission.⁸³ It can be observed that, apart from those in one or two leading areas, the number of resources on specific subjects is relatively limited.

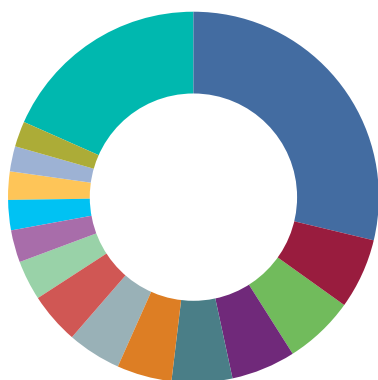
⁸¹ Ibid

⁸² The subjects of the resources were categorised in line with the Beijing and Eurovoc's areas of intervention. There were 450 indications of areas of intervention for the 189 items collected in the database of resources. Each resource could have more than one indication. Only areas of intervention that were mentioned 10 or more times are presented in the chart. Areas of intervention indicated less than 10 times were categorised as 'Other'.

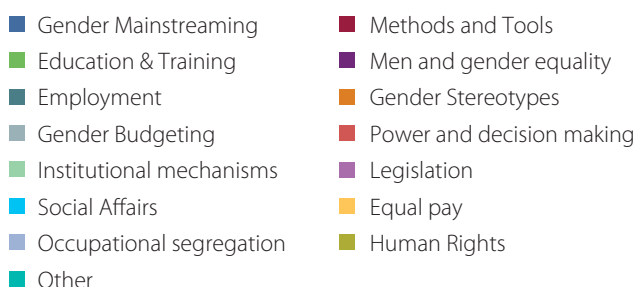
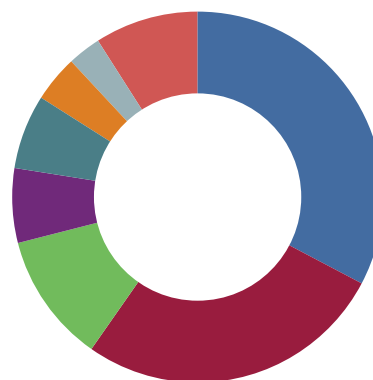
⁸³ The subjects of the resources were categorised in line with the EU Policy Areas and Directorate General of the European Commission. There were 320 indications of policy areas for the 190 items collected in the database of resources. Each resource could have more than one indication. Only EU policy areas indicated 9 or more times are presented in the chart. Policy areas indicated less than 9 times were categorised as 'Other'.

Main areas covered by tools and resources

Beijing and Eurovoc's areas of intervention



EU policy areas



Source: Own compilation based on EIGE's Gender Training Resources Database (April, 2012).

Tools to mainstream gender in the field of education were identified in several countries, including Croatia, Estonia, Finland, Latvia, Poland, Portugal, and Slovakia. Below are some examples of identified sources:

- In **Finland**, a tool 'Yhteiseen ymmärrykseen tasa-arvosta Opas oppilaitoksen tasa- arvosuunnitelman laadintaan' (Common Understanding of Equality: Guidelines for preparation of institutional equality plans) aims to help educational institutions in drawing up gender equality plans together with staff and students.
- In **Slovakia**, 'TheTeaching Profession. Aspects of Gender Equality in School', is a research report, which help to show where and how it is possible to intervene in order to foster gender equality and tackle gender injustices in the education sector.
- In **Poland**, a source focusing on gender training in antidiscrimination education ('Edukacja Antydyskryminacyjna i jej Standardy Jakościowe') covers such issues as: the definition, form and content of antidiscrimination education; certification system (i.e. benefits and guidelines for contracting institutions and trainers); and, equality and monitoring of educational events.
- In **Portugal**, CIG has developed Guidelines to promote Gender Equality in formal education system, with the support of nationally renowned gender and education experts. The Ministry of Education was a partner and all the materials were approved by the formal education system and the teacher training provided was accredited.
- In **Latvia**, resources for further education of teachers include guidance on evaluating textbooks from a gender equality perspective and on developing approaches and methods to ensure equal opportunities for boys and girls.



In the area of employment, the following resources have been identified:

- A manual from **Malta** for gender sensitive vocational guidance with a thematic focus on employment helps teachers to check and move away from biases on traditional roles which can limit choices and hamper career aspirations.
- In **Finland**, a manual was produced as part of the Women in Industry and Technology 2001–2006 initiative, aimed to reduce gender segregation in the labour market. The manual includes observations and experiences of discussions with trainers and education experts and practitioners, as well as suggestions for good practice, and ideas to develop instruction so that it takes better consideration of a gender perspective.
- In **Cyprus**, the Gender Equality Committee in Employment and Vocational Training developed a number of awareness raising resources that are available online and in hard copies.
- Informative material on the questions of employment relations and equal treatment in **Sweden** describe ten steps to promote equal pay.

Many interesting tools gathered in the database address the issue of gender budgeting:

- Guidelines and checklists for gender mainstreaming and gender budgeting. A Sample Catalogue from **Austria** provides substantive and practical suggestions on gender mainstreaming and gender budgeting.
- Two tools, a leaflet ('Analyse budgétaire en terme de genre et d'égalité hommes-femmes: gender budgeting') and a manual (Manual for the implementation of gender budgeting within the Belgian Federal Administration in **Belgium** define and clarify the concept of gender budgeting, show its relevance to public management, and provide examples and advice.
- Two resources on mainstreaming a gender equality perspective into state budgets in **Denmark** ('Now It's About the Money. Mainstreaming a gender equality perspective into Nordic national budgets', 'The state budget for women and men. Need-based budgeting in the public sector') report on how to apply gender mainstreaming in the Nordic national budgets and budgetary process.
- In **Greece**, a handbook on practical implementation of gender budgeting has been published by the Council of Europe.

- In **Lithuania**, 'Gender mainstreaming in budget' is a manual that provides theoretical materials and research results in Lithuania and good practices in the EU on gender budgeting.
- A paper on 'Strategies for integrating gender in public budgets' from **Spain** reviews the main aims, methodologies, instruments and indicators used internationally in this area and reflects on their strengths and limitations. The aim of another tool, 'Guidelines for gender mainstreaming in budgets of local authorities' promotes the mainstreaming of gender in the public budgets of local government.
- In **Sweden**, a booklet on 'Roads to gender budgeting' provides information on what to think about when preparing a gender equal budget, agreements, budget processes, and follow-up.

Gender training resources in the area of health that have been collected in EIGE's database include:

- In **Sweden**, a 'Handbook for mainstreaming: a gender perspective in the health sector' (Jäm Stöd), which considers the procedure for sustainable gender mainstreaming, the basics of gender equality, checklists for planning and organising development work and presents the 4R Method.
- In **Ireland**, 'A Guide to Creating Gender-Sensitive Health Services' aims provide guidance in creating and implementing gender sensitive health services, based on examples from Australia, Canada and Sweden.

In **Germany, Latvia and Finland**, a number of resources were identified that provide guidelines on what to consider when implementing, and evaluating **legislation and policy documents** from a gender perspective. For instance, in Finland the Ministry of Social Affairs and Health developed a handbook that is intended for use in support of the ministries' gender equality work, and provides practical instructions for gender impact assessment, drafting of legislation and planning of the ministries' operations and budget. In Germany, a tool on Gender Mainstreaming has been developed to help in the Preparation of Legislation by identifying the gender-specific impacts in order to promote the implementation of equal rights for women and men and eliminate existing disadvantages.

Other, **less common thematic areas** covered in the gender training resources included in the database are:

- training material on women's representation in senior positions in academia (Netherlands);

- training material and support kit on domestic violence and trafficking in human beings (Portugal);
 - tools on gender mainstreaming of data and statistics to map and analyse differences between the sexes by working with gender segregated data, in municipalities and regions (Denmark);
 - a checklist of gender mainstreaming measures for press and public relations (Germany);
 - a manual for gender mainstreaming in human resource management (Latvia);
 - a compendium of ‘recipes’ prepared by women in politics for those who want to pursue their career in policy-making (Spain).
- summary of the guidelines for the implementation of gender mainstreaming in the ESF and gender equality goals and benchmarks from Germany;
 - a collection of experiences gathered from the implementations of gender mainstreaming in ESF-funded projects from Sweden.

In addition, a number of **manuals for training gender trainers** have been collected (examples are presented below).

5.4.1.2. *Types of tools and resources*

The review of EIGE’s Gender Training Resources Database shows a variety of types of tools used for gender training and gender mainstreaming. The most popular tools that have been gathered are handbooks, manuals, and guidelines.

Some guidelines, handbooks, and manuals were described above, and other interesting examples of tools that have been identified throughout the research are presented below. **These include toolboxes, databases, good practice guides, and websites/online repositories** where gender mainstreaming and training material can be found.

The first example is a toolbox designed to support the implementation of gender equality in the EU Member States within the co-funded EU project ‘Fit for Gender Mainstreaming – gender-sensitive transcending of borders between East and West’. The specific objective of this initiative was to foster gender mainstreaming strategies at local level via a training measure for key influencers from the Czech Republic, Poland, Austria and Germany as well as via public events. Details of a tool developed as a part of this project is presented in a box below.

Finally, two other specific groups of tools not covered by the areas outlined above can be identified. The first are **various resources that address gender mainstreaming in the regional and local area** in countries such as Bulgaria, Czech Republic, Finland, Germany, Hungary, Lithuania, Poland, and Sweden. The second group are **manuals and guidelines that provide guidance on integrating gender equality into operational programmes** and ESF-funded projects, such as:

- a short manual on how to ensure equal opportunities in projects co-funded by the EU, a handbook for policy-makers on mainstreaming gender equality in practice, and guidelines on equal opportunities priority in the 2007–2013 programming period from Latvia;
- a manual on the principle of equal opportunities for men and women in the projects of the Human Capital Operational Programme that has been published in Poland;



GENDER TOOLBOX: Fit for Gender Mainstreaming

This GENDER TOOLBOX contains all exercises and materials that were used in the context of the project 'Fit for Gender Mainstreaming – gender-sensitive transcending of borders between East and West'. It consists of four sections:

- exercises on raising awareness of gender issues, gender dialogue, gender at work and/or in specialised areas and on defining the position of gender-political strategies;
- counselling section with information on the approach of gender counselling, exercises to specify an assignment and to develop counselling concepts as well as a counselling example from local government;
- checklist section with all checklists and guidelines that were used during the project;
- materials section with information on gender mainstreaming and gender budgeting.

The information contained in the toolbox is provided in four languages (de, en, cs, pl). It can be used by experienced trainers after adjusting it to fit their own working environments. It is also envisaged that the GENDER TOOLBOX should be available on the Internet and further developed.

Source: Fit for Gender Mainstreaming, GENDER TOOLBOX, <http://www.gendertoolbox.org/index.html>

Other examples of an online repository designed to **facilitate access to gender expertise and gender training resources** and information on gender are two **databases** developed by the Institute for Equality of Women and Men in Belgium: VEGA (<http://vegastar.be/>) and Genderbase (http://www.iewm.be/genderbase_fr.htm).⁸⁴ The Genderbase, for instance, provides an overview of all existing courses in Belgium on issues of gender, equal opportunities for men and women and gender mainstreaming. There are various kinds of training, covering various disciplines and

themes for different organisations (e.g. businesses, public institutions, associations). The 'Trainers' corner' allows trainers to enrol into the database, publicise their offers and thus increase their visibility to commissioning institutions or companies trying to find gender training providers.

In the majority of countries, tools and resources on gender mainstreaming can be found on websites of various institutions such as ministries, interministerial and equality bodies, and research centres.

⁸⁴ The IVGM-IEFH ceased to hold the Genderbase from late 2012, mainly for budgetary reasons

Several examples are listed in the box below.

Tools and resources on websites

In [Austria](#), information about gender training resources is provided by the government's interministerial working group on gender mainstreaming. Resources are available on its website (<http://www.imag-gendermainstreaming.at>), including a compilation of manuals and checklists for gender mainstreaming and gender budgeting, as well as gender aware language, at EU, Austrian federal and regional (Länder) level. Some information on gender mainstreaming and related studies (e.g. on gender perspective in the tax system) are provided on the Finance Ministry's website. Resources are also available via trainers' websites.

The Ministry of Equality's website <http://www.miliki.dk>⁸⁵ is the main source of information and materials on gender mainstreaming in [Denmark](#). The website contains information about the status and progress of gender equality and gender mainstreaming in different sectors and municipalities/regions. The information is divided into campaigns, data, law and resources. There is also a quiz, films about gender mainstreaming and examples of different projects, ministries' experiences with mainstreaming (including from other countries), and examples of gender mainstreaming in different policy areas/sectors. Another tool is an expert database and resource repository on gender, equality and ethnicity hosted by the Danish Centre for Information on Gender, Equality and Ethnicity (Kvinfo) (<http://forside.kvinfo.dk/>).

In [Estonia](#), the websites of the Ministry of Social Affairs and the Gender Equality and Equal Treatment Commissioner provide gender training and gender mainstreaming materials and resources including those developed as part of ESF programmes. Another source of materials is the website of the Estonian Women's Studies and Resource Centre (ENUT), a grassroots, non-profit, and non-governmental organisation.

A number of online training resources are available in [Germany](#), such as the working tools ('Arbeitshilfen') developed within a project carried out by the BMFSFJ in partnership with the Federal Academy for Public Administration (<http://www.bmfsfj.de/BMFSFJ/gleichstellung,did=192702.html>). Most of the resources, however, must be adapted to a particular context, as training is often specific to a particular policy field and setting.

Various resources (training manuals, guidelines, good practice guidance) developed to assist public sector employees to mainstream gender in the public administration in [Greece](#) are publicly available on the website of the General Secretariat for Gender Equality (<http://www.isotita.gr>).

Information related to gender mainstreaming and gender training in [Hungary](#) can be found on the websites of the former Ministry of Social and Employment Affairs, the National Development Agency, and other organisations (such as HBF Hungaricum Kft).

In [Latvia](#), materials on gender training are available on the Ministry of Welfare website.

The website of the Centre for Development Research and Training in [Malta](#) provides material on gender training policies and training initiatives carried out in the ministries.

The Commission to Citizenship and Gender Equality (CIG) in [Portugal](#) distributes various manuals and toolkits through its website, including information about gender trainers and courses.

⁸⁵ The Danish government launched a new website on gender mainstreaming in February 2013, accessible at: <http://english.ligestillingsvurdering.dk/>



5.4.2. Resources at European and international level

At international level, there is a plethora of general training manuals, guidance tools and handbooks on gender mainstreaming but the pool of specialised resources on specific subjects is rather limited.

The following examples of specialised resources collected in EIGE's database are worth mentioning:

- The UNFPA/UNIFEM **Gender Responsive Budgeting Resource Pack** and **training manual**, was developed in 2006 under a joint UNFPA/UNIFEM partnership. The manual seeks to build understanding of Gender Responsive Budgeting (GRB) as a tool for promoting gender equality, accountability to women's rights, and efficiency and transparency in budget policies and processes. It focuses primarily on **health, particularly reproductive health; on HIV/AIDS; and on violence against women as it relates to health services**. Both the resource pack and the training manual are available online and as CD ROMs.
- Another collaboration between UNDP and UNIFEM, 'A User's Guide to Measuring Gender-Sensitive Basic Service Delivery', aims to provide guidance in the development and use of **gender-sensitive indicators** for service delivery so that services are delivered more efficiently and effectively to women. It includes indicators and measurement tools developed by multilateral and bilateral agencies as well as by national counterparts. The **guide** also presents examples of newly developed and innovative measurement initiatives in women's access to public services.⁸⁶ UNESCO prepared a quiz on **gender statistics** that can be used in gender training.
- UNICEF and UNFPA have developed a training facilitator's **guide** on linking the Convention on the Rights of the Child (CRC) and the Convention on the Elimination of All **Forms of Discrimination** against Women (CEDAW), and how the conventions can be used simultaneously, especially to promote the rights of the girl child.
- The Overview and Collection of Gender and Budgets Supporting Resources prepared by the Institute of Development Studies (Sussex, UK) provide summaries of a selection of materials that reinforce the role of **gender-sensitive budgets** as a tool for advancing gender equality. It summarises useful overview texts, accessible explanations of key concepts (such as the care econ-

omy), provides geographically and context diverse case studies, practical tools, guidelines, training materials, popular education materials, web resources and contact details.

- As part of the Global Gender and Climate Alliance, the International Union for Conservation of Nature (IUCN) and the UNDP in partnership with the Gender and Water Alliance, ENERGIA International Network on Gender and Sustainable Energy, UNESCO, Food and Agriculture Organization (FAO) and the Women's Environment and Development Organization (WEDO) (GGCA) prepared the Training Manual on Gender and Climate Change. The training manual adapted and expanded existing in-house materials (research data, analyses and extracts from international frameworks) and offered newly compiled case studies to illustrate the concepts in each module.⁸⁷
- The Food and Agriculture Organization of the United Nations (FAO) has developed material addressing its programme for **gender equality in agriculture and rural development**. The material covers the issue of mainstreaming gender equity into all of its programmes for agriculture and rural development, to strengthen the impact of FAO's support to member countries, and achieve the goals of gender equality. Specific areas to mainstream gender include, for example: food security, rural finance, rural infrastructure, livestock, natural resources management, etc.⁸⁸

Alongside a number of informational materials, manuals, toolkits and guidelines, some of which were presented above, some interesting examples of good practice reference guides have been collected in the database:

- The **Compendium of Good Practices in Gender Training**, developed by **UN-WOMEN** Gender Training Community of Practice aims to improve the effectiveness of gender equality training and capacity development by collecting and assessing good practice in gender training terms of promotion, replication and the systematization of lessons learned. The compendium comprehensively defines good practice examples which are frequently innovative, tested and appraised, which point to success in other contexts. However the compendium does not aim to standardise and establish a hierarchy but rather to disseminate practices that are effective in achieving their aims, as identified by practitioners themselves, and considered against some core criteria and indicators established for generic good practice in gender equality training.

⁸⁶ UN Women and UNDP (2009), A User's Guide to Measuring Gender-Sensitive Basic Service Delivery http://www.unifem.org/materials/item_detail.php?ProductID=151

⁸⁷ http://www.generoyambiente.org/archivos-de-usuario/File/ecosistemas_especificos.pdf

⁸⁸ <ftp://ftp.fao.org/docrep/fao/012/i1243e/i1243e00.pdf>

- Work on developing **good practices** carried out by **UNICEF offices in CEE/CIS** and West-Africa by the Royal Tropical Institute in the Netherlands, aims to work directly with and to provide gender expertise and advice to country offices on integrating gender into specific processes, such as drawing up strategic country programme documents. This good practice information is not online yet.
- The EU-financed **QUING project** provides a bibliography of resources developed on different aspects of gender equality at Member State level. In an attempt to identify good practices in gender training, the quality of practices was assessed in relation to contextual features, but it was acknowledged that good practice could not be labelled best practice just because worked well in one specific context or framework. Focus was shifted into **'practices with potential'**, that is, 'practices offering greater potentiality in terms of negotiation with commissioners, format-setting, applied methodologies, contents, evaluation or self-reflexivity'.⁸⁹

Finally, another example worthwhile tool is the **'Gender Training Methods Compendium'** designed as a **toolbox** for training providers intending to provide gender respective training. The compendium includes a list of fields in which gender respective actions are possible and methods are proposed for some of these fields.

5.5. Communities of Practice (CoPs) on gender training

The greater emphasis on gender mainstreaming in recent years, as discussed in previous sections, has produced an 'industry' of gender professionals, which has led to increasing competition and some debate between academics and practitioners in terms of the respective needs, perspectives, and working methods. Some researchers have suggested that further work should be carried out on creative ways of finding a middle ground between gender training practitioners, training commissioners and academics.⁹⁰ Sharing knowledge (resources) and experiences through a Community of Practice (CoP) is considered as one of the best approaches to achieving a middle ground and addressing the challenges for gender training identified by previous research in this area (such as dealing with resistance to gender training, balancing theory and practice, and providing advanced level training). Such types of cooperation

could also address trainers' hesitation to share their tools and methodological approaches.

This section presents research findings on CoPs by reflecting on the popularity and usefulness of this relatively new concept and the level of participation in them. First, a brief introduction to CoPs is provided in order to explain what they are and why they can become an important initiative for the development of expertise in a particular area, such as gender training. Various examples are presented to show the main practical consideration in the development and organisation of CoPs, as well as the main goals that CoPs are trying to achieve. Finally, key challenges and opportunities related to the development of CoPs focused on gender training are summarised. They can serve as a starting point for building a community among gender training practitioners in Europe.

5.5.1. Definition of CoPs

The concept of a CoP refers to the process of social learning that occurs when people who have a common interest in a subject or problem (e.g. gender mainstreaming) collaborate over an extended period to exchange ideas and find innovative solutions.⁹¹

In line with the literature on the topic, CoPs are usually referred to as *"groups of people who share a concern, a set of problems, a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an on-going basis"*⁹². Recently, CoPs have become associated with knowledge management as people have come to realise that CoPs can develop social capital, nurture new knowledge, stimulate innovation, or share tacit knowledge within an organisation.⁹³

Whereas the characteristics of CoPs can vary, they usually share three common features, which also help to distinguish them from other groups. These include:

- the domain (topic or theme to be addressed and advanced);
- the community (members motivated by a mutual interest in the domain); and

⁸⁹ Ferguson, L., Forest, M. (eds.) (2011), *Advancing Gender+ Training in Theory and Practice*, OPERA Final Report.

⁹⁰ For example, *ibid.*

⁹¹ Wenger, E. (1998), *Communities of Practice: Learning, Meaning, and Identity*. UK: Cambridge University Press.

⁹² Wenger, E., McDermott, R., & Snyder, W. M. (2002), *Cultivating communities of practice: A guide to managing knowledge*. Boston: Harvard Business School Press.

⁹³ Wenger, E. (1998), *Communities of Practice: Learning, Meaning, and Identity*. UK: Cambridge University Press.



- the practice (ideas, tools, expertise, knowledge, and shared resources that serve to move the field of inquiry forward).⁹⁴

Participation in CoPs is based on the members' interest in the domain and their ability to contribute to the practice. CoPs may form in response to a specific issue or need, and once that issue or need has been resolved its members may disband the CoP or choose another issue to examine.⁹⁵ They can become a stable group that is based on regular interactions.⁹⁶

In terms of efficiency and effectiveness, online CoPs are a cost and time effective means of sharing and influencing practice globally.

There are various reasons why online CoPs are considered efficient and effective initiatives. First, they can bring together a diverse range of stakeholders (e.g. individuals, experts, policy makers, practitioners) in a virtual space that would not be possible to achieve in a face-to-face seminar for cost-related and practical reasons. Second, they can contribute to more effective policy making by enabling multi-dimensional interaction between policy makers and practitioners. Finally, online CoPs can provide democratic access to knowledge and resources as they foster a culture of transparent sharing and learning.

CoPs are effective means of sharing good practice and gaining knowledge and resources on a specific area of interest both at a local level and irrespective of job or location.

For example, if grassroots stakeholders want to implement a new policy they can seek advice via a CoP, either from peers or through access to resources which have been developed for the CoP such as newsletters, toolkits or policy briefings. CoPs are particularly attractive in the area of gender mainstreaming as they may overcome barriers that women may face to accessing knowledge or attending other forms of seminars and events.

5.5.2. CoPs in practice

The research evidence suggests that CoPs can foster, transfer and exchange knowledge between various groups of gender trainers and make it accessible and

relevant to different audiences (individuals, experts, policy-makers, practitioners).

In the past few years a number of efforts have been made to build CoPs of gender experts and trainers both at international and EU level. Examples of such developments include:

- **Eldis**, which is a development focused, information service: filtering, structuring and presenting development information via the web, CD-ROM, email and in print. Over the last 15 years Eldis has established itself as one of the most trusted and widely used development knowledge portals, and has achieved a significant and diverse global audience of development practitioners, policy makers and researchers.
- **BRIDGE** that seeks to transform development practice by supporting global gender advocacy and mainstreaming efforts including at the operational level, by bridging the gaps between theory, policy and practice.
- The **UNDP GenderNet**, established in 2003, which has more than 1,900 professional members. Members are able to post queries to the network, which is moderated by a dedicated staff member; plus specific discussion topics are suggested, to which members respond.
- **Teamworks** social networking platform launched by UNDP in November 2010 functions as an extranet, accessible to UNDP staff members and invited guests, including from other agencies and partners.⁹⁷
- Two **communities of practice** introduced by **UNICEF** in 2011 in partnership with UNDP: one on gender and humanitarian response and another on gender mainstreaming.
- The **UN Women Gender Training Community of Practice** (GT CoP) aims to bring together practitioners with a diversity of knowledge and experiences from all over the world, in order to take stock of the present situation of gender training, identify successes and failures and ways in which gender training can be strengthened as a component of gender mainstreaming and sustainable development.
- The **European Community of Practice on Gender Mainstreaming** (Gender-CoP), is dedicated to integrating a gender dimension into the ESF programmes (2007–2013) and the next funding round of Structural Funds in relation to the EU-2020 targets.

⁹⁴ Wenger, E., McDermott, R., & Snyder, W. M. (2002), *Cultivating communities of practice: A guide to managing knowledge*. Boston: Harvard Business School Press.

⁹⁵ NCDDR: Focus (2005), *Communities of Practice: A Strategy for Sharing and Building Knowledge*, Technical Brief Number 11.

⁹⁶ Wenger, E. (1998), *Communities of Practice: Learning, Meaning, and Identity*. UK: Cambridge University Press.

⁹⁷ UNDP (2009), *Report on Global Gender Retreat, Caracas Venezuela – April 2009*, Knowledge Management and Accountability for Gender Equality Results

- The **OPERA Community of Practice**, was established as part of the Quing OPERA project as a supportive network of gender trainers, launched through online forums moderated by the OPERA team in 2010.
- **iKNOWpolitics** is an international knowledge network website on women in politics which has created an interactive space for women in politics to share experiences, resources and advice and allows collaboration on issues of interest.
- **America Latina Gender** is an online space where issues relating to women's political rights and participation in Latin America are discussed.

Although there are a variety of gender-related CoPs, as presented above, the main objective they are trying to achieve is relatively similar. In all cases, the CoPs were established to build a space for and facilitate sharing and exchange of information/knowledge on gender issues whilst making it accessible and relevant to different audiences (individuals, experts, policy makers, practitioners). CoPs achieve this by providing members with tools and resources and by triggering debates in specific areas of interest. Examples of tools and resources used and disseminated within CoPs are:

- platforms, partnerships, networking opportunities;
- free access to editorially selected research and policy documents;
- cutting edge web tools;
- combining online encounters with face-to-face meeting;
- briefings and dossiers with high quality synthesis of key development issues;
- cross cutting thematic guides, up-to-the-minute coverage of the latest development research and ideas.

With regard to setting-up discussions and developing new agendas, CoPs provide fast and critical responses to emergent issues and set the scene for discussing new ideas. Examples of topics of debate include: bridging the gaps between theory, policy and practice; gender and development; gender and economic/financial crisis; and transforming development practice.

Given the growing popularity of CoPs as an effective way to share knowledge gained from experience in the gender field, the ILO ran a workshop as part of the Gender Academy which sought to promote the adoption of online CoPs. The workshop showed the participants the different ways in which they can use online technologies to develop and create their own CoPs on gender mainstreaming. A

summary of key messages from the workshop on steps to establish an active online CoP is presented in a box below.

Session at the Gender Academy on Online Communities of Practice: key steps towards establishing an effective online CoP

There are some key steps, which can make an effective online CoP:

- **Identify a demand for and interest in a CoP topic from within a policy or practitioner community.** Without demand the CoP will not thrive or be fully utilised. Therefore, it is important that stakeholders feel a need to share practice on a specific theme or topic.
- **Identify appropriate partners.** Such partners should be appropriately qualified and experienced in the particular thematic area in order to provide advice on CoP content, develop materials and resources, and promote the online CoP among a wider group of interested parties (e.g. policy makers). This should ensure that a CoP is developed in a way that is of relevant and interesting to stakeholders.
- **Identify a facilitator responsible for coordinating the inputs from partners and maintaining interest in the CoP.** A good facilitator can ensure that the remit of an online CoP remains tight and relevant and that a CoP meets the needs of its users. Accordingly, a demand and interest in a CoP topic from within a policy or practitioner community is a crucial factor that makes CoPs thriving and fully utilised initiative.
- **Host a CoP in an appropriate institutional setting.** Preferably, a hosting organisation should be neutral and have a coordinating role (e.g. an NGO or academic institution). Neutrality means that interested stakeholders are more likely to become interested because there are fewer vested interests in the activity of a CoP.
- **Complement online contributions with face-to-face encounters.** It should also be noted that CoPs are most effective when key stakeholders have the opportunity to meet in person. Selection of relevant participants could be based on the opinion and experiences of a facilitator who is likely to know which stakeholder more or less likely to take part in a meeting.
- **Allow for fluid and open participation and the target group.** The communities can be very broad or narrow depending on the topic area and the interests of the practitioners. A useful element of an online is that people can choose to become more or less involved depending on their interests and experience.

Source: Gender and Non-discrimination Programme – Gender Academy at the ITC/ILO in Turin, Italy. Available at: http://gender.itcilo.org/cms/index.php?option=com_content&task=view&id=238&Itemid=80



It should also be noted, that some challenges have also been identified in relation to the implementation of CoPs.

The main obstacles to CoPs as effective approaches to social learning are: language barriers, a lack of a knowledge-sharing culture in some settings, and difficulties with measuring impact on the policy making process.

For instance, in some cases, take up and participation in CoPs has been low in some regions, which may be due to a lack of culture of knowledge sharing in certain settings (e.g. in organisations). Also, the evaluation of CoP activities is challenging as it can be difficult to measure the extent of a longer-term CoP impact on the policy making process. Finally, the main challenge for the success of networks of gender expertise is language, for example, language issues were recognised as a significant barrier to participation in many of the OPERA activities and raised by trainers interviewed as the main obstacle to reaping benefits from positive experiences achieved in other countries.

5.5.3. Opportunities and challenges for CoPs in the area gender training

Building CoPs of gender trainers has received significant attention amongst experts in the gender field, and it appears that there is a high level of interest and need for this kind of activity.

CoPs are considered as an effective mechanism to capture and diffuse existing knowledge to help relevant stakeholders to improve their practice, and to generate new knowledge to help them to transform their practice.⁹⁸

A number of **opportunities** have been associated with building CoP of gender trainers. The most notable are the following:

- **CoPs provide support for the on-going professional development of their members** as they facilitate access to knowledge, gather experiences, give options to deal with challenging situations, and foster the exchange of new ideas which broaden the boundaries of knowledge. CoP stimulate learning by serving as a vehicle for authentic communication, mentoring, coaching, and self-reflection.⁹⁹ They are particularly accessible in the area of gender mainstreaming as they

can overcome barriers that women may have when accessing knowledge or attending more traditional, non-online seminars and events.

- **CoPs can be a powerful tool to demonstrate where practical actions are required in the area of gender training.** They allow for two-way dialogue and interaction between policy makers (at all levels of government), scholars, and grassroots practitioners in the area of gender training. Such interaction can help to improve policy making by providing insight into various levels and aspects of 'on the ground' implementation of gender training. By gathering real life examples of policy success and failure, CoPs provide guidance on how to solve challenging problems and create new, mutually beneficial gender training opportunities.¹⁰⁰

In terms of challenges, it should be noted that knowledge transfer is not straightforward in the field of gender training:

- **Tools and knowledge cannot be easily transferred to other contexts** as the institutional, legal and policy framework within which gender training is provided determines the content of the training as well as the approaches used.
- **The group of gender trainers is not clearly defined** and quality standards vary. Gender trainers are often hesitant to openly share information and resources with other members of the CoP. This might be due in part to the absence of standardised accreditation procedures for trainers.

Several CoPs have already been working in the area of gender and gender training, and the need has been identified for synergies to be created between different CoPs. The theme of developing a CoP devoted to gender training should be explored through further research.

5.6. Summary of findings

This section analysed the main elements of approaches to gender training programmes in practice, with a focus on the methodological approaches used to deliver the training; intersectionality and diversity in gender training; evaluation and results of training programmes; tools and resources used for training purposes; and CoPs on gender training.

⁹⁸ Cambridge, D., Suter, V. (2005), Community of Practice Design Guide: Step-by-Step Guide for Designing & Cultivating Communities of Practice in Higher Education, EDUCAUSE Learning Initiative (ELI), <http://net.educause.edu/ir/library/pdf/NLI0531.pdf>

⁹⁹ Ibid.

¹⁰⁰ Gender training in the European Union: Gender Academy and innovative methods to share experiences between gender mainstreaming professionals, ILO. Publication of the conference 'Advancing Gender Training to Support Effective Gender Mainstreaming', EIGE, 3 and 14 November 2012.

The research findings show that the provision of gender training tends to be generic and carried out at basic level. Its main objective is to increase awareness and broaden understanding of various aspects of gender equality/mainstreaming. The most common form of gender training is a short, one-off training module. Going beyond introductory sessions appears problematic because of a lack of commitment and funding for long-term and more in-depth approaches to gender training as well as insufficient supply of trainers and training resources.

There is a general agreement that practical examples should be central to gender training. Yet, training programmes are often abstract and not tailored to the needs of participants. This in turn limits the application of new knowledge gained through the training in everyday work. In some countries, training participants expressed the need for more practical tools and good practice examples, as well as for support from consultants in the context of specific projects or policy areas. Increasing recognition of the value of participatory and experiential learning in the area of gender training can be perceived as an attempt to address some of these needs by integrating both reflective and practical aspects of methodological approaches to gender training.

The main form of delivering gender training in most of the EU Member States and Croatia are face-to-face seminars or workshops. At international and EU level, on the other hand, there is a preference for online or combined (online and face-to-face) training techniques. With some exceptions, online gender training tends to be introductory and generic. Time pressure and long distances are the main factors that have encouraged organisations to develop online training modules. The question of whether an online course can effectively replace face-to-face interaction remains open. While some scholars argue that e-learning can be as (or even more) effective than traditional forms of training, there are also practitioners who perceive distance learning as insufficient for raising gender awareness.

In recent years, a policy shift towards diversity and intersectionality can be observed in some countries accompanied by a demand for diversity training. This can be linked to the phenomenon of increasing diversity of the workforce (e.g. in terms of age and ethnic background/nationality) and of the population in general. In academic and gender trainers' circles, the focus on these two concepts emerged from the recognition of limitations that arise when approaching gender as a single analytical category, without reflecting on how it interacts with other elements of individual identity. At the same time, the inclusion of diversity and intersectionality notions into the policy-making and training agenda is also associated with some challenges, such as subsuming gender under broader anti-discrimination and equality measures and/or choosing 'diversity' or 'gender' as

the vehicle for mainstreaming equality policy which may lead policy-makers to an impasse¹⁰¹. With regards to gender trainers, the theoretical complexity of concepts of diversity and intersectionality, and lack of a broadly accepted definition of intersectionality, make it difficult for trainers to include them in training activities. Ensuring that a strategy focused on one aspect of identity does not erase the other and supporting the personal development of trainers in the two areas are considered as crucial elements to tackle these issues. They also require further research, analysis, and reflection.

There is a need to investigate and communicate the benefits of gender training. Currently, its potential in the area of policy making is not properly explored, explained and exposed. This is closely linked to assessing the impact of gender training on the organisation, on the every-day work of public administration personnel, and – what appears as even more problematic – on behaviour of training participants. Carrying out evaluations that assess the reach and degree of implementation of gender training and offer evidence on the effectiveness of gender training emerge as weak points for most of the initiatives reviewed in this study.

To date there have been few systematic attempts to monitor and evaluate gender training in any in-depth and long-term manner. In consequence, there is insufficient evidence and knowledge about the effectiveness of training and the long-term impact on policies and programmes. Moreover, main areas of resistance have not been identified. Having examples of the benefits of gender training (and gender mainstreaming) would be a powerful tool that could demonstrate to policy-makers the relevance of competence development on gender issues.

Most of the resources used for training purposes are generic tools on gender mainstreaming, such as guidelines, handbooks, toolboxes, databases, and online repositories. In the majority of countries, they can be found on the websites of various institutions such as ministries, equality bodies, and research centres. The pool of specialised resources on specific subjects is rather limited. In some countries, problems with access to tailored resources has been pointed out as challenging for trainers who would like to prepare specialised or advanced level training. The fact that trainers are often hesitant to share their tools and methodological approaches further exacerbates this problem.

Finally, the value of knowledge sharing in order to improve the quality of training provided across Europe is increasingly recognised in the area of gender training. Building a

¹⁰¹ Ferguson, L., Forest, M. (eds.) (2011), *Advancing Gender+ Training in Theory and Practice*, OPERA Final Report.



CoP might be considered as one of the best approaches to achieve this goal. Previous gender training-related events exposed a high level of interest and need for this kind of activity. The research evidence suggests that CoPs can foster the transfer and exchange of knowledge, make it accessible and relevant to different audiences (individuals, experts, policy makers, practitioners), and help to demonstrate what gaps exist and where more practical actions are needed. In particular, CoPs could address issues that have

been indicated by previous research as especially challenging for gender training and its providers, such as dealing with resistance to gender training, balancing theory and practice, providing advanced level training, or developing accreditation and certification of gender work. The main obstacles for the success of networks of gender expertise can be the language barrier, lack of a knowledge sharing culture in some settings, and difficulties with measuring the impact of CoPs on the policy making process.

Conclusions, recommendations and need for future research





Making gender competence development a strategic priority

Although gender mainstreaming has been on the political agenda at the international and European levels since 1995, in practice progress in implementing mainstreaming has been rather slow, ad hoc and issues of capacity and knowledge gaps remain across the EU. In many cases the national policy documents do not sufficiently recognise that capacity development is needed to effectively undertake gender mainstreaming. In general, although there are some key exceptions, this, along with competing priorities, financial issues, and political constraints, has limited the scope of gender training. Austerity measures introduced by Member States have the potential to undermine positive progress and developments in the effective implementation of gender mainstreaming in some Member States.

In many Member States there appears to be a need to strengthen policy commitments to gender competence development at the policy framework level, and the arrangements for realising such commitments. In practice strengthening a commitment to and an investment in the development of the skills and competences required could have a positive effect on the advancement of gender training quality and effectiveness.

Tailoring training programmes: an approach to take gender training to the 'next level'?

A wide range of tools and resources for gender training are now available across the EU. However, the voluntary and ad hoc nature of most provision is worrying as is the lack of monitoring and evaluation about the take-up of such provision. Participation, outputs, outcomes and impacts are largely unknown. The research shows that to be most useful gender training needs to move beyond the generic level to include more in-depth training relevant to specific projects or policy areas. Providing practical examples and tools, participatory and experiential learning, and systematic evaluation of effectiveness should be part of the tailored provision of gender training if the sector is to have a better chance of influencing policy making and programme delivery in practice.

The policy shift towards diversity and intersectionality implies the need to accommodate these concepts in gender training. However, this area is far from clear cut and approaches on how to accommodate diversity in training programmes require further development through further reflection, analysis and research.

Standardising the quality of training

The research has shown the wide variation in the backgrounds and professional qualifications of gender trainers. The areas of expertise offered by gender trainers across the EU are also varied, with clear concentrations in certain sub-sectors (such as education, training and employment and social affairs) which can reflect priorities to address inequalities in certain policy contexts. It could be argued that these differences have been important in responding to the demand for training, and have led to the development of a fairly large 'industry' of gender training professionals. At the same time, there is some evidence that the absence of common criteria or minimum standards for gender expertise can have a negative impact on the transformative potential of gender mainstreaming.

Furthermore, institutions and organisations commissioning gender training do not typically have reference frameworks that would help them to decide what training would be most effective for them. They also lack guidance through the process of finding and selecting high quality training services. Therefore, quality standards for gender training and gender trainers should be explored further in order to encourage the most efficient and effective use of the available human and financial resources to develop gender mainstreaming. Key findings emerging from the research include the need to identify trainers' skills and competences, offer training for gender trainers, and standardise content, methodology and assessment.

Progress has already been made in some Member States towards defining standards in gender training provision. The opportunity exists to capitalise on these developments using peer learning methods to transfer experiences at the EU level. This would maximise the potential benefits and opportunities for harmonised standards from the outset.

The way forward

To address the issues identified above actions need to be considered in the following domains:

- Sharing knowledge and experiences between gender trainers and experts on effective approaches across different policy sectors and the use of participatory and experiential learning.
- Contributing to the on-going debate on quality standards for gender training at an EU level by building bridges between gender trainers, academic researchers and policy-makers.

- Furthering the existing work to define criteria for evaluating gender training programmes and resources.
- Moving towards a level of institutionalisation and operationalisation of capacity building for gender mainstreaming. Gender training needs to be considered and designed as part of a wider 'capacity building strategy' that includes post training activities, monitoring systems, and organisational changes.
- Supporting and promoting training for gender trainers. Further consideration needs to be given to the need for an EU qualification/certification system for gender trainers and the possible development of an EU training programme for gender trainers.
- Promoting dialogue on how to accommodate diversity and intersectionality in gender training programmes, conducting research and disseminating research findings and tools in this field.
- Investigating and communicating the benefits of gender training.
- Continuing the work to collect the gender training tools and methods that would effectively address the needs of stakeholders and the challenges that they are facing with regard to mainstreaming gender.

Bibliography



Policy and legal documents

Advisory Committee on Equal Opportunities (2010), 'Opinion on the future of gender equality policy after 2010 and on the priorities for a possible future framework for equality between women and men.' Available at: ec.europa.eu/social/BlobServlet?docId=5362&langId=en

Commission of the European Communities (1996), Communication from the Commission 'Incorporating Equal Opportunities for Women and Men into all Community Policies and Activities'. COM (96) 67. Brussels

Commission of the European Communities (nd), Toolkit on mainstreaming gender equality in EC development cooperation. Available at: <http://ec.europa.eu/europeaid/sp/gender-toolkit/index.htm>

ILO (2010), Action Plan for Gender Equality 2010–15 Phase I: Aligned with Programme and Budget 2010–11. Available at: http://www.ilo.org/wcmsp5/groups/public/---dgreports/---gender/documents/publication/wcms_179640.pdf

UNDP (2008), Empowered and Equal, Gender Equality Strategy (2008–2011) UNDP.

UNESCO (2009), Gender Equality Action Plan of 2008–2013. Available at: <http://www.unesco.org/new/en/unesco/themes/gender-equality/features/unesco-priority-gender-equality-action-plan-2008-2013/>

United Nations (2010), Resolution A/RES/64/289 adopted by the General Assembly on system wide coherence. Available at: http://www.un-ngls.org/IMG/pdf_Report_July_2010_N0947917.pdf

United Nations (2011), Resolution 2011/6, 'Mainstreaming a gender perspective into all policies and programmes in the United Nations system.' Available at: <http://www.un.org/en/ecosoc/docs/2011/res%202011.6.pdf>

WHO (2009), Strategy for Integrating Gender Analysis and Actions into the Work of WHO. Available at: http://whqlibdoc.who.int/publications/2009/9789241597708_eng_Text.pdf

Studies and reports and other literature

Anderson M (1990), Women on the Agenda: UNIFEM Experience in Mainstreaming with Women 1985–90, UNIFEM, New York, quoted from Siwal, B. R. (2005) Framework and strategy for gender training, W D DIVISION NIPCCD, New Delhi. Available at: <http://www.eldis.org/fulltext/DOC20260.pdf>

Anderson, M. (1993), 'Focusing on Women: UNIFEM's Experience in Mainstreaming,' New York: UNIFEM.

Anti-discrimination Education Association (2011), Anti-discrimination education and its quality standards, Warsaw.

Buchinger, B., Gschwandtner, M U, (2006), The gender market: A qualitative study to providers, structures and standards, Final report within the EQUAL-development cooperation 'Quality development Gender Mainstreaming. Concepts, Implementation, Evaluation. Solution', Salzburg

Cambridge, D., Suter, V. (2005), Community of Practice Design Guide: Step-by-Step Guide for Designing & Cultivating Communities of Practice in Higher Education, EDUCAUSE Learning Initiative (ELI). Available at: <http://net.educause.edu/ir/library/pdf/NLI0531.pdf>

European Institute for Gender Equality (2011), 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. Available at: http://www.eige.europa.eu/sites/default/files/Good-Practices-in-Gender-Mainstreaming-towards-effective-gender-training_0.pdf

Eveline, J., Bacchi, C., Binns, J. (2009), Gender Mainstreaming versus Diversity Mainstreaming: Methodology as Emancipatory Politics, Gender, Work and Organization. Vol. 16 No. 2 March 2009.

Ferguson, L., Forest, M. (eds.) (2011), Advancing Gender+ Training in Theory and Practice, OPERA Final Report.

Finland Social Affairs and Health (2008), Action Plan for Gender Equality 2008–2011: http://www.stm.fi/julkaisut/nayta/_julkaisu/1065571 Final progress report of the gender equality action plan (2011): http://www.stm.fi/julkaisut/nayta/_julkaisu/1559221#fi

Finland Social Affairs and Health (2009), Introducing Gender Glasses: The Final report. Available at: http://www.stm.fi/julkaisut/nayta/_julkaisu/1440201#fi

Frey, R., Hartmann, J., Heilmann, A. et al. (2006), Gender Manifesto: A call for critical reflection on Gender-oriented capacity building and consultancy. Available at: http://www.gender.de/mainstreaming/GenderManifesto_engl.pdf

Hafner-Burton and Pollack, M. (2009), Mainstreaming gender in the European Union: Getting the incentives right, Comparative European Politics Vol. 7, 1, 114–138.



- Gender training in the European Union: Gender Academy and innovative methods to share experiences between gender mainstreaming professionals, ILO. Publication of the conference "Advancing Gender Training to Support Effective Gender Mainstreaming", EIGE, 13 and 14 November 2012. Available at: http://www.eige.europa.eu/sites/default/files/GP.Gender%20Academy.ILO_.pdf
- Ideler, K. (2011), Walking along unknown paths: How practitioners and academics can create a new gender mainstreaming methodology in training, Philipps-Universität Marburg, Germany, abstract from presentation quoted in Ferguson, L., Forest, M. (eds.) (2011), Final Report Advancing Gender+ Training in Theory and Practice, OPERA Final Report.
- Karlöf Consulting (2011), Evaluation of the work with gender mainstreaming in the Government Offices 2004 – 2010.
- Kmetova, T., Dimova, R. (2011), Experience in communicating gender theory through training in Bulgaria, CWSP, Sofia, Bulgaria, abstract from presentation quoted in Ferguson, L., Forest, M. (eds.) (2011), Final Report Advancing Gender+ Training in Theory and Practice, OPERA Final Report.
- Kwiatowska, J. et al.(ed.) (2007), Acting Pro(e)quality Quality Standards for Gender Equality and Diversity Training in the EU: Austria, Germany, Poland, Portugal, Slovakia, Pro(E)quality EQUAL Transnational Cooperation, http://www.qe-gm.at/teilprojekte/downloads/Quality%20standards%20for%20Gender%20Equality%20and%20Diversity%20Training%20%20in%20the%20EU_final%20version.pdf
- Madrid Declaration on Advancing Gender+ Training in Theory and Practice, Complutense University, Madrid, February 3-4, 2011, First Draft for Consultation with the emerging Communities of Practice on Gender+ training. Available at: http://www.quing.eu/files/madrid_declaration.pdf
- Mukhopadhyay, M., Appel, M. (1998), Introduction Gender Training and Social Transformation: an Agenda for Change. In: Gender Training: the Source Book. Royal Tropical Institute & Oxfam GB, Amsterdam. Available at: http://www.kit.nl/net/KIT_Publicaties_output/ShowFile2.aspx?e=1313
- NCDDR: Focus (2005), Communities of Practice: A Strategy for Sharing and Building Knowledge, Technical Brief Number 11.
- Office of Internal Oversight Services (OIOS) (2010), Thematic evaluation of gender mainstreaming in the UN Secretariat.
- Sosiaali- ja terveystieteiden ministeriö (2009), Sukupuolisilmäläsit käyttöön! Loppuraportti [Gender Glasses on! Final report], Sosiaali- ja terveystieteiden ministeriö n selvityksi ä 2009:43, http://www.stm.fi/julkaisut/nayta/_julkaisu/1440201#fi
- European Commission (2006), Dialogue between the Genders. Research Report on 'Gender Training in Europe', Socrates-Grundtvig Programme, Gender Dialogues. Available at: <http://www.genderwerk.de/dokus/gender-dialogues-research-report.pdf>
- Standards and Training for Gender Workers in Europe (2008), Quality criteria and further education for gender work, joint product of the GemTrEx partnership, Socrates Project.
- Stenman, M. (2006), Gender Mainstreaming in Sweden's Government Administration, In-depth study.
- UN Women (2011), 2010–2011 Annual Report. Available at: http://www.unwomen.org/wp-content/uploads/2011/06/UNwomen_AnnualReport_2010-2011_en.pdf
- UNDP (2009), Report on Global Gender Retreat, Caracas Venezuela – April 2009, Knowledge Management and Accountability for Gender Equality Results
- UNESCO (nd), Capacity Development and Training for gender mainstreaming <http://www.unesco.org/new/index.php?id=34592>
- UNHCR (2006), The UNHCR Tool for Participatory Assessment in Operations. Available at: <http://www.unhcr.org/450e963f2.html>
- UNICEF (2010), Working for an Equal Future, UNICEF Policy on Gender Equality and the Empowerment of Girls and Women.
- UNICEF (2011), UN Coherence and You: Gender Mainstreaming in the UN system. Available at: www.unicef.org/gender/training/content/scolIndex.html.
- United Nations (1997), Report of the Economic and Social Council. Available at: <http://www.un.org/womenwatch/daw/csw/GMS.PDF>
- Wenger, E. (1998), Communities of Practice: Learning, Meaning, and Identity. UK: Cambridge University Press.
- Wenger, E., McDermott, R., & Snyder, W. M. (2002). Cultivating communities of practice: A guide to managing knowledge. Boston: Harvard Business School Press.
- WHO (2011), Gender mainstreaming in WHO: what is next? Report of the Midterm review of WHO Gender Strategy

Gender training tools and resources

Blickhäuser, A. and von Bargen, H. (2009), Gender-Mainstreaming-Praxis [Gender-Mainstreaming-Practice], Heinrich-Böll-Stiftung, Schriften des Gunda-Werner-Instituts, <http://www.boell.de/downloads/Gender-Praxis-Endf.pdf>

Blickhäuser, A. and von Bargen, H. (2006), Mehr Qualität durch Gender-Kompetenz. Ein Wegweiser für Training und Beratung in Gender Mainstreaming [A guide for training and consulting in gender mainstreaming], edited by Heinrich-Böll-Stiftung, Königstein (Taunus).

Branka, M., Cieślukowska, D. (eds) (2010), Anti-discrimination education training manual, Stowarzyszenie Willa Decjusza, Warsaw

DG RTD Gender unit training in Gender in Research. Toolkit and Training. Available at: <http://www.yellowwindow.be/genderinresearch/>

UNESCO, Gender Equality eLearning Programme. Available at: <http://www.unesco.org/new/index.php?id=34592>

EC/UN Partnership on Gender Equality for Development and Peace training package. Available at: http://www.gendermatters.eu/index.php?option=com_content&task=view&id=542&Itemid=135

Heinrich Boell Foundation (2008), Fit for Gender Mainstreaming. GENDER TOOLBOX. Available at: <http://www.gendertoolbox.org/index.html>

Food and Agriculture Organization of the United Nations (FAO) programme for gender equality in agriculture and rural development (2009), 'Bridging the Gap'. Available at: <ftp://ftp.fao.org/docrep/fao/012/i1243e/i1243e00.pdf>

Fuxjäger, R. (2007), Skills and quality development of consultants and trainers in gender mainstreaming. In: Qualität-entwicklung Gender Mainstreaming, Vienna.

GemTrEx authors team (2008), Compendium of Theory, Practice and Quality Standards for Gender Workers. A Gender Worker Development Programme. Available at: http://www.genderwerk.de/dokus/gemtrex_compendium.pdf

Gender and Non-discrimination Programme – Gender Academy at the ITC/ILO in Turin, Italy. Available at: http://gender.itcilo.org/cms/index.php?option=com_content&task=view&id=238&Itemid=80

Geneva Centre for the Democratic Control of Armed Forces (DCAF), Gender and Security for the Gender Equality Training (GET) Programme. Available at: <http://www.dcaf.ch/>

Gender Equality and Diversity Planning at Workplaces Project (2008–2011), E-learning-training program for consultants. Available at: <http://gedplan.eu/?page=outcomes>

International Union for Conservation of Nature (IUCN) and the UNDP in partnership with the Gender and Water Alliance, ENERGIA International Network on Gender and Sustainable Energy, UNESCO, Food and Agriculture Organization (FAO) and the Women's Environment and Development Organization (WEDO), Global Gender and Climate Alliance (GGCA) (2009), Training Manual on Gender and Climate Change. Available at: http://cmsdata.iucn.org/downloads/eng_version_web_final_1.pdf

UN Women and UNDP (2009), A User's Guide to Measuring Gender-Sensitive Basic Service Delivery. Available at: http://www.unifem.org/materials/item_detail.php?ProductID=151

UNDP Virtual Development Academy (nd), 'The Gender Journey: Thinking Outside the Box' course. Available at: <http://www.jposc.org/documents/courses/gender/index.html>

Websites

The Agency for Gender Equality in the ESF. Available at: <http://www.esf-gleichstellung.de/102.html>

Annex



Summary of key challenges for gender training at national level

Challenge	Country	AT	BE	BG	CY	CZ	DK	DE	EE	ES	FI	GR	HU	IE	IT
Shift from gender towards diversity		✓						✓							
Shortage of trainers															
Underutilised gender expertise					✓										
Lack of gender training standards and certification															
Staff rotation															
Limited/no tailor-made training/expertise			✓										✓		
Limited knowledge on training offer												✓			
No gendered statistics									✓						
No gender budgeting						✓			✓					✓	
No gender impact assessment						✓								✓	
No time , other work priorities, high workload									✓		✓				
Limited awareness / understanding n gender					✓					✓					
Limited offer of / rare gender trainings						✓									
Reluctance and resistance				✓			✓			✓					
Lack of interest in gender issues/training		✓									✓		✓		
Limited or no commitment from the leadership		✓			✓		✓				✓				
No (devoted) funding											✓	✓			
Short, unsystematic gender trainings		✓													



Challenge	Country	FR	LV	LT	LU	MT	NL	PL	PT	RO	SK	SI	SE	UK	HR
Shift from gender towards diversity															
Shortage of trainers											✓				
Underutilised gender expertise															
Lack of gender training standards and certification								✓		✓	✓				
Staff rotation								✓							
Limited/no tailor-made training/expertise						✓					✓				✓
Limited knowledge on training offer															
No gendered statistics															
No gender budgeting											✓				
No gender impact assessment											✓				
No time, other work priorities, high workload						✓					✓	✓			
Limited awareness / understanding n gender			✓					✓		✓		✓			
Limited offer of / rare gender trainings				✓										✓	
Reluctance and resistance															
Lack of interest in gender issues/training					✓		✓					✓			✓
Limited or no commitment from the leadership								✓	✓		✓	✓	✓		
No (devoted) funding				✓						✓					
Short, unsystematic gender trainings		✓						✓			✓				

European Institute for Gender Equality

Mapping gender training in the European Union and Croatia – Synthesis report

Luxembourg: Publications Office of the European Union, 2013

2013 — 76 pp. — 21 × 29.7 cm

ISBN 978-92-9218-127-7

doi:10.2839/18573

HOW TO OBTAIN EU PUBLICATIONS

Free publications:

- via EU Bookshop (<http://bookshop.europa.eu>);
- at the European Union's representations or delegations.
You can obtain their contact details on the Internet (<http://ec.europa.eu>) or by sending a fax to +352 2929-42758.

Priced publications:

- via EU Bookshop (<http://bookshop.europa.eu>).

Priced subscriptions (e.g. annual series of the *Official Journal of the European Union* and reports of cases before the Court of Justice of the European Union):

- via one of the sales agents of the Publications Office of the European Union (http://publications.europa.eu/others/agents/index_en.htm).



<http://eige.europa.eu>

ISBN 978-92-9218-127-7



9 789292 181277



Publications Office

